

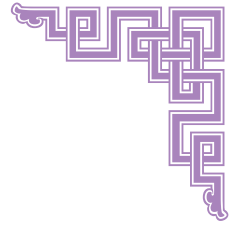
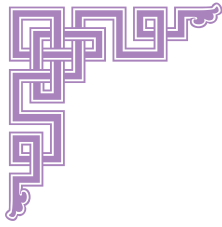
National HRD Advisory Series



a focus on Graduates and Labour market dynamics

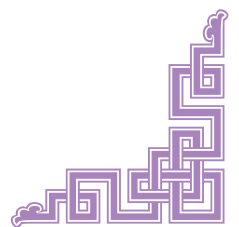
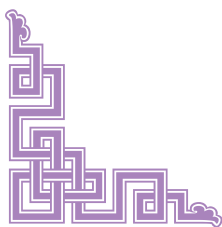
Developed and Designed by
Human Resource Development Division
Department of Human Resources
Ministry of Labour and Human Resources

February 2014



“Our education system built and nurtured with your hard work and dedication has served us well. But we must understand that the times have changed here in Bhutan and all around us in the world. We cannot face new challenges with the same tools. The private sector is adjusting itself to new challenges and opportunities; the bureaucracy is finding its place in new system of governance; the entire country is adapting to new roles in our young democracy. Thus, every person and institutions must evolve to meet the aspirations of our people and the changing needs of our nation.”

*His Majesty's address at the third convocation of the Royal University of Bhutan,
Paro College of Education, 17th February 2009*



FOREWORD

The workforce requirement of a nation can be addressed comprehensively and to its full potential by bringing coherent, coordinated and calibrated human resource development efforts and interventions to address the human resource requirement. Further, our national constitution mandates the state to promote and foster full development of human potential of every citizen as the foremost and ultimate vision of HRD. However, Bhutan is currently challenged by many paradoxical situations wherein on one hand we are facing rising unemployment, especially among the educated young, but on the other hand, our economy has huge demand for skilled workforce, which is currently met through import of foreign workers. This mismatch can be attributed to the uncoordinated long-term HR planning and strategic guide.

To this end, the Ministry of Labour and Human Resources (MoLHR) through its annual National HRD Advisory aims to bring collaboration and cohesion among different HRD implementing agencies and stakeholders in addressing the labour market challenges, unemployment issues, mismatch of skills and shortage of workforce in the economy. The first advisory document provided policy interventions required in order to enable growth in the various economic sectors. While the first advisory document looked into the macro labour market challenges, the current advisory document will provide a detailed assessment into a focused labour market challenge. Thus, the current advisory document has been developed under the theme ***‘a focus on graduates and labour market dynamics’***.

Tertiary education is a means through which young adults equip themselves for a working life and for the working adults to specialize their learning and skills. With growing number of graduates entering the labour market, we are faced with new hordes of challenges wherein there is an increasing trend in graduates’ unemployment, an overall low generation of employment in the various enterprises, verses a high number of foreign professional engaged in various sectors. Therefore, the advisory document has tried to look into different dimensions to this issue through the beyond graduation survey, which has captured graduates profile, perception and preference post-graduation and the industry outlook survey, which has captured graduate recruit profile, recruitment trend, practices, preferences and other aspect of graduates’ employment. Further a supply and demand trend in the 11th FYP period has been made concluded by HRD policy advises.

The Ministry hopes that the advisory document provides a useful guide and reference to all our stakeholders; tertiary institutions/colleges, employer/industry, graduates, parents, education consultancy firms and relevant government agencies.

Tashi Delek!



Ngeema Sangay Tshempo

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Introduction



INTRODUCTION

The National Human Resource Development Advisory Series is an annual HRD advisory document that aims to address important and immediate labour market challenges/issues facing the country. The Advisory also aims to bring coordinating and collaboration among different HRD implementing agencies and stakeholders in addressing the labour market challenges, unemployment issues, mismatch of skills and shortage of workforce in the economy. The first advisory document provided policy interventions required in order to enable growth in the various economic sectors. The advises were based on government policies, economic policies and overall direction of the country. While the first advisory document looked into the macro labour market challenges, the current advisory document will provide a detailed analysis into a focused labour market challenge.

With the growing concern over the issue of increasing graduate unemployment, improving linkages between tertiary institutions/graduates and the labour market constitutes a major concern for the Royal Government and higher education. Even in the most advanced economies, improving the linkage between provision of high-level competencies, skills and their utilization remains a challenge. Tertiary education is a means through which young adults equip themselves for working life or for working adults to refresh their skills. With Bhutan's pursuit to become a knowledge-based society, tertiary institutions will play an important role in enabling our human resources to become competent and competitive in the local as well as in the global labour market. In accordance with the Tertiary Education Policy 2010, "the quality of knowledge generated within higher education institutions, and its availability to the wider economy, is becoming increasingly critical to national competitiveness and survival. Today, global wealth is concentrated less and less in factories, land, tools, and machinery. The knowledge, skills, and resourcefulness of people are increasingly critical to the world economy. The tertiary education system in Bhutan, therefore, must respond adequately by creating an enabling environment for generating new knowledge and developing required competencies in support of a knowledge-based economy."

Therefore, this Advisory document has tried to provide insight into the various dimensions concerning graduates and labour market dynamics; graduate labour market scenarios, graduate perception and outlook after graduation, industry outlook and recruitment practices, and dynamics within the tertiary institutions. The main objective of the current advisory document is to:

1. Assess graduate employment/unemployment profile,
2. Profile graduates and their outlook/perception after graduation,
3. Assess the supply trend of graduates,
4. Assess linkage and dynamic between graduates, institutions and labour market, and
5. Assess industry outlook on graduates and labour market demand.

The methodology applied to develop this document was multi-pronged surveys, consultations and desk researches. Three surveys were carried out, first targeted to all tertiary institutions and colleges on the supply and their future plans, second the outlook of industries/establishments on graduate employment, and the third was a beyond graduation survey to capture profile and perception of graduates towards employment.





Accordingly, the advisory document has three main sections or parts; first the beyond graduation survey report, second the industry outlook survey report and third the supply and demand trends. In the first section, an in-depth analysis has been carried out on the activities, outcome, experience and perception of the Bhutanese graduates who have undertaken tertiary education within and outside the country and their outlook on employment. A total of 1837 graduates have participated in this survey. In the second section, we look into the various aspects of industry/employer outlook in recruitment trend, practices, preferences and graduate composition. Lastly, a demand and supply trend in the 11th FYP period has been carried out. An assessment of various degree programs offered by all the 11 tertiary institutions in the country, how programs are introduced, additional competencies beside core curriculum, institutional linkages/collaboration with industry/employer, and employment facilitation programs post-graduation have also been made. Further, an assessment has been carried out on the ex-country graduates supplied through the Department of Adult and Higher Education (DAHE) and other self-funded mode.

The advisory document will also provide broad HRD and policy interventions required to improve the linkage or gap between the tertiary institutions, graduates and the industry.

Graduates and Labour Market Situation

Bhutan has a total population of 734,850, females constitute 51.1% (375,471) and males constitute 48.9% (359,379) (LFS, 2012). The demographic structure is such that the youth population between the age group 15-24 constitutes 20.1% of the total population and 48.9% of the total population is below 24 years of age. This trend is likely to continue in the 11th FYP period. As per Labour Force Survey (LFS) 2012, the total labour force stands at 64.4% (336,391) and it has decreased slightly from 67.4% in 2011. Out of the total employed people, 49.0% comprises of males and the 51.0% are females. The labour force participation rate in 2012 compared to 2011 for both males and females has decreased respectively from 72.3% to 65.7% and from 67.4% to 63.2%.

Increase in Graduate composition against total employed and unemployed

Unemployment as per LFS 2012 is 2.1%, which is approximately 6900 individuals unemployed. Youth unemployment as per LFS 2012 is 7.3%, which is approximately 3500 youths unemployed. Graduates unemployed constitute 8.6% of the total unemployed in 2011 and 12.7% of the total unemployed in 2012, which is approximately 900 graduates unemployed. The number of graduates entering the labour market is expected to grow. This can be seen from the increasing trend in the percentage of graduates over the total employed population and also increasing number of graduates attending the National Graduate Orientation Program (NGOP); 1700 in 2011, 2263 in 2012 and 2407 in 2013. On the other hand, there is also an increasing trend in the percentage of graduates unemployed against the total unemployed population.

As indicated in the following table, the composition of graduates against the total employed population is increasing modestly (1.95% in 2009 to 4.97% in 2013), while the number and percentage of graduates against the total unemployed is increasing sharply (4.55% in 2010, to 12.74% in 2012 and 32.37% in 2013). The draft LFS 2013 indicates that out of the 9916 unemployed, 3210 are with graduate level qualification.

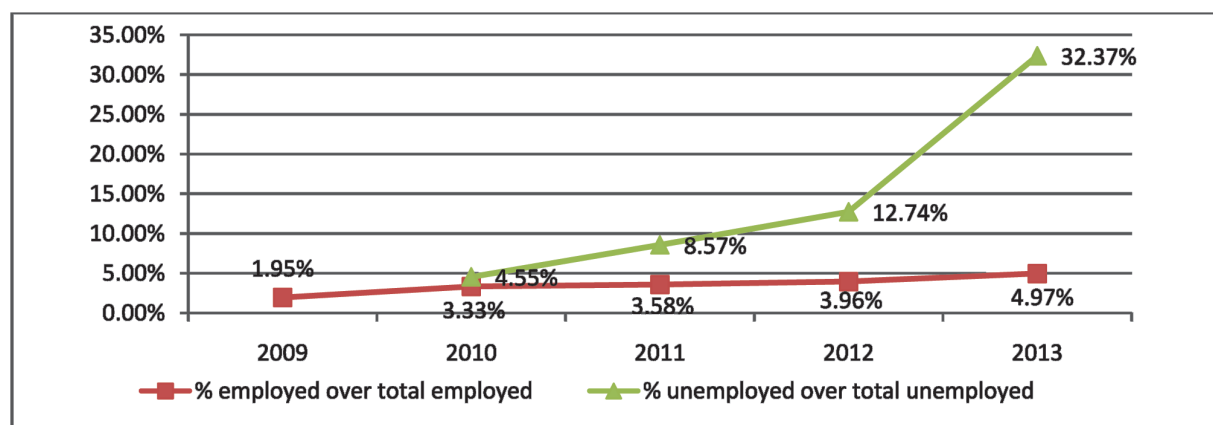




Table 1: Total graduates against total employed and total unemployed

number of graduates against total employed			
Year	graduates	total employed	% graduate
2009	6100	312200	1.95%
2010	10700	320900	3.33%
2011	11600	323700	3.58%
2012	13032	329490	3.96%
2013	16692	335870	4.97%
number of graduated against total unemployed			
Year	graduates	total unemployed	% graduate
2009	no data	no data	no data
2010	500	11000	4.55%
2011	900	10500	8.57%
2012	879	6902	12.74%
2013	3210	9916	32.37%

Figure 1: Trend of graduates against total employed and total unemployed



The trend of more number of graduates composition against total employed and total unemployed is expected to increase with increasing number of graduates entering the labour market annually. A total of approximately 2800 to 4000 graduates are expected to enter the labour market annually in the 11th FYP period, 65% being those graduating from the RUB colleges/institutes and DAHE scholarship, and 35% being those that are privately funded.

Graduate job seeker registration and vacancy distribution trends

The following graph shows the trend of graduate job-seeker registering with the Department of Employment (DoE), Ministry of Labour and Human Resources. The trend of graduates registering over a period of 12 months is consistent over the last three years. As indicated, a higher number of both





technical as well as general graduates register in the month of June to September, with its number reaching as high as 800. Therefore, the trend of graduate supply in the labour market peaking in the 3rd quarter and staying lean in the other three quarters will continue in the 11th FYP period. However, with the overseas employment initiative, the DoE will see a higher registration of graduate job seekers. In fact the figure is 102 and 42 for technical graduates and 238 and 128 for general graduates in the month of January and February 2014 respectively, which is comparatively against the previous three years around the same period.

Figure 2: Jobseeker registration trend (general graduates)

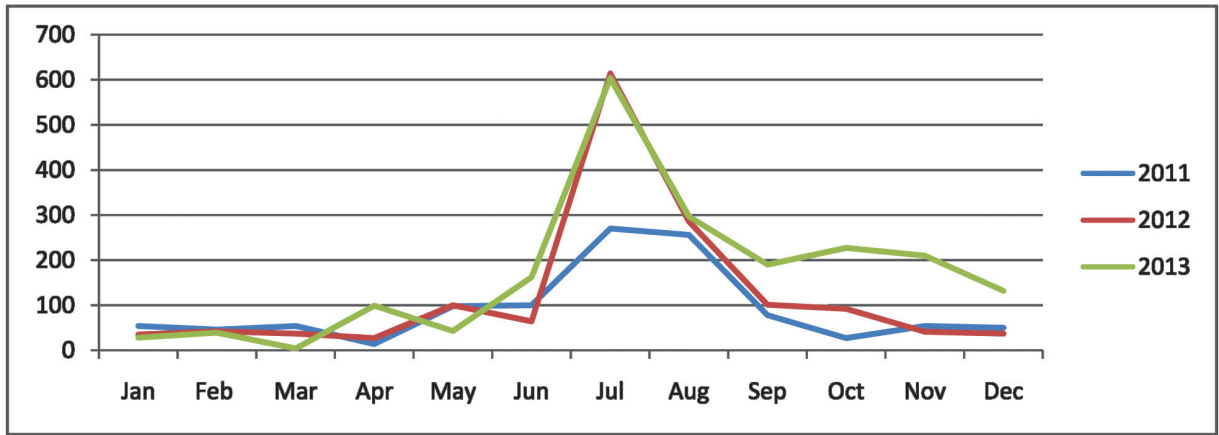
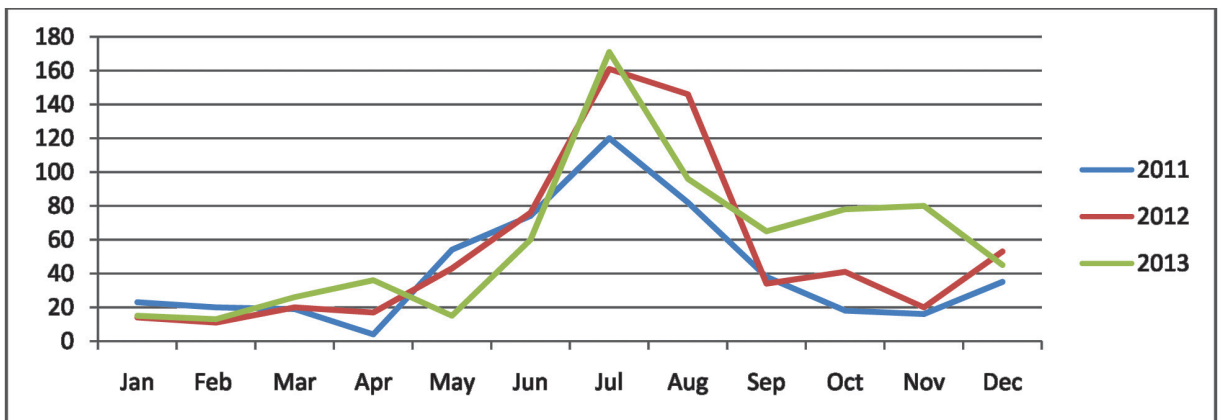


Figure 3: Jobseeker registration trend (technical graduates)



The Department of Employment (DoE) also keeps records of vacancies announced by various sectors in the media with the exception of numbers recruited through the Bhutan Civil Service Examination (BCSE). As indicated in the following figures, the requirements for general graduates are seen more in the government sector, whereas there are higher requirement for technical graduates in the corporation and in the private sector. This trend is consistent over the last three years. On contrary to the entry of graduates in the labour market, which peaks in the month of July and August, job vacancies are consistently spread over the year. The following figures also indicates lower recruitment in the year





2013 as compared to 2011 and 2012.

Figure 4: Monthly vacancy distribution for general graduates from 2011 to 2013

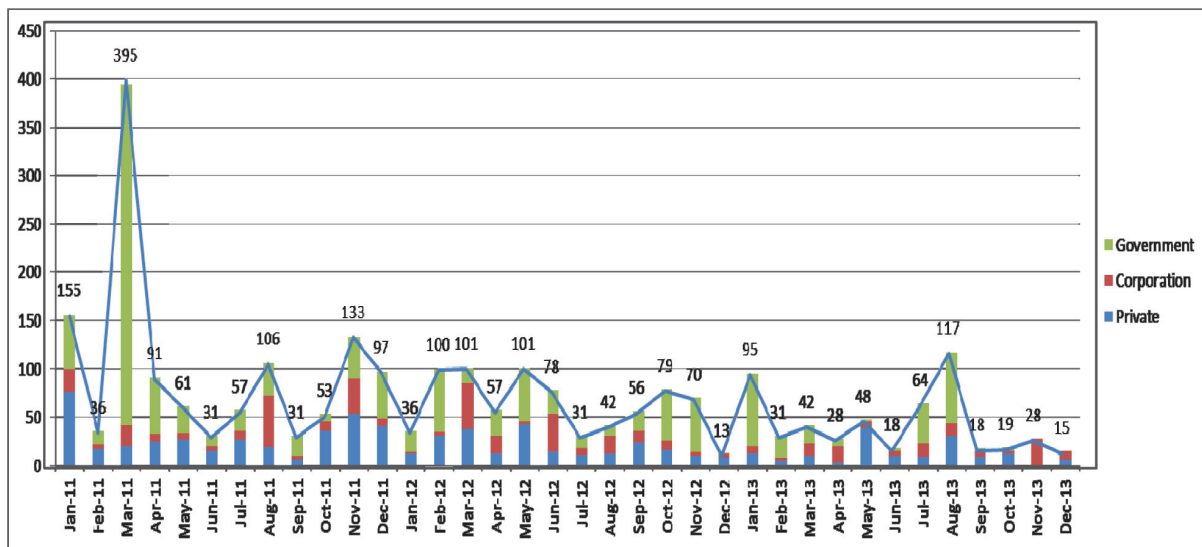


Figure 5: Monthly vacancy distribution for technical graduates from 2011 to 2013

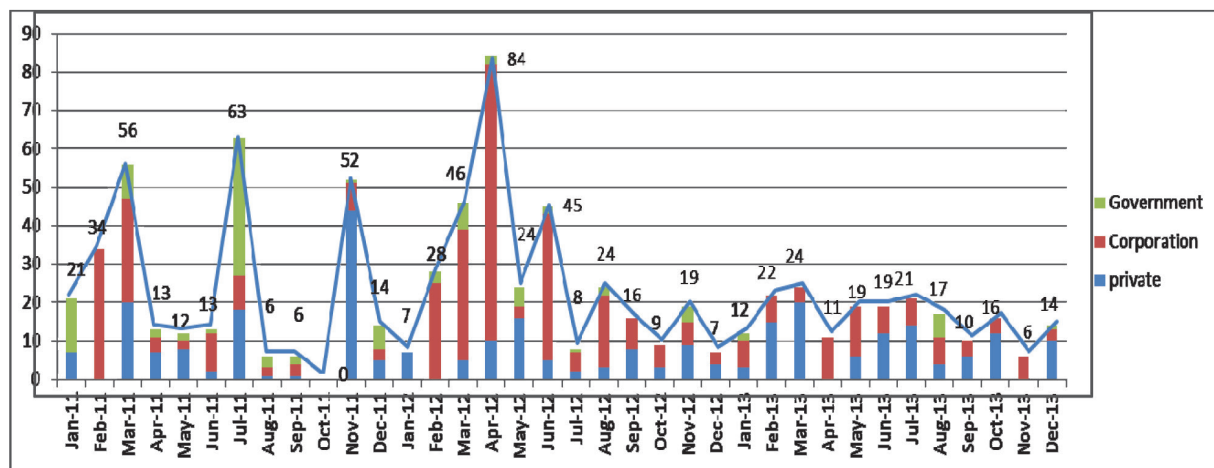
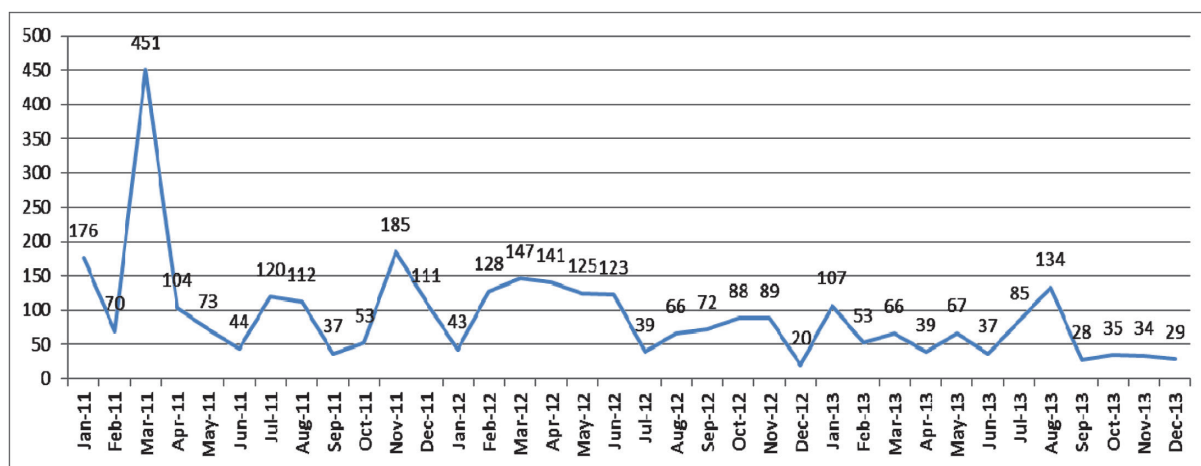




Figure 6: Total monthly vacancy distribution for graduated from 2011 to 2013



Increasing graduate workforce against low employment generation

Over the years, graduate employment has increased in all the three broad sectors; primary sector being agriculture, forestry, mining and quarrying, secondary sector being manufacturing, electricity, gas, water supply and construction and tertiary sector being wholesale, retail, hotel, restaurant, transport, storage, communication, financial intermediation, real estate, renting, public administration, defence, education, health, social work, private household, and other. While there is a modest increase in the number of graduate composition in the primary and secondary sector, the increase is quite significant in the tertiary sector with the percentage increasing from 6.58% in 2009 to 11.54% in 2012.

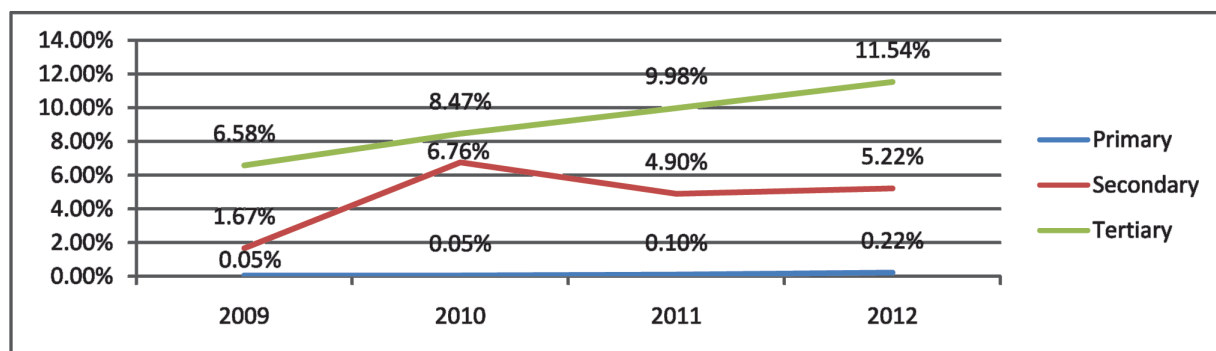
Table 2: Graduate employed by broad sector

Sector	2009			2010			2011			2012		
	total employed	graduates	% graduate in 2009	total employed	graduates	% graduate in 2010	total employed	graduates	% graduate in 2011	total employed	graduates	% graduate in 2012
Primary	204600	100	0.05%	191600	100	0.05%	195900	200	0.10%	205473	450	0.22%
Secondary	18000	300	1.67%	20700	1400	6.76%	28600	1400	4.90%	27990	1460	5.22%
Tertiary	89600	5900	6.58%	108600	9200	8.47%	99200	9900	9.98%	96017	11077	11.54%





Figure 7: Trend of graduates employed over total employed



Though there is an increasing trend in the composition of graduates in all the three main sectors and also against the total employed population, the overall employment trend in the various enterprises are declining as indicated in the following table. While the total employed population has increased in number over the last three years, there is a decreasing trend of employed in all the enterprises with only significant increase of employment in the Agri-Farming. However, this number is largely contributed by the female workforce entering the enterprise. In the government and public corporations, which are the main enterprises employing graduates, there is a decreasing trend in the total employed. This number is largely contributed by the female workforce exiting the enterprise and not so much by the male composition, which seems to be steadily increasing. Private businesses and private corporations have not generated new employment over the last three years, in fact an increasing number of workforce have exited these enterprises. Therefore, while graduates entering the different sectors have increased, the sector or enterprise's overall employment is on decline.

