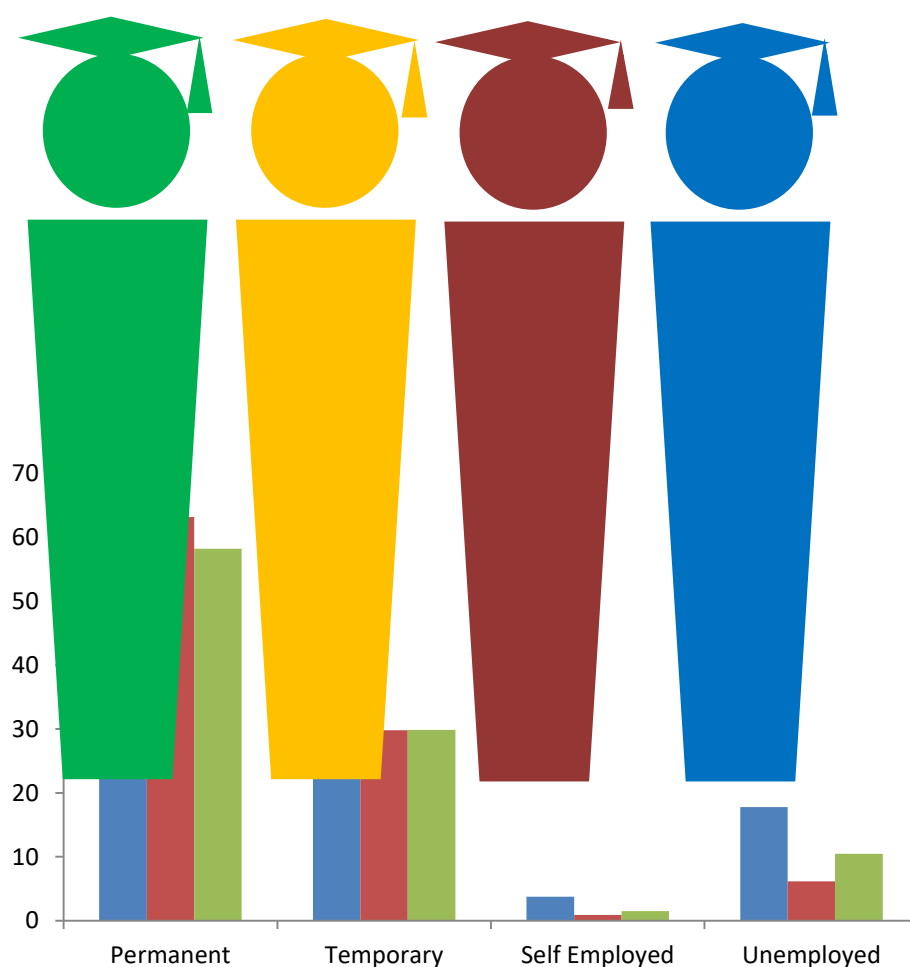


EMPLOYABILITY SURVEY REPORT WAYAMBA UNIVERSITY OF SRI LANKA



**External Affairs Unit
2020**



EMPLOYABILITY SURVEY REPORT

WAYAMBA UNIVERSITY OF SRI

LANKA

by

Dr. W.M.W.W. Kandegama and Dr. A. Pallegedara
External Affairs Unit
Wayamba University of Sri Lanka
2020

This report should be cited as;
Kandegama W.M.W.W and Pallegedara A. (2020), Employability Survey Report of
Wayamba University of Sri Lanka 2020.

Published by:

External Affairs Units

Wayamba University of Sri Lanka

Addresses:

Coordinator/External Affairs (Makandura Premises)

Department of Horticulture & Landscape Gardening

Faculty of Agriculture & Plantation Management

Wayamba University of Sri Lanka

Makandura

Gonawila

Coordinator/External Affairs (Kuliyapitiya Premises)

Department of Industrial Management

Faculty of Applied Sciences

Wayamba University of Sri Lanka

Kuliyapitiya

E-mail: wishwajith@wyb.ac.lk
 asankap@wyb.ac.lk

The raw survey data is available upon request.

All queries should be addressed to:

Coordinator

External Affairs Unit

Wayamba University of Sri Lanka

Makandura

Gonawila

E-mail: extaff@wyb.ac.lk

Survey Data Analysed by: K.B.V.B.R. Gunathilaka, Statistical Officer, WUSL

Typesetting & Designed by: P.G. L. Gamage, Management Assistant

Preface

Employability of the state university graduates draws great attention in the education policy forums in Sri Lanka. University graduates should be able to find jobs after graduation and contribute to the economic development of the country. There are various measures such as curriculum reforms and entrepreneurship skill development programmes introduced by the Universities to increase employability of graduates over the years. These changes deem necessary to sustain decent employability rates among graduates in years to come when the realities of the world economic development trends are considered. With the prevailing adverse economic condition in the country, University graduates are entitled to play a bigger role to support the 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 completion of the degree programme. 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 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.

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. Wayamba University ranks better with respect to employability than the most of the young universities in the country. 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 the Faculty of Technology and the 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. Wayamba University of Sri Lanka aims to improve every aspects of education quality including the employability of graduates.

This report shows the employability status of all four faculties of Wayamba University of Sri Lanka that produced graduates in the year 2020 with a performance comparison to the past years. The findings of this employability report should be carefully considered in decision making processes to improve the rate of acceptance of graduates by the society at large.

ACKNOWLEDGEMENT

We are highly thankful to the Vice Chancellor and the Registrar of Wayamba University of Sri Lanka for the support given by providing necessary guidance, approvals, and support for the collection of information from the Faculties. Also we would like to extend our sincere gratitude to the Deans of the respective Faculties for their facilitation and support given in the data collection process.

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 goes 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 data collection.

We would like to convey our gratitude to the Department of English Language Teaching in terms of assistance provided for completing the report. At last but not least, a special thank goes to the Statistical Officer of the University and the support staff of the Unit of external affairs for the work related to data entering and analysis.

W.M.W.W. Kandegama (Ph.D)
Coordinator-External Affairs
Makandura Premises
Wayamba University of Sri Lanka

A. Pallegedara (Ph.D)
Coordinator-External Affairs
Kuliyapitiya Premises
Wayamba University of Sri Lanka

TABLE OF CONTENTS

Preface	i
Acknowledgement	ii
Table of Contents	iii - iv
Abbreviations and Acronyms	v
Introduction & Methodology	vi - xviii
Chapter 1 - Employability Survey Results 2020 - Faculty of Agriculture & Plantation Management (FAPM)	1-09
• Response Rate of FAPM for Employability Survey	
• Demography of Graduates	
• Academic Performances of Graduates	
• Employability Status of Graduates	
• Different Sectors of Employers	
• Monthly Salary Levels of Employed Graduates of FAPM	
• Perceived Relevance of the Degree Programme to Current Employments of Graduates of FAPM	
• Level of Job Satisfaction among Graduates of FAPM	
• Most Influential Factors to Obtain Present Job	
• Help from University Education to Career Development	
• Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FAPM	
Chapter 2 - Employability Survey Results 2020 - Faculty of Applied Sciences (FAS)	10-19
• Response Rate of FAS for Employability Survey	
• Demography of Graduates	
• Academic Performances of Graduates	
• Employability Status of Graduates	
• Different Sectors of Employers	
• Monthly Salary Levels of Employed Graduates of FAS	
• Perceived Relevance of the Degree Programme to Current Employments of Graduates of FAS	
• Level of Job Satisfaction among Graduates of FAS	
• Most Influential Factors to Obtain Present Job	
• Help from University Education to Career Development	
• Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FAS	

Chapter 3 -	Employability Survey Results 2020- Faculty of Business Studies & Finance (FBSF)	20-28
	<ul style="list-style-type: none"> • Response Rate of FBSF for Employability Survey • Demography of Graduates • Academic Performances of Graduates • Employability Status of Graduates • Different Sectors of Employers • Monthly Salary Levels of Employed Graduates of FBSF • Perceived Relevance of the Degree Programme to Current Employments of Graduates of FBSF • Level of Job Satisfaction among Graduates of FBSF • Most Influential Factors to Obtain Present Job • Help from University Education to Career Development • Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FBSF 	
Chapter 4 -	Employability Survey Results 2020- Faculty of Livestock Fisheries & Nutrition (FLFN)	29-37
	<ul style="list-style-type: none"> • Response Rate of FLFN for Employability Survey • Demography of Graduates • Academic Performances of Graduates • Employability Status of Graduates • Different Sectors of Employers • Monthly Salary Levels of Employed Graduates of FLFN • Perceived Relevance of the Degree Programme to Current Employments of Graduates of FLFN • Level of Job Satisfaction among Graduates of FLFN • Most Influential Factors to Obtain Present Job • Help from University Education to Career Development • Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FLFN 	
Chapter 5 -	Overall and Individual Faculty Level Comparison of Indicators from 2012 to 2020	38-49
	<ul style="list-style-type: none"> • Comparison of Overall Employability from 2012 to 2020 • Comparison of Salary Levels of Graduates from 2012 to 2020 • Comparison of Salary Levels of Graduates in Individual Faculties from 2012 to 2020 • Comparison of Perceived Relevance of Degree to Employment During 2012 to 2020 • Levels of Satisfaction over Faculty Services As Rated By Graduates • Evaluation of Undergraduate Teaching • Levels of Satisfaction over Faculty Facilities As Rated By Graduates • General and Specific Competencies/Skills Earned Through Degree Programmes 	
References		50
Annexure I -	Questionnaire	51-55

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
UGC	University Grant Commission
UNYEN	United Nations Youth Employment Network
HEI	Higher Educational Institutes
AHEAD	Accelerating Higher Education Expansion and Development

INTRODUCTION

In spite of the fact that all state Universities increasingly conduct activities to create more career opportunities for future graduates, there is a certain percentage of graduates facing difficulties to find an appropriate 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 reviewed and upgraded through various support mechanisms by the UGC.

As a relatively new university of the country, 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 the highest number of 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 contributes to fluctuations in the employability numbers of the Faculties. Thus, the resulting employability numbers tend to portray distorted picture on trends. Moreover, Covid 19 pandemic disruptions caused significant delays in graduation as well as the date of convocation in 2020 survey round. Consequently, the University had been closed for nearly two months before starting online teaching and learning activities after the first wave of Covid 19 pandemic in Sri Lanka. However, WUSL tries to catch up the teaching and learning activities that were missed during the Covid 19 pandemic period. WUSL has been monitoring the employability rates of the graduates for the last seven years and continue to monitor it for the 2020 graduates. 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 for the 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 (UNYEN) has recommended that all countries review, rethink and redirect education, vocational training and labour market policies to prepare young community 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 the 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 the 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) define 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 Wayamba University, students are exposed to industrial environments and professionals before their graduation. Almost all degree programmes in WUSL now include industrial training or in plant training component in which students go to the industry and get exposed to industrial needs. 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 various competitive grants were initiated by the Ministry of Higher Education in Sri Lanka. As a new and developing national university, Wayamba University of Sri Lanka was able to obtain several competitive grants to conduct development oriented research, innovation and commercialization and improving quality of teaching, learning and assessment. These grant schemes should have effectively improved the standards of the teaching and learning environment to enhance the quality of the graduates.

Among six Faculties of the University, 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; offer 14 degree programmes out of which two degree programmes 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 Horticulture & Landscape Gardening Biotechnology Agribusiness Management	BSc in Agriculture (<i>Four years</i>) BSc in Plantation Management (External) (<i>Three years</i>)
Applied Sciences	Industrial Management Mathematical Sciences Electronics Computing & Information Systems	BSc (General) (<i>Three years</i>) BSc (Joint Major) (<i>Four years</i>) BSc (Special) in Industrial Management (<i>Four years</i>) 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 Accountancy & Business Finance Banking & Finance Insurance & Valuation	BSc (Special) in Business Management (<i>Four years</i>) BSc (Special) in Accountancy and Business Finance (<i>Four years</i>) BSc (Special) in Banking and Finance (<i>Four years</i>) BSc (Special) in Insurance and Valuation (<i>Four years</i>)
Livestock, Fisheries and Nutrition	Aquaculture and Fisheries Livestock and Avian Sciences Food Science and Technology Applied Nutrition	BSc in Food Production and Technology Management (<i>Four years</i>) BSc in Food Science and Nutrition (<i>Four years</i>)

In addition to 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 2022 and beyond. Besides undergraduate degree programmes, the University offers postgraduate programmes. All the Faculties have the provisions for granting M.Sc., M.Phil. and Ph.D. Degrees. Moreover, 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 industries. The University has developed close relationships with industries both in private and public sectors through various stakeholder programmes. Almost all the degree programmes offer industrial affiliations for undergraduates to have hands-on experience in actual working environments. The main objective of these training are to prepare the undergraduates for the competitive job market and to get the attraction of the entrepreneurs. The feedback obtained from the industries about the performance of graduates helps to identify improvements needed to incorporate to the study programmes and the University is optimistic with the constructive ideas and criticisms from the entrepreneurs and stakeholders. The positive approach with 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 Wayamba University of Sri Lanka reported overall employability numbers as 84%, 90%, 84%, 75%, 65%, 64%, 67% in the years 2012, 2013, 2014, 2015, 2017, 2018 and 2019 respectively. These figures indicated the above average employability rates among national universities in Sri Lanka. According to current employability survey for 2020 graduates, overall graduate employability rate is 71%. The employability rates recorded vary among faculties due to various factors as described in the rest of the report.

It is important to note that there is a significant variation in times between the last dates of completion of degree (Effective date) and the date of conducting this employability survey at the University convocation. In current survey, these variations are more significant due to Covid 19 disruptions. As a result, the University had to postpone the Convocation several times. 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.

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 2014/2015 of the University graduated in year 2020. **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 the Date of Degree Completion to the Date of Employability Survey conducted

Faculty	Date of Completion of Degree	Time Elapsed from Date of Degree Completion to Survey
Faculty of Agriculture & Plantation Management	30.03.2020	01 year 10 months 17 days
Faculty of Applied Sciences:		
General	23-09-2020	01 year 04 months 24 days
Joint Major	06-08-2020	01 year 06 months 11 days
Special in Mathematics with Statistics	10-07-2020	01 year 07 months 07 days
Special in Industrial Management	10-07-2020	01 year 07 months 07 days
Special in Computer Science	04-08-2020	01 year 05 months 13 days
Faculty of Business Studies & Finance	17-08-2020	01 year 06 months
Faculty of Livestock Fisheries & Nutrition	07-03-2020	01 year 11 months 10 days

The present report is considered as the eighth employability report consecutively published by 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 twelve to twenty four months after their final examination in the degree programmes of specialization. Most of the graduates have secured jobs within one year after the graduation ceremony as indicated by the recent information. As mentioned earlier, due to the Covid 19 pandemic during March 2020 to Feb 2022, convocation of the University and the conducting employability survey of graduates had been delayed significantly.

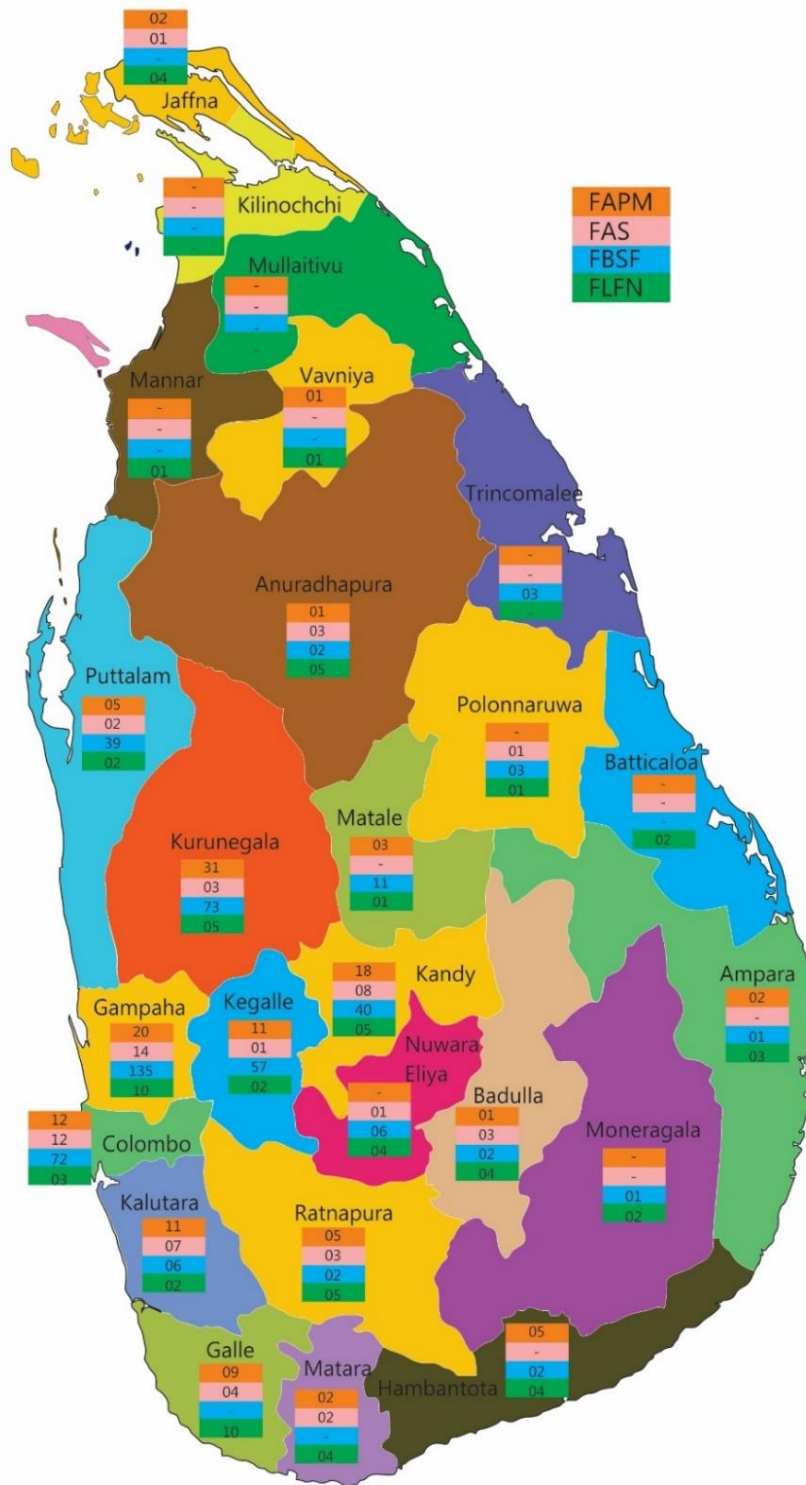


Figure 01. Residential areas of graduate representation from different administrative districts of the country, in the batch of the academic year 2014/2015, those who were graduated in year 2020 (Source: Statistical Handbook 2019, Wayamba University of Sri Lanka).

The University receives student enrollments from throughout the country as shown by the **Figure 01** indicating number of entrants for the graduating batch of the academic year 2014/2015 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 08** 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 2019/2020. The trends can be used to sense the public perception and the demand for 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 Management	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

NQC: Not Qualified Candidate

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										
	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

NQC: Not Qualified Candidate

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														
	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

NQC: Not Qualified Candidate

Table 07: Minimum Z-Scores required to admit to various courses of study in respect of each district for the academic year 2018/2019.

	Academic Year	2018/2019							
	Syllabus								
	Faculty	FAPM		FAS	FBSF	FLFN		FOT	FOM
	Degree Programme	Agriculture	Biosystems Technology	Applied Science (PHY. SC)	Management	Food Science & Nutrition	Food Production & Technology Management	Engineering Technology	Medicine
	District								
1	Colombo	1.0901	1.5751	0.9761	1.4006	1.4513	1.3284	1.4993	1.9087
2	Gampaha	1.0854	1.5543	0.9540	1.3924	1.4871	1.3336	1.5013	1.8047
3	Kalutara	1.0966	1.5799	0.9497	1.4175	1.5197	1.3569	1.5109	1.7953
4	Matale	1.1162	1.5496	NQC	1.4044	1.5523	1.2225	1.5448	NQC
5	Kandy	1.1181	1.5780	0.9860	1.3986	1.4655	1.3102	1.5424	1.7944
6	Nuwara Eliya	1.1296	NQC	NQC	1.4056	1.3765	1.2164	1.5564	1.6427
7	Galle	1.0977	1.6394	1.0049	1.4415	1.5363	1.3821	1.5052	NQC
8	Matara	1.0898	1.6206	1.0273	NQC	1.5449	1.3628	1.5001	NQC
9	Hambanthota	1.0970	1.5731	0.9871	1.4045	1.5449	1.3358	1.5255	NQC
10	Jaffna	1.1195	1.5444	NQC	NQC	1.5332	1.3432	1.5210	NQC
11	Kilinochchi	NQC	NQC	NQC	NQC	0.9675	0.9028	NQC	NQC
12	Mannar	NQC	NQC	NQC	NQC	1.2573	1.0388	1.7634	1.6373
13	Mullaitivu	NQC	NQC	NQC	NQC	1.0352	0.6348	1.5652	NQC
14	Vavuniya	NQC	NQC	NQC	NQC	1.4356	1.1191	1.5085	NQC
15	Trincomalee	NQC	2.0053	NQC	1.4128	1.4680	1.3853	1.5024	1.7047
16	Batticaloa	NQC	1.7048	0.9973	1.4185	1.4721	1.3277	1.5781	NQC
17	Ampara	1.0939	NQC	1.0216	1.4336	1.4873	1.2005	1.5497	1.6537
18	Puttalam	1.0838	1.6243	0.9495	1.3986	1.4361	1.2951	1.5978	1.7182
19	Kurunegala	1.0961	1.5831	0.9576	1.3937	1.4795	1.3351	1.5094	1.8034
20	Anuradhapura	1.1314	1.5914	NQC	1.3959	1.3644	1.3643	1.5154	1.6629
21	Polonnaruwa	NQC	NQC	NQC	1.3941	1.2886	1.2560	1.5813	1.4792
22	Badulla	1.0862	1.5617	0.9622	1.4046	1.4767	1.1856	1.6290	NQC
23	Moneragala	1.1177	1.6400	0.9583	1.4116	1.3061	1.2731	1.4999	1.5298
24	Kegalle	1.1020	1.5827	0.9822	1.3959	1.5253	1.3333	1.6470	1.7461
25	Ratnapura	1.0890	2.0559	0.9531	1.4004	1.5330	1.3457	1.5045	NQC

NQC: Not Qualified Candidate

Table 08: Minimum Z-Scores required to admit to various courses of study in respect of each district for the academic year 2019/2020.

