

# **Bagiswori College**

Taulachhen, Chyamhasinga-9, Bhaktapur



## **Tracer Study Report 2016 AD**

**2074**

## **ACKNOWLEDGEMENTS**

This study is very significant because it has given us an opportunity to learn a lot about the graduates from this college in 2016 AD, and various factors that the College has to adopt for the institutional reforms. We could not have carried out this Tracer Study without the initiation of UGC. So we would like to extend our gratitude to UGC and all its staff who kindly co-operated us by providing necessary suggestions time and again.

This study could not have come to the present shape without the kind co-operation of the graduates who frequently provided us the required information and the documents. We are therefore thankful to all of them.

We are also thankful to all the teaching and non-teaching staff of the college who helped to contact all the pass-out students, to distribute and collect the questionnaires and to prepare the report of this study.

Finally, we would extend our sincere thanks to the members of the College Management Committee who provided us strong support, valuable and constructive suggestions and boosted our morale.

## EXUCUTIVE SUMMARY

With a team of five members, this Tracer Study was carried out in order to measure the quality of education imparted by Bagiswori College, to measure the effectiveness of strategies and teaching pedagogies adopted by the College, and to assemble authentic information about the pass-out students, their placement in job markets, their adjustment in the society, their contribution in nation building and societal transformation and their invaluable feedbacks for the betterment of the College.

In 2016 A.D., 84 students in total had successfully completed their graduation of Bachelor and Master degrees, but only 69 students submitted their transcripts and other essential documents as demanded by Tracer study Team of the college. Out of 69 graduates, 66 graduates had completed bachelor degrees and 3 graduates had completed master degree. In the context of the bachelor degree holders, 30 graduates were from Bachelor of Art and 39 graduates were from the Bachelor of Business Studies. All master degree holders were from the Faculty of Management.

The study shows that 49.3 percent graduates are employed. Out of them, 37.7 percent female and 11.6 percent male graduates are employed. This figure shows that the employment status of female graduates is comparatively far better than that of male graduates. Out of 69 graduates, 24.6 percent graduates from the faculty of Humanities and Social Science are seen to be employed. Likewise, 18.8 percent graduates from Management Faculty are found to be employed.

Among 69 graduates, only 29 graduates have been pursuing their higher studies. That is, 42.01 percent graduates have been continuing their higher studies. 11 graduates have got their enrolment in Humanities and Social Sciences (Sociology, Economics, Rural Development, Journalism and English) and 18 graduates have been continuing MBS studies. Comparatively the ratio of higher study pursuing graduates is very low. In the context of their discontinuity of higher studies, these graduates, especially the female graduates, have pointed out their higher their marriage and their attempt of going abroad for employment as the major causes.

In the context of quality of higher educational programmes offered by the college and its relevance in professional life, extracurricular activities, interdisciplinary learning, and quality of education delivery, problem solving, teaching/learning, teacher student relationship, the quality of education and learning environment of the college, 50 to 70 percent graduates have expressed their satisfaction percent graduates find them to be quite relevant.

The responses regarding the contribution of education in their personality development, jobs, knowledge and skills from these pass-out graduates are favourable and supportive. These graduates have expressed their extreme satisfaction in the context of library, laboratory and other physical facilities of the college like gender-wise toilets, drinking water, classrooms, furniture, electricity, free wifi and internet, information flowing system and indoor activities like chess, quiz contest, spelling contest, poetry writing contest and essay/story,.

These graduates have also offered some constructive suggestions for the institutional reforms. They have mainly emphasized on teaching practically, running treatment classes for the academically poor students, organizing experts' classes and more assignments. Besides, this study also gives glimpses of teaching-learning modalities practiced in the College.

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## **ABBREVIATIONS**

<b>BA</b>	<b>:</b>	<b>Bachelor of Arts</b>
<b>BBS</b>	<b>:</b>	<b>Bachelor of Business Study</b>
<b>CMC</b>	<b>:</b>	<b>College Management Committee</b>
<b>MBS</b>	<b>:</b>	<b>Master of Business Study</b>
<b>MA</b>	<b>:</b>	<b>Master of Arts</b>
<b>ID</b>	<b>:</b>	<b>Identity Card</b>
<b>TST</b>	<b>:</b>	<b>Tracer Study Team</b>
<b>TU</b>	<b>:</b>	<b>Tribhuvan University</b>
<b>UGC</b>	<b>:</b>	<b>University Grants Commission</b>
<b>HERP</b>	<b>:</b>	<b>Higher Education Reform Project</b>
<b>EDJ</b>	<b>:</b>	<b>Educationally Disadvantaged Janajati</b>
<b>INGOs</b>	<b>:</b>	<b>International Non Governmental Organizations</b>
<b>NGO s</b>	<b>:</b>	<b>Non Governmental Organizations</b>

# **CHAPTER I**

## **INTRODCTION**

### **1.1 Background of the Study**

Bagiswori College is a community college located in the eastern gateway of historic city Bhaktapur. The college was started in 2007 AD (2064 BS) with 76 students in bachelor levels (BA and BBS) with the crucial objectives of providing liberal and practical education with fundamental knowledge and impact on societal and global problems to the students from all social strata. At present, college runs two bachelor programmes— BA and BBS— and two master programmes— MBS and MA-Sociology (in the streams of Humanities and Social Sciences and Management) in affiliation with Tribhuvan University.