Table 3: Total employment by enterprise and trend from 2010 to 2012

Enterprises	2010			2011			2012		
	male	female	total	male	female	total	male	female	total
Government	33200	16700	49900	33900	12700	46600	33289	11273	44562
Public Corporation	6700	3800	10500	7200	2800	10000	6907	2545	9452
Pvt. Corporation	5800	2700	8500	6100	2900	9000	6469	2122	8591
Armed Forces	3700	1200	4900	5800	400	6200	4535	269	4804
Pvt. Business	31100	34900	66000	30900	33900	64800	34616	28283	62899
Agri Farming	84900	95300	180200	85600	100500	186100	74612	123054	197666
NGO/INGO	500	500	1000	600	400	1000	927	577	1504
Total	165900	155100	321000	170100	153600	323700	161355	168123	329478





Enterprises	increase/decrease (2010 to 2011)			increase/decrease (2011 to 2012)		
	male	female	total	male	female	total
Government	700	-4000	-3300	-611	-1427	-2038
Public Corporation	500	-1000	-500	-293	-255	-548
Pvt. Corporation	300	200	500	369	-778	-409
Armed Forces	2100	-800	1300	-1265	-131	-1396
Pvt. Business	-200	-1000	-1200	3716	-5617	-1901
Agri Farming	700	5200	5900	-10988	22554	11566
NGO/INGO	100	-100	0	327	177	504
total	4200	-1500	2700	-8745	14523	5778

Figure 8: Increase/decrease in workforce by enterprise from 2010 to 2011

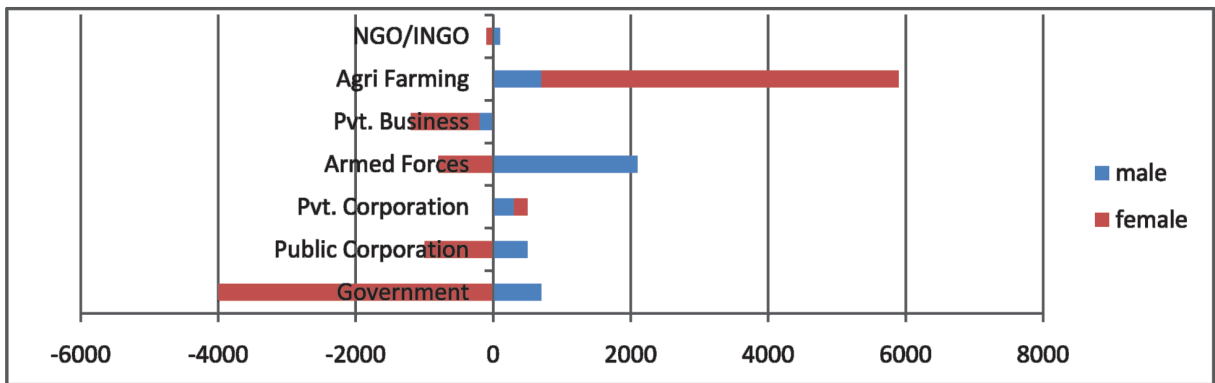
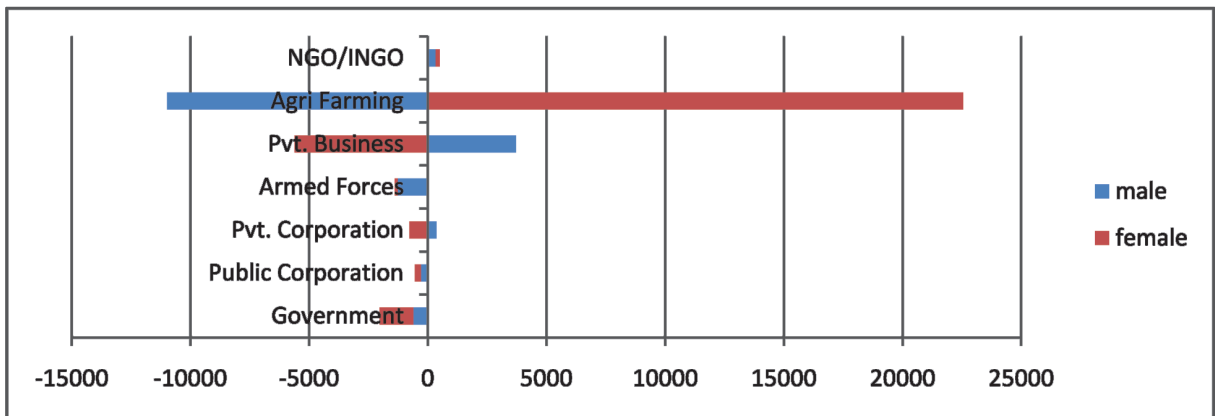


Figure 9: Increase/decrease in workforce by enterprise from 2011 to 2012

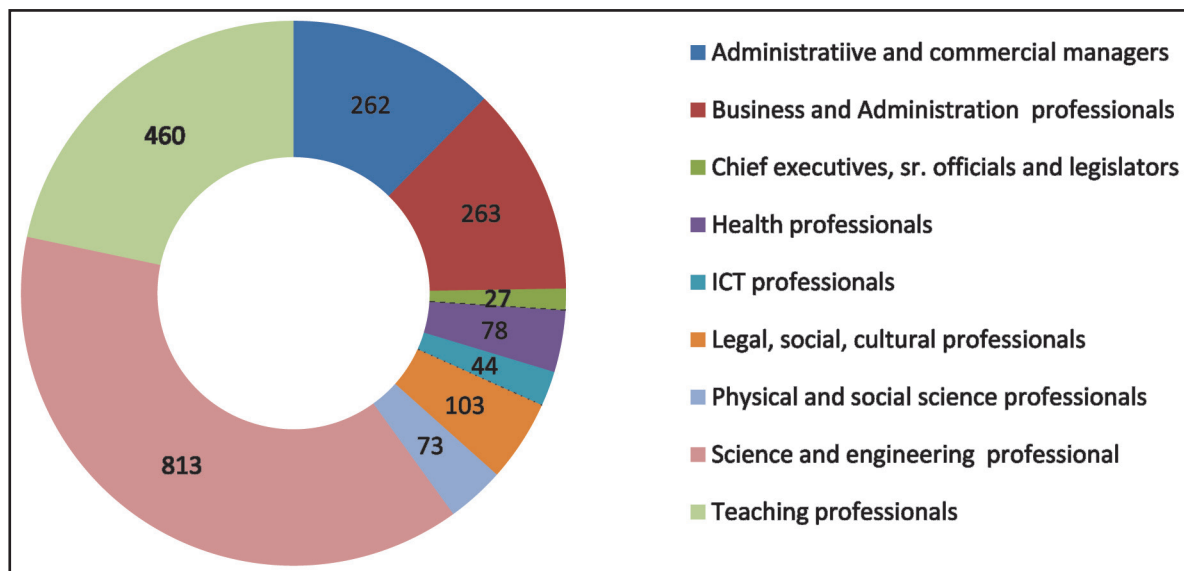


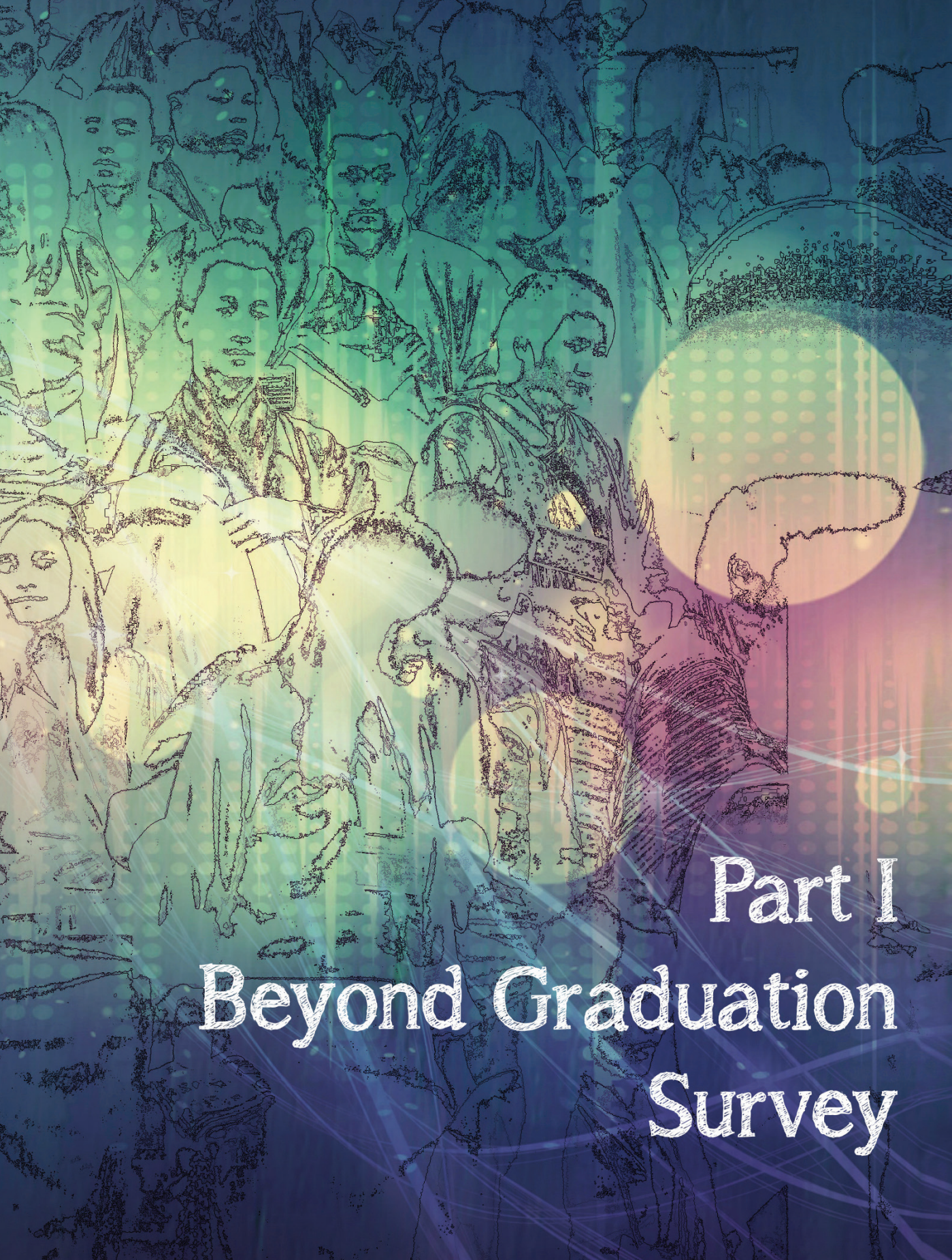


High number of foreign workers with university degree

Paradoxically, out of the 51,593 foreign workers employed in the country, 2,123 are graduates (Labour Net December 2013). A significant percentage of this number are science and engineering professionals, teaching professionals, administration and commercial manager and business and administrative professionals as indicated in the following graph. Therefore, Bhutan currently is faced with a labour market situation wherein there is; an increasing trend in graduates unemployment, increasing trend in the composition of graduates workforce in all sectors, an overall low generation of employment by the different enterprises, versus a high number of foreign professional engaged in various sectors.

Figure 10: Composition of graduate foreign workers by occupational category





Part I
Beyond Graduation
Survey



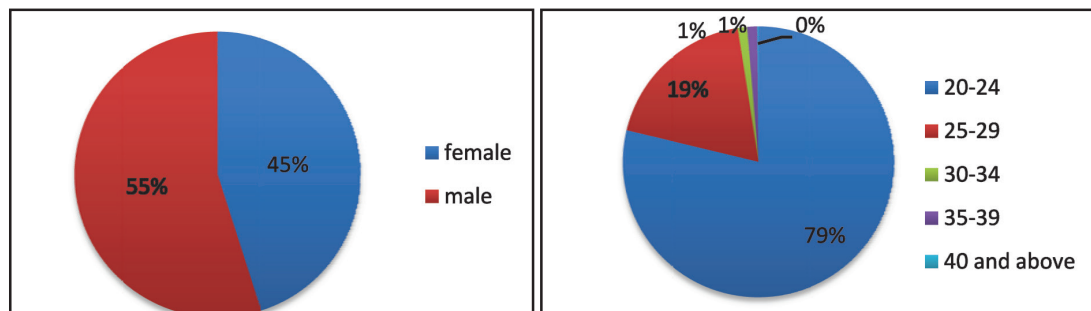
PART 1 BEYOND GRADUATION SURVEY

In this section, a detailed examination has been carried out on the activities, outcome, experience and perception of the Bhutanese graduates who have undertaken tertiary education within and outside the country. A total of 1837 graduates have participated in this survey out of which survey data for 1817 graduates have been used. Though the survey has not captured the whole graduate population and the number of graduates who have completed tertiary education and entering the labour market as of 2013 is comparatively higher, the survey outcome should be indicative to the overall Bhutanese higher education graduate population. Therefore, the result highlighted in this section should give a broad indicative of the profiling, experience and perception of the overall graduates in the country.

The survey pool consist of graduates attending the 2013 National Graduation Orientation program (NGOP) and those graduates registered as job seekers with the MoLHR. Since NGOP is not mandatory, graduates from certain fields for whom jobs are secured, such as those who have graduated from the National Institute of Traditional Medicine (NITM) and the two Colleges of Education have not participated in the survey. Since there are only 6 graduating from the NITM this year, the analysis for the broad field under Health has not been affected. However, there is a significant number graduating from the two College of Education and the survey has not been able to capture these graduates, which has resulted in a skewed data for the broad field under Education.

Out of the survey pool, 41% of graduates are residents of the Capital. Gender wise, 37% of male and 45% of the female are resident of the Capital. 87% graduated in the year 2013, 9% graduated in 2012 and others graduated in the previous years. Gender wise, 45% are female and 54.9% are male, thus indicating that almost equal number of male and female graduates entered the labour market in 2013. Majority fall within the age bracket of 20-24 (79%) and 25-29 (19%), however, the data also indicates that there are those within the age bracket of 30 to 39 and those above 40 who have completed graduation in 2013. A significant number of these are in-service employees who have undergone education for skill up-gradation. There are also those that have left their previous employing agencies to underdo under-graduation study. While an insignificant percentage of this group have re-entered the labour market, there are those who are employed in other sectors. Almost 67% of those who have undergone education up-gradation are from the Government sector, mainly from the sub-sector Agriculture and Forest, thus indicating a greater human resource development effort in the Government sector.

Figure 1.1: Gender and age profile of graduates





The Beyond Graduation survey instrument consisted of six sections; first the Graduate profile which provided their gender, age, residency, field of study, year of graduation, name of the university, location of institute and funding type; second the factor for undertaking study/program of choice which gives an indicative of various factors determining their choice of program; third the retrospective evaluation of the quality and relevance of study/program, which provided their level of satisfaction with their study and as to whether an individual would recommend the same program or college to others; fourth the employment record which looked at prior employment of individual and sector they are employed in and as to whether they are currently employed in same or other sectors; last provides details on transition to employment which gives details into whether an individual is looking for job, their preference of sector to work in, criteria that determine their choice of employment and options they would consider in case job of their choice is not found. Further, this section looks at whether an individual has undertaken training beyond graduation to find work, the kind of competencies they think they required to find employment and the reasons for their current unemployment.

The survey covers tertiary institutions/colleges/universities located within the country as well as those located outside the country. In fact, almost 54% of the graduate pool has studied outside the country with almost 52% studying in colleges located in India and only 2% studying in other foreign countries. 90.8% of those that have studied in India are privately funded and only 5% are funded by the Royal Government of Bhutan. From the overall figure of those that have completed under-graduation, 58.2% represent those that are privately funded and 38.4 funded by the Royal Government. Majority of those studying in the country, almost 77% are funded by the Royal Government.

Table 1.1: Funding type for overall graduates and for those who have studied in India and Bhutan

Funding type	% (total)	% (India)	% (Bhutan)
Government (full)	38.47%	5.04%	77.31%
Government (partial)	0.5%	0.63%	0.37%
Funded by employer	0.33%	0.32%	0.25%
Other scholarship	2.48%	3.26%	0.86%
Self-funded	58.23%	90.76%	21.21%

Composition of Graduates

There are 11 tertiary colleges in the country, all affiliated with the Royal University of Bhutan. These colleges offer degree programs in modern and traditional medicine, business and management, general arts and humanities, physical and life sciences, civil and electronic engineering, Information technology and education. Further, the Department of Adult and Higher Education (DAHE) on an annual basis offer 200 to 250 scholarship in the areas of medicine, surgery, engineering, architecture, and other areas in which the country do not have in-country capacity and for which there is labour market demand. The survey result indicates that 26% of the government funded scholars who have studied outside Bhutan have undertaken under-graduation in Engineering and related technology and 16% in health. However,

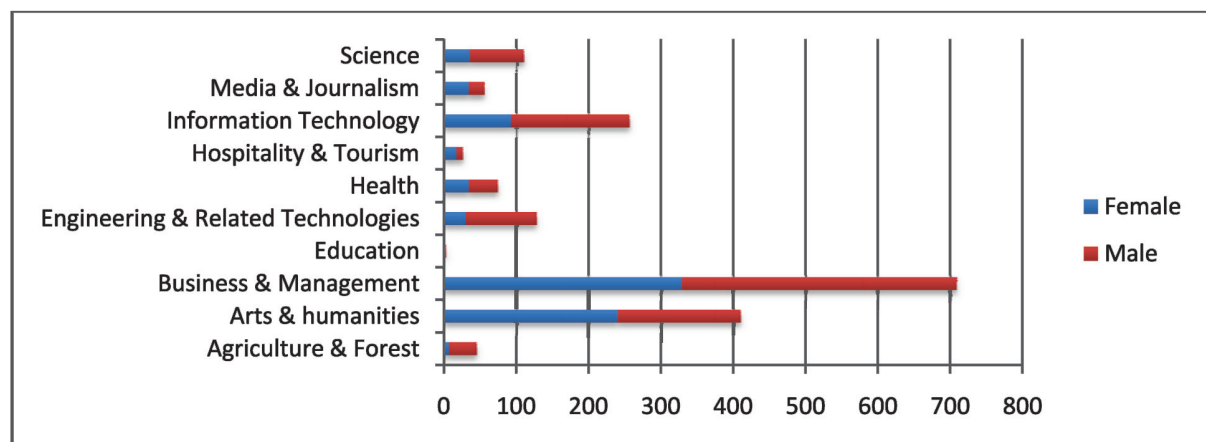


14% have undertaken program in business and management and 8% in general science subjects and 3% in Arts and Humanities subjects.

Table 1.2: Graduate by broad field of study/program

SN	Broad Field of Study/ Program	% (total)	% (female)	% (male)
1	Agriculture & Forest	2.48 %	0.85 %	3.81 %
2	Arts & humanities	22.56 %	29.3 %	17.03 %
3	Business & Management	39.02 %	40.05 %	38.18 %
4	Education	0.17 %	0.12 %	0.2 %
5	Engineering & Related Technologies	7.04 %	3.66 %	9.82 %
6	Health	4.07 %	4.15 %	4.01 %
7	Hospitality & Tourism	1.43 %	2.08 %	0.9 %
8	Information Technology	14.09 %	11.23 %	16.43 %
9	Media & Journalism	3.08 %	4.15 %	2.2 %
10	Science	6.05 %	4.4 %	7.41 %

Figure 1.2: Graduates by broad field of study/program



As indicated in the table above, majority of the graduates have undertaken degree program either in Business and Management, Arts and Humanities or Information Technology. The trend seems to follow even with gender segregation. Looking into the funding source for each of the field; 80% of those who have undergone degree in Agriculture and forest are funded by the Government; 60.9% of those who have completed degree in Engineering and related technology are funded by Government and 34% are self-funded; 21.6% those whole have completed degree in health are funded by Government and 68.9% are self-funded; 11% of those from Tourism and Hospitality are funded by Government and 73% are self-funded; 15% in information Technology are funded by Government and 82% are self-funded; 1.7% from Media and Journalism are Government funded and 92% are self-funded; and 72.7% of Science graduates are funded by Government and 24.9% are self-funded. Therefore a higher number

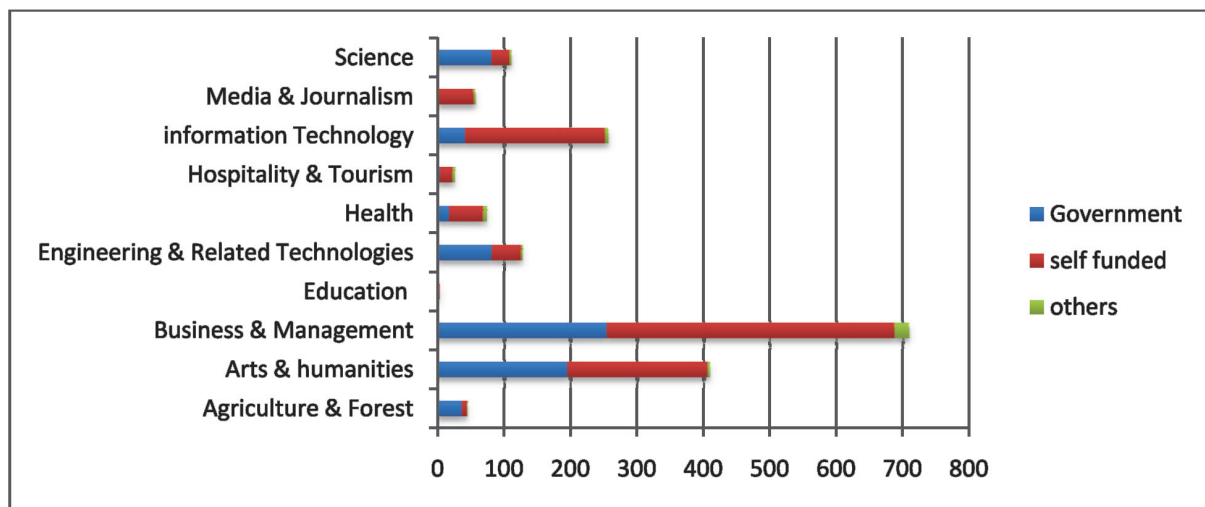




of Businesses, management, arts, humanities and Information technology graduates can be attributed to students taking up these programs on their own cost. The investment of Government seems more in the technical and science fields. A higher degree of self-funded graduates in health are in the specific field of microbiology, nutrition & dietetic, clinical laboratory technology and pharmacy.

In the following figure, other scholarships and funding by employer are put under 'others' since the numbers under these two scholarships are not very significant.

Figure 1.3: Funding type by broad field of study



Factor determining choice of program and post-graduation

The survey examined into factors such as advice from parents/guardian, influence of friends/relatives studying in the same program/college, reputation of the college, higher interest in the field, motivation to improve income and finding employment in determining the choice of degree program.

Table 1.3: Factors determining choice of degree program

Range (1= not important at all, 5 = very important)	Factors					
	advice from parents/guardian	friends/relatives studying in same college/program	reputation of the college	higher interest in the field	improve income	higher employment prospect
5	58.8%	24.65%	62.29%	69.7%	41.21%	72.16%
4	26.46%	27.47%	26.44%	24%	36.4%	17.15%
3	10.2%	23.18%	8.4%	4.6%	15.83%	8.1%
2	2.69%	10.49%	1.58%	0.56%	4.47%	1.8%
1	1.85%	14.21%	1.3%	0.67%	2.09%	0.79%

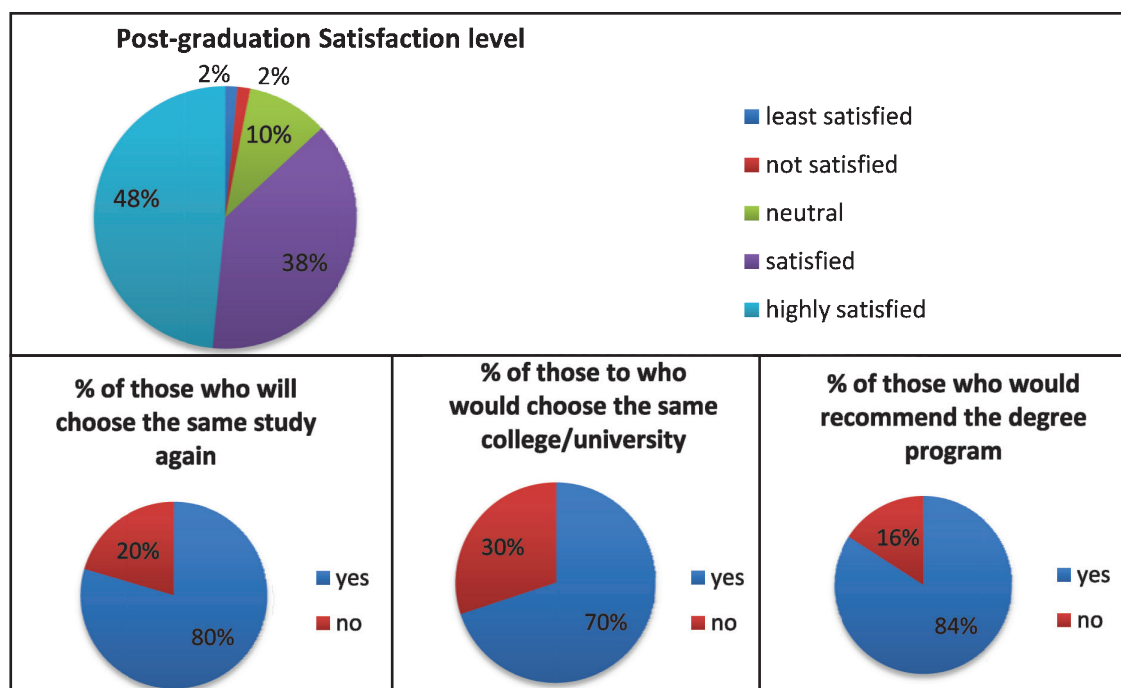




The result indicated that a greater emphasis is placed by individuals on higher employment prospect post-graduation in determining the choice of degree program. Factors such as advice from parents or guardian, reputation of the college and individual interest in the field also play a vital role in determining choice of program. However, less importance is placed on factors such as influence of friends/relatives studying in college or program. This clearly indicates careful assessment of employment prospects, reputation of the college and guidance from elders on choice of programs.

Graduates who have undergone degree on self-funding have indicated that employment post-graduation (89%) and advice from parents/guardian (86%) as an important factor for choosing the program.

Figure 1.4: Post-graduation satisfaction level



As indicated above, majority of graduates are satisfied with the under-graduation program that they have undertaken. Majority of them have indicated that they would choose the same study/college and would recommend the program to others. Those who have indicated lower level of satisfaction or said that they would not recommend the program have specified lack of jobs or job scarcity as the main reason.

Looking into the broad field, 30.4% are those who have undertaken business and management, 17.5% of Arts and humanities and 27% of Information technology have indicated that they would not recommend the program due to job scarcity post-graduation.

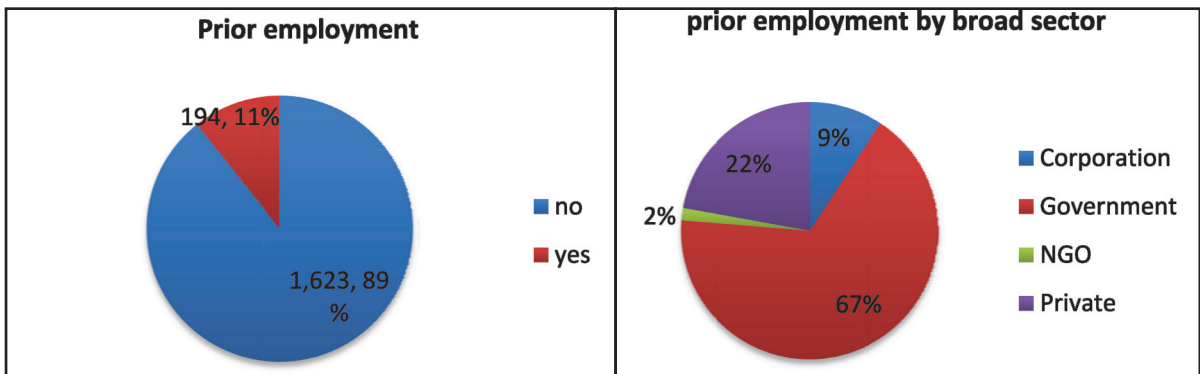




Prior and current Employment

The survey indicates that 11% of the graduates were employed prior to the under-graduation program and 89% were not. However, these 11% fall within the age bracket of 30-39 and those above 40 years of age who are in the service. Majority, almost 67% are from the government sector, thus clearly indicating greater continued education effort/support in the Government sector. The survey also indicates that 97% of those in-service graduates from the Government sector continue to work in their prior employment jobs, whereas this percentage is 78% in the corporations and only 44% in the private sector. This clearly indicates that job positions of those working in the Government sector are protected while undertaking three to four year study program and that almost 56% of those who have worked in the private sector and 22% of those who have worked with the corporate sector are expected to re-enters the labour market post-graduation to look for other job opportunities.

Figure 1.5: Prior employment and current employment



87% of those who are employed after graduation have indicated that their study is highly relevant to the work that they are currently engaged in.

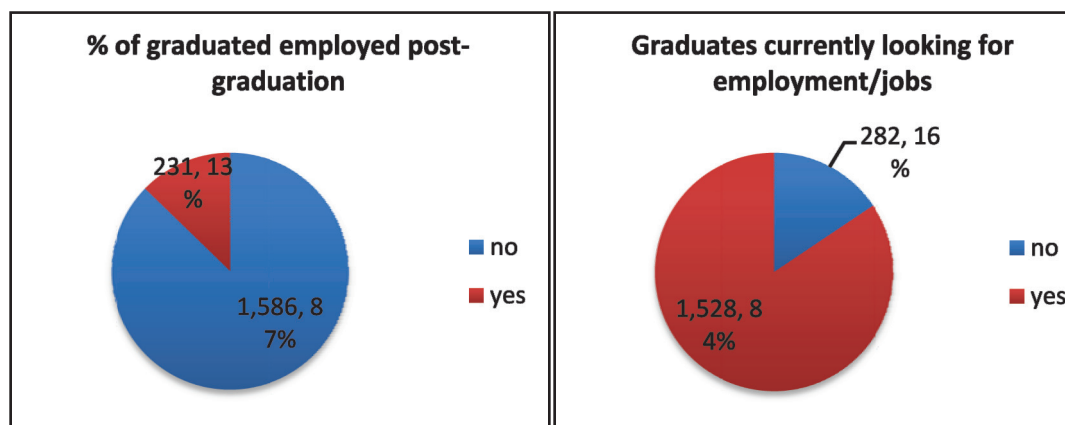
From the survey analysis, only 13% of the graduates are employed and others are looking for employment or jobs. However, 90% of these represent those who were employed prior to undertaking the degree program (in-services), therefore the percentage or number of those graduates finding jobs right after graduation is very low.

Consequently 84% have indicated that they are actively looking for employment. While one would assume that all the unemployed pool would be seeking employment, interestingly 8% of those not employed are not looking for any employment. Of those employed, 13% are in corporation, 22.67% are in private, 1.78% in NGO, 0.89% self-employed and 59% are in Government. However 30% of those who are already employed are looking for other jobs. These are mainly individual working in the non-government sector (65%).





Figure 1.6: Graduates employed and currently looking for employment



54% of the graduates indicated that they were in a position to find their current employment in less than 3 months, 17% indicated that it took them 3-12 months and 28.7% indicated that it took them more than a year. Further, of those looking for employment, 32% have indicated that they have not applied for any jobs, 62% have applied for at least 1 to 5 jobs, 5% have applied for 6 to 10 jobs and 1% for more than 11 jobs.

Perception and preference

Over the years, our national Human Resource Development plans and programs have been focused more on the requirement of the government sectors wherein skills shortage and skill enhancement of this sector is given priority over others. Similarly, the Bhutan's tertiary education plans and program were initially geared towards meeting the human resource requirements in the Civil Service Sector, which had almost 90% of its workforce filled by foreign expatriate during the 1960s. However, this figure has now come down to 2.3% of the total workforce in civil service. The Royal Civil Service Commission (RCSC), the apex agency for formulating HRD plans, programs and policies for the civil service sector believes in the principle of maintaining small, compact and efficient civil service. In achieving this objective, the overall size has grown by only 5.7% in the 9th FYP period, taking into account the average annual intake of 7.34% and 1.46 attrition rates. The same trend can be seen in the 10th FYP period and will follow during the 11th FYP period.

Thus, one can say that Bhutan currently is in a transition phase, wherein we will continue to see less and less human resource absorption in the government sector, therefore necessitating drive in human resource requirement in the non-government sectors. This will require a collaborative effort between the industry, the tertiary institutions and the Government. However, from the graduates' point of view the survey clearly indicated that government sector as the first preference of work. The result gives the same indication even with gender segregation.

Almost 73.8% of the graduates have chosen government as their first preference of work and 61%



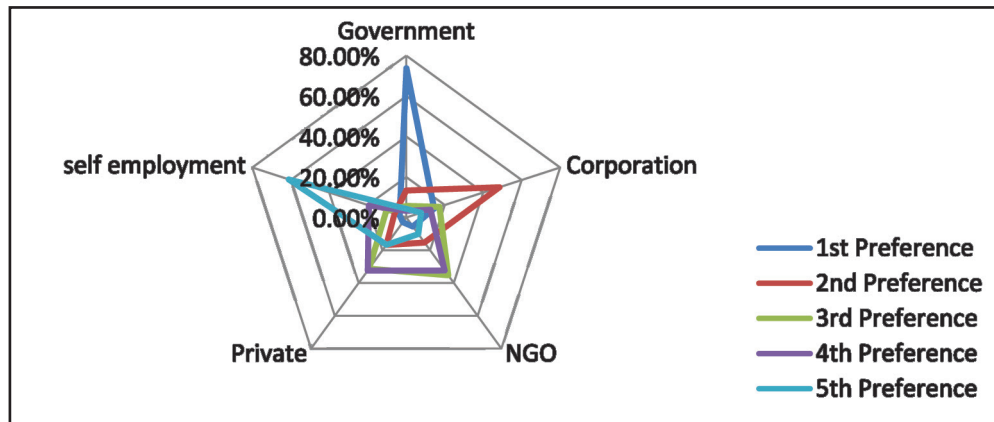


has chosen self-employment as the last preference. The table clearly indicated that majority prefer government jobs for employment followed by corporation, NGOs, private and self-employment. The preference for Government jobs over others is same for all broad fields of study and even across different age groups. Interestingly, higher percentages of females have opted for self-employment as the last preference as compared to males. This could mean that graduates are either not confident or lack the necessary skills/resources to set up their own businesses. However, there are those who have indicated self-employment as their first or second preferences and it is highly recommended that entrepreneurship programs for graduates should be targeted to this pool of graduates.

Table 1.4: Broad sector of employment preference

Broad Employment sector	1st Preference	2nd Preference	3rd Preference	4th Preference	5th Preference
Government	73.81%	13.36%	5.80%	3.31%	4.39%
Corporation	14.46%	48.47%	17.24%	12.62%	7.75%
NGO	5.44%	15.27%	35.29%	32.27%	10.12%
Private	2.83%	16.77%	31.28%	32.38%	16.65%
Self-employment	3.46%	6.13%	10.39%	19.42%	61.10%
	100.00%	100.00%	100.00%	100.00%	100.00%

Figure 1.7: Sector preference of graduates

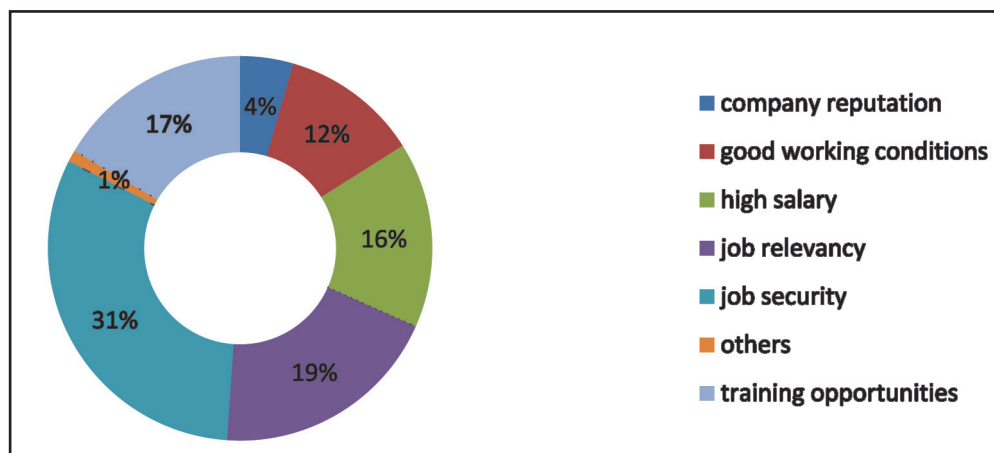


Besides the broad sector of preference, the survey also looked into specific factors a graduate looks at when seeking employment. These factors are broadly classified as job security, good working conditions, company's reputation/ image, job relevancy to the degree undertaken, high salary, training opportunities and others. Majority, almost 31% have indicated that job security is an important determinant for them in finding employment. 19% have indicated that job relevancy, 16% indicated high salary and 17% training opportunities as determinant for finding employment. The trend seems to follow even with gender segregation and across different age group.



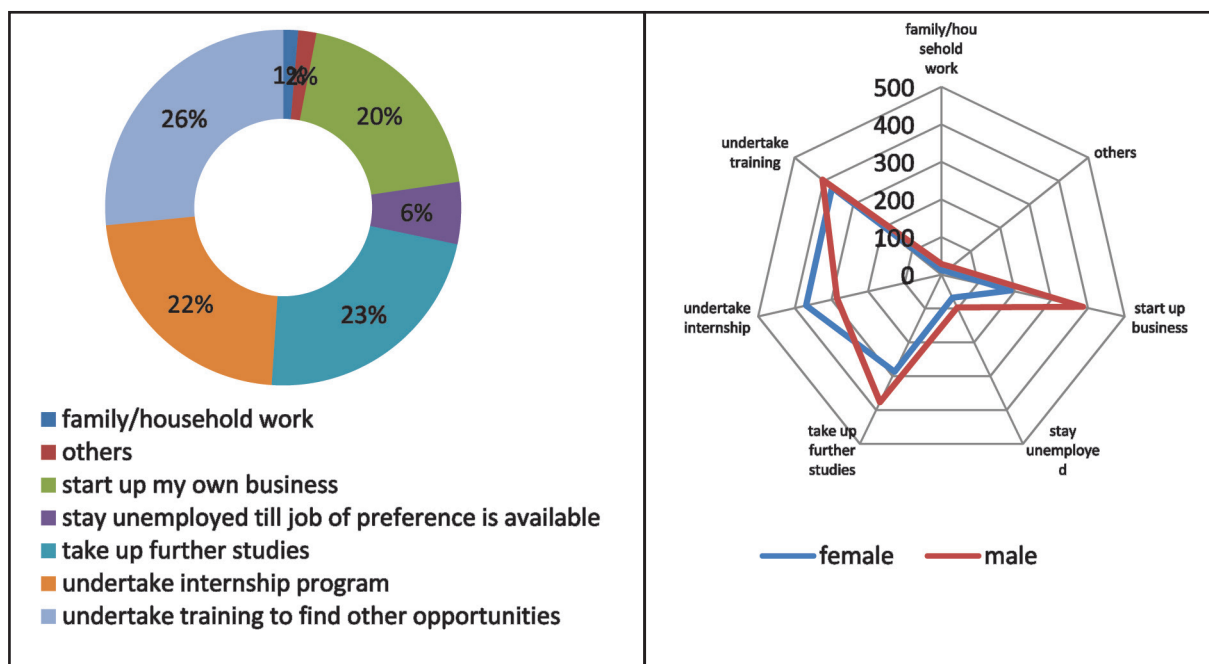


Figure 1.8: Criteria for employment



The survey also looked into various options a graduate would consider in case job of their preference is not found. The different options being; setting up their own businesses, engaging in family/household work, undertake training to avail other job opportunities, taking up further studies, internship programs, or staying unemployed until job of their preference is available. Majority have indicated that they would consider setting up their own business, undertaking internship or training. Females have more inclination towards undertaking a training or an internship programs, while males have more inclination towards setting up their own business or taking up further studies.

Figure 1.9: Options graduates would consider in case not employed

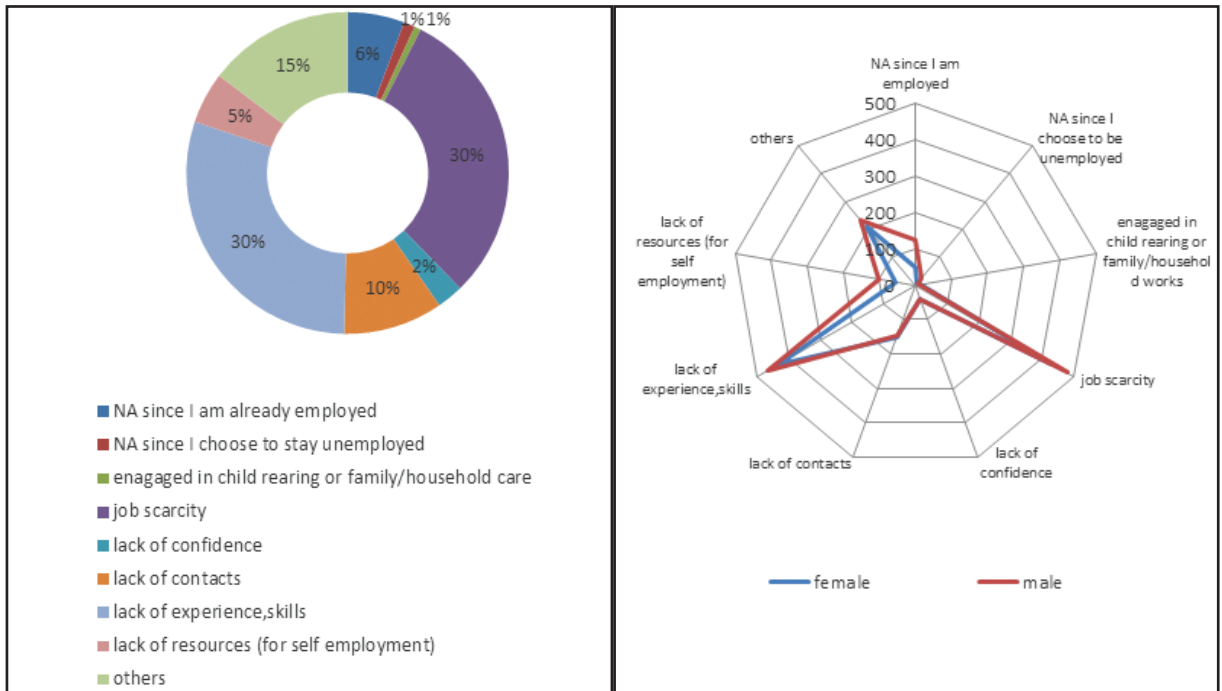




The survey indicates that only 31% of graduates have undergone some form of training to find employment and others have not. However, these trainings are mostly internship with various employing agencies. Some have undergone basic IT training, finance and management related trainings. Very few have undertaken specialized training in their own subjects or discipline.

The survey also looked into the perception of graduates on their current unemployment. Most graduates feels that lack of relevant experience and skill and job scarcity as the main reasons for unemployment. A small percentage (1%) of graduates is engaged in child rearing or household works due to which they are unemployed. Interestingly, there are also those who choose to stay unemployed. Graduates who have put 'others' (15%) as the one of the reasons for their current unemployment has either specified that it is too early assess themselves (since most have graduated in the year 2013 and has not applied for any jobs) or that the interview processes are unfair.

Figure 1.10: Graduates' self-assessment of unemployment





Part II
Industry Outlook
Survey



PART 2 INDUSTRY OUTLOOK SURVEY

A total of 37,282 industrial licenses has been issued by the Department of Industry (December 2012), out of which 872 are non-operational establishments and the license for 19,875 establishments has been cancelled. Therefore there are currently 16,535 operational establishments in the country out of which 1322 are in production and mining, 11,766 in service and 3447 are contract establishments. These establishments are classified in accordance to their assets as well as the number of people employed. Large scale firms are expected to employ over 100 people, medium and small scale are expected to employ between 20-99 and 5-19 people respectively while cottage scale industries are expected to employ 1-4 people. Scale-wise, there are 178 large, 464 medium, 4864 small and 11,029 cottage establishments in the country, out of which, there are 3447 contract establishments. Taking out the number of contract establishments, there are approximately 13,000 licensed operational establishments, out of which 98% are small and cottage scale industry.

A total of 2000 establishments were identified covering all the 20 Dzongkhags and all the economic sectors were identified for the Industry outlook survey. A total of 722 establishments participated in the survey out of which 561 questionnaires were used for the analysis purpose. Majority of these establishments are located in Thimphu (45%), Chhukha (12.5%) and Paro (10.5%). The survey was targeted mainly to those establishments or employers that have higher number of university graduate employees working in their organization. Therefore, the survey coverage for large and medium establishment is comparatively higher than that of small and cottage establishments.

As shown in the following table, 65% of the large scale and 92% of the medium scale establishments have participated in the survey. The coverage for small and cottage industry is much lower since the survey mainly targeted larger organizations. Further, many of the smaller establishments lack proper office space or structure, and could not be contacted to participate in the survey.

Table 2.1: Survey coverage against the total number of establishments

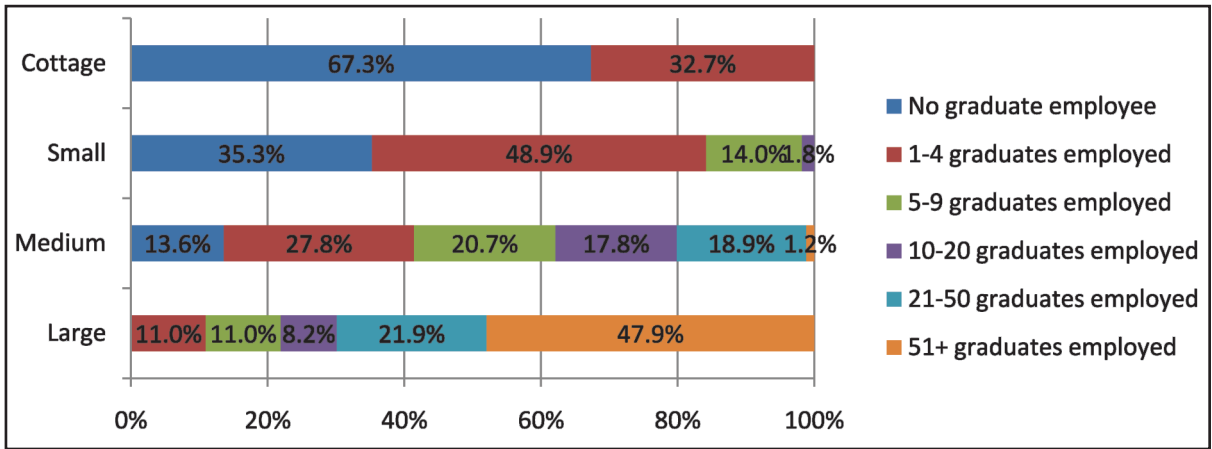
Particulars	Large	Medium	Small	Cottage
Total establishments excluding contract est.	113	183	1763	11029
survey coverage (no.)	73	169	221	98
Survey coverage (%)	64.60%	92.35%	12.54%	0.89%

As indicated in the following figure, 67% of the cottage scale industry does not employ any graduate level employee, while the remaining percentage operates with only 1 to 4 graduates. 35% of the small scale industry does not have any graduate employees and rest operate with 1 to 20 graduate employees. As expected, 48% of the large establishments employ more than 50 graduates. There are also a modest percentage of medium establishments that employ the same number of graduates.





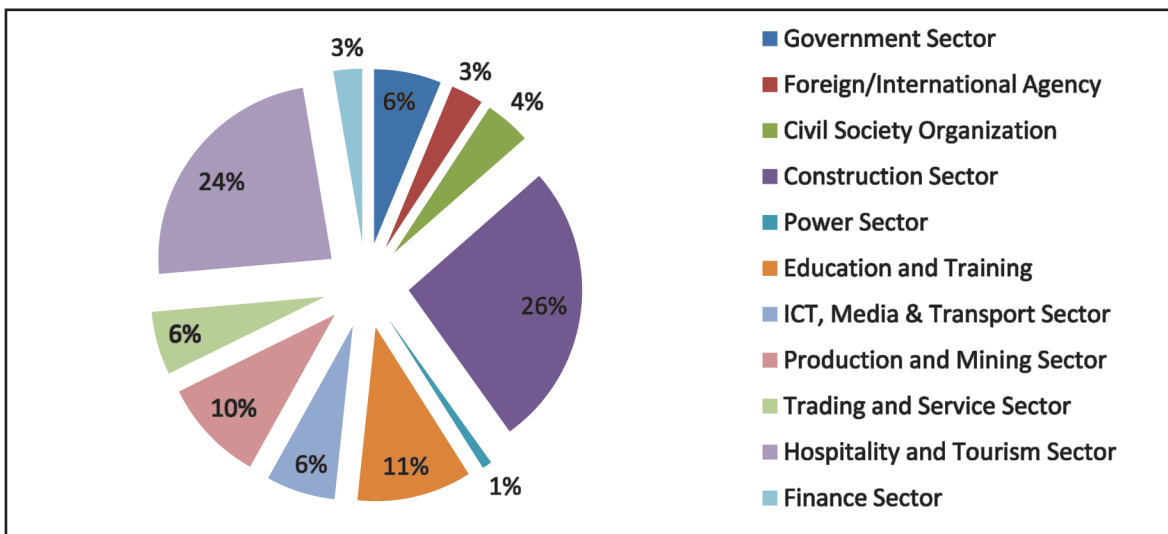
Figure 2.1: Composition of graduates employed by scale of establishment



Employment Sector composition

The industry outlook survey has been undertaken as a focused and meaningful review of profile and composition of graduates working in the industry, study current graduate recruitment practices in the country, and gain an indication of the future outlook of graduate recruitment. A total of 11 economic sectors or enterprises have been covered through the survey. While a larger number of construction and hospitality sector have participated in the survey, as shown in the next figure, these are mostly small and cottage scale industry. Whereas, though the composition of finance and power sector is the least, these are mostly large scale industry.

Figure 2.2: Sector breakdown of participating establishments

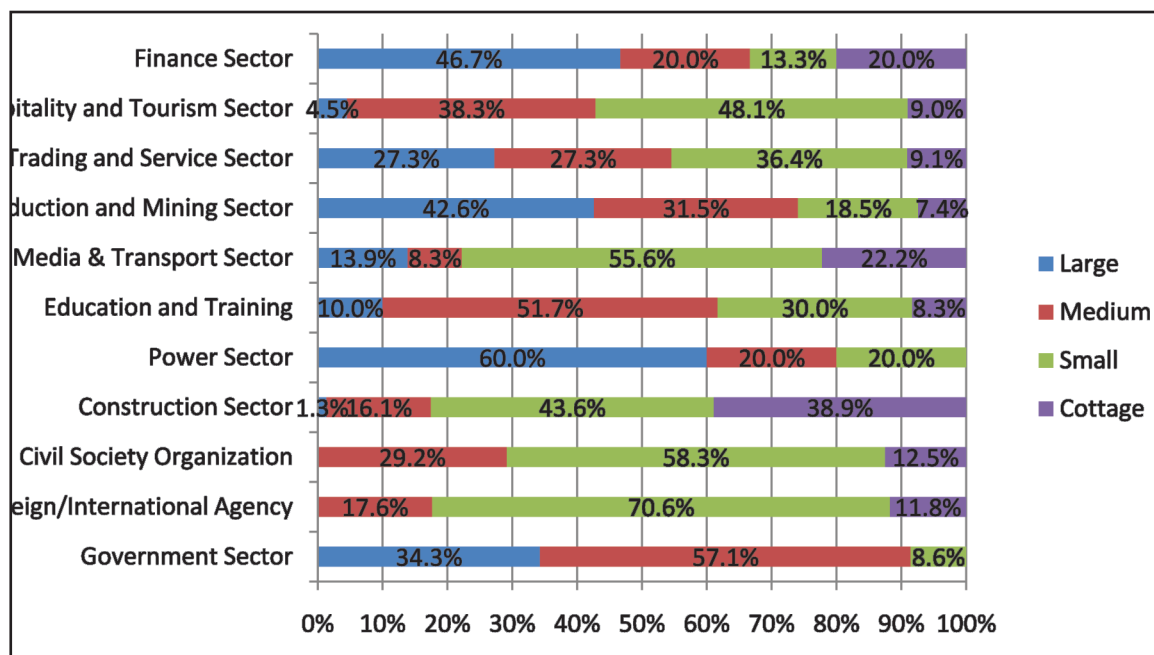




As shown in the following figure, most large scale industries are based in finance, power, and production and mining sector. Medium scale establishments are common in education and Training and Government, whereas small scale establishment are common in international agency, CSOs, ICT and hospitality sector. Most industry in construction sector is cottage based.

In the analysis that follows, a detailed study has been carried out by scale of the industry (number of people employed) and by their employment sector.

Figure 2.3: Establishment by scale in broad sectors



Profile of graduates in the industry

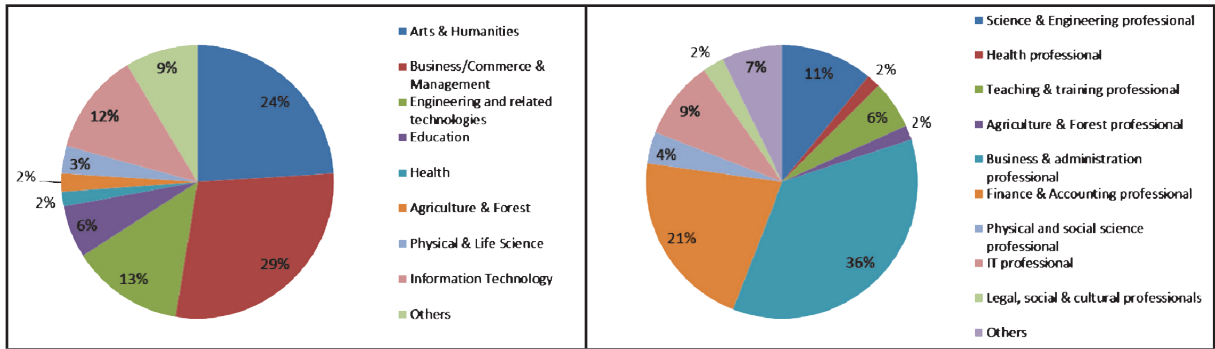
The employers were asked the three most dominant discipline or qualification of graduates working in their organization and also the three most dominant job areas or job positions that a graduate employee holds in their organization.

As indicated in the following figure, most establishment have higher number of arts & humanities, business, commerce and management and engineering graduates working in their organization. Correspondingly, most graduates are working as business and administrative professional, finance and accounting professional and science and engineering professional as indicated by the surveyed employers.





Figure 2.4: Composition of graduates by dominant degree discipline and dominant job positions



While the overall indication is that of highernumber of arts &humanities and business & management graduates working in most establishments, on furtherstudy, this composition differ from one employment sector to other. As shown in the following two figures; there are higher numbers of engineering professionals in the construction and power sector, and finance and accounting professional in finance sector. Business and administrative professional are comparatively higher in hospitality, trading and service and government sectors.

While 24% of the establishments have indicated that they have large number of arts and humanities graduates working with their establishment, the figure indicating graduate position shows an insignificant percentage of legal, social and cultural professional across all sectors. This could be because these art and humanities graduates work in various administrative fields.

Figure 2.5: Dominant degree discipline or qualification by employment sector

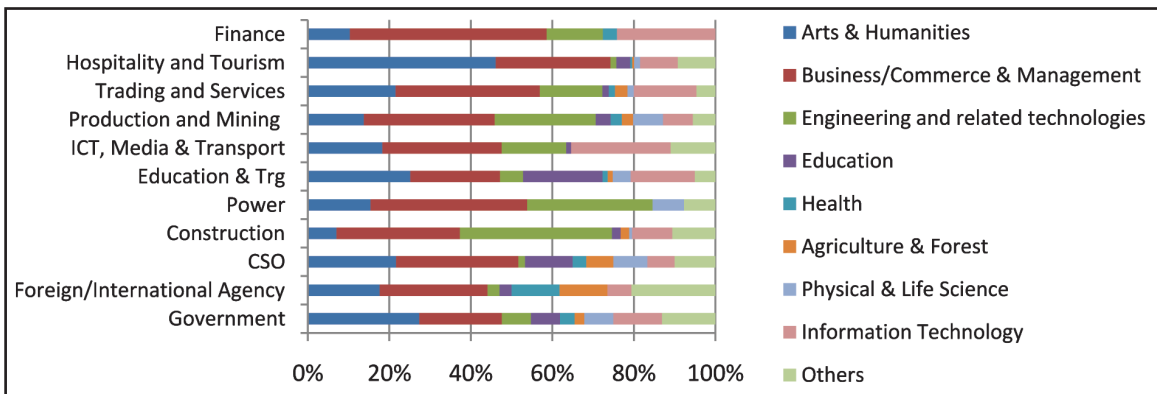
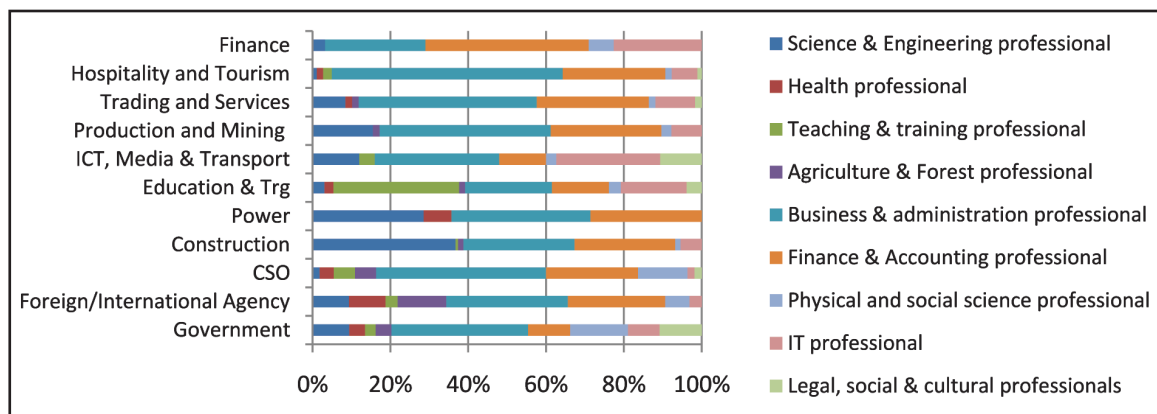




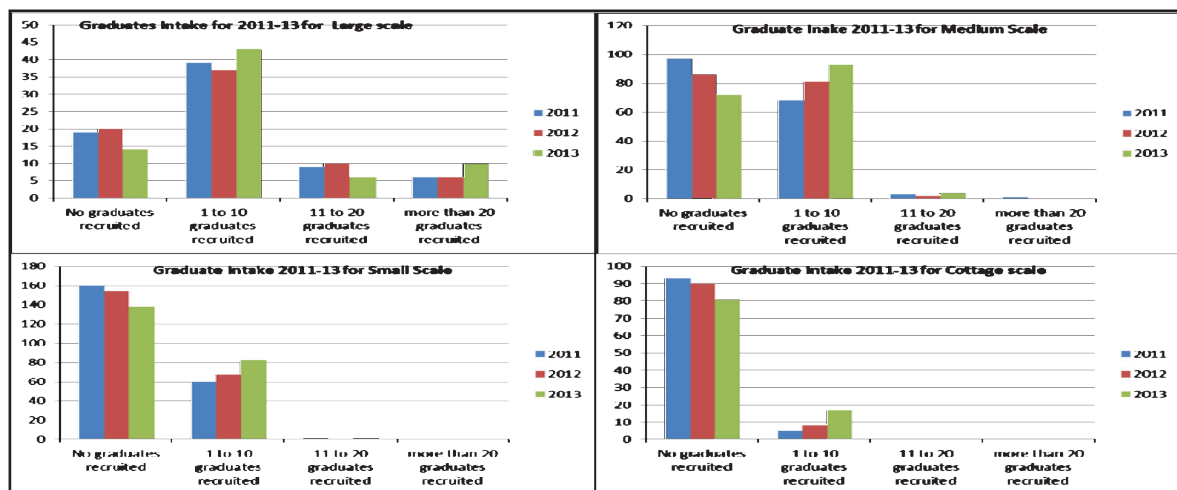
Figure 2.6: Dominant job position (held by a graduate) by employment sector



Graduate Recruitment Trends

In 2011, 65% of the surveyed graduate employer did not recruit any graduates. Over the year, there has been a steady increase in the percentage of employer recruiting graduates with its percentage increasing from, 34% in 2011, to 37.6% in 2012 and 45.6% in 2013. This trend is expected to grow in the 11th FYP period. Most establishments have recruited over 1 to 10 graduates in the last three years. The number of more than 20 graduates recruited annually is common only in large scale industries. Small and cottage industry have recruited 1 to 10 graduates annually, and their recruitment trend is increasing over the last three years. There is also an indication that the percentage of establishments not recruiting any graduates is declining for all scale of industry. In fact, the recruitment trend of graduates in all categories is on the rise.

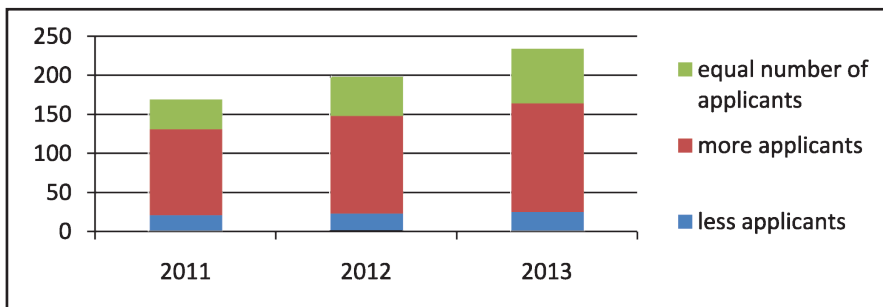
Figure 2.7: Graduate recruitment trend by scale of industry from 2011 to 2013





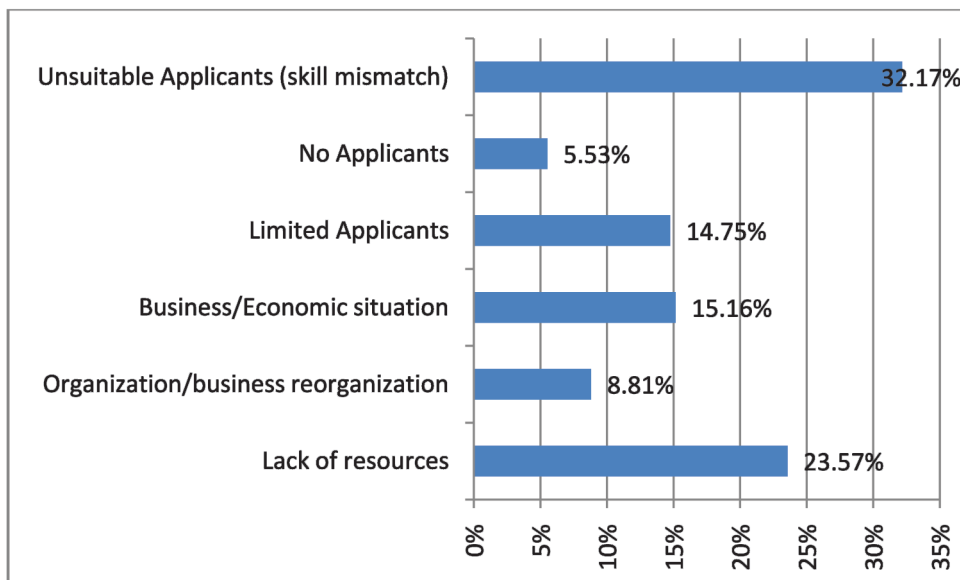
For every vacant slot, there is an increasing trend of more number of graduates applying for the vacancy or slot. In 2011, for 65% of the vacancies, there was more number of applicants than the slot available. This number gradually increased over the year with more number of applicants applying a vacancy or job position. However, there is also a significant indication of less applicants or equal number of applicants applying for a particular position or slot.

Figure 2.8: Corresponding graduate applicants to employment vacancy



Corresponding to above analysis, 53% of the employer indicated that it was challenging to recruit graduates for vacancies or position in 2012/2013 recruitment. When they were asked to identify these challenges, most employers revealed that unsuitable applicants (skills mismatch) and lack of resources as the main challenge. The lack of graduate applicants and the economic situation were also identified as one of the challenges in carrying out graduate recruitment.

Figure 2.9: Recruitment challenges for 2012/2013 graduate recruitment





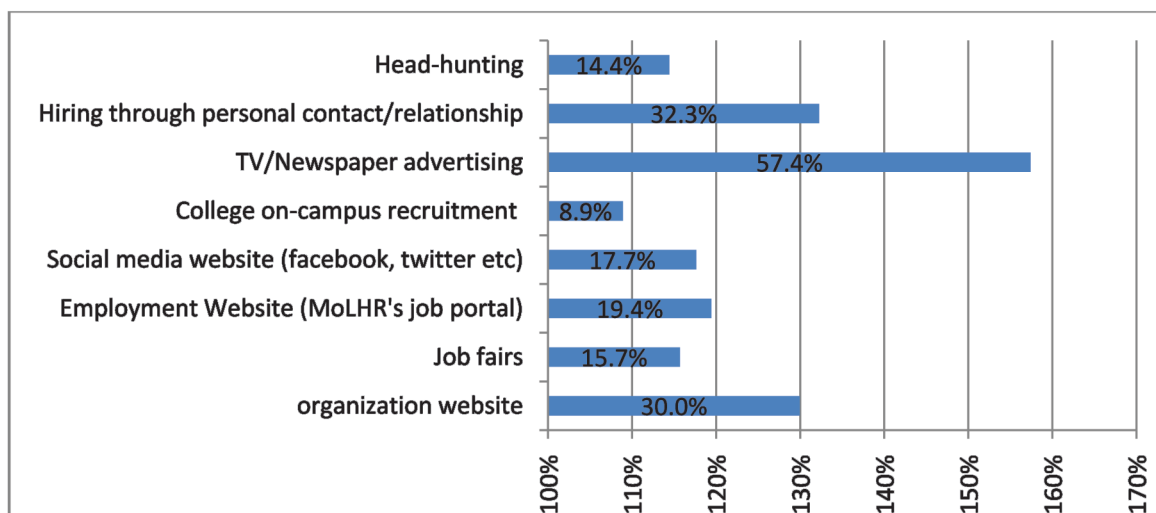
From those who carried graduate recruitment in 2012/13, 20% indicated that they had difficulty in hiring or sourcing graduates in some of the discipline or qualification. Employers who indicated they had difficulty sourcing graduates were also asked to identify the particular discipline areas of concern. Of all the employers that indicated they had difficulty sourcing enough graduates, 51% claimed Engineer and technical graduates and 29% claimed Business and management graduates were difficult to source in 2012/13 recruitment.

Graduate Recruitment practices

The surveyed employers were asked about the methods they used to promote recruitment of graduates for job positions available with their organizations. The vast majority of employers indicated that they used TV/newspaper advertising (56.7%) followed by hiring through personal contact/relationship and their organizations' website. Employers reported that the least used method to promote their graduate recruitment program was through college on-campus recruitment.

It is also interesting to note that not many employers use MoLHR's job portal which can directly connect an employer to the job seekers. But this can be largely attributed to limited access to internet which is indicated by low popularity of internet-based methods such as social sites and websites.

Figure 2.10: Methods used to recruit graduates for vacancies

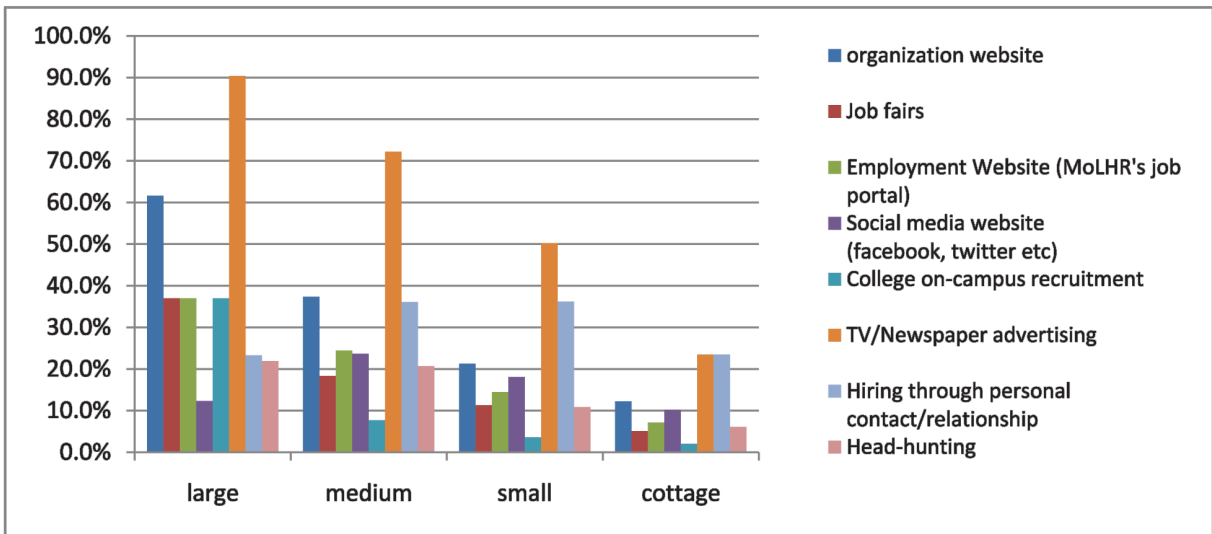


When recruitment methods are examined by the scale of the organization, a number of notable difference emerge. Large scale organizations were more likely to use all of the promotional methods than their small counterparts, which is likely due to these large organizations typically having larger graduate intakes and generally being better resourced. Hiring through personal contact or relationship is more popular in smaller scale organization. In cottage scale industry, this is preferred over other modes of hiring methods. While college on-campus recruitment is popular with large scale industry, it is not so popular with the smaller scale industries.





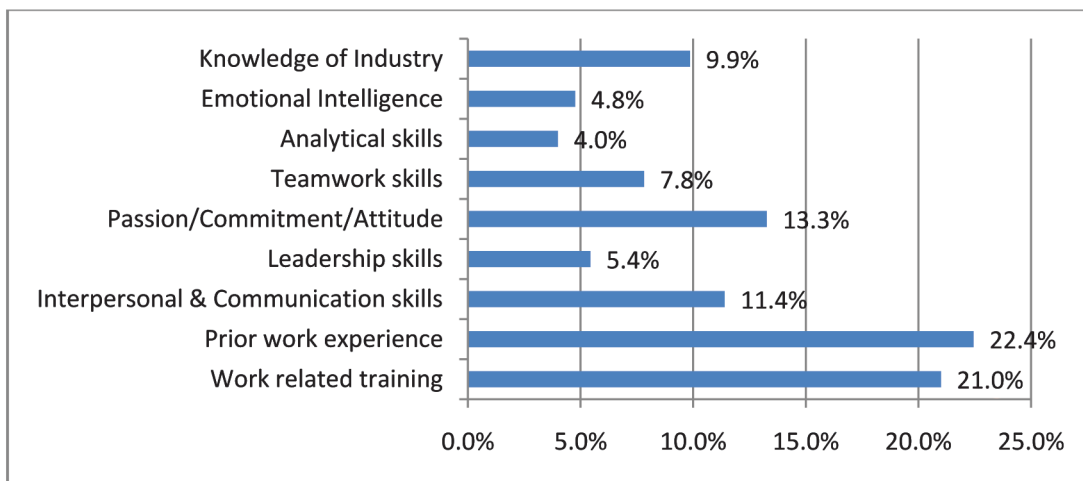
Figure 2.11: Methods used to promote graduate recruitment by scale of establishment



Key selection criteria

Employers were asked to choose a maximum of three key selection criteria besides relevant degree qualification, they use when recruiting graduates. As indicated below, most employers choose prior work experience and work related training as an important criterion for selection of graduates. Peculiarly, contradictory to most assumptions, analytical skills and emotional intelligence are not considered that important by most organization during selection process.

Figure 2.12: Most desired characteristics when recruiting graduates



When the ranking of these key selection criteria are examined industry-wise, as indicated in the following table, prior work experience or prior work related training remained the single most





frequently nominated selection criterion for all of the industry groups under examination. All, groups with the exception of power sector indicated passion, commitment and attitude, knowledge of the industry as an important criterion.

Table 2.2: Most desired characteristics when recruiting graduates by sector (Rank)

Most Desired characteristics	Gov-ern-ment	Foreign/ Interna-tional Agency	CSO	Constru-ction	Power	Edu-cation & Trg	ICT, Media & Transport	Produc-tion and Mining	Trading and Ser-vices	Hos-pital-ity and Tourism	Fi-nance	All
Work related training	1	1	4	2	3	2	2	2	2	2	1	2
Prior work experience	2	2	1	1	1	1	1	1	1	1	2	1
Interpersonal & Communica-tion skills	5	4	3	5	2	4	3	7	4	4	2	4
Leadership skills	7	7	6	8	-	7	6	6	5	7	4	7
Passion/Com-mitment/At-titude	4	3	2	6	1	3	2	3	3	5	3	3
Teamwork skills	8	6	5	3	3	7	4	5	7	6	-	6
Analytical skills	5	5	5	7	-	8	8	8	6	8	4	9
Emotional Intelligence	6	7	6	9	2	6	7	9	8	7	4	8
Knowledge of Industry	3	5	7	4	1	5	5	4	8	3	4	5

In addition to their three most important selection criteria, participating employers were asked to indicate from the list of nine characteristics, what they believed to be the three least desirable characteristics that they do not want to see in their pool of graduate employee candidates. These undesirable characteristics are presented in following table, ranked from most to least selected.

Poor attitude/lack of work ethics is indicated as the least desirable characteristic in a graduate by most sectors with the exception of establishments in the power sector, who indicated lack of interpersonal and communication skills and poor academic qualifications as their least desirable characteristics in a graduate selection, and finance sector which indicated lack of motivation, enthusiasm and initiative as their least preferred characteristics.





Table 2.3: Least desirable characteristics when recruiting graduates by sector (Rank)

Least desirable characteristic	Government	Foreign/International Agency	CSO	Construction	Power	Education & Trg	ICT, Media & Transport	Production & Mining	Trading & Services	Hospitality & Tourism	Finance	All
Lack of interpersonal & communication skills	4	2	3	2	1	2	2	5	3	2	3	2
Lack of motivation, enthusiasm and initiative	2	2	4	4	2	3	2	3	4	4	1	4
Arrogance/Dominating/Disrespectful	5	3	2	3	2	3	3	2	2	4	2	3
Poor teamwork skills	6	5	6	3	3	4	6	6	7	3	5	5
Poor academic qualifications/result	6	5	7	6	1	3	7	7	8	7	3	8
Inflexibility/inability to accept direction	7	5	7	7	-	6	4	4	6	5	4	7
Poor attitude/Lack of work ethic	1	1	1	1	3	1	5	1	1	1	3	1
Lack of emotional intelligence, self-confidence	8	6	8	7	-	5		8	8	8	6	9
Lack of Commitment/high absenteeism	3	4	5	5	-	4	3	3	5	6	5	6

Graduate performance

Employers were asked to rate their graduate recruits of 2011/2012 in seven aspects; adaptability, preparedness to work environment, work knowledge, usefulness of skills and knowledge from their studies to the company, attitude towards work, communication skills, analytical and critical thinking and commitment to organization.

When considering these finding, it is important to recognize that different employers and sector group would likely have different expectations of their graduates' applicants. Hence, a graduate who exceeds the expectations of one employer may be merely in line with the expectations of another. So, while these finding provide a useful guide regarding the particular characteristics for which graduates employers rate their applicants highly, in comparison to those for which there is room for improvement, they should be taken as indicative only.

As indicated in the following table, most employers have made a positive assessment on all the seven trades. Most establishments gave a higher assessment on graduates' attitude to work and commitment to organization. However an average assessment has been made on their analytical skills, work knowledge and usefulness of knowledge from their under-graduation study to the organization.





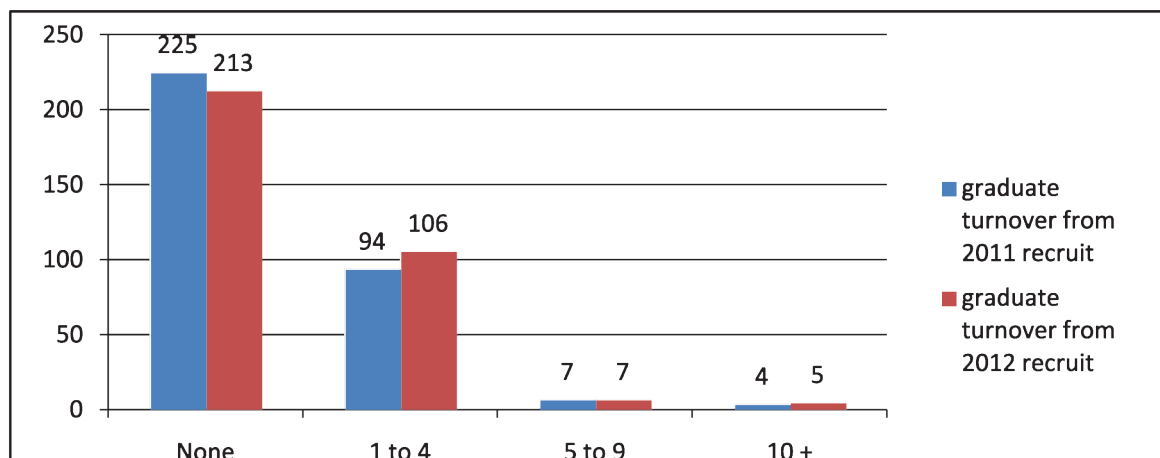
Table 2.4: Employers' assessment of graduate recruits of 2011/12

Trades	very poor	below average	average	above average	excellent
Adaptability/Preparedness to the work environment	0.9%	5.4%	48.5%	32.3%	12.9%
Work Knowledge	2.1%	10.5%	46.1%	29.9%	11.4%
Usefulness of skills/knowledge from their studies to the company/organization	0.6%	8.7%	48.0%	30.9%	11.7%
Attitude towards work	0.3%	6.9%	32.2%	39.1%	21.5%
Communication skills	0.3%	3.9%	35.0%	41.6%	19.2%
Analytical & Critical skills	0.6%	6.6%	53.0%	30.7%	9.0%
Commitment to organization	1.8%	7.5%	33.1%	36.1%	21.5%

Graduate turnover

The survey also assessed turnover of graduates from the 2011 and 2012 recruits. A total of 94 establishments indicated that 1 to 4 graduates of 2011 recruits left their agency, and 106 establishments indicated that the same range of turnover from the 2012 recruits. A total of 7 establishments indicated that 5 to 9 recruits from 2011 and 2012 left their agencies. There are also cases wherein more than 10 graduates have left from the 2011 and 2012 graduate recruits.

Figure 2.13: Number of establishments with graduate turnover from 2011/2012 recruits



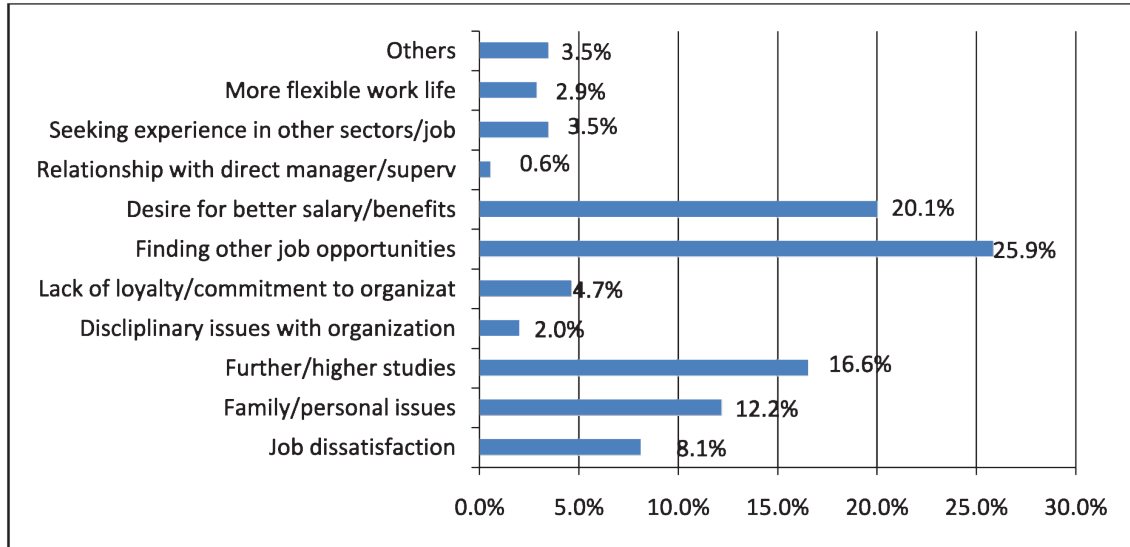
The employers were asked to provide details on the reasons for graduate recruits leaving their organizations. Most specified finding other job opportunities and graduates desire for a better paying job as one of the main reasons for their leaving. A high percentage of graduates also leave because they want to pursue higher studies for which they are not in a position to avail study leave or other forms of leave from the organization.

There are also those who leave because they want more flexible working time or because they are dissatisfied with their current position. A minor percentage of graduates leave because of conflict with their immediate supervisor or manager.





Figure 2.14: Reasons for graduates leaving an organization



Income and benefit structure

Through the survey, an assessment of starting or first monthly salary for a full time graduate employee (general graduates and technical graduates separately) was made. As indicated in the following table, for most establishments the entry salary for a general graduate is within the range of Nu.10,000 to Nu.14,999 and within the range of Nu.15,000 to Nu.19,999. However for a technical graduate, the salary range is comparatively higher than that of a general graduates; 16.3% of the surveyed establishments paid a technical graduates above Nu.25,000 in the first month and 13% paid within the salary range of Nu.20,000 to 24,999.

Table 2.5: Entry salary range for general graduates and technical graduates

Salary range	General graduates	Technical graduates
less than 5000	2.0%	0.6%
5,000-9,999	19.4%	8.5%
10,000-14,999	43.3%	27.6%
15,000-19,999	25.1%	33.5%
20,000-24,999	6.0%	13.5%
25,000 and above	4.2%	16.3%

While looking into the salary range for both technical and general graduates by employment sector, as indicated below, the entry salary for a general graduates in the ICT, Media & Transport, Production & Mining, Hospitality & tourism, and power sector is within the lower range, while it is in a higher range in the foreign or international agency, trading & service and finance sector.

Interestingly, the entry level salary for a technical graduate is on a higher range in most sector with the exception of ICT, media, transport, and hospitality and tourism sector, some paying at the lowest range. 48% of the establishments in the construction sector and 80% of the international agencies pays a





technical graduate in the higher salary bracket.

Table 2.6: Entry salary range for general graduates by employment sector

Salary range (Nu.)	Government	Foreign/International Agency	CSO	Construction	Power	Education & Trg	ICT, Media & Transport	Production and Mining	Trading and Services	Hospitality and Tourism	Finance
less than 5000	0.0%	0.0%	0.0%	0.0%		0.0%	9.4%	0.0%	0.0%	5.7%	0.0%
5,000-9,999	3.2%	12.5%	13.0%	12.5%	20.0%	11.9%	9.4%	20.9%	28.6%	40.2%	7.1%
10,000-14,999	54.8%	12.5%	52.2%	35.9%	40.0%	50.8%	65.6%	44.2%	32.1%	39.1%	35.7%
15,000-19,999	38.7%	0.0%	34.8%	25.0%	20.0%	33.9%	15.6%	23.3%	39.3%	13.8%	42.9%
20,000-24,999	3.2%	25.0%	0.0%	17.2%		3.4%	0.0%	7.0%	0.0%	1.1%	14.3%
25,000 and above	0.0%	50.0%	0.0%	9.4%	20.0%	0.0%	0.0%	4.7%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

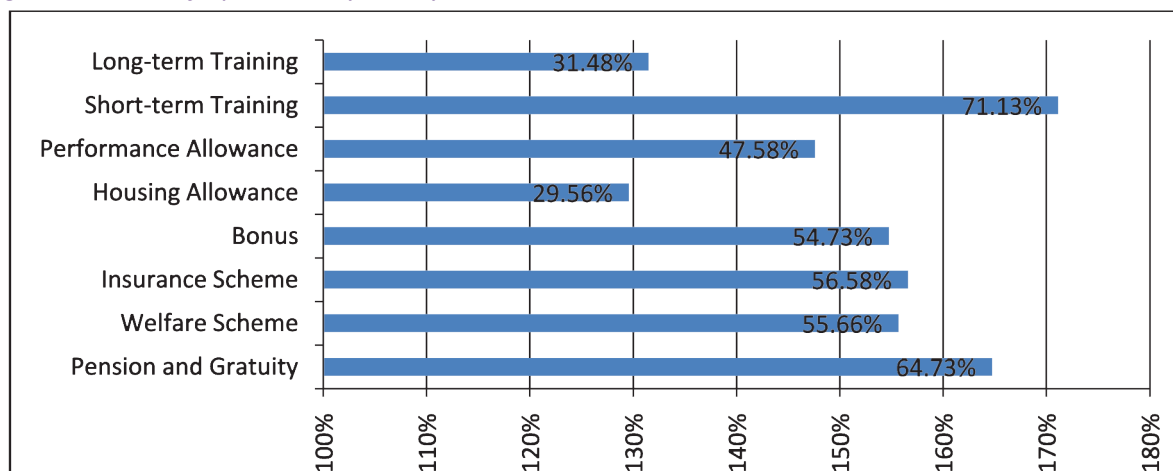
Table 2.7: Entry salary range for technical graduates by employment sector

Salary range (Nu.)	Government	Foreign/International Agency	CSO	Construction	Power	Education & Trg	ICT, Media & Transport	Production and Mining	Trading and Services	Hospitality and Tourism	Finance
less than 5000	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%	0.0%	0.0%	1.5%	0.0%
5,000-9,999	3.6%	6.7%	5.6%	6.5%	20.0%	4.1%	3.2%	4.9%	16.0%	19.1%	0.0%
10,000-14,999	14.3%	6.7%	27.8%	14.5%	0.0%	32.7%	48.4%	24.4%	28.0%	39.7%	30.8%
15,000-19,999	75.0%	0.0%	38.9%	17.7%	40.0%	46.9%	29.0%	41.5%	32.0%	23.5%	38.5%
20,000-24,999	7.1%	6.7%	16.7%	12.9%	20.0%	10.2%	16.1%	17.1%	20.0%	13.2%	15.4%
25,000 and above	0.0%	80.0%	11.1%	48.4%	20.0%	6.1%	0.0%	12.2%	4.0%	2.9%	15.4%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

This survey also tried to assess other benefits; pension, gratuity, insurance and welfare scheme, long-term and short-term training, bonus, performance allowances and other benefits provided by our establishments. As indicated in the following figure, pension and gratuity is provided in 64% of the surveyed establishments. 73% of the establishment provided some form of structured short-term training or in-country training to its employees. Only a handful is in a position to provide long-term training and housing allowance.

While performance allowance and bonuses are more common in non-government sector, training, welfare and pension scheme are more common in government enterprises.

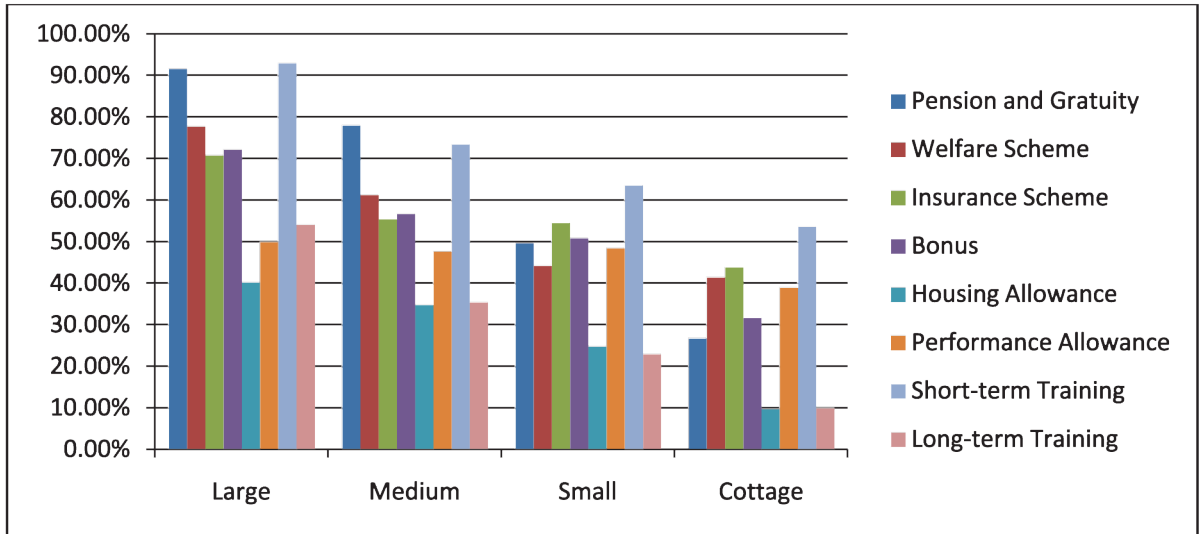
Figure 2.15: Benefit provided by surveyed establishments





As indicated in the following figure, large establishments are in a better position to provide almost all the different benefits to its employees due to its higher resources and organization structure. Though most small scale industries are not in a position to provide long-term training, some form of short-term training is provided to the employees.

Figure 2.16: Benefit by scale of establishments





Part III
Supply and Demand
Trend (2013-18)



PART 3 SUPPLY AND DEMAND TREND (2013-18)

The role of tertiary institutions is imperative for the generation of human capital and human resource development of the country's workforce. As such, there are 11 tertiary institutions/colleges in the country, ten are constitutional and one affiliated with the Royal University of Bhutan. These colleges offer degree programs in business administration and commerce, general arts subjects, teaching, engineering, information technology, health and science, traditional medicine, and agriculture and forest. These colleges have an annual intake capacity of approximately 3200 students, out of which approximately 2600 are targeted to pre-service candidates and 600 to in-service candidates.

Table 3.1: Approximate annual intake of in-country tertiary institutions/colleges

SN	Name of Colleges	Degree Programs offered	Approximate annual intake		Remarks
			pre-service	in-service	
1	Sherubtse College	General Arts and Science	762	0	
2	Royal Thimphu College (RTC)	Business studies, Arts and IT	410	80	
3	Gaeddu College of Business Studies (GCBS)	Business Administration and Commerce	500	20	
4	National Institute of Traditional Medicine (NITM)	Traditional Medicine	6		Offers diploma and certificate level trainings
5	Royal Institute for Health Science (RIHS)	Public health and nursing	0	50	Offers diploma in GNM and other certificate level programs
6	Institute for Language and Cultural Studies	Language & literature and Bhutanese & Himalayan studies	300		
7	College of Natural Resources (CNR)	Forestry, animal science and agriculture (for in-service only)		130	
8	Paro College of Education	Teaching and education	309	225	
9	Samtse College of Education	Teaching and education	150	90	
10	College of Science and Technology (CST)	Engineering and IT	197	40	
11	Jigme Namgyel Polytechnic (JNP)	None	-	-	Offers only Diploma program
Total			2634	635	





Sector specific programs offered by institutes such as the two Colleges of Education and NITM have track record of 100% employment post-graduation. This is mainly because their yearly intake requirements are based on the requirement of the sector, which comes from Ministry of Education (MoE) and Ministry of Health (MoH) respectively, for employment in the Government schools and health facilities. NITM directly sends the list of their graduates to MoH for employment. Similarly all graduates from the two Colleges of Education are placed in various government schools of the MoE. Furthermore, institutions such as RIHS and CNR focuses mainly on further education of in-services employees. Since in-service candidates from these institutions/colleges do not enter the labour market post-graduation, their number has not been considered in making the supply projections.

Department of Adult and Higher Education (DAHE) on the other hand offer under-graduation scholarships to approximately 200 to 250 students annually. It is expected that a total of 150 to 250 DAHE graduates will enter the labour market annually during the 11th FYP period.

Further an increasing number of graduates who have completed studies on private/self funding will enter the labour market. It is estimated that 35% of the graduates will constitute this group.

All the tertiary institutions carry out some form of market assessment or liaise directly with the employment sector/ agency in identifying degree courses. However, the whole administrative procedures of introducing a new degree program take a minimum of two years. Most colleges have industry linkages in providing internship programs, assessment of program and post-graduation employment.

Further, besides the regular program, colleges offer additional employment competencies such as human values, soft skills, analytical skills, IT skills, exchange programs and internship. These programs are inbuilt into the program curriculum offered by Sherubtse College, RTC, BCBS and CST. The two colleges of education offer programs in human values, life skills and media literacy to their graduates.

Tracer studies are carried out by only some of the colleges. Few of them have College's Alumni Association and plans to carry out independent research or tracer studies. Colleges also offer support to students to facilitate employment through internship program with employers, career counseling and on-campus recruitment. Further, institutes such as RIHS, CNR, RITM and the two colleges of education directly liaise with the respective Government agencies for placement of graduates.

Graduate Supply projection

A total of 1700 to 2500 graduates are expected to enter the labour market from the 11 in-country colleges. This number only includes the pre-service and not the in-service candidates since they do not enter the labour market. Further, a total of 200 to 250 Department of Adult and Higher Education (DAHE) scholarship graduates will enter the labour market annually, taking into account the intake till 2014. Adding self-funded graduates to this number, it is expected that approximately 2500 to 4000 graduates will enter the labour market annually during the 11th FYP period. A total of approximately 23,000 graduates are expected to enter the labour market from 2013 to 2018.





The NGOP statistics indicate a higher percentage of self-funded graduates attending the NGOP. This is because a higher percentage of government funded graduates, especially those graduating from the two Education Colleges, health and RNR colleges do not attend the NGOP. When these numbers are considered, the percentage of self-funded graduates works out to approximately 35%, which has been kept constant over the 11th FYP period while assessing the supply of graduates entering the labour market.

Table 3.2: Supply of graduates in the 11th FYP period

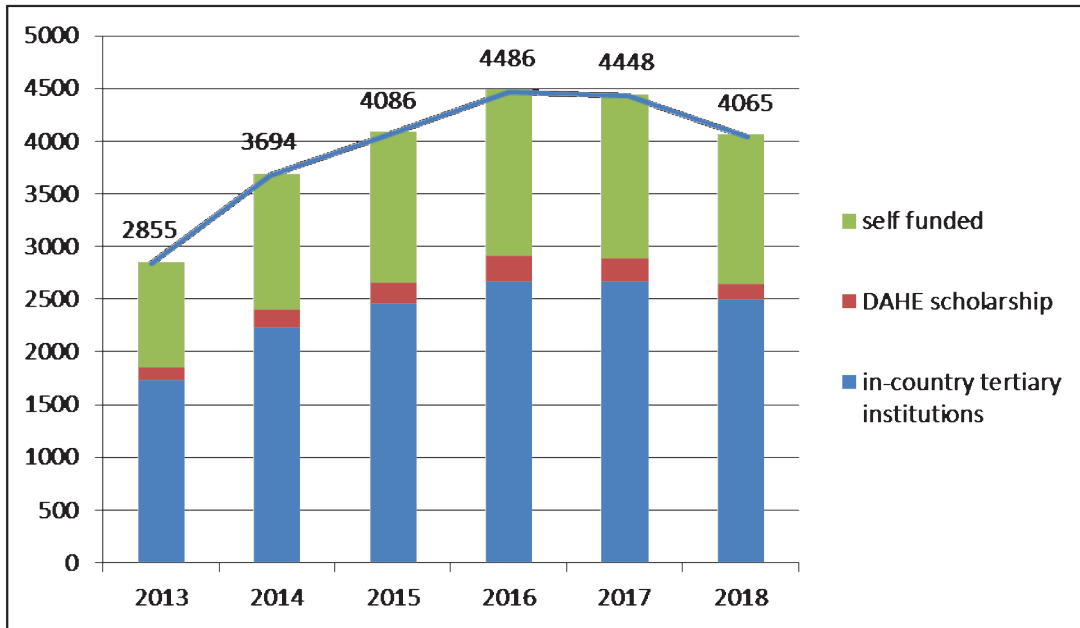
In-country tertiary institutions (A)	2013	2014	2015	2016	2017	2018
Arts & Humanities	732	754	806	898	898	898
Agriculture & Forest	0	0	37	41	40	65
Business & Management	382	623	684	680	680	680
Information Technology	103	112	119	165	188	104
Engineering & related technologies	0	92	108	127	162	20
Health	6	6	6	6	6	6
Education	406	542	600	540	490	520
Science	100	100	100	205	205	205
Total A	1729	2229	2460	2662	2669	2498
DAHE scholarship (B)	2013	2014	2015	2016	2017	2018
Arts & Humanities	12	29	26	31	38	10
Agriculture & Forest	2	15	17	29	9	16
Business & Management	9	22	21	26	17	0
Information Technology	8	5	6	3	0	0
Engineering & related technologies	33	42	49	75	64	60
Health	45	49	68	81	79	54
Education	0	0	4	3	2	0
Science	18	10	5	6	13	4
Total B	127	172	196	254	222	144
TOTAL (A+B)	2013	2014	2015	2016	2017	2018
Arts & Humanities	744	783	832	929	936	908
Agriculture & Forest	2	15	54	70	49	81
Business & Management	391	645	705	706	697	680
Information Technology	111	117	125	168	188	104
Engineering & related technologies	33	134	157	202	226	80
Health	51	55	74	87	85	60
Education	406	542	604	543	492	520
Science	118	110	105	211	218	209
Total (65%)	1856	2401	2656	2916	2891	2642
others (35%)	999	1293	1430	1570	1557	1423
Total supply of graduates	2855	3694	4086	4486	4448	4065





As indicated above, a higher number of general graduates in Arts & humanities, Business & management and Information technology are expected to enter the labour market. While a large number of graduates in Education will enter the labour market, this number is expected to be absorbed by the government schools alone.

Figure 3.1: Graduate supply trend in the 11th FYP period



Graduate Demand Projection

Besides looking at the graduate recruitment trends, recruitment practices and profile, one of the main objectives of the industry outlook survey was to assess future recruitment plans of all the surveyed employers over the next three years, from 2014 to 2015. Details on the number of slots corresponding job designation and degree requirement would be assessed through the information collected. However, most establishments did not have such recruitment plan. While one would expect the large scale industry, government agencies and corporation to have detailed Human Resource plan and graduate recruitment plans for the prescribed years, these information were not available and in some cases not shared on the grounds of confidentiality. Almost 34% of the establishments have not given any indication of graduate recruitment in 2014. The number gets worst for the following years; 81% of the establishments have not given any indication of graduate recruitment in 2015 and 92% in 2016. Therefore, the demand projection for the surveyed employers could not be made.

Nonetheless, the past trends have been assessed and studied in making the following demand forecast.





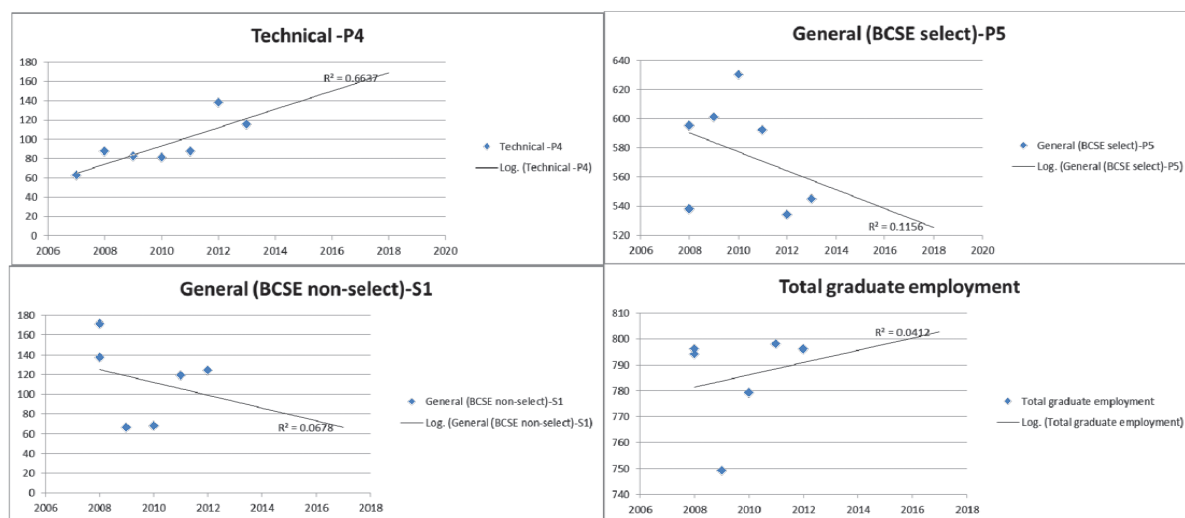
Demand forecast in the Civil Service

Civil Service has been one of the main sector generating jobs for most university graduates. Even for graduates, civil service continues to be the first preference for employment. The civil service statistics of June 2013 indicates a steady increase in the recruitment of graduates over the last six years (2007 to 2013). Graduates enter civil service at three position levels; P4-technical graduates who have completed four years degree programs, P5-general graduates who are selected through the Bhutan Civil Service Examination (BCSR) conducted annually and S1-general graduates (BCSR non-select) selected by individual ministry or agency concerned.

Based on the recruitment at these three levels from 2007 to 2013, the following trend line has been plotted. As indicated, the demand for technical graduates will increase over the next five years and the demand for general graduates are expected to drop in number. However, the number of general graduates recruited is much higher compared to the technical graduates.

As shown in the following figure, the overall recruitment of graduates in the civil service will modestly increase in the 11th FYP period.

Figure 3.2: Trend of graduate recruitment in various position level in the civil service sector



Based on the recruitment trend over the past years, the following forecast for recruitment at the three different positions in the civil service has been made. Factors such as civil service profile, retrenchment, zero-growth policy and other have not been considered in making the forecast. Thus, all factors remaining constant, a steady employment of approximately 760 to 775 graduate vacancies are expected over the next five years, which accounts for jobs or vacancies for almost 17-20% of the graduates entering the labour market. While the number of jobs in the civil service is increasing modestly, the percentage of job created against the number of graduates entering the labour market is on decline.





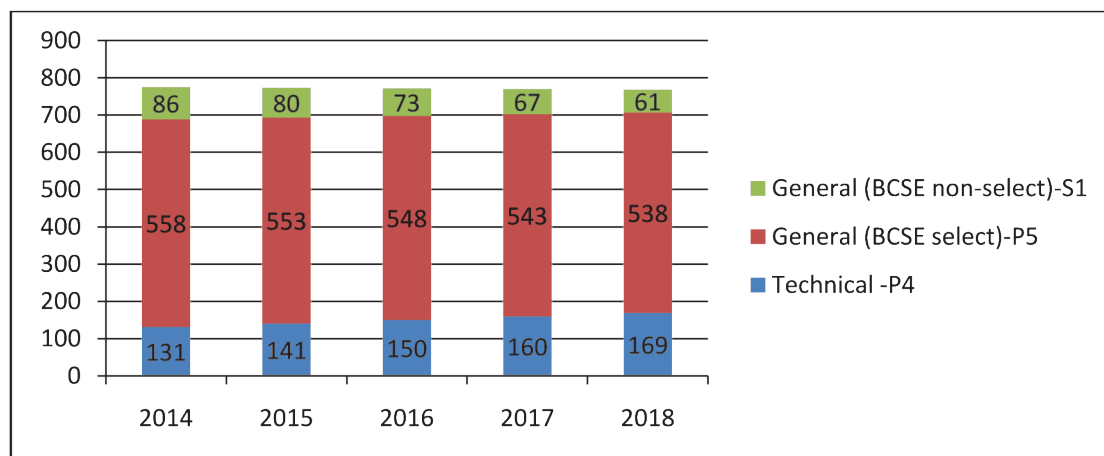
Table 3.3: Graduate demand forecast in civil service

Graduates	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Technical -P4	62	87	82	81	87	138	115	131	141	150	160	169
General (BCSE select)-P5	595	538	601	630	592	534	554	558	553	548	543	538
General (BCSE non-select)-S1	137	171	66	68	119	124	92	86	80	73	67	61
Total graduate employment	794	796	749	779	798	796	761	775	773	771	770	768

Note: actual = black; forecast = red

The Civil Service statistics of June 2013 has made an assessment of supply projection of university graduates in scarce profession (health, engineering, law and education) specifically for the civil service sector. A high number of graduates who have completed Bachelor in Education and Post-graduation diploma in education are expected to be in demand. Therefore the supply of graduates from the two college of Educations will be readily absorbed by the Government schools and institutions in the 11th FYP period.

Figure 3.3: Graduate demand forecast in civil service from 2014 to 2018



Demand forecast in Surveyed Industries/Establishments

Since it was difficult to get the actual graduate recruitment slots and areas from the surveyed employer, the past recruitment trend for the last three years (2011 to 2013), which was collected through the industry outlook survey, was considered in making the following forecast in the different employment sector. As indicated, government will continue to be one of the main sector for employment generation at the graduate level.

It is also important to note that the following projection is confined to 561 employers or industries who participate in the industry outlook survey. Further, a large chunk of employment generated through self-employment or entrepreneurship has not been considered in making the following assessment.





Table 3.4: Graduate demand forecast in surveyed establishments by sector

Sectors	2014	2015	2016	2017	2018
Government	914	933	951	970	988
Foreign/ International Agency	8	5	2	2	2
CSOs	34	36	37	39	40
Construction Sector	72	75	77	80	82
Power Sector	115	126	137	148	159
Education & Training	391	420	449	478	507
ICT, Media & Transport	152	186	221	255	290
Production & Mining	111	114	118	121	125
Trading & Service	96	99	102	105	108
Hospitality & Tourism	135	148	161	174	187
Finance	197	222	246	271	295
Total	2226	2364	2502	2643	2784

Demand forecast by broad sector and industry

The LFSs provides details on the total employed in the three broad sector and qualification profile of the total employed in the various sectors. Based on these information (2009 to 2012), forecast on the total employed and the number of new jobs generated at graduate level has been made. It is important to note that economic situation, population profile and other factors have not been considered in making the following forecast. Further, the forecast takes into consideration the past recruitment trends only which is subjective to different economic situation.

Table 3.5: Total Graduate workforce forecast by borad sector and industry

Sector and industry	2013	2014	2015	2016	2017	2018
Primary	471	577	684	790	896	1003
Agriculture and Forestry	443	541	639	737	835	933
Mining and quarrying	28	36	45	53	62	70
Secondary	2001	2376	2752	3127	3502	3877
Manufacturing	520	596	672	748	824	900
Electricity, gas, & water supply	1098	1327	1557	1786	2016	2245
Construction	383	453	523	593	663	733
Tertiary	13368	15151	16934	18717	20500	22283
Wholesale & retail trade, repair of motor vehicle & household goods	995	1129	1262	1396	1529	1663
Hotel and restaurants	230	234	238	242	246	250
Transport, storage & communication goods	1023	1230	1437	1644	1851	2057
Financial intermediation	1120	1286	1452	1618	1784	1950





Real estate, renting & business activities	520	531	542	553	564	575
Public Administration and defense	3345	3579	3812	4046	4279	4513
Education	3947	4581	5215	5849	6483	7117
Health & social work	554	655	756	858	959	1060
other community, social & personal service activities	1396	1620	1844	2067	2291	2515
private household with employed person	238	307	376	445	514	583
TOTAL	15840	18105	20369	22634	24898	27163

Based on the above forecast, an assessment of employment generated from 2013 to 2018 for an individual with graduate level qualification has been made. It is expected that the primary sector, which consist of agriculture, forestry, mining and quarrying industry will generate job for approximately 106 graduates annually from 2013 to 2018.

Approximately 375 jobs for graduates will be generated annually in the secondary sector which consists of manufacturing, electricity, gas, water supply and construction industry. However, the largest number of employment, approximately 1783 jobs will be generated annually in the tertiary sector, which consist of wholesale, retail, hotels, restaurants, transport, storage, communication, financial intermediation, real estate, renting, business activities, public administration, defiance, health, social works, education, and others.

Table 3.6: Graduate demand forecast by borad sector and industry from 2013-18

Sector and industry	2013	2014	2015	2016	2017	2018
Primary	50	106	106	106	106	106
Agriculture and Forestry	50	98	98	98	98	98
Mining and quarrying	0	8	8	8	8	8
Secondary	550	375	375	375	375	375
Manufacturing	200	76	76	76	76	76
Electricity, gas, & water supply	200	229	229	229	229	229
Construction	150	70	70	70	70	70
Tertiary	2319	1783	1783	1783	1783	1783
Wholesale & retail trade, repair of motor vehicle & household goods	450	134	134	134	134	134
Hotel and restaurants	-50	4	4	4	4	4
Transport, storage & communication goods	300	207	207	207	207	207
Financial intermediation	300	166	166	166	166	166
Real estate, renting & business activities	350	11	11	11	11	11
Public Administration and defense	700	234	234	234	234	234
Education	200	634	634	634	634	634
Health & social work	50	101	101	101	101	101
other community, social & personal service activities	-50	224	224	224	224	224
private household with employed person	69	69	69	69	69	69
TOTAL	2919	2265	2265	2265	2265	2265





HRD Advice



HRD ADVICE

a. Industry and institution linkage

Economic competitiveness is measured not only by the aggregate skills of a country's workforce, but perhaps more importantly by the flexibility and capacity of the human resources and HRD institutions to adjust quickly to the rapid changes in technology, production, trade and work organisation. Consequently, the ability to respond to these changes with speed and efficiency has now become the area where many countries seek a competitive advantage.

Bhutan currently is faced with a labour market situation wherein there is; an increasing trend in graduates unemployment, increasing trend in the composition of graduates workforce in all sectors, an overall low generation of employment in the different enterprises, and a high number of foreign professional engaged in the various sectors. This labour market paradox is indicative of the existing linkage among different stakeholders in tertiary education. Among these linkages, there is a need to foster partnership, collaboration and engagement of tertiary institutions with the industry and also linkage between different types of tertiary education institutions in the country. Such linkages will increase the capacity of institutions to respond to the labour market demands and dynamics, and to position itself to provide demand oriented program. Further, there is also need to enhance provision with a labour market orientation by strengthening partnership between institutions and the business sectors. This can be done through internship, dedicated liaison officers in the institutions and other creative solutions. Most of our tertiary institutions are already thinking in this line and are actively trying to improve their industry-institutions linkage program. However, there is a need for equal, if not a greater push and interest from the industry to participate in such linkage program, since ultimately they are the prime beneficiary of any tertiary education reforms or improvements.

b. Better labour market information and data

Due to the small size of our population and the economy, it is easy for our labour market to get saturated if the tertiary institutions do not respond dynamically to the labour market requirements. Despite the excellent in-country institutional capacity to train graduates in commerce, business management, ICT and general art subject, we see higher number of students entering ex-country institutions for the same courses, thus resulting in higher supply of jobseekers in these fields. The National Graduate Orientation Program (NGOP) 2012 validates that almost 50% of graduates have studied outside Bhutan. As per the Quality Assurance and Accreditation Division (QAAD), Department of Adult and higher Education (DAHE), there are twenty education consultancy firms responsible for facilitating and helping students interested in studying outside on their own cost. The QAAD strongly monitors the quality aspect of the institutions that these consultancy firms liaise with. However, statistic show that only 200 to 300 students availed the services of these consultancy firms during the Tenth Plan period. The DAHE on the other hand sends 200 to 250 students on scholarship basis. Therefore majority of students undertake undergraduate program on their own with little knowledge of labour market information or orientation.





Tertiary education has become a central means by which young adults equip themselves for working life or for the working adults to refresh their existing skills (life-long learning). Widening and diversifying access to tertiary education can assist in the development of highly skilled workforce, expand capacity of innovative economic sectors and increase the potential for growth. However the challenge is to appropriately link the developmental capacities of tertiary education to the demands of labour market in a knowledge-based society. In some country, it is individual students who are chiefly responsible to align their choice of tertiary program towards labour market demands and in other countries the alignment of tertiary education to labour markets is concern of the government or the educational authorities by shaping the environment of students and institutional choice (subsidy, provision of labour market information, approval of programs). Bhutanis currently weak in both these aspects since the focus is more towards provision on quality education and less towards aligning tertiary programs to labour market requirement.

While the students fully or partially funded by the government are in a better position to align themselves to the requirement of the country, the self-funded students base their decision on where the government tertiary education investment are. Self-funded university graduates constitute almost 30 to 40% of the total graduates entering the labour market annually. It would therefore, ease government investment on tertiary education if these groups are better oriented with the labour market dynamics and requirements. However, lack of proper data on labour market outcomes impairs students' adaptation to labour market signals. Therefore, better data and information of graduate and labour market dynamics will encourage and foster better alignment of graduates to the labour market.

c. Self-employment through Skills training and entrepreneurship program

While the total employment in various employment enterprises, with the exception of Agri-framing, are on decline, the proportion of graduates' employment in all the sectors and enterprises are on the rise. This clearly indicates employer's preference for a graduate level employee to others. However, on the other hand, there is a decline in overall employment generation within the existing industry. Further, while 2800 to 4000 graduates will enter to labour market annually in the 11th FYP period, only 2200 to 2500 jobs will be created in the existing industry, thus indicating oversupply of graduates. If proper economic measures are not taken, graduate unemployment will continue to be a growing challenge over the years to come. Therefore, shrewd and appropriate investment in skills and entrepreneurship development of graduates needs to be in place, so that they are in a position to engage themselves in the world of work through self-employment.

Though the graduate outlook survey indicates low preference of graduates towards self-employment (which is expected since one would rather prefer having some experience in the world of work before entering into a business venture), there are those who have clearly indicated self-employment as their first, if not second preference. Therefore entrepreneurship programs can be targeted to these groups of graduates.





d. HRD support to tertiary institution

Almost all the 11 colleges have identified lack of qualified teaching staff as the biggest challenge, which in turn will directly impact development of quality higher education program. With higher number of higher secondary enrollment, there is equal pressure to increase enrollment into tertiary education system. In fact, tertiary enrollment is growing around 15% annually and almost 65-70% of graduates entering the labour market are from our own in-country institutions. The current shortage in faculty staff is filled by foreign expatriate (90 as of October 2012). If institutions are to respond to labour market dynamics, there has to be strong thrust and support in terms of capacity development of academic staff engaged in tertiary institutions and those prospective workforce that will enter these institutions. To this end, the RUB will be developing a comprehensive 11th FYP HRD Masterplan for the tertiary education sector to support short-term as well as long-term HRD requirements of the tertiary institutions. Further the MoLHR should support HRD requirement of the faculty engaged in tertiary education through its scholarship/fellowship programs.

e. Strengthening career guidance services

There is a need to strengthen the career guidance services at secondary as well as tertiary education level. As indicated in the advisory document, majority of graduates undertake specific undergraduate program with the hope of better employment prospects post-graduation. However, if the career units existing within the secondary or tertiary institution are weak, this will worsen the existing situation of labour market mismatch. These career units need to be better informed and equipped about the labour market dynamics and information and their capacity built to guide and counsel the students on these information.

f. Existing Industry dynamics

The existing structure within most of the industries indicate a higher number of business and administration, arts and humanities and engineering graduates working as business and administrative, finance and accounting and engineering professionals. A further analysis into the sector indicates similar situation with the exception of power and construction sector which employs more technical graduates. While one would expect the arts and humanities graduates to be engaged in their corresponding field, these graduates are mostly working in the administrative and management field. However, the structure within our existing industries, which are mostly small and cottage based (almost 98%), currently requires individuals with administrative and management background, and individuals who can multi-task and easily adapt to business situation and diversification. This is expected to change as an industry specializes and focuses in one area of business, with which the requirement for graduates with specific set of knowledge and skills will emerge.

On the other hand, Civil Service which has been one of the main agency employing university graduates, will continue to be one of the main employers of university graduates in the 11th FYP period, with recruitment of approximately 17-20% of the graduates entering the labour market. The remaining graduates are expected to enter the private sector through employment or self-employment.





g. Industry investment in tertiary education

While the indication on the attitude and commitment of graduates from an industry point of view is rated excellent, the indication on the use of subject knowledge and skills from the under-graduation degree to the company's requirement is rated comparatively lower. This again highlights the importance of industry engagement and linkage with the tertiary institutions. After all, the supply generated from these institutions are to meet human resource requirement of our industry. In the long-run, Bhutan should also expect industry investment into the tertiary education system.

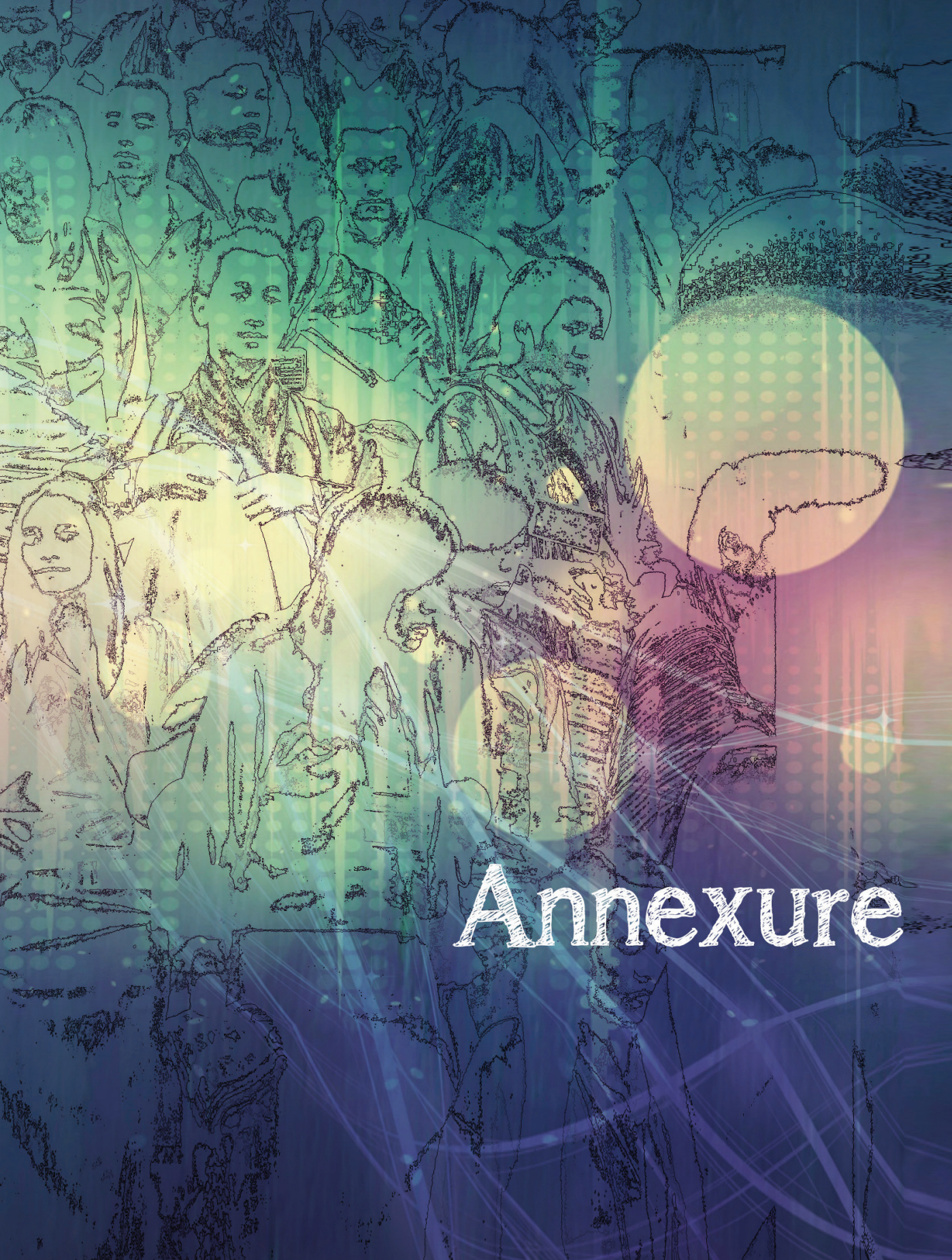
h. Knowledge transfer

While there are a good number of graduates unemployed on an annual basis, there are also a high number of graduate-level foreign workers residing in the country, most of which are in the technical and administrative and management fields. This number clearly indicates the demand gap which is not being met through the existing graduate supply. However, in order to take full advantage of the situation, knowledge transfer strategy needs to be in place so that our workforce is able to gain from these international experts. A form of attachment or apprentice with the expert gradually leading to our own workforce taking the skill, knowledge and position should be considered.

i. Equipping graduates and institutes for Global skills requirement

The Royal Government has committed to send a total of 30,000 for overseas employment in the 11th FYP period. With lower employment generation for graduates in our own labour market, overseas employment is seen as one of the key strategies for resolving unemployment challenges in the country. However, most of our graduate supply are in arts and humanities, business and management and IT fields, while the global requirements are for graduates with technical skills and specific sets of skills and knowledge. Therefore the graduates and our own tertiary institutions/colleges should adhere and evolve to the regional and global skills requirements besides looking into our own labour market requirements. The MoLHR being the responsible agency for overseas employment should be in a position to provide global skills requirement information to in-country tertiary institutions, graduates and other important stakeholders.