	Academic Year	2019/2020								2019/2020							
	Syllabus	Old Syllabus								New Syllabus							
	Faculty	FAPM		FAS	FBSF	FLFN		FOT	FOM	FAPM		FAS	FBSF	FLFN		FOT	FOM
	Degree Programme	Agriculture	Biosystems Technology	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology	Engineering Technology	Medicine	Agriculture	Biosystems Technology	Applied Science (PHY. Sc)	Management	Food Science & Nutrition	Food Production & Technology	Engineering Technology	Medicine
	District																
1	Colombo	0.6948	NQC	0.4979	1.2470	1.1434	1.0107	1.7467	1.7147	1.0427	1.5173	0.9960	1.4260	1.4539	1.2702	1.3344	NQC
2	Gampaha	0.6951	1.6664	0.4991	1.2297	1.1957	1.0187	1.6650	1.5636	1.0294	1.4496	0.9950	1.4204	1.4708	1.2994	1.3330	1.9238
3	Kalutara	0.7169	NQC	0.5435	1.2499	1.1947	0.9800	NQC	1.7103	1.0277	NQC	1.0515	1.4302	1.5003	1.3483	1.3548	NQC
4	Matale	0.7023	NQC	0.5843	1.2345	1.2208	1.0190	1.9827	1.5703	NQC	1.4465	1.0301	1.4246	1.3013	0.7767	1.3868	1.9473
5	Kandy	0.7109	1.6011	0.4998	1.2319	1.1990	0.9856	1.6667	1.6789	1.0448	1.4430	1.0024	1.4216	1.5409	1.3100	1.3526	1.9852
6	Nuwara Eliya	0.6998	NQC	NQC	1.2354	1.0914	0.8427	1.6601	1.4323	1.1197	1.4484	NQC	1.4351	1.1645	1.0917	1.3722	1.8684
7	Galle	0.7442	NQC	0.5538	1.2484	1.2350	1.0433	1.6769	NQC	1.0453	1.4501	1.0509	1.5466	1.5573	1.3550	1.3511	NQC
8	Matara	0.7012	1.6284	0.5670	NQC	1.2434	0.9940	1.6427	1.6665	NQC	1.5028	0.9991	NQC	1.5796	1.2784	1.4192	NQC
9	Hambanthota	0.6992	NQC	0.5475	1.2622	1.2174	0.9961	1.6928	1.6171	NQC	1.4498	1.0046	NQC	1.4368	1.2326	1.4627	NQC
10	Jaffna	0.7532	NQC	NQC	NQC	1.2179	0.8883	1.6465	NQC	1.1475	NQC	1.0036	1.4923	1.5806	1.1008	NQC	NQC
11	Kilinochchi	NQC	NQC	NQC	NQC	0.5404	0.1956	NQC	NQC	NQC	1.6667	NQC	NQC	0.6568	0.6286	NQC	NQC
12	Mannar	0.8176	NQC	NQC	NQC	1.0173	0.4472	NQC	1.5686	NQC	NQC	NQC	NQC	1.2408	0.4474	NQC	NQC
13	Mullaitivu	NQC	NQC	NQC	NQC	1.1766	0.4542	NQC	NQC	NQC	NQC	NQC	NQC	0.5614	0.1244	NQC	NQC
14	Vavuniya	NQC	NQC	NQC	NQC	1.0071	0.5766	NQC	1.5403	NQC	NQC	NQC	NQC	0.9971	0.8745	1.5814	1.7894
15	Trincomalee	0.7282	NQC	NQC	1.3367	1.0578	0.9047	NQC	1.6108	NQC	1.5276	NQC	1.4352	1.2125	1.0480	NQC	NQC
16	Batticaloa	NQC	NQC	0.5037	NQC	1.2140	0.7379	1.6513	NQC	1.2115	1.5611	NQC	NQC	1.4483	1.1990	1.5341	NQC
17	Ampara	0.8804	NQC	0.5038	1.2338	1.1624	1.0077	1.8209	1.5994	1.0292	NQC	1.1417	1.4475	1.4106	1.3466	1.3430	NQC
18	Puttalam	0.6994	NQC	0.5759	1.3575	0.9635	0.8494	1.7354	1.5154	1.1087	1.5488	NQC	1.4204	1.4168	1.2323	1.3278	1.9267
19	Kurunegala	0.7214	1.6418	0.4989	1.2300	1.1465	0.9818	1.6499	1.6216	1.0631	1.4418	0.9997	1.4272	1.5165	1.2165	1.3429	2.0436
20	Anuradhapura	NQC	1.6448	NQC	1.2300	0.9873	0.8939	1.8069	1.4217	NQC	1.4374	NQC	1.4302	1.3310	1.3708	1.3479	1.7481
21	Polonnaruwa	NQC	NQC	NQC	1.2343	0.8968	0.7623	NQC	1.4072	NQC	1.5335	NQC	1.4406	1.1775	0.9443	1.3624	1.8430
22	Badulla	0.7352	1.6763	0.5997	1.4024	1.1345	0.9052	NQC	1.5337	1.0701	1.4418	NQC	1.5028	1.5391	1.2625	1.3616	1.9109
23	Moneragala	0.6960	1.6333	0.5055	1.2345	1.1102	0.9187	1.6917	1.4013	NQC	1.4497	NQC	NQC	1.0491	0.7443	1.3515	1.6753
24	Kegalle	0.6963	NQC	0.5164	1.2305	1.2324	1.0031	1.6450	1.6064	1.0903	1.4692	1.0215	1.4271	1.5712	1.2839	1.4004	2.1362
25	Ratnapura	0.6939	NQC	0.5081	1.2430	1.1824	0.9861	1.7312	1.6039	NQC	1.4752	0.9953	1.4947	1.5624	1.2117	1.3282	NQC

NQC: Not Qualified Candidate

Methodology

Information needed for the preparation of the employability survey report was collected through the questionnaire (Annexure I). Information from the students graduated in the year 2020 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 before the convocation. However, this survey round, convocation had been postponed several times due to Covid 19 pandemic. The convocation for the 2020 graduates were finally held on February 17th and 18th 2022. Thus, there is a significant time gap between the completion of the degree programme and the gathering of information from the graduates. 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 duration between the final examination and the convocation were different among four Faculties as shown in **Table 02** above.

Then, the collected survey questionnaire forms were entered into computers by the University statistical officer and her staff and the staff of Unit 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 further analysis and reporting. The information was analysed, compared and reported by two Coordinators of the External Affairs unit.

Chapter 1

Employability Survey Results 2020: 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 Wayamba University of Sri Lanka held in 2022. Total number of eligible graduates for the Convocation from the Faculty was 137 and among them 129 have responded to the distributed questionnaire. The percentage of response for the questionnaire was 94%. **Table 1.1** indicates the number of students responded to the questionnaire from different specialization programmes offered by four departments in the faculty. Time lag between the completion of the Degree programme and the survey date (the date of the General Convocation 2022) 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 the graduates in FAPM, who were eligible to obtain the degree at general convocation (including 4 lateral entry students)

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Agribusiness Management	137	42
Biotechnology		19
Horticulture & Landscape Gardening		46 (04 lateral)
Plantation Management		22
Total	137	129

Demography of Graduates

Female student population was significantly higher in the FAPM. Females represented 68% 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	31	11	42	74%	26%
Biotechnology	13	6	19	68%	32%
Horticulture & Landscape Gardening	29	17	46	63%	37%
Plantation Management	15	7	22	68%	32%
Total	88	41	129	68%	32%

Majority of the students were within the age range of 27-29 years and reported as 77%. Out of the total graduates 20% were in the age group of 24-26 years old. 3% of graduates fall into age category above 30 years in FAPM (**Figure 1.1**). Higher age group was reported due to lateral entry.

Three ethnic groups were represented among the total graduates. Sinhala is the main ethnic category and reported as 97% of the total graduates from the FAPM in 2020. Muslim and Tamil ethnic categories were reported as 2% and 1% respectively (**Figure 1.2**).

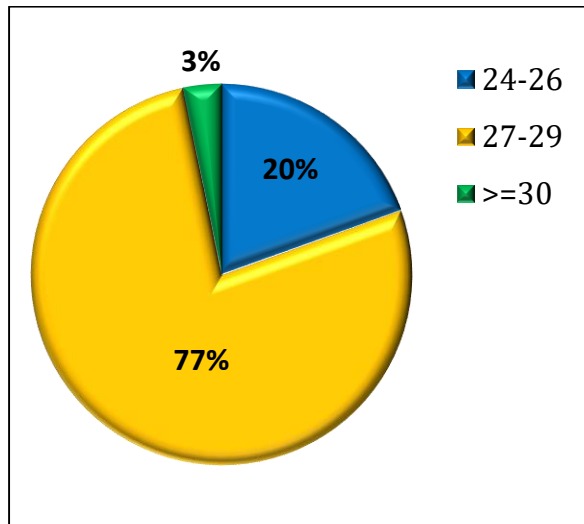


Figure 1.1. Age structure of the graduates of the FAPM.

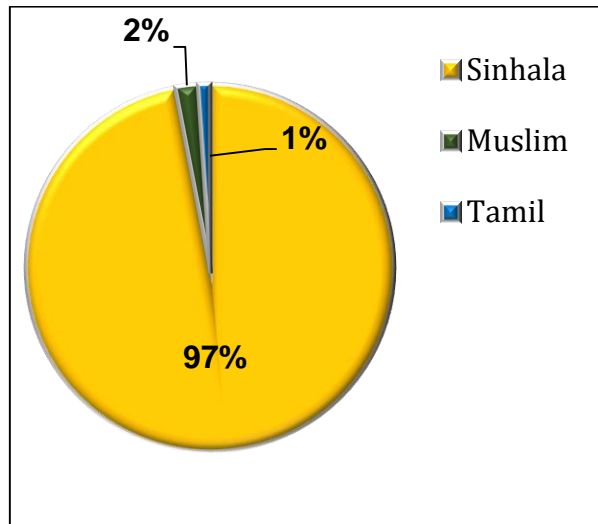


Figure 1.2. Representation of different ethnic groups in the FAPM.

Students from semi-urban areas have represented the highest proportion of the graduate population and was reported as 66%. Students from rural and urban areas were reported as 20% and 14% respectively among the graduates of FAPM in 2020 (**Figure 1.3**).

Students who entered from second and third attempts in A/L examination represented the 82% of the total graduate population of FAPM in 2020. Among all graduates (2020) of FAPM, only 18% entered to the university at their first A/L attempt (**Figure 1.4**).

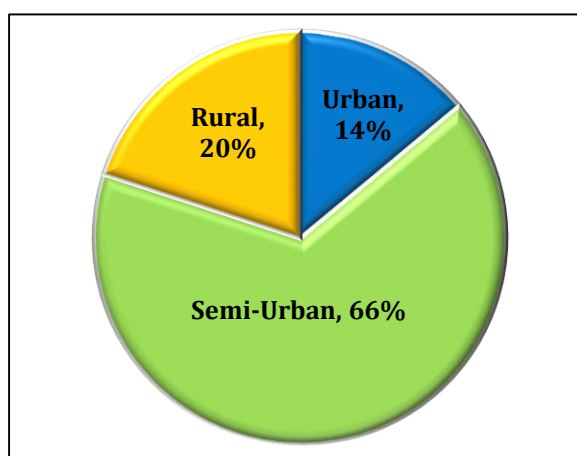


Figure 1.3. Residential areas of graduates

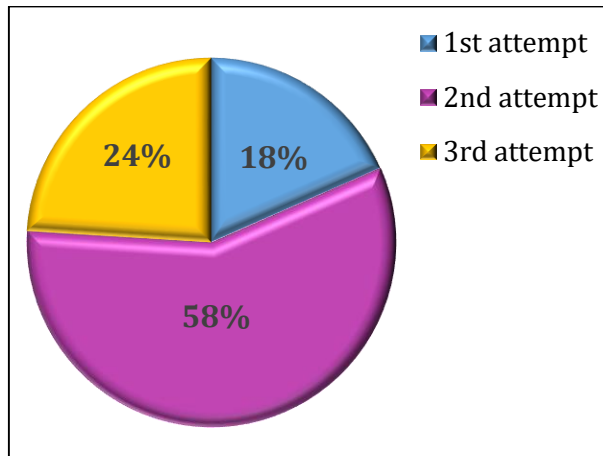


Figure 1.4. Number of A/L attempts for university entrance

Linguistic medium of the A/L examination of graduates is given in **Figure 1.5**. Majority (95%) of the students sat for the A/L examination in Sinhala medium. It was reported as 4% and 1% for the students who sat for the A/L examination in Tamil and English medium respectively.

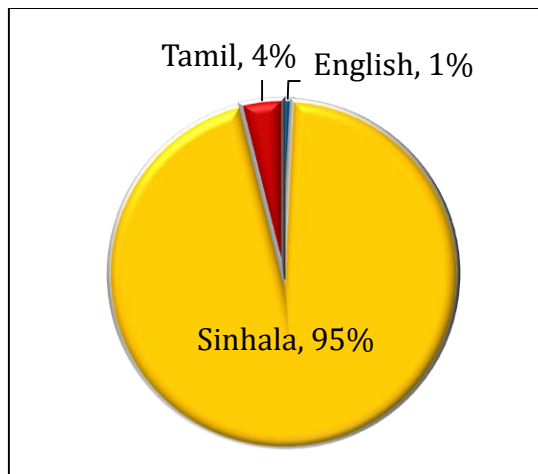


Figure 1.5. Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

Among all the graduates who responded, 129 have answered this question. Prevalence of the First Class passes in the final examination in 2020 in FAPM was 9%. Second Class Upper division passes were reported as 46%. Second Class Lower division and General passes were obtained by 28% and 17% of the 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.

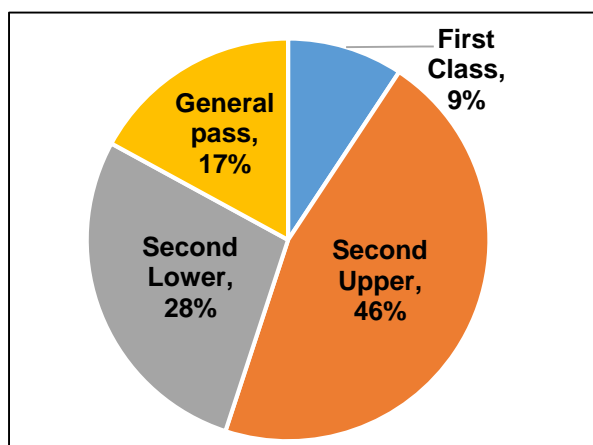


Figure 1.6. Overall performance of graduates in FAPM.

Table 1.3. Performance of graduates in different specialisations in the FAPM

Department	First Class	Second Upper	Second Lower	Pass	Total
Agribusiness Management	4	20	11	7	42
Biotechnology	4	14	1	0	19
Horticulture & Landscape Gardening	3	16	17	10	46
Plantation Management	1	9	7	5	22
Total	12	59	36	22	129

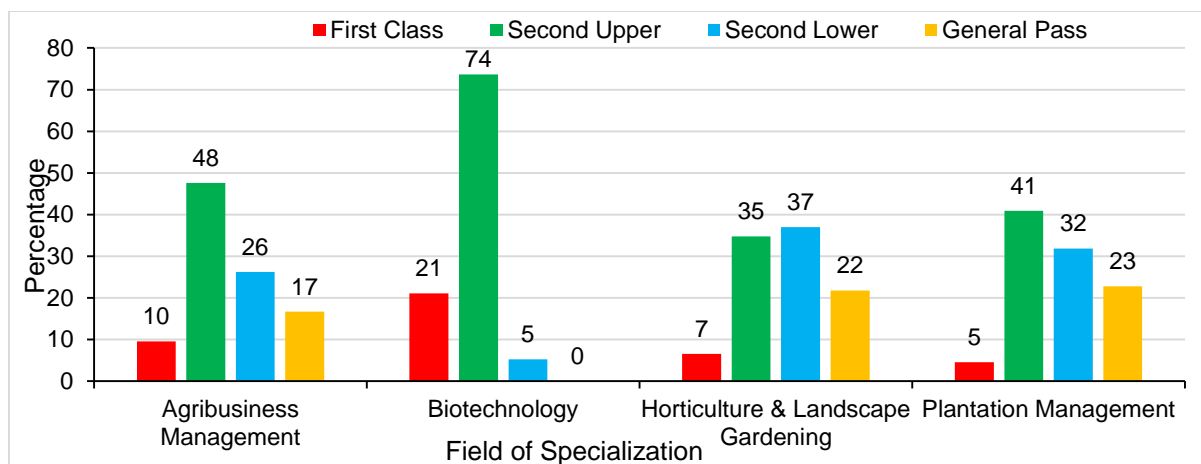


Figure 1.7. Percentages of different grades obtained by students in different specialization programmes offered by FAPM.

Employability Status of Graduates

Excluding 4 lateral entry students in the degree programme, this analysis is based on the responses of 125 students. Among the graduates of the faculty, 55% of them have managed to obtain their first job within one year and 10 months and 17 days period from the final examination. Among total employed graduates (69), all responded for this question. **Table 1.5** indicates the different categories of employment of the graduates. Among 69 respondents, 59% have obtained permanent jobs. According to the survey 19% of employed graduates were in temporary jobs and 10% were on contract basis. 12% were in training periods (**Figure 1.8**). In this analysis graduates in training categories were considered as employed.

Table 1.4 Employability of Graduates by specialisations in the FAPM

Department	Employed	Unemployed	Total
Agribusiness Management	22	20	42
Biotechnology	13	6	19
Horticulture & Landscape Gardening	21	21	42
Plantation Management	13	9	22
Total	69	56	125
BSc. in Agriculture	55%	45%	100%

Table 1.5. Different categories of employments of graduates in FAPM

Department	Contract basis	Permanent	Temporary	Training	Unemployed	Total
Agribusiness Management	2	14	5	1	20	42
Biotechnology	0	8	4	1	6	19
Horticulture & Landscape Gardening	4	11	4	2	21	42
Plantation Management	1	8	0	4	9	22
Total	7	41	13	8	56	125

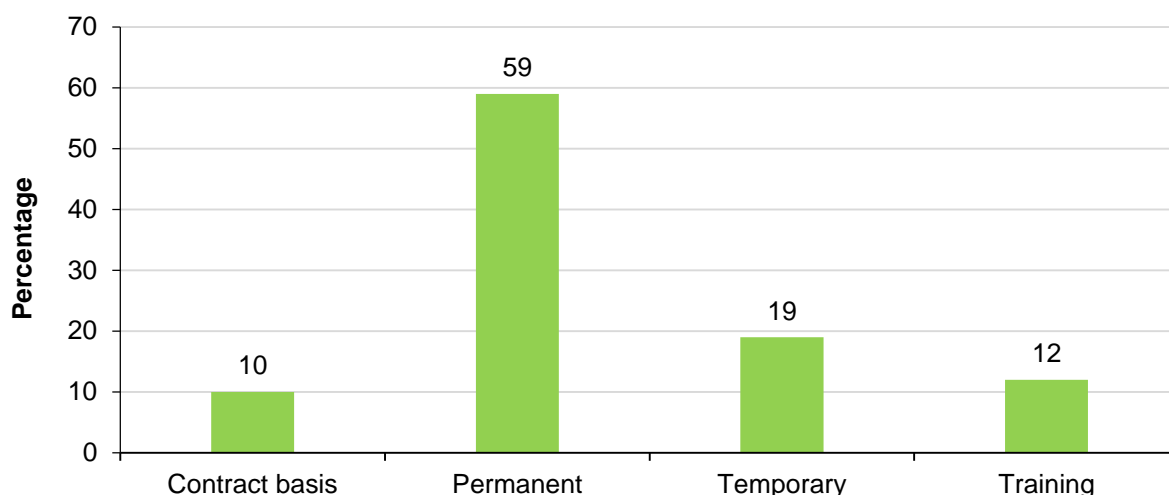


Figure 1.8. Percentage enrollments of graduates of FAPM in different employment categories.

Different sectors of employers

This question was answered by all (69) employed graduates of FAPM at the General Convocation held in February 2022. Majority of the graduates (71%) were employed by the private sector and the public sector job enrollment was reported as 13%. Job enrollment in semi-government institutions were reported as 15% respectively and NGO were reported as 1% (**Figure 1.9**).

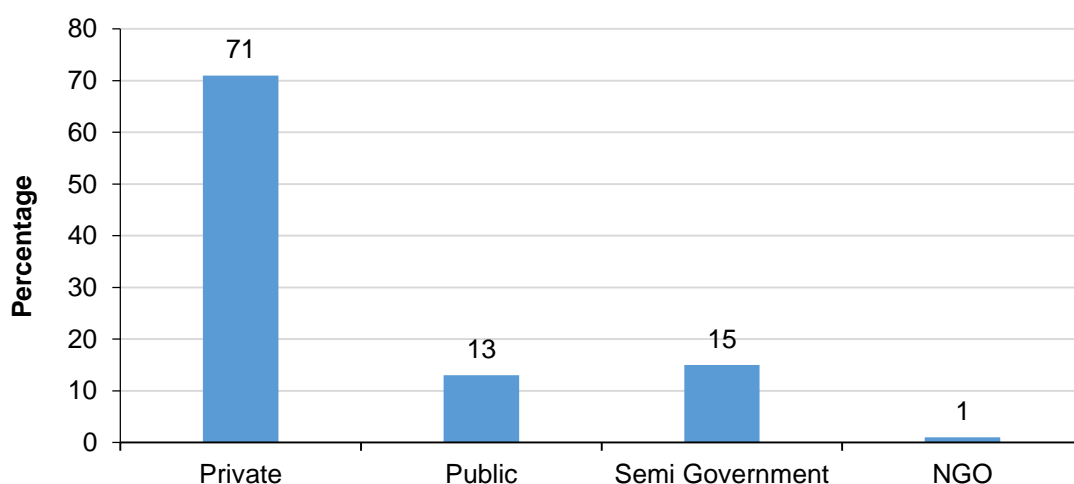


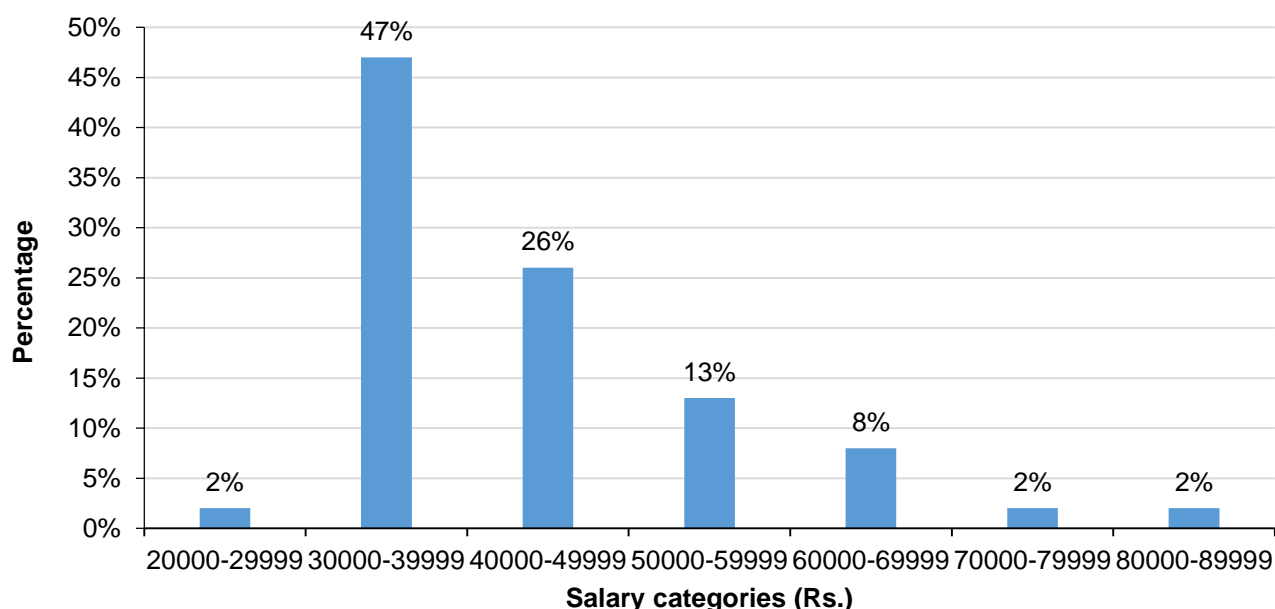
Figure 1.9. Percentage job enrollments of graduates of FAPM in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FAPM

From the total employed graduates (69) only 61 had answered this question. Salary level distributions among different specializations were indicated in the **Table 1.6**. The majority of the responded graduates (51%) have obtained above Rs. 40,000/- as the monthly salary for their first job and 47% was employed for the range of Rs. 30,000 to 39999 monthly salaries. (**Table 1.6** and **Figure 1.10**).

Table 1.6. Salary levels of employed graduates of FAPM

Monthly Salary (LKR)	Agribusiness Management	Biotechnology	Horticulture & Landscape Gardening	Plantation Management	Total Respondents from Each Category
20000-29999	0	1	0	0	1
30000-39999	8	4	9	8	29
40000-49999	7	3	5	1	16
50000-59999	3	1	2	2	8
60000-69999	2	0	3	0	5
70000-79999	0	1	0	0	1
80000-89999	1	0	0	0	1
Total respondents from each department	21	10	19	11	61

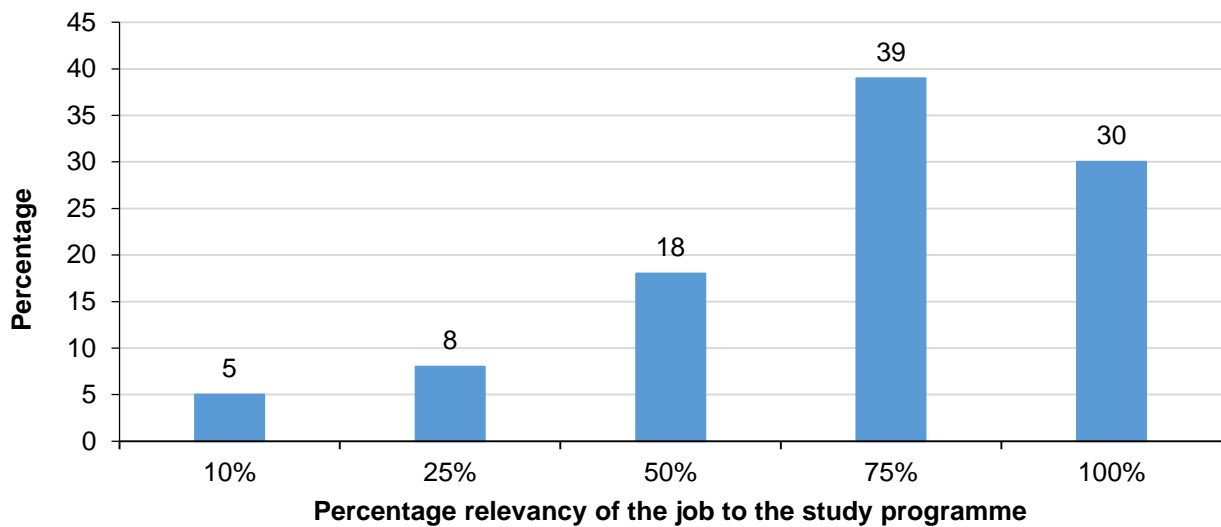
**Figure 1.10.** Percentage distribution of the employed graduates in different salary levels

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 61 graduates who have responded to this question and the statistics of their responses were given in **(Table 1.7)**. The present survey has indicated that 69% of the graduates of FAPM were employed in jobs that were highly relevant (more than 75% relevance) to their degree programme and the specialization area. It was reported as 18%, when considering the 50% relevance of their education to the current occupation **(Figure 1.11)**.

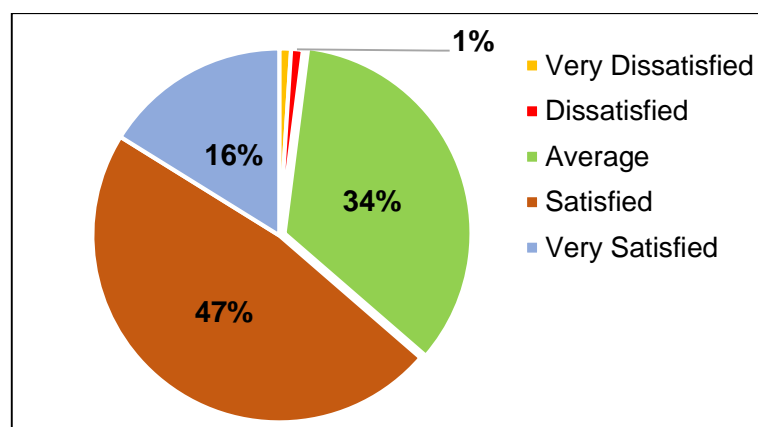
Table 1.7. Perceived relevance of degree to employment

Department	Perceived relevance of degree to employment					Total
	10%	25%	50%	75%	100%	
Agribusiness Management	2	1	6	9	1	19
Biotechnology	1	2	3	2	6	14
Horticulture & Landscape Gardening	0	0	1	10	6	17
Plantation Management	0	2	1	3	5	11
Total responses in each category	3	5	11	24	18	61

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

Level of Job Satisfaction among Graduates of FAPM

Total number of 73 graduates including lateral entry have answered to this question. Among all responses, 16% of them were very satisfied with their current occupation while 47% of them were in satisfied category. Together with these two categories 63% of graduates were satisfied with their present job. Average level of satisfaction was reported as 34% and only 1% graduates have fallen in to dissatisfied and very 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 69 of the employed graduates. Graduates could give multiple answers for this question. According to their evaluation the Degree, field of study, English proficiency, Personality and soft skills have been rank in the 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 the 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).

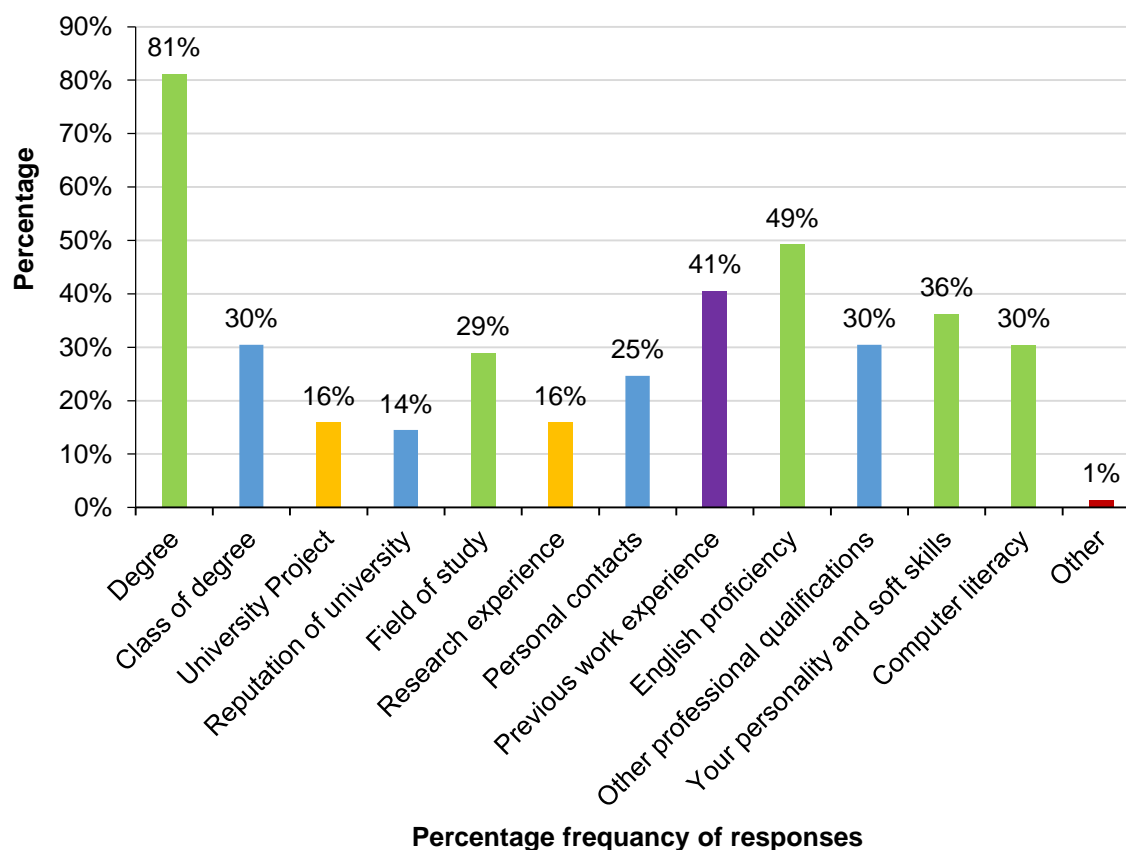


Figure 1.13. Most influential factors to obtain the present job

Help from University Education to Career Development

Support of the degree programme to students' career development, to get a job and their personal growth were at satisfactory levels with scores above 4 out of the 5 Likert scale. It indirectly indicates the support of the curriculum for necessary knowledge and skills for working environment. However, rating for support for the starting period of employment and to become entrepreneur have received average scores. 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).

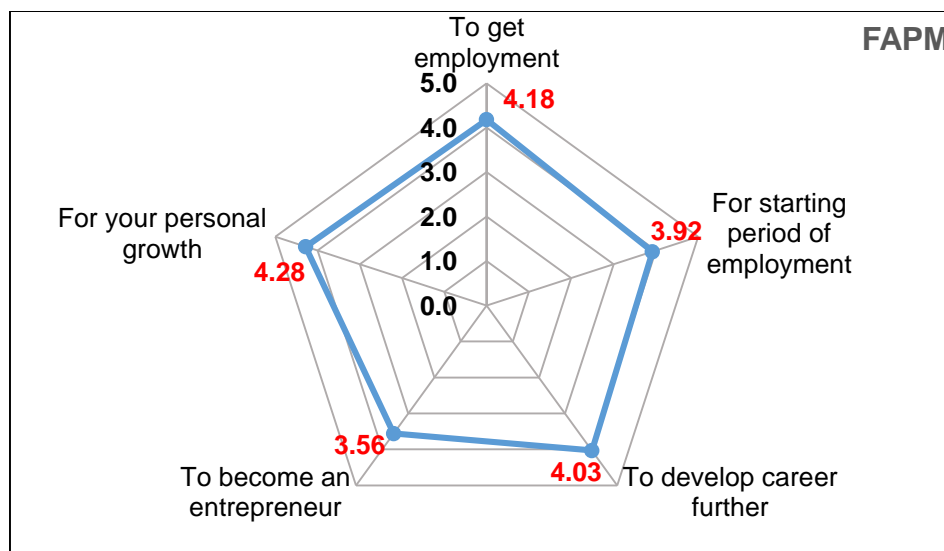


Figure 1.14. Support from the university education to career development as rated by FAPM graduates

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

Considerable number of students graduated from the FAPM had additional qualifications and 94 of them have been following such programmes and 32 of them have completed Diploma Level courses at the time of the survey. Among additional qualification holders, 14 students have some other qualifications, which have not been categorically indicated (**Table 1.8**). Of the responded graduates, 19 were reading for their Post Graduate Degrees including MSc. (16), MPhil. (01) and MBA (2). 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 1.8. 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	Other	
	C	R	C	R	R	R	C	R
Agribusiness Management	10	3	5	3	-	2	5	2
Biotechnology	7	-	-	4	-	-	2	1
Horticulture & Landscape Gardening	10	5	6	9	1	-	4	1
Plantation Management	5	4	2	-	-	-	3	-
Total	32	12	13	16	1	2	14	4

Chapter 2

Employability Survey Results 2020: 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) who are eligible to receive the degrees at the General Convocation of Wayamba University of Sri Lanka held in February 2022. This survey comprised of all specialization programmes offered by the FAS. The response rate for the questionnaire was high in all degree programmes and overall response rate was 91% (**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 February 2022.

Degree programme	No. of Questionnaire Sent	No. of Questionnaire Received
B.Sc. (General)	137	61
B.Sc. (Joint Major)		52
B.Sc. (Special) in Mathematics with Statistics		4
B.Sc.(Special) in Industrial Management		2
B.Sc.(Special) in Computer Science		6
Total	137	125

Demography of Graduates

Among the total graduates of the FAS, around 40% were females and 60% were males. According **Table 2.2**, more female students were graduated from specialization programmes.

Table 2.2: Gender composition of graduates in FAS.

Degree Program	Female	Male	Total no. of graduates	% Female	% Male
B.Sc. (General)	22	39	61	36	64
B.Sc. (Joint Major)	16	36	52	31	69
B.Sc. (Special) in Mathematics with Statistics	4	0	4	100	0
B.Sc. (Special) in Industrial Management	2	0	2	100	0
B.Sc. (Special) in Computer Science	6	0	6	100	0
Total	50	75	125	40	60

Majority of the students were within the age range of 27-29 and reported as 55%. Of the total graduates 38% were in the age group of 24-26 years. Moreover, in the FAS, 7% of the graduates fall into the age category above 30 years (**Figure 2.1**).

Three ethnic groups were represented among the total graduates and namely Sinhala, Tamil, and Muslim. Sinhala, Tamil, and Muslim ethnic groups were represented as 95%, 4%, and 1% were respectively in graduate population (**Figure 2.2**).

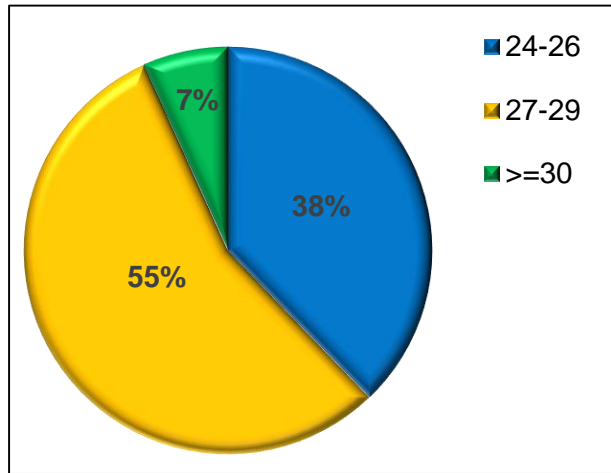


Figure 2.1. Age structure of the graduates in the FAS.

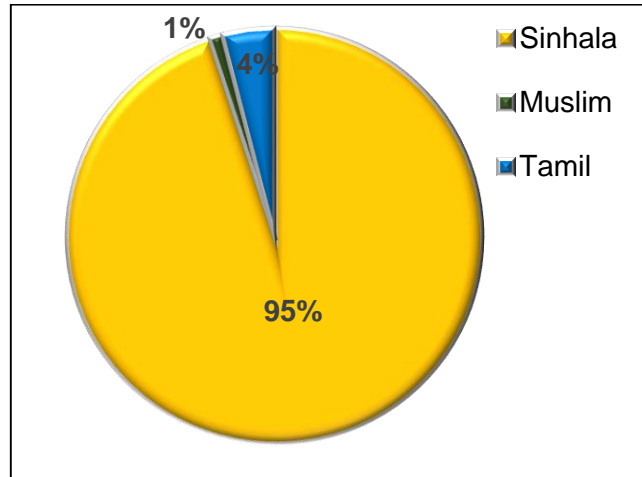


Figure 2.2. Representation of different of ethnic groups in the FAS.

Students from semi-urban areas have represented 55% of the graduate population in 2020. Students from rural and urban areas were reported as 18% and 28% respectively (**Figure 2.3**).

Among total graduate population in FAS, 35% had single attempt in Advanced Level Examination. Majority of the Students (46%) had second attempt and 19% got entered to the University at their third attempt of Advanced Level Examination (**Figure 2.4**).

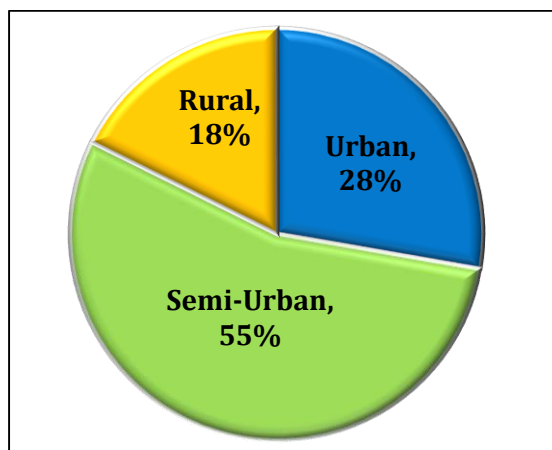


Figure 2.3. Residential areas of graduates

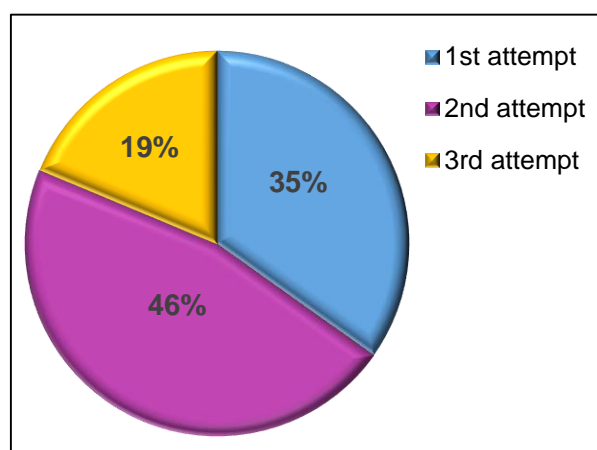


Figure 2.4. Number of A/L attempts for University entrance

Linguistic medium of A/L education of the majority (88%) of graduates was in Sinhala. Tamil and English medium A/L candidates were reported as 4% and 8% respectively (**Figure 2.5**).

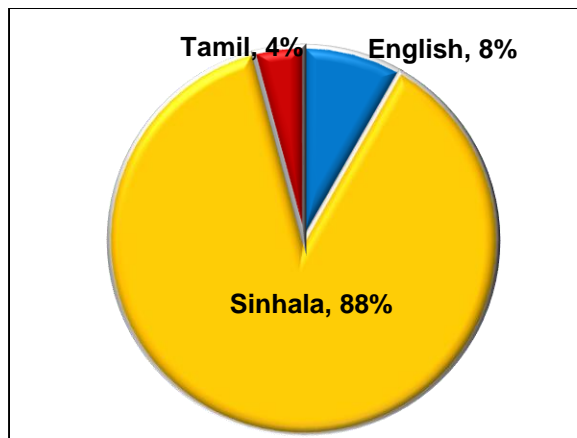


Figure 2.5. Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

There was 01 first class reported among 116 respondents and it was around 1% among total respondents. Second Class Upper Passes were reported as 15% while 21% obtained Second Class Lower Passes at General Convocation held in February, 2022. Other students (63%) 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.

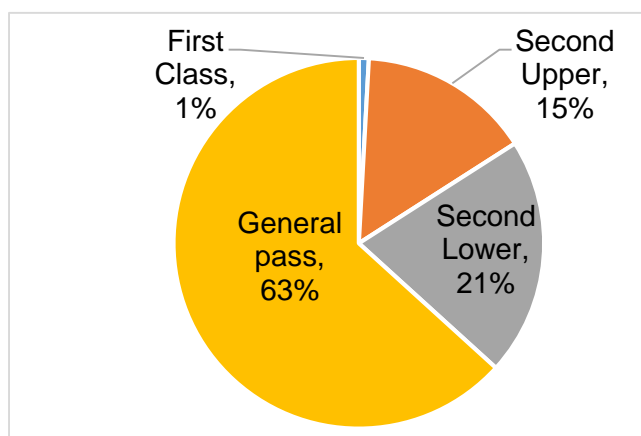


Figure 2.6. Overall performance of graduates in FAS

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	4	48	53
B.Sc. (Joint Major)	-	8	18	25	51
B.Sc. (Special) in Mathematics with Statistics	1	3	-	-	4
B.Sc.(Special) in Industrial Management	-	2	-	-	2
B.Sc.(Special) in Computer Science	-	4	2	-	6
Total	1	18	24	73	116

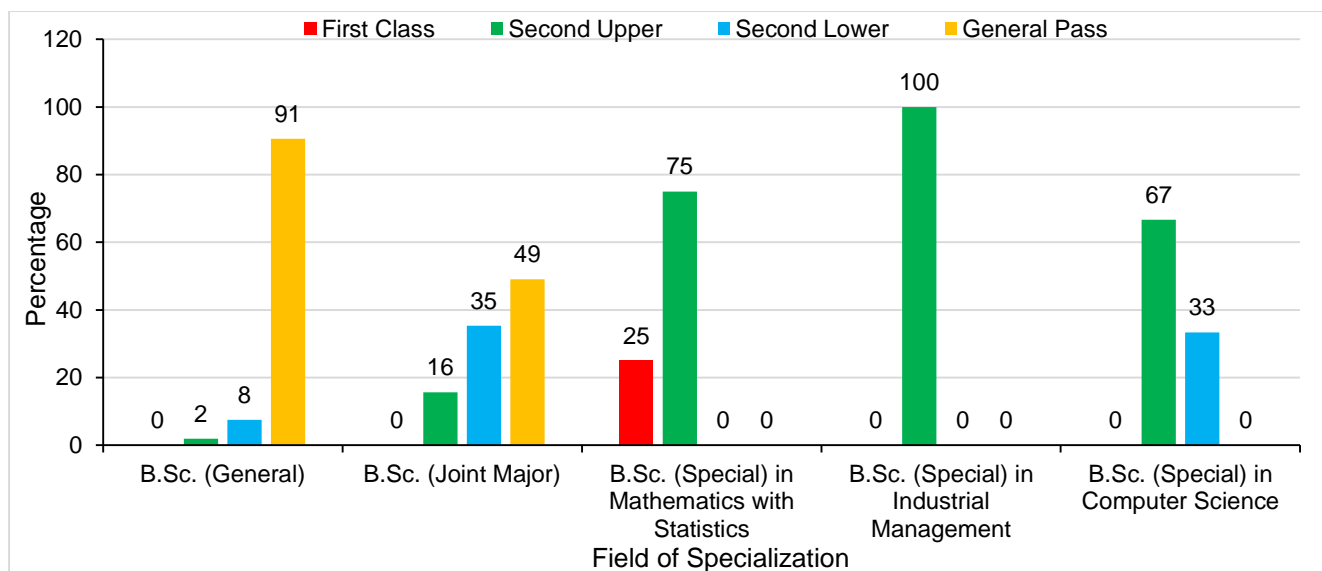


Figure 2.7: Percentages of different grades obtained by students in different degree programmes offered by FAS.

Employability Status of Graduates

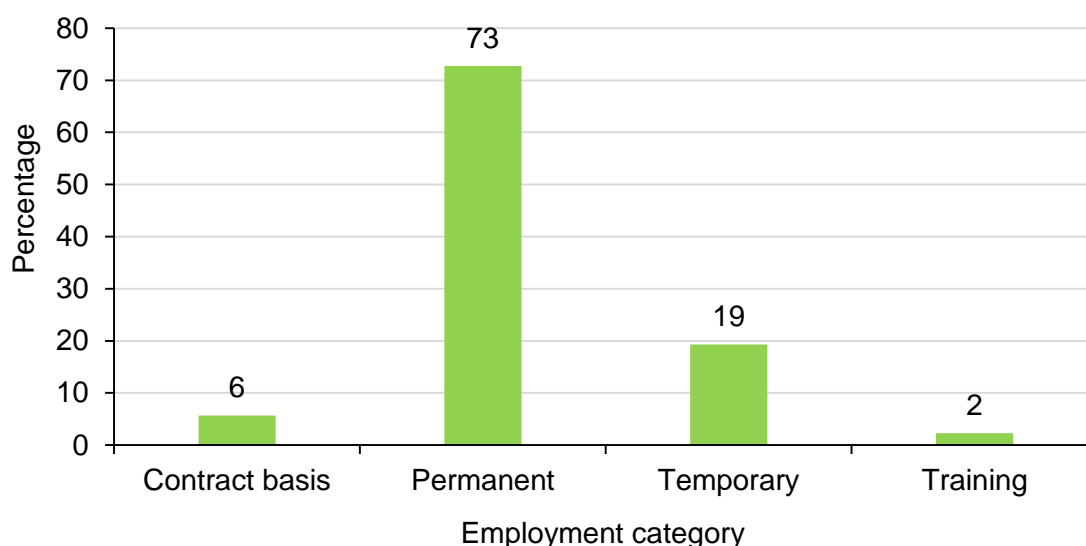
Among 125 total graduates, 88 said they were employed at the time of the survey. The employability rate of the graduates in FAS at the general convocation held in February 2022 was 71% (**Table 2.4**). **Table 2.5** shows the enrollment of graduates in different employment categories. According to **Figure 2.8**, 73% have obtained permanent jobs, while 19% of them were in temporary positions, 6% in contract basis and 2% were in training. In this analysis graduates in training attachments were considered as employed.

Table 2.4: Employability of Graduates by Degree Programmes in FAS

Degree	Employed	Unemployed	Total	Employed	Unemployed	Total
B.Sc. (General)	37	24	61	61%	39%	100%
B.Sc. (Joint Major)	41	11	52	79%	21%	100%
B.Sc. (Special) in Mathematics with Statistics	4	0	4	100%	-	100%
B.Sc. (Special) in Industrial Management	2	0	2	100%	-	100%
B.Sc. (Special) in Computer Science	5	1	6	83%	17%	100%
Total	89	36	125	71%	29%	100%

Table 2.5: Different categories of employments of graduates in FAS

Degree	Contract basis	Permanent	Temporary	Training	Unemployed	Total
B.Sc. (General)	3	31	1	1	24	60
B.Sc. (Joint Major)	1	29	10	1	11	52
B.Sc. (Special) in Mathematics with Statistics	-	-	4	-	0	4
B.Sc.(Special) in Industrial Management	-	1	1	-	0	2
B.Sc.(Special) in Computer Science	1	3	1	-	1	6
Total	5	64	17	2	36	124

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

Different Sectors of Employers

Total of 84 graduates had answered for this question. 75% of the graduates who responded this question were employed in the private sectors. Percentage employability in public sector and semi government sector were reported as 12% and 10% respectively. NGO and Foreign sector were reported as 1% and 2% respectively (**Figure 2.9**).

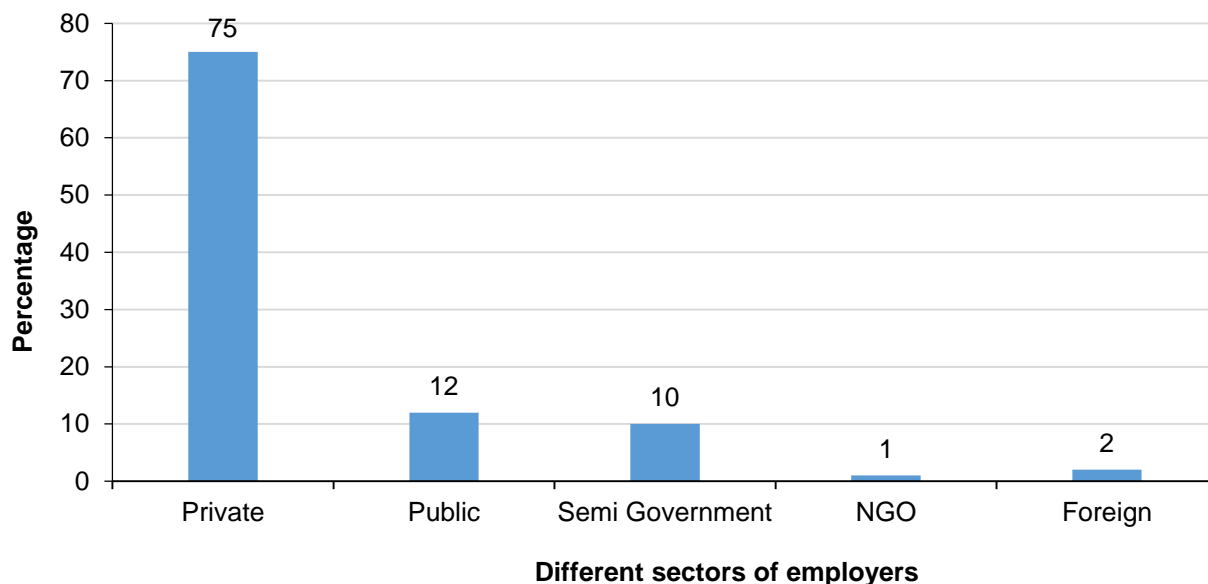


Figure 2.9. Percentage job enrollments of graduates of FAS in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FAS

Among all employed graduates of FAS in 2020, 73 graduates had answered for this question. **Table 2.5** indicates the distribution of graduates among different salary scales. Majority of students (35%) had received salaries between Rs. 40,000 to 49,999 scales. 6% of graduates were in Rs. 20,000 to 29,999 category and another 6% of graduates were in the Rs. 30,000 to 39,999 category. Salaries of 55% students were in the above Rs. 50,000 categories. (**Figure 2.10**).

Table 2.6. 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
20000-29999	1	3	0	0	0
30000-39999	2	2	0	0	0
40000-49999	6	14	4	1	0
50000-59999	6	5	0	1	0
60000-69999	1	5	0	0	0
70000-79999	5	2	0	0	1
80000-89999	0	2	0	0	0
90000-99999	3	1	0	0	0
Over 100000	6	2	0	0	0
Total respondents	30	36	4	2	1

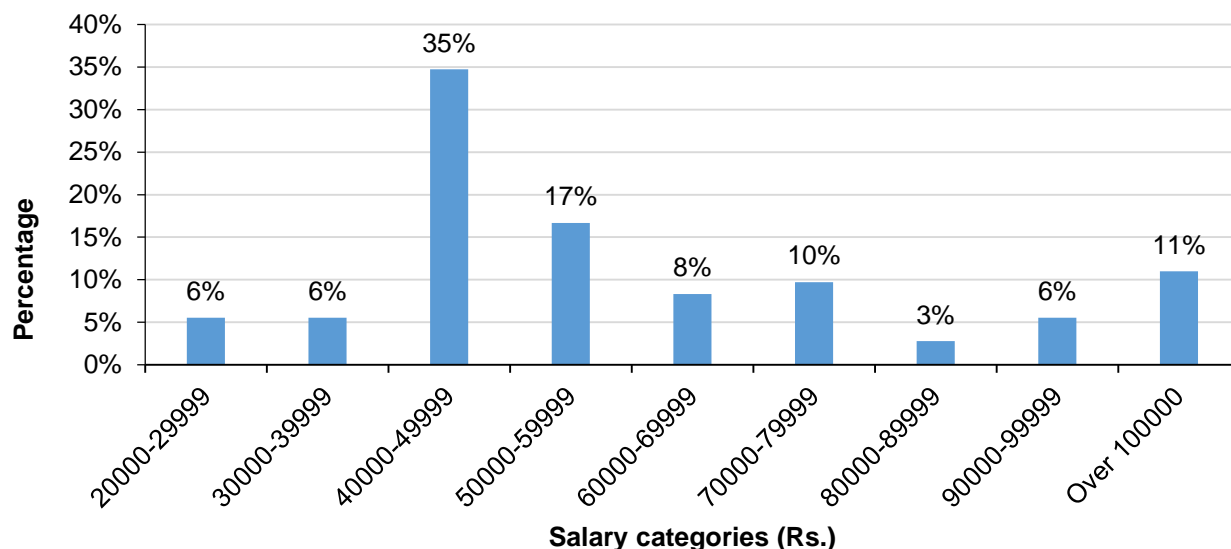


Figure 2.10. Percentage distribution of employed graduates in different salary levels

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 2.7**). **Figure 2.11** indicates the percentage of students in relation to different levels of relevancy of the job to the study programme. Among the respondents of this question, 51% of graduates were employed in jobs with the relevance of higher than 75%. More than 81% employed graduates in the faculty had over 50% relevance of their jobs to the study programme. Only 19% of students had indicated the low levels (below 25%) of matching their Degree to the current occupation. (**Figure 2.10**).

Table 2.7. Perceived relevance of degree to employment

Degree	Perceived relevance of degree to employment					Total
	10%	25%	50%	75%	100%	
BSc (General)	5	6	13	7	2	33
BSc.(Joint Major)	1	4	11	12	11	39
BSc (Special) in Mathematics with Statistics	-	-	-	-	4	4
BSc (Special) in Industrial Management	-	-	-	1	1	2
BSc (Special) in Computer Science	-	-	1	3	2	6
Total responses in each category	6	10	25	23	20	84

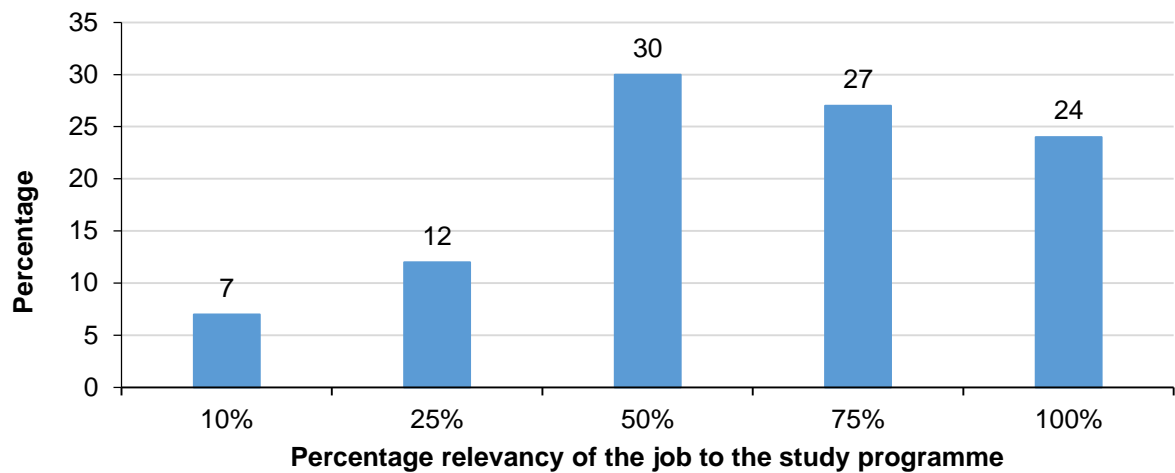


Figure 2.11 Percentage relevance of the degree to employment

Level of Job Satisfaction among Graduates of FAS

This question was answered by 97 students. Among all respondents 21% were very satisfied about the present job and 54% percent of graduates were satisfied with the current employment. Present survey indicated that 21% of graduates had average satisfaction about their employment. 1% percent of graduates were dissatisfied and 3% percent of graduates were very dissatisfied with the current employment (**Figure 2.12**).

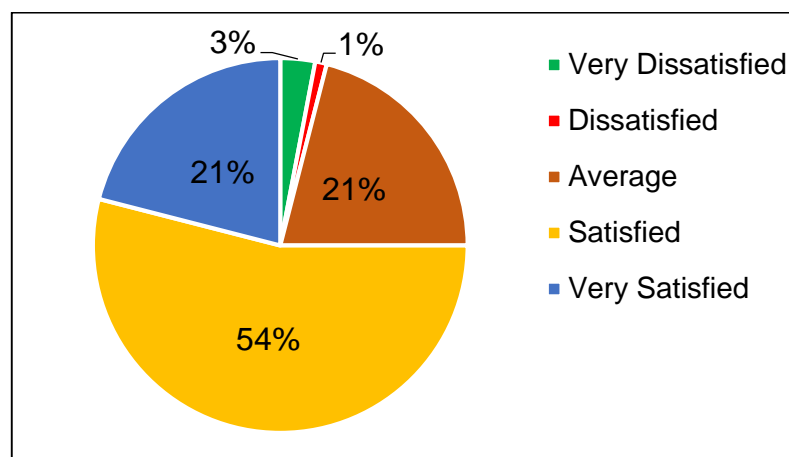


Figure 2.12. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 125 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. 55% of the graduates mentioned like that. 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, research experience and personal contacts had minor influences in finding the jobs of the graduates from the FAS according to their responses.

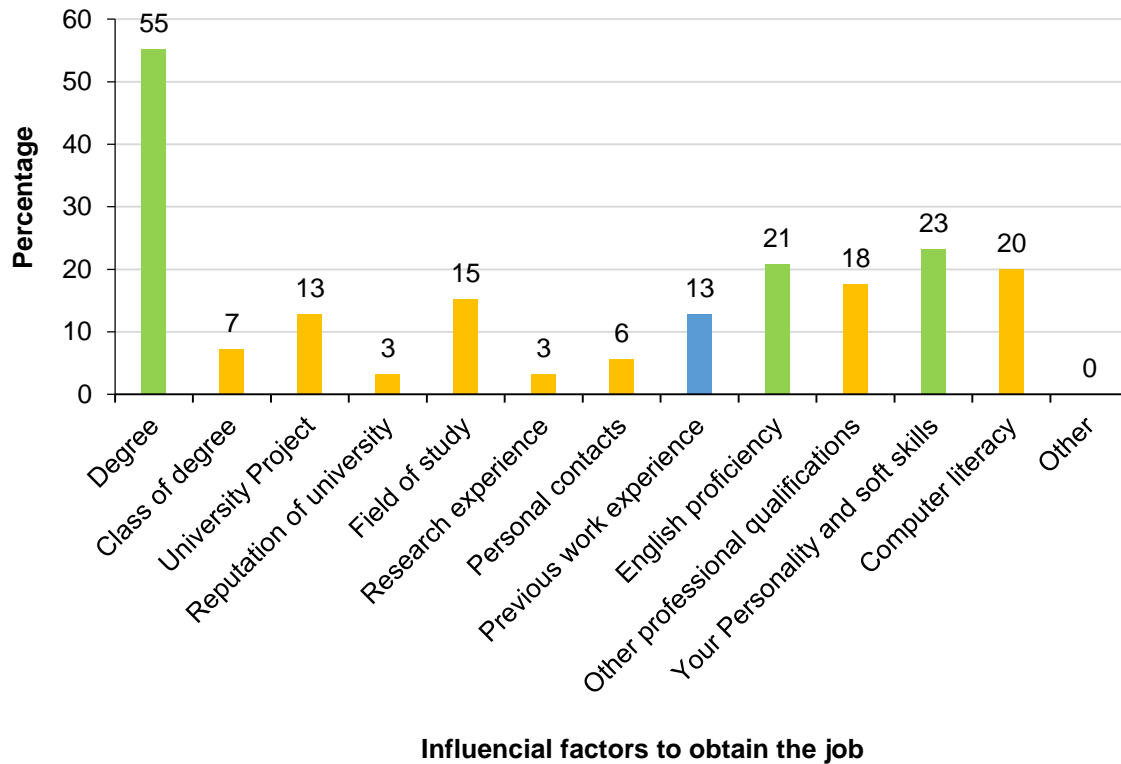


Figure 2.13. Most influential factors to obtain the present job.

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 in the Likert scale. Graduates have indicated that the University education has high influence on personal growth. The entrepreneurial skills obtaining through the degree programme has received comparably low rates (**Figure 2.14**). As such, the faculty has 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 face interviews, acclimatization to the working environment and knowledge for career development.

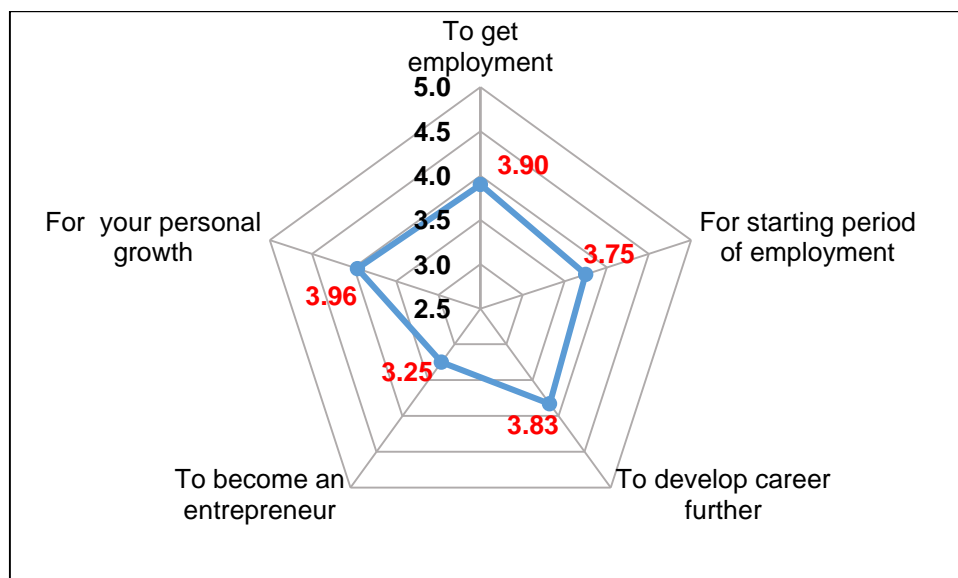


Figure 2.14. Support from the university education to career development as rated by FAS graduates

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, 27 of them have completed Diploma level courses and 13 of them are reading for different kind of proficiency at the period of survey (**Table 2.8**). This information indicates the eagerness of the students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in highly competitive business environment.

Table 2.8. Additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Degree	Diploma	MSc		MBA		CIMA	CMA	Other	
	C	C	R	C	R	R	R	C	R
B.Sc. (General)	8	1	1	-	3	1	1	7	4
B.Sc. (Joint Major)	13	-	-	1	-	-	-	2	3
B.Sc. (Special) in Mathematics with Statistics	2	-	-	-	-	-	-	-	-
B.Sc.(Special) in Industrial Management	2	-	-	-	1	-	-	-	-
B.Sc.(Special) in Computer Science	2	-	-	-	-	-	-	-	-
Total	27	1	1	1	3	1	1	9	7

Chapter 3

Employability Survey Results 2020: Faculty of Business Studies and Finance (FBSF)

Response Rate of FBSF for Employability Survey

Graduates of the 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 Wayamba University of Sri Lanka held in February, 2022. The response rate for the questionnaire was reported as 91% (**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 held at February 2022.

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Accountancy & Business Finance	231	211
Banking & Finance	34	31
Business Management	145	133
Insurance & Valuation	29	25
Total	439	400

Demography of Graduates

Among the total graduates of the faculty of Business Studied & Finance 70% were females and 30% were males. Comparatively high numbers of female enrolment in Banking and Finance degree programme and Business Management degree programmes were reported. There were 77% 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 & Business Finance	142	69	211	67%	33%
Banking & Finance	24	7	31	77%	23%
Business Management	102	31	133	77%	23%
Insurance & Valuation	14	11	25	56%	44%
Total	282	118	400	70%	30%

Age structure at the graduation for FBSF in 2020 is given in the **Figure 3.1**. Majority of the students were within the age range of 24-26 years and reported as 70%. Others were in the age range of 27-29 years (30%).

Four ethnic groups were represented among the total graduates in FBSF. Sinhala, Tamil and Muslim ethnic groups were reported as 95%, 4%, 1% respectively (**Figure 3.2**).

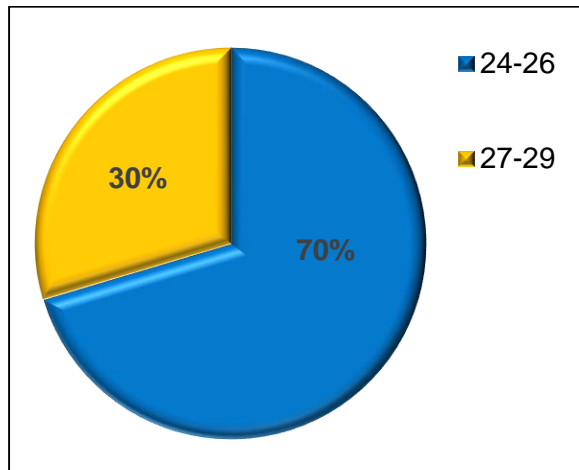


Figure 3.1. Age structure of the graduates in the FBSF.

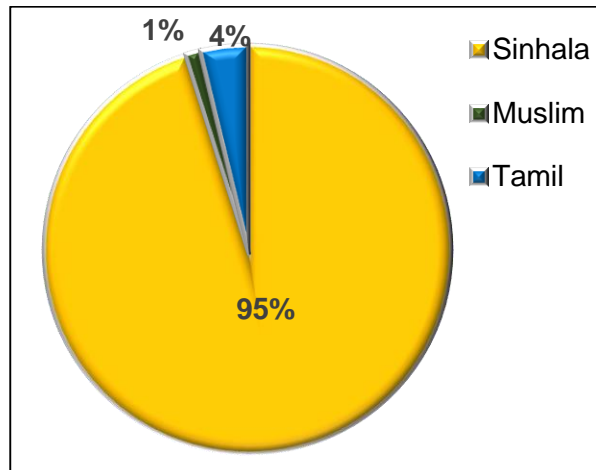


Figure 3.2. Representation of different ethnic groups in the FBSF

Majority of the students graduated in FBSF came from semi-urban areas of the country and was reported as 47%. Students from rural and urban areas were reported as 29% and 24% respectively among graduates (**Figure 3.3**).

Majority of the graduates in year 2020 were entered to the university at their first attempt in A/L examination and it was 73%. Students entered to the university at second A/L attempt were reported as 24% and students in third attempt were reported as 2% (**Figure 3.4**).

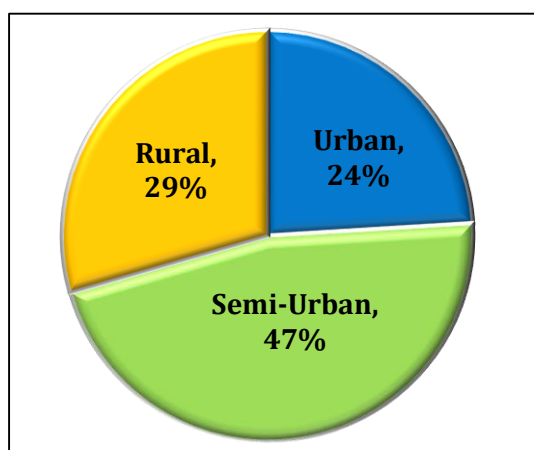


Figure 3.3. Residential areas of graduates

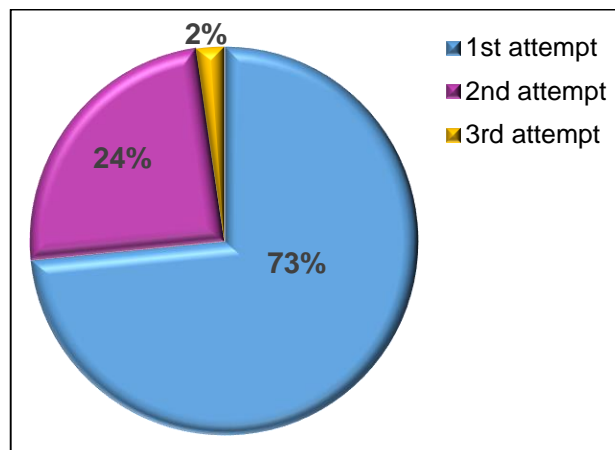


Figure 3.4. Number of A/L attempts for university entrance

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**).

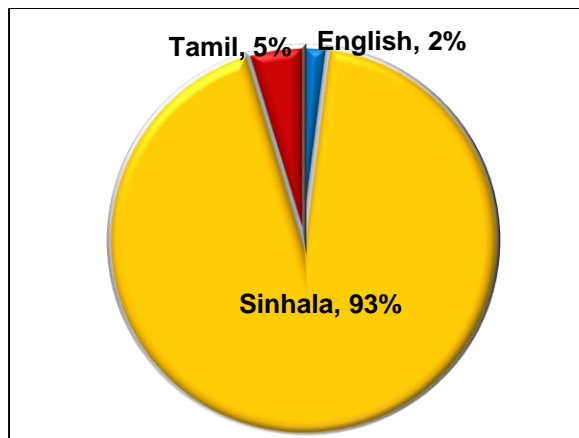


Figure 3.5. Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

This question was answered by 392 graduates. **Table 3.3** shows the academic performance of the students of FBSF at General Convocation held in February 2022. Out of the FBSF graduates 2% have obtained first class pass and 25% have obtained second class upper pass (**Figure 3.6**). Another 26% have obtained second class lower pass and 47% 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.

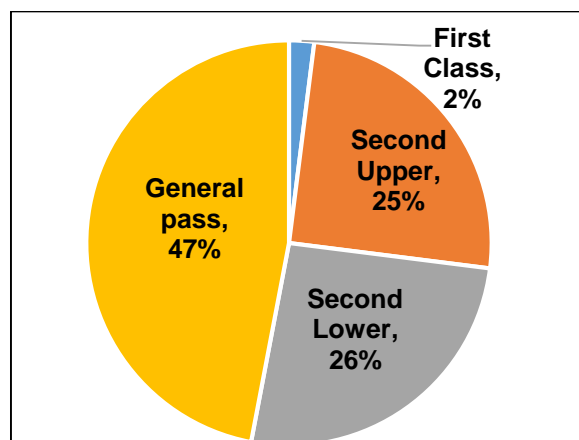


Figure 3.6. Overall performance of graduates in FBSF.

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

Department	First Class	Second Upper	Second Lower	General Pass	Total
Accountancy & Business Finance	5	48	39	114	206
Banking & Finance	1	9	16	5	31
Business Management	4	35	37	54	130
Insurance & Valuation	0	6	9	10	25
Total	10	98	101	183	392

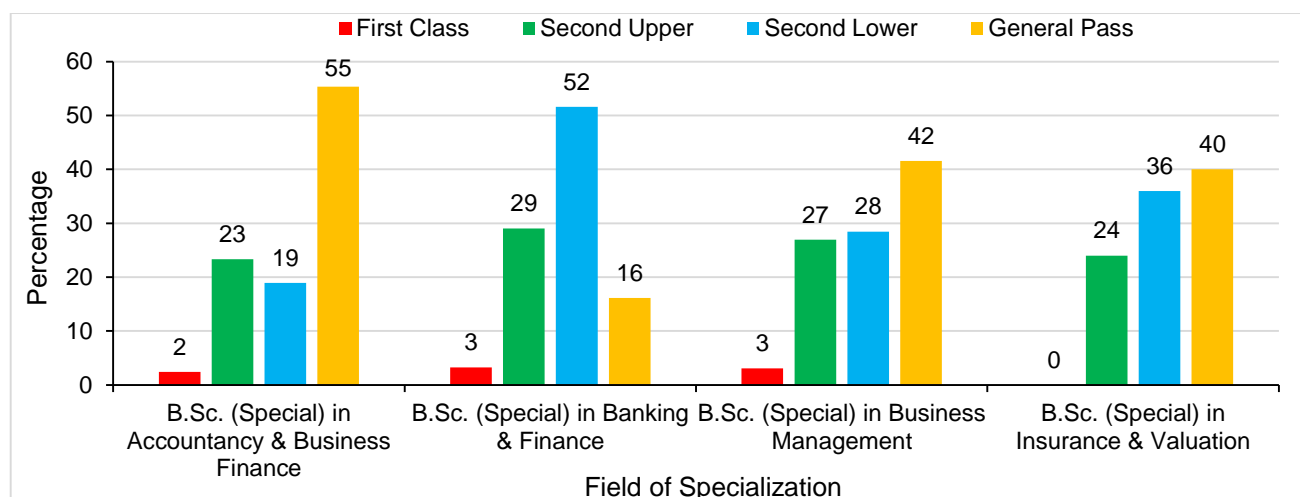


Figure 3.7. Percentages distribution of grades among graduates in different specialization programmes offered by FBSF.

Employability Status of Graduates

Total number of 296 students have answered for this question Employability status of the graduates in FBSF at the general convocation held in February 2022 were given in the **Table 3.4**. Among all graduates of FBSF, 76% were employed at the time of the survey. However, it should be noted that the time lag between the final examination and the survey (date of the General Convocation 2022) is different for different degree programmes offered by the faculty and it is given in **Table 02** under the Introduction of the report. **Table 3.5** shows the different categories of employment of graduates. Out of all responded graduates, 70% have obtained permanent jobs, 7% of them were in temporary positions, 12% in contract basis, 11% were in training (**Figure 3.8**).