At present, 781 students including 571 in BBS, 140 in BA, 58 in MBS and 12 in MA-Sociology have been pursuing their higher education in Bagiswori College. Every year, many of these students complete their graduation and get involved in the job markets. But the College does not have sufficient information about all of its pass-out graduates. So the College Management felt the need of tracing out the authentic information associated with its graduates and started collecting information associated with them, both formally and informally. In the meantime, the University Grant Commission also pointed out the significance of such a study and made it compulsory for the colleges selected in the Higher Education Reforms Project (HERP) - Performance Based Funding/Formula Based Funding.

After being selected in HERP by University Grants Commission in 2016 AD, Bagiswori College formed a formal mechanism of a five-member-task team for the first time in 2015 and developed the provisions for conducting it on regular basis. The task team successfully conducted Tracer Study 2015 by sincerely following timely suggestions and inspiration from UGC and submitted its final report to UGC.

This study is its second attempt and the continuation of carrying out its Tracer Study programme on regular basis. The objective of this study is to measure the quality of education imparted by Bagiswori College, to identify the effectiveness of the

academic programmes of the college, to assemble the records about the placement of the graduates from Bagiswori College in job markets, to check out the strengths and challenges of the college and collect the constructive feedback from the pass-out graduates.

Besides, this study aims to trace out the expectations and aspirations of the graduates, their experiences of adjusting themselves in the job markets, quality and relevance of higher education to promote their professional career and the effectiveness of the teaching modalities/pedagogies adopted by the college in promoting their problem-solving and research skills. This study also focuses on how effectively the teaching and learning environment of the college has been helping to enhance their academic knowledge, learning efficiency and working with team spirit and to maintain balance in their physical, mental and spiritual health. Finally, this study is expected to help the college upgrade its academic quality, teaching pedagogy and learning environment sincerely addressing the concerns exhibited by its pass-out graduates.

## **1.2 Objectives of the Study**

Every research is guided by a particular objective because this keeps the researcher intact with the study and gives a specific direction. This study also has the following objectives.

- a. To observe the quality of education imparted by the College,
- b. To identify the effectiveness of strategies and teaching pedagogies adopted by the College,
- c. To collect constructive feedback for the betterment of the College.
- d. To point out the strengths and challenges of the College.
- e. To find out the employment status of the graduates from Bagiswori College.
- f. To trace out the relevance of the academic programmes and courses in practical life of the students.
- g. To know about the level of satisfaction of the graduates from the College.
- h. To examine the aspirations and expectations of the graduates from the College.

### 1.3 Institutional Arrangement to Conduct the Study

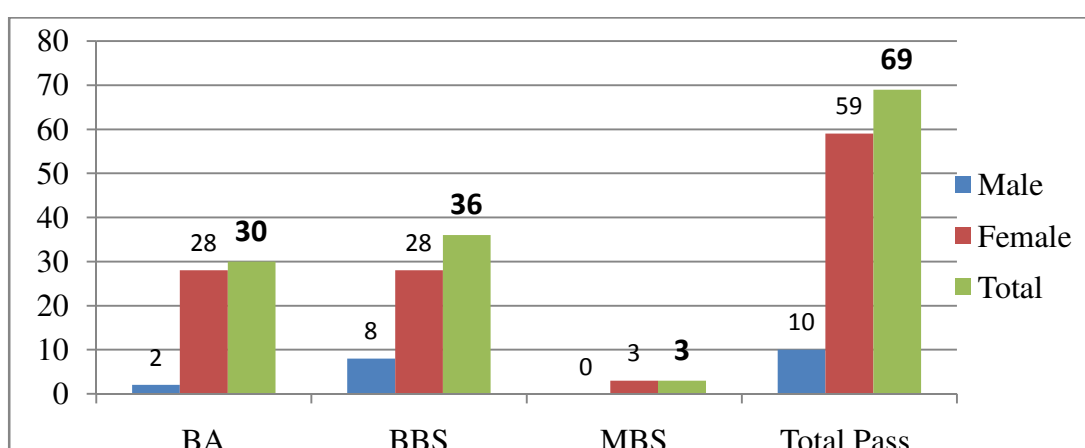
In order to carry out this study effectively and efficiently, the College Management has formed a task team of five members under the coordination of the College Principal, Mr. Dhan Kumar Shrestha. The team constitutes the following:

- |                               |  |
|-------------------------------|--|
| a. Dhan Kumar Shrestha        | Coordinator ( Principal)                                 |
| b. Mr. Mohan Krishna Shrestha | Member (the Head of Research<br>Committee for Management |
| c. Badri Uprety               | Member (a lecturer of Research<br>Methodology)           |
| d. Prabin Prajapati,          | Member (Media Lab Assistant)                             |
| e. Bikash Koju,               | Member (Administrative Assistant)                        |

Besides, some BBS Fourth Year and Master First Year students have also been used as the enumerators for the purpose.