Annexure



ANNEXURE I GRADUATE SUPPLY FROM IN-COUNTRY TERTIARY INSTITUTIONS

College	Degree program	in-service/ pre-service	Broad Category	2013	2014	2015	2016	2017	2018
Sherubtse College	B.Sc.in Computer Science & Mathematics	pre-service	Information Technology	60	60	60	60	60	60
Sherubtse College	B.A. in Dzongkha & English	pre-service	Arts & Humanities	80	80	80	80	80	80
Sherubtse College	BA in Dzongkha & Geography	pre-service	Arts & Humanities	11	11	11	0	0	0
Sherubtse College	BA in Dzongkha & History	pre-service	Arts & Humanities	17	17	17	0	0	0
Sherubtse College	BA in Economics & Environmental Studies	pre-service	Arts & Humanities	33	33	33	0	0	0
Sherubtse College	BA in Economics & Geography	pre-service	Arts & Humanities	30	30	30	80	80	80
Sherubtse College	BA in English & Geography	pre-service	Arts & Humanities	15	15	15	0	0	0
Sherubtse College	BA in English & Environmental Studies	pre-service	Arts & Humanities	22	22	22	0	0	0
Sherubtse College	BA in Economics & Sociology	pre-service	Arts & Humanities	17	17	17	0	0	0
Sherubtse College	BA in Economics & Population Studies	pre-service	Arts & Humanities	22	22	22	60	60	60
Sherubtse College	BA in History & Political Science	pre-service	Arts & Humanities	17	17	17	0	0	0
Sherubtse College	BA in Political Science & Sociology	pre-service	Arts & Humanities	17	17	17	80	80	80
Sherubtse College	BA in Media Studies & English	pre-service	Arts & Humanities	20	20	20	35	35	35
Sherubtse College	BA in Media Studies & Dzongkha	pre-service	Arts & Humanities	18	18	18	35	35	35
Sherubtse College	B.Sc.in Life Science	pre-service	Science	40	40	40	70	70	70
Sherubtse College	B.Sc.in Physical Science (Mathematics & Chemistry)	pre-service	Science	20	20	20	45	45	45
Sherubtse College	B.Sc.in Physical Science (Mathematics & Physics)	pre-service	Science	20	20	20	45	45	45
Sherubtse College	B. Sc in Physical Science (Physics & Chemistry)	pre-service	Science	20	20	20	45	45	45
Sherubtse College	B. Sc in Environmental Science	pre-service	Arts & Humanities	0	0	0	60	60	60
Sherubtse College	B. Sc (Honours) in Computer Science	pre-service	Information Technology	7	4	4	4	4	4
Sherubtse College	B.A (Honours) in Geography	pre-service	Arts & Humanities	0	8	8	8	8	8
Royal Thimphu College	Bachelors of Commerce (Finance & accounts)	pre-service	Business & Management	98	141	164	160	160	160





Royal Thimphu College	Bachelor of Business Administration (Marketing)	pre-service	Business & Management	36	32				
Royal Thimphu College	BA English & Dzongkha	pre-service	Arts & Humanities	19	19	16	20	20	20
Royal Thimphu College	BA English & Environment Studies	pre-service	Arts & Humanities	51	57	83	60	60	60
Royal Thimphu College	BA Economics & Environment Studies	pre-service	Arts & Humanities	18	21	39	40	40	40
Royal Thimphu College	BA Sociology & Political Science	pre-service	Arts & Humanities	25	30	41	40	40	40
Royal Thimphu College	Bachelor of Computer Application	pre-service	Information Technology	36	11		40	40	40
Royal Thimphu College	Business Studies (B.Com/ BBM for Continue Education)	in-service	Business & Management					81	80
Royal Thimphu College	BA English & Dzongkha for Ces	in-service	Arts & Humanities					24	20
Royal Thimphu College	BA English & Environment Studies for Ces	in-service	Arts & Humanities					40	40
Royal Thimphu College	BCA for CEs	in-service	Information Technology					20	20
Royal Insitute for Health Sciences	BSc (in-service)	in-service	Health	22			25		
National Institute for Traditional Medicine	Bachelor in Traditional medicine	pre-service	Health	6	6	6	6	6	6
Samtse College of Education	B.Ed. Secondary	pre-service	Education	121	129	209	82	100	100
Samtse College of Education	B.Ed. Primary	pre-service	Education	44	42	49	39	45	45
Samtse College of Education	B.Ed. Primary (part time)	pre-service	Education		70	29	121		
Samtse College of Education	M.Ed. Science (Part time)	pre-service	Education					40	40
Samtse College of Education	M.Ed. English (Part time)	pre-service	Education						10





Samtse College of Education	M.Ed. Hist& Geo (Part time)	pre-service	Education						
Samtse College of Education	M.A. Counseling (Part time)	pre-service	Education					25	25
Samtse College of Education	M.A. Counseling (Full-time)	pre-service	Education						20
Paro College of Education	Bachelor of Education (Primary)	pre-service	Education	97	162	174	174	150	150
Paro College of Education	Bachelor of Education (Secondary)	pre-service	Education	55	32	32	16	30	30
Paro College of Education	Bachelor of Education (Dzongkha)	pre-service	Education	49	67	67	68	60	60
Paro College of Education	Post Graduate Diploma in Education (Dzongkha)	pre-service	Education	40	40	40	40	40	40
Jigme-Namgyel Polytechnic	Bachelor of Engineering in Power Engineering	pre-service	Engineering & related technologies	0	0	0	0	0	0
Gaedu College of Business Studies	BBA	pre-service	Business & Management	44	120	150	150	150	150
Gaedu College of Business Studies	B.Com	pre-service	Business & Management	204	320	350	350	350	350
Gaedu College of Business Studies	MBA	pre-service	Business & Management	0	10	20	20	20	20
College of Science and Technology	Civil Engineering	pre-service	Engineering & related technologies		62	63	73	106	NA
College of Science and Technology	Electrical Engineering	pre-service	Engineering & related technologies		30	45	54	46	NA
College of Science and Technology	Electronics and Communication	pre-service	Information Technology		20	30	28	43	NA
College of Science and Technology	Information Technology	pre-service	Information Technology		17	25	33	41	NA





College of Science and Technology	Bachelor of Architecture	pre-service	Engineering & related technologies						20
College of Science and Technology	Masters in Hydropower	pre-service	Engineering & related technologies					10	
College of Natural Resources	BSc Forestry (in-service)	in-service	Agriculture & Forest	32	31	42	30	30	30
College of Natural Resources	BSc Animal Science (in-service)	in-service	Agriculture & Forest	21	20	26	30	30	30
College of Natural Resources	BSc Agriculture (in-service)	in-service	Agriculture & Forest	31	27	23	30	30	30
College of Natural Resources	BSc Sustainable Development	pre-service	Agriculture & Forest	0	0	37	41	40	40
College of Natural Resources	BSc Environment Science	pre-service	Agriculture & Forest	0	0	0	0	0	25
Institute for Language and Cultural Studies	B.A. in Language and Literature	pre-service	Arts & Humanities	150	150	150	150	150	150
Institute for Language and Cultural Studies	B.A. in Bhutanese and Himalayan Studies	pre-service	Arts & Humanities	150	150	150	150	150	150
				1835	2307	2551	2777	2924	2748





ANNEXURE II GRADUATE SUPPLY FROM DAHE SCHOLARSHIP

SN	Degree	Broad category	2013	2014	2015	2016	2017	2018
1	MBBS	Health	16	20	36	31	38	25
2	BDS	Health	3	8	9	6	11	5
3	B.Sc. Nursing	Health	10	9	8	10	8	5
4	B.Sc. Pharmacy	Health	3	4	3	8	4	7
5	B.Sc. Physiotherapy	Health	0	1	0	4	6	0
6	B.Sc. Allied health Sciences	Health	4	0	0	0	0	0
7	B.Sc. Medical Lab. Technology	Health	4	4	0	4	1	2
8	B.Sc. Radio Technology/B.Sc.Radiological Technology	Health	0	1	0	0	0	0
9	B. Biomedical Engineering	Health	0	0	0	3	1	2
10	Bio Medical Technology	Health	0	0	0	1	1	0
11	B. Medical Radio Imaging Tech.& CT	Health	1	0	0	0	0	0
12	B. Sc Medical Imaging Technology (MIT)	Health	0	0	0	6	0	0
13	Speech Therapy	Health	0	0	0	1	0	0
14	B. Sc Psychology	Health	2	1	4	0	3	0
15	B. Occupational Therapy	Health	0	0	0	1	0	1
16	B.Sc Food Microbiology	Health	0	0	2	1	0	1
17	Bio Medical Engineering	Health	1	0	2	0	0	0
18	Biotechnology/Bio Medical Tech	Health	0	1	0	0	0	0
19	B.Sc.Lab.Tech	Health	0	0	4	0	0	0
20	B.Sc. Nutrition and Diet	Health	0	0	0	0	0	0
21	Homeopathic Medicine and Surgery	Health	0	0	0	0	0	0
22	B.ProstheticEngg	Health	1	0	0	0	0	0
23	B.Emergency Medical Technology	Health	0	0	0	3	0	0
24	B. Forensic Technology	Health	0	0	0	1	0	0
25	B. Optometry	Health	0	0	0	0	2	2
26	B. Chemistry (Chemist Specialization)	Health	0	0	0	1	0	0
27	B. Audiology	Health	0	0	0	0	0	2
28	B. Earth Sciences	Health	0	0	0		0	2
29	B. Tech. (IT)	Information Technology	0	0	0	0	0	0
30	B.E (Computer)	Information Technology	0	0	0	0	0	0
31	B.Comp.Engg.	Information Technology	0	0	0	0	0	0
32	B.Computer Science &Engg.	Information Technology	3	0	0	0	0	0
33	B.A Media Communications & International Relations	Information Technology	0	0	2	2	0	0
34	B.A International Relations	Information Technology	0	0	0	1	0	0
35	B.Sc. Agriculture	Agriculture and Forest	0	5	4	5	2	4
36	B.Sc. Horticulture	Agriculture and Forest	0	4	2	4	2	2
37	B.Sc. Forestry	Agriculture and Forest	1	4	3	3	2	2
38	B.V Sc& AH	Agriculture and Forest	1	0	2	4	2	0





39	B.Veterinary Science	Agriculture and Forest	0	0	4	0	0	0
40	B.Sc.Veterinary	Agriculture and Forest	0	0	0	0	0	0
41	B. Sc. Geology	Agriculture and Forest	0	2	0	6	0	5
42	B. Tech (Food Tech)/B.Sc. (Hons.) Food Science Technology	Agriculture and Forest	0	0	2	4	0	2
43	B.Tech.Geo Informatics	Agriculture and Forest	0	0	0	0	0	0
44	B. Microbiology with Chemistry & Zoology	Agriculture and Forest	0	0	0	1	0	0
45	B.Sc. Agriculture & Soil Science	Agriculture and Forest	0	0	0	2	0	0
46	Entomology	Agriculture and Forest	0	0	0		0	1
47	B.E./B.Tech. Mining/ B. Mining Engineering	Engineering and related technologies	2	0	0	0	0	2
48	B.E. Civil Engineering	Engineering and related technologies	9	17	11	42	36	26
49	B.E. Mechanical Engineering	Engineering and related technologies	2	7	8	4	10	5
50	B. Electrical Engineering	Engineering and related technologies	0	0	0	0	2	5
51	B. Chemical Engineering	Engineering and related technologies	0	0	0	0	0	4
52	B. Architecture	Engineering and related technologies	5	6	11	14	4	5
53	B. E. Electrical Engineering	Engineering and related technologies	4	2	10	0	8	0
54	B.E.Production	Engineering and related technologies	2	2	0	0	0	0
55	B.E Chemical	Engineering and related technologies	2	5	0	0	0	0
56	B.E.Electrical& Electronics	Engineering and related technologies	0	0	0	0	0	0
57	B.E.Electronics Engineering	Engineering and related technologies	3	0	2	0	0	0
58	B.E. Electronics & Communication	Engineering and related technologies	4	2	0	0	0	0
59	B. Urban Planning	Engineering and related technologies	0	1	0	12	2	6
60	B. Urban Planning & Regional Planning	Engineering and related technologies	0	0	5	1	2	0
61	B.E Telecommunication Engineering	Engineering and related technologies	0	0	0	2	0	0
62	B. Construction Management Engineering	Engineering and related technologies	0	0	2	0	0	1
63	B.Tech Automobile/Automotive Engineering	Engineering and related technologies	0	0	0	0	0	1
64	B. Environment Engineering	Engineering and related technologies	0	0	0	0	0	1
65	B. Surveying Engineering	Engineering and related technologies	0	0	0	0	0	2
66	B. Land Administration & Management	Engineering and related technologies	0	0	0	0	0	2





67	LLB	Arts and Humanities	0	7	3	6	6	3
68	B. Journalism	Arts and Humanities	0	0	0	0	0	0
69	B.A Tourism Management	Business & Management	1	0	1	1	0	0
70	B.A Tourism & Hospitality Mgt	Business & Management	0	1	0	0	0	0
71	B. Accounting and Finance	Business & Management	0	0	0	2	0	0
72	B. Business Administration	Business & Management	4	6	3	3	0	0
73	B.Sc.HotelManagement,Tourism and Catering Technology	Business & Management	2	0	0	0	0	0
74	B. Hotel Management	Business & Management	0	0	0	3	0	0
75	B.Sc.Cinema, Visual Communication and E-media	Science	2	0	0	0	0	0
76	B.A Hospitality Management	Business & Management	0	6	1	1	0	0
77	B.A Political Science	Arts and Humanities	0	0	0	0	1	0
78	B.ScActuarial Science	Science	0	0	1	0	1	0
79	B.Statistics	Science	0	1	2	1	3	0
80	B.Sc.Statistics,Mathematics& Computer Sc.	Science	1	0	0	0	0	0
81	B.Physical Education/B. Health & Physical Education (BPE)	Education	0	0	2	1	0	0
82	Journalism (Mass Communication)	Arts and Humanities	0	0	0	6	5	0
83	B.Sc.Chemistry (Hons)	Science	1	0	0	0	0	0
84	B.Sc.Maths (Hons)	Science	0	0	0	0	0	0
85	B.A English (Hons)	Arts and Humanities	0	0	0	0	1	0
86	B.Sc.Physics	Science	5	2	1	1	2	0
87	B.Sc.Chemistry	Science	5	3	0	0	0	0
88	B.ScMaths	Science	4	2	1	0	0	0
89	B.A English	Arts and Humanities	3	0	2	0	0	0
90	B.Sc. Biology	Science	0	2	0	2	1	0
91	B.Sc Actuarial Science	Science	0	0	0	1	0	2
92	Bachelors of Science in Mathematics	Science	0	0	0	1	4	0
93	B.A Human Resource Management	Business & Management	0	0	2	0	0	0
94	B.Ed Special Education	Education	0	0	1	1	1	0
95	B.Ed Early Childhood Education	Education	0	0	1	1	1	0
96	Bachelors of Commerce (Major in Economics)	Business & Management	0	0	0	1	0	0
97	B.A English & Dzongkha	Arts and Humanities	1	5	3	4	5	0
98	B.A English & Environmental Studies	Arts and Humanities	1	4	3	3	5	0
99	B.A Sociology & Political Science	Arts and Humanities	7	5	5	5	5	0
100	B.Commerce	Business & Management	2	4	6	7	8	0
101	B.Computer Application	Information Technology	5	5	2	0	0	0
102	B.A Economics and Environmental Studies	Business & Management	0	5	8	8	8	0
103	Sanskrit	Arts and Humanities	0	7	6	1	1	0
104	Fine Arts	Arts and Humanities	0	1	0	6	2	0
105	Bachelor of Music	Arts and Humanities	0	0	4	0	0	0
106	Bachelor of Ayurvedic/Herbal Medicine	Arts and Humanities	0	0	0	0	4	0





107	Visual Communication/Media science	Information Technology	0	0	2	0	0	0
108	B.Sc.Eco&Library&Information Sciences	Science	0	0	0	0	0	0
109	B.Sc Environment	Agriculture and Forest	0	0	0	0	0	0
110	B.Sc CBE(Chemistry,Botany, Environment Science/Environment Science	Science	0	0	0	0	2	2
111	B.Sc Medical Radio Imaging Technology & CT	Health	0	0	0	0	2	0
112	B. Audiology & Speech Language Pathology	Health	0	0	0	0	2	0
113	B.Sc.Economics&Library&Information Sciences (Hons)	Arts and Humanities	0	0	0	0	1	0
114	B.Tech Agricultural Engineering	Agriculture and Forest	0	0	0	0	1	0
115	B. Economics	Business & Management	0	0	0	0	1	0
116	B.Sc Library and Information Science	Arts and Humanities	0	0	0	0	1	0
117	B. Chef/Culinary Arts	Arts and Humanities	0	0	0	0	0	7
118	B. World Religion	Arts and Humanities	0	0	0	0	1	0
	Grand Total		127	172	196	254	222	144





ANNEXURE III DEGREE PROGRAM BY BROAD EDUCATIONAL CATEGORY

1. Arts and Humanities
 - o BA English
 - o BA Geography
 - o BA Dzongkha language and culture
 - o BA Bhutanese and Himalayan studies
 - o BA Bhutanese language and literature
 - o BA Dzongkha and English
 - o BA Dzongkha and Geography
 - o BA English and Geography
 - o BA English and Environmental Science
 - o BA Economic and Sociology
 - o BA Political Science and History
 - o BA History and Dzongkha
 - o BA Political Science and Sociology
 - o BA Population studies and Economics
 - o BA Population studies and sociology
 - o BA Creative media and communication studies
 - o BA Journalism
 - o BA Creative Writing
 - o B.A Mass Communication
 - o BA Media and Journalism
 - o BA Visual Communication
 - o BA international broadcast journalism
 - o Law – LLB
 - o BA Interior Design management
2. Agriculture and Forest
 - o B.Sc (Agriculture)
 - o B.Sc (Forestry)
 - o B.Sc (Animal Science)
 - o B.Sc (Rural Development)
 - o B.Sc (Environmental Studies)
 - o B.Sc, Food Science
 - o B.Sc Food production
 - o B.Sc Floriculture
 - o B.Sc aqua culture
3. Business and Management
 - o B.Com
 - o B.Com – Financing
 - o B.Com – Marketing
 - o B.Com – HRM
 - o B.Com - Accounting
 - o BBM
 - o B. Accounting
 - o B Chartered Accounting
 - o B. Finance and Banking
4. Education
 - o B.Ed (Primary Education)
 - o B.Ed (Secondary Education)
 - o B.Ed (Dzongkha)
5. Engineering and Related Technologies
 - o B.E (Civil)
 - o B.E (Electrical)
 - o B.E (Electronic and Communication)
 - o B.E (IT)
 - o B.E (Architecture)
 - o B.E (Hydropower)
 - o B.E (Mechanical)
 - o B.E (Surveying)
 - o B.E (aircraft piloting)
 - o B.E (hydro-mate)
 - o B.E (Metallurgy)
 - o B.E (Mining)
 - o B.E (urban planning)
 - o B.E (construction)
6. Health
 - o BSc. Traditional Medicine
 - o MBBS
 - o BSc. Nursing
 - o B.Sc (Public Health)
 - o B.Sc Clinical Laboratory Technology
 - o B.Sc Dentistry
 - o Bsc. Nutrition and dietetics
 - o Bsc. Pharmacy
 - o Bsc. Optometry
 - o Bsc. Pathology
 - o Bsc. Veterinary science
 - o
7. Hospitality and Tourism
 - o B. Hospitality and Tourism Management
 - o B. Food Management
 - o B. Travel management
 - o B.Sc Catering Science and Hotel Management
 - o B.Sc. Airline and tourism management
8. Information Technology
 - o B.Sc IT
 - o BIT
 - o BCA
 - o B.Sc Computer Science
 - o BA Animation
 - o BA Graphic and designing
9. Science
 - o B.Sc (Physical Science)
 - o B.Sc (Life Science)
 - o B.Sc. Biotechnology
 - o B.Sc Biology
 - o B.Sc Chemistry
 - o B.Sc Physic





ANNEXURE IV JOB POSITIONS BY BROAD OCCUPATIONAL CATEGORY

1. Chief Executives, sr. officials and legislators
 - o CEO/MD
 - o Gup
 - o Mangmi
 - o Member of Parliament (NA)
 - o Member of Parliament (NC)
 - o Thrompoen
 - o Tshogpa
2. Administrative and commercial managers
 - o Finance Manager
3. Science and engineering professionals
 - o Aeronautics Engineer
 - o Aircraft pilot
 - o Architect
 - o Chemical engineer
 - o Civil engineer
 - o Computer hardware engineer
 - o Electrical engineer
 - o Electronic engineer
 - o Environmental engineer
 - o Hydrologist
 - o Mechanical engineer
 - o Metallurgical engineer
 - o Mining engineer
 - o Production engineer
 - o Survey engineer
 - o Town planner
4. Health professionals
 - o Chiropractor
 - o Dietitian
 - o Drungtsho
 - o Medical doctor
 - o Dentist
 - o Medical laboratory technician
 - o Nursing
 - o Nutritionist
 - o Occupational therapist
 - o Pathologist
 - o Pharmacist
 - o Physiotherapist
 - o Veterinarian
 - o Optometrist
5. Teaching professionals
 - o Lecturers
 - o Zorig chusum teacher
 - o Special education teacher
 - o Driving instructor
6. Agriculture and forest professionals
 - o Primary teacher
 - o Secondary school teacher
 - o TTI instructors
7. Physical and Social Science professionals
 - o Agriculture extension officer
 - o Agronomist
 - o Ecologist
 - o Environmentalist
 - o Forestry officer
 - o Livestock officer
 - o Park manager
 - o Taxonomist
8. Business and Administration professionals
 - o Anthropologist
 - o Biologist
 - o Physicist
 - o Economist
 - o Geologist
 - o Mathematician
 - o Meteorologist
 - o Physicist
 - o Psychologist
 - o Statistician
 - o sociologist
9. Informational and Communication technology professionals
 - o Chartered accountant
 - o Public relation manager
 - o Data and network professionals
 - o Graphic designer
 - o Software and application developer and analysis
10. Legal, social and cultural professionals
 - o Archivist
 - o Curator
 - o Author
 - o Interpreter
 - o Journalist
 - o Judge
 - o Lawyer
 - o Librarian





ANNEXURE V LIST OF INDUSTRY/EMPLOYER WHO PARTICIPATED IN INDUSTRY OUTLOOK SURVEY

1. 2Q Engineering private limited
2. AB Industries
3. Ability Bhutan society
4. Agency for PIC
5. Agriculture Machinery center
6. All Bhutan connection
7. All Bhutan Connection Sector(ABC)
8. Amankora resort
9. Amankora
10. Amankora
11. AmankoraGangtey
12. Amankora Resort
13. Anti Corruption commission
14. APECS consultancy
15. Arjun Construction
16. Army Welfare Project
17. Army Welfare project
18. Asian Informatics
19. Association of Bhutanese Tour operation.
20. AthangTraining Academic
21. Australian Coordination office
22. B.A.S.E
23. Bank Of Bhutan
24. BAOWE
25. Barma Computers
26. Barma Enterprise
27. Batpalathang Cheese Factory
28. BD Commercial
29. Bee Keeping
30. Bhutan Battery
31. Bhutan Builder pvt ltd
32. Bhutan Agro Industry
33. Bhutan Best Travel
34. Bhutan Bhutan Travel
35. Bhutan Bitumen industries pvt ltd
36. Bhutan Broad products limited
37. Bhutan beveragepvt ltd
38. Bhutan broadcasting service corporation
39. Bhutan Carbide and chemicals ltd
40. Bhutan Centre For Media and Democracy
41. Bhutan Chamber of Commerce and Industry
42. Bhutan ConcastPvt ltd
43. Bhutan Council For SEA
44. Bhutan Development Bank Limited
45. Bhutan Eco Ventures pvt.
46. Bhutan Education city PPL
47. Bhutan Electricity Authority(BEA)
48. Bhutan Engineering Construction
49. Bhutan Ferro industries ltd
50. Bhutan friendship holiday
51. Bhutan Fruits Product Private Limited
52. Bhutan Hydro power Limited
53. Bhutan Informatics
54. Bhutan Information CMA
55. Bhutan Infrastructure
56. Bhutan insurance Limited
57. Bhutan Life Exposure Tours
58. Bhutan mandala tours and treks
59. Bhutan Media & Communications Institute
60. Bhutan Media Foundation
61. Bhutan milk and Agro Private limited
62. Bhutan Narcotic control Authority
63. Bhutan Narcotic Control Agency
64. Bhutan National Legal Institute
65. Bhutan Observer
66. Bhutan of Bhutan Limited
67. Bhutan Olympic Committee
68. Bhutan packaging industries
69. Bhutan polymers company ltd
70. Bhutan Polythene Company limited
71. Bhutan Post
72. Bhutan Power Corporation
73. Bhutan Re limited
74. Bhutan Residence
75. Bhutan Rolling Mills LTD
76. Bhutan school of Management technology
77. Bhutan Science Tours
78. Bhutan Smart Agencies
79. Bhutan standards bureau
80. Bhutan stelindustris ltd
81. Bhutan Suites
82. Bhutan Telecom
83. Bhutan today private limited
84. Bhutan tourismcorporation ltd
85. Bhutan Traders
86. Bhutan Travel Bureau
87. Bhutan Trust Fund
88. Bhutan Twastaa Industries
89. Bhutan Voyage
90. Bhutan wood parel industries
91. Bhutn Ferro alloys ltd
92. Blue Poppy Tours and Treks
93. BNBL securities
94. BOB securities
95. Boonjerm Tours and Travels
96. Bright Life Institute of Management
97. Build Youth Bhutan
98. Bumthang Brewery Pvt Limited
99. C Lhakey Construction
100. CBS and GNH Research
101. Centenial Hotel
102. center for research initiatives
103. Chandra BdrSubba construction
104. changlochen enterprises
105. charitsen construction
106. Chenchey Construction
107. chhukha construction pvt.ltd
108. ChimiPhama Construction
109. chimi RD construction
110. Chimi RD Construction
111. ChithuenPhendhey Association
112. choki construction
113. Chumey Nature Resort
114. Chutsho construction
115. CIMAS Bhutan
116. CIVIL SOCIETY ORGANIZATION AUTHORITY
117. College of natrul resources
118. College of Science and Technology
119. computer management institute
120. computer management institute
121. Construction Association of Bhutan.
122. CPZ Enterprise
123. CRW Builder
124. D Prasad Construction
125. D.S construction
126. Dalsey,Hillblom and Lynn(DHL)
127. Damochen resort and samar villa
128. Danida
129. DaragonInfotech
130. Darma Adventure
131. Dawa Chen Resorts and Spa
132. DD Construction





- | | | |
|--|---|--|
| 133. Dechen construction | 182. Dzongkha language institute | 234. Hotel PemaKaspo |
| 134. Dechen Pry School | 183. EDGE technologies | 235. Hotel Phensum |
| 135. Dechen Resort | 184. E-Drukthongkhang | 236. Hotel PhuntshoPelri |
| 136. Dewachen Hotel | 185. Election Commission of Bhutan | 237. hotel riverview |
| 137. Dhendup Enterprise | 186. EthoMetho Construction Pvt Ltd | 238. Hotel Saltay |
| 138. DhendupPelzay construction | 187. EthoMetho School | 239. Hotel Sambhav |
| 139. dhensa resort | 188. EthoMetho Tours And Treks PL | 240. Hotel SamdenNorzin |
| 140. Diethelm travel Bhutan | 189. Excel consultancy | 241. Hotel Sernya |
| 141. DorjiDradul Construction | 190. Food and Agricultural
Organization(FAO) | 242. Hotel Silver pine |
| 142. DorjiDrakpa construction | 191. Food corporation of Bhutan | 243. Hotel Taktshang |
| 143. Dot Com Enterprise | 192. Friendship Builder | 244. Hotel Taktshang View |
| 144. Dotila | 193. G4S-Secure Solution | 245. Hotel TashiPhuntshok |
| 145. Dr. tobgyel school | 194. GadenKuenjong construction | 246. IMS - Thimphu |
| 146. Dragons Nest Resort | 195. Gado Construction | 247. Institute of Language and Culture
Studies |
| 147. Draktsho vocational Institute | 196. Gakeyling Guest House | 248. IT Plaza |
| 148. DRAUI AND ASSOCIATION LIM-
ITED | 197. Gaki Travels | 249. Jakar Village Lodge |
| 149. DrukSatair Corporation Ltd | 198. Galaxy Builders | 250. Jamka Resort |
| 150. DrukZhongar Hotel | 199. Galing Builder | 251. Jampel computer and manage-
ment institute |
| 151. Drug Regulatory Authority | 200. Galling Resort | 252. Jampel Higher Secondary School |
| 152. Druk Air Corporation Ltd. | 201. Gangri construction | 253. Jamtsho Construction |
| 153. DrukBartseri Construction | 202. Gayleg Palace | 254. jangsem information technology |
| 154. Druk Carpet Industries Ltd. | 203. Geaddu college of Business
Studies | 255. Japan ICA |
| 155. Druk Com | 204. Gem Construction | 256. JD Construction |
| 156. DrukDeothang Hotel and Bakery | 205. Global Net | 257. JigmeDorji Construction |
| 157. DrukDeothjung Resort Private
Limited | 206. GNH Center Bhutan | 258. jigme industries/m inning |
| 158. Druk Ferro Alloys Ltd | 207. Gongkha Guest House | 259. JigmeNamgyal Construction |
| 159. Druk Green Power Coporation | 208. Green Marketing Pvt Ltd | 260. JigmeNamgyel Polytechnic |
| 160. Druk GY Products and chemical
Ltd | 209. Grener Way | 261. Jigons construction |
| 161. Druk Handicraft | 210. Gyalcon Infrastructure Pvt Lim-
ited | 262. Jordan and son construction |
| 162. Druk Himalayan Construction Pvt
ltd | 211. gyelyong enterprise | 263. K Bims Construction |
| 163. Druk Himalayas travel SRVICES | 212. Handicraft Association Of Bhutan | 264. K JigmeTshomo Construction |
| 164. Druk holding investment LTD. | 213. Haven Resort Pvt Ltd | 265. K K Construction |
| 165. DrukInformatic | 214. Helvetasswissintercooperation | 266. K Rangrik construction |
| 166. Druk Iron and Steel PVT. Ltd. | 215. Himalayan infotect | 267. K.C Construction |
| 167. Druk mining pvt.ltd | 216. Himalayan Institute of IT | 268. K.Gangri Primary School |
| 168. Drukmosic Tiles | 217. Hi-tech company pvt.ltd | 269. k.Nawangconstruction |
| 169. Druknono construction | 218. hotel 89 | 270. K.S.D Ventures |
| 170. DrukPetroleumCorporation Ltd. | 219. Hotel Druk | 271. K.W Builders |
| 171. Druk Plaster and Chemical Ltd | 220. Hotel Druk | 272. kachopconstruction |
| 172. Druk PNB bank limited | 221. Hotel DrukZom | 273. Kaila Guest House |
| 173. DrukTshentop Construction | 222. Hotel Drukchen | 274. kamal construction |
| 174. Drukwang Alloy Ltd. | 223. Hotel Galing | 275. Karma Feeds |
| 175. Druksum Builders | 224. Hotel Galingkha | 276. Karma MaharinaConstruction |
| 176. Drupchen Construction | 225. Hotel Holiday Home | 277. Karma Samphel Construction |
| 177. DSB Enterprises pvt.ltd. | 226. Hotel Home | 278. Kay Pee Dee Construction |
| 178. Dungsam academy | 227. Hotel Jakar View | 279. kee pee bee distributors |
| 179. Dungsam Cement Corporation
Limited | 228. Hotel Jigmeling | 280. Kelki Higher Secondary School |
| 180. DungsamPolymeres Limited | 229. Hotel Jomolahari | 281. Kelwang private ltd |
| 181. Dzongkha Development
Commission | 230. hotel Kisa | 282. KenchoTshering Construction |
| | 231. Hotel Lhayul | 283. Kenpapvt ltd |
| | 232. Hotel Pedling | 284. Kexiphu construction |
| | 233. Hotel Pegyel | 285. keys to Bhutanadventure holidays |
| | | 286. Khandu Construction |





287. Khaykho Resort
288. khendrup HSS
289. Khensey Construction
290. Kichu Resort
291. Kingyal coke and Chemical
292. Kipchu Construction
293. Kismat Construction
294. KK Steel Pvt.Ltd
295. KNP Construction
296. Kuenchap Construction
297. KuenGaa Higher Secondary School
298. KuengacholingInsence Factory
299. Kuenlha Construction
300. Kuenphen Auto Parts
301. Kuenphen institute of technology
302. kuensel corporation Limited.
303. KuenzangChoden Sawmill
304. Kuenzang Institute of IT
305. KuenzangNorling International Dekiling
306. kuzufm
307. Lama Norbu Construction
308. Lammekha Construction Pvt. Ltd.
309. Lamnekha construction pvt ltd
310. Lamnekha Construction pvt.limited
311. LekiDorji Enterprise
312. Leko Packers
313. Lhaki Cement
314. Lhaki hotel
315. lhaki steels and rollingspvt ltd
316. LhamoNorjuuma contraction
317. Lhanam TRM construction
318. lhawang survey & design consultancy
319. little dragon school
320. Loden Foundation
321. Losel Gyatsho Academy
322. Lozza construction
323. M/S Nima Construction Company pvt.Ltd.
324. Mandu construction
325. ManjuShiri Institute
326. Mathra factory
327. Mawongpa Builder
328. Mediamax
329. Menjing foundation
330. Mephram Guest House
331. Meriphuntsum resort
332. META SPA
333. migmar hotel
334. Ministry of Agriculture and Forestry
335. Ministry of Economic Affairs
336. ministry of education
337. Ministry of Finance
338. Ministry of home and cultural affairs
339. ministry of info and communication
340. Ministry of work and Human settlement
341. Mountain Lodge
342. Namgay Heritage Hotel
343. Namgay Hotel
344. Namkhalinfotect
345. Nana Enterprise
346. Nangsel Five Equipment and Enterprise
347. Nasel Boutique
348. National Assembly Secretariat
349. National Commission for WC
350. national council secretariat
351. National environment commission
352. National Handicraft Emporium
353. national institute of medicine
354. National Land Commission
355. National Library & Archives
356. National Pension and Provident Fund
357. National Statistics bureau
358. National Women Association of Bhutan
359. natuare solution
360. Neten Construction Sector
361. Netherland Development Organization(SNV)
362. Ngadar construction
363. NGN Technologies private limited
364. Niche Institute of Management and Tech
365. NIIT (CHIPHEN RIGPEL)
366. Nima High School
367. Nima Tenzin construction
368. Norbu Bhutan Travel
369. Norbu Bhutan Travel Private Limited
370. Norbu construction
371. NorbuYangkhil Construction
372. Norling Hotel and Events
373. Noryang Pvt. Ltd.
374. NRDCL
375. office of attorney general
376. Owang Travels
377. P.T construction
378. Panday construction
379. Paro College of Education
380. Paro Museum
381. Paro village Lodge
382. passage to Himalayas
383. Pawan construction
384. peaceful resort
385. Pelden construction private limited
386. Peldruk Builder
387. Pelkhil school
388. Pelri Cottage
389. Pema Bakery
390. PemaGaysar Construction
391. PemaRinzin construction
392. PemaWangmo construction
393. PemchuConstruction
394. penden cement authority ltd
395. Penjor Construction
396. PhendeyDendup construction
397. Phobala Construction
398. PhongmeyLhakhang construction
399. PHPA-1
400. Phuensum Builders PL
401. Phuensum Primary School
402. PhuntshokJungney Hotel
403. Pojo construction
404. Privy Council
405. PuenZhi Guest House
406. Punatshangchu Cottage
407. quality gas pvt ltd
408. Rabsel Construction Pvt ltd
409. Rabten Engineering Workshop
410. Rabten wire industries
411. Rainbow treks and tour
412. Ralung Construction
413. Raven Builders & Co ltd
414. Rayna Kuendup Construction
415. Reldri higher secondary school
416. Rema Resort
417. Rendeki Enterprise
418. RENEW
419. Rickey Construction
420. Rigsar Construction
421. RigselYangphel Construction
422. RIGSUM INSTITUTE OF IT MANAGEMENT
423. Rinchen Higher Secondary School
424. Rinchenling Lodge
425. rinzin construction
426. Risun Resort
427. River Lodge
428. Royal Audit Authority (HQ)
429. Royal Civil Service Commission
430. ROYAL EDUCATION COUNCIL
431. Royal Institute Of Health Science
432. royal institute of law
433. Royal Institute of Management





434. royal institute of tourism
 435. ROYAL MONETARY AUTHORITY
 436. Royal security exchange of Bhutan
 437. Royal Society for Protection Of Nature
 438. Royal Society For senior citizen
 439. Royal Textile Academy
 440. Royal Thai Consulate
 441. RSA PVT LTD
 442. Rubthen construction
 443. S.L construction
 444. S2 Construction
 445. SABAH-Bhutan
 446. Saint gobainceramic material pvt.ltd
 447. Samdencholing Eco Resort
 448. Samdendrup construction
 449. Samten Construction
 450. Samten Tech Private Limited
 451. samtse college of education
 452. Samyae Resort
 453. Sangay Arts and Crafts
 454. sangla construction
 455. SAT Enterprise
 456. Save the children
 457. school for language and cultural studies
 458. SD Eastern Bhutan Coal Company ltd
 459. SD Eastern Bhutan Ferro Silicon Pvt ltd
 460. SDC. BHUTAN
 461. Secreteriat of His Majesty (4th king)
 462. SernyelZeykhelConstruction
 463. Serzang Automobiles
 464. SherabReldri Higher Secondary School
 465. Sherubtse College
 466. Singye Group Of Company
 467. Somu Construction
 468. SonamKuenphen HSS
 469. SonamNorbu construction
 470. ST thuendre Construction
 471. STCBL
 472. STS Builders or cholingkhar builders
 473. STY Construction
 474. Sunlight construction
 475. Sunshine construction
 476. Swiss Guest House
 477. t and k construction ltd
 478. Taag sing chungDouk
 479. Taj hotel
 480. tandinpenjor construction
 481. Tarayana Foundation
 482. Tashi Beverages limited
 483. Tashi Commercial Corporation
 484. tashiinfocomm limited
 485. TashiNamgay Hotel
 486. TashiNinjay Guest House
 487. Tashi Tenzin Construction
 488. TashiYangkhel hotel
 489. tatasamdenvechile
 490. T-Bank limited
 491. Technologies
 492. Tee Tee Construction
 493. Tenzin Builders
 494. Tenzin Galeg Construction
 495. Tenzin Lower Secondary School
 496. Tenzin school
 497. Tenzinling resort
 498. termalinca resort &spa
 499. The Bhutan Canada Foundation
 500. The Orckid
 501. The World Bank Group
 502. Therchen DK construction
 503. Thimphu Primary School
 504. Thimphu Tech Park
 505. Thuelbab
 506. Tiger Nest Resort
 507. Tourism Council of Bhutan
 508. triple AB tours and travel
 509. TRW construction
 510. Tshela Hotel
 511. TsheringDorji Construction
 512. tshetendorji const.
 513. tshewangnamgay construction
 514. Tshi metal and alloys
 515. Tshoki construction
 516. U.J.K construction
 517. UD and Partner : Advocates and cons
 518. Udee Guest House
 519. Udumwara
 520. ugyen academy
 521. UgyenPhendeyling Resort
 522. UgyenWangchuk Institute
 523. UNFPA Co, Bhutan
 524. UNICEF
 525. United Nation of Development Program
 526. United Nation world food program
 527. UNOPS
 528. Utpal Girls High School
 529. Vajra Builder Pvt Ltd
 530. vajra guru spiritual tour and travels
 531. vjk const.
 532. Wang construction
 533. wangchuk hotel
 534. wangchuk resort
 535. Wangdicholing Hotel
 536. Way Cnstrucrion
 537. WCO. Bhutan
 538. Weaving Centre
 539. Welfare Construction Pvt Ltd
 540. Wind Horse Tours and Treks
 541. World Wildlife Fund
 542. YangchenmaPvt Ltd
 543. Yangkheil Resort
 544. Yangkhor IT Solutions
 545. Yangpheladvanture travel
 546. yangzom cement industry
 547. Yarab Private Limited
 548. yarkay construction
 549. Yarkay group private limited
 550. Yeshey t. denkar construction
 551. Yoezer Engineering Private Limited
 552. Yoezerling High school
 553. Yoezerling Primary school
 554. Youth Development Fund
 555. youth media center
 556. yuendrung construction pvt. Ltd
 557. Yugharling Resort
 558. Yungzur Construction
 559. Z & K Construction PL
 560. ZambaTicha Construction
 561. Zamling SD Construction
 562. zangdopelri resort
 563. zhinday Bhutan tour and trek
 564. zhiwaling hotel
 565. Zimdra Industries PVT Ltd





ANNEXURE VI BEYOND GRADUATION SURVEY

A - Graduate Profile

- A1. Gender Male Female
 A2. Age
 A3. Residency (Dzongkhag)

B-Studies/Training

Please provide following details of your degree program

- B1. Name of Degree program
 B2. Year of Graduation
 B3. Name of College/University.....
 B4. College/University Location (Country).....

B5. How was your study financed? (Please tick ONE of the following options)

- Government Scholarship (Full)
 Government Scholarship (Partial)
 Other Scholarships
 Self funded
 Funded by employer/employing agency

C-Factors for undertaking study/program of choice

How important were the following reasons for your decision to undertake the said degree program? The scale of answers ranges between: 1 = not at all important; 2 = not important; 3 = moderately important; 4 = important; 5 = very important (TICK ON EACH OF THE FOLLOWING REASONS)

Not at all important		Very important			
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C1. Advice from the parent/guardian to undertake the program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2. Reputation of the college/institute/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C3. Better employment opportunity after graduation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C4. Higher interest in the field of study
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C5. Improve my income
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C6. Friends, relatives studying in the same program/ college

D- Retrospective Evaluation of the quality and relevance of study/program

D1. How satisfied are you with your studies?

not satisfied very
 at all satisfied

1 2 3 4 5
 Level of satisfaction

In case you were not/moderately satisfied (scales 1, 2 and 3), please specify why:

Looking back would you

- D2. Choose the same studies again? Yes No
 D3. Choose the same college/university? Yes No
 D4. Recommend this course and college to friend or family members? Yes No
 If No, what are your reasons? (PLEASE BE CLEAR AND SPECIFIC)

.....





E- Employment Record

E1. Prior to your studies were you employed?

- Yes, Please state your previous employer.....
- No

E2. Are you currently employed?

- Yes
- No, Proceed to F

E2 (a). How long did you take to secure the current job?

- Less than 3 months
- 3 to 6 months
- 6 to 12 months
- More than 1 year

E2 (b). In what sector are you mainly employed?

- Government
- Private
- Corporation
- Self employed
- Non-Government Organization (NGO)
- Others

E2 (c). How important/relevant are the qualifications and skills that you have acquired during your degree course for the present job?

not relevant very relevant

1 2 3 4 5

 Level of relevancy

F. Transition to Employment

F1. Are you currently looking for job?

- Yes
- No

F2 How many jobs have you applied for till date (put number)

F3. Where do you prefer to work?

Employing Agencies	RANK your preferences for following five options, 1 being the 1st preference and 5 being the last preference
Government	
Private	
Non-Government organization (NGO)	
Self-employment	
Corporation	

F4. According to you, what is the most important criteria that will determine your choice of employment? (choose maximum of two options only)

- High Salary
- Job security
- Training opportunities
- Good Working conditions
- Company's Reputation
- Job relevancy to the degree program I have undertaken
- Others



**F5. If you do/did not find a job of your preference, what are the other options would/will you consider?
(choose maximum of TWO options only)**

- Start up my own business
- Family/Household work
- Undertake training to find other opportunities
- Undertake job internship program
- take up further studies
- Stay unemployed until a job of my preference is available
- Others.....

F6. Have you undertaken additional training to make yourself more employable?

- Yes
- No

If yes, in what programs?

.....
.....

F7. What additional SKILLS do you think you require in finding a job? Please list maximum of three

1.
2.
3.

F8. What are the reasons for your current unemployment? Select maximum of 2 options only

- Question Not applicable to me, since I am already employed
- Question Not applicable to me, since I choose to stay unemployed
- Job scarcity
- Lack of contacts
- Lack of experience, skills
- Lack of resources (for self employment)
- Lack of confidence
- Engaged in child rearing or family/household care
- Others





ANNEXURE VII INDUSTRY OUTLOOK SURVEY

ABOUT YOUR ORGANIZATION

A. Name of Organization/Company: _____

B. Location (Dzongkhag) : _____

C. To which of the following broad sector does your business/company belong?

- | | |
|--|---|
| <input type="checkbox"/> 1. Government Sector | <input type="checkbox"/> 7. Education & Training Sector |
| <input type="checkbox"/> 2. Foreign/International Agency | <input type="checkbox"/> 8. ICT, Media & Transport Sector |
| <input type="checkbox"/> 3. CSOs | <input type="checkbox"/> 9. Production & Mining Sector |
| <input type="checkbox"/> 4. National Defense /Security | <input type="checkbox"/> 10. Trading & Service Sector |
| <input type="checkbox"/> 5. Construction Sector | <input type="checkbox"/> 11. Hospitality & Tourism Sector |
| <input type="checkbox"/> 6. Power Sector | <input type="checkbox"/> 12. Finance Sector |

D. Please specify your organization's main area of Business

Eg: Electrical distribution, agro food processing, banking, insurance, telecom services, Sales, Transportation, tour operation, training provider, hotel services, etc

--

E. What is your organization's total staff number as of 2013?

Total number of employees	No. of Graduate Employees only

GRADUATE EMPLOYMENT

F. How many graduates did your organization employ in the past 3 years?

Year	No. of graduates applied	No. Offered Jobs/Recruited
2011		
2012		
2013		

G. Was it challenging to recruit graduates for any vacancies/position in your organization in 2012/2013?

- Yes No

If Yes, tick the three most appropriate challenges from the following options (choose maximum of three options only)

- | | |
|--|--|
| <input type="checkbox"/> 1. Lack of resources/ budget | <input type="checkbox"/> 4. Limited Applicants |
| <input type="checkbox"/> 2. Organization/business reorganization | <input type="checkbox"/> 5. No Applicants |
| <input type="checkbox"/> 3. Business or Economic situation | <input type="checkbox"/> 6. Unsuitable Applicants (skill mismatch) |

H. Was your organization unable to hire graduates in any particular discipline/qualification in 2012/2013?

- Yes No

If Yes, please specify the degree discipline/qualifications in which you could not hire graduates?

1.
2.
3.





I. Which of the following are the three most dominant discipline/qualification of graduates working in your organization (choose only three)

- | | |
|--|--|
| <input type="checkbox"/> 1. Arts and Humanities | <input type="checkbox"/> 7. Agriculture and Forest |
| <input type="checkbox"/> 2. Business/commerce & Management | <input type="checkbox"/> 8. Physical & Life Science |
| <input type="checkbox"/> 3. Engineering and related technologies | <input type="checkbox"/> 9. Information Technology |
| <input type="checkbox"/> 4. Education | <input type="checkbox"/> 10. Hospitality and Tourism |
| <input type="checkbox"/> 5. Health | <input type="checkbox"/> 11. Others |
| <input type="checkbox"/> 6. Media & Journalism | |

J. What are the most dominant job areas that graduate employees hold in your organization (choose only three)

- | | |
|--|--|
| <input type="checkbox"/> 1. Engineering | <input type="checkbox"/> 8. Human Resources |
| <input type="checkbox"/> 2. Health professional | <input type="checkbox"/> 9. Information Technology |
| <input type="checkbox"/> 3. Teaching & Training | <input type="checkbox"/> 10. Law |
| <input type="checkbox"/> 4. Agriculture and Forest | <input type="checkbox"/> 11. Sales, Marketing & Logistic |
| <input type="checkbox"/> 5. Administration & General Management | <input type="checkbox"/> 12. Security & Defense |
| <input type="checkbox"/> 6. Finance & Accounting | <input type="checkbox"/> 13. Media & Journalism |
| <input type="checkbox"/> 7. Research, Development & Consultation | <input type="checkbox"/> 14. Others |

GRADUATE RECRUITMENT PRACTICES

K. Which of the following methods do you use for recruitment of graduates for job positions available with your organization?

- | | | |
|---|------------------------------|-----------------------------|
| 1. Your organization's website | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Jobs Fairs | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Employment websites (e.g. MoLHR Job Portal) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Social media websites (Facebook, Twitter, etc) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. College On-campus Recruitment | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. TV/Newspaper advertising | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Hiring through personal contact/relationship | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Head-hunting | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

L. Besides relevant qualifications, what three key selection criteria do you use when recruiting graduates? (Select maximum of three options only)

- 1. Work Related training
- 2. Prior work experience
- 3. Interpersonal & communication skills
- 4. Leadership skills
- 5. Passion / Commitment / Attitude
- 6. Teamwork skills
- 7. Analytical skills
- 8. Emotional intelligence (maturity, strength of character, confidence, motivation)
- 9. Knowledge of industry

M. Which of the following are the three least desirable characteristics you do NOT want to see in your pool of graduate employee candidates? (Select maximum of three options only)

- | | |
|---|---|
| <input type="checkbox"/> 1. Lack of interpersonal & communication skills | <input type="checkbox"/> 6. Inflexibility / Inability to accept direction, challenges or change |
| <input type="checkbox"/> 2. Lack of motivation, enthusiasm and initiative | <input type="checkbox"/> 7. Poor attitude / Lack of work ethic |
| <input type="checkbox"/> 3. Arrogance / Dominating/Disrespectful | <input type="checkbox"/> 8. Lack of emotional intelligence, self-confidence |
| <input type="checkbox"/> 4. Poor teamwork skills | <input type="checkbox"/> 9. Lack of commitment / High absenteeism |
| <input type="checkbox"/> 5. Poor academic qualifications or results | |





PERFORMANCE OF GRADUATES

N. How would you rate the GRADUATE recruits of 2011/2012 with regards to the following?

	1. Very poor	2. Below average	3. Average	4. Above average	5. Excellent
Adaptability/Preparedness to the work environment	()	()	()	()	()
Work Knowledge	()	()	()	()	()
Usefulness of skills/knowledge from their studies to the company/organization	()	()	()	()	()
Attitude towards work	()	()	()	()	()
Communication skills	()	()	()	()	()
Analytical & Critical Skills	()	()	()	()	()
Commitment to organization	()	()	()	()	()

GRADUATE EMPLOYEE TURNOVER

O. What number of Graduate employees has left your organization?

- a. Of 2011 recruits _____ number have left your organization
- b. Of 2012 recruits _____ number have left your organization

P. What are the main reasons for graduate recruits leaving your organization? (Choose maximum of two appropriate options only)

- | | |
|--|---|
| <input type="checkbox"/> 1. Job dissatisfaction | <input type="checkbox"/> 7. Desire for better salary/benefits |
| <input type="checkbox"/> 2. Family/personal issues | <input type="checkbox"/> 8. Relationship with direct manager/supervisor |
| <input type="checkbox"/> 3. Further/higher studies | <input type="checkbox"/> 9. Seeking experience in other sectors/jobs |
| <input type="checkbox"/> 4. Disciplinary issues with the organization | <input type="checkbox"/> 10. More flexible work life |
| <input type="checkbox"/> 5. Lack of loyalty/commitment to organization | <input type="checkbox"/> 11. Others |
| <input type="checkbox"/> 6. Finding other job opportunities | |

INCOME/ BENEFIT STRUCTURE

Q. What is the Starting monthly salary for a full time graduate (general) employed by your organization?

- | | | | |
|--------------------|--------------------------|---------------------|--------------------------|
| 1. Less than 5000 | <input type="checkbox"/> | 4. 15,000 - 19,999 | <input type="checkbox"/> |
| 2. 5000 - 9,999 | <input type="checkbox"/> | 5. 20,000 - 24,999 | <input type="checkbox"/> |
| 3. 10,000 - 14,999 | <input type="checkbox"/> | 6. 25,000 and above | <input type="checkbox"/> |





R. What is the Starting monthly salary for a full time graduate (technical and professional) employed by your organization?

- | | | | |
|--------------------|--------------------------|---------------------|--------------------------|
| 1. Less than 5000 | <input type="checkbox"/> | 4. 15,000 - 19,999 | <input type="checkbox"/> |
| 2. 5000 - 9,999 | <input type="checkbox"/> | 5. 20,000 - 24,999 | <input type="checkbox"/> |
| 3. 10,000 - 14,999 | <input type="checkbox"/> | 6. 25,000 and above | <input type="checkbox"/> |

S. Which of the following benefits does your organization/company provide for your employees?

- | | | | | |
|----------------------------------|--------------------------|-----|--------------------------|----|
| 1. Pension and Gratuity | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 2. Welfare scheme | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3. Insurance scheme | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 4. Bonus | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 5. Housing Allowance | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 6. Performance Allowance | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 7. Short-term training | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 8. Long-term training | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 9. Others (please specify) _____ | | | | |

FUTURE RECRUITMENT

T. What kind of graduates will your organization be recruiting in the next 3 years (2014, 2015 and 2016)?

YEAR	Job Position	Degree Qualification Requirement	Number (slot)

Respondent's Designation: _____