Table 3.4: Employability of Graduates by Degree Programmes in FBSF

Degree	Employed	Unemployed	Total	Employed	Unemployed	Total
B.Sc. (Special) in Accountancy & Business Finance	156	55	211	74%	26%	100%
B.Sc. (Special) in Banking & Finance	26	5	31	84%	16%	100%
B.Sc. (Special) in Business Management	100	33	133	75%	25%	100%
B.Sc. (Special) in Insurance & Valuation	21	4	25	84%	16%	100%
Total	303	97	400	76%	24%	100%

Table 3.5. Different categories of employments of graduates in FBSF

Department	Contract basis	Permanent	Temporary	Training	Total
Accountancy & Business Finance	24	100	10	23	157
Banking & Finance	5	13	4	2	24
Business Management	6	79	8	2	95
Insurance & Valuation	1	14	0	5	20
Total	36	206	22	32	296

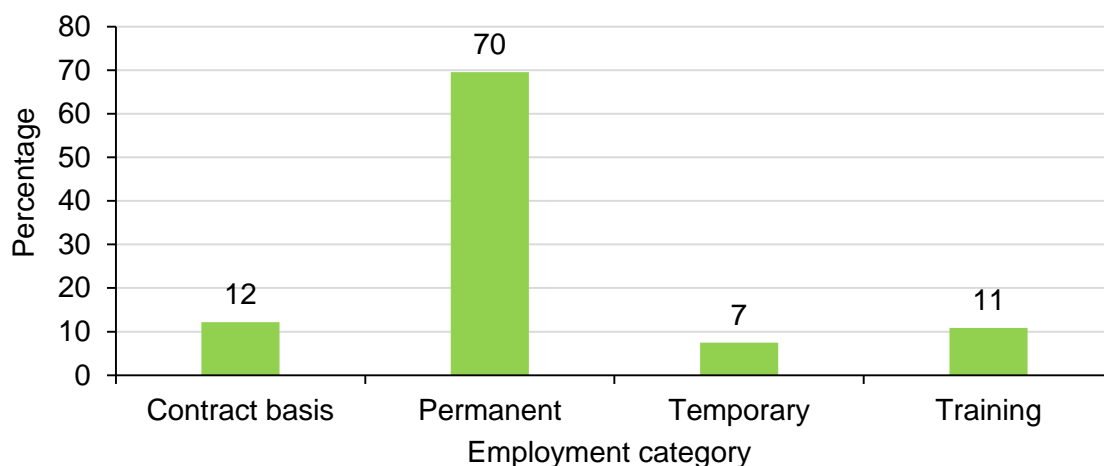


Figure 3.8. Percentage enrollments of graduates of FBSF in different employment categories.

Different Sectors of Employers

Among responded graduates, 293 had answered this question. Majority (84%) of the graduates were employed in private sector institutions. Comparatively low employability was reported in public and semi-government sectors and reported as 9% and 4% among the employed graduate in FBSF. Foreign & other reported as 2% and 1% (**Figure 3.9**).

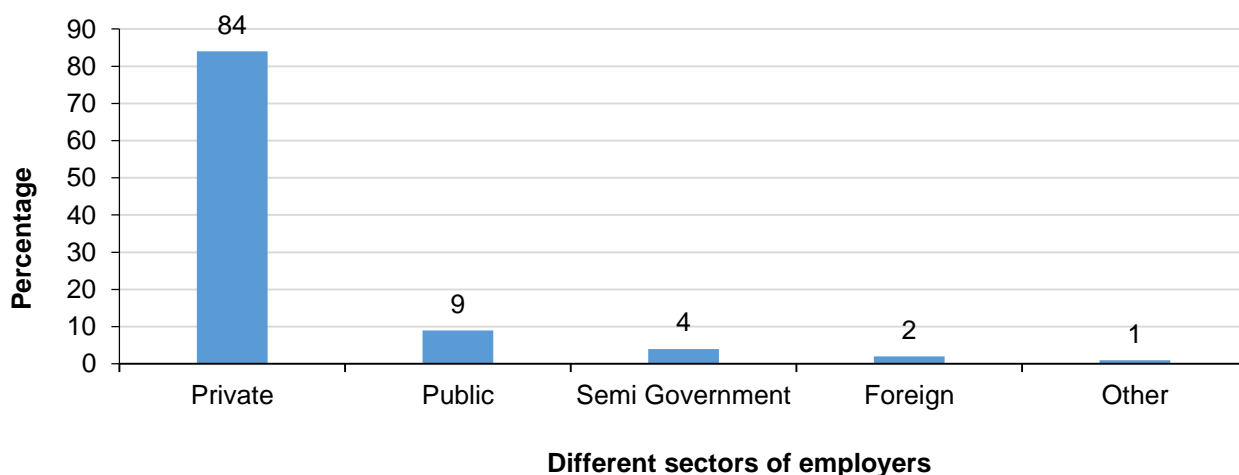


Figure 3.9. Percentage job enrollments of graduates of FBSF in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FBSF

Total number of students responded to this question was 289. **Table 3.6** shows the distribution of graduates among different salary scales. Majority of the students (29%) had obtained salaries between Rs. 30,000 to 40,000. 22% of students have received salaries more than Rs. 50,000 (**Figure 3.10**). Among the responded graduates, 9% obtained salaries in the range of Rs. 10,000 to 20,000 and 17% of graduates obtained salaries in the range of Rs. 20,000 to 30,000 (**Figure 3.10**) and only 1% of students received salaries over Rs. 100,000 (**Table 3.6**).

Table 3.6. Salary levels of employed graduates of FBSF

Monthly Salary (LKR)	Accountancy & Business Finance	Banking & Finance	Business Management	Insurance & Valuation	Total
10000-19999	21	3	0	2	26
20000-29999	26	4	12	6	48
30000-39999	42	5	30	6	83
40000-49999	29	5	27	5	66
50000-59999	19	2	10	2	33
60000-69999	7	4	4	0	15
70000-79999	3	1	6	0	10
80000-89999	2	0	1	0	3
90000-99999	2	0	0	0	2
Over 100000	2	0	1	0	3
Total	153	24	91	21	289

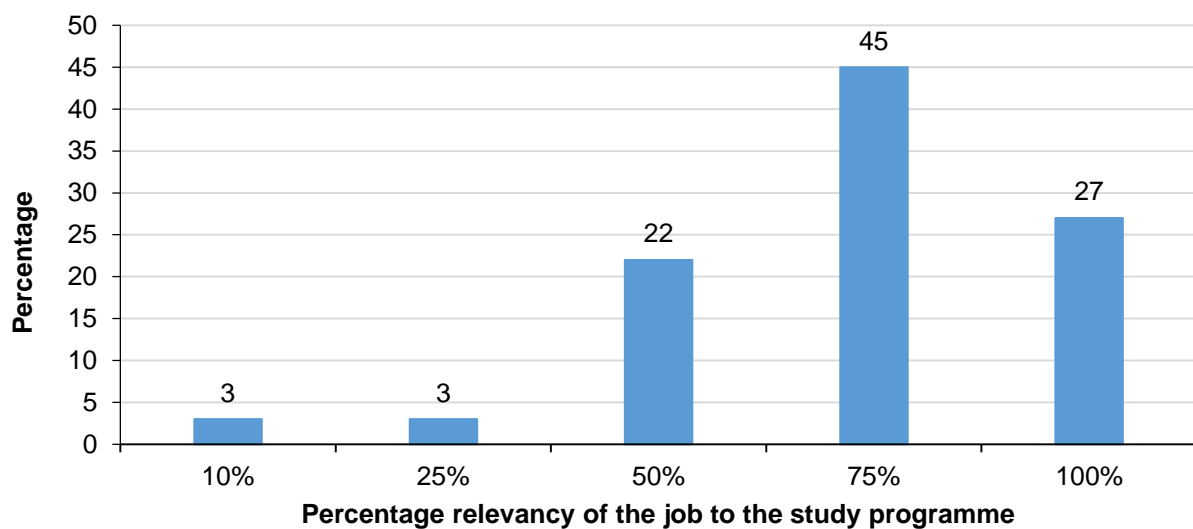
**Figure 3.10.** Percentage distribution of employed graduates in different salary levels

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, 292 had responded this question. Majority of the graduates from the faculty had been employed in jobs, which had high relevance to the university studies (**Table 3.7**). **Figure 3.11** indicates that 45% of graduates were employed in jobs with higher than 75% matching to the field of study. More than 22% of the employed graduates in the faculty had over 50% of matching their jobs to the study programme. Low percentage of students (around 6%) were employed in jobs, which has less than 25% of relevance to the field of study (**Figure 3.11**).

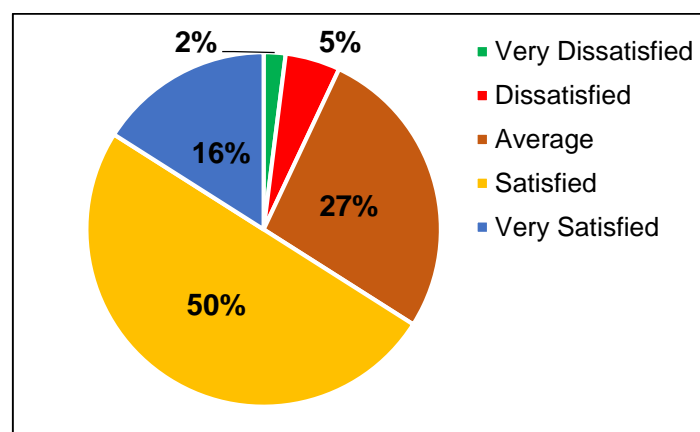
Table 3.7. Perceived relevance of degree to employment

Department	Perceived relevance of degree to employment					Total
	10%	25%	50%	75%	100%	
Accountancy & Business Finance	2	1	39	68	46	156
Banking & Finance	0	2	4	13	3	22
Business Management	4	5	20	45	20	94
Insurance & Valuation	2	0	2	5	11	20
Total responses in each category	8	8	65	131	80	292

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

Level of Job Satisfaction among Graduates of FBSF

Total number of graduates answered this question was 304. Out of total responded graduates, 16% of them were very satisfied and 50% of graduates were satisfied with their jobs. Average satisfaction level were reported as 27%. Students in dissatisfied and very dissatisfied categories were 5% and 2% 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 303 employed graduates. Graduates could give multiple answers for this question. According to their own evaluation the Degree, previous work experiences and other professional qualifications are the most important factors to obtain the current job. Personality and English proficiency also have high influence for finding a job. Motivation of the 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. Moreover, around 35% of the students said that computer literacy is an important factor to obtain their current job (**Figure 3.13**).

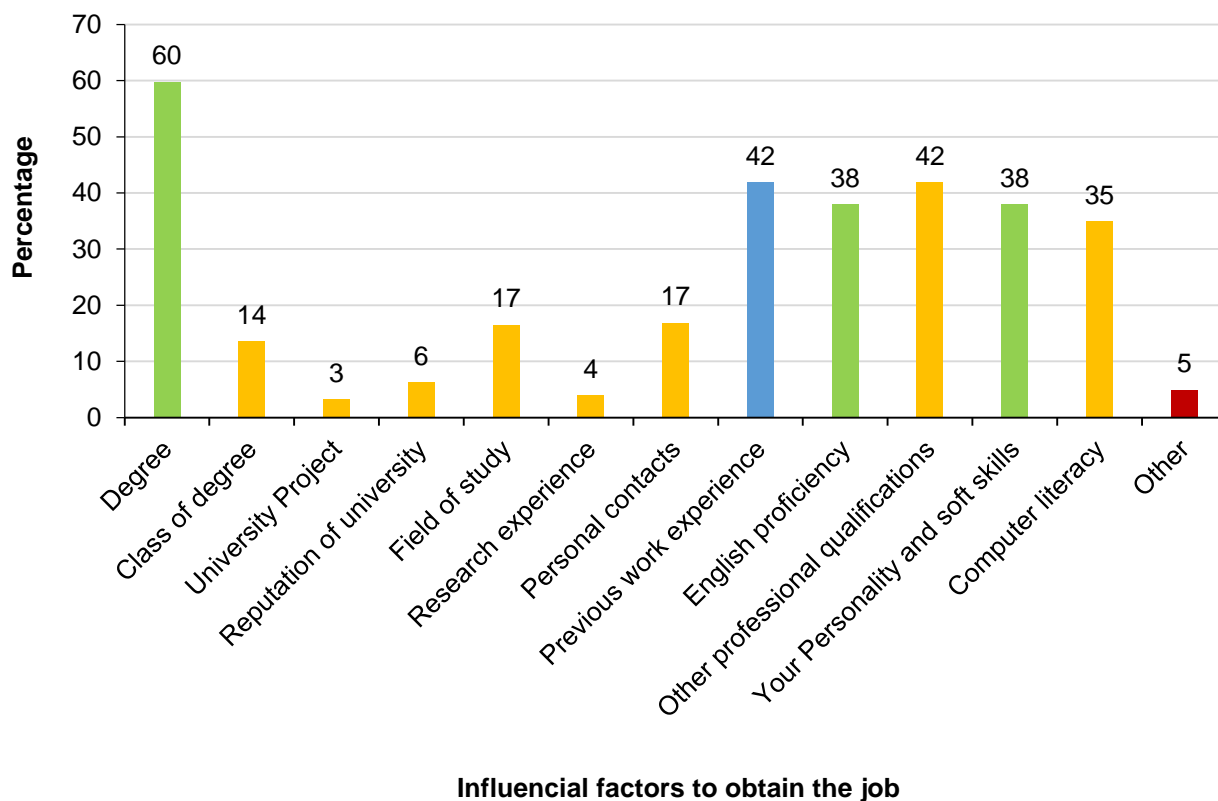


Figure 3.13. Most influential factors to obtain the present job

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 entrepreneurship has received the lowest value indicating the need of further attention in the study programme to improve entrepreneurial skills (**Figure 3.14**). These 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.

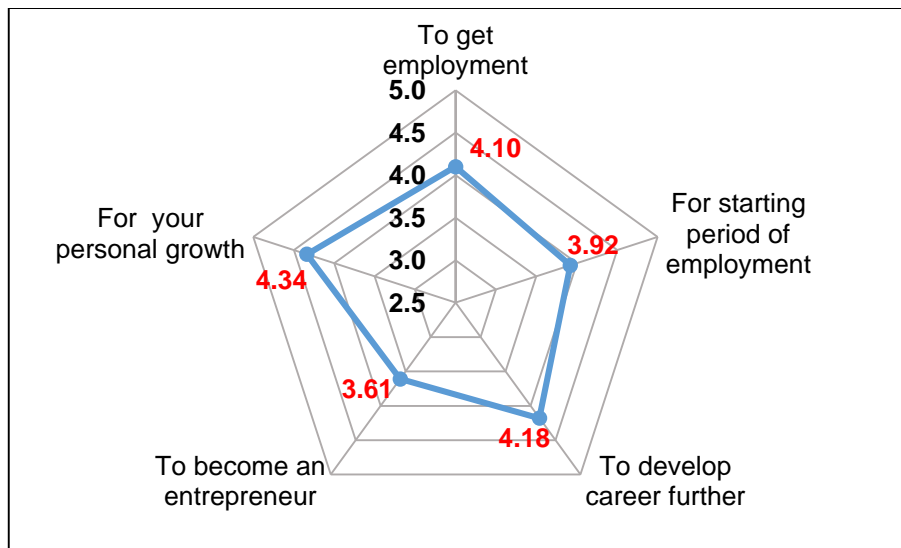


Figure 3.14. Support from the university education to career development as rated by FBSF graduates

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 these fields have 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 3.8** shows the responses on additional qualifications of the graduates.

Table 3.8. Additional qualifications of the graduates at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		Chartered Accountancy		CIMA		CMA		MSc	MBA	LLB	Other	
	C	R	C	R	C	R	C	R	R	R	R	C	R
Accountancy & Business Finance	48	9	20	130	5	10	3	24	1	3	1	35	21
Banking & Finance	11	3	3	9	1	2	1	2	0	2	0	5	6
Business Management	42	6	3	46	2	3	1	4	1	3	0	30	19
Insurance & Valuation	2	3	0	11	0	0	0	0	0	1	0	2	7
Total	103	21	26	196	8	15	5	30	2	9	1	72	53

Chapter 4

Employability Survey Results 2020: 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 Wayamba University of Sri Lanka in February 2022. The average response rate for the two degree programmes was 86%, while response rate for the B.Sc. in Food Science & Nutrition degree was 82% and for the B.Sc. in Food Production & Technology Management degree was 100% (**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 in February 2022

Degree	No. of questionnaires sent	No. of questionnaires received
B.Sc. in Food Science & Nutrition	74	61
B.Sc. in Food Production & Technology Management	18	18
Total	92	79

Demography of Graduates

Similar to the previous year, female percentage was significantly higher among the graduates in the faculty. Among the graduates of FLFN in 2020, females were reported as 71% and males were reported as 29%. 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	30	7	37	81	19
Aquaculture & Fisheries	5	3	8	62	38
Food Science & Technology	13	11	24	54	46
Livestock & Avian Sciences	8	2	10	80	20
Total	56	23	79	71	29

Majority of the graduates were in the range of 27-29 years at their graduation. Percentage of the graduates in this age group was reported as 84%. Students in 24-26 years of age were the second largest category and were reported as 12%. Students in thirty years or above of age were reported as 4% (**Figure 4.1**).

Three ethnic groups were represented in the graduates' population. They were represented in Sinhala, Muslim and Tamil ethnic groups as 72%, 17% and 11% respectively (**Figure 4.2**).

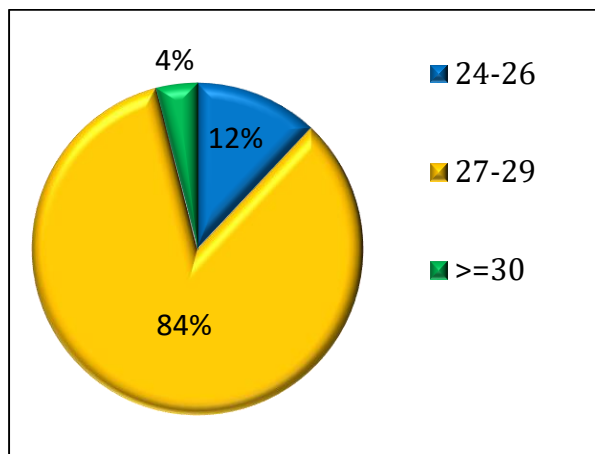


Figure 4.1. Age structure of the graduates in the FLFN

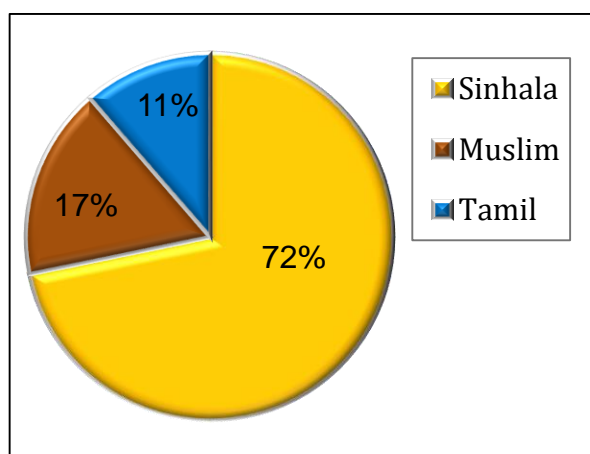


Figure 4.2. Representation of different ethnic groups in the FLFN

Majority of the graduates in the FLFN were located in semi-urban areas of the country and it was represented as 54% of the total graduates of the FLFN. Graduates from urban and rural communities were represented as 12% and 34% respectively (**Figure 4.3**).

Most students entered University at the third attempt in the A/L examination and it was reported as 42%. Students entered the university at the first A/L attempt was 20% and 38% of graduates in the faculty had entered the university at their second attempt (**Figure 4.4**).

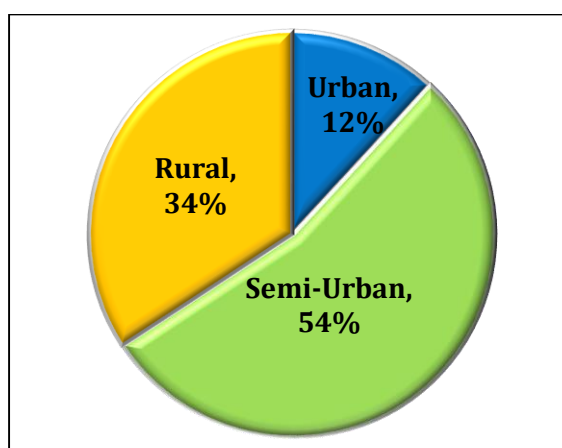


Figure 4.3. Residential areas of graduates

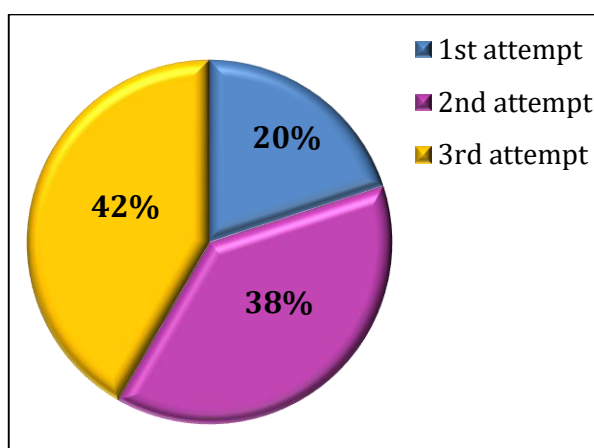


Figure 4.4. Number of A/L attempt for university entrance

Linguistic medium of A/L education of 72% of graduates was in Sinhala. Tamil and English medium A/L candidates were reported as 27% and 1% respectively (**Figure 4.5**).

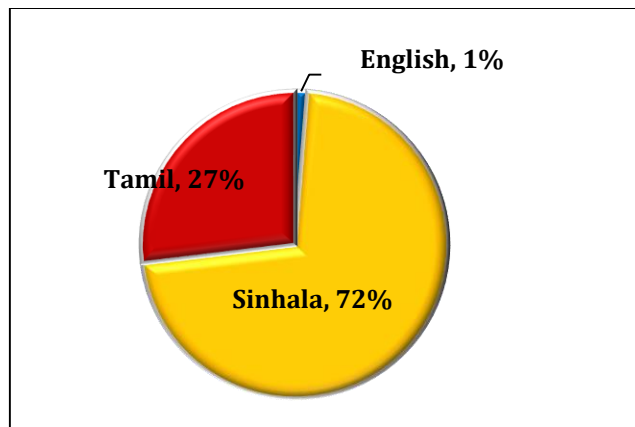


Figure 4.5 Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

This question was answered by 79 students and 1% of them have obtained First Class passes. Among the graduates in 2020 of the FLFN, 32% have achieved Second Class Upper division pass and 24% have reached to Second Class Lower division pass. Out of all graduates of the faculty 43% 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.

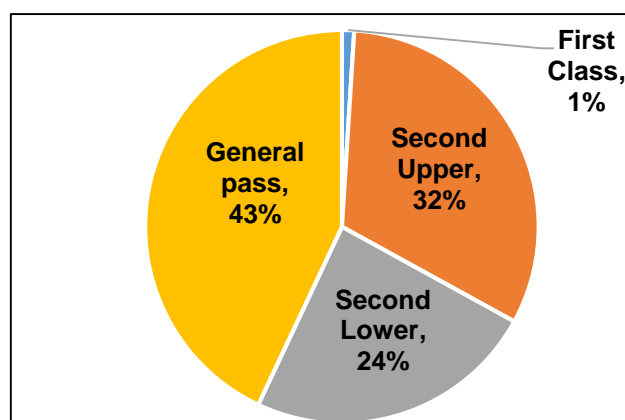


Figure 4.6. Overall performances of graduates in FLFN

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	1	9	10	17	37
Aquaculture & Fisheries	-	3	-	5	8
Food Science & Technology	-	10	6	8	24
Livestock & Avian Sciences	-	3	3	4	10
Total	1	25	19	34	79

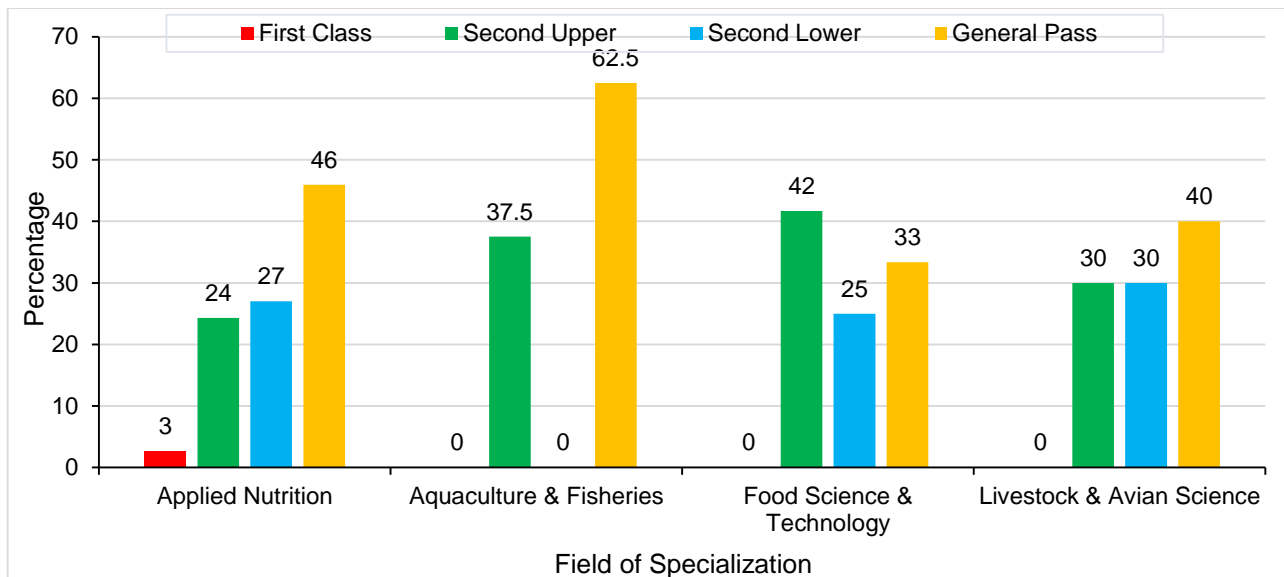


Figure 4.7. Percentages of different grades obtained by students in different fields of specialization offered by FLFN.