### 1.4 Graduate Batch Taken for the Study

The Tracer Study task team has taken the graduates of Bachelor and Master from both Humanities and Management faculties that appeared in 2016 AD (2073 B.S.). The following table includes the number of graduates.



**Figure 1: The Status of Graduates from Bagiswori College in 2016**

### **1.5 Data Collection Instruments**

To make this study smooth and to collect essential data efficiently, the questionnaires which were availed to the college by UGC were used as the major tool of data collection. The photocopies of the questionnaire were distributed to the graduates who applied for the Character certificates. An official notice was also issued for the tracer study. Email, telephone, face-book, messenger, mobile messages and online video chatting were also tried out to contact graduates who have been working in distant parts of the country and are in foreign countries. Their responses were collected through telephonic and online interview and forwarded questionnaires. In spite of frequent attempt of Tracer Study Team, responses from some graduates have been left out in this study due to their delay in forwarding the questionnaires and submitting the Transcripts.

### **1.6 Scope and Limitations of the Study**

From 2064 till today, 256 students in BA and 283 students in BBS and 31 students in MBS have completed their graduation. In 2016, 84 students completed their graduation. But only 69 of them submitted the essential documents demanded by Tracer Study Team. So, this study is limited to the study of 69 graduates of Bachelor and Master degrees from Bagiswori College in 2016 A.D. Besides, this study is limited to evaluate the effectiveness of academic programmes of the College, to trace out the employment status of the graduates, to measure the level of their satisfaction, to test their aspirations and expectations, to point out the strengths and challenges of the College and to collect constructive feedback for the betterment of the College.

This study has been very helpful to accumulate and keep the data about the graduates from Bagiswori College scientifically, to study about the progress of the students, and to observe the quality of the education imparted by the College. The feedbacks from the pass-out students and collected information are very significant for the overall institutional development.

## CHAPTER II

### DATA ANALYSIS AND PRESENTATION

This study has uncovered very noteworthy information relevant to the college, the trends of higher education, employment status of the graduates, their aspirations, and the contributions of their education to their personality development. And this chapter includes the analysis and the interpretation of the same information.

#### 2.1 The Profile of the Graduates

University education is valued extensively in our society. It is taken to be important for obtaining good employment and strengthening the economically sound social position. In 2016, 84 students had completed their graduation. But only 69 of them submitted their Transcripts from the Office of the Controller of Examination. So this study is limited to the study of the same 69 graduates. The table 1 shows the clear detail of the graduates.

**Table 1: Total Graduates in 2016**

<b>Graduates</b>	<b>Humanities</b>	<b>Management</b>	<b>Total</b>
Male	2	13	15
Female	28	26	54
Dalit	0	0	0
EDJ	0	0	0
<b>Grand Total</b>	<b>30</b>	<b>39</b>	<b>69</b>

The table depicts that the ratio of graduates in Management Faculty is slightly higher than that of graduates in Humanities and Social Sciences. Similarly the female graduates are higher in number in comparison to male graduates. Out of 69 total graduates, 54 graduates are female and 15 graduates are male. And there are no EDJ and the Dalit graduates in both programmes. The number of the passed out graduates is higher than the ones presented in the table. 15 graduates have not applied for the character certificates from the College and have not submitted their Transcripts as well. However, the college has sincerely been following them.

## 2.2 Employment Status of the Graduates

Out of 84 graduates from Bagiswori College in 2016, only 69 graduates— 54 female and 15 male graduates— have been traced out. The Tracer Study Team has found out that only 34 of these graduates are employed. Out of 34, 8 male and 26 female graduates are found to be employed. Among them, 17 graduates from the faculty of Humanities and Social Sciences have been found to be employed. 15 female and 2 male graduates from the same faculty are observed to be employed. Similarly, 17 graduates from Management Faculty are noticed to be employed. Out of them, 11 graduates are female and 6 graduates are male. The table 2 provides the composition and employment status of the graduates of 2016.

**Table 2: Faculty and Gender-wise Employment Status of Graduates of 2016 Batch**

Graduates	Humanities		Management		Total	
	Employ	Unemploy	Employ	Unemploy	Employ	Unemploy
Male	2	0	6	7	8	7
Female	15	13	11	15	26	28
Dalit	0	0	0	0	0	0
EDJ	0	0	0	0	0	0
<b>Grand Total</b>	<b>17</b>	<b>13</b>	<b>17</b>	<b>22</b>	<b>34</b>	<b>35</b>

The table 2 depicts that 49.3 percent graduates are employed. Out of them, 37.7 percent female and 11.6 percent male graduates are employed. This figure shows that the employment status of female graduates is comparatively far better than that of male graduates. Out of 69 graduates, 24.6 percent graduates from the faculty of Humanities and Social Science are seen to be employed. Likewise, 18.8 percent graduates from Management Faculty are found to be employed.

**Table 3: Employment Status of Graduates of 2016 in Different Sectors**

Type of Institutions	Humanities		Management		Total	
	Male	Female	Male	Female	Male	Female
Private	1	10	4	9	5	19
Public	0	2	2	1	2	3
NGO/INGO	0	0	0	1	0	1
Government	0	3	0	0	0	3
Self Employed	1	0	1	1	2	1
<b>Grand Total</b>	<b>2</b>	<b>15</b>	<b>7</b>	<b>12</b>	<b>9</b>	<b>27</b>

The table 3 shows that out of 69 graduates, 24 of them are employed in private sectors. Similarly 5 graduates are employed public sectors; 1 graduate is involved in INGO; 3 graduates are government job holders; and 3 graduates are self-employed. It is also noticed that 19 female graduates work in private institutions, 3 in public sectors, 1 in INGO, and 3 in Government sector. Out of them, 1 female graduate is self-employed. Likewise, 5 male graduates work in private sectors, and 2 in public institutions and 2 graduates are self-employed.

The employment status of the graduates is far more than the ones shown in the table 3. As sought by Tracer Study Team, many job holding graduates have not been able to produce the valid documents like their appointment letters, ID Cards or other supportive documents that ascertain their employment, for they work in the private schools, co-operative organizations, shops, departmental stores, wooden factories, small scale or cottage industries, and the like, but here they are not given any official documents about their appointment. Besides, some of them are self-employed as well. They run small shops and hotels, work in the fields, sell vegetables and street foods, and are involved in the carpentry and pottery, but they don't have any official records about their self-employment. The Tracer Study Team has confirmed these facts by interviewing the graduates, contacting their employees and making field observations.

### **2.3 Further Study Status of the Graduates of 2016 Batch**

The Tracer Study Team has found that altogether 29 out of 69 graduates have been pursuing their further studies. They have got enrolment in master level studies. 11 graduates have got admission in MA and 18 graduates have been studying MBS. Out of these 29 higher studies seekers, 26 graduates are females and only 3 graduates are male. Among 26 female higher studies seekers, 11 of them have studying MA and 15 females have been continuing their studies in MBS. The remaining 3 male graduates have also been studying MBS. The table 4 exhibits the status of the graduates who have furthered their higher studies.



**Table 4: Status of Graduates Pursuing Higher Education**

Faculties	Gender wise Distribution of Graduates		Total
	Male	Female	
Humanities and Social Sciences	0	11	11
Management	3	15	18
<b>Grand Total</b>	<b>3</b>	<b>26</b>	<b>29</b>

The table 4 depicts that 42.03 percent graduates are pursuing their higher studies. Of them, 15.94 percent graduates have continuing their studies in MA (Sociology, Economics, Rural Development, Journalism and English) and 26.1 percent graduates have been continuing MBS studies. Comparatively the ratio of higher study pursuing graduates is very low. The Tracer Study Team has tried to find out the cause of this low enrolment of the graduates for higher studies. And it is discovered that many of these graduates, especially the female graduates, have discontinued their higher studies due to their marriage and their attempt of going abroad for employment. The Tracer Study Team has confirmed it by contacting and interviewing them.

#### **2.4 Issues Related to the Quality and Relevance of Higher Education**

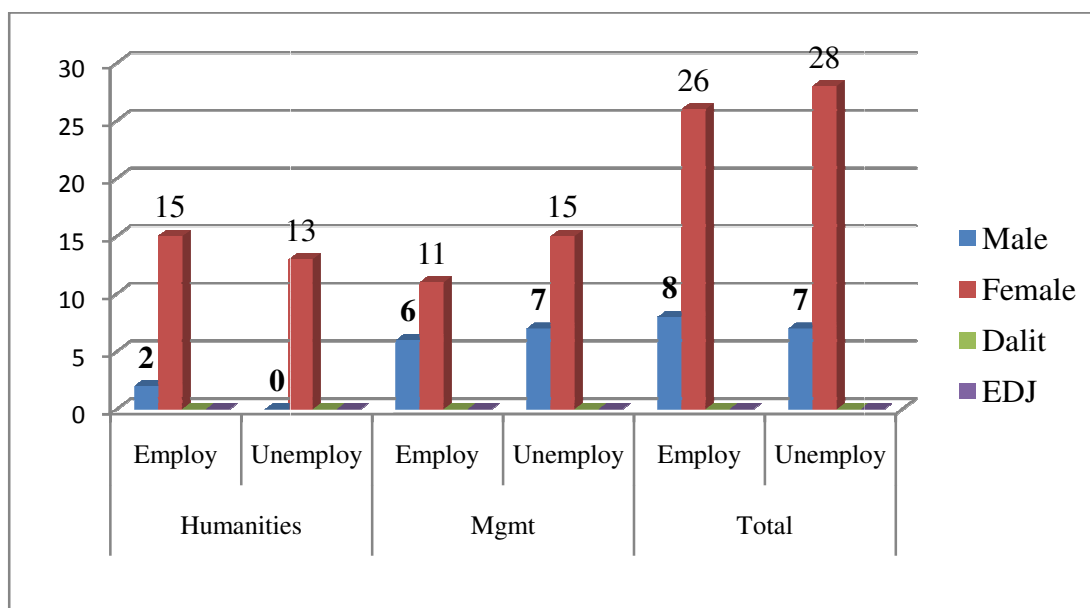
Practice of higher education in Nepal, chiefly in Management and Humanities and Social Sciences, is highly theoretical. Except in some subjects like Taxation, Auditing, Project Work, Banking, etc, in management and Mass Communication and Journalism, Rural Development, Social Work, Sociology, etc., in Humanities that include 20 percent practical marks, all other subjects are completely theoretical. From this year (2017 AD) onwards, Tribhuvan University has made slight modification in its syllabus, but the evaluation system is the same.

Without sound academic knowledge, effective communicative skills, creative thinking, problem solving capacity, research competence, and ability to work with team spirits, acquisition of good jobs and impressive performance is beyond imagination.

## 2.5 Contributions of the Academic Programmes to the Professional and Personal Development of the Graduates

An individual invests a lot of time, mind, money and effort to acquire the University degree. Many individuals expect to develop their career in banking sectors, insurance companies, media sector, teaching, NGOs/INGOs, Government Sectors, business, foreign employment, etc, soon after the completion of their Bachelor and Master level education.

The Tracer Study Team has found out that only 32 graduates are employed. Out of 32, 8 male and 24 female graduates are found to be employed. Among them, 17 graduates from the faculty of Humanities and Social Sciences have been found to be employed. 15 female and 2 male graduates from the same faculty are observed to be employed. Similarly, 15 graduates from Management Faculty are noticed to be employed. Out of them, 9 graduates are female and 6 graduates are male. The figure 2 provides the composition and employment status of the graduates of 2016.



**Figure 2: Employment Status of Graduates of 2016 Batch**

The figure 2 depicts that 49.3 percent graduates have succeeded to make their professional development. Out of them, 37.68 percent female and 11.6 percent male graduates are observed to have placed in the job markets. This figure shows that the female graduates are comparatively more successful in the promotion of their

professional and personal life than that of male graduates. Out of 69 graduates, 24.6 percent graduates from the faculty of Humanities and Social Science and 24.6 percent graduates from Management Faculty are seen to have been doing jobs. This figure indicates that these academic programmes are effective enough to promote the professional and personal life of the graduates.

## 2.6 Strengths and Weaknesses of the Institutional Programmes

This study has given an important opportunity to the college to make an evaluation of the present position of our college and the effectiveness of the academic programmes it has been running. Besides, the college has also tried to evaluate the strengths and weaknesses of the College. Altogether 69 graduates in the year 2016 were distributed the questionnaires. The graduates were asked to respond to the same issues by assigning the rating from 0 to 5 numbers to the particulars in the questionnaires distributed to them. The number 0 (zero) referred to ‘very weak’ value and 5 denoted ‘excellent’ value. The table 5 presents the detail.

**Table 5: Graduates’ Responses about the Quality and Relevance of Higher Education**

Title	Quality and Relevance of Higher Education			Total
	0-1	2—3	4—5	
Relevance of the program to your professional requirements	15	39	15	69
Problem solving	6	38	25	69
Work placement/attachment	4	41	24	69
Teaching/Learning	3	29	37	69
Quality of delivery	5	28	36	69

In the context of academic programmes offered by Bagiswori College and their relevance to the professional development of the graduates, 15 graduates have assigned the high value, 39 graduates have rated mid value, and 15 of them rated low value. This shows that 21.7 percent graduates are satisfied with the academic programmes of Bagiswori College. They feel these programmes have fulfilled their professional requirements. Similarly 56.5 percent graduates express mixed responses regarding these programmes but 21.7 percent graduates do not find these programmes irrelevant to their professional development.

The values assigned in the context of particulars like problem solving skills and work placement/attachment and quality of education delivery are somehow similar. 25 graduates in terms of problem solving and 24 graduates in the context of work placement have rated highly. 38 of them in problem solving and 41 of them in work placement have assigned mid value. Only 6 graduates in the contexts of problem solving and 4 graduates in terms of work placement have given low value. This trend shows that 35 to 36 percent graduates find the academic programmes of the college helpful in improving their problem solving skills and finding out jobs. 55 to 59 percent graduates have expressed mixed responses. And 5 to 8 percent graduates feel that these programmes have not improved their problem solving skills and have not helped them to promote their professionalism.

**Table 6: Status of the Teaching/Learning, Teacher/Student Relationship and Education Delivery**

Title	Teaching/Learning, Teacher/Student Relationship and Education Delivery			Total
	0-1	2-3	4—5	
Teaching/Learning	3	29	37	<b>69</b>
Teacher student Relationship	0	20	49	<b>69</b>
Quality of delivery	5	28	36	<b>69</b>

Out of 69 graduates, 37 graduates in the context of teaching/learning environment of the college, 49 graduates in the case of teacher/student relationship and 35 graduates in terms of quality of education delivery have rated high value. This shows that 51 to 52 percent graduates are satisfied with the quality of education imparted and learning environment managed by the college. 71.01 percent graduates have expressed extreme satisfaction in the context of teacher-student relationship. Similarly 29 graduates in the context of teaching and learning environment, 20 graduates in the case of teacher/student relationship and 28 graduates in terms of quality education have rated moderately. This sort of rating proves that 40.5 to 42 percent graduates express satisfaction to the quality of teaching and learning practices adopted by the college while 28.9 percent graduates find the relationship between teachers and students moderately

satisfactory. Only 3 to 4 graduates have rated lowly in this regard. And there is no rating in the context of teacher/student relationship. That is, 4 to 5 percent graduates are observed to be dissatisfied with the quality of education and teaching/learning provision of the college.

**Table 7: Status of the Library, Lab, Sports and Canteen**

Title	Library, Lab, Sports and Canteen			Total
	0-1	2-3	4—5	
Library	5	28	36	<b>69</b>
Lab	7	34	28	<b>69</b>
Sports	34	35	0	<b>69</b>
Canteen	30	33	6	<b>69</b>

The table 7 shows that out of 69 total graduates, 28 to 36 graduates in the context of library and lab facilities have rated highly. That is, 40.5 to 52.2 percent graduates are highly satisfied with the library and lab facilities managed by the college. Similarly 28 to 34 graduates have assigned mid value to these two facilities. This sort of rating exhibits that 40.5 to 49.3 percent graduates take these facilities moderately. But only 5 to 7 graduates have rated lowly in terms of these two issues. On the ground of this rating, it can be concluded that only 7.2 to 10.01 percent graduates find these facilities to quite insufficient. Likewise, these graduates have expressed mixed responses in the context of sports and canteen facilities. 33 to 35 graduates have assigned mid value to the particulars like sports and canteen. This shows that nearly 47.8 to 50.7 percent graduates find these facilities to be moderate. 30 to 34 graduates have rated them very lowly. That is, 43.5 to 49.3 percent of these graduates find these facilities to be very weak. Nearly 9 percent of them find these facilities to be highly satisfactory. However, these graduates have expressed positive responses to other facilities of the college like gender-wise toilets, drinking water, classrooms, furniture, electricity, free wifi and internet, information flowing system and indoor activities like chess, quiz contest, spelling contest, poetry writing contest and essay/story writing. And this has been confirmed by personally asking them.

## **CHAPTER III**

### **MAJOR FINDINGS**

#### **3.1 Employment Status of the Graduates**

Collection of the attested data associated with the employment status is very tough and challenging. Many graduates work in private sectors, but they find it difficult to acquire appointment letters, appreciation letters for their performance and identity cards. Their employees doubt them whenever they demand these documents. So, all the graduates of 2016 batch have shown their inability to submit the documents as demanded by the Tracer Study Team of this College. However, Tracer Study Team has confirmed about their employment in different sectors by having direct contact their employers.

This study has shown the following facts regarding the employment status of the graduates in 2016 batch.

- Altogether 84 students have graduated from Bagiswori College. And only 69 of them have applied for the character certificates and submitted their transcripts to Tracer Study Team.
- 34 graduates out of 69 graduates in 2016 have been employed.
- The status of the employability of female graduates is comparatively far higher than that of male graduates. Out of 34 job holding graduates, 40.6 percent female and 11.6 percent male graduates are employed
- More graduates are employed in private sectors.
- The unemployed graduates have pointed out the household problem, their interest of pursuing higher education, their attempt of flying abroad and their marriage as the major causes of their employment.

#### **3.2 Further Study Status of the Graduates**

After the completion of the study, the college has found the following issues related to the further study status of the graduates.

- Altogether 84 students have completed their graduation in 2016. Out of them, only 64 graduates have submitted their transcripts to the Tracer Study Team.

- Among 69 graduates, only 29 graduates have been pursuing their higher studies. That is, 42.01 percent graduates have been continuing their higher studies.
- 11 graduates have got their enrolment in Humanities and Social Sciences (Sociology, Economics, Rural Development, Journalism and English) and 18 graduates have been continuing MBS studies.
- Comparatively the ratio of higher study pursuing graduates is very low. In the context of their discontinuity of higher studies, these graduates, especially the female graduates, have pointed out their higher their marriage and their attempt of going abroad for employment as the major causes.

### **3.3 Issues Related to the Quality and Relevance of Higher Education**

- In the context of quality of higher educational programmes offered by the college and its relevance in professional life, extracurricular activities, interdisciplinary learning, and quality of delivery, the study has shown that 36.9 percent graduates find them to be quite relevant.
- In terms of particulars like problem solving, teaching/learning, teacher student relationship and library, 53.25 percent graduates feel that Bagiswori College has been sincere.
- 47.9 percent graduates have mixed responses in this regard.

### **3.4 Contributions of Academic Programmes to Graduates' Professional and Personal Development**

In the context of the effectiveness of the academic programmes to the professional and personal development of the graduates, the Tracer Study Team has found out the following issues:

- 55 percent graduates have succeeded to make their professional development with the help of the academic programmes in the college. Out of them, 39.13 percent female and 13.04 percent male graduates have succeeded to place themselves in the job markets.
- The female graduates are comparatively more successful in the promotion of their professional and personal life than that of male graduates.

- Out of 69 graduates, 43.48 percent graduates from the faculty of Humanities and Social Science and 56.52 percent graduates from Management Faculty are seen to have got employment.
- 35 to 59 percent graduates find the academic programmes of the college helpful in improving their problem solving skills and research skills, finding out jobs, enhancing their academic knowledge, promoting research learning efficiency and communication skills.

### **3.5 Issues Related to Teaching/Learning, Teacher/Student Relationship and Education Delivery Efficiency**

This study has uncovered the following issues related to teaching and learning, teacher and student relation and education delivery efficiency as major findings.

- 50 to 51 percent graduates have expressed their satisfaction towards the quality of education imparted and learning environment managed by the college.
- 71 percent graduates find teacher and student relationship effective and satisfactory.

### **3.6 Issues Related to Physical Facilities (Library, Laboratory, Canteen, Sports, Urinals, etc) of the College**

The College values the utmost gratification of the students. For the purpose, the College has managed the following physical facilities presented in the table 8.

**Table 8: Status of Physical Facilities of Bagsiwordi College**

<b>S.N.</b>	<b>Particulars</b>	<b>No.</b>	<b>Remarks</b>
1.	Full-furnished classrooms	35	
2.	Classroom with multimedia facility	3	
3.	Taps of drinking water	13	
4.	Male Toilets	11	
5.	Female Toilets	12	
6.	Ground for sports	1	
7.	Media Lab	1	
8.	Research Management Cell	1	
9.	Library	1	
10.	Office	1	
11.	Store	1	



Apart from the facts presented in the given table, the college has managed sufficient comfortable furniture in the classrooms and offices; sufficient course books, reference books, research journals and other literary books in the library; and 23 computers and 3 laptops in the computer lab, Auditorium Hall, Seminar Hall, Research Management Cell with free internet facility, Facility of filtered drinking water and separate toilets for boys and girls, Management of generator for electricity, and facility of photocopy. However, the graduates of 2016 batch have presented different responses on account of these facilities during this study.

After the study, the Tracer Study Team has figured out the following facts related to the physical facilities managed by the college.

- 40 to 52 percent graduates are satisfied with the library, laboratory and urinal facilities managed by the college.
- 47 to 52 percent of these graduates find sports and canteen facilities to be unsatisfactory.
- These graduates have expressed positive responses to other facilities of the college like gender-wise toilets, drinking water, classrooms, furniture, electricity, free wifi and internet, information flowing system and indoor activities like chess, quiz contest, spelling contest, poetry writing contest and essay/story writing.

## **CHAPTER IV**

### **IMPLICATIONS TO INSTITUTIONAL REFORMS**

Education is today's need. It builds up the personality of the students, sharpens their vision, enhances their creativity, and improves their communicative skills. It also enables them to define the world and deal with every challenge tactically. To materialize this spirit of education, Bagiswori College has invariably prioritized better academic excellence and effective performance.

The College primarily values the gratification of the students and quality education. Sincerely addressing the concerns of the students and catering their aspirations as far as possible has always been the issues of higher preference for the college.

Teaching and learning approaches of the college are designed to bring innovative changes in the students. To measure the teaching-learning efforts of its faculty members and the magnitude of efficiency, excellence and innovation in the learners, different scales of evaluation have been applied. Different internal tests are assigned to the students and their scores are worked out. To make continuous evaluation about the academic progress and achievements of students, they are given different assignments and project works which the students have to complete within a stipulated time frame prior to the commencement of their terminal examinations. The College regularly counsels them and runs coaching classes in the morning and the evening. Both teachers and students are encouraged to plan their lessons and teach/learn. Accordingly, the learners are encouraged to involve in presentation classes, research-oriented activities, interactions, trainings, seminars, workshops, field visits, and industrial visits.

Evaluation is not confined to the students' performance only. Faculty members are also evaluated. Their efforts and involvement to bring success and quality in the academic performance are counted. They are frequently counseled to maintain proper relationship with students and to motivate the students for their academic progress, are encouraged to participate in different trainings for refreshing their teaching-learning skills and are rewarded in the annual programs for boosting their morale.

In spite of these attempts for upgrading the quality in its performance, the college has yet to focus on many other sectors. This tracer study has availed an opportunity for the college to trace out the things that it should do for the promotion of academic excellence, research proficiency, communicative efficiency, learning competence, leadership, and critical perspective in its students and for the overall development of the college.

- a. The college should encourage its students to freely express their positive responses regarding the college activities for maintaining qualitative education.
- b. The college should develop strategies to address the concerns, grievances, expectations and aspirations of the students in the college.
- c. The college should test the relevance of its academic programmes, update such programmes and introduce new programmes that are relevant to the practical life and that can profusely contribute to their professional life.
- d. The college should give much priority on such activities that can significantly contribute to the enhancement of their academic knowledge, learning efficiency, research skills, problem-solving skills, communicative skills, technological skills and working with team spirit.
- e. The college should co-ordinate with different community-based, public and private organizations for the internship and job-placement of its graduates.
- f. The college should regularly counsel and guide the students for the preparation for internship and placement in the job-markets.
- g. The college should equip its graduates with IT skills and boost up their confidence level.
- h. The college should teach its graduates to set specific professional goals in order to pursue better career in life.
- i. The college should set up alumni of the pass-out graduates for the exchange of their experiences with the existing students.
- j. The college should develop effective strategies for augmenting teaching and research competence and excellence.
- k. The college should develop environment for the promotion of constructive relationship between its faculty and graduates.
- l. The college should prepare the ground for involving all its faculties and graduates in research activities.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

In 2016 A.D., 84 students in total had successfully completed their graduation of Bachelor and Master degrees, but only 69 students submitted their transcripts and other essential documents as demanded by Tracer study Team of the college. Out of 69 graduates, 66 graduates had completed bachelor degrees and 3 graduates had completed master degree. In the context of the bachelor degree holders, 30 graduates were from Bachelor of Art and 39 graduates were from the Bachelor of Business Studies. All master degree holders were from the Faculty of Management.

The study shows that 49.3 percent graduates are employed. Out of them, 37.7 percent female and 11.6 percent male graduates are employed. This ratio shows that the employment status of female graduates is comparatively far better than that of male graduates. Out of 69 graduates, 24.6 percent graduates from the faculty of Humanities and Social Science are seen to be employed. Likewise, 18.8 percent graduates from Management Faculty are found to be employed.

Among 69 graduates, only 29 graduates have been pursuing their higher studies. That is, 42.01 percent graduates have been continuing their higher studies. 11 graduates have got their enrolment in Humanities and Social Sciences (Sociology, Economics, Rural Development, Journalism and English) and 18 graduates have been continuing MBS studies. Comparatively the ratio of higher study pursuing graduates is very low. In the context of their discontinuity of higher studies, these graduates, especially the female graduates, have pointed out their higher their marriage and their attempt of going abroad for employment as the major causes.

In the context of quality of higher educational programmes offered by the college and its relevance in professional life, extracurricular activities, interdisciplinary learning, and quality of education delivery, problem solving, teaching/learning, teacher student relationship, the quality of education and learning environment of the college, 50 to 70 percent graduates have expressed their satisfaction percent graduates find them to be quite relevant.

The responses regarding the contribution of education in their personality development, jobs, knowledge and skills from these pass-out graduates are favourable and supportive. These graduates have expressed their extreme satisfaction in the context of library, laboratory and other physical facilities of the college like gender-wise toilets, drinking water, classrooms, furniture, electricity, free wifi and internet, information flowing system and indoor activities like chess, quiz contest, spelling contest, poetry writing contest and essay/story,.

These graduates have also offered some constructive suggestions for the institutional reforms. They have mainly emphasized on teaching practically, running treatment classes for the academically poor students, organizing experts' classes and more assignments. Besides, this study also gives glimpses of teaching-learning modalities practiced in the College.