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POKHARA-8, BHALCHHUR, POKHARA, NEPAL

A TRAINING STUDY REPORT

SUBMITTED TO
SECONDHORIZ EDUCATION PROJECT
UNIVERSITY GRANTS COMMISSION, NEPAL

SUBMITTED BY
JANAPRIYA MULTIPLE CAMPUS
POKHARA-8, BHALCHHUR
POKHARA, NEPAL

March 2011

Janapriya Multiple Campus

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ACKNOWLEDGEMENTS

This report is an outcome of collaborative effort, contribution and support of many individuals who have offered their valuable suggestions and inputs doing with their shared experiences with us during this study.

We would like to express our sincere thanks to Mr. Damodar Chalise and Mr. Prashu Ram Baral, the chairman and ex-acting chairman of campus management committee of Janapriya Multiple campus. Similar thanks go to Mr. Biranji Gautam and Mr. Madhab Biyogi the campus chief and ex-campus chief of JMC for providing the opportunity to conduct this study. We also like to offer sincere thanks to all the ex-executive members and current executive members of campus management committee for their constructive comments and suggestions in this research work. We are equally indebted to Prof. Dr. Vikas K.C. for guiding us with in-depth analysis and suggestion in this work. Similarly we are grateful to all the programme coordinators, department heads, faculty members, and working staffs of JMC who have helped us to collect data and information in time as well as their assistance to complete this job.

At the same moment, we would like to acknowledge our indebtedness to administrative staffs of JMC for searching and providing preliminary information of the entire respondents. In this case Mr. Mahadev Kumar Palikhe and Mr. Upendra Kumar Chaudhary have provided us a great assistant. We are also thankful to Mr. Rajendra Poudel, Assistant campus chief of JMC for his kind co-operation. Many thanks to all respondents and their working offices for filling up our questionnaire timely and assisting us to complete this job. In addition, we are particularly grateful to the University Grants Commission (UGC) Nepal for providing the guidelines and support to complete this job.

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April, 2014

EXECUTIVE SUMMARY

There has been a tremendous expansion of higher education in Nepal during the last two decades with the concept of multi-university. Similarly large no-of community based campuses have been established after 1990. Janapriya Multiple Campus (JMC) was established in 2048 (1990) with the active participation of local community including social workers, teachers, educationists, academics and social organizations. Shreejana Development Centre (SDC) and Janapriya Higher Secondary School (JHS) played an important to establish the Campus. Hundreds of meetings and interactions were held at SDC and JHS with the community people in the activization of SDC and the academics. Continued meetings and interaction materialized the objective of establishing a community based campus in this region. As a result, JMC came into existence.

The expansion of higher education has increased the number of graduates entering into the job markets in Nepal. The linkage between demand and supply of graduates instill a great significance in any study of higher education. The increasing trend of graduates ultimately creates high competition in job markets. Due to high competition in job markets there are high options for employer searching for new recruitment. To the best of study team, limited research has been carried out in higher education and none of the empirical studies have been found with regard to the absorption of the graduates in the job markets. Much of the studies discussed only challenges and policy intervention part. In this context, the status of graduates of JMC (a QAA Certified Institution) needs to be identified.

However, the study also has the following specific objectives:

- To explore the current and previous employment status of the graduates of JMC.
- To identify the career advancement and further academic progress of the graduates of JMC.
- To assess the perceived value by graduates in quality service of JMC.
- To contribute to the process of enhancing research capacity involving in this study.
- To provide suggestion for further improvement of overall academic environment as per students' expectations.

METHODOLOGY

The survey instrument was adapted from a questionnaire developed by University Grants Commission of Nepal. The questions were administered by the faculty members and non teaching staffs of JMC. Interviews were conducted either face to face or through telephone conversation. In some cases, questionnaires were sent through e-mail. Where direct contact or e-mail identities of the graduates were not available, a reliable source was also used. In addition to the above mentioned approaches, social networking sites were also used. The data were entered, edited, and analyzed using mainly SPSS 17.0 version software. Proportions or percentages have been computed and reported for all variables/ indicators. Significance-tests have been carried out to determine the difference or association of some variables using Chi-Square test.

RESULTS

Distribution of Respondent

Out of total 266 questionnaires filled up, maximum respondent covered from BBA passed out students i.e. 34.60% similarly BBS passed out covered 32%, BA passed out 13.20%, B Sc passed out 11.30% and B Ed passed out is 9%.

Demographic Information of Graduates

Out of total respondents, 78.90% graduates from JMC are found to be upper caste people. In scheduled caste Gurung, Magar, Newar and lower no. of Rai is included, which consist of 19.50% which is much lower percentage compared to their enrollment in the campus. In lower caste people categorized as dalit was included of which only 1.50% student graduated found from JMC. Similarly, Out of the total graduates from JMC 36.80% students are of rural background and 62.80% students are of urban area as reflected by table 2.3. However, enrollment statistics do not match with this statistics, which indicates that the students enrolled for higher education from rural areas have higher dropout ratio and left the studies without completing the degree. It may be another area for research. Female education in Nepal is highly encouraged. Out of the total graduates from JMC, 55.30% are the female and 44.70% are male. Enrollment statistics of the college also represents this statistics especially in the urban areas.

Employment Information of Graduates

Out of total graduates 63.16% are employed and rests are unemployed. Out of total graduates, 30.8 percent have got employment in public companies, 25.56 percent have got employment in private companies. The JMC graduates employment rate on NGO/INGO is about 1.9 percent but government service is only 3.8 percent and very few no of graduates are engaged in business immediately after graduation. Most of the graduates i.e. 18.8% have been employed in bank and financial institutions. Other areas of employment of JMC graduates are Schools, Showrooms, Hotels, Insurance Companies, Airlines, Hydro projects, NGOs/INGOs, FM radios, Cooperatives, Projects, Factories, Childcares, Public and Private Companies. Least no of graduates are engaged on technical services like only 0.4 percent is engaged on nursing profession. Out of the total graduate of JMC 7.52% have got appointment for the job in fiscal year 2008/2009. Similarly 4.89% graduate got their employment opportunity in 2009/2010 & 2011/2012 each respectively. In fiscal year 2010/2011, 5.64% graduates have got that opportunity. The highest enrollment in the jobs of the graduates has been in 2012/2013. In 2013/2014, 8.28% graduates enrolled in the job market but this number may increase by the end of this fiscal year.

Income and Job Status of Graduates

JMC graduates have spread over the various field of job. From branch manager in the banks to security workers as well as in nursing and lab technician can also be found in the markets. Out of various official works most of the graduates works as teller in the banks, credit department, accountants as well as administrators also are found in the market. The graduates have been engaged in Airlines, Hotels, Child-care Centres, Radios, Colleges, Schools (Principal/Teacher), Cooperatives (Managers), Fishery, Hydro power project, NGO/INGO worker, and Government employees also are found. Similarly public companies, private firms, school, showrooms, departmental stores, FM radios, and government organizations are the major employers of JMC graduates. JMC graduates' earning level has variation. In values, the annual income of the graduates ranges from Rs. 70,000 to more than 6, 00,000. Most of the graduates' monthly income is around Rs. 10,000, i.e. 27.3% response received in this regard.

Graduates' Persuasion for Further Study

From this study 55.3 percent of total graduates are found enrolled in different academic program of different universities. 44.7 percent graduates have not enrolled for higher education till the date. Out of enrolled graduates, 19.6 percent students have enrolled for MBS, 12 percent for MBA, 8.2 percent for MSc, 7.5 percent for MA, 5.3 percent for M Ed, 0.4 percent for Dental, 0.4 Percent for MA Eco, 0.4 percent for MFC, 0.8 percent for MPA and 0.4 percent for MRA. This statistics shows that most of the graduates have enrolled in management programs.

Academic Inputs by graduates' response towards Quality Measures of JMC

Most of graduates from BBA program as well as other programs are satisfied with the no of optional subjects offered by the institution. Most of the graduates from BBA as well as other programs are satisfied with the relevance of the program to graduates' professional requirements. Most of the graduates from BBA as well as other programs are satisfied with the knowledge gained for imparting problem solving skills. Maximum no of the graduates from BBA as well as other programs are satisfied with inter disciplinary approach of learning from the range of course offered by university. Most of the graduates from BBA as well as other programs feel that the institutional programs helped them in job placement/attachment. Most of the graduates from BBA as well as other programs feel that the institutional programs are much effective in creating better teaching learning environment. Maximum no of the graduates from BBA as well as other programs are satisfied with the quality of delivery from the faculties as well as service provided by the staffs. Most of the graduates from BBA as well as other programs are satisfied with the fair relation with teaching faculties. As per the response of BBA graduates 2.2 percent are found to be satisfied low, 10.9 percent perceived medium, 10.9 percent perceived satisfactory, 22.8 satisfied moderately and 42.4 percent satisfied very high in regards to teacher student relationship. In other programs like BBS, B Ed., B Sc., and BA 0.6 percent graduates are not satisfied with teacher student relationship, 4.0 percent have low level of satisfaction, 11.5 percent have medium level of satisfaction, and 14.4 percent are satisfied with relation with faculties, 26.4 percent perceived moderate level of satisfaction and 27 percent highly satisfied with the fair relation with

teaching faculties. Most of the graduates from BBA as well as other programs are satisfied with the laboratory and library facilities. As per the response of BBA graduates 3.3 percent are satisfied low, 8.7 percent have perceived medium, 10.9 percent have perceived satisfactory, 34.8 percent are satisfied moderately and 30.4 percent are very highly satisfied with such facilities. In other programs like BBS, B Ed., B Sc., and BA 1.7 percent graduates are not satisfied with student teacher relation, 4 percent have low level of satisfaction, 8.6 percent have medium level of satisfaction, and 17.8 percent are satisfied with lab/library facilities, 30.5 percent have perceived moderate level of satisfaction and 21.3 percent are highly satisfied with the laboratory and library facilities. Academic programs and courses offered by JMC have a significant role to enhancing the capability of graduate and their job placement.

CONCLUSIONS AND RECOMMENDATIONS

The finding of the study is that maximum no of graduates (63.16%) have involved in job market in various fields. Most of the graduates employed are engaged in banking industry (18.8%) and other areas of employment are schools, showrooms, hotels, insurance, airlines, projects, factories, trading houses, childcare centre, hydro power projects, dental, nursing etc. Graduates from JMC are involved in senior level to assistant level, and by appointment highest no of graduates, got appointed in F/Y 2012/13. Maximum graduates (i.e. 55.3%) enrolled in different academic programs of different universities. Out of these graduates, maximum no of graduates enrolled in management (i.e. MBS and MBA) and other master programs. As per the findings Bachelor syllabus and college's efforts are full of interdisciplinary approaches, graduates are helped more in locating work placement/attachment, teaching learning environment is good, delivery of faculties is also appropriate, service of lab/library is found effective and better teacher student relation is maintained.

Majority of the graduates are involved in job market. However, to make fully saleable output, campus should initiate the non credit vocational courses and training on demand of the graduates. Campus should try to conduct the census covering all the graduates to obtain the complete and clear result and so on.

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CHAPTER 1

INTRODUCTION

1.1 Background

Over growing emphasis of Nigeria on one of the corner of higher education to higher education. Looking for the job opportunities, youth graduates and youth graduates spend over the last and end of the part of the world. The expansion of higher education has increased the number of graduates entering into job markets in Nigeria. The foreign investors demand are capable of graduates hold a great significance in any study of higher education.

Education is generally perceived as one of the more well developed services to make the people more conscious and positive. Education is an important indicator of national development. Nigeria is moving under the concept of multi-tiered system to produce skilled human resources and economic activities since 1990. The human resources with the broader national development goals of the country has been the focus of higher education to meet (Oso-Oso, 2000).

Nigeria has about one hundred years history of higher education. In 1892, Wesleyan College was established as the first higher education institution in the country affiliated to Freetown University, Sierra Leone. The University of Nigeria was established in 1962 as the first university owned by the government of Nigeria. After its establishment, some colleges were set up elsewhere in various parts of the country and launched different programs for providing tertiary education. government of Nigeria established Ahmadu Bello University in 1962. After restoration of democracy in 1999 under the concept of multi-tiered system, some state universities, namely, Kogi State University, Federal Polytechnic and Potomac University were established and currently these universities have been offering various programs in different parts of the country. Recently government has established some other universities such as Lord Oluwalade University, WSA, Western Nigerian University, and the Western Nigerian University. However, these universities are not normally funding any academic programs in the. This scenario suggests that

throughout the history of the country. The numerous expansion had been effected by steps in higher education during the post-war decades. In other words, the expansion of higher education has been growing in the recent years in Japan. This also creates some a question that whether the present conditions and pattern of higher educational development has caused by economy (1982:201).

1.1 Japanese Multiple Campus (JMC)

Japanese Multiple Campus (JMC) was constituted with the active participation of local community including social welfare facilities, educational institutions and local organizations. Japanese Development Centre (JDC) and Japanese Higher Secondary School (JHS) played an important role to establish the Campus. Periodicals of meetings and lectures were held in JDC and JHS with the assistance provided by the administrations of JDC and the academics. Continued meetings and interactions materialized the objective of establishing a community based campus in the region. As a result, JMC came into existence in 2001 (1999).

JMC is an administrative institution in 2001 region. Moreover, as a TU-affiliated Campus, JMC is governed by the TU's policies, rules and regulations, methods and conditions. It has been approved by N.T.U. of Japan (7 Area + 10th + 20th) also with two dormitory building blocks. With five-year physical infrastructure, JMC has 110 teaching faculties, 32 Overlapping staffs and 2000 Students in affiliate programs. JMC has affiliate programs: the Bachelor of Business Studies (BBS), Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Education (B.Ed), Bachelor of Science (BS), Master of Science Studies (M.S.S), and Master of Arts in sociology and English (MA), & has several academic Departments such as Department of Physics, Department of Chemistry, Department of Biology, Zoology, Botany, Microbiology and Environmental Science, Department of English, Department of Health, Department of Economics, Department of Social Studies and Department of Health and Welfare, Department of Accounting and Financial Management, Department of General Management and Research and Department of Education.

According to the Campus Article of Association - 2001 (1991)200 amendments - 2002 (2001), Japan is a State - U. JMC has made the provision of various

... number of students for teaching and non-teaching staff. The required number of teaching and non-teaching staff is decided by the various authority on the basis of amount of load of the departments and institutions. The selection committee is responsible to recruit the teaching and non-teaching staff. For the purpose of recruitment, entry is published in various Indian based and joint venture recruitment which is advertised in international newspapers. Where and how recruitment are done for government and non-govt. and their observation method is followed or altered by university teaching staff and non-teaching staff and their assessment is a case for non-teaching staff.

AMC has mostly defined its goals, objectives and outcomes including background information, which includes our strategy plan. AMC has a university campus and provides under the management committee chaired by the university senate. The campus is a residential and professional organization devoted to provide quality courses to the students from the high school and developmental schools. The campus aims to bring forth highly qualified, well-disciplined human resources fulfilling its global vision mission. AMC is committed to expand and strengthen the academic and job oriented programs with quality defined practicable vision, programs and implementing strategies.

AMC has proved itself as a global and local academic institution in this region. It has different academic teaching facilities in government, HEC, which has been publishing one of the most renowned journals called "Journal Journal of International Studies". Management committee has been sponsoring and study basis in the faculty members. It has also been able to create a database of emerging entrepreneurs from across all over India.

1.3 Methodology of the Study

The expansion of higher education has increased the number of graduates entering into the job market in India. The college increase demand and supply of graduates and a great significance is now made of higher education. The increasing number of graduates may ultimately make the job market highly competitive. For a high competition in job market there are high options for employee searching for job placement. In the era of study work, formal research has been carried out in higher

students and some of the essential qualities have been listed with regard to the description of the graduates in the job market. Much of the studies discussed may challenge and justify conventional fact. With this context, the status of graduates of MEd in QAA-verified institutions needs to be studied.

It is widely believed that MEd has helped in building a nucleus of professionals in the country that is loyal and skilled. Though specific data/information regarding the placement of MEd graduates is not available, it can be assumed that the graduates from MEd have been working in the various positions in the field of services, manufacturing, academia, and INFORMATION services. It is argued and well established research was undertaken to the country and abroad. Furthermore, some of the graduates are being employed both in business and service organizations that are helping in their family business. In this manner, the study will explore the career paths (implications, achievements, further education, social involvement, etc.) of the graduates of MEd and the efficacy of the knowledge and skills these graduates acquired during the study, in their academic, occupational, professional, further educational, and social life. The study will produce a new and different view on university authorities, policy makers, placement and career bodies of the university to provide globally competent management graduates in the globalized world. Similarly, it will also help the university to enhance university level status, thereby using the network, the university can build its strong relationship with the different national and international organizations.

1.4 Objectives of the study

The main objective of this study is to know how the graduates who have graduated from MEd in 2007 or 2011 in various programs such as BMS, BBA, BSc, B Ed, and B Ed Under the guidance of this report objectives, the study also has the following specific objectives:

- To explore the current and potential employment status of the MEd graduates
- To assess the career advancement and further academic progress of the MEd graduates
- To assess the perceived value by graduates in various quality of MEd.

- To contribute to the process of collecting research capacity needed in the study.
- To provide suggestions for better organization of several academic institutions as per research requirements.

1.1 Institutional Arrangements to Conduct the Study

CMC, working in 2011-2012 based 2009-2011 formulated the work study conducted to conduct the research work. As per the instruction of CMC, various administrative strongly important meetings of the committee had made study committee finalized questionnaire with the help of relevant consulting agencies. Field work has been carried out through collaborative efforts of all the faculties, non-teaching staff, various administrative and work study committee. Special has been featured by the committee by incorporating the suggestions provided by different stakeholders and disseminating same.

1.2 Graduate Batch Taken for the Study

For the purpose of this study, graduates passed out and teachers who have obtained permanent certificate of graduation during the academic year 2009 to 2011 have been taken into consideration. But in case of BBA students, certification in 2014 also has been included in this study.

1.7 Methodology Used

This study basically aimed to conduct the survey of all students who had graduated from CMC during 2009-2011. However, due to limitations of the study, out of 111 graduates during the period only 200 students have been collected among which majority (64.00%) were BBA graduates, 17% were BBA graduates, 11.20% were BA graduates, 11.20% were of the graduates and remaining 9% were BBA graduates. The data were mainly collected from February 2014 to April 2014.

1.7.1 Data Collection Instrument: The Questionnaire

The survey instrument was adapted from a questionnaire drafted by University Grants Commission (UGC) and it was slightly modified to be suited for the need of

handling. Some additional information of the graduate was also incorporated in the questionnaire such that the (M) graduates could give the concerned parties in the future to come. The questionnaire included both closed-ended and open-ended questions. The questionnaire comprised more than 50 items divided into five sections namely: student personal information, the employment information, current employment status, past job information, student's satisfaction, hobby, study stress, student's college choice and other qualitative information which was appended to the closed-ended questionnaire.

3.3 Data Collection Techniques

The questionnaires were mailed to the faculty members, non-teaching staff, senior staff, administrative members of (M) and students were conducted since there is less or no access since the responses were collected through telephone conversations. In many cases, communication took place through e-mail and were returned to study team after being filled up. For this purpose, an official e-mail account was also used for communication. Furthermore, where direct contact or e-mail addresses of the graduates were not available, a certain number of contact graduates' information or friends past group has also been incorporated to get the information of (M) graduates. In addition to the above mentioned approach, we also used the social networking sites as database by which the study team was able to get the information from their past groups through contacts of employees (M) and their friends and have been used in preparing an IT user questionnaire to them. The survey has expanded the mailing lists aimed to sample graduates at (M) to (M) to the entire system.

The data were collected by having the graduate both group consists of both active faculty members and non-teaching staff of (M). Additionally, we wanted to include special allowances to collect both the filled up questionnaire. In addition to our team study coordinator members have visited the possible places to meet the graduate several times. Normally it took 40-45 minutes to fill it up. Whenever possible, we also requested the graduates to submit the questionnaire online, to make use. Most of the responses related to provide such documents because of organizational confidentiality. They mentioned that approval letter is confidential and has access to provide it

with cases. Further required to provide a percentage of field capacity used in testing and returned to participants by date.

Before subject testing, the groups in order to collect the data, a committee was formed by UNL, NDL, consisting of four members (one general, 3 UNL) committee prepared the master of all participant activities and data to be divided into the six groups for the data collection procedure would get smoothly. The newly formed committee study the details of incorporating supporting staff of UNL, so that all official records of the participant could be easily available. The master study committee organized several meetings and took the decisions to recruit all faculty members, non teaching staff who were employed at UNL at the time of committee formation (one approach of the official staff).

2.1.2 Data Entry, Processing and Analysis

All computer questionnaire were handled over to the coordinator of master study committee for data entry and processing. The data processing procedure consisted of record editing, coding, data entry, and machine editing. Data entry was carried out with the help of participants who are well known about SPSS and his/her experience to enter in electronic questionnaire. The machine editing scheme of questionnaire is given in appendix table 5. The data was entered, edited, and analyzed using master SPSS 17.0 software and Microsoft excel as well as MS Word were also used to get any hard and soft copy information to give the work of final up questionnaire. Data was printed directly from the questionnaire and was verified in order to minimize the error.

Proportions or percentages have been computed and reported for all variables responses. Significance test has been done to determine the difference or association were related using chi-square (χ^2) test. Because this study was designed to be descriptive questionnaire of UNL, qualitative, tests of significance has been conducted for limited purpose of focus.

1.3 Dissemination of the Study Results

After the preparation of final report, a dissemination meeting was organized by IIC for the dissemination of the findings. This helped the participants in understanding the situation of DDC graduates. A final copy of report was prepared after incorporating all the comments obtained from the participants. A list of participants invited to the media dissemination meeting has been given in appendix II.

1.4 Location of the Study

Initially, IIC tried to conduct the survey of graduates present only from the campus that was functioning. Due to limited resources it was not feasible to do a survey of those who were absent. This was confined to two year period from 2000 to 2011. Within given time of two to three months the survey took following limitations:

1. Even though DDC graduates are working with various institutions and around the globe, due to financial and budgetary constraints could not be reached.
2. DDC has not maintained well copy of records in the past, due to lack of systematic and work knowledge, while present data may also not represent the survey as well as an expansion.
3. Sufficient database is not available in the campus cell phone number, telephone number, and email list have been changed by graduates and the team faced difficulty in tracing the graduates.
4. Some graduates did not respond to fill up the questionnaire and all the questionnaire returned were not received back.
5. Large part of graduates from 2006 and 2007 has been studying/training abroad. Basic information was collected through questionnaire and forms but the team was unable to collect their responses.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

Measurement of data and information have been divided into six major sections. The first section describes the respondents' distribution to get technical program offered in the company. The second section is about the demographic characteristics of the respondents. The third section deals with the employment status of BSC graduates. The fourth section discusses about the training and job status of BSC graduates. The fifth section deals with the proceedings for further study of BSC graduates and the final section provides the statistical input towards quality measures for BSC as well as concerned university and higher education system of formal and non-formal institutions of education.

2.1 Distribution of Respondents

The following table shows the respondents' summary of completing different academic programs offered by the company. Out of BSC students of 728 passed out during 2009 to 2011 only 246 students have been filled up and returned the response required by the company to get the response received. Distribution of the respondents is as follows.

Table 2.1

Summary of Respondent to get Technical Program

Programs	Completed	Not Completed	Total/Response	Percentage/Response
None	85	161	246	33.65
B.Tech	94	152	246	37.81
M.Tech	101	145	246	40.65
M.Sc	111	135	246	44.71
M.Phil	121	125	246	48.78
Total	412	516	928	44.07

As per table 2.1 out of total 928 filled up respondents, technical respondents come from BSC passed out students i.e. 34.07% namely BSC passed out student 32%, B.Tech passed out 31.25%, M.Tech passed out 31.25% and M.Phil passed out is only 4%

from design, the total number of people who received help from the teacher groups. The number of respondents in this category was the only of pie chart in figure 2.1 as follows:

Figure 2.1

Pie Chart Showing Sources of Respondents in post- academic program



2.1 Demographic Information of Graduates

In this study, the researcher tries to explore the demographic characteristics of the respondents as per their responses filled up in questionnaire.

Table 2.1

Part of the Respondents

	Category	Number	Total number	Percentage (%)
Male	Upper caste	27	107	25.2
	Untouchable caste	80	107	74.8
Female	Upper caste	4	110	3.6
	Untouchable caste	106	110	96.4
Total		111	217	51.1

From the table 2.1.2 it clearly shows that upper caste people they get maximum graduation with certificate in vocational course but the lower caste people. Out of total respondents 75.9% graduates from MC based upper caste people. In vocational course. Mughl and lower caste of Dal is included. While number of 18.5% which is a low percentage with compare to their enrollment in the category. In lower caste people compared to Dal (not included) which only 3.5% graduates found from MC.

Table 2.1

Flow of Graduates

		Female	Male	Total	Unemployed
Year	1980	25	25.5	50.5	10.1
	1981	27	27.5	54.5	10.9
	1982	28	28.5	56.5	11.3
Average	1980-1982	26.7	27.5	54.2	11.1
Total		80	81.5	161.5	32.3

Note: Unemployed are not included in the total number of graduates.

One of the most graduates from BMC 55.8% people are of local origin and 44.2% people are of other area as reflected by table 2.1. However, comparison indicates the similarity with the statistics, which indicate that the people enrolled for higher education from rural areas have higher income rates and will be able without completing the degree, to find the employment in the rural area.

Table 2.2

Gender of Graduate

	Female	Male	Total	Unemployed	
Year	1980	25	25.5	50.5	10.1
	1981	27	27.5	54.5	10.9
Total	52	53	105	21	

Table 2.2 clearly indicates that the gender distribution in degree has highly skewed. One of the total graduates from BMC 55.8% are the females and 44.2% are males. Comparison indicates of the college size increases this similarity especially in the other area. This can be shown in figure 2.1.

Figure 3.1

Figure Showing Gender of Respondent



Table 3.2

Former Educational Status

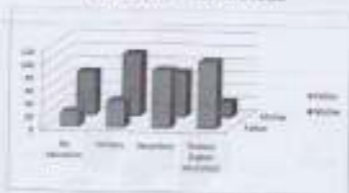
Education	Males		Females	
	Number	Percentage	Number	Percentage
No education	14	5.4	17	22.1
Primary	14	5.4	35	45.4
Secondary	38	14.7	18	23.4
Higher Secondary	33	12.7	13	16.9
Graduate	15	5.7	11	14.3
Total	108	41.8	75	97.1

14.3% of the total respondents have the other education regarding higher secondary and graduate level respondents have no education regarding higher education.

From the table 3.2 it can be seen that 1.8 percent of the respondents have no education regarding higher education level and 4.1 percent of the respondents have the other education regarding higher educational status. Out of the total, those of 5.4 percent respondents and number of 14 (5.4%) respondents have not got formal education at all. Further of 14.3 percent respondents (11) number of 16.9 percent males have got primary level education, two of respondents (15) of 22.1 percent respondents and number of 23.4 percent of respondents have secondary level education. Further total of 18.7 percent and number of 18 of respondents have got higher education.

Figure 1.1

Figure showing Educational Status of Parents



From the above figure 1.1 it can be seen that boys' level education and more fathers have got the higher level education. Similarly secondary mothers have got the primary level education. However, higher lot of fathers have got the secondary education.

Table 1.4

Occupation of Parents

Gender	Occupation	Number		Percentage	
		Male	Female	Male	Female
Total	Agriculture	4	14	21	17.7
	Business	48	114	31	14.8
	Unemployed	174	264	55	23.4
Male	Total	226	471	100	44.1
	Female	174	170	34	12
Total		400	641	34	14

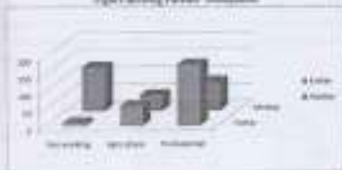
Source: Data collected from the survey conducted in the school. The data is presented in the form of a table.

From the table 1.4 it can be seen that 1.4 percent of the respondents have got secondary occupying father's occupation while 1.8 percent of the respondents have got the first occupying mother's occupational status. One of the third of respondents 3.4 percent of fathers and 4.1 percent of mothers have got higher occupation of all 3.4 percent of fathers and 14.8 percent of mothers depend on agriculture. One of the

around 40% percent before and 11% percent of members are professional. Half of professional parents used an agency to find business activities, with an government institution, 40% said of them have their own education.

Figure 14

Figures during Parents' Occupation



From the above Figure 14, it can be seen that there have found businessmen and jobless. Some fathers have involved in government either as job or as business activities as an occasion. Usually, female mothers and fathers have involved in agriculture.

3.3 Employment Information of Children

In this section, researcher's employment status has been used as dependent and outcome. What are the major characteristics of employment practices of 200 children are the main essential things to know. In this study, tries to explore the data, however, findings are based on the responses of the respondents.

Table 27

Types of Organisations in which Expenditure Employed

Gender	Types	Frequency	Percentage	Total Frequency	Percentage
Male	State	44	77%	544	88%
	Private	10	18%	124	20%
	Government	4	7%	49	8%
	Self-employed	1	2%	12	2%
	Unemployed	4	7%	49	8%

Category	1990	1991	1992	1993
Government	100	100	100	100
Private	100	100	100	100
Total	100	100	100	100

Source: U.S. Department of Education, *Postsecondary Education in the United States*, 1993.

From 1990-1993, 85 percent of total graduates (1,100) are employed and not in education. 104 of total graduates (9.5 percent) have got employment in public institutions, 11.81 percent have got employment in private institutions. The 1993 graduate production rate in OCCASION is about 1.9 percent for government service to only 1.8 percent and only the rest of graduates are engaged in business institutions after graduation.

Table 10

Sector Wise Employment Detail of Graduates

Category	1990	1991
Total	100	100
Government	100	100
Private	100	100
Business	100	100
Education	100	100
Health	100	100
Finance	100	100
Manufacturing	100	100
Construction	100	100
Transportation	100	100
Information	100	100
Professional	100	100
Other	100	100
Total	100	100

In particular above table, 1.8 percent of the graduates i.e. 18.8% have got employment in health and financial institutions. Rest sector of employment of 194 graduates are

small, temporary trade missions, visits, trade fairs, seminars, etc. under Government, Foreign, American, Chinese, Public and Private Companies. Least no of graduates employed in seasonal services for only the period is reported in survey.

Table 27
Employment Type of Graduates

Category	Sub-category	Number	Percentage
Total	Government	110	28.4
	Foreign	0	0
	American	0	0
	Chinese	1	0.3
	Public	1	0.3
	Private	1	0.3
	Seasonal	1	0.3
	Other	1	0.3
	Unemployed	1	0.3
	Not reported	1	0.3
Unemployed	1	0.3	
Total		387	100

Out of total respondents, 42.3 percent have got the full time employment, 2.1 percent graduates have got part time employment, 1.1 percent are engaged in self employment whereas 1.1 percent is in the field of reading. Rest of 46 percent graduates are engaged in government services, industry and other work.

Table 28
SD Response of Graduates

Response	Sub-category	Number	Percentage
Total	Strongly Agree	11	2.1
	Agree	11	2.1
	Disagree	4	0.8
	Strongly Disagree	0	0
	Not reported	0	0
	Other	1	0.2
Unemployed	1	0.2	
Total		33	100

46 Percent of total respondents (11) strongly agreed to the statement.

Out of employed graduates 49 graduates employed at middle level, 22 people at higher level. Right now in government sector, 71 graduates are employed at different level and are good because specified their designation.

Table 2.11
Rate of Appointment of Graduates

Level	Number	Percentage
Total	100	100%
Higher	22	22%
Middle	49	49%
Lower	9	9%
Not Employed	50	50%
Total	100	100%

Source: Data provided by the Department of Education, Government of Punjab.

Out of the total graduates of 100, 71% have got appointment for the job in fiscal year 2016/2017. Statistics 49% graduates got best opportunities especially in GOVERNMENT of 2016/2017 which respectively in fiscal year 2015/2016, 44% graduates have got the opportunity. The highest appointment in the jobs of the graduates has been seen in 2015/2016, in 2016/2017, 6.2% graduates resulted to have job number but this number may increase at the end of this fiscal year.

2.4 Income and Job Status of Graduate

To get the income (fixed by the respondents) about job position by respondents and what is their level of income is analyzed in this section.

As per the questionnaire on their job graduates' job status currently can be presented as:

Table 2.12

Employed Graduate (Department of Marketing)

Category	Number	Percentage
Total	10	100%
Employed	6	60%
Unemployed	4	40%
Total	10	100%

Table 131

Annual Income Received by Graduates

		Liberal Arts	Science	1964 Income	1965 Income
Total		100	100	100	100
	Below \$5,000	10	10	10	10
	\$5,000 - 9,999	15	15	15	15
	\$10,000 - 14,999	20	20	20	20
	\$15,000 - 19,999	25	25	25	25
	\$20,000 - 24,999	20	20	20	20
	\$25,000 - 29,999	10	10	10	10
	\$30,000 - 34,999	5	5	5	5
	\$35,000 - 39,999	2	2	2	2
	\$40,000 - 44,999	1	1	1	1
	\$45,000 - 49,999	1	1	1	1
	\$50,000 - 54,999	1	1	1	1
	\$55,000 - 59,999	1	1	1	1
	\$60,000 - 64,999	1	1	1	1
	\$65,000 - 69,999	1	1	1	1
	\$70,000 - 74,999	1	1	1	1
	\$75,000 - 79,999	1	1	1	1
	\$80,000 - 84,999	1	1	1	1
	\$85,000 - 89,999	1	1	1	1
	\$90,000 - 94,999	1	1	1	1
	\$95,000 - 99,999	1	1	1	1
	\$100,000 - 104,999	1	1	1	1
	\$105,000 - 109,999	1	1	1	1
	\$110,000 - 114,999	1	1	1	1
	\$115,000 - 119,999	1	1	1	1
	\$120,000 - 124,999	1	1	1	1
	\$125,000 - 129,999	1	1	1	1
	\$130,000 - 134,999	1	1	1	1
	\$135,000 - 139,999	1	1	1	1
	\$140,000 - 144,999	1	1	1	1
	\$145,000 - 149,999	1	1	1	1
	\$150,000 - 154,999	1	1	1	1
	\$155,000 - 159,999	1	1	1	1
	\$160,000 - 164,999	1	1	1	1
	\$165,000 - 169,999	1	1	1	1
	\$170,000 - 174,999	1	1	1	1
	\$175,000 - 179,999	1	1	1	1
	\$180,000 - 184,999	1	1	1	1
	\$185,000 - 189,999	1	1	1	1
	\$190,000 - 194,999	1	1	1	1
	\$195,000 - 199,999	1	1	1	1
	\$200,000 - 204,999	1	1	1	1
	\$205,000 - 209,999	1	1	1	1
	\$210,000 - 214,999	1	1	1	1
	\$215,000 - 219,999	1	1	1	1
	\$220,000 - 224,999	1	1	1	1
	\$225,000 - 229,999	1	1	1	1
	\$230,000 - 234,999	1	1	1	1
	\$235,000 - 239,999	1	1	1	1
	\$240,000 - 244,999	1	1	1	1
	\$245,000 - 249,999	1	1	1	1
	\$250,000 - 254,999	1	1	1	1
	\$255,000 - 259,999	1	1	1	1
	\$260,000 - 264,999	1	1	1	1
	\$265,000 - 269,999	1	1	1	1
	\$270,000 - 274,999	1	1	1	1
	\$275,000 - 279,999	1	1	1	1
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	\$295,000 - 299,999	1	1	1	1
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	\$305,000 - 309,999	1	1	1	1
	\$310,000 - 314,999	1	1	1	1
	\$315,000 - 319,999	1	1	1	1
	\$320,000 - 324,999	1	1	1	1
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	\$330,000 - 334,999	1	1	1	1
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	\$360,000 - 364,999	1	1	1	1
	\$365,000 - 369,999	1	1	1	1
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	\$390,000 - 394,999	1	1	1	1
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	\$640,000 - 644,999	1	1	1	1
	\$645,000 - 649,999	1	1	1	1
	\$650,000 - 654,999	1	1	1	1
	\$655,000 - 659,999	1	1	1	1
	\$660,000 - 664,999	1	1	1	1
	\$665,000 - 669,999	1	1	1	1
	\$670,000 - 674,999	1	1	1	1
	\$675,000 - 679,999	1	1	1	1
	\$680,000 - 684,999	1	1	1	1
	\$685,000 - 689,999	1	1	1	1
	\$690,000 - 694,999	1	1	1	1
	\$695,000 - 699,999	1	1	1	1
	\$700,000 - 704,999	1	1	1	1
	\$705,000 - 709,999	1	1	1	1
	\$710,000 - 714,999	1	1	1	1
	\$715,000 - 719,999	1	1	1	1
	\$720,000 - 724,999	1	1	1	1
	\$725,000 - 729,999	1	1	1	1
	\$730,000 - 734,999	1	1	1	1
	\$735,000 - 739,999	1	1	1	1
	\$740,000 - 744,999	1	1	1	1
	\$745,000 - 749,999	1	1	1	1
	\$750,000 - 754,999	1	1	1	1
	\$755,000 - 759,999	1	1	1	1
	\$760,000 - 764,999	1	1	1	1
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	\$770,000 - 774,999	1	1	1	1
	\$775,000 - 779,999	1	1	1	1
	\$780,000 - 784,999	1	1	1	1
	\$785,000 - 789,999	1	1	1	1
	\$790,000 - 794,999	1	1	1	1
	\$795,000 - 799,999	1	1	1	1
	\$800,000 - 804,999	1	1	1	1
	\$805,000 - 809,999	1	1	1	1
	\$810,000 - 814,999	1	1	1	1
	\$815,000 - 819,999	1	1	1	1
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	\$830,000 - 834,999	1	1	1	1
	\$835,000 - 839,999	1	1	1	1
	\$840,000 - 844,999	1	1	1	1
	\$845,000 - 849,999	1	1	1	1
	\$850,000 - 854,999	1	1	1	1
	\$855,000 - 859,999	1	1	1	1
	\$860,000 - 864,999	1	1	1	1
	\$865,000 - 869,999	1	1	1	1
	\$870,000 - 874,999	1	1	1	1
	\$875,000 - 879,999	1	1	1	1
	\$880,000 - 884,999	1	1	1	1
	\$885,000 - 889,999	1	1	1	1
	\$890,000 - 894,999	1	1	1	1
	\$895,000 - 899,999	1	1	1	1
	\$900,000 - 904,999	1	1	1	1
	\$905,000 - 909,999	1	1	1	1
	\$910,000 - 914,999	1	1	1	1
	\$915,000 - 919,999	1	1	1	1
	\$920,000 - 924,999	1	1	1	1
	\$925,000 - 929,999	1	1	1	1
	\$930,000 - 934,999	1	1	1	1
	\$935,000 - 939,999	1	1	1	1
	\$940,000 - 944,999	1	1	1	1
	\$945,000 - 949,999	1	1	1	1
	\$950,000 - 954,999	1	1	1	1
	\$955,000 - 959,999	1	1	1	1
	\$960,000 - 964,999	1	1	1	1
	\$965,000 - 969,999	1	1	1	1
	\$970,000 - 974,999	1	1	1	1
	\$975,000 - 979,999	1	1	1	1
	\$980,000 - 984,999				

11.3 percent and 1.9 percent received the maximum of 100 percent satisfactory, good, fair and not good (adequate) respectively.

Table 2.17

Improved Learning Efficiency

		Expected	Actual	Percentage	Comments
Total	Very good	1	11	1.1	1.1
	Good	11	111	11.1	11.1
	Fair	24	188	18.8	20.7
	Not good	24	188	18.8	20.7
	Very poor	14	110	11.0	12.2
	Not	66	519	51.9	56.9
Average	Score	18	111	11.1	
	Std.	22	166	16.6	

NOTE: Actual percentage is 11.1 percent expected is 11.1 percent.

Only 1.1 percent students have been unable to improve learning efficiency through the curriculum effort. 11.1 percent maximum 11.1 percent are satisfied 11.1 percent are good, 18.8 percent are fair to improve very much, of their learning efficiency through curriculum effort of 11.1.

Table 2.18

Improved Communication Skill

		Expected	Actual	Percentage	Comments
Total	Very good	1	11	1.1	1.1
	Good	4	33	3.3	3.3
	Fair	21	187	18.7	20.7
	Not good	21	187	18.7	20.7
	Very poor	41	333	33.3	36.3
	Not	90	741	74.1	80.9
Average	Score	11	111	11.1	
	Std.	11	111	11.1	

NOTE: Actual percentage is 11.1 percent expected is 11.1 percent.

Only 1.1 percent students have been unable to improve communication skill through the curriculum effort. 11.1 percent maximum 1.1 percent are not satisfied 11.1 percent are good, 18.7 percent are fair, 33.3 percent have a response (satisfied) and 74.1 percent are able to improve very much of their communication skill through curriculum effort of 11.1.

Table 119

Internet Information Technology Skill

Year	Category	Good	Fair	Satisfactory	Unsatisfactory
2007	Very good	11	12	10	10
	Good	10	10	10	10
	Fair	10	10	10	10
	Satisfactory	10	10	10	10
	Unsatisfactory	10	10	10	10
	Total	50	50	50	50
2008	Very good	11	12	10	10
	Good	10	10	10	10
	Fair	10	10	10	10
	Satisfactory	10	10	10	10
	Unsatisfactory	10	10	10	10
	Total	50	50	50	50

Source: Survey conducted by the Department of Information Technology, Government of Karnataka.

Out of total teachers being employed in 7 percent positions have very skills in internet information technology skills through the institutional effort. Out of total respondents 14.1 percent are not satisfied 22.4 percent are satisfied 31.8 percent fair good, 17.1 percent have improved themselves and 14.9 percent are able to improve only much of their information technology skills through institutional effort at all.

Table 120

Performance of Trainees

Year	Category	Good	Fair	Satisfactory	Unsatisfactory
2007	Very good	4	11	10	14
	Good	4	10	10	11
	Fair	10	10	10	10
	Satisfactory	10	10	10	10
	Unsatisfactory	10	10	10	10
	Total	40	40	40	40
2008	Very good	4	11	10	14
	Good	4	10	10	11
	Fair	10	10	10	10
	Satisfactory	10	10	10	10
	Unsatisfactory	10	10	10	10
	Total	40	40	40	40

Source: Survey conducted by the Department of Information Technology, Government of Karnataka.

From table 120 after it can be said that most of the positions have improved their own skills and have working in job performance through academy program offered by the institution. Out of total respondents 1.4 percent, 8 percent, 14.9 percent, 22.4 percent, 20.1 percent and 14.9 percent mentioned are as all, not satisfactory, satisfactory, good, fair and very much satisfactory respectively as the largely holding in constructing their own.

Table 2.11

No. of Graduates Enrolled in Further Study

	Female	Male	Total	Percentage
Yes	11	11	22	11
No	14	73	87	89
Total	25	84	109	
Percentage	23%	77%	100%	
Total	25	84	109	

From table 2.11 it is seen that 21.0 percent of the graduates have enrolled in further study. Out of these respondents 4.7 percent have enrolled in higher secondary and 16.3 percent have enrolled in degree level education.

Table 2.12

No. of Graduates Enrolled in Different Course

	Female	Male	Total	Percentage
Yes	14	34	48	44
No	11	4	15	14
Total	25	38	63	
Percentage	23%	77%	100%	
Total	25	38	63	

From table 2.12 it is seen that 76.2 percent of the graduates enrolled in further study. Out of these respondents 74.6 percent have got enrolled in master's work and 1.6 percent have enrolled in other professional courses. The 21.8 percent are not enrolled in degree level education.

2.6 Analysis: Inputs towards Quality Movement of JNU and University

The 1st section deals with the graduates perceived value regarding quality movement in different aspects of overall effort by the institution, pattern of service delivery, environment and other strengths and weaknesses of the campus. There are various courses offered by JNU in different programs. Out of these 60% courses is distance based and other courses are non based. Distance type is program approved

and activities, is defined as receiving some effort of TC to different location and activities. Database prepared in this context may assist in the discussion of costs and program. The detailed information data are presented and analyzed separately. The layout of this chapter is closely associated with conceptual activities of TC.

Table 2.24
Range of Energy Used

Program	Type	1991		1992	
		Percentage	Number	Percentage	Number
Energy	100	11	23	11	23
	75-99	11	23	11	23
	50-74	22	46	21	44
	25-49	19	40	20	42
	1-24	11	23	9	19
	0	24	51	28	58
Program	Energy	11	23	11	23
	Other	19	40	19	40
Total		100	100	100	100

Data table 2.24 shows the use of energy of the program from 1991 program as well as other program are satisfied with the range of energy offered by government. As per the survey of 1991 program, 4.2 percent are satisfied from 1-7 percent program budget, 21 percent program satisfaction, 44.6 percent satisfied moderately and 24.1 percent satisfied very high with 99.9 percent in other programs like 1991, 1992, 1993, and 1994 percent have low level of satisfaction, 19 percent have moderate level of satisfaction, and 19 percent have moderate level of satisfaction and 1.2 percent are highly satisfied with the range of energy offered by the government. More detailed data are given in Table 2.25.

Figure 20

Students Perceived Regarding Range of Course Offered



From the Figure 20 it can be said that most of the perception of BBA and other business-related fields were offered by the institution.

Table 20

Number of Students Satisfaction

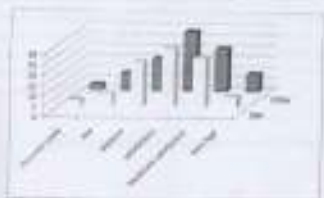
Satisfaction	No. of Students	BBA		Other	
		Students	Female	Students	Female
Total					
Not Satisfied		2	11	1	20
Slightly		5	34	10	39
Moderately		30	137	27	201
Very Satisfied		35	181	36	207
Extremely		4	34	4	44
Total		76	307	78	311
Female		14	104	35	134
Total		76	307	78	311

From table 20 it can be said that most of the perception from BBA program as well as other programs are satisfied with the set of optional subjects offered by the institution. In order to improve BBA perception 1.2 there are more than the female 8.8 percent are not satisfied, 11.7 percent perceived moderate, 36.3 percent perceived satisfactory, 11.9 satisfied extremely, and 3.8 percent perceived very high with set of optional subjects in other programs like BSC, B.Ed, B.Sc., and B.A. 3.9 percent does not apply with this criterion 8.8 percent have low level of satisfaction, 17.5 percent have

medium level of satisfaction and 26.7 percent have expressed medium level of satisfaction and 8.9 percent highly satisfied with the no. of options subject offered by the institution. The bar chart data can be presented as Figure 2.8.

Figure 2.8

Number of Options Subjects



From the Figure 2.8 it can be said that most of the graduates of MBA and other business courses have expressed medium level of satisfaction with the no. of options subjects offered by the institution.

Table 2.5

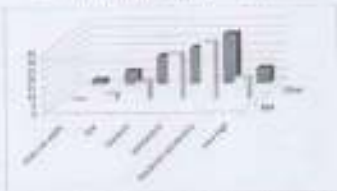
Balance of Program on Graduate Professional Requirements

Level	No. of Graduates	2011		2012	
		Passes	Failed	Passes	Failed
Master	10	7	3	4	6
Ph.D.	4	3	1	2	2
Executive	18	16	2	13	11
Postgraduate	18	15	3	14	11
Graduate	14	11	3	10	11
U.G.	11	10	1	11	10
Total	75	63	12	54	51
Overall	14	13	1	13	11
Total	89	76	13	77	62

Therefore, 220% can be said that most of the graduates from BBA program as well as other programs are satisfied with the relevance of the program to graduate' professional requirements. As per the response of BBA program 11 percent did not agree about it, 41 percent satisfied less, 19.5 percent somewhat satisfied, 27.2 percent perceived satisfaction, 11.7 satisfied moderate and 11 percent satisfied very high with professional linkage of syllabus. In other programs like BBA, B.A.B, B.Sc., and BBA LL programs did not have, 73 percent have low level of satisfaction, 16.4 percent have medium level of satisfaction, and 10 percent satisfied with the course, 18.7 percent perceived medium level of satisfaction and 8.6 percent highly satisfied with the relevance of course content and program with professional scope. Hence, concerned data can be presented in figure as:

Figure 27

Relevance of Program to Graduate's Professional Requirements



From the figure 27 it can be said that most of the graduates of BBA and other programs satisfied with relevance of course content and program with their professional scope.

Table 27

Administrative Activities

Program	Year	2006		2007	
		Percentage	Number	Percentage	Number
Total	2006	100	100	100	100
Not	2006	100	100	100	100
Satisfied	2006	71.8	71.8	71.8	71.8
Dissatisfied	2006	28.2	28.2	28.2	28.2
Not	2007	100	100	100	100
Satisfied	2007	71.8	71.8	71.8	71.8
Dissatisfied	2007	28.2	28.2	28.2	28.2
Average	2006-2007	71.8	71.8	71.8	71.8
Total	2006-2007	100	100	100	100

From table 2.17 it can be seen that most of the graduates from BBA program as well as other programs are satisfied with the economic activities. As per the response of BBA graduates 71.8 percent satisfied less, 28.2 percent perceived dissatisfied, 71.8 percent perceived satisfactory, 28.2 percent moderately and 71 percent satisfied very high with economic performance. In other programs like BBA, B.Com., B.B.A., and B.A. 71.8 percent have low level of satisfaction, 28.2 percent have medium level of satisfaction, and 71.8 percent perceived moderate level of satisfaction and 28.2 percent highly satisfied with the economic activities.

Table 2.18

Profession Seeking Skills Connected to Intellectual Effect

Program	Year	2006		2007	
		Percentage	Number	Percentage	Number
Total	2006	100	100	100	100
Not	2006	100	100	100	100
Satisfied	2006	71.8	71.8	71.8	71.8
Dissatisfied	2006	28.2	28.2	28.2	28.2
Not	2007	100	100	100	100
Satisfied	2007	71.8	71.8	71.8	71.8
Dissatisfied	2007	28.2	28.2	28.2	28.2
Average	2006-2007	71.8	71.8	71.8	71.8
Total	2006-2007	100	100	100	100

From table 2.18 it can be seen that most of the graduates from BBA program as well as other programs are satisfied with the knowledge gained for developing problem solving skills. As per the response of BBA graduates 71.8 percent satisfied less, 28.2 percent perceived dissatisfied, 71.8 percent perceived satisfactory, 28.2 percent moderately and 71 percent satisfied very high with gained problem-solving skills. In other programs like BBA, B.Com., B.B.A., and B.A. 71.8 percent have low level of satisfaction, 28.2 percent

new studies: level of satisfaction: 27% satisfied, 73% were not; moderate level of satisfaction and 18.9 percent highly satisfied with the knowledge gained by completing problem solving skills.

Table 2.29
Open-Ended Learning

Classification		2011		2012	
		Frequency	Percent	Frequency	Percent
Total	Very satisfied	2	1.1	21	11.1
	Satisfied	14	8.1	61	32.1
	Not Satisfied	23	12.1	21	11.1
	Not at all Satisfied	60	32.9	61	32.1
	Very High	1	0.5	21	11.1
	High	84	46.1	121	63.1
	Low	1	0.5	1	0.5
Total		181	100.0	181	100.0

From table 2.29 it can be said that most of the graduates from WSA program as well as other programs are satisfied with non-disciplinary approach of learning. From the study of course offered by universities. As per the response of WSA graduates 1.1 percent responses did not have idea regarding the course, 11.1 percent preferred subjects, 32.1 percent preferred activities, 32.1 satisfied moderately and 11.1 percent satisfied very high with non-disciplinary course in other programs like WSA, B.T.L, B.T.S, and B.A. 1.1 percent of responses did not have idea regarding the course, 11.1 percent have low level of satisfaction, 32.1 percent have moderate level of satisfaction, and 22.8 percent were satisfied with the course, 46.1 percent preferred moderate level of satisfaction and 1.1 percent highly satisfied with non-disciplinary approach of learning from the study of course offered by universities. More research should be provided to University.

Figure 2.8

Eyes Open Program Learning



From the Figure 2.8 it can be said that most of the graduates of BBA and other facilities enrolled with university of various courses and programs with their own facilities, learning and skills.

Table 2.9

Work Placement Interviews

		BBA		BHM	
		Interview	Attended	Interview	Attended
Male	Out of 100	25	150	20	110
	Female	15	100	10	100
	Male	20	100	10	100
	Female	10	100	10	100
	Male	10	100	10	100
	Female	10	100	10	100
	Male	10	100	10	100
	Female	10	100	10	100
	Male	10	100	10	100
	Female	10	100	10	100

From table 2.9 it can be said that most of the graduates from BBA program as well as other programs are find the the best placement program helped the graduates to work placement interviews. As per the response of BBA graduates 75 percent have not

enrolled in their placement activities 14 percent enrolled into 119 general-purpose courses, 10.7 percent general mathematics, 17.9 percent moderately and 3.8 percent enrolled very high math instructional efforts. In other programs like (MSE, B.S.E., B.Sc., and B.A.) 11.2 percent had not yet taught for their programs, 10.9 percent have not level of satisfaction, 11.2 percent have teaching level of satisfaction, 17.4 percent graduates were enrolled in job taught for their placement, and 16 percent enrolled moderate level of satisfaction and 14.2 percent highly enrolled with the institutional program helped the graduates to well placement activities.

Table 2.20

Teaching Learning Environment

		Yes		No	
		Percentage	Number	Percentage	Number
Total	Very Satisfied	1	1	1	1
	Satisfied	1	1	1	1
	Not Satisfied	1	1	1	1
	Very Dissatisfied	1	1	1	1
	Not High	1	1	1	1
	Total	1	1	1	1
	Mean	1	1	1	1
	Std	1	1	1	1
	Total	1	1	1	1
	Total	1	1	1	1

From table 2.20 it can be said that more of the graduates from MSE program as well as other programs did not find the institutional program much effective in creating better teaching learning environment. 44 percent responses of MSE graduates 11 percent were not had teaching learning environment like 4.7 percent enrolled moderate, 20.9 percent perceived medium, 31.7 percent perceived moderate satisfaction, 17.9 percent enrolled very high teaching learning environment of the campus. In other programs like MSE, B.S.E., B.Sc., and B.A.) 11.2 percent had not yet had teaching learning environment like 11.2 percent have not level of satisfaction, 10.9 percent have medium level of satisfaction, 17.4 percent graduates were enrolled with teaching learning environment of the campus and 16.7 percent perceived moderate level of satisfaction and 11.2 percent highly enrolled with the institutional program much effective in creating better teaching learning environment.

Table 2.21

Quality of Delivery

Program	Service	2014		2015	
		Response	Score	Response	Score
WHS	Overall	100	92.1	100	92.1
	Staff	100	92.1	100	92.1
	Facilities	100	92.1	100	92.1
	Programmes	100	92.1	100	92.1
	Programme delivery	100	92.1	100	92.1
Overall	Staff	100	92.1	100	92.1
	Facilities	100	92.1	100	92.1

From table 2.21.2 you can see the level of the grades from 2014 program as well as other programs are satisfied with the quality of delivery from the facilities as well as service from the staff. 84 out of the response of 2014 graduates (22 percent) graduates are not satisfied with delivery of service, 22 percent satisfied was, 48 percent perceived neutral, 26.7 percent perceived satisfactory, 27 percent unsatisfied, and 11.2 percent satisfied was high with delivery program. In other program like 2014, W 14, W 15, and W 16 11 percent graduates are not satisfied with delivery of service, 42 percent have low level of satisfaction, 14.8 percent have medium level of satisfaction, and 29.9 percent satisfied with quality of service delivery, 22 percent perceived neutral level of satisfaction and 13.1 percent highly satisfied with the quality of services from the facilities as well as service from the staff.

Table 2.22

Teacher Student Relationship

Program	Service	2014		2015	
		Response	Score	Response	Score
WHS	Overall	100	92.1	100	92.1
	Staff	100	92.1	100	92.1
	Facilities	100	92.1	100	92.1
	Programmes	100	92.1	100	92.1
	Programme delivery	100	92.1	100	92.1
Overall	Staff	100	92.1	100	92.1
	Facilities	100	92.1	100	92.1

From table 2.13 it can be said that most of the questions from both program as well as other programs are satisfied with the perceived quality teaching practice. 84.99% of responses of FSW & general LL student satisfied for, 79.1 percent perceived excellent, 100 percent perceived satisfactory, 22.2 satisfied responses and 41.4 percent satisfied very high with Faculty-student relationship. In other program like WGS, B.L.S., B.Sc., and BA, 84.99 percent graduate are not satisfied with teacher-student relationship, 49 percent have low level of satisfaction, 11.5 percent have medium level of satisfaction, and 14.4 percent satisfied with course with faculty. 26.4 percent perceived excellent level of satisfaction and 17 percent highly satisfied with the best course with teaching practice.

Figure 2.4

Figure Showing Teacher Student Relationship



From the Figure 2.4 it can be said that most of the questions of FSW & other students satisfied with teacher-student relationship, their satisfaction and positive directed to the faculty members.

Table 2.14

Faculty Related to Librarian

	Yes	No
Faculty Related to Librarian		

		Number	Percent	Number	Percent
Total	Library facilities	11	1.1	11	1.1
	Other facilities	9	0.9	9	0.9
	Library facilities	11	1.1	11	1.1
	Other facilities	9	0.9	9	0.9
	Library facilities	11	1.1	11	1.1
	Other facilities	9	0.9	9	0.9
Total	Library facilities	11	1.1	11	1.1
	Other facilities	9	0.9	9	0.9
Total		1000	100	1000	100

From table 2.14.3 you can see that more of the graduates that BBA program as well as other programs was satisfied with the laboratory and library facilities. At per cent response of BBA graduates 1.1 percent satisfied less, 0.7 percent perceived medium, 10.9 percent perceived satisfactory, 12.2 percent satisfactory and 74.1 percent satisfied very high with library facilities. In other programs 0.9 percent, 0.9 percent, and 0.9 percent graduates are not satisfied with library facilities, 0 percent have low level of satisfaction, 1.0 percent have medium level of satisfaction, and 17.2 were satisfied with library facilities, 70.1 percent perceived medium level of satisfaction and 11.2 percent highly satisfied with library facilities.

Figure 2.14

Facilities Related to Library Use



From the figure 2.14 you can see that level of the graduates of BBA and other facilities satisfied with library facilities, they perceive and service delivered by the staff services.

Class solutions showing the relationship between course outcomes related to the competencies and components of the discipline.

Table 2.23

Subject Headings (Course Outcomes) from Current Tables

Subject	Code	Level	Learning Outcomes		
			LO1	LO2	LO3
Mathematics	MATH-101	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-102	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-103	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-104	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-105	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-106	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-107	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-108	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-109	1st	1.1	1.2	1.3
			2.1	2.2	2.3
Mathematics	MATH-110	1st	1.1	1.2	1.3
			2.1	2.2	2.3

Table 2.34

Cholesterol (g/100g)

	Mean	SD	Sample Size (n)
Control Group	18.1	4	100
Infected Group	16.2	4	100
Control Group	11.0	7	100
Infected Group	10.0	4	100

Source: Adapted from [reference].

From the above table and test it is clear that there is significant association between infection and cholesterol levels among the patients or vice versa (p < 0.05). In other words, infection caused by PAB has significant role to regulate the cholesterol in infected group.

CHAPTER III

MAJOR FINDINGS

In this chapter, facts and figures with analysis and conclusions derived in analysis chapter is included. In previous chapter data and information was analyzed in the different sections. These findings are are compared and arranged to resolve various and aspects.

3.1 Distribution of Respondents

- Out of total 200 questionnaires (that are, maximum questionnaire received from RMA, present and returned) 14 (7.00% returned) 186 (93.00% present and returned) 20% (present and 12.00%, 8% returned and 11.00% and 6% did present and to only 9%.

3.2 Demographic Information of Graduates

- Out of total respondents 75.00% graduates from JMC are female upper caste people. In educational caste hierarchy, Upper Caste and lower one of that is included. When compare of 15.00% which is to compare percentage with compare to their enrollment in the campus. In lower caste people categorized as that is included of which only 1.00% graduates are from JMC.
- Out of the total graduates from JMC 70.00% people are of high people and 30.00% people are of lower one as reflected by table 3.2. However, insufficient statistics do not reach with this analysis. It indicates that like people enrolled for higher education they rural areas have higher dropout rates and have left the field without completing the degree. It may be another area for research.

- 4. Female education is being fast tracked: 60% of the total graduates from 1987-2000 are the females and 40.0% are males. Furthermore, 60% of the college also represents the statistics especially in the urban areas.
- 5. One of the field of response 83 percent of bachelors and 23.2 percent of masters have not got formal education at all. 75.4 percent of bachelors and 56.1 percent of masters have primary level education. One of the responses 11.1 percent bachelors and 21.2 percent of masters are secondary level educated. As per the response 32.7 percent bachelors and 20.6 percent masters have got higher education.
- 6. One of the field of response 1.6 percent of bachelors and 27.7 percent of masters have not got formal education at all. 21.8 percent of bachelors and 36.8 percent of masters are employed as agriculture or professional. One of the response 30.7 percent bachelors and 35.8 percent of masters are professionals. One of professional parents were not engaged in their formal activities, only are government employees and some of them have their own businesses.

3.3 Employment Information of Graduates

- 1. One of total graduates 11.1% are employed and one are unemployed. One of total graduates 20.2 percent have got employment in public companies, 21.7% percent have got employment in private companies. The NEU graduates employment rate is 30.2% and is about 1.8 percent for government service. Only 1.4 percent will see the use of graduates are engaged in business, consultancy after graduation.
- 2. One of the graduates i.e. 11.1% are employed in bank and financial institutions. One more of responses of NEU graduates are schools, Government, Health, Insurance, railway, Home guards, NGOs/NGOs, the others, Cooperative, Program, Forestry, Christian, Public and Private Companies. Total use of graduates are engaged in technical service like only 1.4 percent is engaged in teaching profession.
- 3. One of the responses, 42.3 percent have got the NEU total employment. 2.1 percent graduates have got part time employment, 1.1 percent are engaged in self

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- Out of employed graduates, 17 graduates are employed at senior level, 22 are at middle level, eight are at operational level, 75 graduates are employed at various level where specific level has been specified their designation.
- Out of the total graduates of IITC, 3.23% have got appointment for the job in final year (2002-2003), finally 3.89% graduates got their employment opportunity in 2003-04 & 2011-2012 (last opportunity in final year 2022-2023), 3.89% graduates have got their appointments. The highest recruitment in the jobs of the graduates have been in 2022-23 i.e. 14,12014, 2.10% graduates enrolled in their job market for the number was increased by the year of the final year.

3.1.2 Income and Job Status of Graduates

- IITC graduates have entered into the various forms of jobs. From their own account it is the better to security workers as well as it is working and the education can also be found in the income. One of several officials have been one of the graduates work in follow in the banks, credit institutions, credit institutions as well as institutions also found in the banks, Airline, Hotels, 2000 year, some States, Colleges, Schools (Principal/Teacher), Cooperative (Manager), Factory, Higher police project, NCC/SSSI and Government offices have produced the job graduates. Industry Public Companies, Private Firms, Schools, Government, Engineering Firms, TV Station, and Government Organizations are the major employers of IITC graduates.
- IITC graduates' average level in final year is varied. It varies from final annual income of graduates for 7,000 to more than 6, 00,000. Most of the graduates level of monthly income is around \$4, 00,000 i.e. 27.7% employees were enrolled with regular.
- Only 58 percent of the graduates have final preference while accepting the job. One of total respondents 42.7 percent 201 and four graduates in accepting the job. Maximum number of graduates have left easy to accept job opportunity. This

- but much smaller the amount of activities to perform the assigned tasks and responsibilities in their working field.
- 4. Graduates' opinions regarding their personal knowledge, skills, attitude obtained through academic programs in relation to their job is very high. As per their responses 6.8 percent find out job knowledge and skills, 5.4 percent are not satisfied from the academic program. One of most respondents (9.9 percent are satisfied, 21.9 percent fair/good, 29.1 percent fair/adequate and 29.4 percent fair/very much useful the academic program to enhance the knowledge, skills and attitude required to proceed to job. As per the responses of graduates they have got a lot of insight to job requirements through academic programs offered to the students.
 - 5. Most of the graduates have improved their skills and overall job performance through academic programs offered to the curriculum. One of most responses 1.2 percent, 10.9 percent, 22.4 percent, 26.4 percent, 17.2 percent and 22.2 percent mentioned that more of, not satisfactory, satisfactory, good, medium and very much satisfactory respectively.
 - 6. Only 2.9 percent graduates have been unable to improve learning efficiency through the institutional effort. One of most respondents (1.2 percent are satisfied 3.9 percent fair/good, 2.8 percent are able to improve very much of their learning efficiency through institutional effort of IIT).
 - 7. Only 2.2 percent graduates have been unable to improve communication skills through the institutional effort. One of most respondents (1.2 percent are not satisfied 11.2 percent are satisfied 16.1 percent fair/good, 22.9 percent improved moderately and 16.7 percent are able to improve very much of their communication skills through institutional effort of IIT).
 - 8. The student teachers during their period 6.3 percent responses have been unable to improve informative technology skills through the institutional effort. One of most respondents (16.9 percent are not satisfied 22.4 percent are satisfied 22.4 percent fair/good, 12.1 percent improved moderately and 6.9 percent are able to improve very much of their informative technology skills through institutional effort of IIT).

- Most of the graduates have reported that their skills and have benefited to job performance through activities programs offered by the institution. Out of total respondents 1.1 percent A percent, 14.7 percent, 22.2 percent, 26.1 percent and 35.9 percent mentioned out of 28, not satisfactory, satisfactory, good, excellent and very much satisfactory respectively as the primary finding is increasing awareness.

2.5 Graduate Preference for Further Study

- From the study 77.8 percent of total graduates are found enrolled in different education programs of different institutions. 34.7 percent graduates have not enrolled for higher education for the time. Out of remaining graduates 100 percent students have enrolled in MBA, 12 percent in BBA, 4.1 percent in BPh, 5.4 percent in MCA, 5.5 percent in M Ed, 2.4 percent in B.Com, 5.4 Percent in MA, 11.1 percent in MFC, 11.8 percent in BFA, and 4.4 percent in BBA. From the above statistics most of the graduates have enrolled in management program.
- It can be seen that 22.8 percent of the graduates have enrolled to further study. Out of total respondents 4.5 percent have not enrolled in higher education and 78.8 percent are not interested to those who interviewed.
- From above statistics it can be seen that 77.8 percent of the graduates have enrolled in higher study. Out of total respondents 34.7 percent have got enrollment in master level and 22.4 percent have enrolled in other postgraduate courses. The 14.8 percent are not interested to study the education.

2.6 Symbolic Inputs towards Quality Awareness of JMC and University

- Most of the staff of graduates from BBA as well as other programs are satisfied with the use of symbols which offered by the institution. As per the response of BBA, graduates 1.1 percent do not have about the symbol, 4.2 percent are satisfied less, 11.1 percent positive reaction, 34.3 percent partially satisfactory, 22.8 percent are satisfied moderately and 5.4 percent are satisfied very high while BBA is taken. In other programs like BBA, B Ed, D Sc, and BA 27 percent do not agree with the

reference 94 percent have low level of satisfaction. 10.8 percent have excellent level of satisfaction, and 53 percent positive medium level of satisfaction and 40 percent are highly satisfied with the use of opinion subject offered by the course.

- Most of the graduates from BEd program as well as other programs are satisfied with the relevance of the program to graduate/ professional requirements. As per the response of BEd graduates 1.7 percent are not know about it, 4.2 percent were satisfied low, 10.8 percent positive medium, 27.2 percent perceived satisfactory, 31.7 percent moderately and 34 percent highly satisfied. In other programs like BEd, B Ed., B Sc., and BA 1.0 percent do not know, 5.0 percent had low level of satisfaction, 46.1 percent had medium level of satisfaction, and 28.7 percent satisfied with the course, 28.7 percent perceived medium level of satisfaction and 64 percent were highly satisfied with the relevance of course content and program with professional career.
- Large no. of the graduates from BEd program as well as other programs are satisfied with the co-curricular activities. As per the response of BEd graduates, 7.0 percent are satisfied low, 28.7 percent positive medium, 30.7 percent positive satisfactory, 21.7 percent are satisfied moderately and 7.8 percent are satisfied very high with these arrangements. In other programs like BEd, B Ed., B Sc., and BA 22.4 percent have low level of satisfaction, 11.2 percent have medium level of satisfaction, and 8 percent positive medium level of satisfaction, and 6.7 percent are highly satisfied with the co-curricular activities.
- Most of the graduates from BEd as well as other programs are satisfied with the knowledge gained for improving problem solving skills. As per the response of BEd graduates 1.7 percent are satisfied low, 16.1 percent positive medium, 33.0 percent positive satisfactory, 26.1 percent moderately, and 23 percent are satisfied very high with gained problem solving skills. In other programs like BEd, B Ed., B Sc., and BA 11.4 percent have low level of satisfaction, 7.2 percent have medium level of satisfaction, 33.9 percent are satisfied, 19.4 percent positive medium level of satisfaction and 30.9 percent are highly satisfied with the knowledge gained for improving problem solving skills.

- Most of the graduates from BBA as well as other programs are satisfied with their study/learning experience. In regard to learning from the course of course offered by university. As per the response of BBA graduates 51 percent response do not have their learning the course, 14.1 percent positive reaction, 23.7 percent positive satisfaction, 10.4 percent are satisfied moderately and 14.1 percent are satisfied very high with their study/learning experience. In other programs like BBA, B. Ed., B. Sc., and B.A. 17.7 percent of respondents do not have their learning the course, 5.9 percent have low level of satisfaction, 14.1 percent have moderate level of satisfaction and 11.2 percent are satisfied with the course. 14.7 percent positive moderate level of satisfaction and 5.9 percent are highly satisfied with their study/learning experience of learning from the course of course offered by university.
- Most of the graduates from BBA as well as other programs are that the job institutional program is helped the graduates to work (their satisfaction). As per the response of BBA graduates 22 percent are not satisfied for their job/institution/department 14 percent satisfied low, 17.4 percent positive reaction, 21.7 percent positive satisfaction, 14.1 percent are satisfied moderately and 14.1 percent are satisfied very high with their job/institution/department. In other programs like BBA, B. Ed., B. Sc., and B.A. 17.7 percent have not job insight for their education, 11.2 percent have low level of satisfaction, 11.2 percent have moderate level of satisfaction, 17.7 percent graduates are satisfied to get insight for their education and 14.1 percent positive moderate level of satisfaction and 4.7 percent are highly satisfied with the institutional program helped the graduates to work (their satisfaction).
- Most of the graduates from BBA as well as other programs are that the institutional program is more effective in learning. In regard to learning experience. As per the response of BBA graduates 11 percent are not find learning learning experience low, 4.7 percent are satisfied moderate, 21.7 percent positive reaction, 45.7 percent positive moderately satisfaction, 17.4 percent are satisfied very high with learning learning experience of the course. In other programs like BBA, B. Ed., B. Sc., and B.A. 17.7 percent have not find learning learning experience low, 4.7 percent have low level of satisfaction, 4.7 percent

low student level of satisfaction, 25.9 percent graduate are satisfied with teaching learning environment of the course, and 28.7 percent perceive moderate level of satisfaction and 11.2 percent are highly satisfied with the educational program most effective in creating better teaching learning environment.

- Most of the graduates from BBA as well as other programs are satisfied with the quality of delivery from the facilities as well as services from the staff, 44 per cent response of BBA graduates 2.2 percent graduate are not satisfied with quality of service, 2.2 percent are satisfied low, 5.9 percent perceive moderate, 21.2 percent perceive satisfactory, 31 percent are satisfied moderately and 25.2 percent are satisfied very high with services given. In other programs like BBS, B.Com, B.A., and B.A. (H) percent graduate are not satisfied with quality of service, 5.7 percent have low level of satisfaction, 18.9 percent have moderate level of satisfaction, and 22 percent satisfied with quality of service delivered, 22 percent perceive moderate level of satisfaction and 31 percent are highly satisfied with the quality of delivery from the facilities as well as services from the staff.
- Most of the graduates from BBA as well as other programs are satisfied with the facilities with teaching facilities, 44 per cent response of BBA graduates 2.2 percent are satisfied low, 14.9 percent perceive moderate, 30.7 percent perceive satisfactory, 22.4 percent are satisfied moderately and 22.4 percent are satisfied very high with teaching facilities. In other programs like BBS, B.Com, B.A. (H), and B.A. (H) percent graduates are not satisfied with teaching medium/relationship, 4.9 percent have low level of satisfaction, 11.4 percent have moderate level of satisfaction, and 14.4 percent are satisfied with moderate level facilities, 26.4 percent perceive moderate level of satisfaction and 27 percent are highly satisfied with the facilities with teaching facilities.
- Most of the graduates from BBA as well as other programs are satisfied with the laboratory and library facilities, 44 per cent response of BBA graduates 1.7 percent are satisfied low, 4.7 percent perceive moderate, 30.4 percent perceive satisfactory, 19.2 percent are satisfied moderately and 25.9 percent are satisfied very high with staff facilities. In other programs like BBS, B.Com, B.A. (H), and B.A. (H) percent graduates are not satisfied with quality teaching relation, 4 percent have low level

of education. At present, the graduate level of education and TTE are limited with 500 study facilities. TTE cannot provide graduate level of education and 22.2 percent are highly qualified with the university and higher facilities.

- Academic programs and courses offered by TMC have a significant role in enhancing the capability of graduates with their job placement.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

Since its formation, the college has been struggling for the enhancement of its quality. A majority of the graduates either have got good jobs or pursuing further diploma, national and international certification. Besides the best achievement in academic excellence, this study has pointed out some of the important recommendations that are to be addressed to the study in (Table 4.1).

The study shows that majority of the graduates are from the management streams. Besides an attempt is to be used to increase the number of students in other streams like IT, HR, HRD, International communication where may be beneficial for providing in their career.

Further, the study also compares of graduates that are most included, besides the management should be given to attract the students from other other specialized communities of the country by formulating incentive policies. The result of the study is encouraging that a higher percentage of post-graduates are female more than 55.4 percent of female against 44.6 percent. The current policy needs to continue.

The result of the study also reveals that the skill of the graduates is suitable to local market, particularly in banking sector, school, private colleges, insurance companies and others. However, the qualitative responses suggests that further useful professional training may be best option for connecting with other graduates in the local as well as

market. Therefore, additional professional learning may be an immediate option to be taken for reducing the burden of work.

Although a higher percentage of teachers rate the curriculum as the good place for getting personal knowledge, skills and relevant resources, most of the problems are not getting enough available resources. Therefore, an attention is to be paid to address these problems.

In terms of learning efficiency, more than 1/3 percent of graduates report that they are very much satisfied with the learning efficiency but majority of the graduates have not the learning efficiency in their first semester level. It is, therefore, important that efficiency and improved teaching learning activities are to be initiated to build the reputation of graduates in the coming days.

It is well known that the improved information technologies skill is one of the needs of the graduates in competitive market in Nepal as well. The study reveals that majority of the graduates do not acquire very good skills. Therefore, a reform is essential for improving improved technological skills.

The outcomes of the study clearly indicate that teaching and learning environment is satisfactory as expected. Therefore, a reform is required in areas of teaching methods, teaching pedagogy, and quality improvement of the facilities.

CHAPTER V CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

IME was established in 1993 in participation of local institutions, including senior students, teachers, educationists, academics and social organizations. Having over 30 years, holding one of the highest accreditations awarded from UAE, IME has been offering quality education in various fields such as Management, Business, Science and Education of Bachelor and master level. This study has explored the outcome of IME.

The expansion of higher education has increased the number of graduates entering the job market in Nepal and abroad. In this context, the status of graduates of IME needs to be identified. The students graduated from 2009 to 2015 in various courses in this campus have been considered as respondents. The concluding conclusions are as given based on the findings of the study:

1. The results of the study shows that graduates' contributions are higher than every year. However, maximum graduates during study period were found from management stream.

- It was also concluded that investments in graduate student support, such as stipends and books, facilitate success of graduate-level students and facilitate attainment of education by students, many of whom are racial/ethnic minorities or graduate students whose parents do not have a college degree.
- From the timing of the study, 80 percent of graduates (11,200) are employed by job market in 2000. Most of the graduates are employed in leading industry (10%) and other areas of employment are health services, health, education, software services, services, leading health, education, health services, health services etc.
- Top of graduate graduates receive an average of \$22,000 of total expenditures (including from FAFSA) to attend school to graduate level and to experience. Higher level of graduates are expected to pay \$22,000.
- Average level of graduates to attend each survey (from the 70,000 p.a. or \$10,000 p.a.) for average consumption received by them was \$1,100,000.
- Graduates have had easy to get positions in job market after attending graduate program in the campus. Graduates get straight to skills, attitude and knowledge for their job performance as well as improved work efficiency and communication skills after graduating from the campus. Further the graduates have been able to acquire high technological workplace skills and work apart from the academic program offered by the campus.
- Higher graduate (i.e. 11,200) have received a sufficient amount of support of \$10,000 in education. One of these graduate students as of graduates have enrolled in management (i.e. 10,000 and 10,000) and studies course programs.
- Income offered by the campus is sufficient to support students who are enrolled, program to even obtain a professional reputation, or academic activities, as listed of these graduates are listed to have improved in leading knowledge, skills, and positive ability skills through courses offered by the campus and activities.

- All pre-theoretical, historical, scientific and writing's efforts are full of contradictions, paradoxes, political and critical issues in history, and present/future, writing, learning, environments in great defiance of history's own systematic, scientific methods to build collective and more widely teacher-related knowledge.

5.2 Recommendations

On the basis of the results of this study, and conclusions drawn previously, following recommendations have been provided to concerned authorities:

1. Majority of the graduates involved in job market (survey), to address multiple issues in HR, employer should better the new youth treatment system and working on demand of the graduates.
2. Campus should try to monitor the career-counseling of the graduates to check the condition and check track.
3. Non-employment rate of graduates in management sector is higher, allocated job and practice should be increased to attract higher no. of students in that of the sector.
4. Infrastructural should be improved and achieved to make graduates in searching and getting the job.
5. Institutions academic quality should be checked by the campus and concerned University as well as UGC each year to confirm the students requirements, students' experience, with excellent output of the program and linking the course offered with graduates' improvement, performance of delivery as well as pedagogy.
6. Future study can be carried out by incorporating many other factors such as students' performance which can be measured by their scores, theory, notes, and so on. The University Career Commission (UCC) of Nepal should become the future

APPENDICES

Receipt Book - 1913

1000 10th St, Wash

Amount paid in full
 1000 10th St, Wash

No.	Date	Particulars	Amount	Balance	Receipt
1	Jan 1	Balance	1000.00		
2	Jan 15	...	...	...
3	Jan 30	...	...	...
4	Feb 15	...	...	...
5	Feb 30	...	...	...
6	Mar 15	...	...	...
7	Mar 30	...	...	...
8	Apr 15	...	...	...
9	Apr 30	...	...	...
10	May 15	...	...	...
11	May 30	...	...	...
12	Jun 15	...	...	...
13	Jun 30	...	...	...
14	Jul 15	...	...	...
15	Jul 30	...	...	...
16	Aug 15	...	...	...
17	Aug 30	...	...	...
18	Sep 15	...	...	...
19	Sep 30	...	...	...
20	Oct 15	...	...	...
21	Oct 30	...	...	...
22	Nov 15	...	...	...
23	Nov 30	...	...	...
24	Dec 15	...	...	...
25	Dec 30	...	...	...
26	Jan 1	...	...	...
27	Jan 15	...	...	...
28	Jan 30	...	...	...
29	Feb 15	...	...	...
30	Feb 30	...	...	...

Star Survey 1900/1900
Forest Survey 1900/1900

1900/1900

Annex B

B.A. 204

S.N.	Name	Current Status
1	Pooja Kamal Simbhaya	Un Employed
2	Varsha Chalise	Further Study
	Manoj Rijal	Further Study

B.A. 206

S.N.	S.N.	Name	Current Status
1	1	Nagendra Prasad Paudel	Street Kanchi Trade
2	2	Rudra Prasad	Little Star U.S. School
3	3	Dil Prasad Bista	Un Employed
4	4	Arijan Lamsal	Un Employed
5	5	Pragya Prasad	Un Employed
6	6	Niraj Adhikari	Un Employed

B.A. 207

S.N.	Number	Name	Current Status
10	1	Ayaz Shrestha	Police Sub-Inspector Office
11	2	Shree Shree	Police Sub-Inspector Office
12	3	Balika Thapa	Unemployed
13	4	Sarita Thapa	Swastha High Secondary Boarding
14	5	Laxmi Bista	Unemployed
15	6	Arjun Paudel	Global IME Bank Ltd.
16	7	Kajal Narayan Bhatta	Hotel Pokhara Group
17	8	Maya Thapa	Further Study IMC
18	9	Chandra Bir Tamang	Nepal Police

B.A. 2008

S.N.	Number	Name	Current Status
19	1	Sudam Acharya	Further Study
20	2	Suman Thapa	Further Study
21	3	Hemant Acharya	Further Study
22	4	Arjun Prasad Upadhyaya	Driving Cooperative Office
23	5	Dhama Bhargava	Further Study JNU
24	6	Suman Prasad	Unemployed
25	7	Anand Choudhary	Further Study
26	8	Suman Prasad	Unemployed

B.A. 2009

S.N.	Number	Name	Current Status
27	1	Suman Prasad	Babu Jangal Pokhara
28	2	Diba Choudhary	Basu Line Academy
29	3	Chandana Lakshana	Unemployed
30	4	Suman Lakshana	Further Study
31	5	Yashodha Sharma	Further Study
32	6	Dhama Prasad Bhandari	Cowabdi Medical College
33	7	Laxmi Devi Nepal	Patna Saving and Cooperative Society
34	8	Raj Choudhary	Unemployed
35	9	Dara Prasad Neupane	Unemployed

Bachelor of Education 2007

S.N.	Number	Name	Current Status
36	1	Suman Upreti	Further Study
37	2	Chandra Kumar Bhandari	Further Study
38	3	Suman Prasad	Sammata Foundation
39	4	Radhika Bhargava	St. James Higher Secondary School
40	5	Hemant Prasad	Unemployed
41	6	Soni Subash	Unemployed
42	7	Sankar Kumar Bhandari	Further Study
43	8	Hemant Prasad	Further Study
44	9	Prasad Raju	Speech Training

Bachelor of Education 2008

S.N.	Number	Name	Current Status
45	1	Sabira Gaudel	Further Study
46	2	Priyansu Karmar	Shriyati Star Academy
47	3	Ganga Lalit	Sankhwar Boarding School
48	4	Miss Jyoti	Begunni Academy Gaudia
49	5	Sapriyaha Arjarya	J.P. Devikani Boarding School
50	6	Rachna Adhikari	Maxima Primary School
51	7	Swarna Wagh	Further Study
52	8	Leela Kalle	Sakunni H.S.S.Purani
53	9	Laxmipriya Bhandari	Green Park Higher Secondary School
54	10	Geeta Pandey	Manjari Higher Secondary
55	11	Rachana Bhand	Further Study

Bachelor of Education 2009

S.N.	Number	Name	Current Status
56	1	Dr. Kanchan Shergill	Unemployed
57	2	Yashoda Kanti	Unemployed
58	3	Shiva Parivar	Pakistan Institute Academy
59	4	Saurabh Daring	Unemployed

Bachelor of Science 2008

S.N.	Number	Name	Current Status
60	1	Aayla Sushil	Further Study
61	2	Sanjana Sushil	Further Study
62	3	Krishna Tripathi	Michigan State and Ferguson Education
63	4	Hari Bhushan	Gold Rush Pvt. Ltd.
64	5	Mehika Mishra	Unemployed
65	6	Arjun Choudhary	Unemployed
66	7	Arjun Choudhary	Unemployed
67	8	Rishi Bhand	Unemployed
68	9	Arjun Bhandari	Unemployed

Bachelor of Science 2007

S.N.	Number	Name	Current Status
69	1	Kebli Thana	Further Study
70	2	Muzam Hidayat	Wase Unpropanan IIS B
71	3	Susanto Asepri Andari	The Muzamli Firm
72	4	Dewi Dhuani	Further Study

Bachelor of Science 2008

S.N.	Number	Name	Current Status
73	1	Setyawan Hidayat	Pedure United Academy
74	2	Pradiy Tjandjara	Further Study
75	3	Hajjah Hani	Es-Arya Islamic Higher Secondary
76	4	Ditriak Ushah	Golden Era Academy
77	5	Kheri Hili Haring	Phonix Penghadang Adventure

Bachelor of Science 2009

S.N.	Number	Name	Current Status
78	1	Gwendolin Filiana Nab	Further Study
79	2	Yuliani Hani	Further Study
80	3	Rafika Kurnia	Further Study
81	4	Ferdinand Kurniawan	Further Study
82	5	Yung Anwar	Further Study
83	6	Mochlis Khalid	Further Study
84	7	Ayana Gwang	Further Study
85	8	Agusti Nurana	Further Study
86	9	Rafika Nuhari	Further Study
87	10	Hera Thana	Further Study
88	11	Powita Daryta	Selwyns Higher Secondary School
89	12	Purni Raj Hidayat	St. Mary's Higher Secondary

Bachelor of Business Studies 2005

S.N.	Number	Name	Current Status
80	1	Dharmendra Pribadi	Further Study
81	2	Lal Bahadur Chandra	Kawana Prima Bank
82	3	Dharmendra Pribadi	Forest Map Technology
83	4	Aasa Kusum Doring	City Development Bank
84	5	Imawan Pal Dhuai	Griya Prima Bank (excl)
85	6	Kalyan Shrestha	Kuliah Prima Bank
86	7	Nyut. Kafa	Manajemen (Development Development)
87	8	Hafid Ibrai	Nabil Bank Limited
88	9	Areni Shasta	Negeri Telecom
89	10	Lila Dik Garing	Now The Children (excl)
90	11	Kalyana Pradai	Integrasi Multiple Company
91	12	Shiva Kusum Suman	Chi (Development Bank)
92	13	Bhaskara Pradai	Kuliah Prima Bank
93	14	Singgih Pabari	Agricultural Development Bank
94	15	Dal Bahadur Triaga	Kuliah Prima Bank
95	16	Shobha Doring	Shangri-La Development Bank
96	17	Aasa Kusum Doring	Further Study
97	18	Roshan Shrestha	Kawana Prima Bank
98	19	Sachin Bala Kanya	Maha Technology
99	20	Husban Triadana	Griya Prima Bank
100	21	Kambika Kanya	Happy Hour (excl)
101	22	Omigat Kartata	Hotel First Prima
102	23	Abhijit Kanya	Syamsi F M.

Bachelor of Business Studies 2006

S.N.	Number	Name	Current Status
103	1	Madhu Kusum	Paris Young
104	2	Pradeep Acharya	Anglo Salfat Leasing
105	3	Kishore Hari Nigdel	Kawana Prima Bank
106	4	Shobha Doring	Shangri-La Development Bank
107	5	Pooja Devi	HC Asia Bank
108	6	Nabin Pradai	Unemployed
109	7	Bala Arul	Bank Kanya Prima Bank
120	8	Shashi Thapa	Kawana Prima Development Bank
121	9	Rohit Aranya	Kapita Seering (Development Development)

Bachelor of Business Studies 2067

S.N.	Number	Name	Current Status
122	1	Amrit Bhandari	Babbar Bazar Bazar
123	2	Rishi Acharya	Asia Club Nepal
124	3	Mahesh Kumar	Shree Lal Kanti Dairy Hubring
125	4	Narayan Bhandari	Kanti District Court
126	5	Rita Tripathi Parajuli	Probus Savings & Credit Co-operative
127	6	Rajesh Bhandari	Further Study
128	7	Rita Bhandari	AAK, Rasool & Ayo
129	8	Shreeya Bhandari	H & B Development Bank
130	9	Ramesh Prasad Bhandari	Further Study
131	10	Sushila Acharya	Further Study
132	11	Rajesh Bhandari	Pratibha Prakashan Development Bank
133	12	Mahesh Acharya	Nobhan Gurukul Pvt. Ltd.
134	13	Laxmi Puri	Further Study
135	14	Ganga Dhar Kamal	Further Study
136	15	Lata Bhandari	Further Study
137	16	Ramesh Prasad Bhandari	Further Study

Directory of Business Studies 2008

S.N.	Number	Name	Current Status
138	1	Litawati Gurning	Kantipur Academy
139	2	Dinesh Karthi	Bowring Engineering
140	3	Klance Nankaya	Further Study
141	4	Ajay Prasad Hamsal	Further Study
142	5	Anap Kumar K.C.	Further Study
143	6	Aguraj Daring	Cooney International
144	7	Prakash Pasandil	Prabh Saving & Credit Co-operation
145	8	Wijaya Umbral	Marki Book Central
146	9	Rita Pandal	Further Study
147	10	Bikas Lal Ubbal	Further Study
148	11	Sandeep Kumar	Development Academy
149	12	Sandeep Yadav	Jungle Tree Resort Pvt. Ltd.
150	13	Wijaya Kulkarni Aral	Further Study
151	14	Elmer Krishna Tripathi	Mahalaxmi Group & Co-operation
152	15	Jyoti K.C.	The United Gold Mart Pvt. Ltd.
153	16	Bharadwaj Dnyani	Nevion Software Office
154	17	Shankar Bhanu Bhandari	Shankar Eye Hospital
155	18	Sudhakar Bhanu Bhandari	Bharosa Universal Development Bank
156	19	Jyoti Manoj Raut	Swamy Travels
157	20	Nalini Gurning	Further Study
158	21	Naraj Raj Bhandari	Lambert Finance & Leasing Co. Ltd.
159	22	Rita Laxmal	Unemployed
160	23	Sandeep Ghoshal Bhandari	City Development Bank
161	24	Anil Gaur	Further Study
162	25	Niraj Bhandari	Further Study

Bachelor of Business Studies 2009

S.N.	Number	Name	Current Status
183	1	Sania Achhari	Further Study
184	2	Huma Batul	Further Study
185	3	Amya Batul	Further Study
186	4	Dattak K.C.	Public Narsing House Pvt. Ltd.
187	5	Bhawan C.C.	Dhulegarwa Hunding School
188	6	Sanshi Bhatnagar	Further Study
189	7	Anak Raj Singh	Further Study
190	8	Nave Raj Paudel	Further Study
191	9	Anak Raj Paudel	Further Study
192	10	Dhanraj Acharya	Gov. School, Charkhara, Nepal
193	11	Nish Harnag	Wajwanti Bhat, Nepal

Bachelor of Business Administration 2009/2010

S.N.	Number	Name	Current Status
174	1	Lipari Rajachar	Nepal Bank
175	2	Sushil Shandari	Kaski Finance
176	3	Pranjanika Paudel	Karnali Health Bank
177	4	Ajay Kishor Chauri	City Development Bank
178	5	Hemal Shrestha	Himalayan General Insurance
179	6	Rajesh Triguhi	City Development Bank
180	7	Fahara Thapa	Nawalpari Chartered Bank
181	8	Pradyum Singh	P.H. School of Business
182	9	Satish Prasad Paudel	Central University for Commerce
183	10	Suman Lal Juyal	Central Bank International Ltd.
184	11	Kiran Paudel	Faculty University

Bachelor of Business Administration 2007

S.N.	Number	Name	Current Status
180	1	Lokesh Rajari	Unemployed
181	2	Sushil Paudel	Unemployed
182	3	Sajana Shrestha	Wangdi Development Bank
183	4	Gajay Lal Sonar	P.P. Secretary
184	5	Roshni Gurung	Central Commercial Bank
185	6	Pawan Chandra Paudel	Finance & Insurance Pvt. Ltd.
186	7	Anita Bhandari	Faculty
187	8	Raja Akhila Shrestha	Gov. School
188	9	Kiran Paudel	Nawalpari Bank

Bachelor of Business Administration 2008

S.N.	Number	Name	Current Status
101	1	Pratiksha Ghimire	Further Study
102	2	Leh Baradar G.C.	Special Project
103	3	Pratya Dinkal	Further Study
104	4	Dipendra G.C.	G.C. Electorale
105	5	Surendra Baral	Completed
106	6	Pratik Gureng	On Finance Course
107	7	Dr. Prakash Giri	Executive Director
108	8	Rajul Giri	Further Study
109	9	Arati Shrestha	Marketing/Export Head Id
110	10	Manojita Shrestha	Human Resource Director
111	11	Pratya Puri	Further Study
112	12	Pram Maya Gurung	Completed
113	13	Arifa Shrestha	Completed
114	14	Arifa Shrestha	Further Study
115	15	Ravi Sapkota	Upper Level / Senior / IC / Consultant

Bismillah
Gurukul

Bachelor of Business Administration 2008

S.N.	N.N.	Name	Current Status
209	1	Nalleh Kholida	Further Study
210	2	Diyana Kholida	Koperasi Bank Bank
211	3	Nahin Daud	Un Employed
212	4	Darwani Husnani	Un Employed
213	5	Ashari Shamsudin	Un Employed
214	6	Farida Nepheta	Bank Bank (Koperasi Bank Bank)
215	7	Rafiqah Thapa	Un Employed
216	8	Maryita Doga	Un Employed
217	8	Padma Kurnia	Koperasi Bank Bank
218	10	Shahri Sara Mingsi	Further Study
219	11	Deppak G.C.	Negeri Sidi Bank Ltd
220	12	Amalina Kurnia	Human Development Bank
221	12	Safira Adhiana	Un Employed
222	14	Maria Guruh	Unemployed
223	14	Barata Manda	Unemployed
224	16	Vivan Chelise	Further Study
225	17	Saga Ghita	Koperasi Bank Bank
226	18	Sherin Maswita	Koperasi Bank Bank Limited
227	19	Chandrai Sri	City Development Bank
228	20	Maisy Yuhani	Unemployed
229	21	Rizka Rishi	Unemployed
230	22	Namoli Dhadia	Unemployed
231	23	Romy Pratiwi	Unemployed
232	24	Sarah Tamara	Unemployed
233	25	Sania Puanti	Unemployed
234	26	Hana Kurnia	Unemployed
235	27	Nabila Guruh	Unemployed

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S.N.	Number	Name	Current Status
218	1	Manseta Bhattacharj	Century Commercial Bank
219	2	Pragbha Bhattacharj	Dumpling
220	3	Pooja Bhattacharj	Further Study
221	4	Santosh Chatterj	Further Study
222	5	Taruna Chatterj	Further Study
223	6	Ketaki Prasad Bhattacharj	Further Study
224	7	Poojagati Bhattacharj	Further Study
225	8	Sudha Bhattacharj	Further Study
226	9	Sujata Bhattacharj	National Life Insurance Company
227	10	Sudhanshu Chatterj	Further Study
228	11	Suman Chatterj	Social Public School
229	12	Shruti Chatterj	Further Study
230	13	Sankhya Bhattacharj	Dressery Shop
231	14	Pradip Chatterj	Mohamud Saha Bank Ltd
232	15	Anand Prasad	Further Study
233	16	Rohit Chatterj	Business Services Development Bank
234	17	Kritika Chatterj	Further Study
235	18	Dev Kumar Chatterj	Garment House & Hardware
236	19	Rita Chatterj	Further Study
237	20	Soni Kunal	Singapore Rice Mill
238	21	Mandira Chatterj	Further Study
239	22	Sachin Chatterj	Further Study
240	23	Hirani Chatterj	Further Study
241	24	Milan Prasad	La Grande International College
242	25	Rishi Prasad	Further Study
243	26	Pratibha Bhattacharj	Further Study
244	27	Komal Chatterj	Further Study
245	28	Hari Adhikari	Rapido Remission & Trading Co
246	29	Madhu Chatterj	Further Study
247	30	Krishna Bhattacharj Chatterj	Further Study
248	31	Santa Chatterj	Further Study