Employability Status of Graduates

This question was answered by 54 employed graduates. Employability status of the graduates in FLFN at the general convocation held in February 2022 is given in the **Table 4.4**. Among all graduates of FLFN, 71% students were employed during the period of 01 year & 11 months (from the date of final examination). 57% of the employed graduates were engaged in permanent jobs and 32% of them were in temporary positions and 11% is working as contract basis (**Table 4.5** and **Figure 4.8**).

Table 4.4: Employability of Graduates by Degree Programmes in FLFN

Degree	Employed	Unemployed	Total	Employed	Unemployed
B.Sc. in Food Science & Nutrition	43	18	61	70%	30%
B.Sc. in Food Production & Technology Management	13	5	18	72%	28%
Total	56	23	79	71%	29%

Table 4.5. Different categories of employments of graduates in FLFN

Department	Contract basis	Permanent	Temporary	Unemployed	Total
Applied Nutrition	4	10	10	11	35
Aquaculture & Fisheries	0	6	0	2	8
Food Science & Technology	1	11	5	7	24
Livestock & Avian Sciences	1	4	2	3	10
Total	6	31	17	23	77

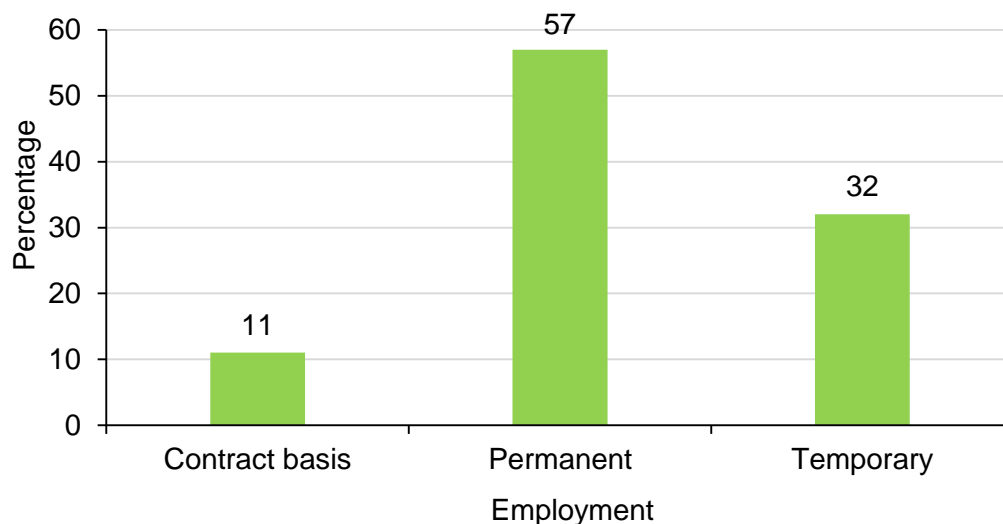


Figure 4.8. Percentage enrollments of graduates of FLFN in different employment categories.

Different Sectors of Employers

This question was answered by 53 graduates. Percentage employability of graduates in private sector, public sector and semi government sectors were reported as 62%, 28% and 8% respectively. Among all graduates in the FLFN 2% were employed in other category (**Figure 4.9**).

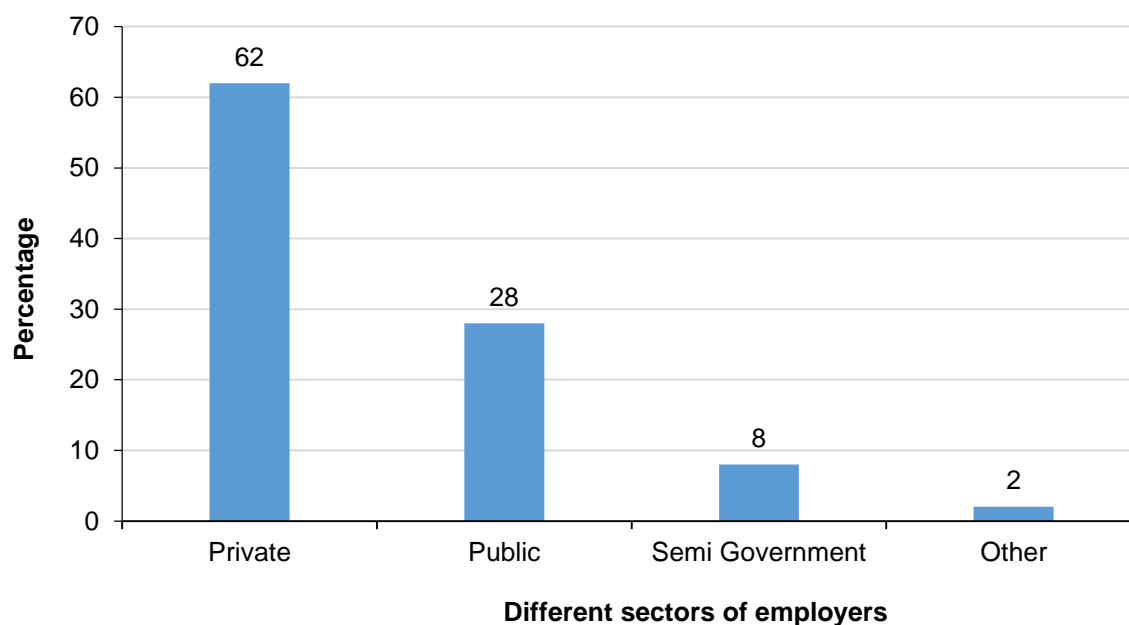


Figure 4.9. Percentage job enrollments of graduates of FLFN in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FLFN

This analysis was done based on the responses of 48 graduates. **Table 4.6** indicates the distribution of graduates among different salary scales. Majority of the students (38%) obtained salaries between Rs. 40,000 to 49,999. Second most employed salary range was Rs. 30,000 to 39,999 and as a percentage it is 19% were employed in this salary category. The lowest salary category reported was Rs. 20,000-29,999 and only 10% of graduates were in this category. 33% of the graduates out of the responded graduates have exceeded more than Rs. 50,000 of monthly salary (**Figure 4.10**).

Table 4.6. Salary levels of employed graduates of FLFN

Monthly Salary (LKR)	Applied Nutrition	Aquaculture & Fisheries	Food Science & Technology	Livestock & Avian Sciences	Total
20000-29999	3	0	2	0	5
30000-39999	4	1	4	0	9
40000-49999	9	2	3	4	18
50000-59999	2	0	2	2	6
70000-79999	0	0	2	0	2
80000-89999	1	0	1	1	3
Over 100,000	1	3	1	0	5
Total respondents	20	6	15	7	48

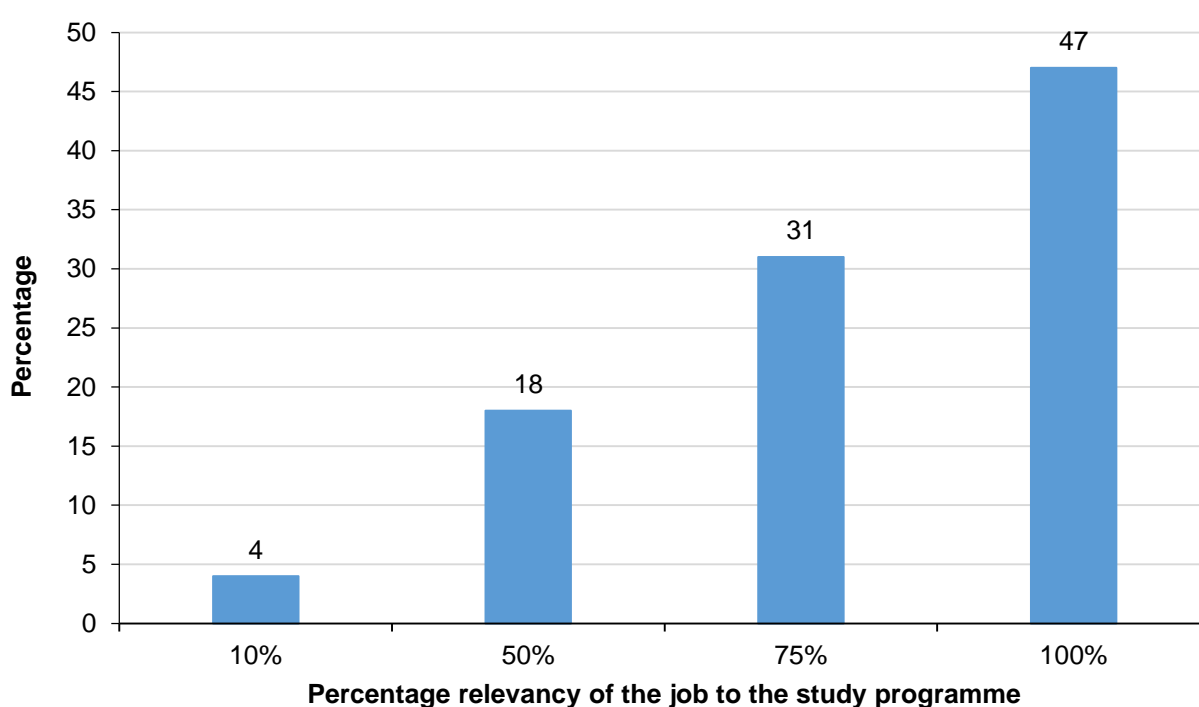
**Figure 4.10.** Percentage distribution of employed graduates in different salary levels

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 meet 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 4.7**). **Figure 4.11** indicates the percentage of the students in relation to different levels of relevancy of the job to the study programme. Among the respondents (49), 78% of graduates were employed in jobs with the level of relevance higher than 75%. More than 96% of the employed graduates in the faculty had over 50% relevancy of their jobs to the study programme (**Figure 4.11**).

Table 4.7. Perceived relevance of degree to employment

Department	Perceived relevance of degree to employment			
	10%	50%	75%	100%
Applied Nutrition	2	2	7	10
Aquaculture & Fisheries	0	3	0	2
Food Science & Technology	0	3	5	8
Livestock & Avian Sciences	0	1	3	3
Total respondents	2	9	15	23

**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, 54 were answered to this question. Among the students 22% of them were very satisfied with the present occupation and 41% were in the category of satisfied. However, 31% of students were in average satisfaction with their job. Graduates in the categories of very dissatisfied and dissatisfied were 2% and 4% respectively (**Figure 4.12**).

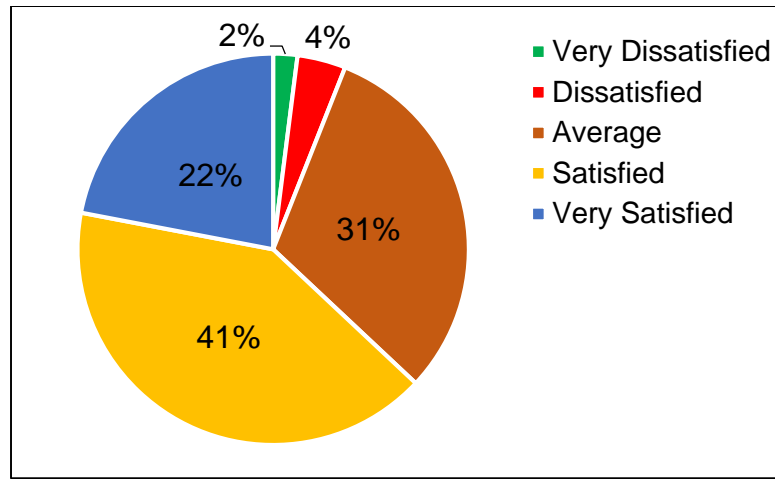


Figure 4.12. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 56 students. Students could give multiple answers for this question (Annexure 1). From the frequency of the answers; Degree, Field of study, 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, personal contacts and other professional qualifications were the factors in the third category of importance to obtain the job. According to the responses, undergraduate project, reputation of the university and computer literacy had minor influence in finding a job for a graduate in FLFN (**Figure 4.13**).

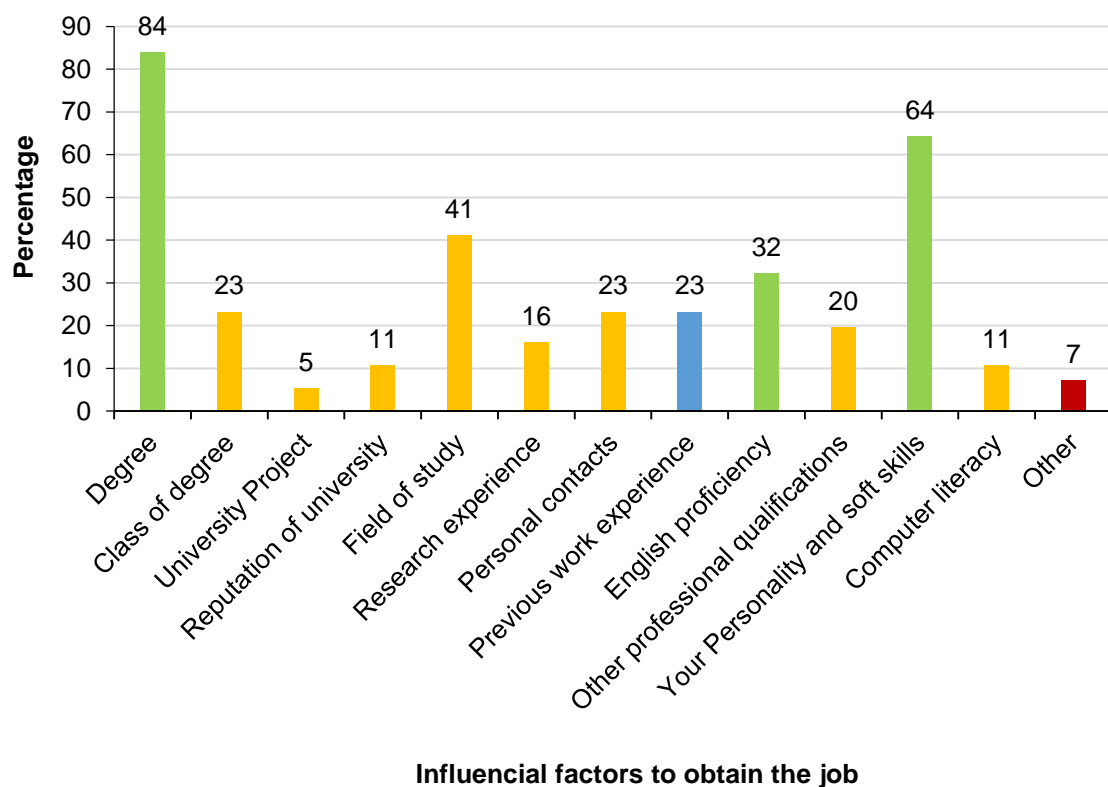


Figure 4.13. Most influential factors to obtain the present job.

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 score was received for the criteria of personal growth (**Figure 4.14**). Support to the degree programme to develop the entrepreneurial skills was received the lowest value (3.20). 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.

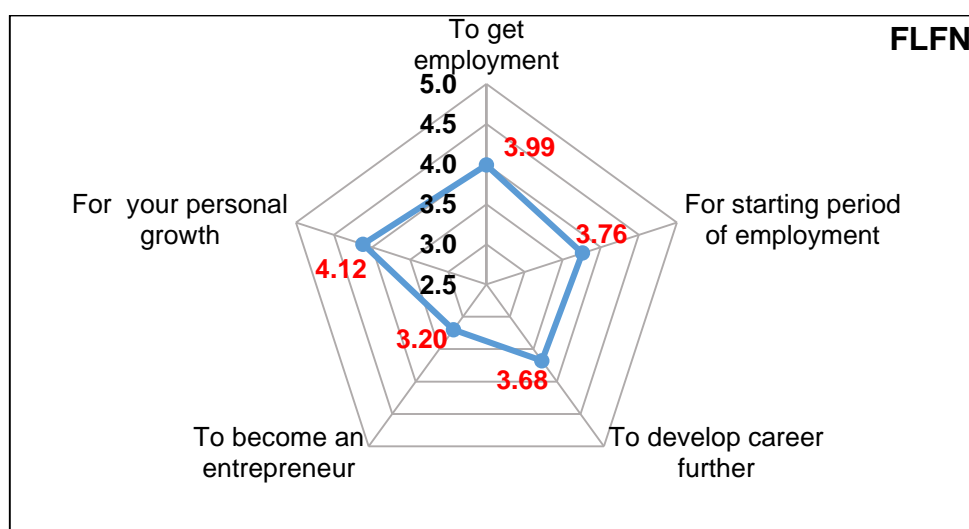


Figure 4.14. Support from the university education to career development as rated by FLFN graduates

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

Among the graduate of the FLFN, 26 had additional qualifications and 23 of them are reading for such kind of proficiency at the period of the survey (**Table 4.8**). This information indicates the eagerness of the students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in the competitive world.

Table 4.8. Additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		MSc	MBA		MPhil	Other	
	C	R	R	C	R	R	C	R
Applied Nutrition	6	2	7	1	0	1	2	0
Aquaculture & Fisheries	2	1	1	0	0	0	1	0
Food Science & Technology	7	2	4	0	2	0	2	2
Livestock & Avian Sciences	3	0	1	0	0	0	2	0
Total	18	5	13	1	2	1	7	2

Chapter 5

Overall and Individual Faculty Level Comparison of Indicators from 2012 to 2020

Comparison of Overall Employability from 2012 to 2020

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; Wijenayake and Wickramasinghe 2019). Data for the year 2020 were obtained from the present employability survey. The highest overall job enrollment 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 compared 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 2020.

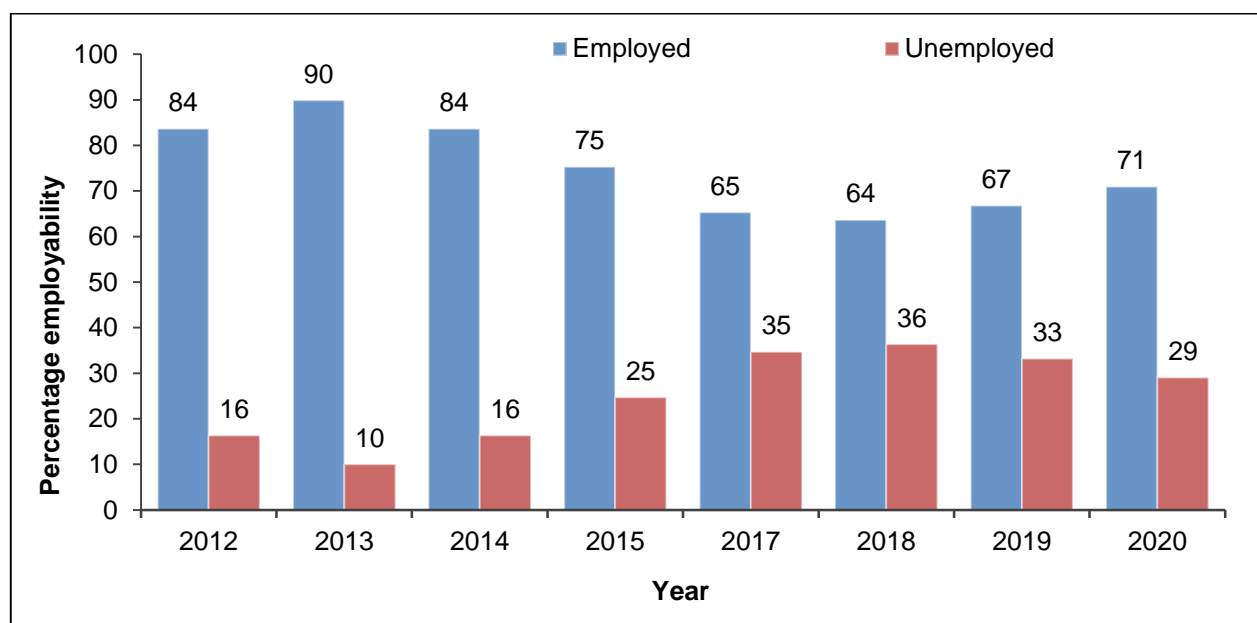
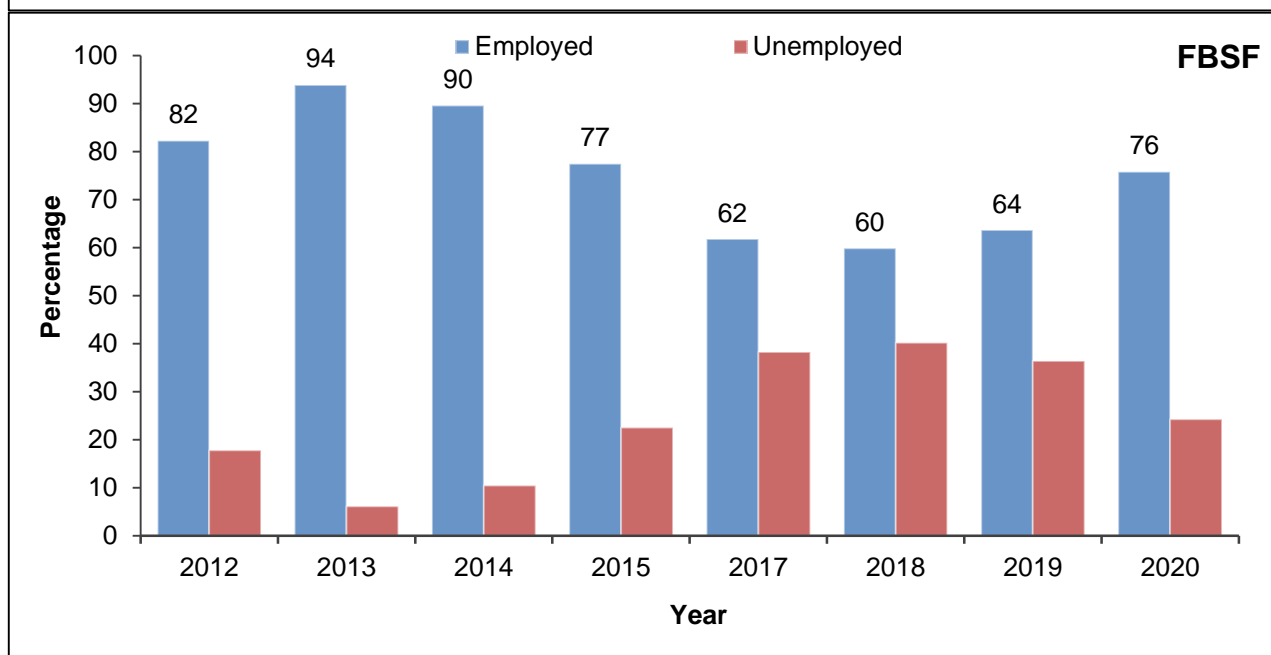
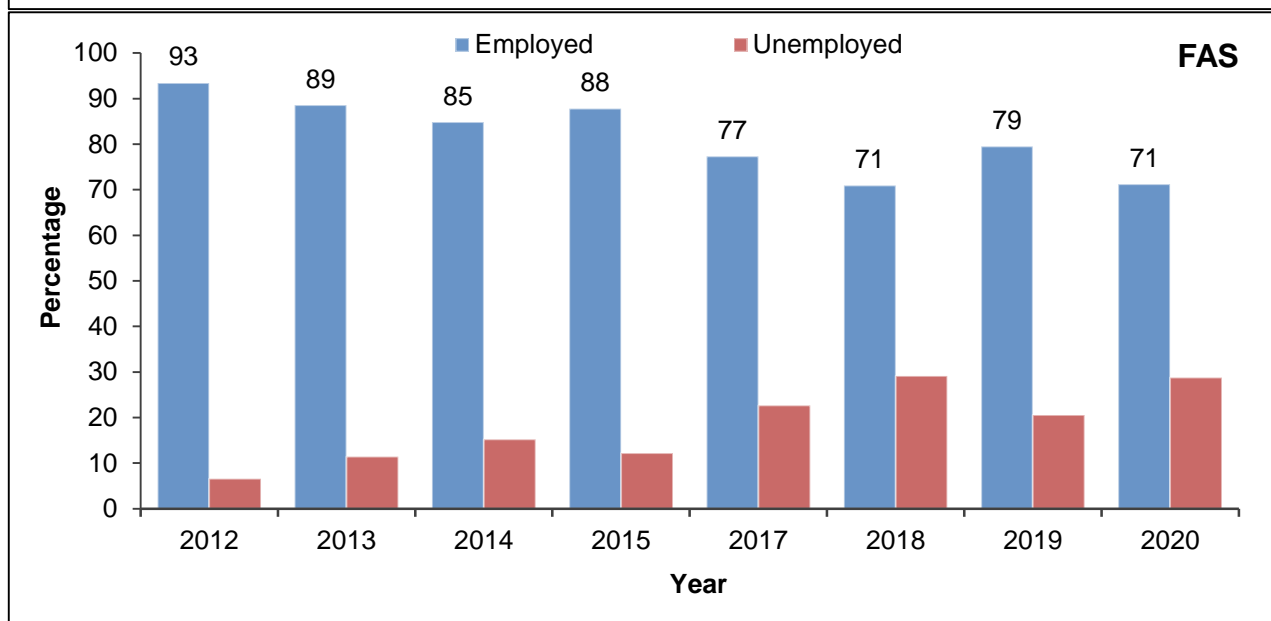
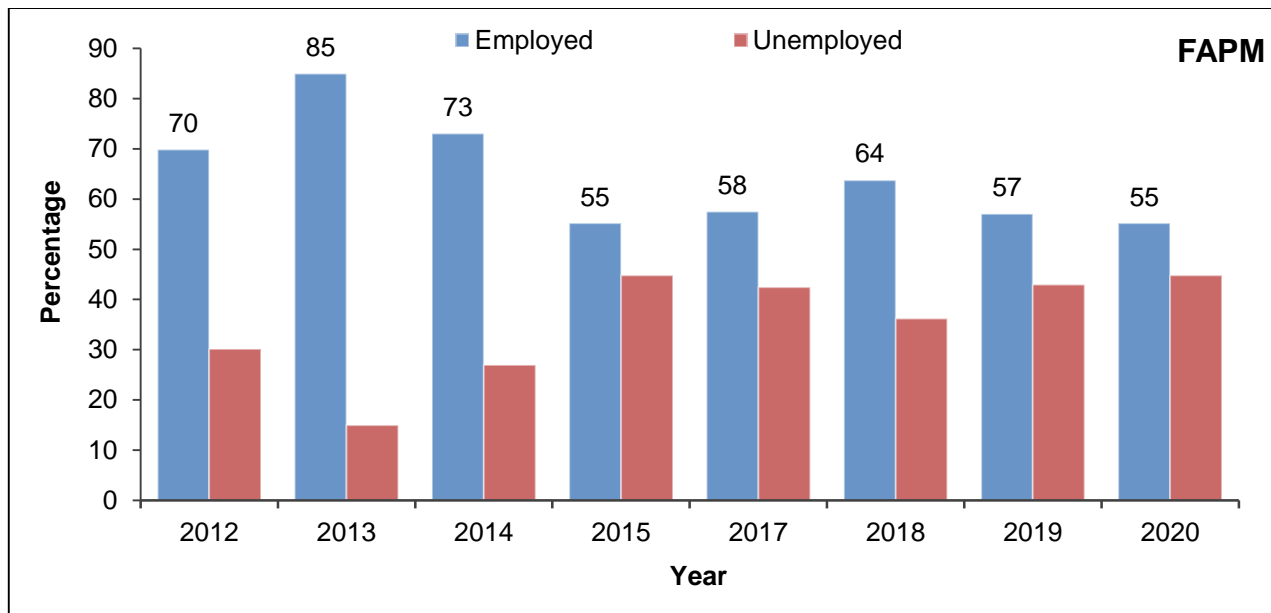


Figure 5.1. Employability status of graduates of Wayamba University at their respective convocations

Among graduates, the employability rate has been reducing from year 2014 to 2018 (**Figure 5.1**), while a slight improvement in employability numbers is observed in 2019 and 2020.

Employment rates of graduates of FAPM ranged from 55% to 85% in the last eight employability surveys and the lowest employment rates were reported in year 2015 and 2020. While FAPM, FAS, and FLFN have reported slight decrease in employability from 2019 to 2020, FBSF has reported slight increase in employability from 2019 to 2020. FAS has managed to keep its rate of employability above 70% at all eight occasions of the employability surveys. FAS have shown its lowest employability rate in year 2020. FLFN has reported the lowest rate of employability in year 2018 and it was 69%. Employability rate of the graduates of FLFN has maintained above 69% during eight surveys, indicating the second highest rate of employability among all faculties. The employability rate of FBSF has increased significantly from 64% in 2019 to 76% in 2020. (**Figure 5.2**).



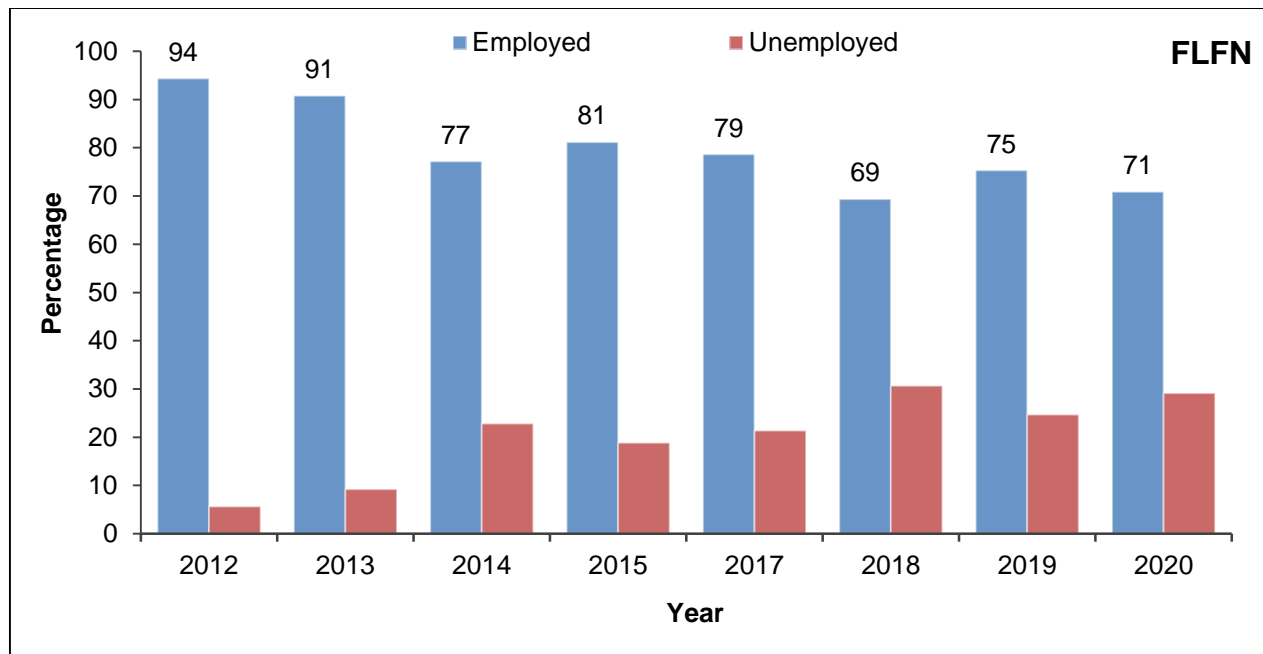


Figure 5.2. Employability status of graduates of different faculties at their respective convocations

In the year 2020, permanent job positions have increased by 10% compared to the year 2020. However, it should be noted that the increase of finding 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 remain zero in 2020 compared with the previous four years (**Figure 5.3**).

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

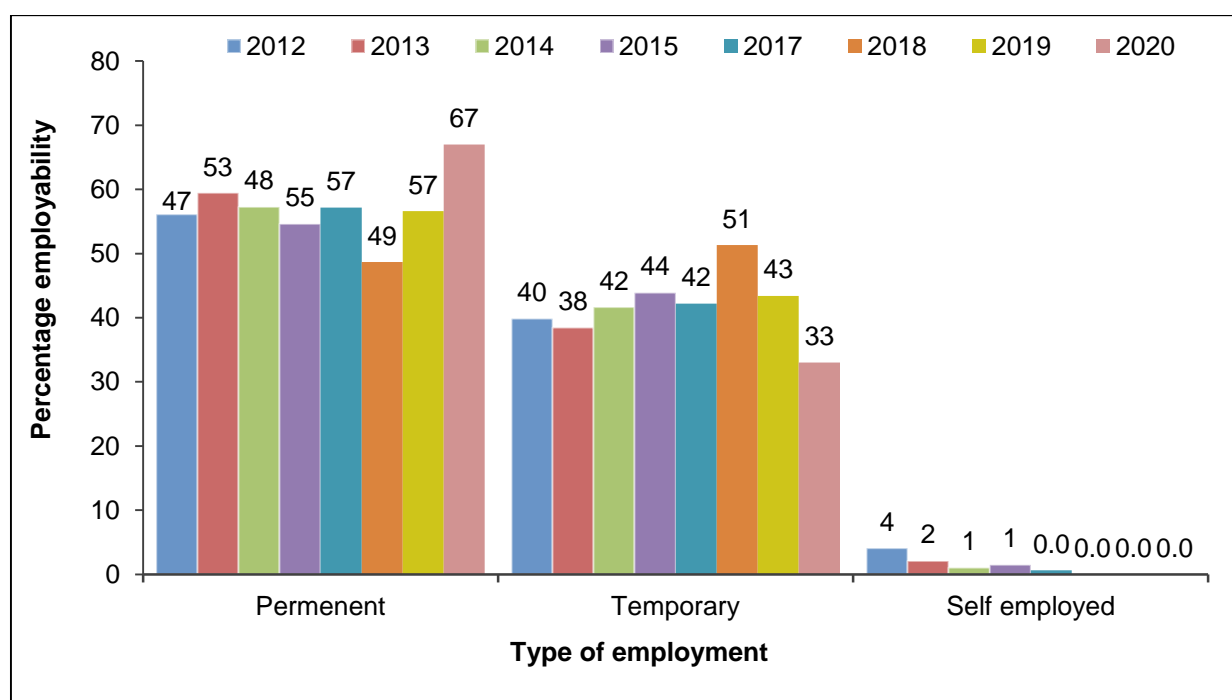


Figure 5.3. Type of employment of graduates from year 2012 to 2020.

The highest percentage of permanent job positions were secured by the graduates of FAS in 2020 (73%), while graduates of FBSF secured second highest rate permanent jobs (70%). In all four faculties self-employments and entrepreneurs were zero for last few years (**Figure 5.4**).

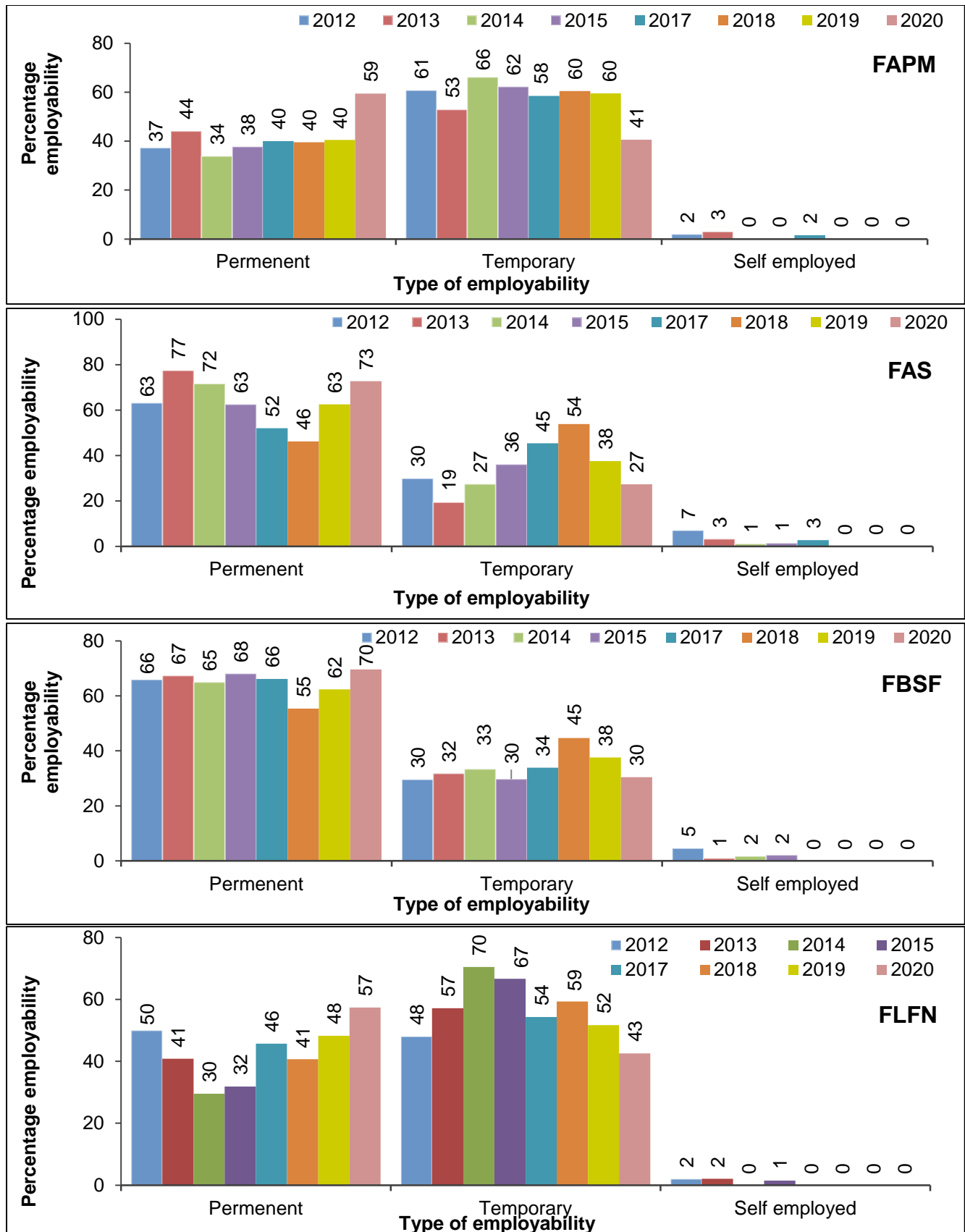


Figure 5.4. Type of employment of graduates in different faculties from 2012 to 2020.

Comparison of salary levels of graduate from 2012 to 2020

Salary category of graduates have been increasing from 2012 to 2020. However, salary levels of the graduates cannot be compared easily as a cause of inflation of the economy changed over the years. Main salary category in year 2012 was Rs. 20,000–29,999 and it has been shifted to Rs. 40,000-49,999 in 2020. Among the graduates, 20% have received more than Rs. 60,000 as their salary in 2020. However, 11% of students still receive low salaries, which is less than Rs. 30,000 in 2020. (Figure 5.5).

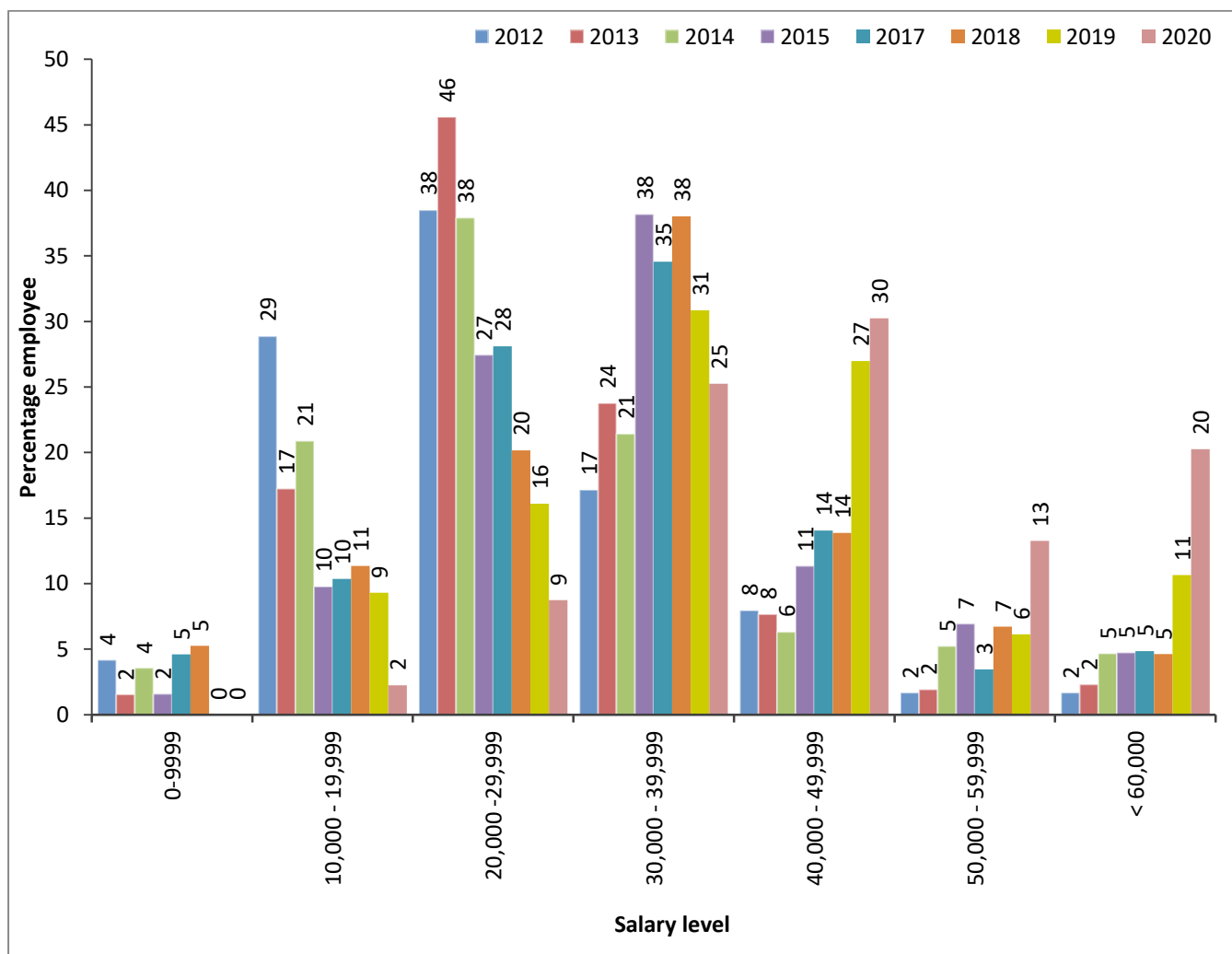


Figure 5.5. Salary levels of graduates during the period of 2012 to 2020

Comparison of Salary Levels of Graduates in Individual Faculties from 2012 to 2020

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 over the last few years. 88% of graduates obtained salaries more than Rs. 40,000 in FAS in 2020, while 51%, 46%, and 71% of FAPM, FBSF and FLFN graduates received salaries more than Rs. 40000 in 2020 (Figure 5.6).

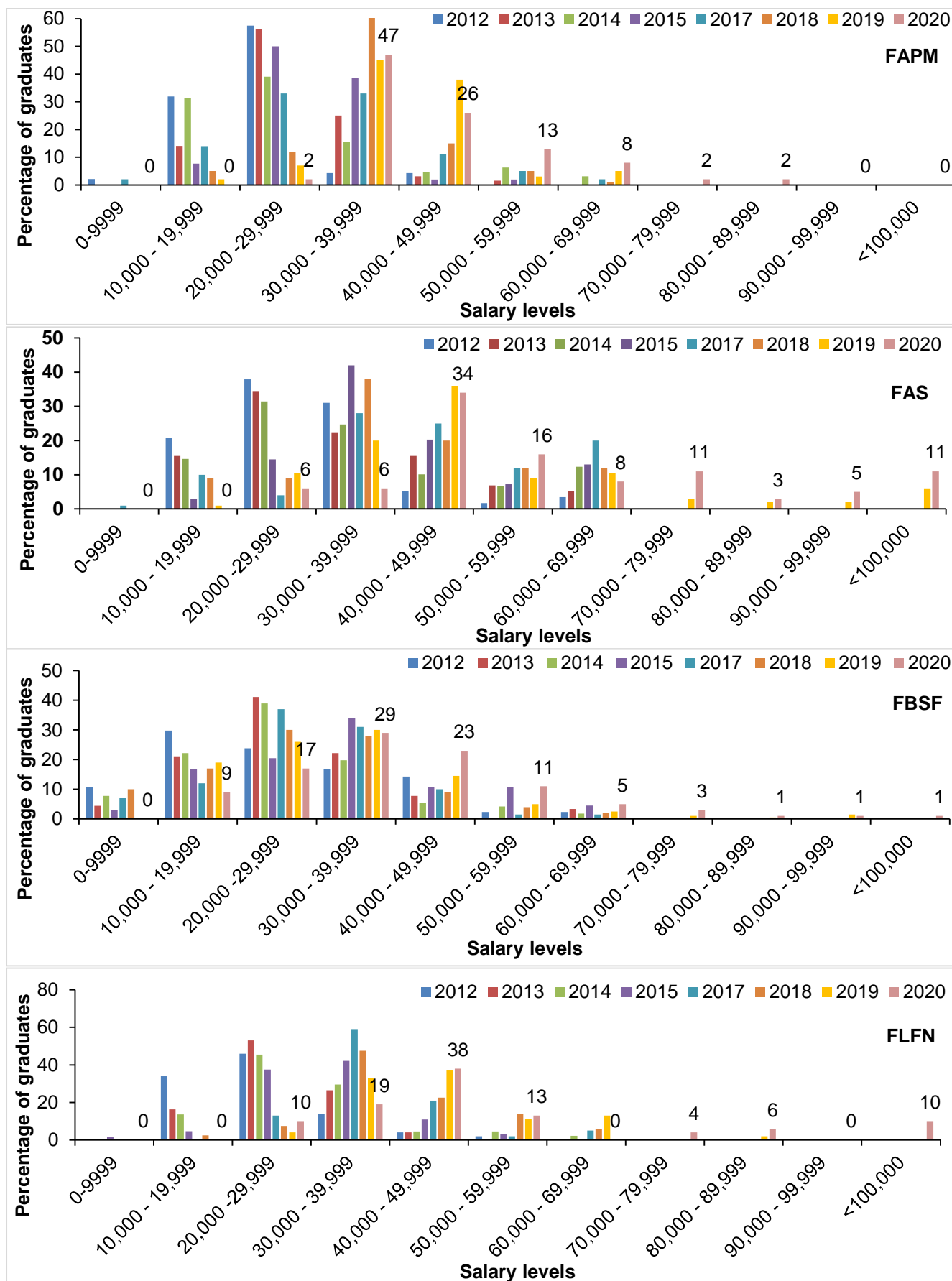


Figure 5.6. Different salary levels obtained by graduates in individual faculties.

Comparison of Perceived Relevance of Degree to Employment During 2012 to 2020

According to graduate perceptions, high relevance of the job to the field of study can be witnessed from the statistics during the period of year 2012 to year 2020. There were some fluctuation during the relevance of the job to the field of study. In the year 2012 more than 63% of graduates reported that above 75% relevance to the field of study and it was reported as 59% in year 2020. (**Figure 5.7**). Although, the degrees offered by the four faculties are not professional courses, and obtaining jobs in highly relevant fields to study is indeed a noticeable fact. These results indicate the acceptance of “Wayamba graduates” by the job market and the recognition of the knowledge and skills of them by employers.

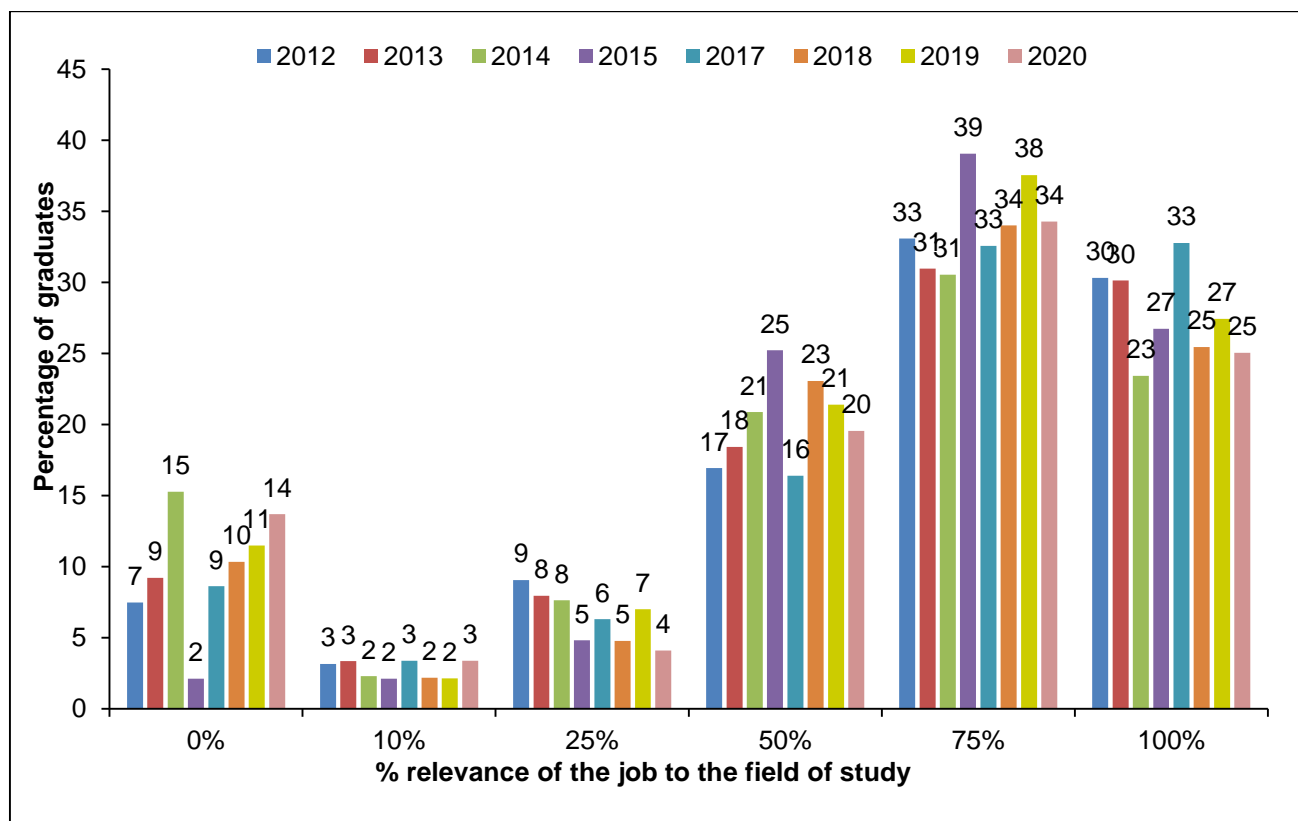


Figure 5.7. Comparison of percentage relevance of jobs to the field of study of graduates during the period of 2012 to 2020.

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 and FBSF were rated above four marks by the graduates.

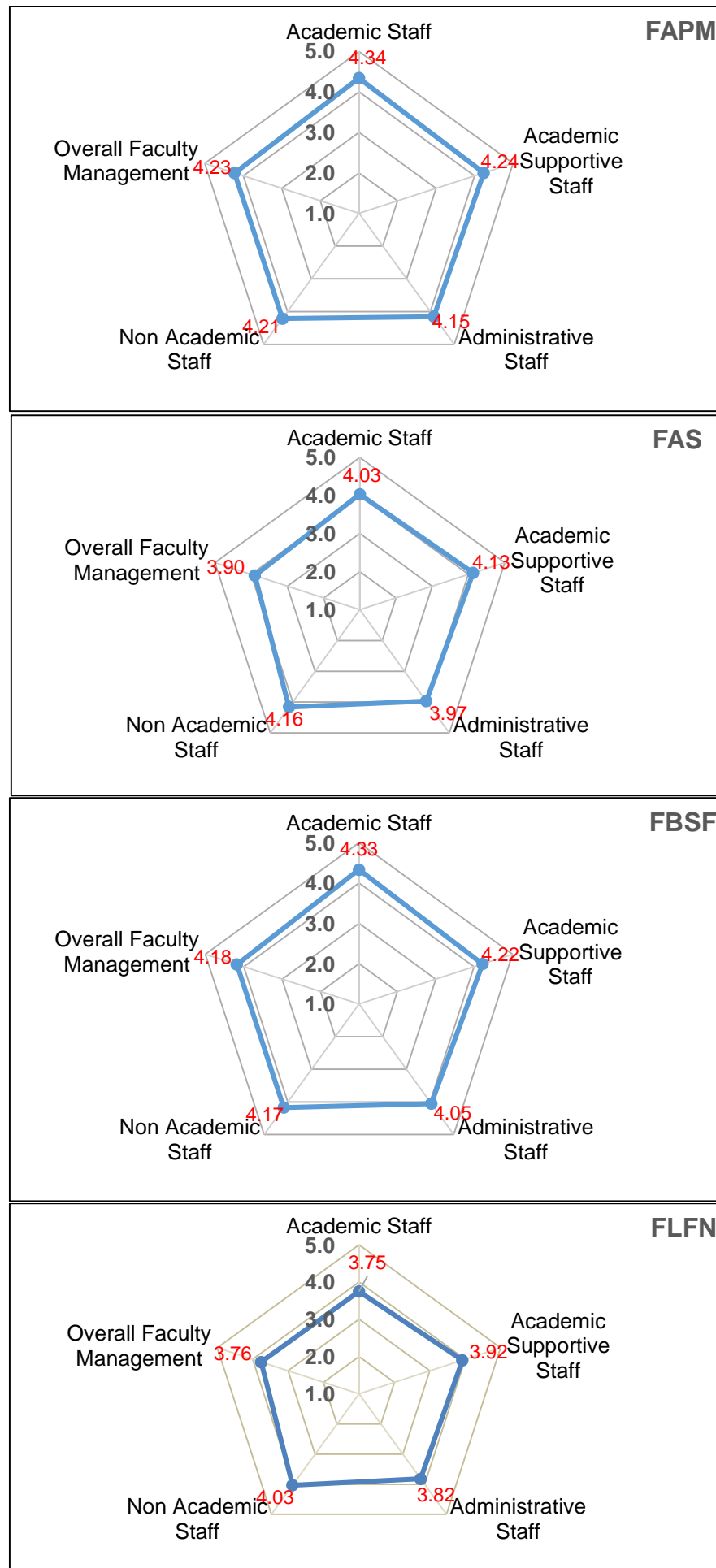
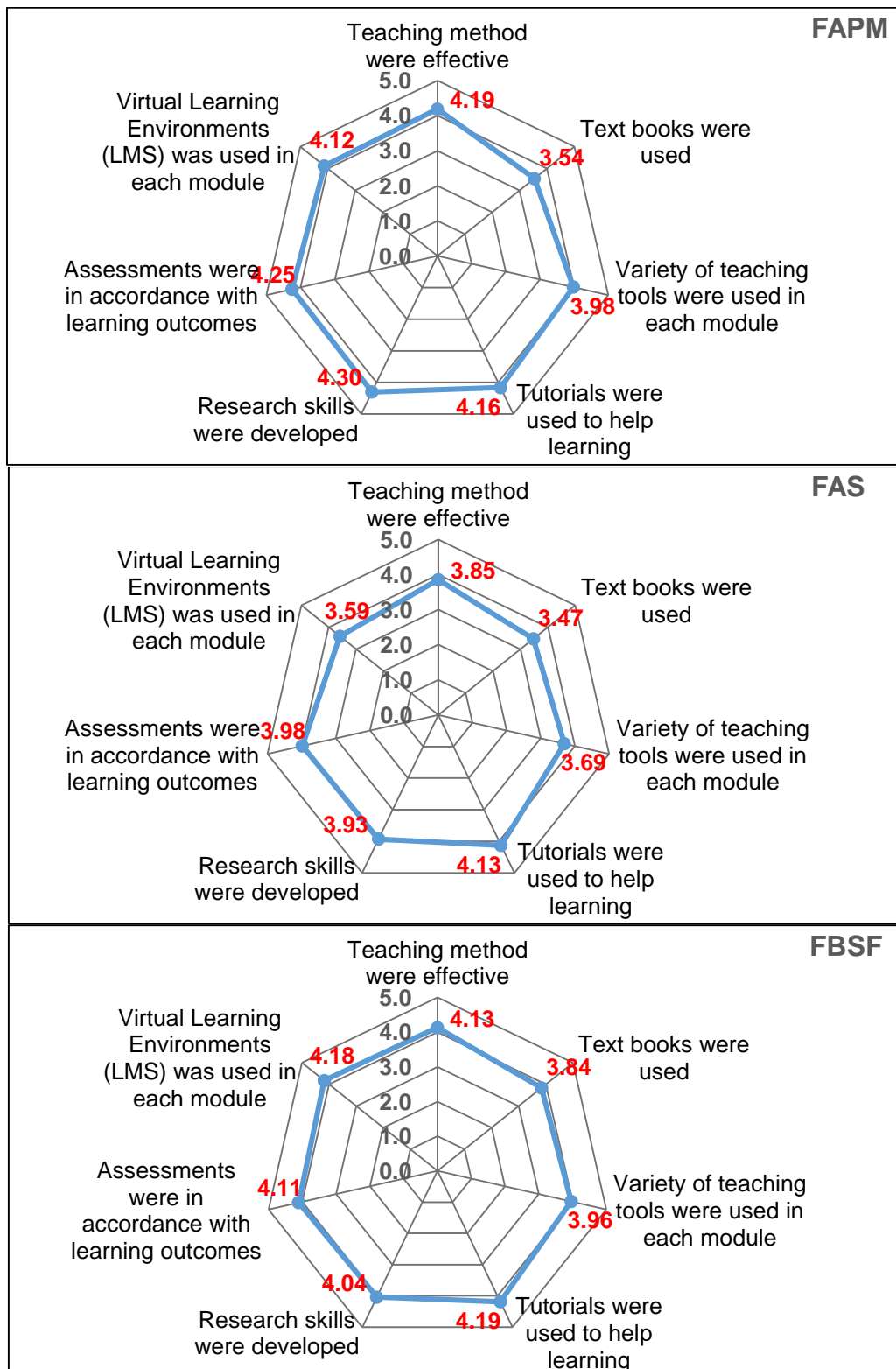


Figure 5.8. Satisfactory levels of different services provided by faculties.

Evaluation of Undergraduate Teaching

Overall evaluation of teaching techniques used in different faculties were conducted through this survey. According to the evaluations, all faculties have satisfactory levels of using different teaching methods and strategies. Comparatively the FAPM and FBSF have received high scores among the 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.



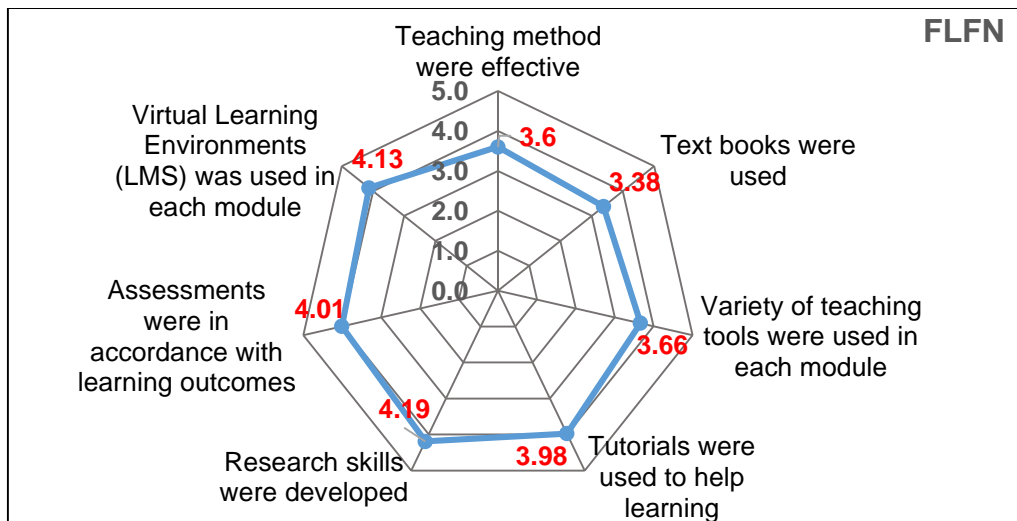
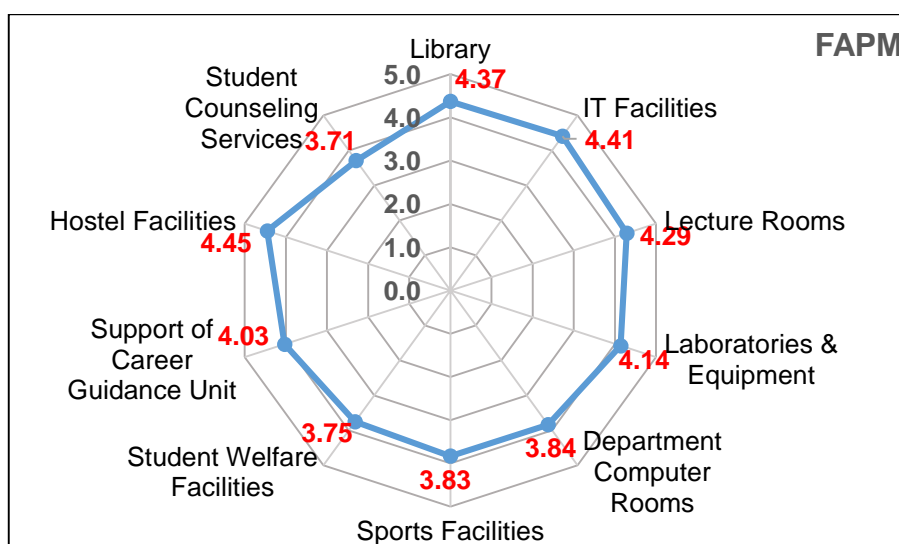


Figure 5.9. Evaluation of faculty teaching strategies

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 students' satisfaction on selected facilities in four faculties using five category of Likert scale (**Figure 5.10**).

According to the evaluations, Library, lecture room, IT and hostel facilities in the four faculties were rated above 04 marks. However, 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 have also received low rates (less than 04 in Likert scale with five marks) in the FAS and FLFN. 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 except in the FBSF. Satisfaction of the sports facilities at Makandura premises received comparatively low marks than the 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 these outcomes in faculty action plans in coming years.



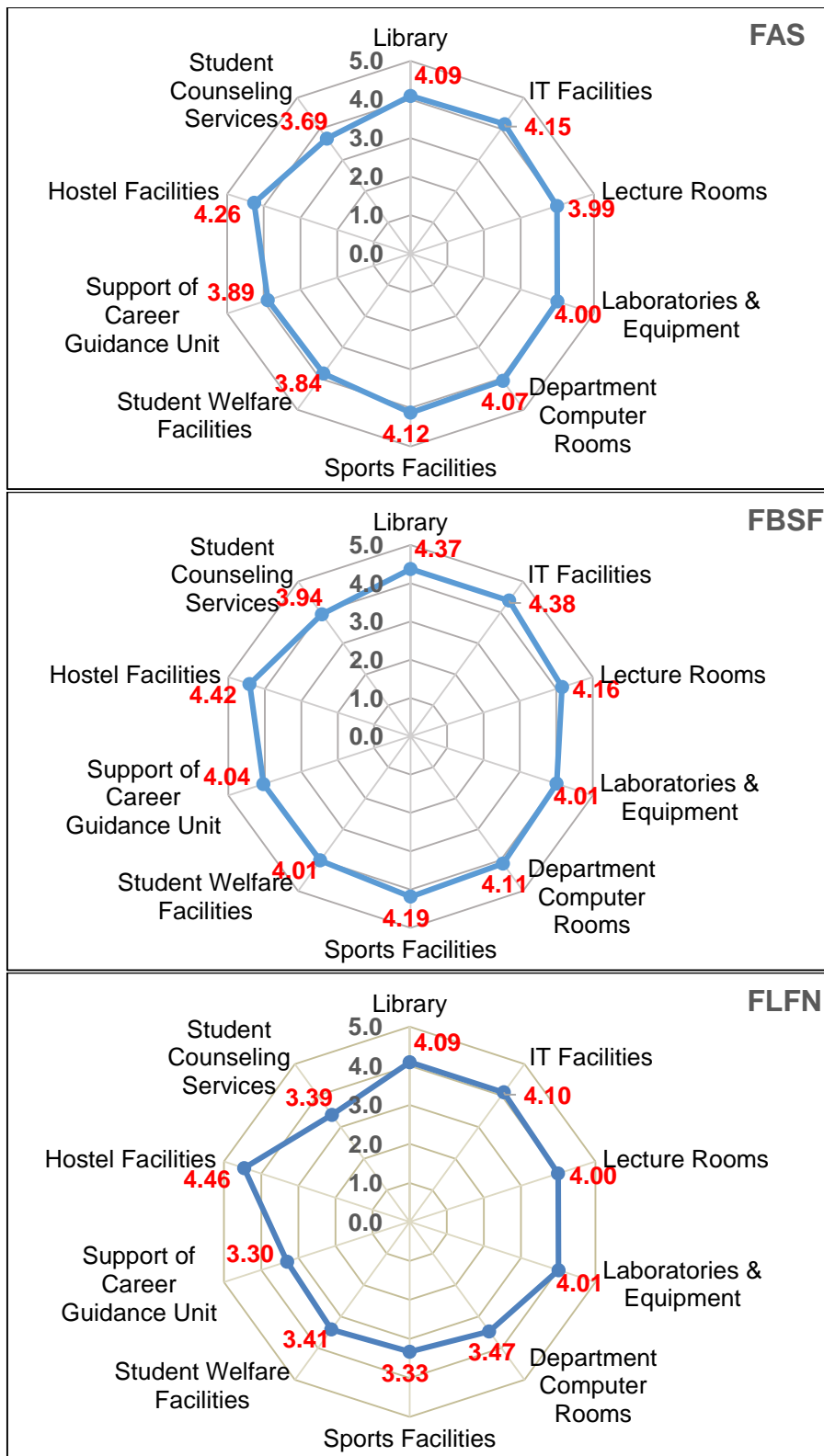


Figure 5.10. Satisfactory levels of different facilities available in faculties.

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 a satisfactory level. **Figure 5.11**, indicates the students responses for all fifteen skills in the four faculties. Graduates in FLFN and FAS have indicated comparatively low satisfaction on competencies compared with FAPM and FBSF. (**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 the graduates of Wayamba University of Sri Lanka.

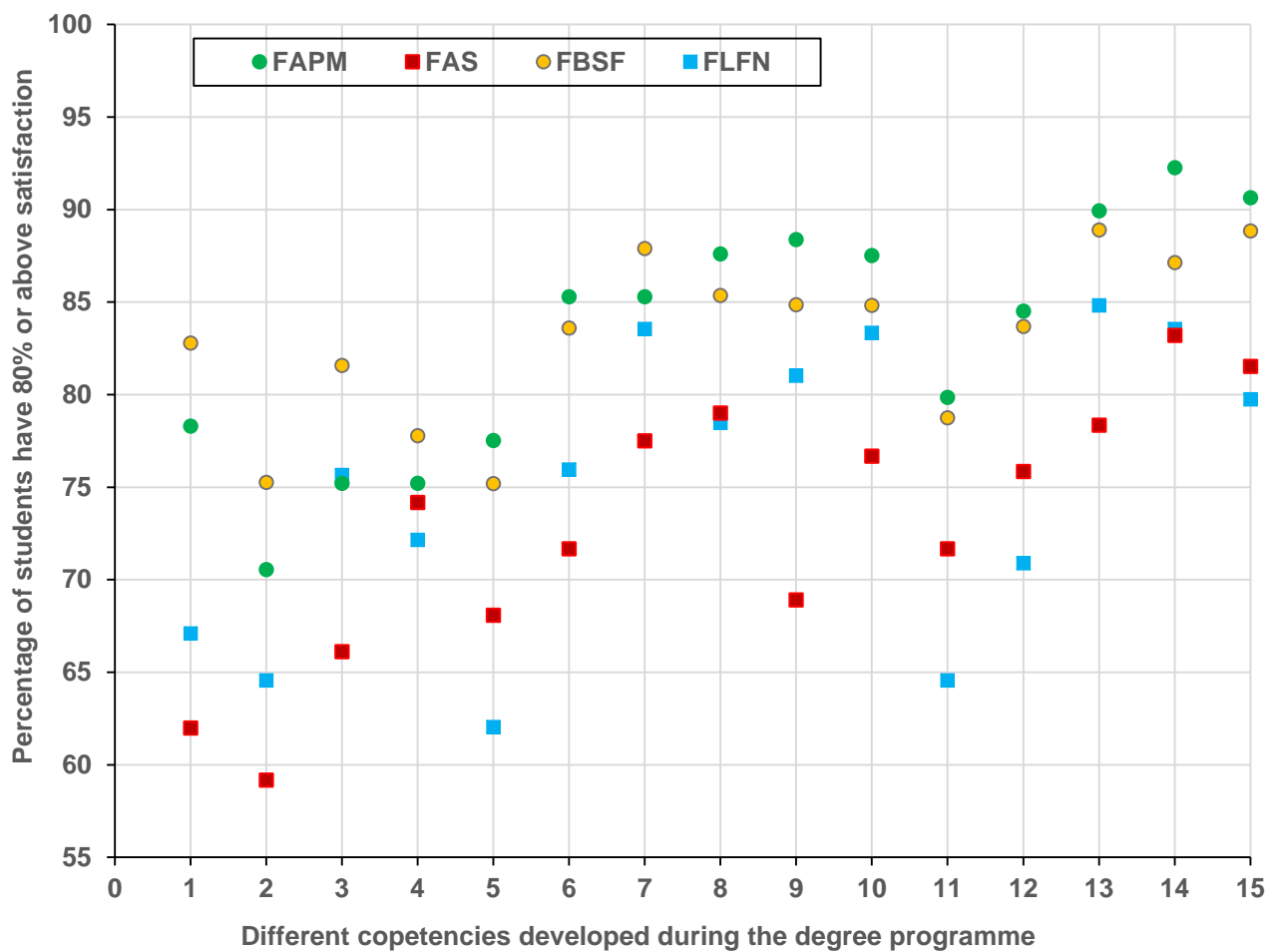


Figure 5.11. Percentage of students, who have 80% or above satisfaction of the support given by the study programme to improve their skills. Numbers denote following proficiencies/skills;

- 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

References

1. Canadian Labour Force Development Board (1994). Putting the pieces together: towards a coherent transition system for Canada's labour force. Ottawa: Canadian Labour Force Development Board.
2. Fernando C., (2007). Formulating the Sri Lankan Graduate for tomorrow. Conference Proceedings, Fourth International Conference on Business Management. Faculty of Management Studies and Commerce, University of Sri Jayewardenapura, Sri Lanka. pp 468-483.
3. Hillage J. and Pollar, E. (1998) Employability: Developing a Framework for Policy Analysis. London: DFEE.
4. HM Treasury (1997). Treasury Press Release 122/97, 13th October: Gordon Brown unveils
5. UK Employment Action Plan. London: HM Treasury
6. Jayakody D.S. (2012). Employability Survey Report of Wayamba University of Sri Lanka 2012. External Affairs Unit, Wayamba University of Sri Lanka.
7. Jayakody D.S. (2013). Employability Survey Report of Wayamba University of Sri Lanka 2013. External Affairs Unit, Wayamba University of Sri Lanka.
8. McQuaid R. W. and Lindsay C. (2005). The Concept of Employability. Urban Studies 42, (2). Pp 197-219.
9. UNESCO (2012). Graduate Employability in Asia. Asia and Pacific Regional Bureau for Education, Mom Luang Pin Malakul Centenary Building, 920 Sukhumvit Road, Prakanong, Klongtoey000, Bangkok 10110, Thailand. pp 87
10. Wijenayake W.M.H.K and Perera A.M. (2014). Employability Survey Report of Wayamba University of Sri Lanka 2014, External Affairs Unit, Wayamba University of Sri Lanka.
11. Wijenayake W.M.H.K and Pallegedara A. (2015). Employability Survey Report of Wayamba University of Sri Lanka 2015, External Affairs Unit, Wayamba University of Sri Lanka.
12. Wijenayake W.M.H.K and Wickramasinghe I.P.M. (2017). Employability Survey Report of Wayamba University of Sri Lanka 2017, External Affairs Unit, Wayamba University of Sri Lanka.
13. Wijenayake W.M.H.K and Wickramasinghe I.P.M. (2018). Employability Survey Report of Wayamba University of Sri Lanka 2018, External Affairs Unit, Wayamba University of Sri Lanka.
14. Wijenayake W.M.H.K and Wickramasinghe I.P.M. (2019). Employability Survey Report of Wayamba University of Sri Lanka 2019, External Affairs Unit, Wayamba University of Sri Lanka.
15. Statistical Handbook 2019, Wayamba University of Sri Lanka.

EMPLOYABILITY SURVEY – QUESTIONNAIRE

The External Affairs Unit of 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 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		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"/>		<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		1	2	3	4	5
Academic Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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		1	2	3	4	5
Library	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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		1	2	3	4	5
Teaching methods were effective:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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: