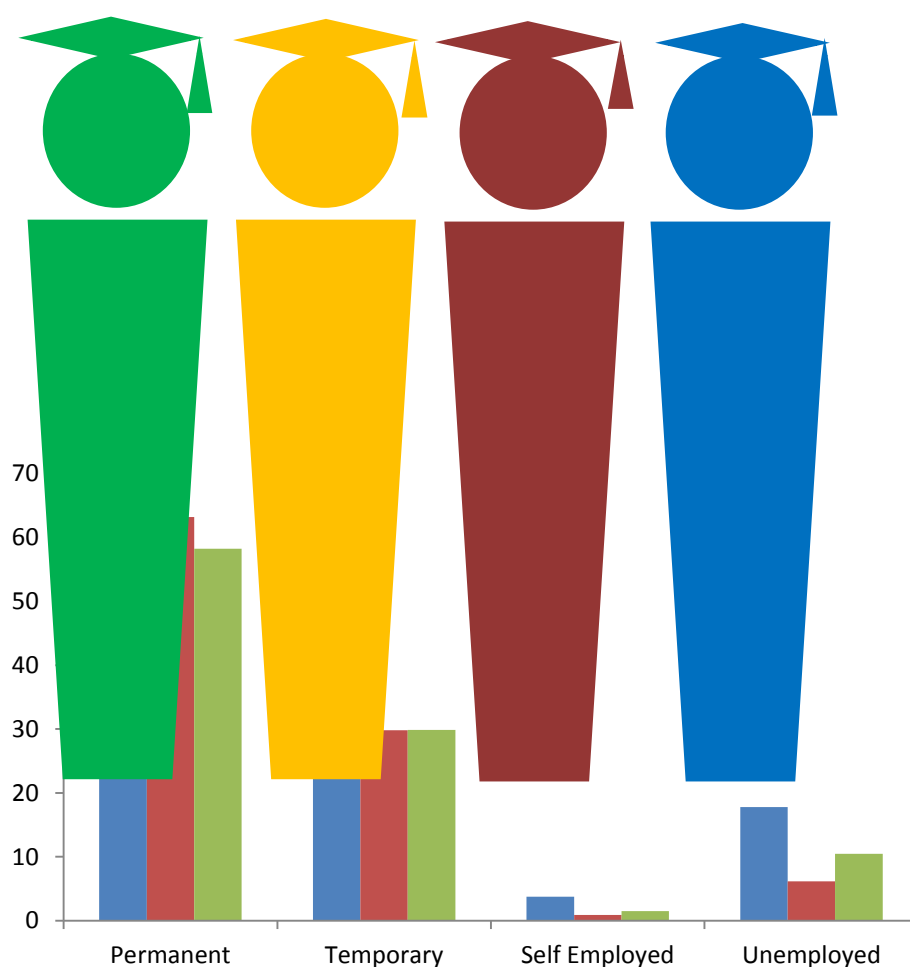


EMPLOYABILITY SURVEY REPORT

WAYAMBA UNIVERSITY OF SRI LANKA



External Affairs Unit
2019



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WAYAMBA UNIVERSITY OF SRI

LANKA

by

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Preface

During launching of the recent government graduate employment relief schemes it has been highlighted that universities should improve relevance of degree programs to increase employability of graduates. Identifying the importance of assuring healthy rate of employability, measures such as curriculum reforms and entrepreneurship skill development have been implemented in university curricular. These changes deem necessary to sustain decent employability rates among graduates in years to come when the realities of world economic development trends are considered. The world's view of the purpose of higher education has demanded a more direct role from graduates to support economic development of the country. Graduate employability surveys of universities have been mandated in order to continuously monitor how fast fresh graduates integrate in to the society after graduation. Employability surveys are designed to estimate success rates of graduates to secure jobs soon after graduation. The graduate surveys can also be thought as a measure of effectiveness of state investment on higher education. Further, the universities should use the findings of employability surveys to improve relevance of their programs.

The challenge of realization of knowledge-based economy in Sri Lanka should be supported by universities through promotion of research and innovations into commercialized products and services. Thorough exposure for research and development will train university graduates in creating and developing innovative solutions that can be turned into marketable products. Therefore the universities naturally inherit the responsibility to guarantee that their graduates are equipped with the right knowledge, skills, and attitudes to support the realization of knowledge-based economy in the country. The university system is currently implementing mechanisms to probe the effectiveness of the education for making positive impact through the quality assurance schemes. Trends observed in employability surveys will reveal the effectiveness of such changes in near future.

The Wayamba University of Sri Lanka was established as the thirteenth national university in 1999. Wayamba University of Sri Lanka has ranked at the 9th place among Sri Lankan universities in some ranking as at 2020. The Wayamba University ranks better with respect to employability than the most of the young universities in the country. The Wayamba University of Sri Lanka currently consists of six faculties; Faculty of Agriculture and Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies and Finance, Faculty of Livestock, Fisheries & Nutrition, and the newly established Faculty of Technology and Faculty of Medicine, which are yet to produce graduates. The institutional review completed in year 2018 rated the University with a B grade to recognize that the University has been performing well for the past five years.

This report shows the employability status of all the four faculties of Wayamba University of Sri Lanka that produced graduates in the year 2019 with a performance comparison to the past years. The findings of this employability report should be carefully considered in decision making processes to improve rate of acceptance of graduates by the society at large.

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We really appreciate the role of the Senior Assistant Registrar - Examinations and his staff to hand over the questionnaires to the graduates in time for the survey. Also our special thanks go to the Assistant Registrars and their staff in the Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies & Finance and Faculty of Livestock, Fisheries & Nutrition for the support extended during the period of information collection.

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ABBREVIATIONS AND ACRONYMS

FAPM	Faculty of Agriculture and Plantation Management
FAS	Faculty of Applied Sciences
FBSF	Faculty of Business Studies and Finance
FLFN	Faculty of Livestock, Fisheries, & Nutrition
WUSL	Wayamba University of Sri Lanka

INTRODUCTION

The number of underemployed or underemployed graduates is said to be as large as 50,000 at present and the government graduate employment scheme is meant to provide a timely relief for the issue. However, exaggerated or politically motivated to quote such figures, it is an undisputable truth that a certain percentage of graduates find it difficult to find a decent employment within first six months after their graduation. The University Grant Commission (UGC) of Sri Lanka has mandated all state sector universities to keep track of employability numbers annually and steer the systems to achieve the target of 95% overall graduate employability rate. To enhance opportunities for graduates to find employment, the quality and relevance of university education of the country have been consistently upgraded through various support mechanisms by the UGC.

As a relatively new university of the country, the Wayamba University of Sri Lanka (WUSL) has been recording an above-average graduate employability rate starting from the early batches of graduates in its short history. However, in the recent past there have been apparent changes of employment rates that have been mainly caused by the inconsistencies of the time frames of conducting employability surveys due to numerous practical reasons. The only viable option to conduct the employability survey with 100% participation is to mandate submitting survey responses at the convocation. Though the generally acceptable time limit for conducting employability surveys is six months from graduation, the time elapsed from the date of completion of the degree to the date of convocation change every year by many unforeseeable factors in our system, and it contribute to fluctuations in the employability numbers of the Faculties. Thus the resulting employability numbers tend to portray distorted picture on trends. The WUSL has been monitoring the employability rates of the graduates for the last six years and the findings have been useful for taking strategic decisions to maintain healthy rates of employability among its graduates.

The overall employability is a critical indicator of the economic development of a country. Employability of the graduate population is considered to be a highly important factor in stability of a country. There had been certain global initiatives to recommend the universities in the world to transform their traditional strictly-academic curricula towards a blended form to emphasize practical application relevance along with the intellectual enlightenment. The United Nations Youth Employment Network has recommended that all countries review, rethink and redirect education, vocational training and labour market policies to prepare young people for adaptation to the labour market Work (UN 2001). Employability is seen as one of the developmental parameters, and low employability leads to social deterioration and disruption that hampers the development of a country. As a result, almost all higher education institutions worldwide have been closely monitoring their graduates' employability and are changing teaching and learning processes to increase the employability of their students (UNESCO, 2012, Fernando, 2007; McQuaid and Lindsay, 2005).

In Sri Lanka the notion of entrusting responsibility to the government for providing decent employment to all graduates have recently been heavily questioned. Instead the need for improving the quality and relevance of degree programs to enable any reasonable graduate to secure a suitable employment within prescribed time has been emphasized. This paradigm shift brings about an important sense of responsibility placed upon students for their education. Gauging employability of graduate populations may become subjective owing to the variability of nature of employment in a country. Employability is defined in several ways in literature. Canadian Labour Force Board (1994) defines employability as the relative ability of an individual to achieve meaningful employment given the interaction of personal circumstances and the job market. The British government defined the employability and development of skills and adaptive workforce in which all they enter into employment and remain able to work, develop skills, knowledge, technology and adaptability to be encouraged about their lives HM Treasury (1997). Hillage and Pollard (1998) defines employability as the ability to move on the labour market sufficiently to reach the potential through sustainable employment. For an individual, employability depends on knowledge, skills, and attitudes that define the way they use these assets and provides employers and context. McQuaid and Lindsay (2005) described employability as the ability of an individual to obtain initial employment, sustain employment, move between roles within the same organization, obtain new job when needed, and ensure work adequately and satisfactorily. All these definitions point to the need for a candidate's knowledge, skills, and attitudes to find employment in a competitive labour market.

Through number of elements in every degree program offered by the Wayamba University students are exposed to industrial environments and professionals before their graduation. With these exposures, close relations have been developed between the students, researchers and the industries. The environment thus becomes supportive for knowledge-based economy. Industry experts have engaged in many activities of the University to help identify necessary knowledge, skills, and attitudes for present-day graduates. In the context of the new technological and industrial development, higher education sector received more attention from the job market for seeking correct work force. It prompted higher educational institutes (HEIs) to revisit their curricular and re-think about producing capable graduates not only for the intellectual aspects but also people capable of facing challenging work environments. As a result HEIs started to offer more diverse opportunities in higher education, which are more applied, practical oriented and desired by the entrepreneurs. Therefore, new courses and degree programmes initiated in the recent past in the higher education have targeted the opportunities in the job market to ensure the employability and to contribute to the national development plans.

There were several funding programs such as Accelerating Higher Education Expansion and Development Operation (AHEAD) supported by World Bank have been channelled directly to the Universities to improve the quality of the graduates produced by the national universities.

To encourage the necessary changes in the university curricular and to improve the quality of graduates in accordance with the job market several competitive grants were initiated by the Ministry of Higher Education in Sri Lanka. As a new and the developing national university, Wayamba University of Sri Lanka was able to obtain several of such competitive grants and effectively improved the standards of the teaching and learning environment to enhance the quality of the graduates.

The four Faculties currently producing graduates namely; Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies & Finance and Faculty of Livestock, Fisheries & Nutrition; offered 14 degree programs and among the degree programmes two degrees are three years and others are four years in duration as shown in **Table 01**.

Table 01: Faculties and Departments with Degree Programmes Currently Having Graduating Students

Faculty	Departments Relevant for Survey	Degree Programmes (Duration)
Agriculture and Plantation Management	Plantations Management	BSc in Agriculture (<i>Four years</i>)
	Horticulture & Landscape Gardening Biotechnology Agribusiness Management	BSc in Plantation Management (External) (<i>Three years</i>)
Applied Sciences	Industrial Management	BSc (General) (<i>Three years</i>)
	Mathematical Sciences	BSc (Joint Major) (<i>Four years</i>)
	Electronics	BSc (Special) in Industrial Management (<i>Four years</i>)
	Computing & Information Systems	BSc (Special) in Applied Electronics (<i>Four years</i>)
		BSc (Special) in Mathematics with Statistics (<i>Four years</i>)
		BSc (Special) in Computer Science (<i>Four years</i>)

Business Studies and Finance	Business Management	BSc (Special) in Business Management (<i>Four years</i>)
	Accountancy & Business Finance	BSc (Special) in Accountancy and Business Finance (<i>Four years</i>)
	Banking & Finance	BSc (Special) in Banking and Finance (<i>Four years</i>)
	Insurance & Valuation	BSc (Special) in Insurance and Valuation (<i>Four years</i>)
Livestock, Fisheries and Nutrition	Aquaculture and Fisheries	BSc in Food Production and Technology Management (<i>Four years</i>)
	Livestock and Avian Sciences	
	Food Science and Technology	BSc in Food Science and Nutrition (<i>Four years</i>)
	Applied Nutrition	

In addition the four Faculties listed on **Table 01** there are two newly established Faculties; namely the Faculty of Medicine and the Faculty of Technology, and they are scheduled to produce graduates starting from the year 2021 and beyond. In addition to the undergraduate degree programmes, the University offers postgraduate programmes. All the Faculties have the provisions for granting Ph.D. and M.Phil. Degrees. The Faculty of Business Studies and Finance offers an MBA and Post Graduate Diploma in Business Management.

The uniqueness of the degree programmes offered by Wayamba University of Sri Lanka is their nature in job orientation. These degree programmes are different from conventional theory-based degrees and are tailored for industrial. The University has developed close relationships with industries both in private and public sectors through various programmes. Almost all the degree programmes offer industrial affiliations for undergraduates to have hands-on experience in actual working environments. The main objectives of these trainings are to prepare undergraduates for competitive job market and to get the attraction of the entrepreneurs. The feedback of the industries about the graduates helps to identify improvements needed to incorporate to the study programmes and the University always positively takes the constructive ideas from the entrepreneurs. The positive feedback of all these attempts taken by the university is reflected through the high employability rate of graduates of Wayamba University of Sri Lanka in the recent past. The recent batches of graduates of the Wayamba University of Sri Lanka reported overall employability numbers as 84%, 90%, 84%, 75%, 65%, 64% in the years 2012, 2013, 2014, 2015, 2017 and 2018 respectively. These numbers are above the average employability rates reported among national universities in Sri Lanka. Currently the overall graduate employability remains at 67% in 2019. The employability rates recorded varies among faculties due to various factors as described in the rest of the report.

It is very important to note that there is a significant variation in times between the last dates of completion of degree to the date of conducting this employability survey among the Faculties. Therefore, it is not recommended to draw conclusions on performance of the Faculties by comparing the employability numbers recorded for graduates from different Faculties. **Table 02** lists the time elapsed between the date of completion of degree program to the date of conducting the employability survey.

The Wayamba University of Sri Lanka receives undergraduate students from almost all the administrative districts of Sri Lanka. The undergraduates from the batches of the academic year 2013/2014 of the University graduated in year 2019. **Figure 01** shows the distribution of the undergraduates among administrative districts based on their qualifying district at the university entrance.

Table 02:Time Elapsed from Date of Degree Completion Date to Date of Employability Survey

Faculty	Date of Completion of Degree	Time Elapsed from Date of Degree Completion to Survey
Faculty of Agriculture & Plantation Management	2019-03-15	09 months 24 days
Faculty of Applied Sciences:		
General	2019-03-11	09 months 28 days
Joint Major	2019-05-31	07 months 08 days
Special in mathematics with Statistics	2019-05-31	07 months 08 days
Special in Applied Electronics	2019-03-22	09 months 17 days
Special in Industrial Management	2019-03-01	10 months 08 days
Special in Computer Science	2019-03-01	10 months 08 days
Faculty of Business Studies & Finance	2019-07-17	05 months 22 days
Faculty of Livestock Fisheries & Nutrition	2019-01-26	11 months 13 days

The present report is nominally considered as the seventh employability report consecutively published by the Wayamba University of Sri Lanka from the year 2012. This report is produced based on the information gathered from the graduates at their convocation. In fact this report gives information of the employability status of graduates during a period of five to seven months after their final examination in the degree programmes of specialization. The almost all graduates have secured jobs soon after the graduation ceremony as indicated by the recent information.

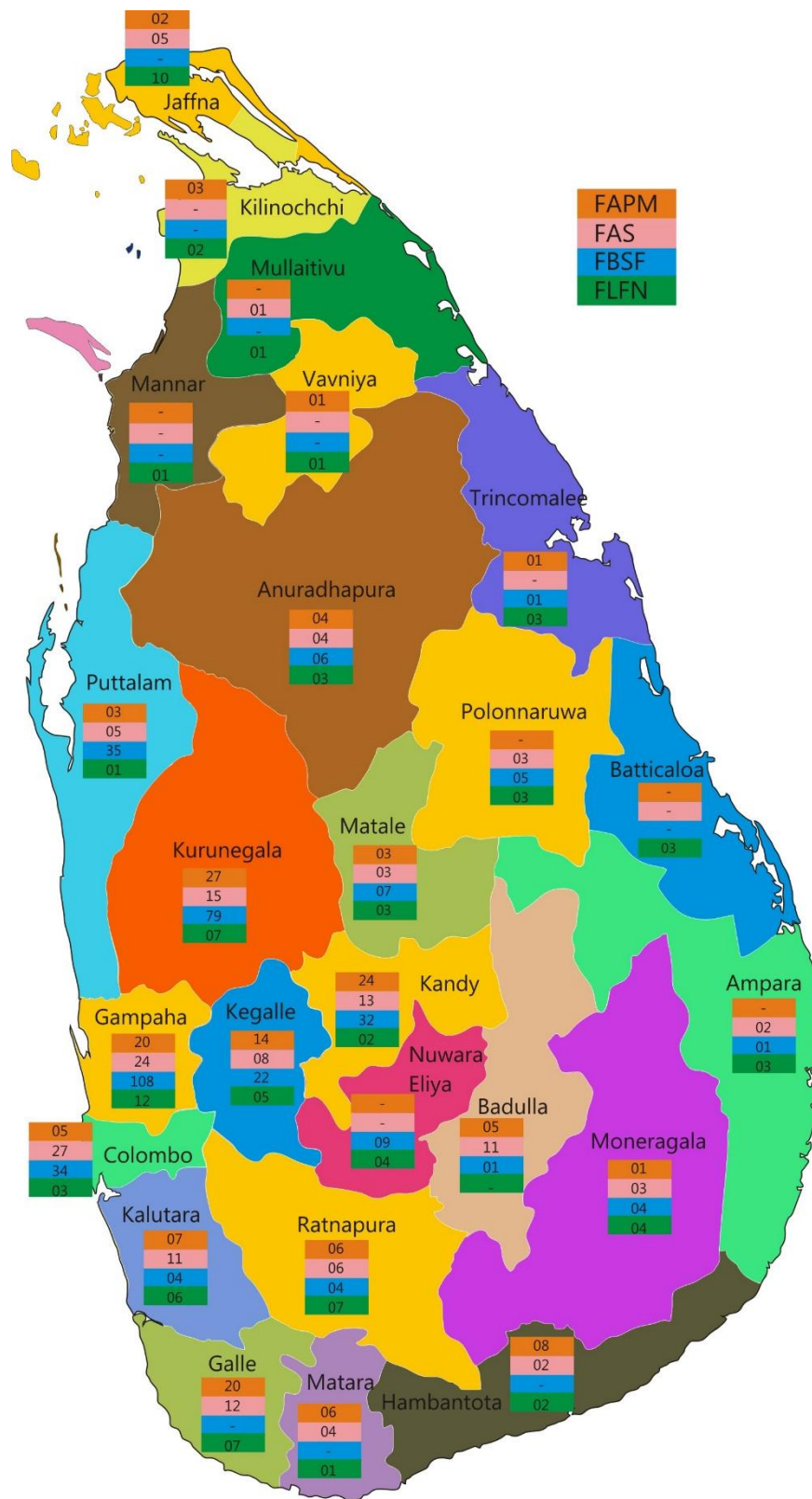


Figure 01. Residential areas of graduates Student representation from different administrative districts of the country, in the batch of the academic year 2013/2014, those who were graduated in year 2019 (Source: Statistical Handbook 2017, Wayamba University of Sri Lanka).

The University receives enrolments from throughout the country as shown by the **Figure 01** indicating number of entrants for the graduating batch of the academic year 2013/2014 for each faculty.

One indicator for public trust on the University is demand for its courses from prospective entrants at the selection process of the UGC. The Minimum Z-Scores margins are decided by considering the demand for a particular course and available student capacity. From **Table 03** to **Table 06** shows the minimum Z-Scores required to admit to various courses of study in respect of each district for each academic year from 2012/2013 to 2017/2018. The trends can be used to sense the public perception of the degree programs offered by the University.

Table 03: Minimum Z-Scores required to admit to various courses of study in respect of each district for the academic year 2012/2013.

	Academic Year	2012/2013									
	Syllabus	Old Syllabus					New Syllabus				
	Faculty	FAPM	FAS	FBSF	FLFN		FAPM	FAS	FBSF	FLFN	
	Degree Programme	Agriculture	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology	Agriculture	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology Management
	District										
1	Colombo	0.8333	0.7276	1.5743	1.3661	1.1884	0.9938	1.0168	1.5484	1.4712	1.3404
2	Gampaha	0.7778	0.7228	1.5747	1.4487	1.0751	1.0223	0.9907	1.4971	1.4173	1.3552
3	Kalutara	0.9117	0.8461	1.5651	1.3769	1.0982	1.0456	1.0041	1.4235	1.4390	1.2658
4	Matale	0.5729	0.8738	1.4886	0.8701	1.2551	0.8813	0.9155	1.2110	1.2317	0.7590
5	Kandy	0.897	0.6945	1.4305	1.2167	1.2136	1.0455	1.0098	1.4449	1.5018	1.3099
6	Nuwara Eliya	0.5143	NQC	1.3443	1.1729	1.0633	0.5966	0.1272	1.2115	1.1229	1.1049
7	Galle	0.9434	0.8153	1.4291	1.5109	1.2522	1.0566	1.0097	1.5047	1.4730	1.3157
8	Matara	0.8754	0.8537	1.3452	1.4423	1.1220	1.0405	1.0161	1.4444	1.4411	1.3339
9	Hambanthota	0.8624	0.8060	1.2330	1.5033	1.1796	1.0473	0.9149	1.4499	1.4157	1.2353
10	Jaffna	0.4094	0.0150	0.5118	0.8786	0.7384	0.9402	0.9500	1.1802	1.5102	1.3534
11	Kilinochchi	-0.1152	NQC	0.6182	0.5945	0.2247	0.0317	0.0119	0.9948	0.9330	0.5953
12	Mannar	NQC	NQC	0.3060	-0.4772	NQC	0.4344	0.1874	0.9789	0.5900	0.2392
13	Mullaitivu	-0.1583	NQC	0.7111	-0.1475	-0.2284	0.2197	-0.2405	0.8783	0.6328	0.1553
14	Vavuniya	NQC	NQC	0.7530	NQC	NQC	0.5991	0.5135	1.2001	1.1458	0.9616
15	Trincomalee	0.2306	NQC	0.2316	1.1119	NQC	0.8079	0.1876a	1.0322	1.3676	0.7842
16	Batticaloa	0.6819	NQC	0.4258	1.3201	1.0703	0.9348	0.5737	1.2464	1.5251	1.1835
17	Ampara	0.2809	-0.0290	0.5795	0.5851	0.5026	0.9206	0.9067	1.2016	1.3353	1.2834
18	Puttalam	0.4874	0.1851	1.3667	1.1311	0.5321	0.8903	0.7529	1.3325	1.3517	1.1799
19	Kurunegala	0.9056	0.8602	1.5816	1.3863	1.2067	1.0170	1.0084	1.3836	1.5287	1.2282
20	Anuradhapura	0.7369	0.7762	1.4048	1.3531	1.0165	0.8454	0.7631	1.2860	1.3048	0.9100
21	Polonnaruwa	0.6483	0.2070	1.4179	1.2752	0.9171	0.8257	0.3265	1.2257	0.9082	0.7219
22	Badulla	0.8686	0.7159	1.4131	1.3694	1.2826	0.9901	0.7653	1.4039	1.5093	1.1063
23	Moneragala	0.3904	0.3762	1.5884	1.3191	0.6038	0.6797	0.5824	1.3757	0.7543	0.7917
24	Kegalle	0.9377	0.7679	1.4548	1.4209	1.2901	1.0561	1.0084	1.3525	1.5159	1.3015
25	Ratnapura	0.8637	0.8351	1.4855	1.4447	0.9666	0.9867	0.7803	1.4373	1.4660	1.3224

Table 04: Minimum Z-Scores required to admit to various courses of study in respect of each district for the academic year 2013/2014.

	Academic Year	2013/2014									
	Syllabus	Old Syllabus					New Syllabus				
	Faculty	FAPM	FAS	FBSF	FLFN		FAPM	FAS	FBSF	FLFN	
	Degree Programme	Agriculture	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology Management	Agriculture	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology Management
	District										
1	Colombo	0.9167	NQC	1.8995	NQC	NQC	0.9931	1.0794	1.7388	1.4963	1.3840
2	Gampaha	0.1884	NQC	1.6286	NQC	NQC	0.9338	1.0305	1.6130	1.4836	1.3209
3	Kalutara	NQC	NQC	0.8681	0.3280	NQC	0.9945	1.0521	1.6752	1.4366	1.2648
4	Matale	0.3685	NQC	1.3026	NQC	NQC	0.8601	0.9133	1.3943	1.5351	1.3115
5	Kandy	NQC	NQC	1.5700	0.7710	NQC	0.9985	1.0250	1.5868	1.4790	1.2304
6	Nuwara Eliya	0.4739	NQC	0.8521	NQC	NQC	0.6217	0.3365	1.3742	1.1012	1.0326
7	Galle	NQC	0.5089	1.4817	NQC	0.7589	1.0187	1.0783	1.6848	1.5072	1.3848
8	Matara	0.3906	NQC	1.4757	NQC	NQC	1.0226	1.0820	1.6503	1.5130	1.4267
9	Hambanthota	0.7054	NQC	1.9658	NQC	0.6697	1.0096	1.0364	1.5705	1.5301	1.1671
10	Jaffna	0.1546	NQC	0.8519	NQC	NQC	0.8669	0.9573	1.2289	1.5049	1.4139
11	Kilinochchi	NQC	NQC	NQC	NQC	NQC	0.4453	0.4081	1.0351	1.0387	0.6494
12	Mannar	NQC	NQC	NQC	NQC	NQC	0.5869	0.6087	1.1997	0.9164	0.6459
13	Mullaitivu	NQC	NQC	1.576	NQC	NQC	0.4342	0.6334	1.0075	0.7877	0.7582
14	Vavuniya	NQC	NQC	1.2841	NQC	NQC	0.9197	0.7927	1.3091	1.3405	1.1752
15	Trincomalee	0.5709	NQC	NQC	NQC	NQC	0.8518	0.4824	1.3043	1.4648	1.1942
16	Batticaloa	0.3541	NQC	NQC	NQC	NQC	0.8216	0.9185	1.3889	1.5302	1.4133
17	Ampara	NQC	NQC	1.4011	0.6350	NQC	0.8880	0.9171	1.3752	1.4570	1.3699
18	Puttalam	NQC	NQC	NQC	NQC	NQC	0.8013	0.6496	1.4859	1.3982	1.3021
19	Kurunegala	0.6740	NQC	1.8354	1.0273	NQC	1.0149	1.0627	1.5512	1.4838	1.2194
20	Anuradhapura	0.4530	NQC	0.8994	0.9478	NQC	0.8693	0.7412	1.5042	1.3464	1.2162
21	Polonnaruwa	-0.0495	NQC	1.5315	NQC	NQC	0.7272	0.5572	1.3856	1.3360	0.8530
22	Badulla	0.2933	NQC	1.9732	NQC	NQC	0.9170	0.9158	1.5223	1.4103	1.0984
23	Moneragala	0.8067	NQC	1.9852	0.6055	NQC	0.7266	0.8651	1.5821	1.1552	1.1448
24	Kegalle	0.3953	NQC	1.5951	0.3611	NQC	1.0202	1.0386	1.4791	1.526	1.3063
25	Ratnapura	0.2249	NQC	0.6410	1.2150	NQC	0.9733	0.9341	1.5857	1.4618	1.3348

Table 05: Minimum Z-Scores required to admit to various courses of study in respect of each district for the academic year 2014/2015 and 2015/2016.

	Academic Year	2014/2015					2015/2016				
	Syllabus	2014/2015					2015/2016				
	Faculty	FAPM	FAS	FBSF	FLFN		FAPM	FAS	FBSF	FLFN	
	Degree Programme	Agriculture	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology Management	Agriculture	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology Management
	District										
1	Colombo	1.0064	1.0169	1.5601	1.5122	1.4341	1.0871	0.9922	1.5221	1.5824	1.5176
2	Gampaha	0.9945	0.9704	1.4905	1.4973	1.3952	1.0867	0.9642	1.4779	1.5346	1.5043
3	Kalutara	1.0456	1.0215	1.5078	1.4735	1.2638	1.0990	0.9539	1.4757	1.5849	1.4612
4	Matale	0.9604	0.8154	1.4001	1.5509	1.3226	1.1015	0.9575	1.4797	1.6053	1.3673
5	Kandy	1.0469	1.0160	1.4932	1.4188	1.2970	1.1184	0.9580	1.4782	1.4360	1.3696
6	Nuwara Eliya	0.6731	0.5973	1.2793	1.2227	1.1313	1.0976	NQC	1.4776	1.1605	1.1425
7	Galle	1.0614	1.0305	1.5475	1.5455	1.4348	1.0898	1.0411	1.4940	1.5910	1.4801
8	Matara	1.0411	1.0205	1.5551	1.5562	1.4532	1.1224	1.0174	1.5076	1.6100	1.5039
9	Hambanthota	1.0568	1.0101	1.4900	1.5646	1.4525	1.0871	1.0168	1.4754	1.6029	1.4213
10	Jaffna	0.9653	0.9303	1.3459	1.5664	1.4571	1.2778	0.9802	NQC	1.6045	1.5175
11	Kilinochchi	0.9926	0.4366	1.2874	1.1744	0.7065	NQC	NQC	NQC	0.9572	0.7837
12	Mannar	0.7771	0.1454	1.2036	1.3089	0.9736	NQC	NQC	NQC	1.1255	0.8011
13	Mullaitivu	0.6393	0.2082	1.1924	1.0221	0.9287	NQC	NQC	NQC	0.7763	0.7342
14	Vavuniya	0.7536	0.9595	1.2965	1.5338	1.0436	NQC	NQC	NQC	1.6083	1.4638
15	Trincomalee	0.8363	0.3705	1.1953	1.5623	1.4560	NQC	0.9629	1.5445	1.5896	1.4764
16	Batticaloa	0.8042	0.8163	1.3221	1.5080	1.4488	NQC	0.9496	NQC	1.5257	1.3706
17	Ampara	0.9146	0.8327	1.3065	1.5349	1.4580	NQC	0.9345	1.5097	1.4981	1.4853
18	Puttalam	0.8342	0.6905	1.4306	1.4857	1.4492	1.0867	0.9845	1.4756	1.4322	1.4849
19	Kurunegala	1.0413	0.9875	1.4210	1.5390	1.3051	1.0987	0.9294	1.474	1.5618	1.5114
20	Anuradhapura	0.8738	0.7783	1.3368	1.3794	1.353	1.2931	0.9390	1.4759	1.4128	1.3785
21	Polonnaruwa	0.8814	0.5886	1.3242	1.4484	0.9953	NQC	NQC	1.4859	1.5985	1.0133
22	Badulla	0.9421	0.8868	1.4006	1.4910	1.2083	1.0984	0.9300	NQC	1.5270	1.3724
23	Moneragala	0.7394	0.6697	1.4664	1.1464	1.1208	NQC	0.9585	1.4781	1.2659	1.2649
24	Kegalle	1.0622	1.0304	1.5130	1.5456	1.4258	1.1126	0.9435	1.4740	1.6107	1.5056
25	Ratnapura	1.0319	0.8646	1.4811	1.5274	1.4120	1.1112	0.9403	1.4742	1.5336	1.4808

Table 06: Minimum Z-Scores required to admit to various courses of study in respect of each district for the academic year 2016/2017 and 2017/2018.

	Academic Year	2016/2017							2017/2018						
	Syllabus	2016/2017							2017/2018						
	Faculty	FAPM	FAS	FBSF	FLFN	FOT			FAPM	FAS	FBSF	FLFN	FOT		
	Degree Programme	Agriculture	Biosystems Technology	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology Management	Engineering Technology	Agriculture	Biosystems Technology	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology Management	Engineering Technology
	District														
1	Colombo	1.0944	1.5830	1.0197	1.4570	1.5306	1.4081	1.4152	1.0762	1.5453	0.9866	1.4282	1.5195	1.3970	1.3669
2	Gampaha	1.0353	1.6013	0.9949	1.4112	1.5663	1.4607	1.4216	1.0559	1.4497	0.9677	1.4252	1.4769	1.3623	1.3651
3	Kalutara	1.1266	1.6078	0.9761	1.4095	1.5732	1.4131	1.4231	1.0945	1.5255	0.9935	1.4263	1.5188	1.3542	1.3884
4	Matale	NQC	1.6075	1.0314	1.4122	1.5964	1.3788	1.4921	1.2018	1.4730	NQC	1.4249	1.5308	1.3689	1.4017
5	Kandy	1.1065	1.6015	0.9727	1.4110	1.4681	1.3527	1.4367	1.0859	1.4611	0.9815	1.4271	1.4984	1.3392	1.3617
6	Nuwara Eliya	NQC	1.6294	NQC	1.4112	1.3181	1.2431	1.4621	NQC	1.4802	NQC	1.4250	1.3872	1.1885	1.4529
7	Galle	1.0967	1.6393	1.0166	1.4509	1.5898	1.4396	1.4286	1.0783	1.5166	0.9901	1.4299	1.5457	1.4086	1.3887
8	Matara	1.1441	1.6458	1.0264	NQC	1.5946	1.4317	1.5072	1.1131	1.4695	1.0050	NQC	1.5051	1.4102	1.4064
9	Hambanthota	1.0421	1.6014	0.9867	1.4098	1.6252	1.3782	1.4257	1.0794	1.4229	1.0072	1.4645	1.5119	1.3525	1.3943
10	Jaffna	1.0528	1.6232	1.0250	NQC	1.6123	1.4924	1.4440	1.2337	1.4749	0.9861	NQC	1.5254	1.4133	1.3826
11	Kilinochchi	NQC	NQC	NQC	NQC	0.8628	0.4100	NQC	NQC	NQC	NQC	NQC	1.1113	0.8612	NQC
12	Mannar	NQC	NQC	NQC	NQC	1.4685	0.9494	NQC	NQC	NQC	NQC	NQC	1.3797	1.2048	1.4077
13	Mullaitivu	NQC	NQC	NQC	NQC	1.1143	0.7429	NQC	NQC	1.6111	NQC	NQC	1.3349	0.9906	NQC
14	Vavuniya	NQC	NQC	NQC	NQC	1.4398	1.1139	1.5196	NQC	NQC	NQC	NQC	1.3671	1.3448	1.4337
15	Trincomalee	NQC	NQC	1	1.4197	1.4649	1.4053	NQC	NQC	NQC	1.0106	1.4285	1.5543	1.3274	NQC
16	Batticaloa	NQC	NQC	1.0040	NQC	1.5235	1.4389	1.4247	1.2309	1.4803	NQC	NQC	1.4643	1.3447	1.4396
17	Ampara	1.078	NQC	1.0310	1.4722	1.5888	1.2553	1.4458	1.0832	1.4315	1.0261	1.4316	1.4578	1.1575	1.3791
18	Puttalam	1.0553	1.6302	1.0364	1.4287	1.3577	1.3681	1.4402	1.0618	1.6069	0.9738	1.4286	1.4266	1.3120	1.3672
19	Kurunegala	1.1022	1.5903	0.9780	1.4095	1.5330	1.4513	1.4357	1.0784	1.5076	0.978	1.4267	1.4704	1.3921	1.3623
20	Anuradhapura	1.0820	1.5821	NQC	1.4160	1.4730	1.4260	1.4406	1.0524	1.4412	NQC	1.4397	1.3727	1.3223	1.3677
21	Polonnaruwa	NQC	NQC	NQC	1.4114	1.3689	1.4205	1.4451	NQC	NQC	NQC	1.4532	1.3015	1.2743	1.3846
22	Badulla	1.0561	1.6175	1.0032	1.4106	1.4552	1.2967	1.4541	NQC	1.5537	1.0217	NQC	1.4443	1.2859	1.3792
23	Moneragala	1.0727	1.6034	0.9708	1.4239	1.2660	1.2500	1.4760	1.0580	1.5707	1.0288	1.4402	1.2917	1.2876	1.3661
24	Kegalle	1.1156	1.6115	0.9767	1.4145	1.5923	1.4232	1.4279	1.0696	1.4744	0.9873	1.4261	1.4522	1.4038	1.3924
25	Ratnapura	1.0625	1.5931	0.9727	1.4252	1.5285	1.3961	1.4404	1.0696	1.4373	0.9628	1.4321	1.4874	1.3862	1.3601

Methodology

Information needed for the preparation of the employability was collected through the questionnaire (Annexure I) where several new questions were introduced to gather more data compared to past years. Information from the students graduated in the year 2019 was subjected to this analysis and information pertaining to this study was based on the duration between the completion of the degree programme and the convocation. Questionnaires were handed over to students one week before the convocation. Completed questionnaires were collected by the Assistant Registrars of the Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies and Finance and Faculty of Livestock, Fisheries and Nutrition at the convocation. The time durations between the final examination and the convocation were different among four Faculties as shown in **Table 02** above.

Then the data collected survey questionnaire forms were entered into computers by the University statistical officer and her staff and the staff of Units of External Affairs. The data were then analysed by the University statistical officer and the information was handed over to the Coordinators of the External Affairs for analysis and reporting. The information were analysed and compared and reported by the Coordinators of the External Affairs.

Chapter 1

Employability Survey Results 2019: Faculty of Agriculture and Plantation Management (FAPM)

Response Rate of FAPM for Employability Survey

This census comprises the graduates of the Faculty of Agriculture and Plantation Management (FAPM). The questionnaire was distributed among all graduates eligible to obtain the degree at the General Convocation of the Wayamba University of Sri Lanka held in 2020. Total number of eligible graduates for the convocation from the faculty was 161 and among them 159 were responded for the distributed questionnaire. The percentage response for the questionnaire was 99%. **Table 1.1** indicates the number of students responded to the questionnaire from different specialization programmes offered by four departments. Time lag between the completion of the Degree programme and the survey (the date of the General Convocation 2020) for each degree programme is given in the (**Table. 02**) under the Introduction of the report.

Table 1.1: Response rates for the questionnaire by graduates in FAPM, who were eligible to obtain the degree at General convocation (including 3 lateral entry students)

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Agribusiness Management	161	23
Biotechnology		19
Horticulture & Landscape Gardening		50
Plantation Management		67
Total	161	159

Demography of Graduates

Female student population was significantly higher in the FAPM. Females represented 75% of the total graduates in the Faculty. Composition of the gender of graduates in different specialization areas are given in **Table 1.2**.

Table 1.2 Gender composition of graduates in FAPM.

Department	Female	Male	Total No. of graduates	% Female	% Male
Agribusiness Management	17	6	23	74%	26%
Biotechnology	17	2	19	89%	11%
Horticulture & Landscape Gardening	37	13	50	74%	26%
Plantation Management	48	19	67	72%	28%
Total	119	40	159	75%	25%

Majority of the students were within the age range of 24-26 and reported as 62%. Of the total graduates 36% were in the age group of 27-29 years. There were 2% of graduates fallen in to age category above 30 years in FAPM (**Figure 1.1**).

Three ethnic groups were represented among the total graduates. Sinhala is the main ethnic category reported and was 96% of the total graduates from the FAPM in 2019. Muslim and Tamil ethnic categories were reported as 2% and 2% respectively (**Figure 1.2**).

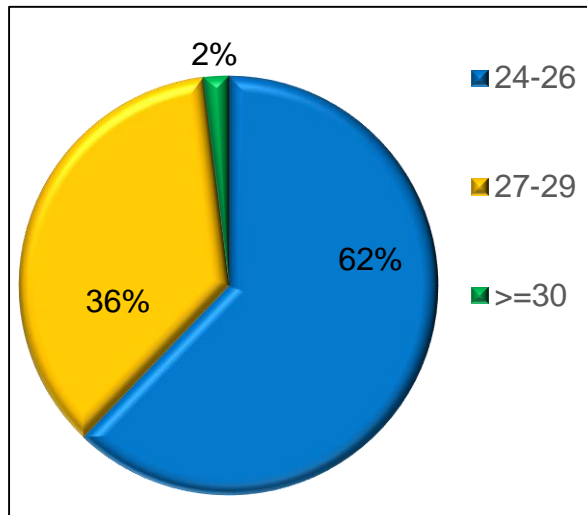


Figure 1.1: Age structure of the graduates of the FAPM.

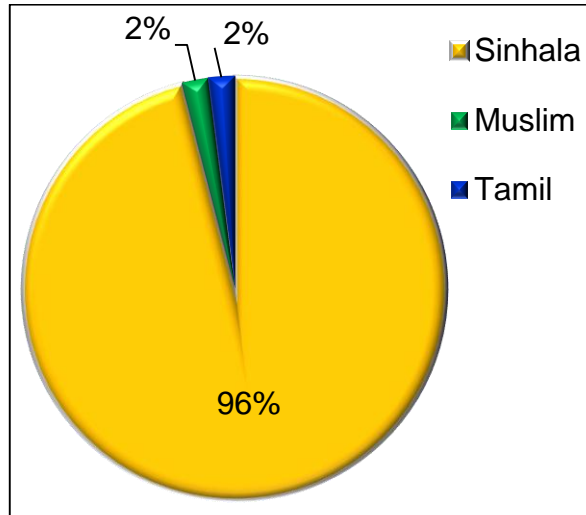


Figure 1.2: Representation of different ethnic groups in the FAPM.

Students from semi-urban areas were represented the highest proportion of the graduate population and was reported as 59%. Students from rural and urban areas were reported 25% and 16% respectively among the graduates of FAPM in 2019 (**Figure 1.3**).

Students who entered from second and third attempts in A/L examination represented the 48% of total graduate population of FAPM in 2019. Among all 2019 graduates of FAPM, only 16% entered to the university at their first A/L attempt (**Figure 1.4**).

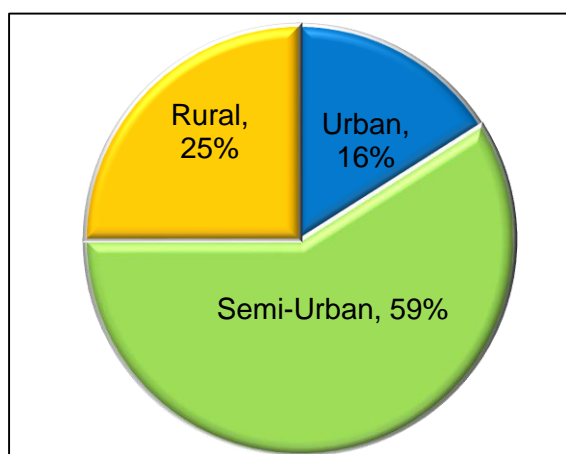


Figure 1.3. Residential areas of graduates

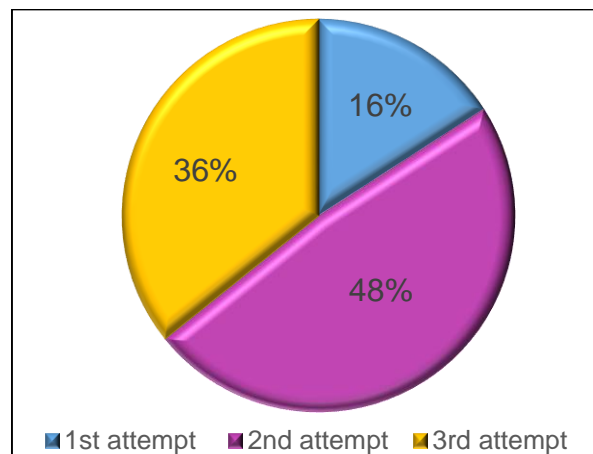


Figure 1.4. Number of A/L attempts for university entrance

Linguistic medium of the A/L examination of graduates is given in **Figure 1.5**. Majority (94%) of students sat for the A/L examination in Sinhala medium. Students sat for the A/L examination in Tamil and English medium were reported as 3% for each.

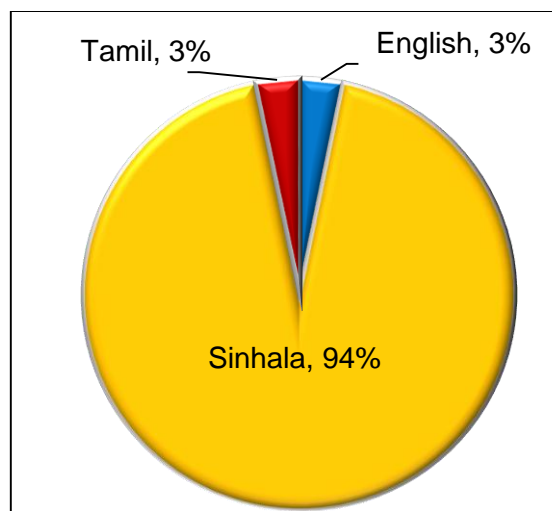


Figure 1.5. Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

Among all responded graduates 157 have answered for this question. Prevalence of the first class passes in the final examination in 2019 in FAPM was 10%. Second Class Upper division passes were reported as 50%. Second Class Lower division and general passes were obtained by 18% and 22% of students respectively (**Figure 1.6**). Total number of students obtained different grades and the percentage distribution of different grades among different specialization streams of FAPM is given in **Table 1.3** and **Figure 1.7** respectively.

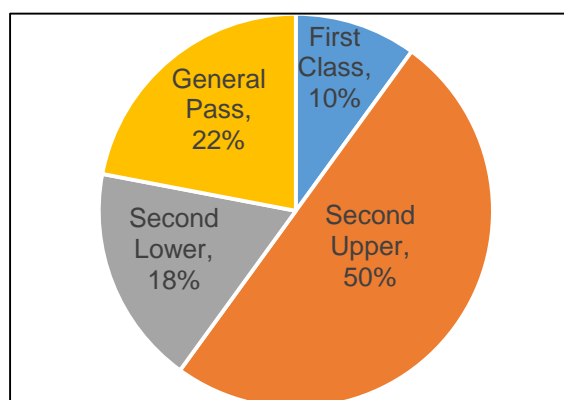


Figure 1.6. Overall performance of graduates in FAPM.

Table 1.3. Performance of graduates in different degree programmes in FAPM

Department	First Class	Second Upper	Second Lower	Pass	Total
Agribusiness Management	5	11	5	2	23
Biotechnology	1	11	2	4	18
Horticulture & Landscape Gardening	3	25	5	17	50
Plantation Management	6	32	17	11	66
Total	15	79	29	34	157

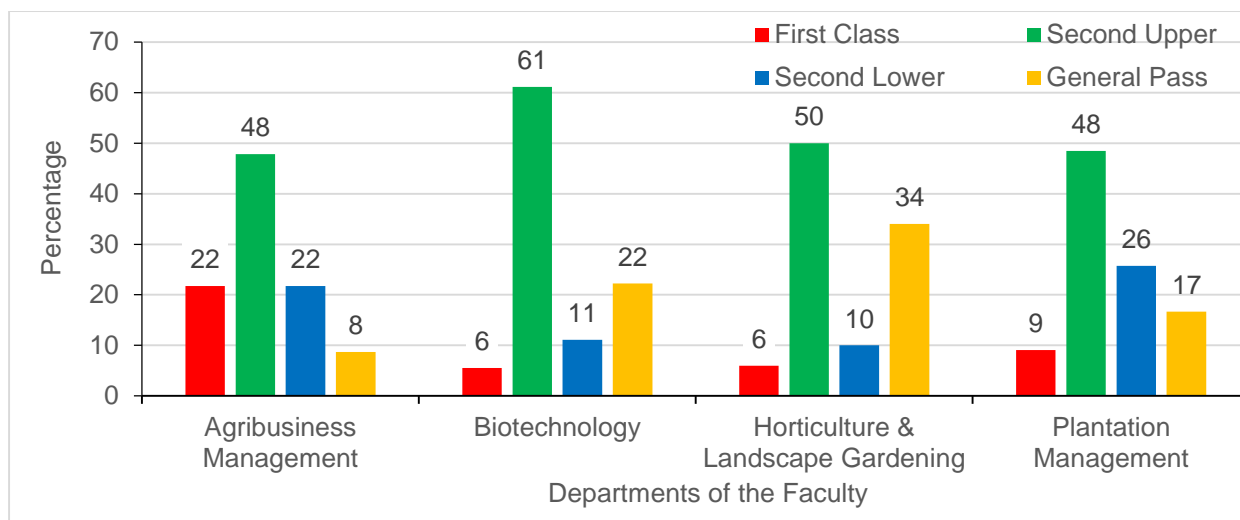


Figure 1.7. Percentages of different grades obtained by students in different specialization programmes offered by FAPM.

Employability Status of Graduates

Excluding 3 lateral entry students in the degree programme, this analysis is based on the responses of 156 students. Among the graduates of the faculty, 57% of them have managed to obtain their first job during a nine months and 24 days period of the final examination. Among total employed graduates (89) were responded for this question. **Table 1.4** indicates the different categories of employment of the graduates. Among 89 respondents, 40% have obtained permanent jobs. According to the survey 34% of employed graduates were in temporary jobs and 11% were on contract basis. 15% were in training periods (**Figure 1.8**). In this analysis graduates in training categories were considered as employed.

Table 1.4. Different categories of employments of graduates in FAPM

Department	Contract basis	Permanent	Temporary	Training	Un employed	Total
Agribusiness Management	4	9	6	-	4	23
Biotechnology	2	-	7	-	10	19
Horticulture & Landscape Gardening	2	9	9	5	22	47
Plantation Management	2	18	8	8	31	67
Total	10	36	30	13	67	156

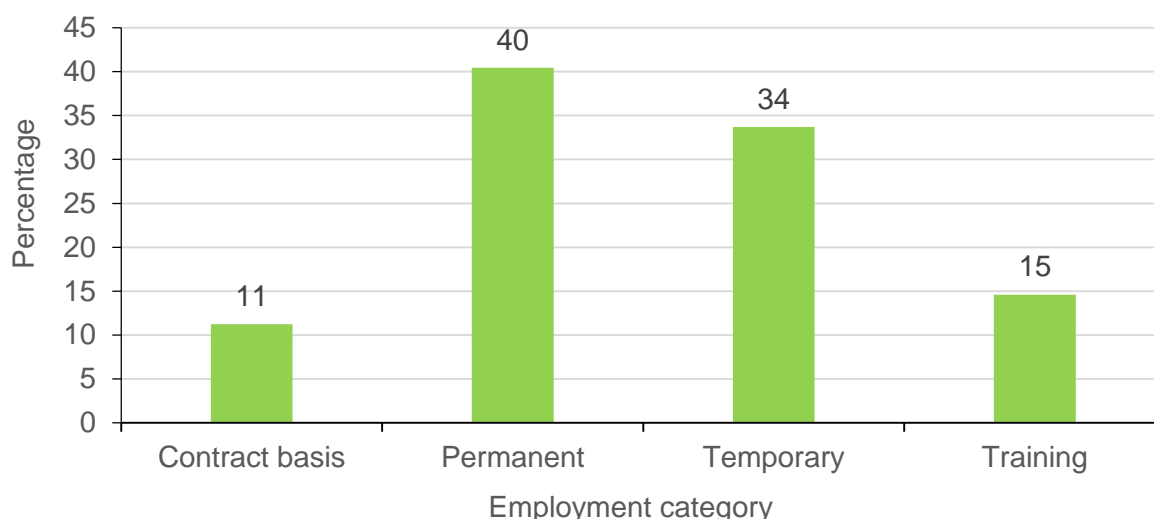


Figure 1.8. Percentage enrolments of graduates of FAPM in different employment categories.

Different sectors of employers

This question was answered by 86 from the total employed graduates of FAPM at the General Convocation held in January 2020. Majority of graduates (64%) were employed by the private sector and the public sector job enrolment was reported as 20%. Job enrolment in semi-government institutions were reported as 16% respectively (**Figure 1.9**).

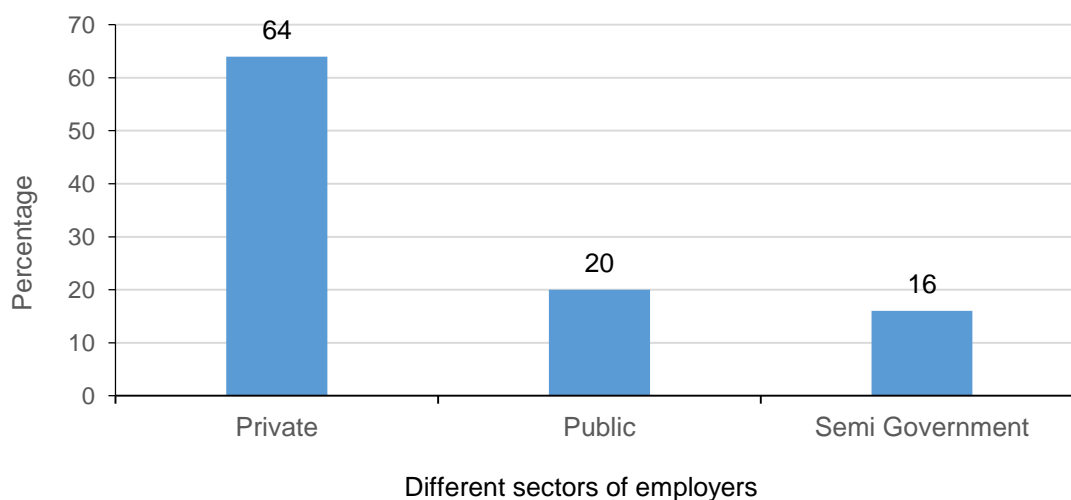


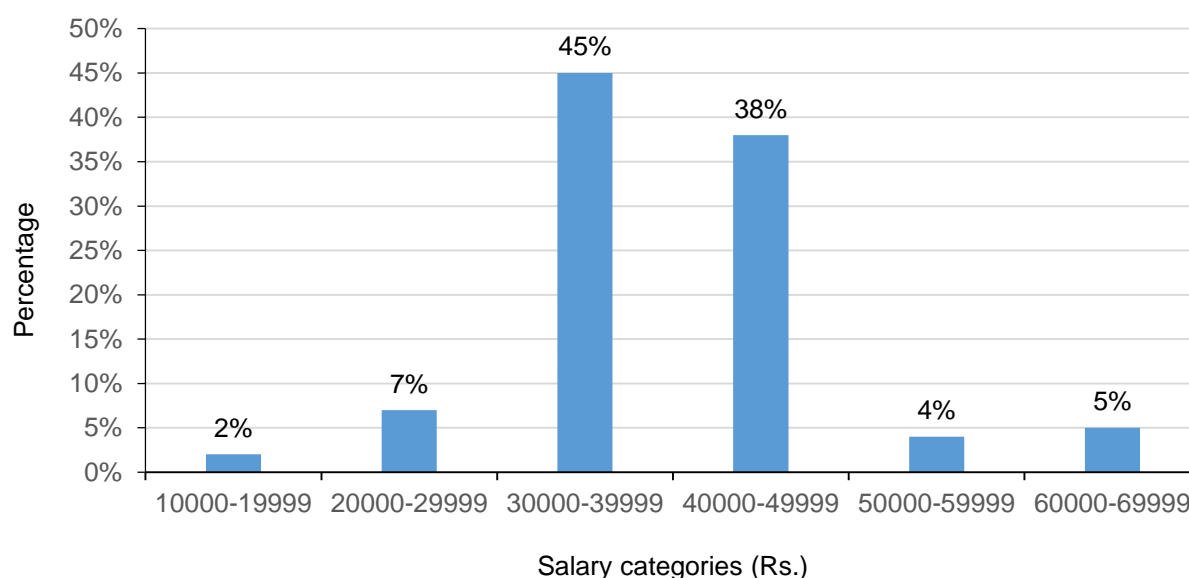
Figure 1.9. Percentage job enrolments of graduates of FAPM in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FAPM

From the total employed graduates (89) only 85 had answered this question. Salary level distributions among different specializations were indicated in the **Table 1.5**. Majority of the responded graduates were employed for the range of Rs. 30,000 to 40,000 salaries and reported as 45%. Among graduates 47% have obtained above Rs. 40,000 as the salary for their first job (**Table 1.5** and **Figure 1.10**).

Table 1.5. Salary levels of employed graduates of FAPM

Monthly Salary (LKR)	Agribusiness Management	Biotechnology	Horticulture & Landscape Gardening	Plantation Management
10000-19999	-	-	-	2
20000-29999	2	-	3	1
30000-39999	4	3	11	20
40000-49999	8	5	9	10
50000-59999	-	1	-	2
60000-69999	4	-	-	-
Total respondents from each department	18	9	23	35

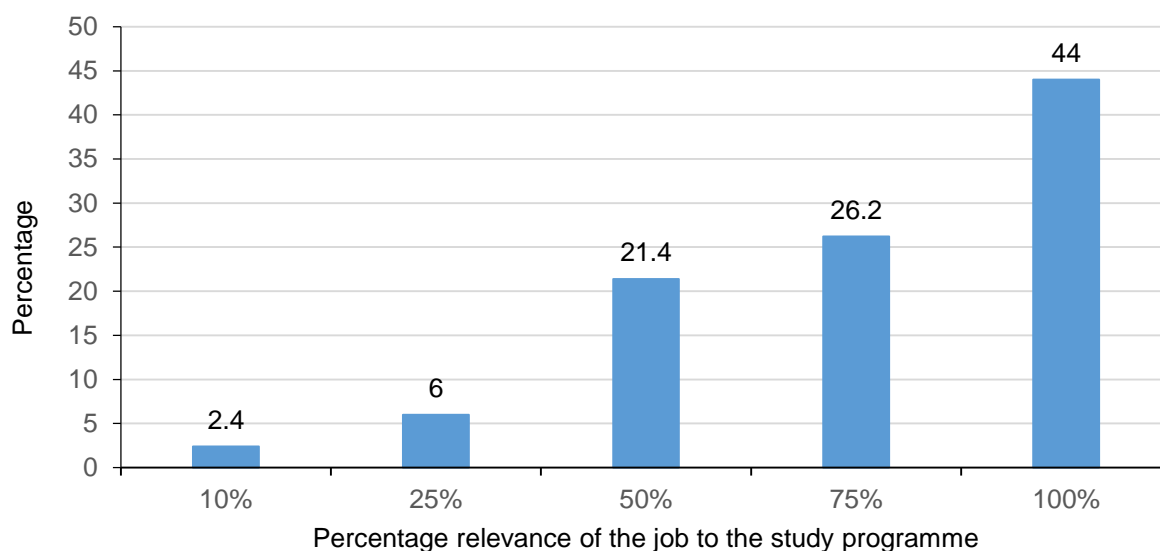
**Figure 1.10.** Percentage distribution of employed graduates in different salary levels

Perceived Relevance of the Degree Programme to Current Employments of Graduates of FAPM

Perceived relevance of the degree programme to the occupation of graduates is an indicator of how the existing training provided by the degree programme fit with the current job market and the market requirements. There were 84 graduates have responded to this question and the statistics of their responds were given in **(Table 1.6)**. The present survey has indicated that 70% of the graduates of FAPM were employed in jobs that were highly relevant to their degree programme and the specialization area. When considering the 50% relevance of their education to current occupation, it was reported as 91% **(Figure 1.11)**.

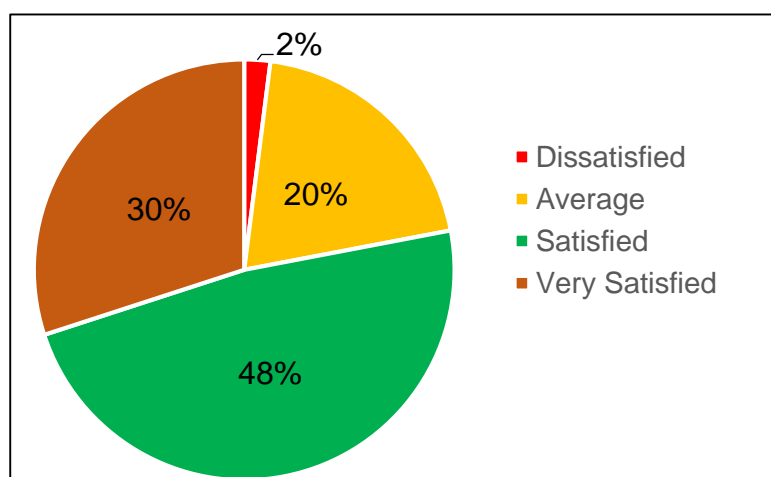
Table 1.6. Perceived relevance of degree to employment

Department	Perceived relevance of degree to employment					Total
	10%	25%	50%	75%	100%	
Agribusiness Management	-	3	2	5	8	18
Biotechnology	1	1	-	1	6	9
Horticulture & Landscape Gardening	-	1	5	7	10	23
Plantation Management	1	-	11	9	13	34
Total responses in each category	2	5	18	22	37	84

**Figure 1.11.** Percentage relevance of the degree to employment.

Level of Job Satisfaction among Graduates of FAPM

Total number of 88 graduates have answered to this question. Among all responds, 30% of them were very satisfied with their current occupation while 48% of them were in satisfied category. Together with these two categories 78% of graduates were satisfied with their present job. Average level of satisfaction was reported as 20% and only 2% graduates have fallen in to dissatisfied about their current jobs (**Figure 1.12**).

**Figure 1.12.** Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 89 employed graduates. Graduates could give multiple answers for this question. According to their evaluation Degree, field of study, English proficiency, Personality and soft skills have placed in first category. Class of the degree, previous work experience, other professional qualifications and computer literacy also have high influence for finding a job. Motivation of students to gather supportive qualification to excel in the job market can be planned through career guidance activities. University project, reputation of the university, undergraduate research project, research experiences and the personal contacts have less influence for finding a job. (Figure 1.13).

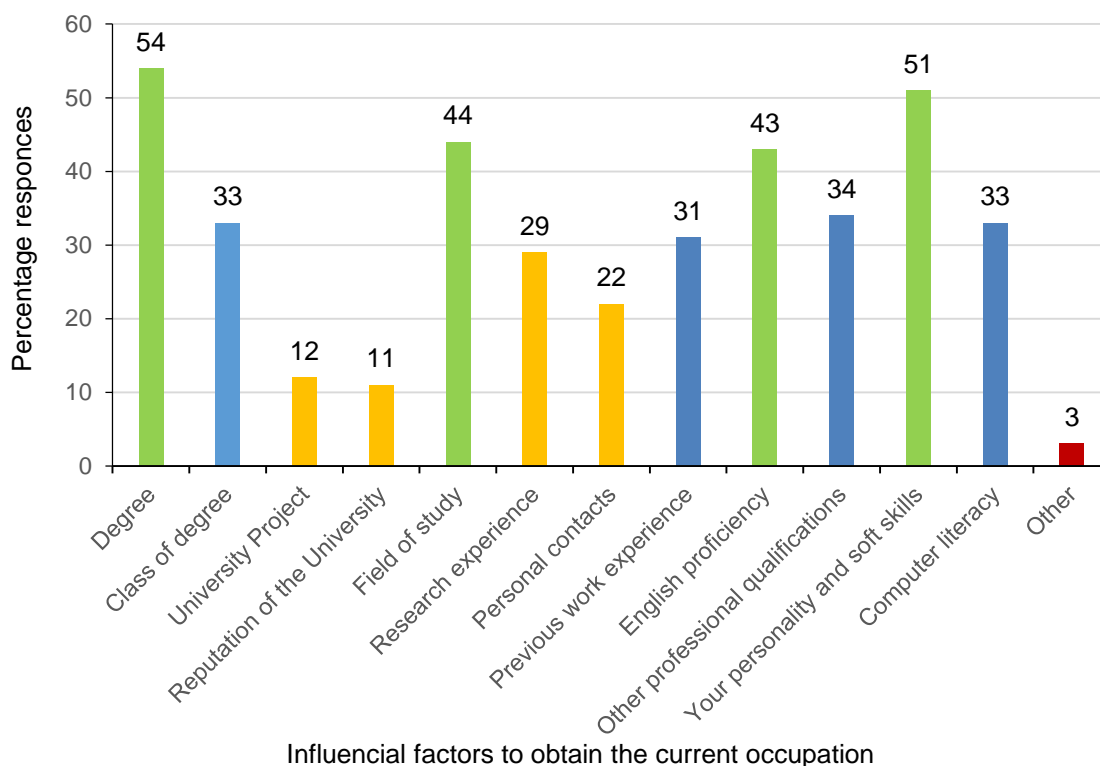


Figure 1.13. Most influential factors to obtain the present job

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with scores above 4 out of the 5 Likert scale. It indirectly indicate the support of the curriculum for necessary knowledge and skills for working environment. However, rating for support to get a job, personal growth, and support for the starting period of employment have received average scores. Probably these segments are related to the attitude of student. Therefore, these aspects can be achieved through career guidance activities targeting attitude development of undergraduates. Support from the degree programme to develop entrepreneurial skills received the lowest rating indicating the need of further attention in that respect (Figure 1.14).

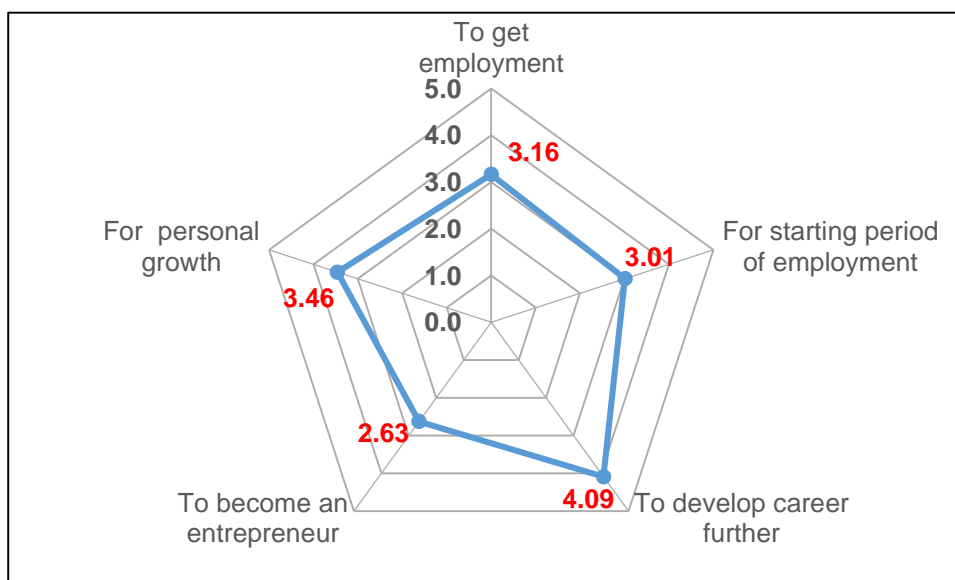


Figure 1.14. Support from the university education to career development as rated by FAPM graduates

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FAPM

Considerable number of students graduated from the FAPM had additional qualifications and 118 of them were being following such programmes and 64 of them have completed diploma level courses, CIMA and Chartered accountancy at the time of the survey. Among additional qualification holders, 24 students have some other qualifications, which have not been categorically indicated (**Table 1.7**). Of the responded graduates, 16 were reading for their post graduate degrees including MSc. (10), MPhil. (05) and MBA (1). This information indicates the attentiveness of students about their career development and the intention to be more skilful and knowledgeable personal for the competitive society.

Table 1.7. Additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		CIMA		MSc	MPhil	MBA	Chartered Accountancy		Other	
	C	R	C	R	R	R	R	C	R	C	R
Agribusiness Management	9	1	2	1	3	1	-	-	1	3	1
Biotechnology	3	-	-	-	3	2	-	-	-	3	1
Horticulture & Landscape Gardening	26	4	-	-	-	1	-	1	-	10	-
Plantation Management	23	4	-	-	4	1	1	-	-	8	1
Total	61	9	2	1	10	5	1	1	1	24	3

Chapter 2

Employability Survey Results 2019: Faculty of Applied Sciences (FAS)

Response Rate of FAS for Employability Survey

The questionnaire was distributed among all students in the Faculty of Applied Sciences (FAS) eligible to receive the degrees at the General Convocation of the Wayamba University of Sri Lanka held in January 2020. This senses comprised of all specialization programmes offered by FAS. The response rate for the questionnaire was high in all degree programmes and overall response rate was 97% (**Table 2.1**). Duration of the date of degree completion and the survey is given in the **Table 02** under the Introduction of the report.

Table 2.1. Response rates for the questionnaire by graduates in FAS, who were eligible to obtain the degree at General Convocation held at January 2020.

Degree programme	No. of Questionnaire Sent	No. of Questionnaire Received
B.Sc. (General)	159	65
B.Sc. (Joint Major)		74
B.Sc. (Special) in Applied Electronics		1
B.Sc. (Special) in Mathematics with Statistics		5
B.Sc.(Special) in Industrial Management		3
B.Sc.(Special) in Computer Science		7
Total	159	155

Demography of Graduates

Among the total graduates of the FAS, 43% were females and 57% were males. More females were enrolled in specialization programmes according to statistics (**Table 2.2**).

Table 2.2: Gender composition of graduates in FAS.

Degree Program	Female	Male	Total no. of graduates	% Female	% Male
B.Sc. (General)	16	49	65	25	75
B.Sc. (Joint Major)	41	33	74	55	45
B.Sc. (Special) in Applied Electronics	1	0	1	100	-
B.Sc. (Special) in Mathematics with Statistics	3	2	5	60	40
B.Sc.(Special) in Industrial Management	3	0	3	100	-
B.Sc.(Special) in Computer Science	3	4	7	43	57
Total	67	88	155	43	57

Majority of the students were within the age range of 24-26 and reported as 63%. Of the total graduates 34% were in the age group of 27-29 years. There were 3% of graduates fallen in to age category above 30 years in FAS (**Figure 2.1**).

Four ethnic groups were represented among the total graduates and namely Sinhala, Tamil, Muslim and Other. Sinhala, Tamil, Muslim and Other ethnic groups were represented as 92%, 5%, 2% and 1% were respectively in graduate population (**Figure 2.2**).

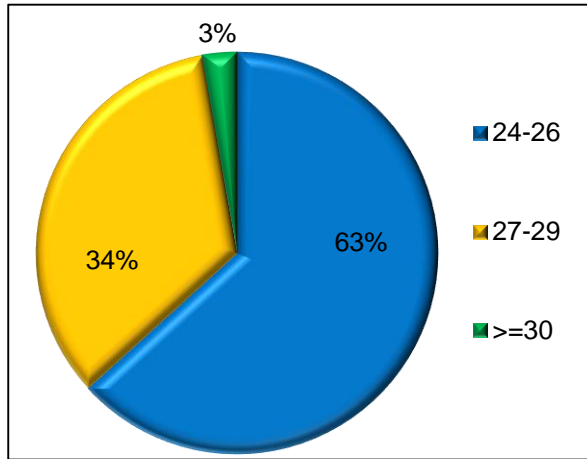


Figure 2.1. Age structure of the graduates in the FAS.

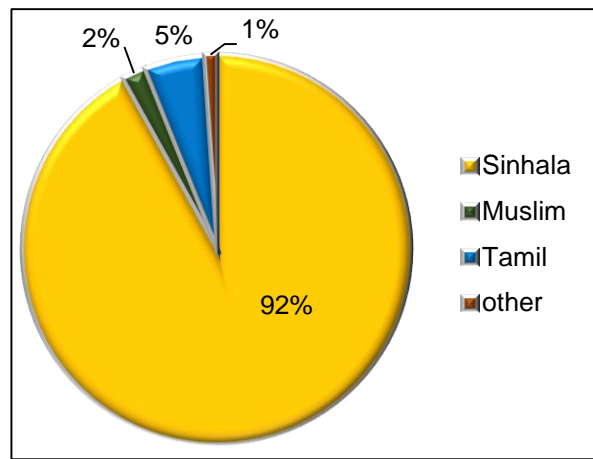


Figure 2.2. Representation of different of ethnic groups in the FAS.

Students from semi-urban areas have represented 51% of the graduate population in 2019. Students from rural and urban areas were reported as 28% and 21% respectively (**Figure 2.3**).

Among total graduate population in FAS, 28% had single attempt in Advance Level Examination. Majority of Students (60%) had second attempt and 12% was entered the University at their third attempt (**Figure 2.4**) of Advance Level Examination.

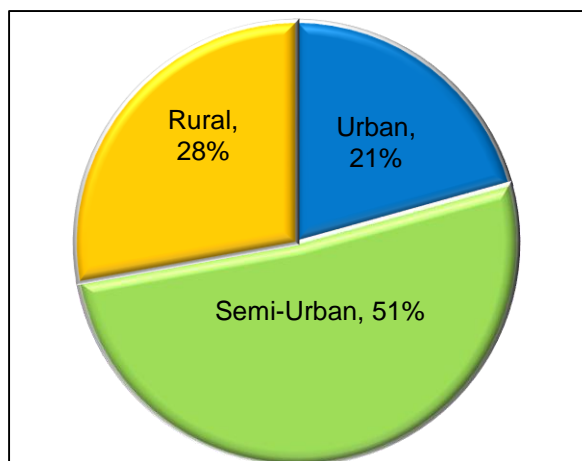


Figure 2.3. Residential areas of graduates

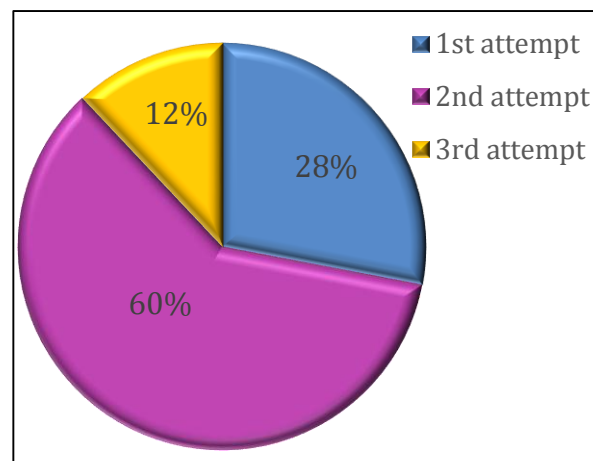


Figure 2.4. Number of A/L attempts for university entrance

Linguistic medium of A/L education of the majority (91%) of graduates was in Sinhala. Tamil and English medium A/L candidates were reported as 5% and 4% respectively (**Figure 2.5**).

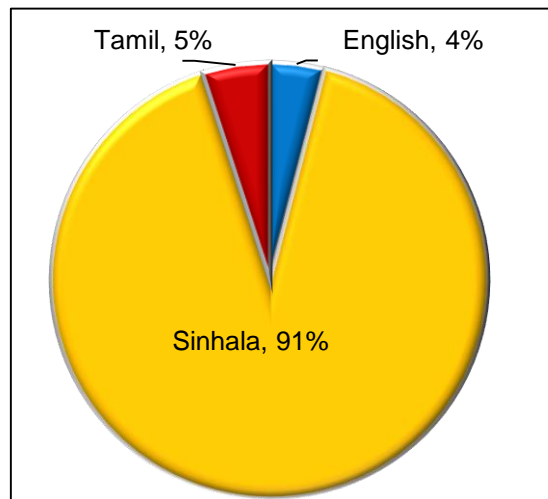


Figure 2.5. Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

There were 02 first classes reported among 146 respondents and was 1.4% among total graduates. Second Class Upper Passes were reported as 13% while 13% obtaining Second Class Lower Passes at General Convocation held in January, 2020. Other students (72.6%) had obtained General Passes in the final examination (**Figure 2.6**). **Table 2.3** indicates the number of students with their respective grades at the final degree examination and **Figure 2.7** indicates the percentage distribution of different grades among degree programmes of FAS.

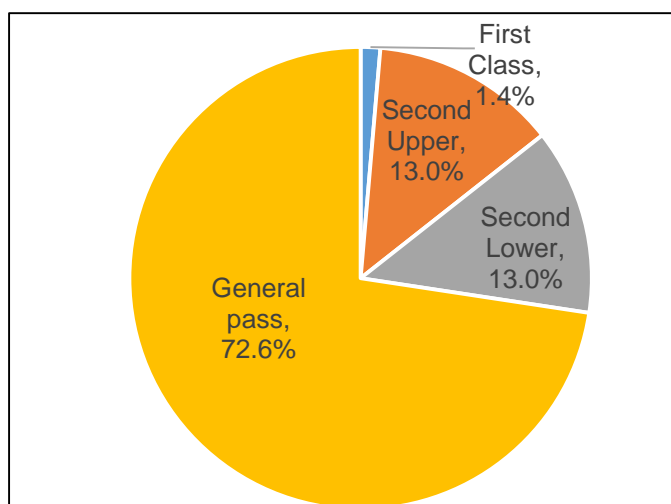
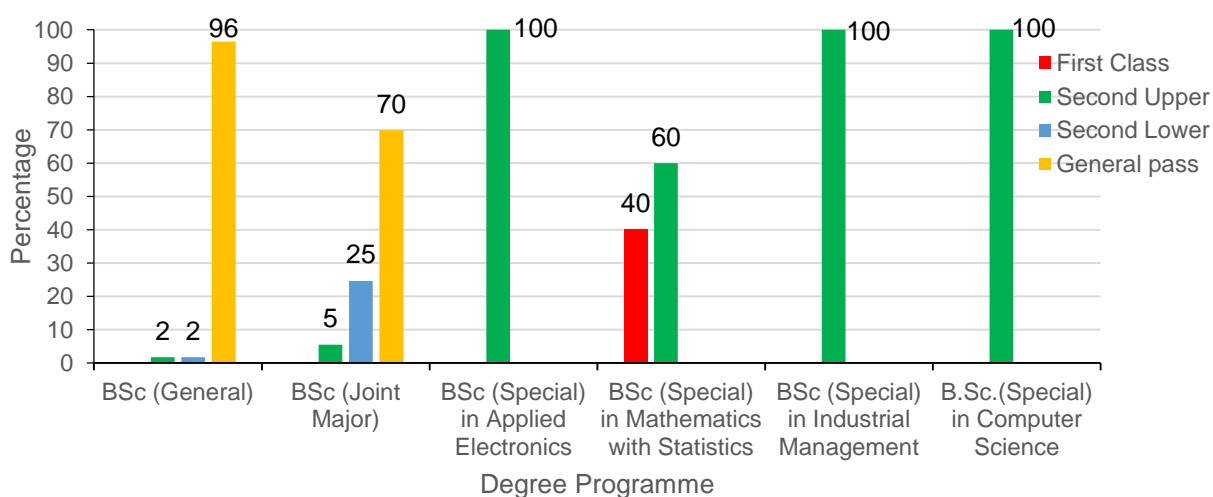


Figure 2.6. Overall performance of graduates in FAS

Table 2.3: Performance of graduates in different degree programmes in FAS

Degree	First Class	Second Upper	Second Lower	General Pass	Total
B.Sc. (General)	-	1	1	55	57
B.Sc. (Joint Major)	-	4	18	51	73
B.Sc. (Special) in Applied Electronics	-	1	-	-	1
B.Sc. (Special) in Mathematics with Statistics	2	3	-	-	5
B.Sc.(Special) in Industrial Management	-	3	-	-	3
B.Sc.(Special) in Computer Science	-	7	-	-	7
Total	2	19	19	106	146

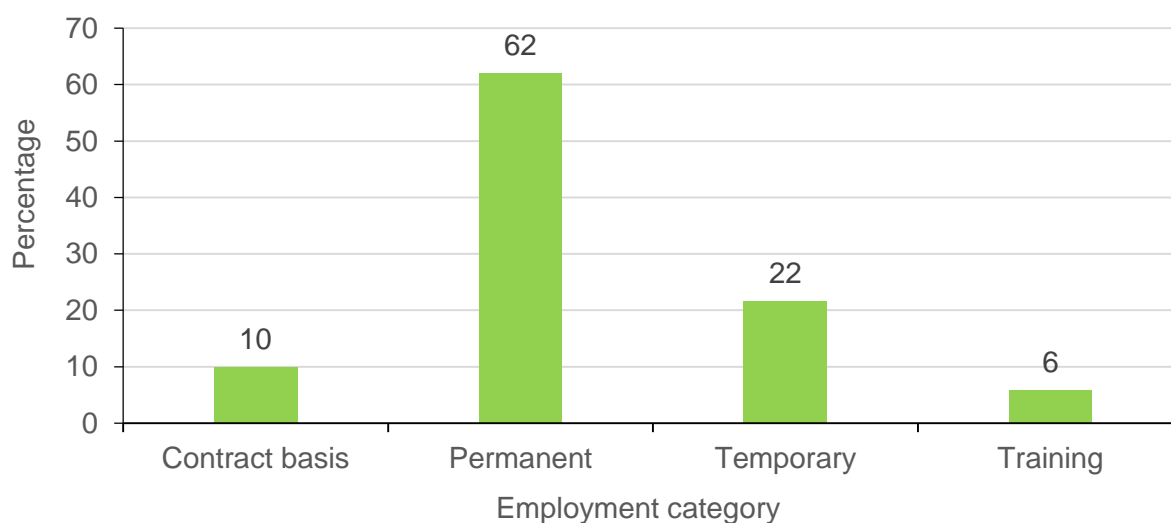
**Figure 2.7:** Percentages of different grades obtained by students in different degree programmes offered by FAS.

Employability Status of Graduates

Among 155 total graduates 151 were answered for the question, which was related to their employment categories. The employability status of the graduates in FAS at the general convocation held in January 2020 was 79%. **Table 2.4.** indicates the enrolment of graduate in different employment categories. Of the all employed graduates responded to this question 62% have obtained permanent jobs and 22% of them were in temporary positions, 10% in contract basis and 6% were in trainings (**Figure 2.8**). In this analysis graduates in training attachments were considered as employed.

Table 2.4: Different categories of employments of graduates in FAS

Degree	Contract basis	Permanent	Temporary	Training	Unemployed	Total
B.Sc. (General)	6	30	3	2	21	62
B.Sc. (Joint Major)	3	40	16	4	10	73
B.Sc. (Special) in Applied Electronics	-	1	-	-	0	1
B.Sc. (Special) in Mathematics with Statistics	1	-	4	-	0	5
B.Sc.(Special) in Industrial Management	-	-	2	1	0	3
B.Sc.(Special) in Computer Science	2	4	1	-	0	7
Total	12	75	26	7	31	151

**Figure 2.8.** Percentage enrolments of graduates of FAS in different employment categories.

Different Sectors of Employers

Total of 117 graduates had answered for this question. Among the responded graduates for this question, percentage employed in private sectors was 68%. Percentage employability in public sector and semi government sector were reported as 18% and 14% respectively (**Figure 2.9**).

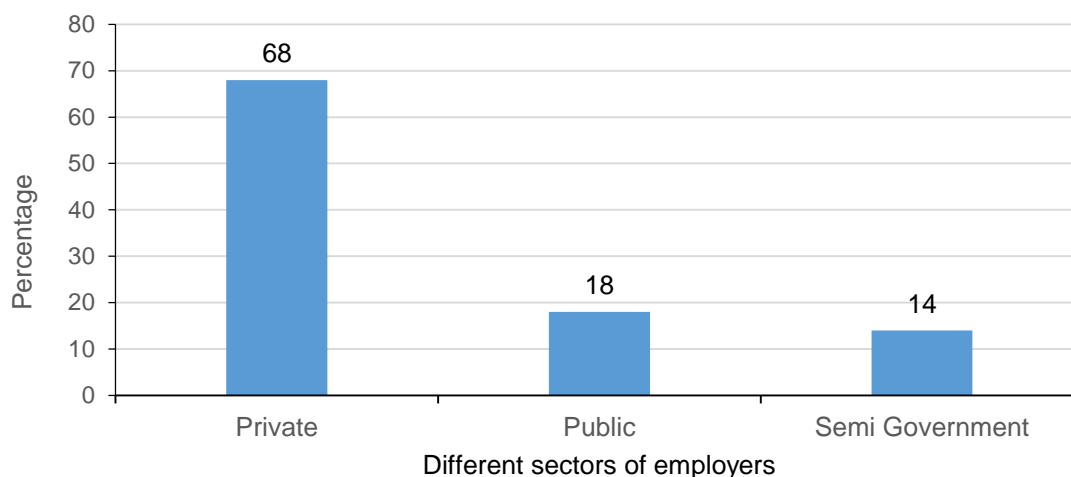


Figure 2.9. Percentage job enrolments of graduates of FAS in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FAS

Among all employed graduates of FAS in 2019, 104 graduates had answered for this question. **Table 2.5** indicates the distribution of graduates among different salary scales. Majority of students (36.5%) had received salaries between Rs. 40,000 to 49,999 scales and the salaries of 20% graduates were fallen in to Rs. 30,000 to 39,999 category. Salaries of 31.8% students were above Rs. 50,000 (**Figure 2.10**).

Table 2.5. Salary levels of employed graduates of FAS

Monthly Salary (LKR)	B.Sc. (General)	B.Sc. (Joint Major)	B.Sc. (Special) in Mathematics with Statistics	B.Sc.(Special) in Industrial Management	B.Sc.(Special) in Computer Science
10000-19999	-	1	-	-	-
20000-29999	2	9	-	-	-
30000-39999	10	11	-	-	-
40000-49999	6	24	4	2	2
50000-59999	2	6	-	1	-
60000-69999	4	7	-	-	-
70000-79999	3	-	-	-	-
80000-89999	2	-	-	-	-
90000-99999	1	-	1	-	-
< 100000	4	2	-	-	-
Total respondents	34	60	5	3	2

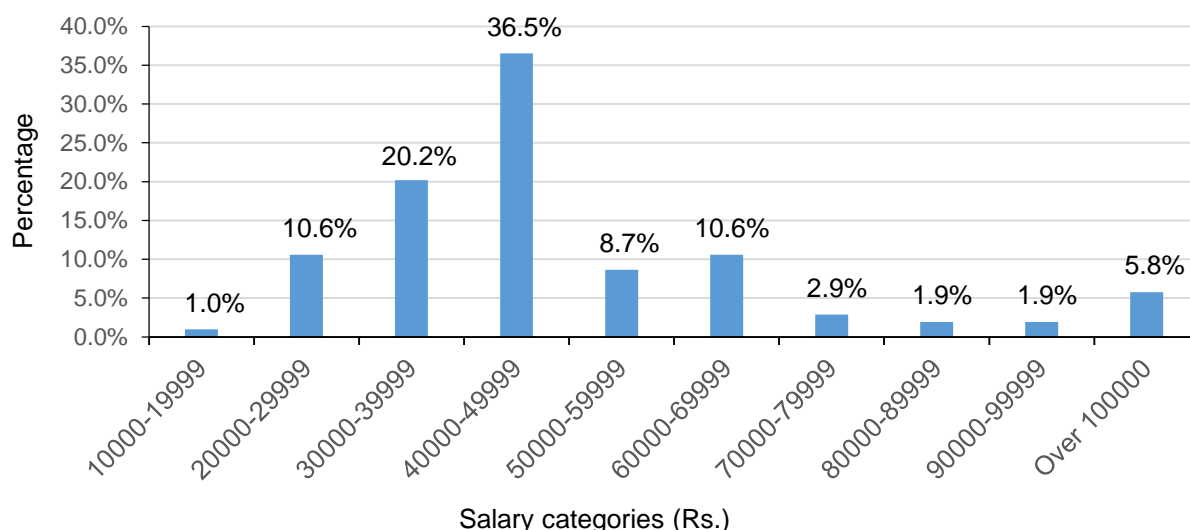


Figure 2.10. Percentage distribution of employed graduates in different salary levels

Perceived Relevance of the Degree Programme to Current Employments of Graduates of FAS

Perceived relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the course units. Its direct indication is the relevance of the training given by the University to the needs of the industry. Majority of the students graduated from FAS in different degree programmes had high relevance to the job and their knowledge gained from the University (**Table 2.6**). **Figure 2.11** indicates the percentage of students in relation to different levels of relevancy of the job to the study programme. Among the responds for this question, 59% of graduates were employed in jobs with the relevance of higher than 75%. More than 86% employed graduates in the faculty had over 50% relevance of their jobs to the study programme. Only 14% of students had indicated the low levels of matching their Degree to the current occupation. (**Figure 2.10**).

Table 2.6. Perceived relevance of degree to employment

Degree	Perceived relevance of degree to employment					Total
	10%	25%	50%	75%	100%	
BSc (General)	1	7	12	16	3	39
BSc.(Joint Major)	1	5	17	23	16	62
BSc (Special) in Applied Electronics	-	-	-	-	1	1
BSc (Special) in Mathematics with Statistics	-	1	-	-	4	5
BSc (Special) in Industrial Management	-	-	1	-	2	3
BSc (Special) in Computer Science	-	-	-	-	1	1
Total responses in each category	2	13	30	39	27	111

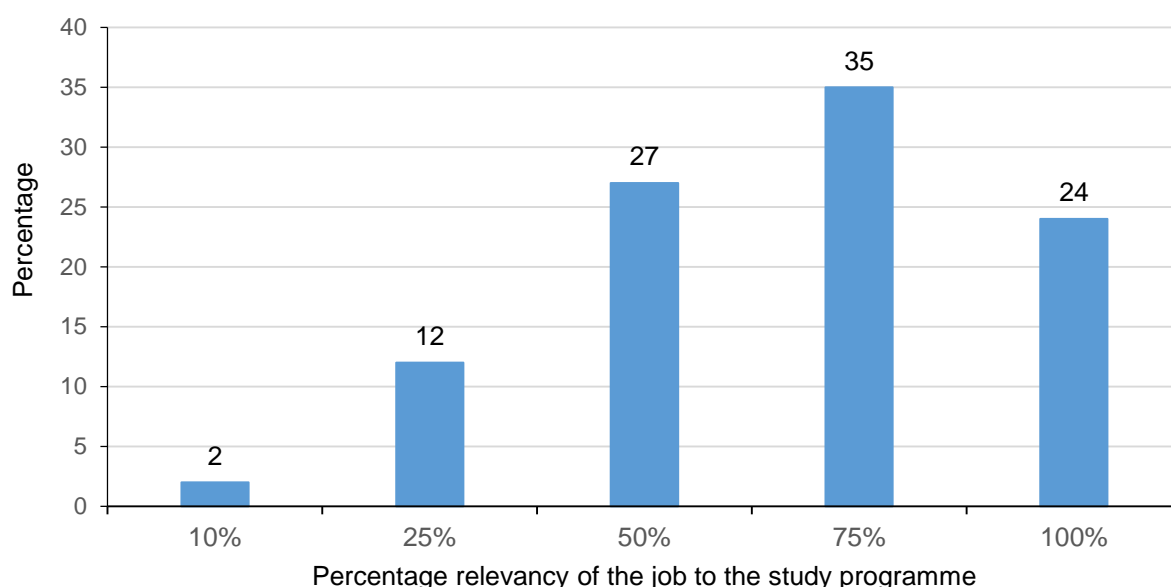


Figure 2.11 Percentage relevance of the degree to employment

Level of Job Satisfaction among Graduates of FAS

This question was answered by 121 students. Among all respondents 21% were very satisfied about the present job and 53% percent of graduates were satisfied with the current employment. Present survey indicated that 23% of graduates had average satisfaction about their employment. 2% percent of graduates were dissatisfied and 1% percent of graduates were very dissatisfied with the current employment (**Figure 2.12**).

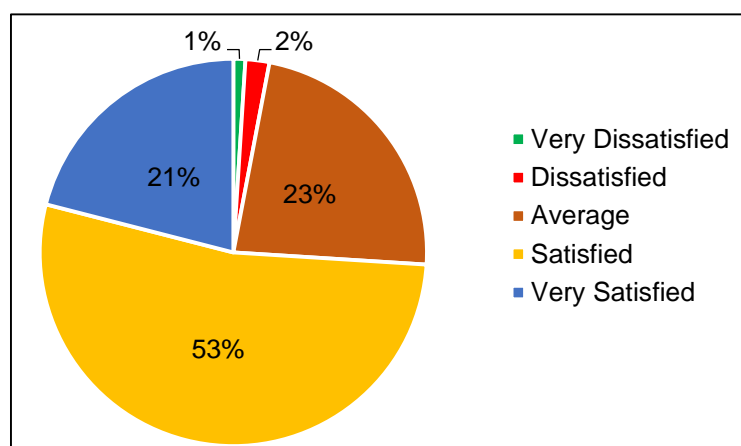


Figure 2.12. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 123 students. Students could give multiple answers for this question (Annexure 1). From the frequency of the answers; Degree was the main influencing factor to find the job. Field of study, personality and soft skills, proficiency in English and computer literacy, previous work experiences and field of study have similar importance to find the current occupation (**Figure 2.13**). Most importantly the class of the degree, reputation of the university, personal contacts had minor influences in finding the jobs of the graduates from FAS according to their responses.

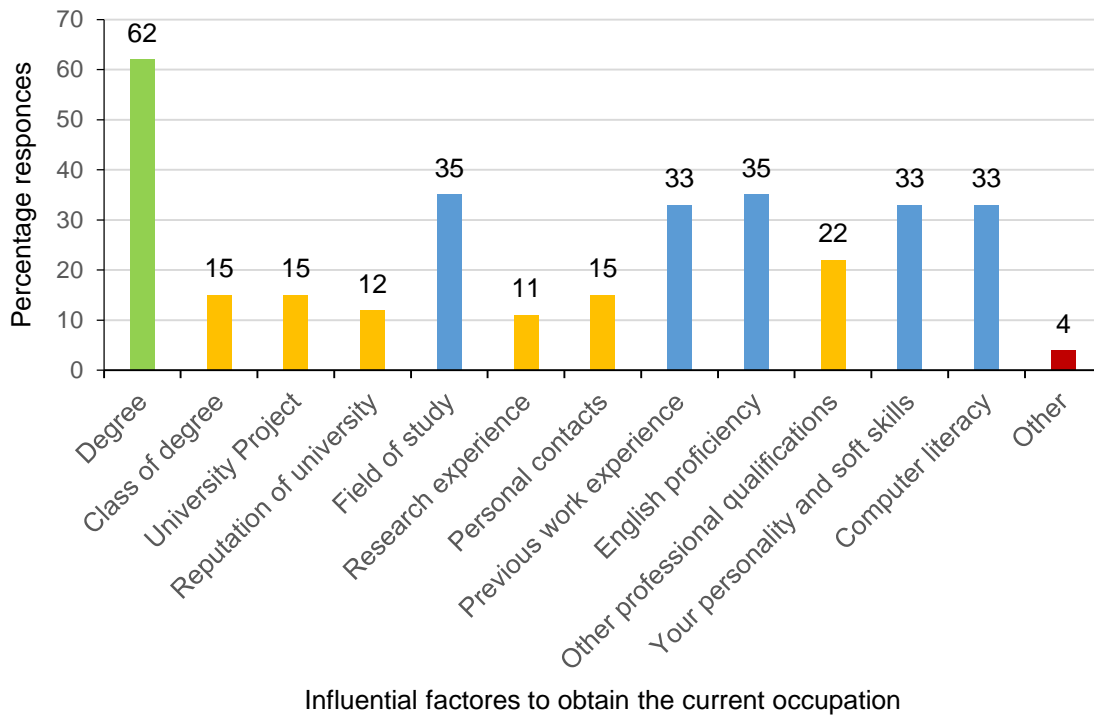


Figure 2.13. Most influential factors to obtain the present job.

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores of nearly 4 out of the 5 Likert scale. Graduates have indicated that the University education has high influence on personal growth. The entrepreneurial skills obtaining through the degree programme was received low rates (**Figure 2.14**). As such, the faculty have to pay considerable attention to this aspects and provide opportunities for the students to improve necessary competencies. Career guidance supports must be used to improve the competencies in required aspects to support students to facing interviews, acclimatization to the working environment and knowledge for career development.

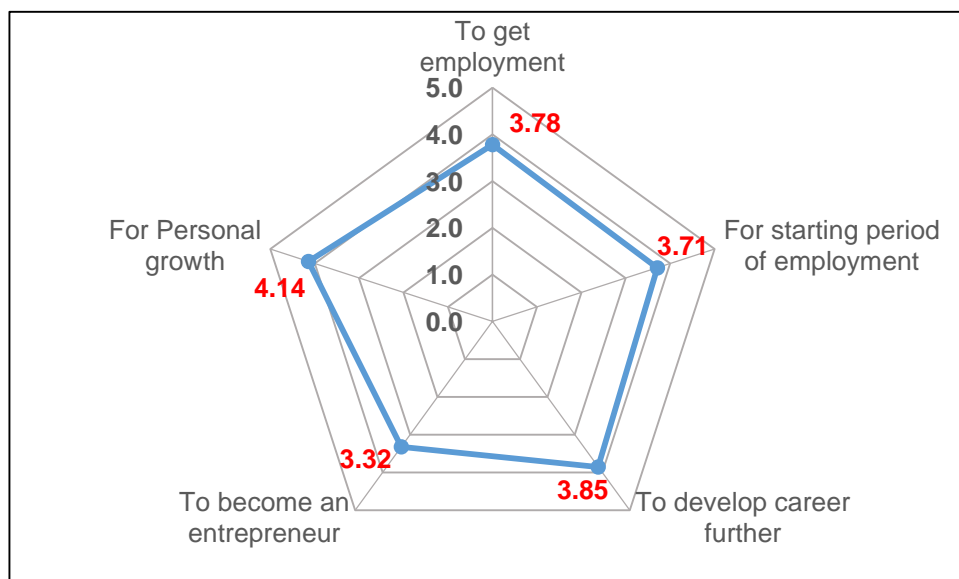


Figure 2.14. Support from the university education to career development as rated by FAS graduates

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FAS

Considerable number of students graduated from the FAS had additional qualifications. Among the graduates of FAS 39 of them have completed Diploma level courses and 27 of them are reading for different kind of proficiency at the period of survey (**Table 2.7**). This information indicates the eagerness of students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in competitive world.

Table 2.7. Additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Degree	Diploma		CIMA	CMA		CA	MSc		PhD	Other	
	C	R	R	C	R	C	C	R	R	C	R
B.Sc. (General)	13	2	1	2	-	-	-	2	-	5	2
B.Sc. (Joint Major)	21	2	4	2	3	1	-	4	-	3	1
B.Sc. (Special) in Applied Electronics	1	-	-	-	2	-	-	1	1	-	-
B.Sc. (Special) in Mathematics with Statistics	2	-	-	-	-	-	-	-	-	-	-
B.Sc.(Special) in Industrial Management	2	-	-	-	-	1	-	1	-	-	-
B.Sc.(Special) in Computer Science	-	1	-	-	-	-	-	-	-	1	-
Total	39	5	5	4	5	2	-	8	1	9	3

Chapter 3

Employability Survey Results 2019: Faculty of Business Studies and Finance (FBSF)

Response Rate of FBSF for Employability Survey

Graduates of four Departments of the Faculty of Business Studies and Finance were subjected to this study. The questionnaire was distributed among all students eligible to receive degrees in the General Convocation of the Wayamba University of Sri Lanka held in January, 2020. The response rate for the questionnaire was high in all degree programmes and was reported as 97% (**Table 3.1**).

Table 3.1. Response rates for the questionnaire by graduates in FBSF, who were eligible to obtain the degree at General convocation

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Accountancy	141	138
Banking & Finance	32	30
Business Management	165	160
Insurance & Valuation	09	09
Total	347	337

Demography of Graduates

Among the total graduates of the faculty of Business Studied & Finance 65% were females and 35% were males. Comparatively high numbers of female enrolment in Banking and Finance Degree programme and Accountancy degree programmes were reported. There were 77% and 70% of female students enrolled in these degrees programmes respectively (**Table 3.2**).

Table 3.2: Gender composition of graduates in FBSF

Degree	Female	Male	Total	% Female	% Male
Accountancy	96	42	138	70%	30%
Banking & Finance	23	7	30	77%	23%
Business Management	96	64	160	60%	40%
Insurance & Valuation	3	6	9	33%	67%
Total	218	119	337	65%	35%

Age structure at the graduation for FBSF in 2019 is given in the **Figure 3.1**. Majority of the students were within the age range of 24-26 years and reported as 93%. Others were in the age range of 27-29 years (6%) and over 30 years (0.5%).

Four ethnic groups were represented among the total graduates in FBSF. Sinhala, Muslim, Tamil and Other (Malay) ethnic groups were reported as 95%, 3%, 1.5% and 0.5% respectively (**Figure 3.2**).

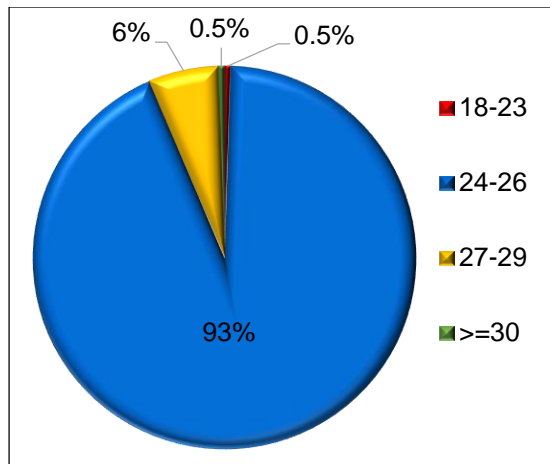


Figure 3.1. Age structure of the graduates in the FBSF.

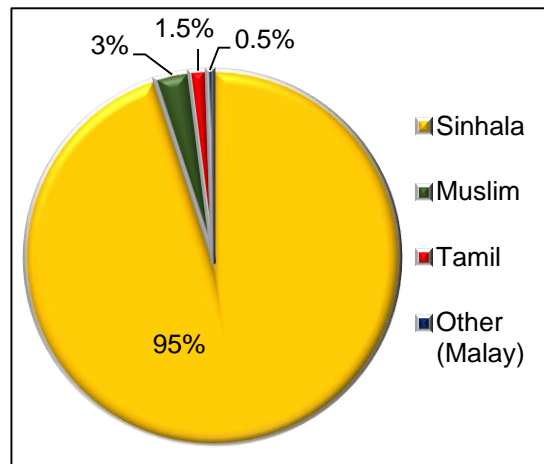


Figure 3.2. Representation of different ethnic groups in the FBSF

Majority of the students graduated in FBSF came from semi-urban areas of the country and was reported as 51%. Students from rural and urban areas were reported as 29% and 19% respectively among graduates (**Figure 3.3**).

Majority of the graduates in year 2019 were entered to the university at their first attempt in A/L examination and was 74%. Students entered to the university at second A/L attempt were reported as 23% and students in third attempt were reported as 3% (**Figure 3.4**).

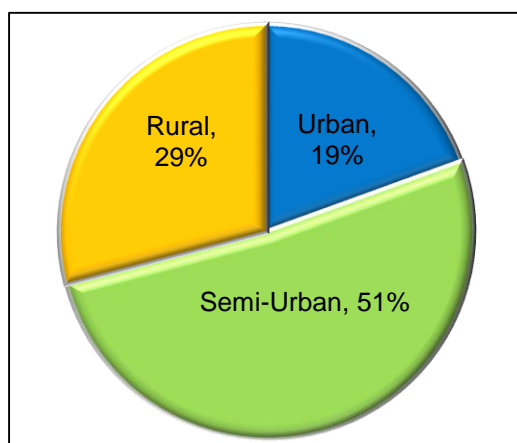


Figure 3.3. Residential areas of graduates

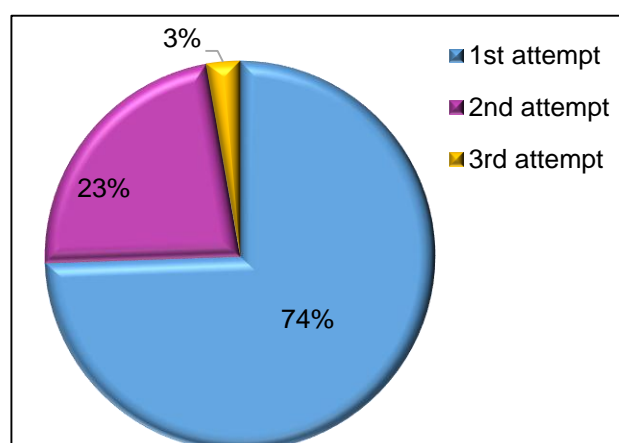


Figure 3.4. Number of A/L attempts for university entrance

Medium of A/L education of the majority (93%) of graduates were in Sinhala. Tamil and English medium A/L candidates were reported as 5% and 2% respectively (**Figure 3.5**).

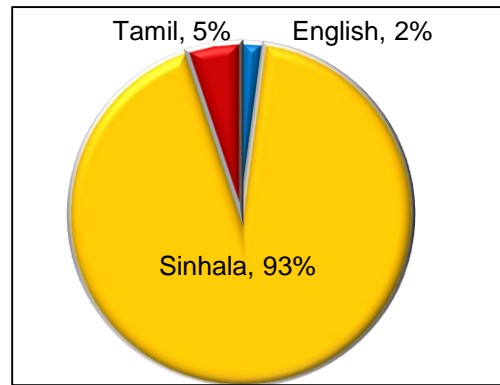


Figure 3.5. Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

This question was answered by 336 graduates. **Table 3.3** indicates the academic performance of the students of FBSF at General Convocation held in January 2020. Out of the FBSF graduates 3.3% have obtained first class pass and 31.8% have obtained second class upper pass (**Figure 3.6**). Among all 21.4% have obtained second class lower pass and 43.5% reached to level of general pass. **Table 3.3** and **Figure 3.7** indicate the percentage distribution of different grades among graduates in different specialization programmes of FBSF.

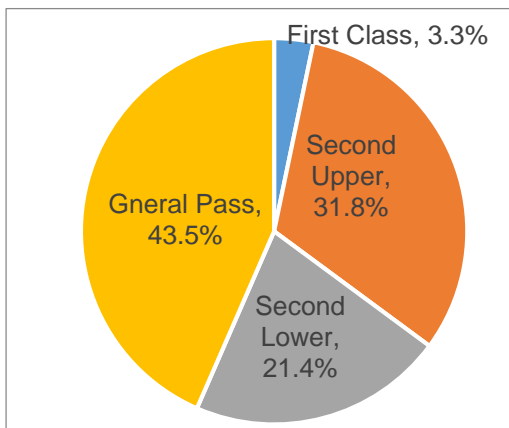


Figure 3.6. Overall performance of graduates in FBSF.

Table 3.3. Performance of graduates in different degree programmes in FBSF

Department	First Class	Second Upper	Second Lower	General Pass	Total
Accountancy	4	51	28	55	138
Banking & Finance	3	11	9	7	30
Business Management	4	44	32	79	159
Insurance & Valuation	-	1	3	5	9
Total	11	107	72	146	336

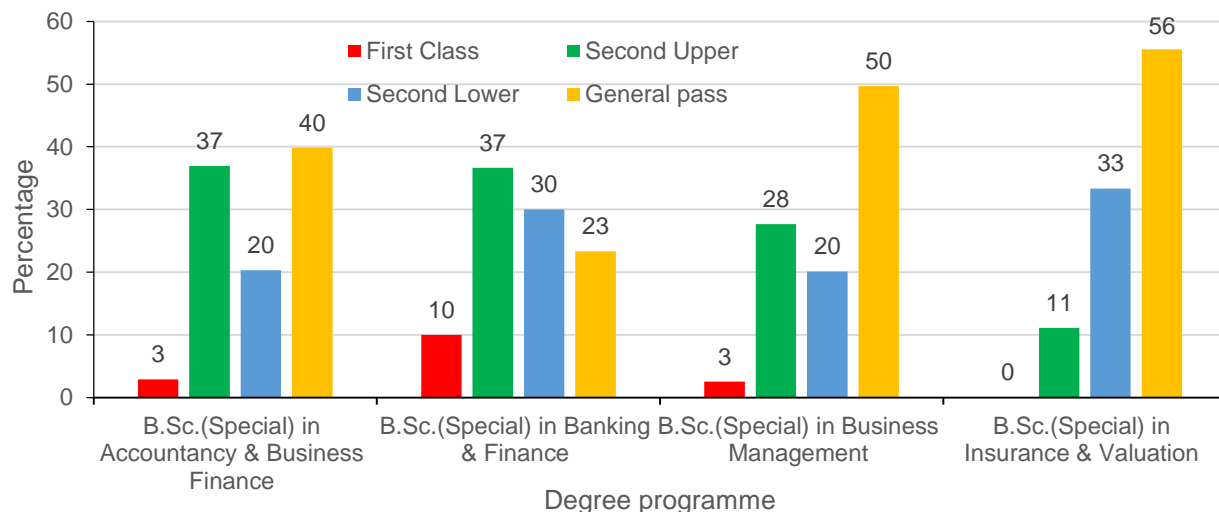


Figure 3.7. Percentages distribution of grades among graduates in different specialization programmes offered by FBSF.

Employability Status of Graduates

Total number of 330 students have answered for this question. Employability status of the graduates in FBSF at the general convocation held in January 2020 were given in the **Table 3.4**. **Among all graduates of FBSF 64% were employed at the time of the survey.** Time lag between the final examination and the survey (date of the General Convocation 2020) is different for different degree programmes offered by the faculty and given in **Table 02** under the Introduction of the report. Of the all responded graduates 62% have obtained permanent jobs and 3% of them were in temporary positions, 13% in contract basis, 22% were in training (**Figure 3.8**).

Table 3.4. Different categories of employments of graduates in FBSF

Department	Contract basis	Permanent	Temporary	Training	Un employed	Total
Accountancy	10	45	3	30	47	135
Banking & Finance	2	8	1	2	16	29
Business Management	15	74	2	14	53	158
Insurance & Valuation	-	4	-	-	4	8
Total	27	131	6	46	120	330

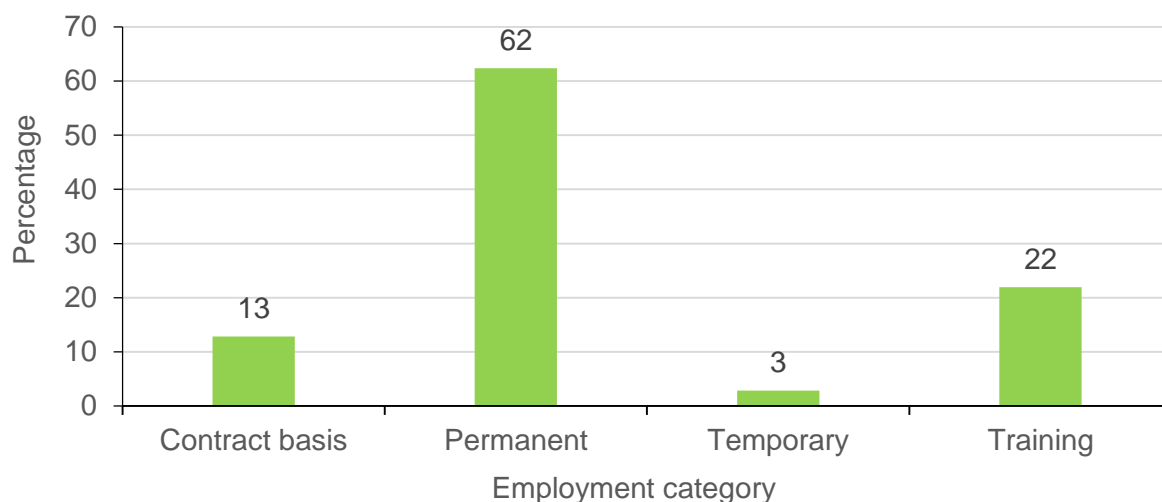


Figure 3.8. Percentage enrolments of graduates of FBSF in different employment categories.

Different Sectors of Employers

Among responded graduates 203 had answered for this question. Majority (86%) of graduates were employed in private sector institutions. Comparatively low employability was reported in public and semi-government sectors and reported as 7% and 4% among the employed graduate in FBSF (**Figure 3.9**).

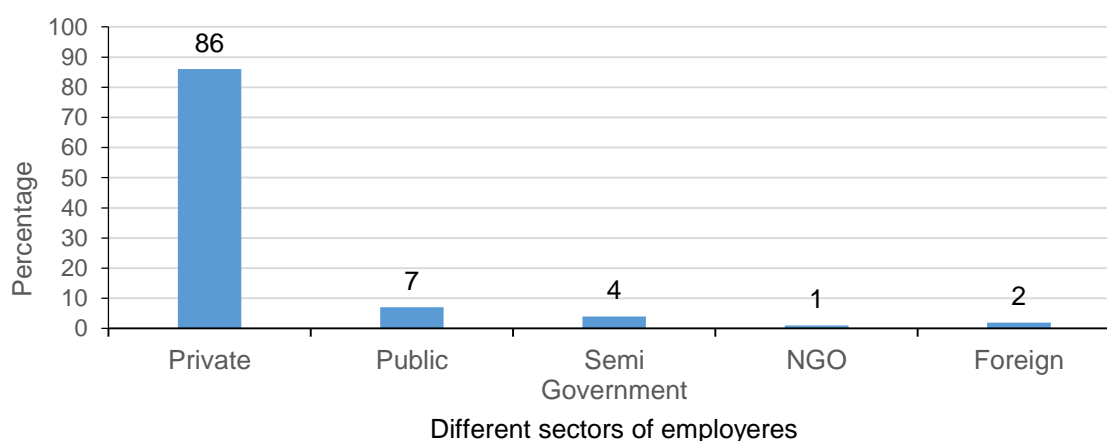


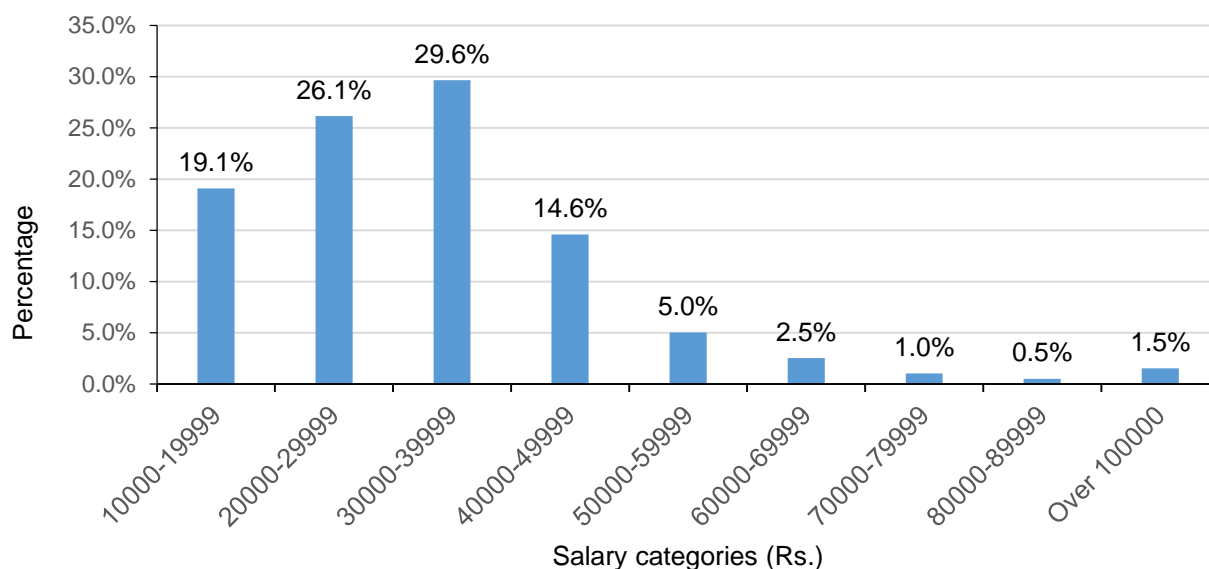
Figure 3.9. Percentage job enrolments of graduates of FBSF in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FBSF

Total number of students responded to this question was 199. **Table 3.5** indicates the distribution of graduates among different salary scales. Majority of students (30%) had obtained salaries between Rs. 30,000 to 40,000. Salaries of 10% of students have exceeded Rs. 50,000 (**Figure 3.10**). Among the responded graduates 19% obtained salaries in the range of Rs. 10000 to 20000 and 26% of graduates obtained salaries in the range of Rs. 20000 to 30000 (**Figure 3.10**) and three students obtained salaries over Rs. 100,000 (**Table 3.5**).

Table 3.5. Salary levels of employed graduates of FBSF

Monthly Salary (LKR)	Accountancy	Banking & Finance	Business Management	Insurance & Valuation	Total
10000-19999	27	2	9	-	38
20000-29999	23	1	26	2	52
30000-39999	24	1	32	2	59
40000-49999	5	6	18	-	29
50000-59999	3	1	6	-	10
60000-69999	1	-	4	-	5
70000-79999	-	1	1	-	2
80000-89999	-	-	1	-	1
>=100000	-	-	3	-	3
Total	83	12	100	4	199

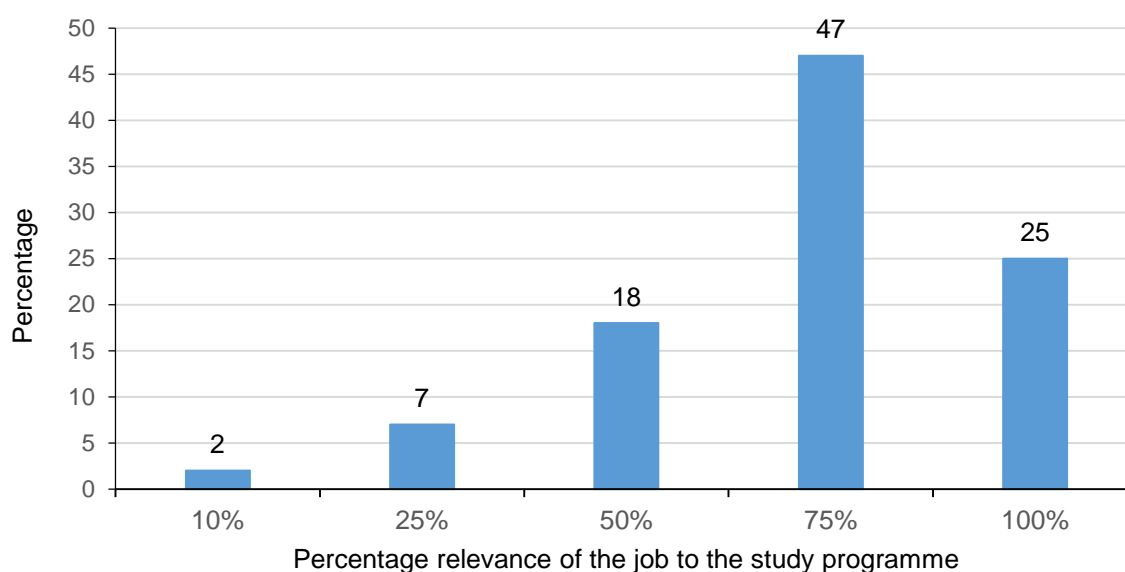
**Figure 3.10.** Percentage distribution of employed graduates in different salary levels

Perceived Relevance of the Degree Programme to Current Employments of Graduates of FBSF

Perceived relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the university as relevant to the needs of the industry. Among all employed graduates of the faculty, 207 had responded for this question. Majority of the graduates from the faculty had employed in jobs, which had high relevance to the university studies (**Table 3.6**). **Figure 3.11** indicates the overall applicability of the study programme to the job. Among the respondents (207), 72% of graduates were employed in jobs with higher than 75% matching to the field of study. More than 90% employed graduates in the faculty had over 50% of matching their jobs to the study programme. Low percentage of students (9%) were employed in jobs, which has less than 25% of relevance to the field of study (**Figure 3.11**).

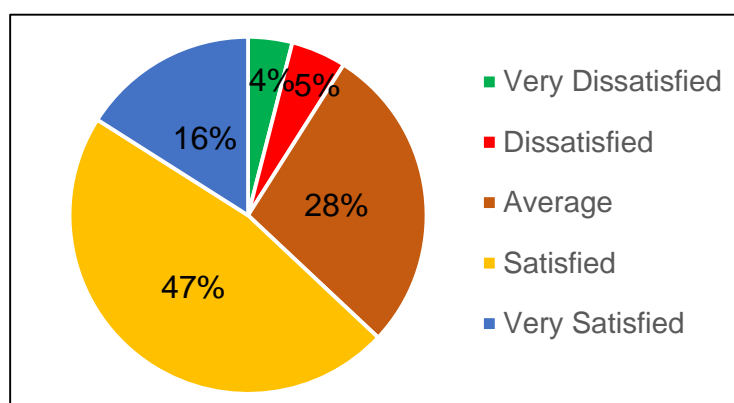
Table 3.6. Perceived relevance of degree to employment

Department	Perceived relevance of degree to employment					Total
	10%	25%	50%	75%	100%	
Accountancy	2	4	12	41	30	89
Banking & Finance	1	2	3	5	4	15
Business Management	2	9	21	51	15	98
Insurance & Valuation	-	-	1	1	3	5
Total responses in each category	5	15	37	98	52	207

**Figure 3.11.** Percentage relevance of the degree to employment.

Level of Job Satisfaction among Graduates of FBSF

Total number of graduates answered for this question was 217. Of this total responds 16% of them were very satisfied and 47% of graduates were satisfied with their jobs. Average satisfaction levels were reported as 28%. Students in dissatisfied and very dissatisfied categories were 5% and 4% respectively (**Figure 3.12**).

**Figure 3.12.** Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 214 employed graduates. Graduates could give multiple answers for this question. According to their evaluation Degree, previous work experiences and other professional qualifications have placed in first category. Personality and English proficiency also have high influence for finding a job. Motivation of students to gather supportive qualification to excel in the job market can be planned through career guidance activities. Class of the degree, undergraduate research project, and reputation of the university, field of study, research experiences and personal contacts have less influence for finding a job. However, computer literacy have received comparatively low rating and is a different result compared with the results of other degree programmes (**Figure 3.13**).

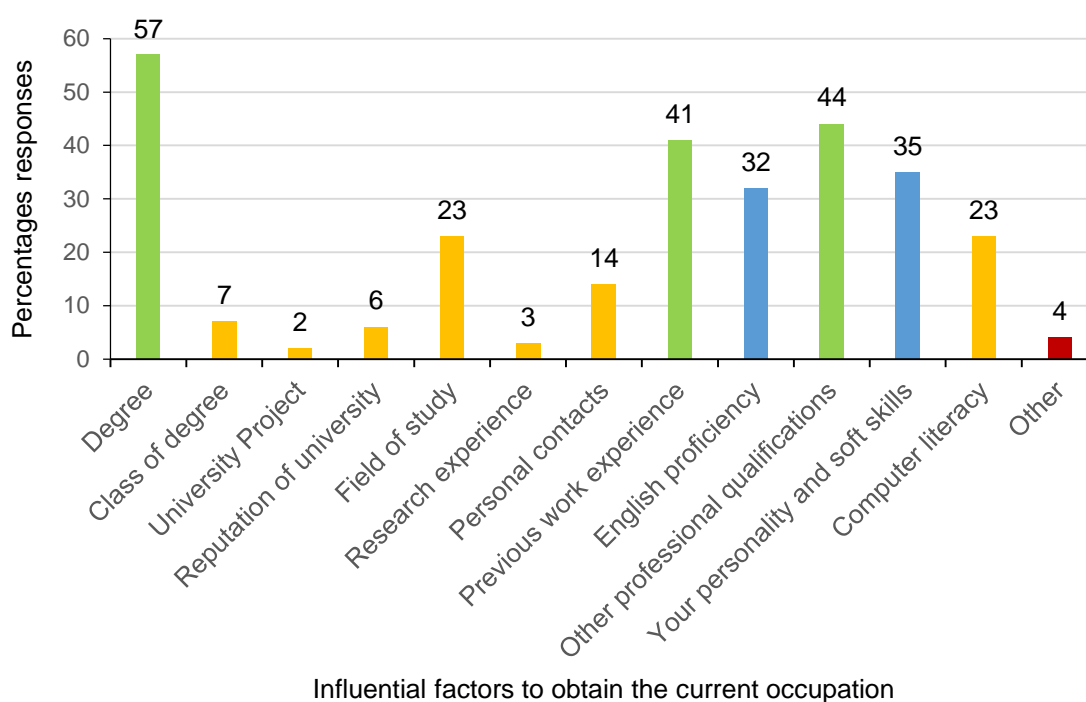


Figure 3.13. Most influential factors to obtain the present job

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores of nearly 4 out of the 5 Likert scale. Support of the degree for the personal growth received highest score and the second highest score was given to further career development. Both scores were above the value 4 in five scaled Likert scale. Support to the degree programme to develop the entrepreneurial ship was received the lowest value indicating the need of further attention in the study programme to improve entrepreneurial skills (**Figure 3.14**). This results indicate that there is a room for further improvements to empower the graduates with necessary skills and attitudes to be successful in their future career and to be a successful employee in the job market.

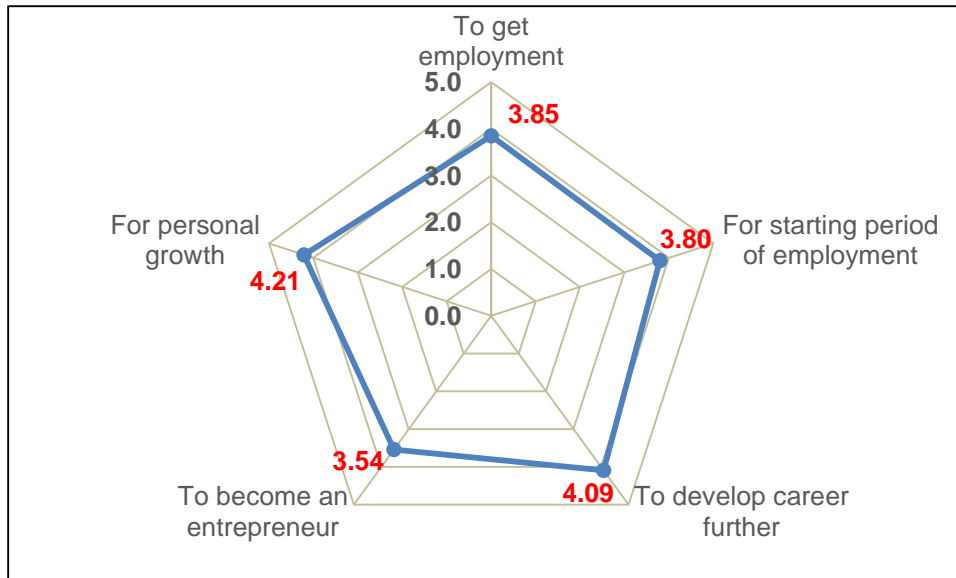


Figure 3.14. Support from the university education to career development as rated by FBSF graduates

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FBSF

Most of the graduates were following professional, post graduate or other courses to improve their qualifications. Chartered Accountancy courses are the most popular among the students, who have followed the accountancy and business management degree programmes. Extra qualifications in this fields has an added advantage to find jobs according to the present survey. CIMA and CMA courses are also popular among students in this faculty. This would be a factor to pursue additional qualifications by graduates in the FBSF. **Table 3.7** shows the responses on additional qualifications of the graduates.

Table 3.7. Additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		Chartered Accountancy		CIMA		CMA		LLB		Other	
	C	R	C	R	C	R	C	R	C	R	C	R
Accountancy	24	2	16	100	-	7	5	29	-	1	28	6
Banking & Finance	10	4	1	12	-	1	-	5	-	-	9	7
Business Management	48	11	7	59	5	12	1	11	1	-	55	20
Insurance & Valuation	1	1	2	-	1	-	-	1	-	-	3	4
Total	83	18	26	171	6	20	6	46	1	1	95	37

Chapter 4

Employability Survey Results 2019: Faculty of Livestock, Fisheries, & Nutrition (FLFN)

Response Rate of FLFN for Employability Survey

This census comprises the graduates of four Departments of the Faculty of Livestock, Fisheries & Nutrition. Questionnaire was distributed among all students eligible to obtain degrees in the General Convocation of the Wayamba University of Sri Lanka in January 2020. The response rate for the questionnaire was high in all degree programmes and was 97% (**Table 4.1**).

Table 4.1. Response rates for the questionnaire by graduates in FLFN, who were eligible to obtain the degree at general convocation

Degree	No. of questionnaires sent	No. of questionnaires received
B.Sc. in Food Science & Nutrition	56	56
B.Sc. in Food Production & Technology Management	23	21
Total	79	77

Demography of Graduates

Female percentage was significantly higher among the graduates in the faculty. Similar observations were observed in employability surveys in previous years. Among the graduates of FLFN in 2019, females were reported as 65% and males were reported as 35%. The gender distribution among different specialization programmes are given in the following table (**Table 4.2**).

Table 4.2. Gender composition of graduates in FLFN.

Department	Female	Male	Total No. of graduates	Percentage female	Percentage male
Applied Nutrition	17	6	23	74	26
Aquaculture & Fisheries	7	3	10	70	30
Food Science & Technology	21	12	33	64	36
Livestock & Avian Sciences	5	6	11	45	55
Total	50	27	77	65	35

Majority of graduates were in the range of 24-26 years at their graduation. Percentage of graduates in this age group was reported as 57%. Students in 27-29 years of age were the second category and were reported as 40%. Student in thirty years of age were reported 3% (**Figure 4.1**).

Three ethnic groups were represented in the graduates' population. They were represented in Sinhala, Tamil and Muslim ethnic groups as 70%, 27% and 3% respectively (**Figure 4.2**).

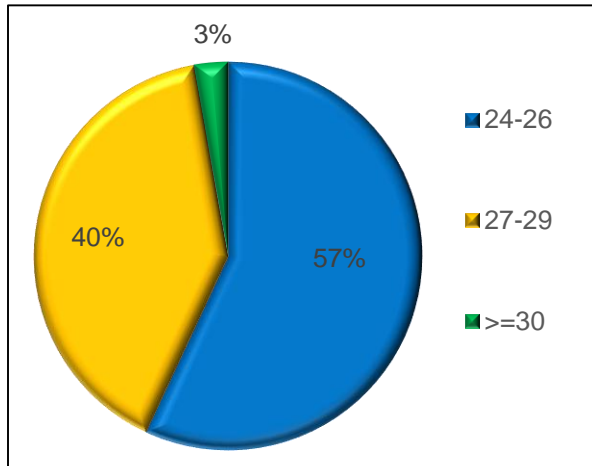


Figure 4.1. Age structure of the graduates in the FLFN

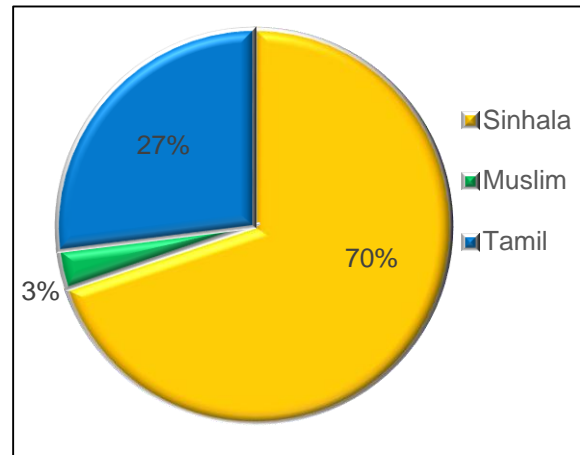


Figure 4.2. Representation of different ethnic groups in the FLFN

Majority of the graduates from the FLFN were located in semi-urban areas of the country. Semi-urban population was represented 59% of the total graduates of the FLFN. Graduates from urban and rural populations were represented as 18% and 23% respectively (**Figure 4.3**).

Majority of students had entered the university at the second attempt in the A/L examination and was reported as 47%. Students had one A/L attempts was 17% and 36% of graduates in the faculty had entered the university at their third attempt (**Figure 4.4**).

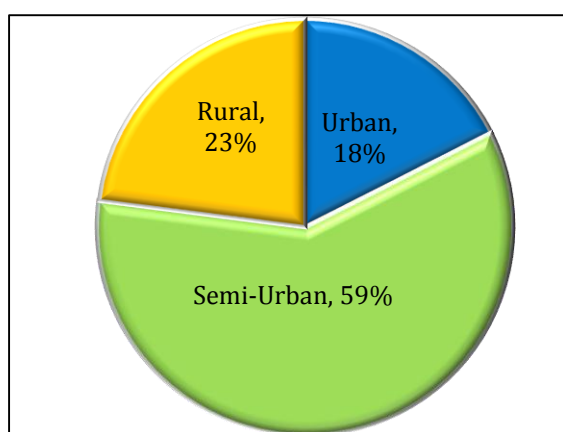


Figure 4.3. Residential areas of graduates

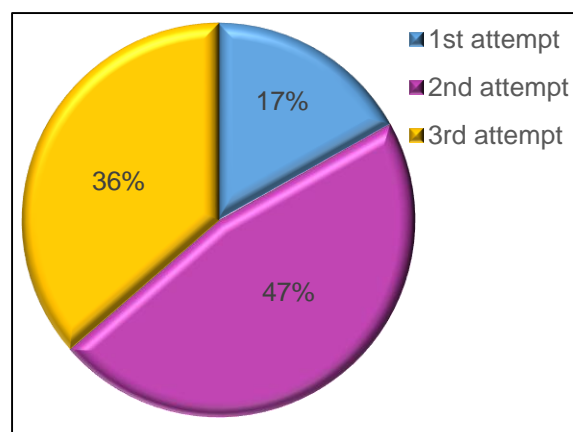


Figure 4.4. Number of A/L attempt for university entrance

Linguistic medium of A/L education of 71% of graduates was in Sinhala. Tamil and English medium A/L candidates were reported as 25% and 4% respectively (**Figure 4.5**).

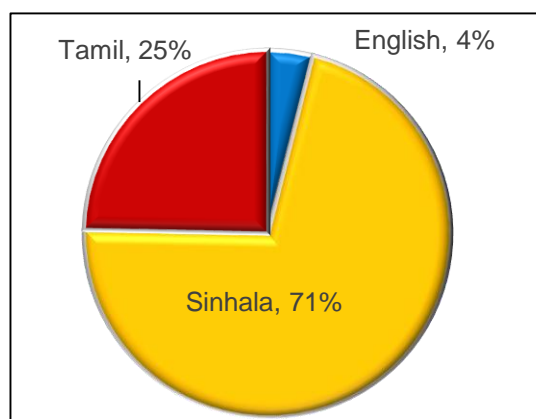


Figure 4.5 Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

This question was answered by 77 students and 3% of them have obtained first class passes. Of the total graduates from the FLFN, 21% of them have achieved second class upper pass and 38% have reached to second class lower pass. Among all graduates of the faculty 39% have obtained general pass. **Table 4.3** indicates the number of students with their respective grades at the graduation and **Figure 4.7** indicates the percentage distribution of the final grades among different specialization programmes in FLFN.

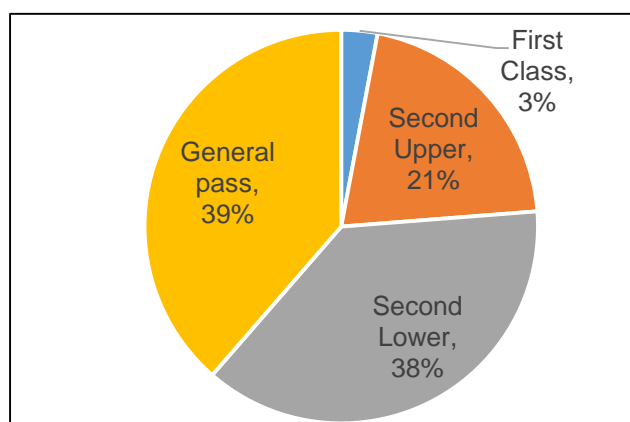


Figure 4.6. Overall performances of graduates in FLFN

Table 4.3 Performance of graduates in different degree programmes in FLFN

Department	First class	Second class upper	Second class lower	General pass	Total
Applied Nutrition	-	4	3	16	23
Aquaculture & Fisheries	-	1	7	2	10
Food Science & Technology	1	8	16	8	33
Livestock & Avian Sciences	1	3	3	4	11
Total	2	16	29	30	77

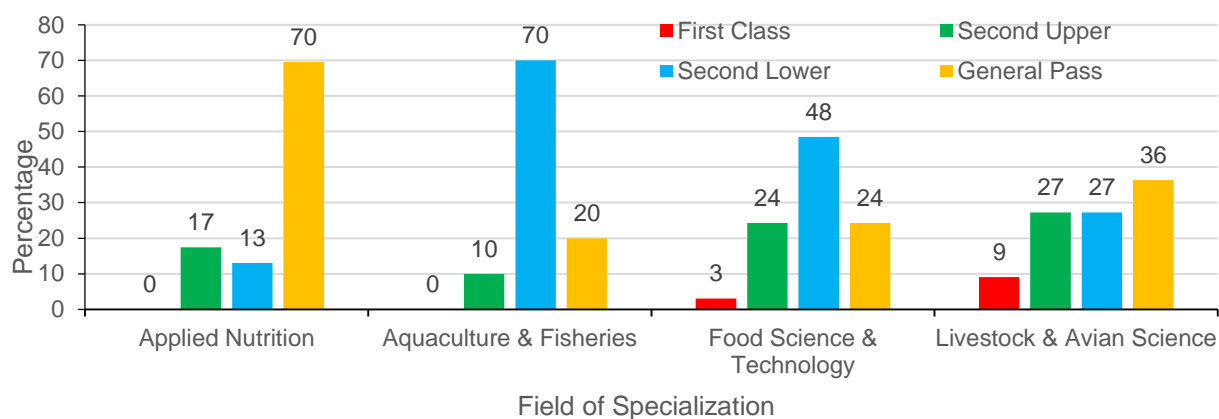


Figure 4.7. Percentages of different grades obtained by students in different fields of specialization offered by FLFN.

Employability Status of Graduates

This question was answered by 58 employed graduates. Employability status of the graduates in FLFN at the general convocation held in January 2020 is given in the **Table 4.4**. **Among all graduates of FLFN, 75% students were employed during the period of 11 months (from the final examination and the survey).** Of the all employed graduates 48% have obtained permanent jobs and 31% of them were in temporary and 19% in contract basis positions (**Figure 4.8**).

Table 4.4. Different categories of employments of graduates in FLFN

Department	Contract basis	Permanent	Temporary	Training	Unemployed	Total
Applied Nutrition	2	7	5	-	9	23
Aquaculture & Fisheries	2	5	2	-	1	10
Food Science & Technology	6	7	10	1	9	33
Livestock & Avian Sciences	1	9	1	-	-	11
Total	11	28	18	1	19	77

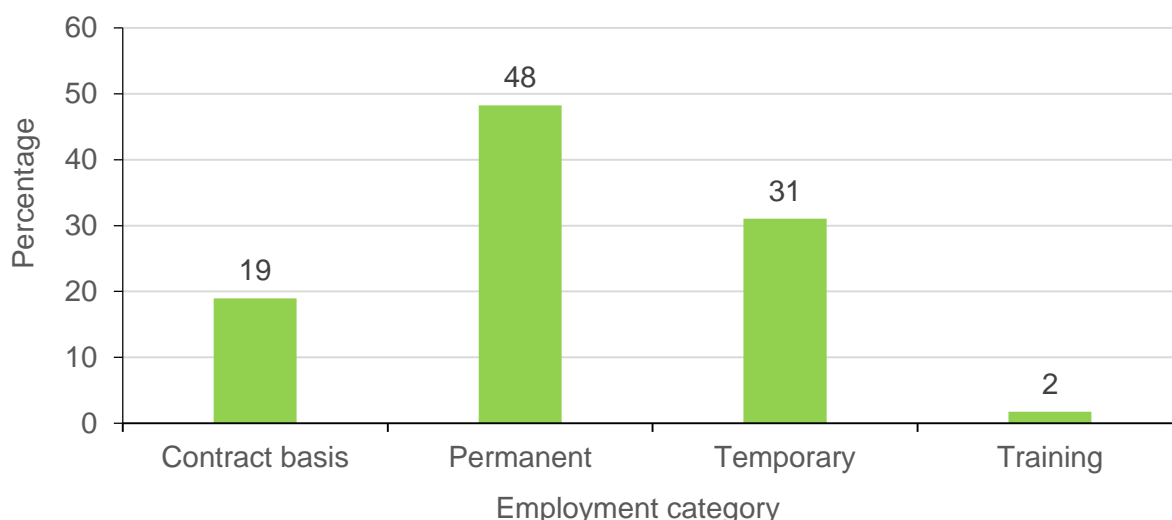


Figure 4.8. Percentage enrolments of graduates of FLFN in different employment categories.

Different Sectors of Employers

Among responded graduates 50 had answered for this question. Percentage employability of graduates in private sector, public sector and semi government sectors were reported as 70%, 22% and 4% respectively. Among all graduates in FLFN 4% were employed in NGOs (**Figure 4.9**).

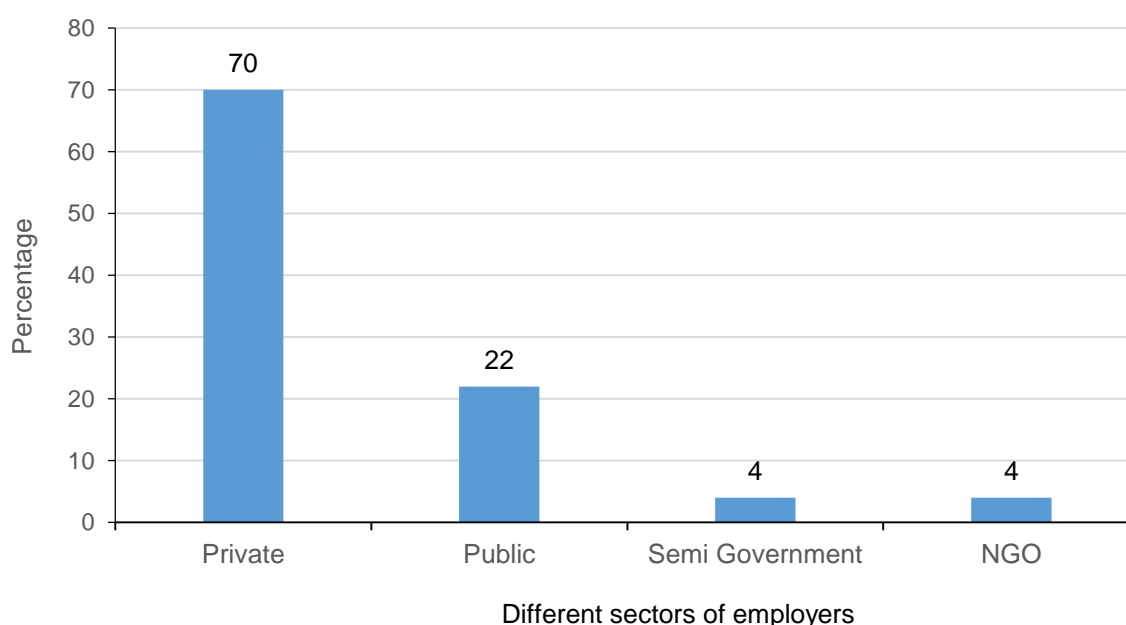


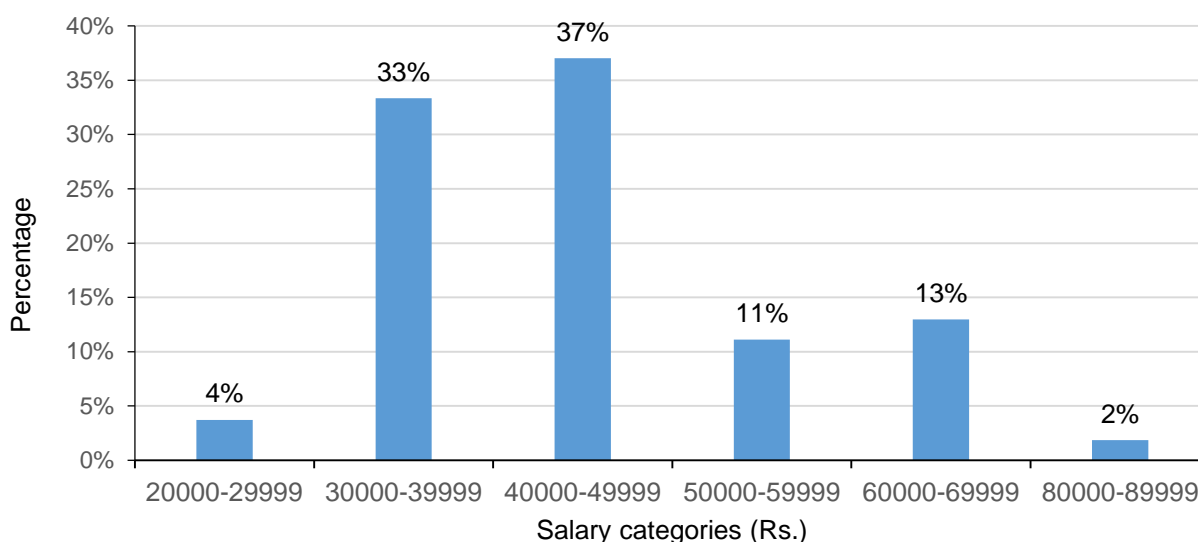
Figure 4.9. Percentage job enrolments of graduates of FLFN in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FLFN

This analysis was done based on the responses of 54 graduates. **Table 4.5** indicates the distribution of graduates among different salary scales. Majority of students (37%) obtained salaries between Rs. 40,000 to 49,999. Second most employed salary range was Rs. 30,000 to 39,999 and 33% graduates were employed in this category. The lowest salary category reported was Rs. 20,000-29,999 and only 4% of graduates were in this category. Among the graduate 26% of graduates have exceeded more than Rs. 50,000 of monthly salary (**Figure 4.10**).

Table 4.5. Salary levels of employed graduates of FLFN

Monthly Salary (LKR)	Applied Nutrition	Aquaculture & Fisheries	Food Science & Technology	Livestock & Avian Sciences	Total
20000-29999	2	-	-	-	2
30000-39999	4	4	7	3	18
40000-49999	3	3	11	3	20
50000-59999	1	-	4	1	6
60000-69999	2	2	1	2	7
80000-89999	-	-	-	1	1
Total respondents	12	9	23	10	54

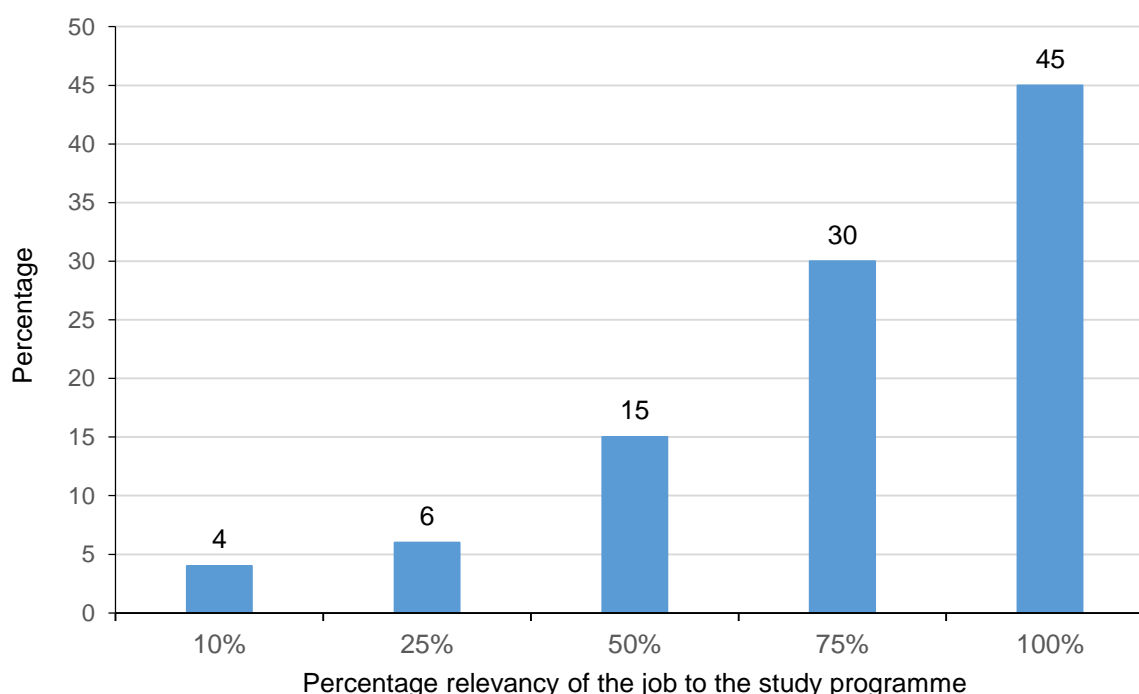
**Figure 4.10.** Percentage distribution of employed graduates in different salary levels

Perceived Relevance of the Degree Programme to Current Employments of Graduates of FLFN

Perceived relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the degree programme as relevant to the needs of the industry. Majority of the students, who responded to this question were employed in jobs with high relevance to their field of study (**Table 4.6**). **Figure 4.11** indicates the percentage of students in relation to different levels of relevancy of the job to the study programme. Among the respondents (53), 75% of graduates were employed in jobs with the level of relevance higher than 75%. More than 90% employed graduates in the faculty had over 50% relevancy of their jobs to the study programme (**Figure 4.11**).

Table 4.6. Perceived relevance of degree to employment

Department	Perceived relevance of degree to employment				
	10%	25%	50%	75%	100%
Applied Nutrition	-	-	-	6	7
Aquaculture & Fisheries	-	-	1	3	3
Food Science & Technology	1	2	5	2	13
Livestock & Avian Sciences	1	1	2	5	1
Total respondents	2	3	8	16	24

**Figure 4.11.** Percentage relevancy of the degree to employment.

Level of Job Satisfaction among Graduates of FLFN

Job satisfaction is the main factor to continuing the same job for long duration. Of the responded students to the questionnaire, 58 were answered to this question. Among the students 10% of them were very satisfied with the present occupation and 59% were in the category of satisfied. However, 28% of students were in average satisfaction with their job. Graduates in the categories of very dissatisfied and dissatisfied were 2% each (**Figure 4.12**).

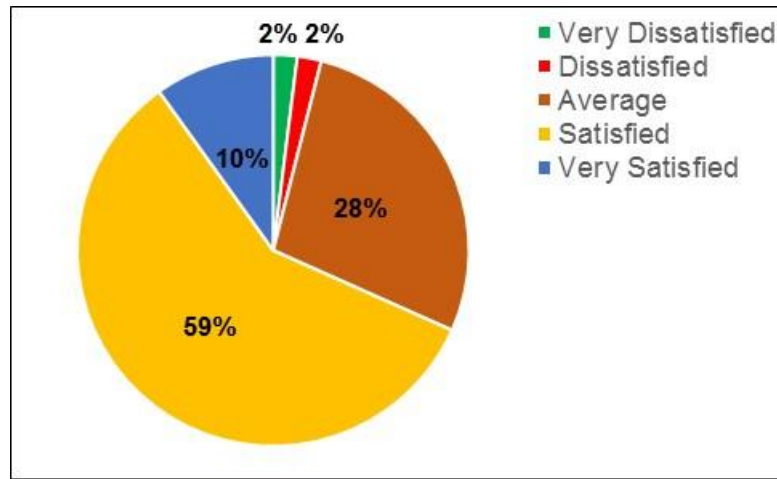


Figure 4.12. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 58 students. Students could give multiple answers for this question (Annexure 1). From the frequency of the answers; Degree, personality & soft skills and proficiency in English were indicated as the most influential factors to obtain a job for graduates of FLFN. Previous work experiences have considerable influence on finding the job. Class of the degree, field of study, personal contacts and computer literacy were the factors in the third category of importance to obtain the job. Personal contacts was received high ratings compared to other faculties and it was significant deviation from the answers of other faculties. According to the responses, undergraduate project, reputation of the university and other professional qualifications had minor influences in finding a job for a graduate in FLFN (**Figure 4.13**).

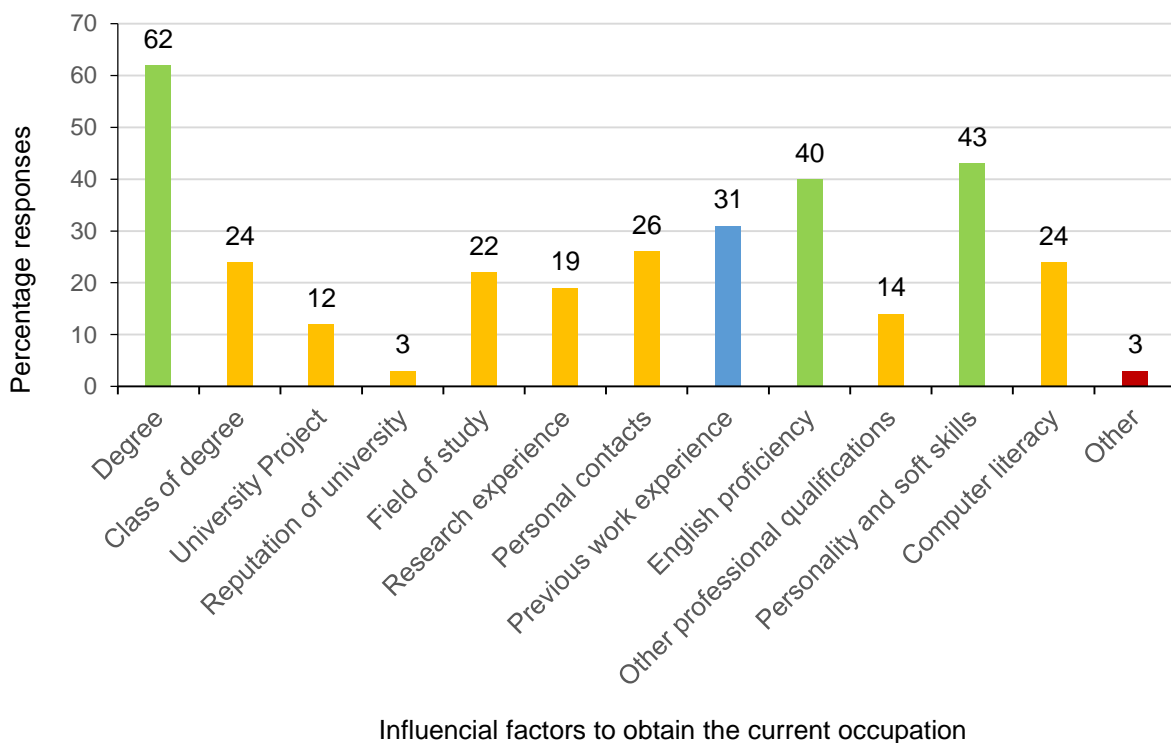


Figure 4.13. Most influential factors to obtain the present job.

Help from University Education to Career Development

Evaluation of the support of the degree programme to the career development of graduates has received average marks. The highest scores was received for the criteria of further career development (**Figure 4.14**). This results alarmed to the faculty to revisit the career guidance supports given to students and improve or change the existing strategies. Support to the degree programme to develop the entrepreneurial skills was received the lowest value (2.81). Result indicate the need of further attention in the study programme to improve entrepreneurial skills. The overall results of this question indicates the need of further development to empower the graduates with necessary skills and attitudes to be successful in their future careers. It is important to have a feedback survey to obtain the suggestions of graduates for improving necessary skills for career development. Necessary improvements can be incorporated to the study programmes based on experts' consultations, stakeholder feedback and the feedback from alumina of the faculty.

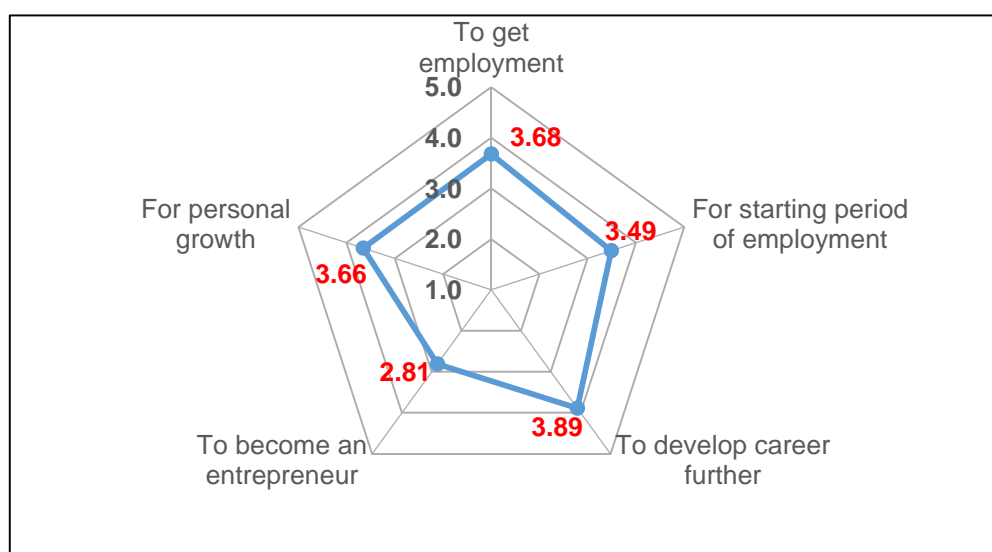


Figure 4.14. Support from the university education to career development as rated by FLFN graduates

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FLFN

Among the graduate of the FLFN, 40 had additional qualifications and 17 of them are reading for such kind of proficiency at the period of the survey (**Table 4.7**). This information indicates the eagerness of students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in competitive world.

Table 4.7. Additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		MSc		MPhil	MBA	PhD	Other
	C	R	C	R	R	R	R	C
Applied Nutrition	3	-	-	2	-	-	-	2
Aquaculture & Fisheries	3	-	-	1	1	-	-	3
Food Science & Technology	18	4	-	3	1	1	1	5
Livestock & Avian Sciences	4	2	-	-	-	1	-	2
Total	28	6	-	6	2	2	1	12

Chapter 5

Overall and Individual Faculty Level Comparison of Indicators from 2012 to 2019

Comparison of Overall Employability from 2012 to 2019

This analysis is based on data of the employability reports published by Wayamba University of Sri Lanka in 2012 (Jayakody 2012, 2013; Wijenayake and Perera 2014; Wijenayake and Pallegedara 2015; Wijenayake and Wickramasinghe 2017; Wijenayake and Wickramasinghe 2018). Data for the year 2019 were obtained from the present employability survey. The highest overall job enrolment of the graduates in Wayamba University of Sri Lanka was reported in the year 2013 and was reported as 90%. However, employability trends cannot be easily established by the recorded employability numbers because the time elapsed from the date of completion of the degree to the time of survey varies significantly from year to year due to various factors. Based on the recorded survey data, a trend of gradual reduction of overall employability surveyed at General Convocation can be observed for the period from 2014 to 2018.

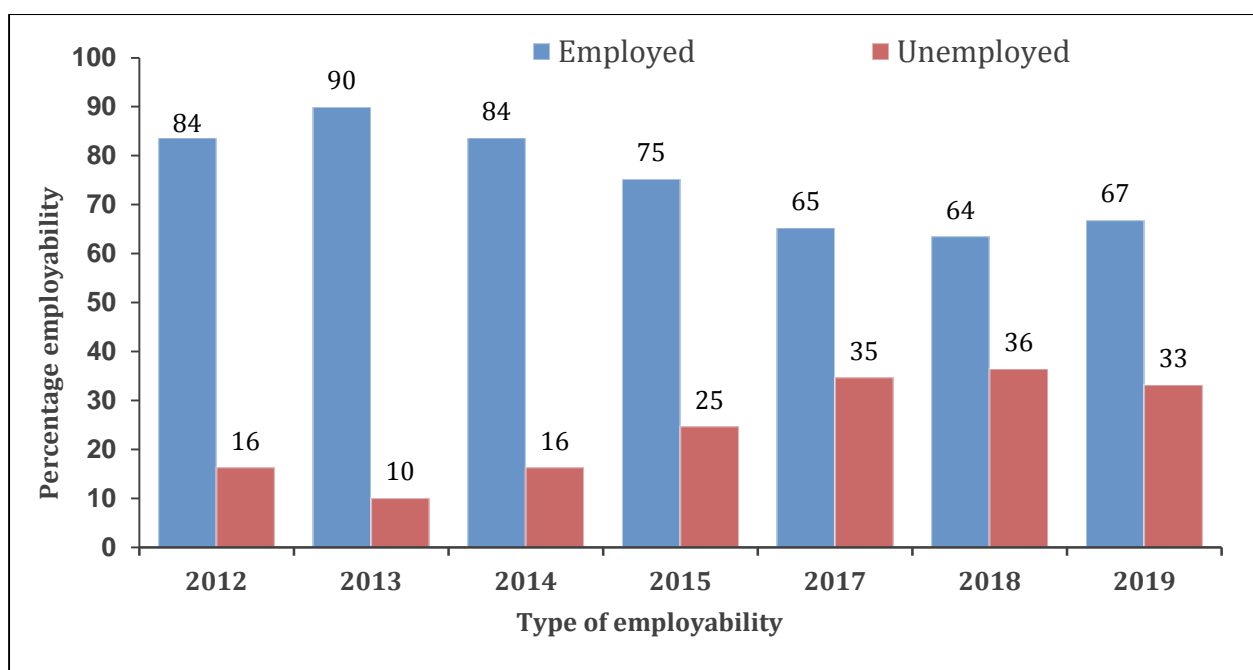
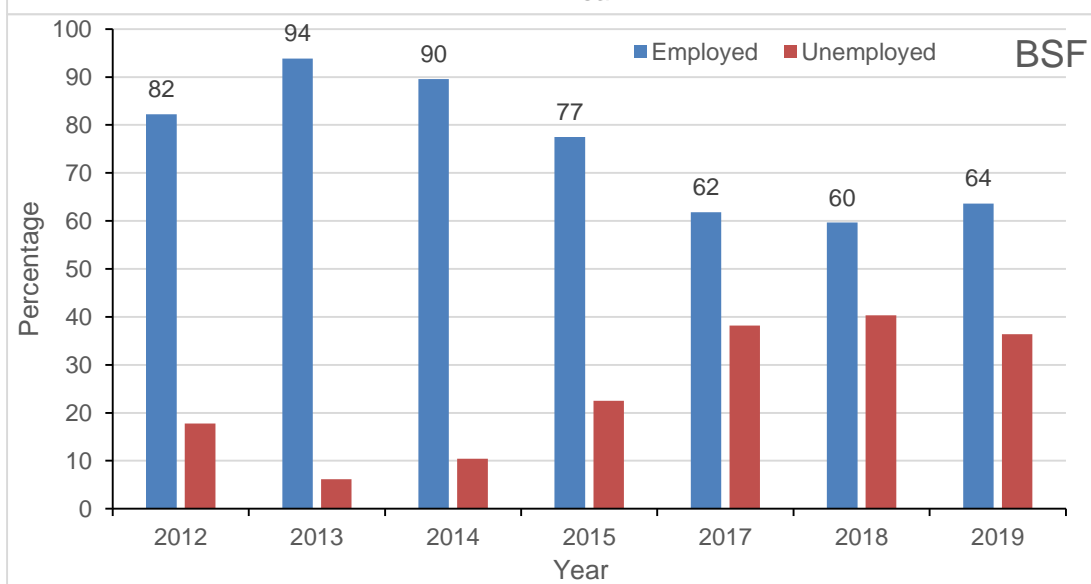
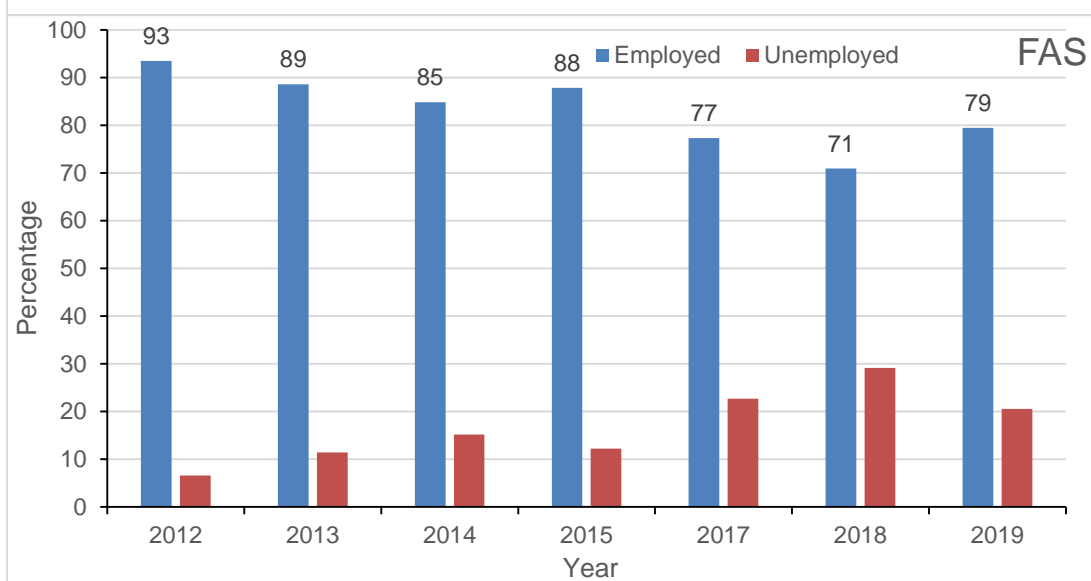
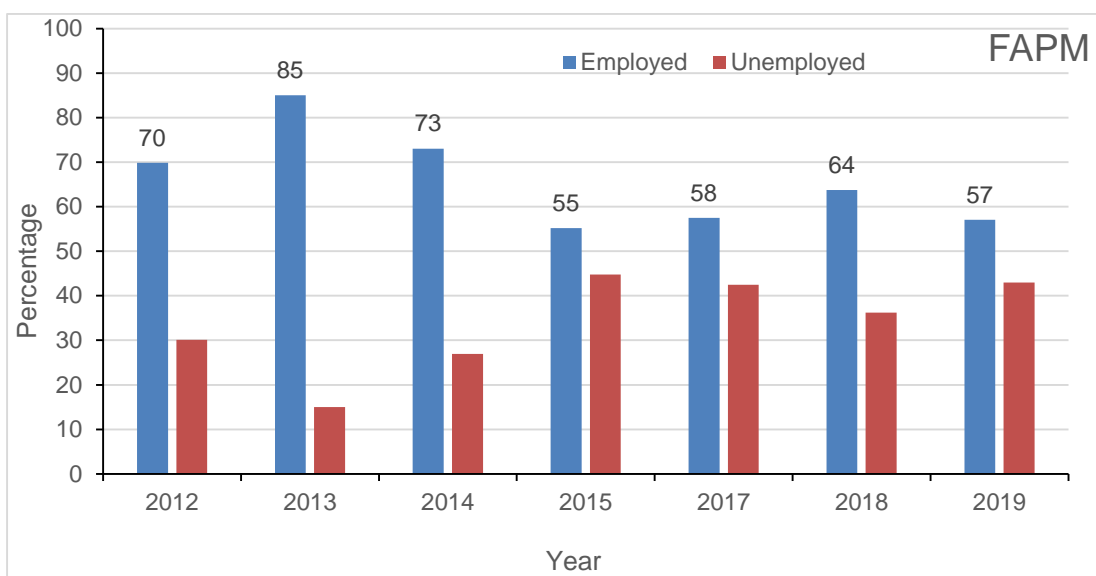


Figure 5.1. Employability status of graduates of Wayamba University at their respective convocations

Among employed graduates the highest permanent job positions were reported in year 2013 and it have been reducing from year 2014 to 2018 (**Figure 5.1**). A slight improvement in employability numbers is observed in 2019.

Employment rates of graduates of FAPM ranged from 55% to 85% in the last seven employability surveys and the lowest employment rates were reported in year 2015. While other three faculties reported reduction of employability only the FAPM reported slight increase of job enrolment till year 2018. However, FAS, FBSF and FLFN have reported slight improvements in employability in 2019 compared to the year 2018. FAS has managed to keep its rate of employability above 70% at all seven occasions of the employability surveys and reported the highest rate of employability among all four faculties. FAS have shown its lowest employability rate in year 2018. FLFN has reported the lowest rate of employability in year 2018 and was 69%. Employability rate of the graduates of FLFN has maintained above 69% during seven surveys, indicating the second highest rate of employability among all faculties. Graduates of FBSF have shown reduction of employability from 2015. After year 2015 rate of employments were ranged from 60% to 64%. (**Figure 5.2**).



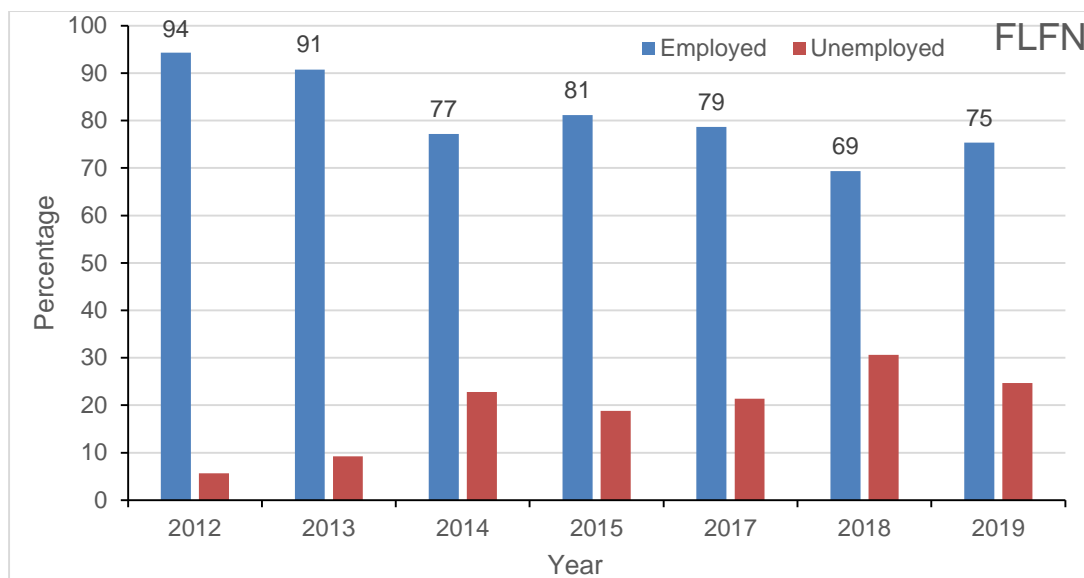


Figure 5.2. Employability status of graduates of different faculties at their respective convocations

In year 2019 permanent job positions have increased by 8% compared to the year 2018. The increase of permanent jobs would be due to increased time gap from the final examination to the convocation, where the survey was conducted. Self-employment and entrepreneurial graduates were remains zero in 2019 as the previous year 2018 (**Figure 5.3**).

These surveys have been conducted at the last seven General Convocations and no follow up surveys of the graduates were done after one year period of graduation. A follow up survey may helpful to see a clear picture about employability and department level action for follow up surveys will be more effective for a good feedback.

Among the unemployed graduates in the all faculties, six (06) were planning to start their own business, fourteen (14) were planning to go abroad and six (06) were not looking for jobs. Rest of the graduates were seeking for jobs during the period of the survey.

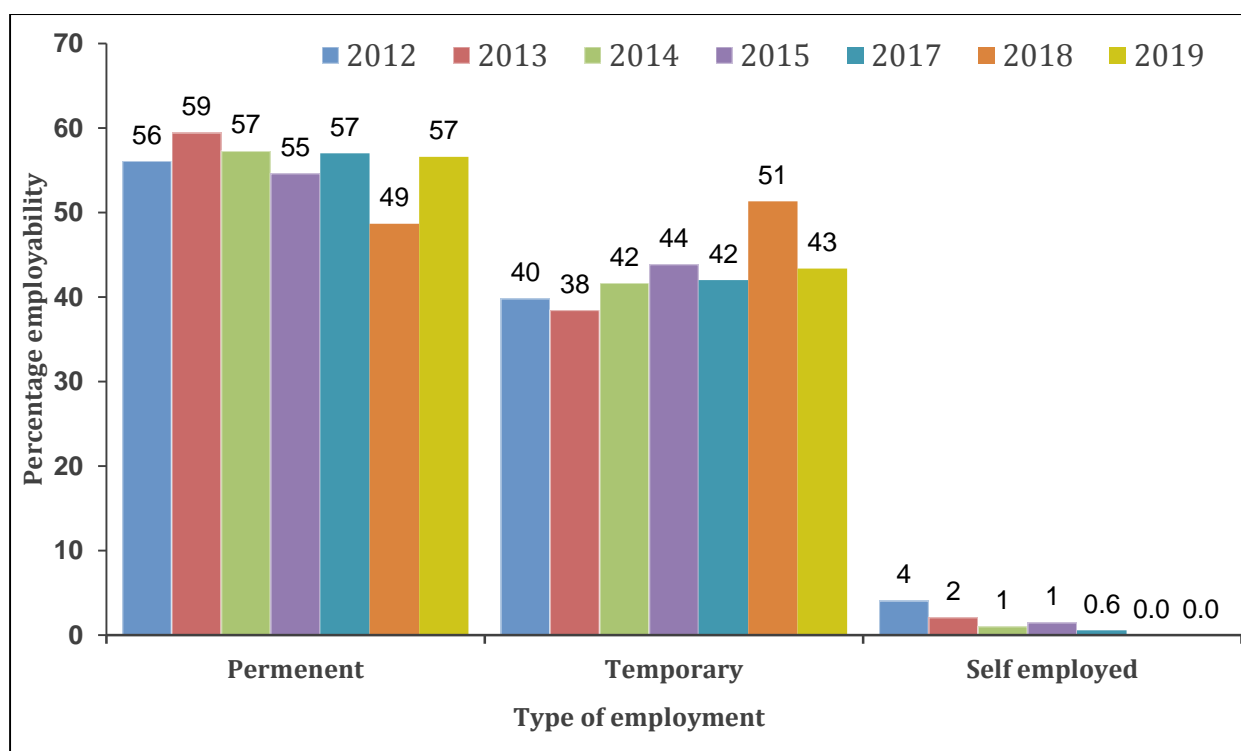


Figure 5.3. Type of employment of graduates from year 2012 to 2019.

The highest number of permanent job positions were secured by the graduates of FAS while graduates of FLFN reporting the second highest permanent jobs. In all four faculties self-employments and entrepreneurs were very much low (**Figure 5.4**).

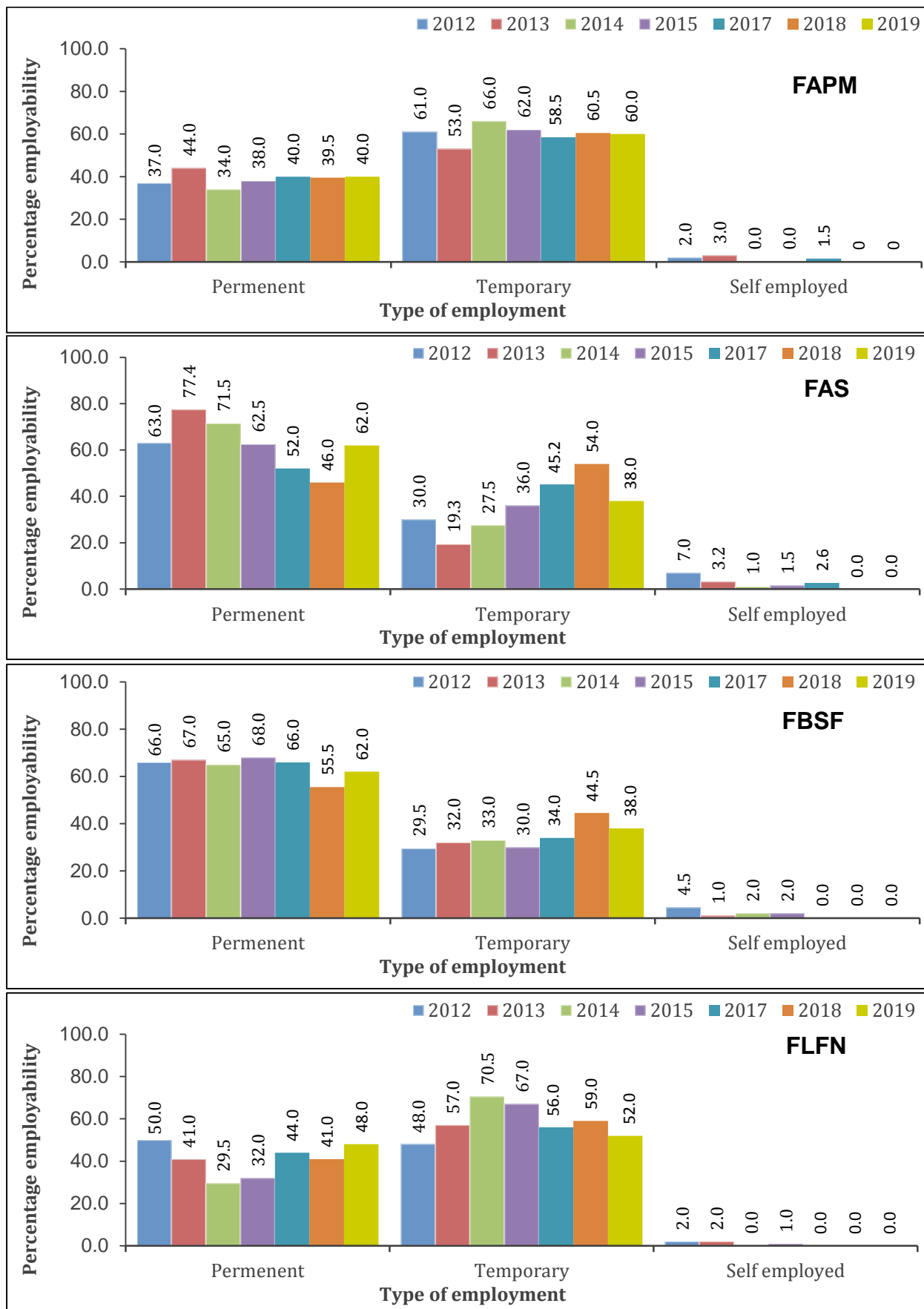


Figure 5.4. Type of employment of graduates in different faculties from 2012 to 2019.

Comparison of salary levels of graduate from 2012 to 2019

Salary category of graduates have been increasing from 2012 to 2019. Main salary category in year 2012 was Rs. 20,000 – 29,999 and it has been shifted to Rs. 30,000 -39,999 in 2018. Continues increase of salary levels can be observed in 2019, reporting 27% of students shifting to Rs. 40,000 – 49,999 category. Among the graduates 17% have received more than Rs. 50,000 as their salary. However, 9% of students were still receive low salaries, which is less than Rs. 20,000 in 2019. Employment in low salary grades have been reducing from 2018 (**Figure 5.5**).

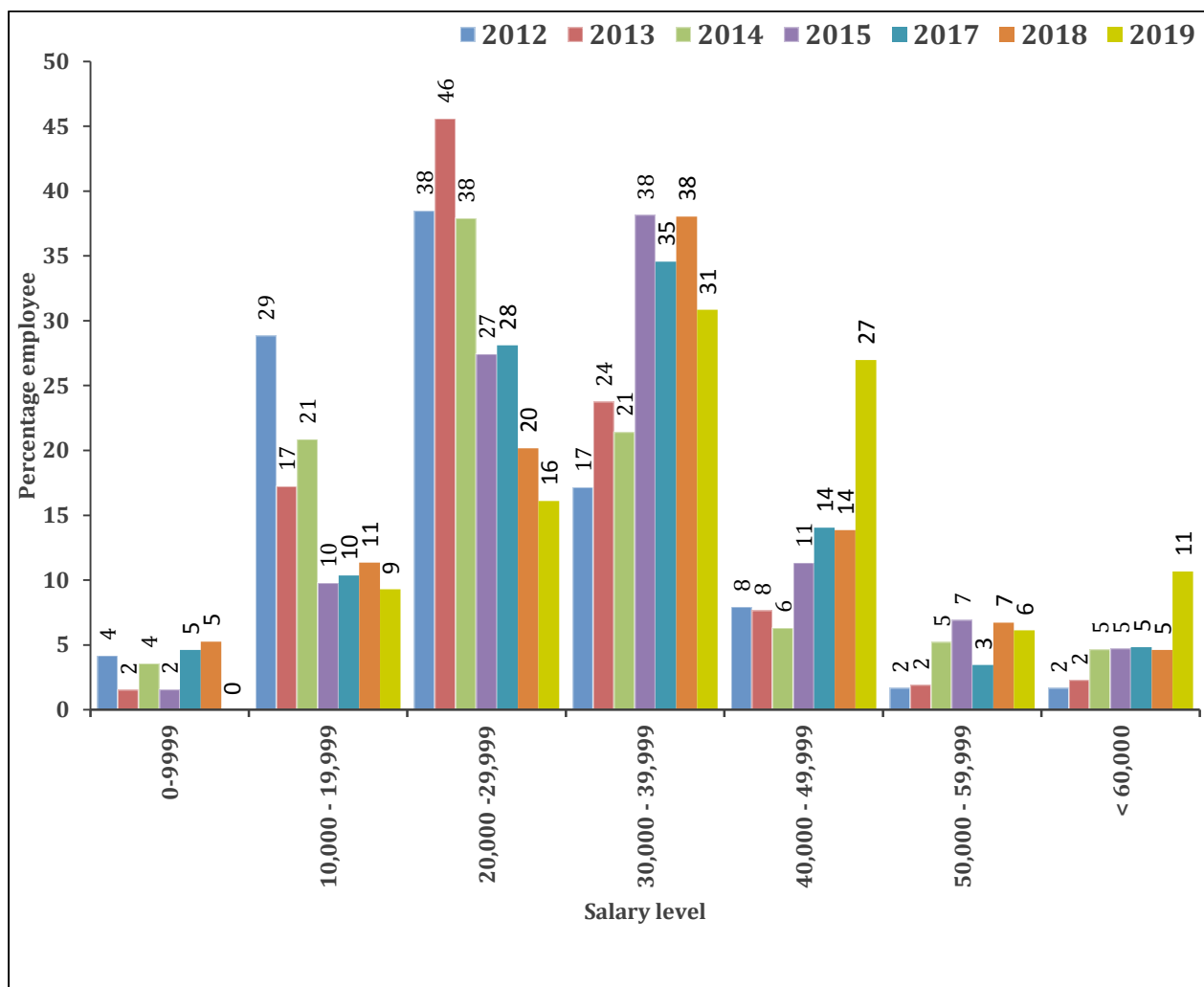


Figure 5.5. Salary levels of graduates during the period of 2012 to 2019

Comparison of Salary Levels of Graduates in Individual Faculties from 2012 to 2019

Salaries of the majority of graduates in four faculties were ranged between Rs. 30,000 -49,999. Graduates in the Faculty of Applied Sciences obtained comparatively high level of salaries. 68.5% of graduates obtained salaries more than Rs. 40,000 in FAS in 2019, while FAPM, FBSF and FLFN graduates obtaining 46%, 25%, and 63% respectively (**Figure 5.6**).

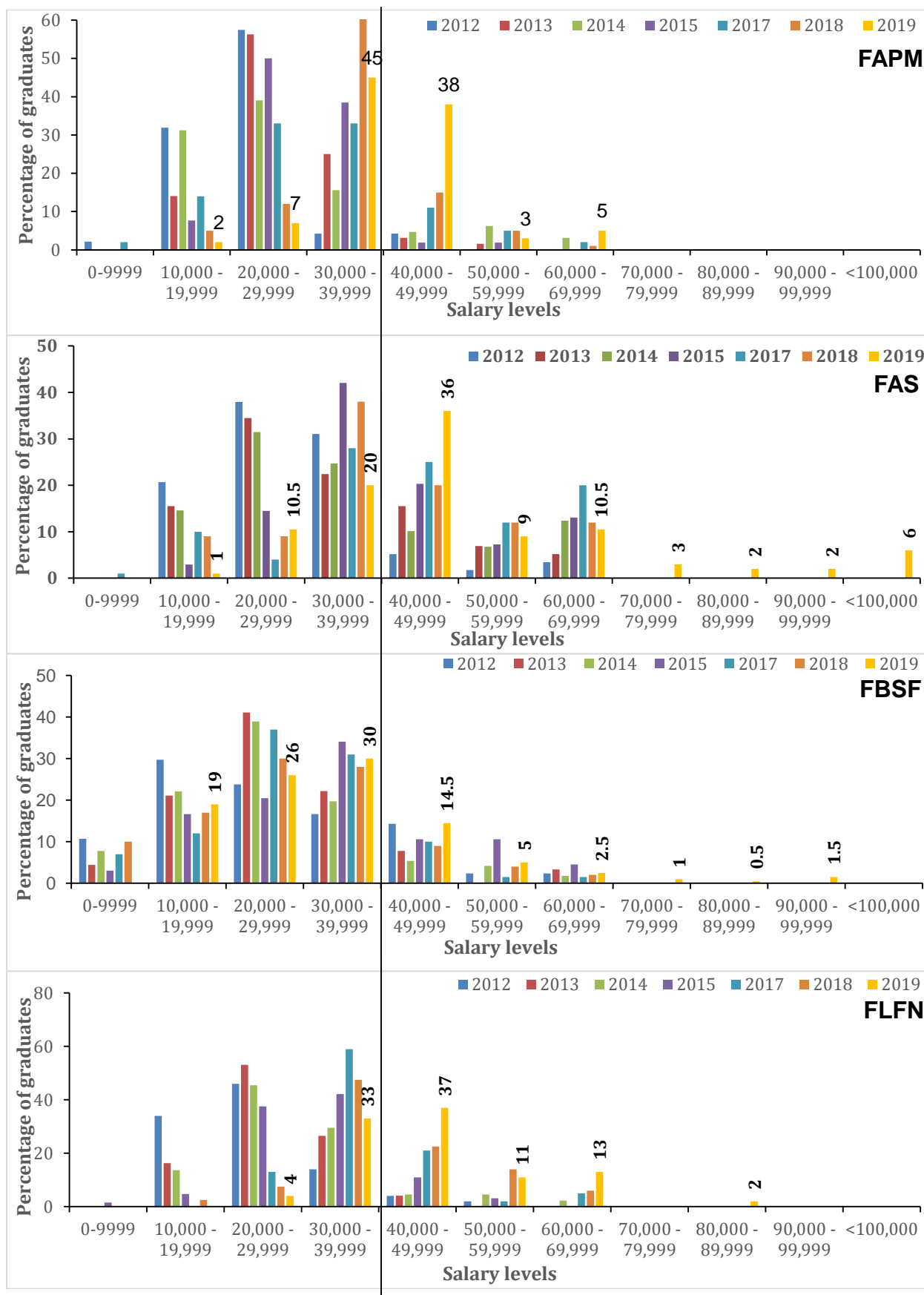


Figure 5.6. Different salary levels obtained by graduates in individual faculties.

Comparison of Perceived Relevance of Degree to Employment During 2012 to 2019

High relevance of the job to the field of study can be obtained from the statistics during the period of year 2012 to year 2019. There were some fluctuation during the relevance of the job to the field of study. In the year 2012 more than 63% students were obtained jobs above 75% relevance to

the field of study and it was reported as 61% in year 2019. This statistics had a slight reduction in 2018 and 2019 compared to 2015 and 2017, which were reported as 66% each (**Figure 5.7**). Although, degrees offered by the four faculties are not professional courses, and obtaining jobs in highly relevant fields to study is indeed a noticeable fact. This results indicate the acceptance of “Wayamba graduates” by the job market and the recognition of the knowledge and skills of them by employers.

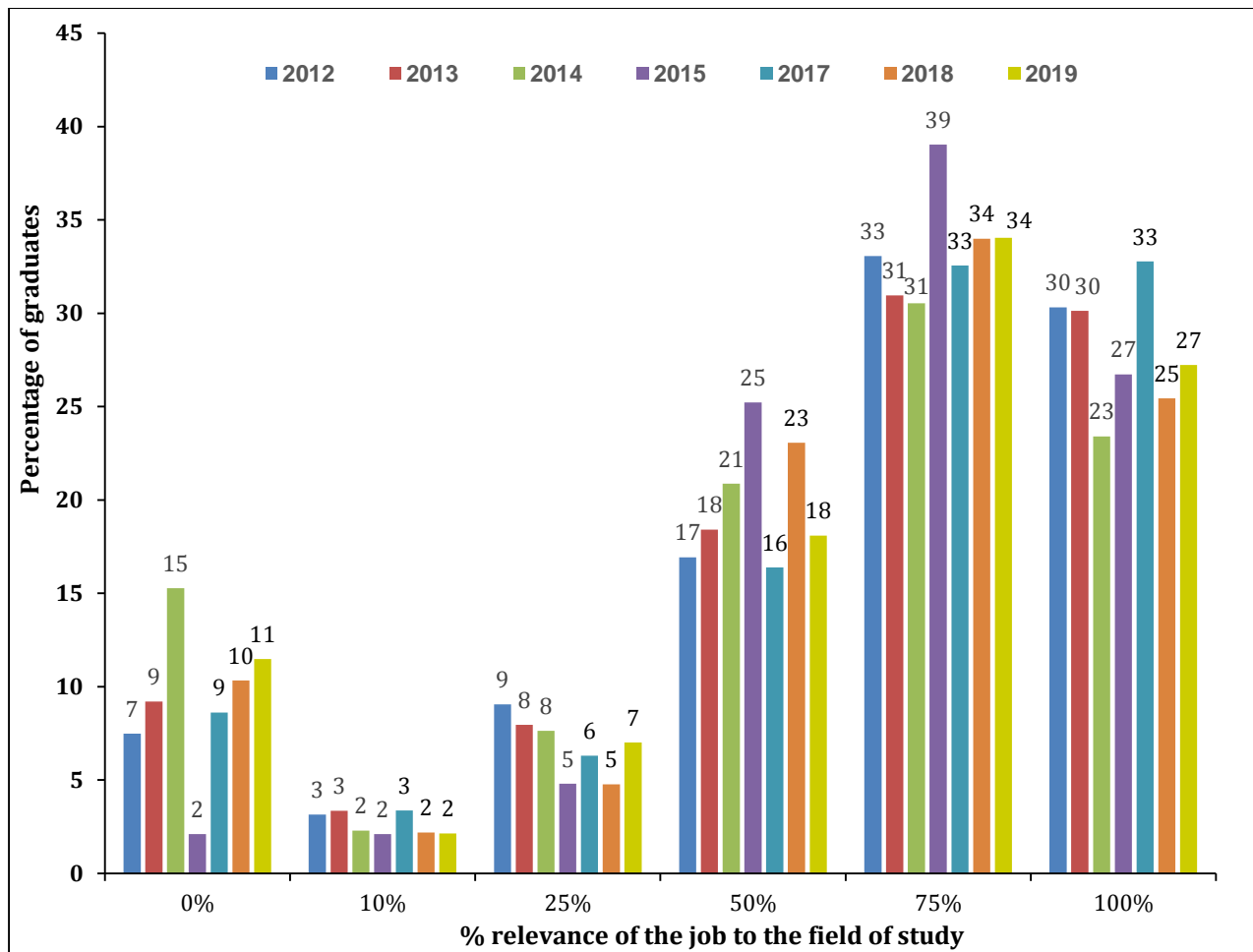


Figure 5.7. Comparison of percentage relevance of jobs to the field of study of graduates during the period of 2012 to 2019.

Levels of Satisfaction over Faculty Services as Rated By Graduates

Some selected services rendered by the faculties were checked through this survey. Five category Likert scale was used to rate the different services. Some of the selected services were at satisfactory levels according to the scores granted by the students and some services are at moderate levels of satisfaction (**Figure 5.8**). All services in the FAPM was rated above four marks indicating best overall scores.

When compared to other three faculties FLFN have received the lowest scores for all identified services (**Figure 5.7**). It is important to notice that relatively similar results were obtained in the previous year evaluation too (Wijenayake and Wikramasinghe 2018). Low scoring in different aspects should be seriously considered in the overall planning in the university. Still there is a room to improve all services provided by the university and this should be considered under staff development activities and provide regular trainings to university staff. Also good self evaluation on each services will help to identify the drawbacks and improve the service to students.

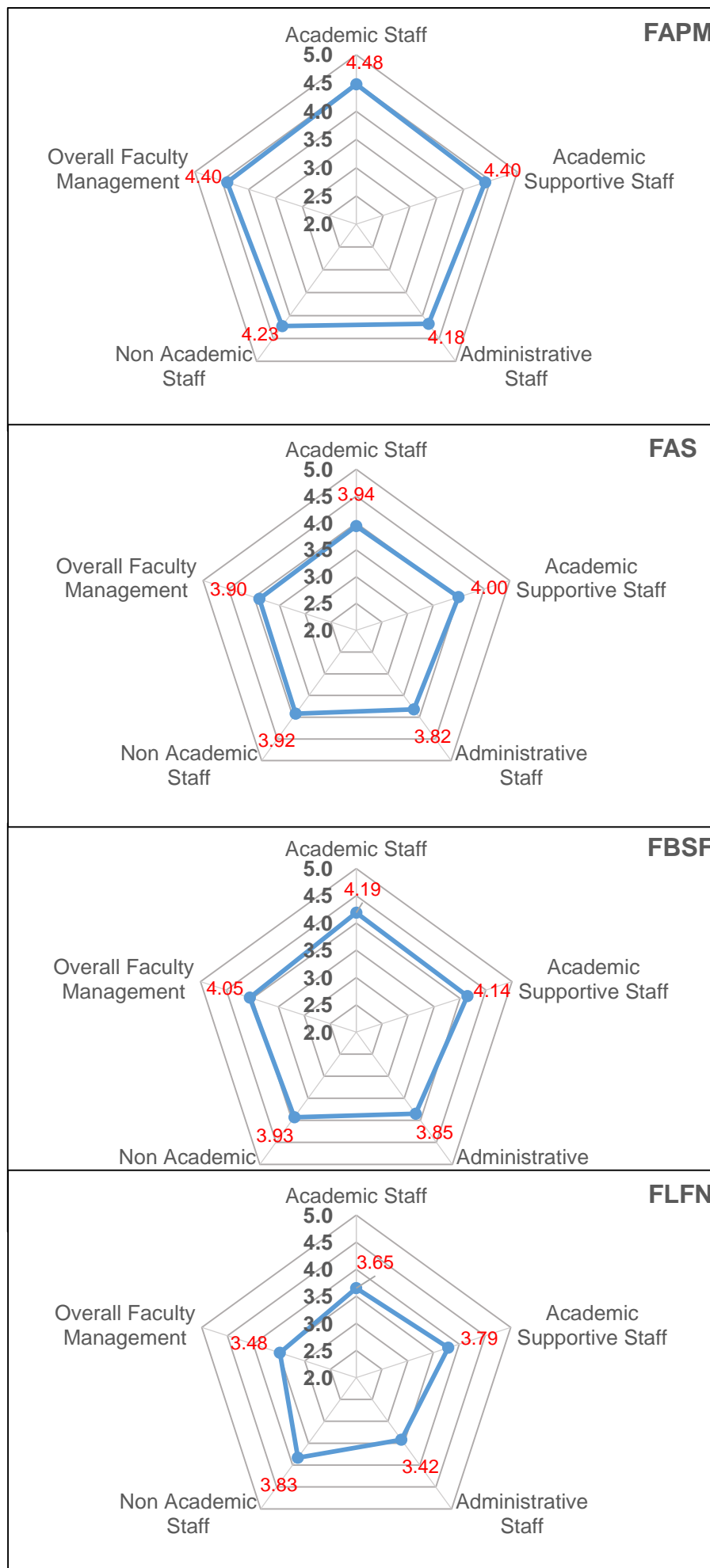
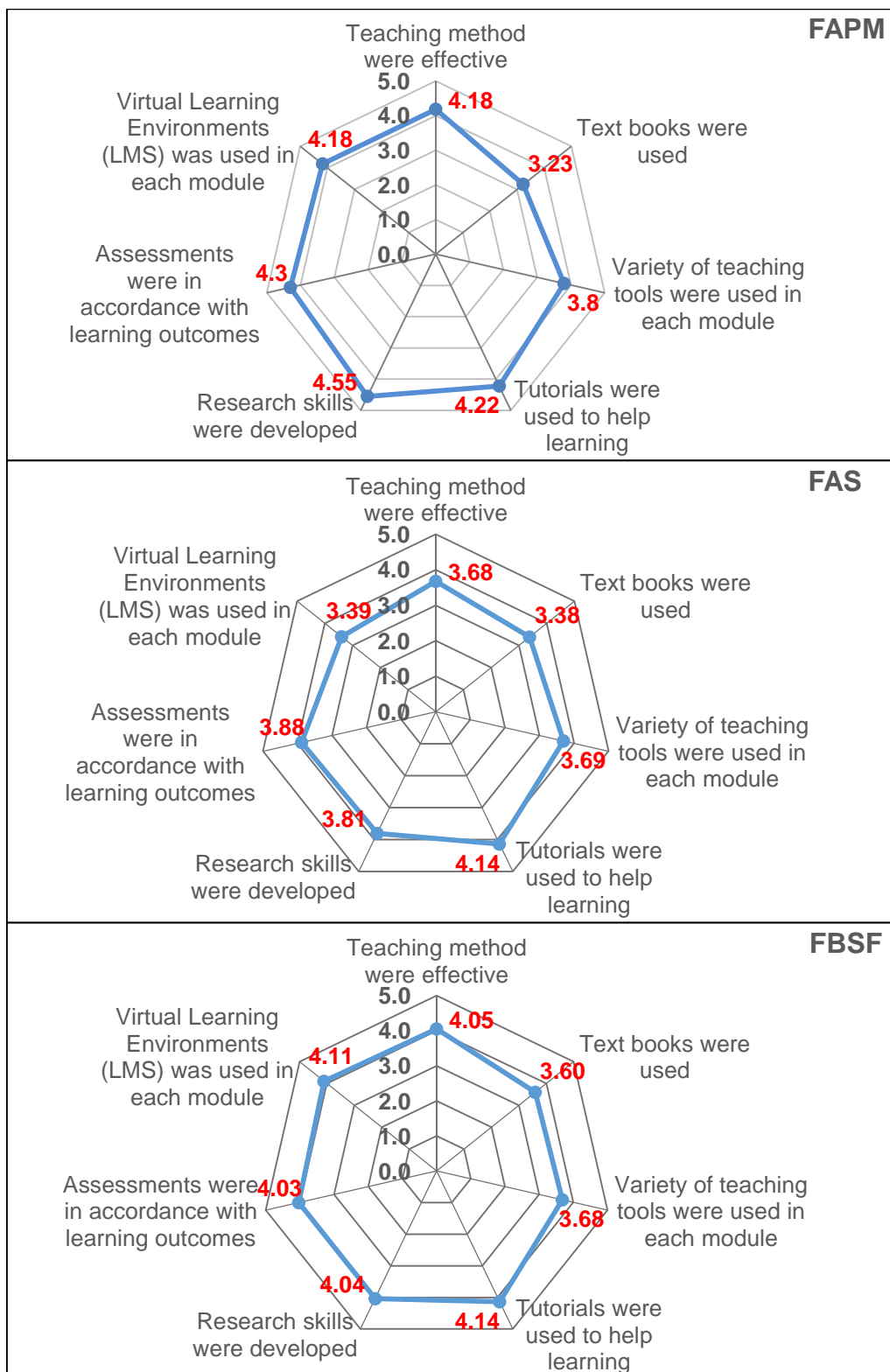


Figure 5.8. Satisfactory levels of different services provided by faculties.

Evaluation of Undergraduate Teaching

Overall evaluation of teaching techniques used in different faculties were done through this survey. According to the evaluations all faculties have at satisfactory levels of using different teaching methods and strategies. Comparatively Faculty of plantation management and Faculty of business studies & finance have received high scores among four faculties (**Figure 5.9**). However, the results indicate that the rooms for further developments in these aspects and further attention to these outcomes should be taken in faculty teaching and learning committees.



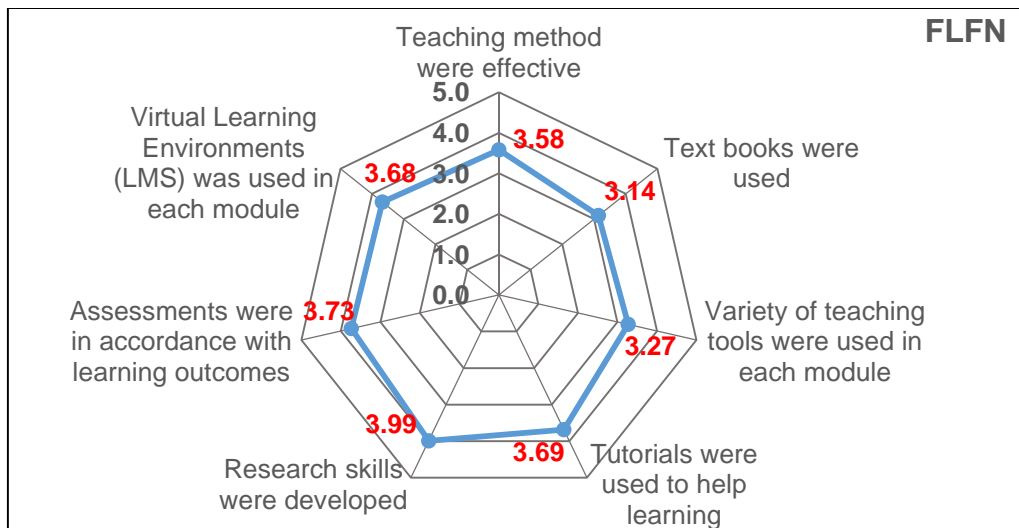
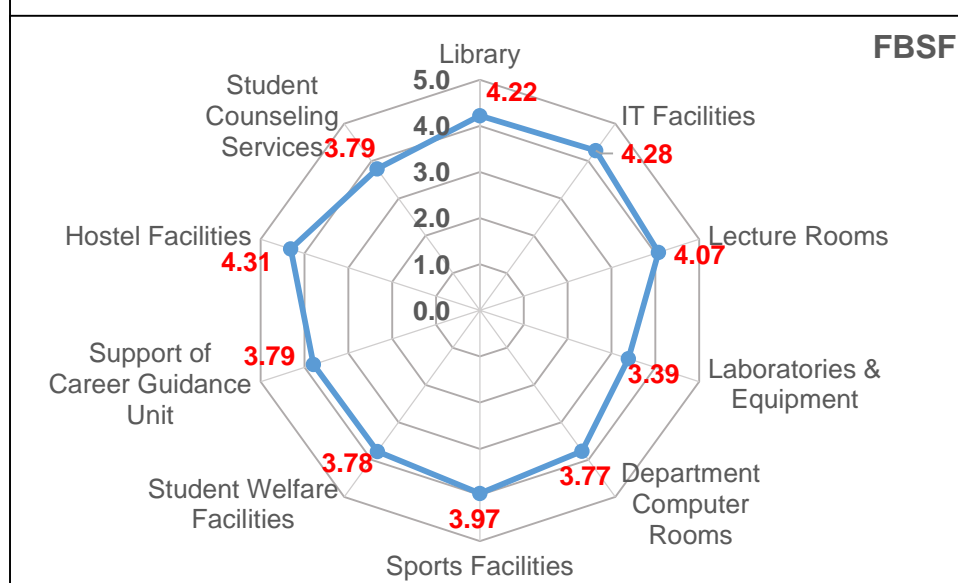
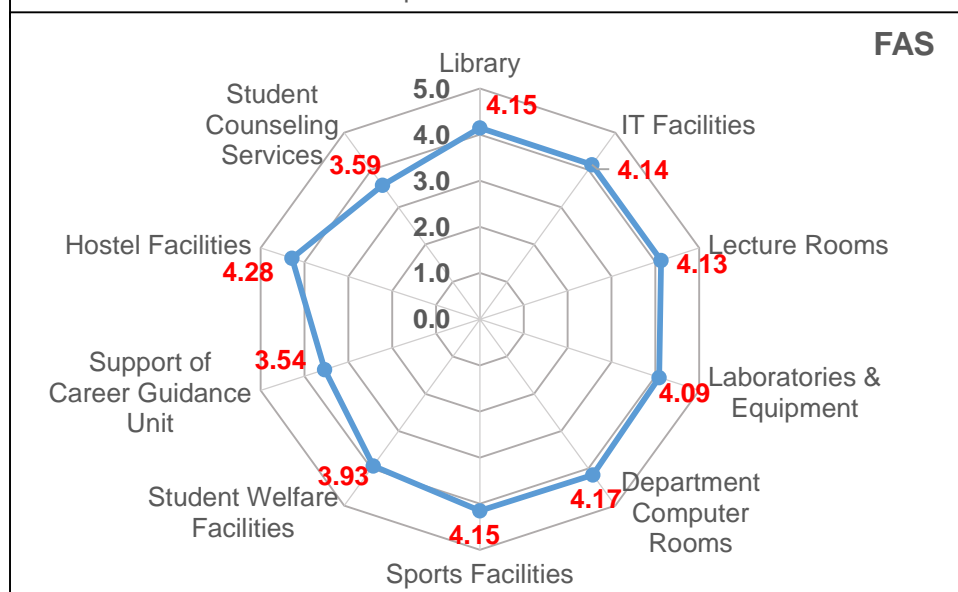
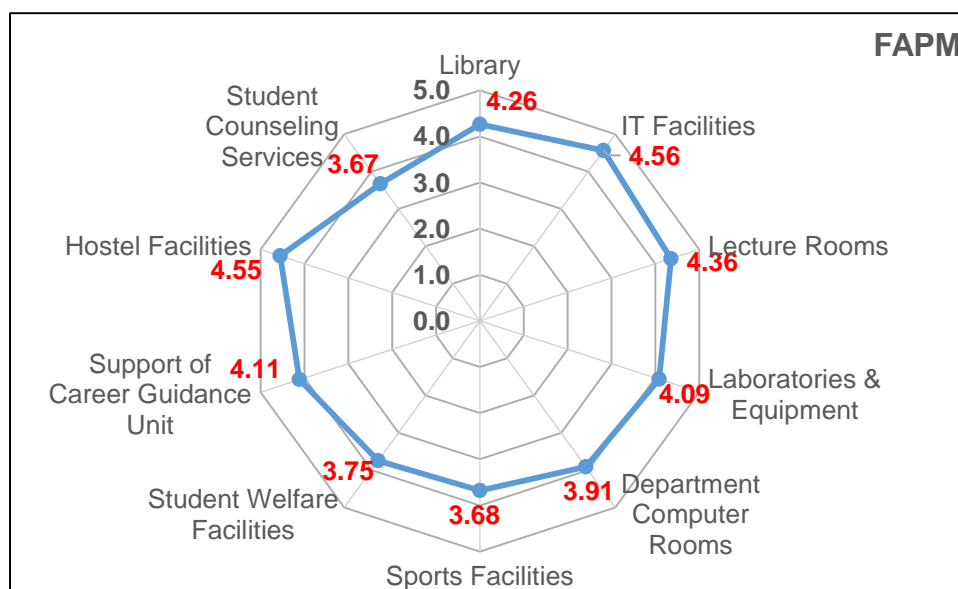


Figure 5.9. Evaluation of faculty teaching strategies

Levels of Satisfaction over Faculty Facilities As Rated By Graduates

Available facilities in the respective faculties have great influence on the teaching and learning. Following radar charts indicate the student's satisfaction on selected facilities in four faculties using five category Likert scale (**Figure 5.10**). Library, lecture room, it and hostel facilities in t four faculties were rated above 04 marks. Laboratory facilities in FAPM and FAS were scored marks above 04, while FBSF and LFN received less than 03. It is important to give special consideration on this aspect especially in future decision making by two faculties.

According to the evaluations, students counselling services received comparatively low marks among selected criteria in all faculties and there is a need to give proper attention to this aspect by all faculties. Critical analysis on the existing students counselling mechanism and changes are necessary to improve proper academic mentoring and counselling in all faculties. Career guidance services were also received low rates (less than 04 in Likert scale with five marks) except by FAPM. Therefore, further attention to improve the career guidance activities according to the requirements of the respective faculties to be considered in future (**Figure 5.10**). Students' welfare facilities need to be given further attention based on the results of this survey. Satisfaction of the sports facilities at Makandura premises received comparatively low marks than two faculties in Kuliyaipitiya. Physical education unit of the university can study further on this matter and make necessary improvements at Makandura premises. Similar results were obtained in the previous years of this survey and it is important to consider this outcomes in faculty action plans in coming years.



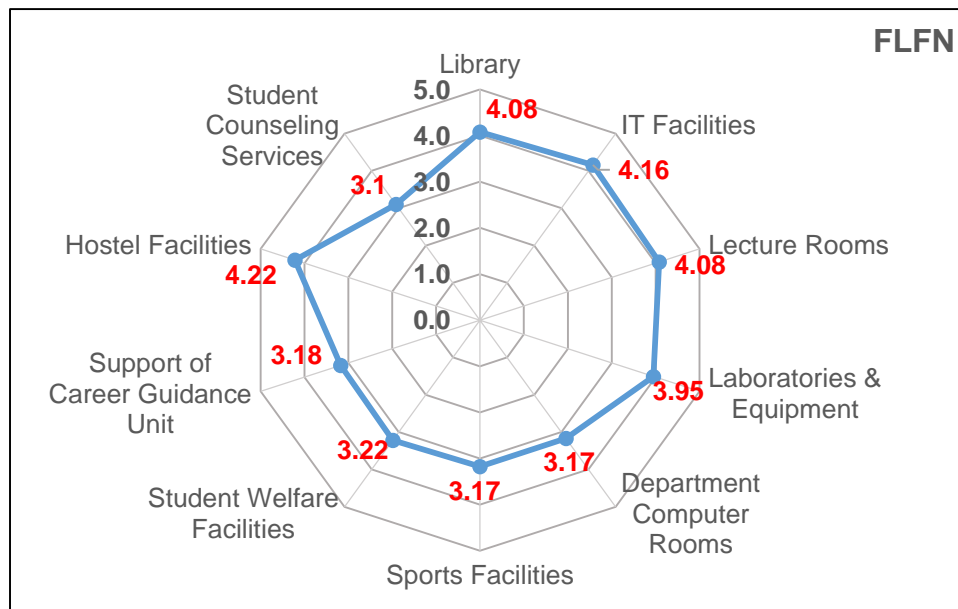


Figure 5.10. Satisfactory levels of different facilities available in faculties.

General and Specific Competencies/Skills Earned Through Degree Programmes

There were fifteen competencies/skills, which were thought to be more useful in the working environment were checked in this survey. According to the responses of the graduates, level of improving skills during the undergraduate period is at satisfactory stands. **Figure 5.11**, indicates the students responses for all sixteen skills in four faculties. graduates of Faculty of Agriculture and Plantation Management were highly satisfied the competencies they obtained during their study period and only two criteria received less than eighty percent marks (**Figure 5.11**). Less than 80% of graduates in FLFN and FAS have indicated comparatively low satisfaction on total seven(07) and nine (09) competencies respectively and in FBSF it was about four (04) competencies (**Figure 5.11**). Present results indicates the need of individual attention of faculties to improve the skills, where it is necessary to facilitate the future employability and the career performances of graduates of Wayamba University of Sri Lanka.

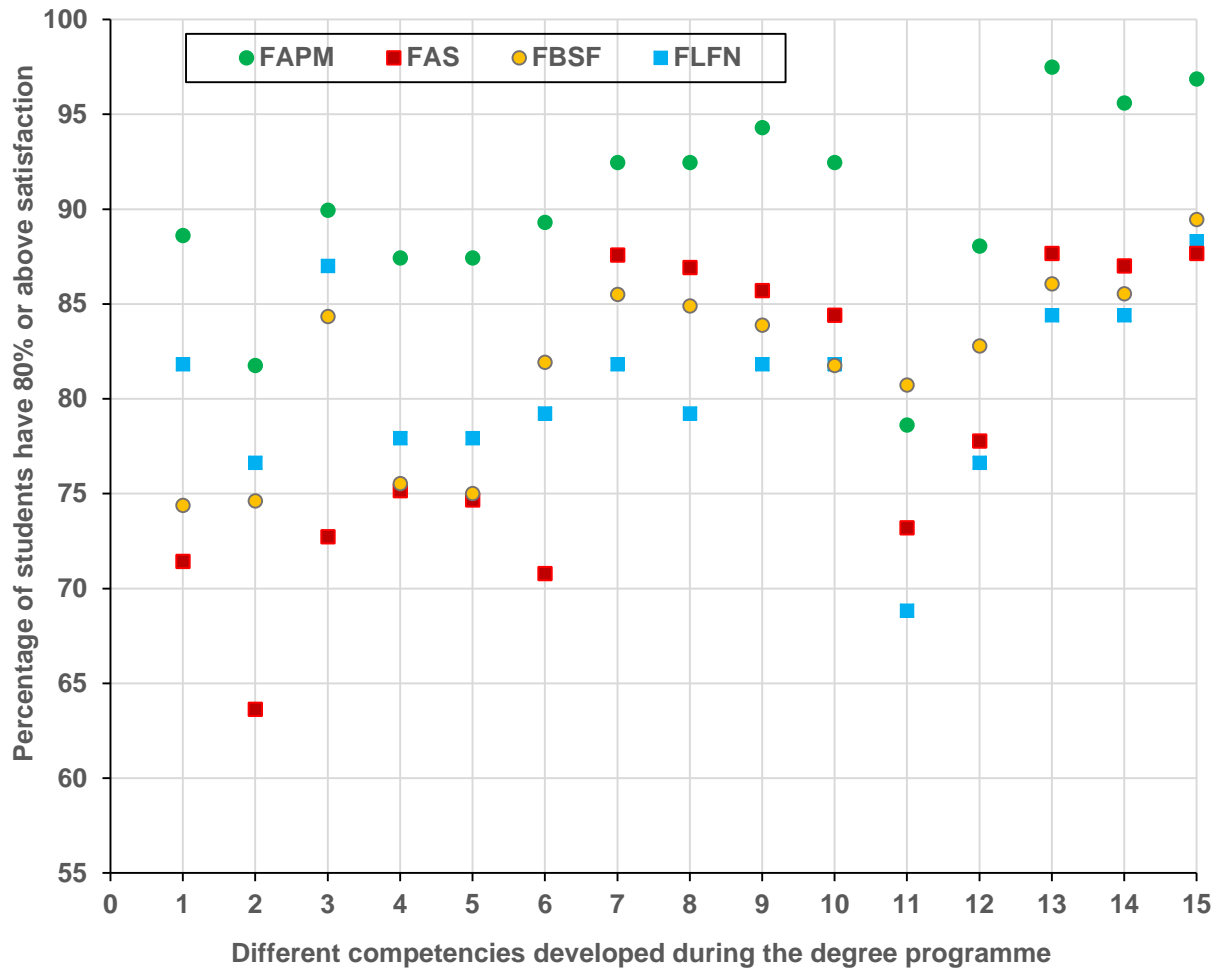


Figure 5.11. Percentage of students, who have 80% or above satisfaction of the support given by the study programme to improve their skills. Numbers denotes following proficiencies/skills;

- 1- Proficiency in your field
- 2- Training in your field
- 3- Knowledge in related fields
- 4- Analytical thinking ability
- 5- Ability to create new ideas and solutions
- 6- Ability to quickly acquire knowledge
- 7- Ability to work under pressure
- 8- Ability to use time efficiently
- 9- Ability to coordinate activities
- 10- Ability to be productive when cooperating with others.
- 11- Ability to establish your authority
- 12- Ability to express yourself clearly
- 13- Ability to work with computer & internet
- 14- Ability to write notes, reports and documents
- 15- Ability to work with people with various backgrounds

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EMPLOYABILITY SURVEY – QUESTIONNAIRE

The External Affairs Unit of the WUSL conducts an employability survey on recent graduates. The information gathered from this survey will help the University and UGC to steer future university degree programmes to be more effective. As a proud fresh graduate of the Wayamba University, you are kindly invited to take part in the survey by filling this questionnaire. Please provide accurate information to the best of your knowledge. The University will keep all your private details confidential.

01.

Personal Details and Contact Information															
Name with initials															
Gender (Mark with √)	Male		Female		Age										
In which sort of area you grew up	Urban			Semi-Urban			Rural			Foreign Country					
Ethnicity				District						AGA division					
Permanent Postal Address															
Phone	Mobile							Home							
Private Email															

02.

University Education Information										
University Index Number/ Registration Number										
Name of Degree										
Academic year										
Type of Degree (Mark with √)		General		Joint Major		Special		Other		
Faculty										
Duration of Degree Programme (Mark with √)			3 years				4 Years			
If you have obtained a four-year degree, please indicate the department(s) of specialization.										
Year and Month of Registration at University					Year and Month of Last Examination at University					
Honor Grade of Degree (Mark with √)					First Class					
					Second Upper					
					Second Lower					
					Pass					

03. (a) Are you presently employed (or self-employed)? (Mark with √)

Yes		No	
-----	--	----	--

(b) If no, please give reasons: (Mark with √) ☐ Looking for jobs, but haven't got a one yet
☐ Planning to start business ☐ Planning to go abroad ☐ Not looking for a job
☐ Other:

(c) If your answer for the question No. 03 (a) is 'YES", please provide following information.

Job title and workplace	
Type of employment (Permanent/Temporary/ Contract-basis / Part-time/ Training)	
Please give information if you are an Entrepreneur or Self Employed	
Sector (Private/Public/Semi-government /NGO/ Foreign/Other)	
Date of first appointment	
Date of current appointment	
Monthly Salary (or income) (Rs.)	

04. How did you learn about the vacancy for the present job (If applicable)?
☐ Newspaper ☐ Gazette ☐ Online ☐ Personal contacts ☐ Competitive Exam
☐ Via Internship (training) ☐ Via University ☐ Job fair/Career Guidance
☐ Continuing with same job held during university education
☐ Other If other, please specify
.....
.....

05. What do you consider as the most important factor(s) in getting the present job (if applicable)?
(Please check all that applies)

☐ Degree ☐ Class of degree ☐ University Project ☐ Reputation of university ☐ Field of
study ☐ Research experience ☐ Personal contacts ☐ Previous work experience ☐ English
proficiency ☐ Other professional qualifications ☐ Your personality and soft skills
☐ Computer literacy ☐ Other if other, please specify
.....

06. (a) To what extent did your degree provide a support for the followings;

	Not at all				Very much
	1	2	3	4	5

To get employment					
For starting period of employment					
To develop career further					
To become an entrepreneur					
For your personal growth					

07. (a) Is your degree relevant to your present occupation:

(b) If yes, indicate the percentage relevancy of the degree to your current occupation

10%		25%		50%		75%		100%	
-----	--	-----	--	-----	--	-----	--	------	--

08. How satisfied are you with your present job?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very Dissatisfied	Dissatisfied	Average	Satisfied	Very Satisfied

Please give reasons for your response:

.....

09. Do you have additional Educational / Professional qualifications?

Yes		No	
-----	--	----	--

10. If yes please specify the additional qualification(s):

Qualification	Name of the Qualification	
	Completed	Reading
Diploma		
M.Sc.		
M.Phil		
MBA		
Ph.D		
LL.B		
CIMA		
Chartered Accountancy		
CMA		
Other		

11. Your G.C.E. (A/L) results and details at entry to University:

School Attended				
Year of A/L Examination				
Subjects				
Grade				
Entry Attempt (1,2,3)				
Medium				
District				
Z Score				

12. Your English language proficiency levels and details:

a)	Oral:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Very Poor	Poor	Average	Good	Very Good
b)	Written:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Very Poor	Poor	Average	Good	Very Good
c)	Medium of G.C.E. (A/L):.....					
d)	Grade for G.C.E. (O/L) English Language:					

13. General satisfaction on the university degree programme.

		Not at all			Very much	
		1	2	3	4	5
(a)	I was satisfied with the study programme:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(b)	Satisfaction levels on services	Not at all			Very much	
		1	2	3	4	5
	Academic Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Academic Supportive Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Administrative Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Non Academic Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Overall Faculty Management	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(c)	Satisfaction level on facilities	Not at all			Very much	
		1	2	3	4	5
	Library	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	IT Facilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Lecture Rooms	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Laboratories & Equipment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Department Computer Rooms	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Sports Facilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Student Welfare Facilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Support of Career Guidance Unit	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Hostel Facilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Student Counseling Services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(d)	Rate the followings regarding teaching & learning:	Not at all			Very much	
		1	2	3	4	5
	Teaching methods were effective:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Text books were used	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Variety of teaching tools were	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Used in each module:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Tutorials were used to help	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Learning:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Research skills were developed:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Assessments were in accordance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	with learning outcomes:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Virtual Learning Environments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	(LMS) was used in each module	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

14. General and specific competences obtained during your study programme.

Very Low					Very High																			
1					2					3					4					5				
a.	Proficiency in your field																							
b.	Training in your field																							
c.	Knowledge in related fields																							
d.	Analytical thinking ability																							
e.	Ability to create new ideas & solutions																							
f.	Ability to quickly acquire knowledge																							
g.	Ability to work under pressure																							
h.	Ability to use time efficiently																							
i.	Ability to coordinate activities																							
j.	Ability to be productive when cooperating with others																							
k.	Ability to establish your authority																							
l.	Ability to express yourself clearly																							
m.	Ability to work with computer & internet																							
n.	Ability to write notes, reports and documents																							
o.	Ability to work with people with various backgrounds																							

15. Were you involved in extracurricular activities in your university life?

Description	Yes	No	Remarks
Student Associations			
Organizing Workshops & Seminars			
Charities			
Sports			
Cultural activities			
Other			

16. Did you receive any awards/ recognition of achievements?

Description	Award/ Achievement

17. Please provide suggestions for any improvements needed in the study programmes and anything else you need to communicate to the faculty:

.....

.....

Signature:.....

Date: