

Bagiswori College

Taulachhen, Chyamhasinga-9, Bhaktapur



Tracer Study Report 2017 AD

2075

ACKNOWLEDGEMENT

Tracer study has been proved to be very significant because it has given us an opportunity to learn a lot about the graduates from this College and various factors that the College has to adopt for the institutional reforms. This study is its third attempt. We could not have carried out this study without the initiation of UGC. So we would like to extend our gratitude to UGC and its staff who gently assisted us by providing necessary suggestions time and again.

This study could not have been complete without the kind co-operation of the graduates who frequently supplied us with the required information and the documents. We are therefore thankful to all of them.

We are also grateful 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 thankfulness 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 and its relevance in their professional and personal life, to measure the effectiveness of strategies and teaching pedagogies adopted by the College, to gather authentic information about the pass-out students and their placement in job markets, to collect information about the further study status of the graduates, to know about the level of their satisfaction regarding various facilities of the College, to examine their aspirations and to assemble their invaluable feedbacks for the betterment of the College.

The population selected for the study was 83 students who completed their Bachelor and Master Degrees from the streams of Humanities and Management in 2017 AD. To make this study smooth and to collect essential data efficiently, both quantitative and qualitative methods were employed. The questionnaires which were availed to the College by UGC were used as the major tool of data collection. Besides, telephonic conversation, face-book, messenger, mobile messages and online video chatting were also tried out to contact graduates who could not come in touch. All the selected information was compiled, analyzed and evaluated and the final report was prepared. The report has been divided into five different chapters. The first chapter is about the introduction of the report. The second chapter presents and analyses the data. The third chapter provides the major findings of the report. The fourth chapter gives information about the implications to institutional reforms. And the fifth chapter draws the conclusion and suggests some recommendations.

The study shows that 45.78 percent graduates are employed. Out of them, 98.95 percent female and 21.05 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 83 graduates, 44.74 percent graduates from the Faculty of Humanities and Social Sciences are seen to be employed. Likewise, 55.26 percent graduates from the Faculty of Management are found to be employed.

Altogether 30 graduates have been pursuing their higher studies. That is, 36.14 percent graduates have been continuing their higher studies. Altogether 13 graduates have got their enrolment in Master of Art (Sociology, Economics, Rural Development, Journalism and English) and 13 graduates have been studying MBS.

In the context of quality of higher educational programs 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, the responses from these pass-out graduates are favourable and supportive.

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ABBREVIATIONS

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

CHAPTER I

INTRODCTION

1.1 Background of the Study

Every academic institution sustains a culture that supports teaching learning excellence and is committed to provide outcome based education and continuous quality enhancement. Bagiswori College is no exception to this claim. It is established as a community college in 2007 AD (2064 BS) by th initiation of socially aware people and intellectuals, this college is located at the eastern gateway of historic city Bhaktapur.

Presently the College runs two bachelor programs— BA (Three Years Program) and BBS (Four Years Program) — and two master programs—MA-Sociology and MBS in the streams of Humanities and Social Sciences and Management in affiliation with Tribhuvan University. Both master programs are semester based. At present, 866 students including 584 in BBS, 185 in BA, 80 in MBS and 17 in MA-Sociology have been pursuing their higher education in Bagiswori College.

The principal objective of this College is to provide qualitative education to its students and enable them to make a significant contribution for the societal transformation. Besides, the College also aims to successfully establish its graduates in job markets in the country and out of the country either by preparing them as per requirement of the time and market or by making them capable enough to create their own employment. For the purpose, the College has been trying hard to accumulate profuse information about its graduates, their employment status, their aspirations from the College, and the needs of the job market through different sources. The College Management also felt the need of tracing out the authentic information associated with its graduates. In the meantime, the University Grants 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, Bagiswori College formed a formal mechanism of a five-member-task team for the first time in 2015 AD and developed the provisions for conducting it on regular basis. The task team successfully conducted Tracer Study 2015 and Tracer Study 2016 by sincerely following timely suggestions and inspiration from UGC and submitted their final reports to UGC.

This study is its third attempt and the continuation of carrying out its Tracer Study program 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 programs 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 find out the employment status of the graduates from Bagiswori College.
- b. To collect information about the further study status of the graduates from this College

- c. To observe the issues related to the quality and relevance of the programs introduced by the College,
- d. To trace out the relevance of the academic programs and courses in professional and personal development of the graduates.
- e. To identify the effectiveness of strategies and teaching pedagogies adopted by the College.
- f. To know about the level of satisfaction of the graduates in relation to various facilities to them by the College.
- g. To examine the aspirations and expectations of the graduates from the College.

1.3 Institutional Arrangement to Conduct the Study

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

- | | |
|-------------------------------|--|
| a. Dhan Kumar Shrestha | Coordinator (Principal) |
| b. Mr. Mohan Krishna Shrestha | Member (the Head of Research Committee for Management) |
| c. Badri Uprety | Member (a lecturer of Research 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 83 graduates of Bachelor and Master from both Faculties of Humanities and Social Sciences and Management faculties that appeared in 2017 AD (2074 B.S.). The following figure includes the number of graduates.

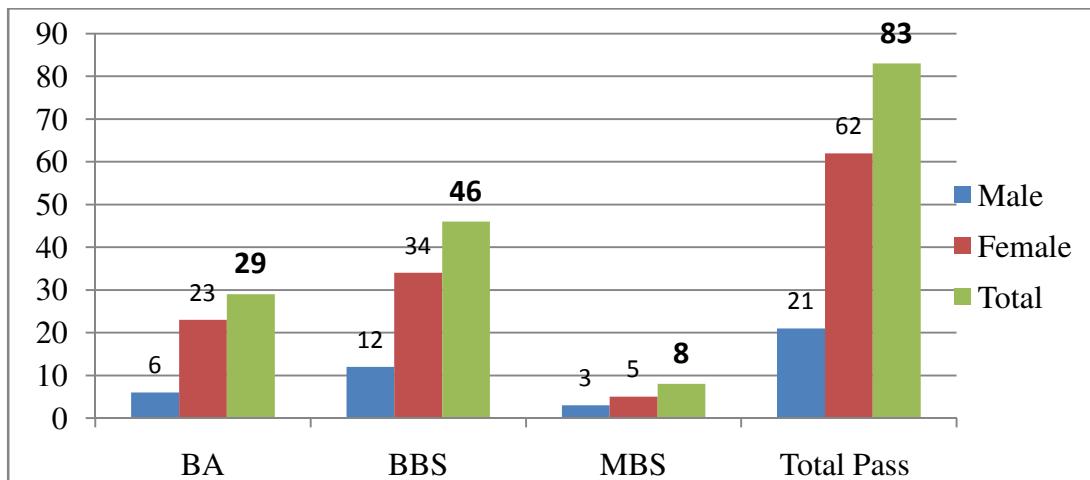


Figure 1: The Status of Graduates from Bagiswori College in 2017

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. 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. All the selected information was compiled, analyzed and evaluated and the final report was prepared.

1.6 Scope and Limitations of the Study

Since the establishment of the College till today, 278 students in BA and 323 students in BBS, 83 students in MBS and 10 students in MA- Sociology have completed their graduation. In 2017 AD, 83 students completed their graduation. And this study is limited to the study of the same graduates of Bachelor and Master degrees from Bagiswori College in 2017 A.D. This study is also limited to evaluate the effectiveness of academic programs 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. Besides, this study is limited to the use of questionnaires, face to face interview, social media and telephone contact\conversation as key tools of data collection.

1.7 Significance of the Study

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 found to be very significant for the overall institutional development.

CHAPTER II

DATA ANALYSIS AND PRESENTATION

This study has discovered very notable information associated with 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

Our society values university education highly. It is taken to be important for obtaining good employment and strengthening the economically sound social position. In 2017, 83 students completed their graduation and submitted their transcripts from the Office of the Controller of Examination. So this study is limited to the study of the same 83 graduates. The table 1 shows the detail of the graduates.

Table 1: Total Graduates in 2017

Graduates	Hum.	Mgmt	Total
Male	6	15	21
Female	23	39	62
Total	29	54	83

Graduates	Hum	Mgmt	Total
Dalit	0	0	0
EDJ	2	0	2

The table 1 depicts that the ratio of graduates in the Faculty of Management is far higher than the graduates in the Faculty of Humanities and Social Sciences. Similarly the female graduates are far higher in number in comparison to male graduates. Out of 83 total graduates, 62 graduates are female and 21 graduates are male. Likewise there are 2 graduates from EDJ, but there are no Dalit graduates in both programs.

2.2 Employment Status of the Graduates

In the academic year 2017, 83 graduates from Bagiswori College— 62 female and 21 male graduates— have been traced out. The Tracer Study Team has found out that only 38 of these graduates are employed. Out of 38 employed graduates, 8 of them are male, and 30 graduates are female. Among them, 17 graduates from the Faculty of Humanities and Social Sciences have been found to be employed. 14 female and 3 male graduates from the same faculty are observed to be employed. Similarly, 21 graduates from Faculty of Management are noticed to be employed. Out of them, 16 graduates are female and 5 graduates are male.

In the context of unemployment status of graduates, 45 graduates are seen to be unemployed. Out of them, 12 graduates from the Faculty of Humanities and Social Sciences and 33 graduates from the Faculty of Management are found to be unemployed. Similarly 13 male and 32 female graduates are seen to be unemployed. The table 2 provides the composition and employment status of the graduates of 2017.

Table 2: Faculty and Gender-wise Employment Status of Graduates in 2017

Graduates	Employment Status of Graduates			Unemployment Status of Graduates		
	Humanities	Management	Total	Humanities	Management	Total
Male	3	5	8	3	10	13
Female	14	16	30	9	23	32
Total	17	21	38	12	33	45
Percentage	44.74	55.26	45.78	26.67	73.33	54.22

Table 2 portrays that 45.78 percent graduates are employed. Out of the employed graduates, 44.74 percent graduates are from the Faculty of Humanities and Social Sciences and 55.26 percent graduates are from the Faculty of Management. This figure shows that the employability of the graduates from the Faculty of Management is higher than that of the graduates from the Faculty of Humanities. Similarly the table further shows that the employment status of female graduates is far greater than that of male graduates.

The table 2 exhibits that 54.22 percent graduates are unemployed 26.67 percent graduates from the Faculty of Humanities and Social Sciences and 73.33 percent graduates from the Faculty of Management are found to be unemployed. This figure shows that the unemployment rate of the graduates from the Faculty of Humanities and Social Sciences is less far than the graduates from the Faculty of Management.

Table 3: Employment Status of EDJ Graduates in 2017

Graduates	Humanities		Mgmt		Total	
	Emplod	Unemplod	Emplod	Unempld	Emplod	Unemplod
Dalit	0	0	0	0	0	0
EDJ	1	1	0	0	1	1
Total	1	1	0	0	1	1
Percentage	3.45	3.45	0.00	0.00	1.20	1.20

In the context of employability of the EDJ graduates, only 1 EDJ graduate out of 38 employed graduates is found to be employed. That is, 3.45 percent EDJ graduate holds a job. Similarly 1 EDJ graduate out of 45 unemployed graduates is seen to be without a job. That is, 3.45 percent EDJ graduate is unemployed. This figure indicates that the employment status of EDJ graduates is very poor in comparison to other graduates.

Table 4: Employment Status of Graduates of 2017 in Different Sectors

Type	Humanities		Mgmt		Total		Grand Total
	Male	Female	Male	Female	Male	Female	
Private	0	5	2	11	2	16	18
Public	0	2	3	2	3	4	7
NGO/INGO	0	1	0	1	0	2	2
Government	0	1	0	0	0	1	1
Self Employed	3	5	0	2	3	7	10

The table 4 shows that out of 38 employed graduates, 18 of them are employed in private sectors. Similarly 7 graduates are employed public sectors; 2 graduates are involved in NGO/INGO; 1 graduate is government job holder; and 10 graduates are self-employed. It is also noticed that 16 female graduates work in private institutions, 4 in public sectors, 2 in NGO/INGO, and 1 in Government sector. Out of them, 7

female graduates are self-employed. Likewise, 2 male graduates work in private sectors, and 3 in public institutions and 3 male graduates are self-employed.

The employment status of the graduates is far more than the ones shown in the table 4. 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 2017 Batch

The Tracer Study Team has found that altogether 30 out of 83 graduates have been pursuing their further studies. They have got enrolment in master level studies. 13 graduates have got admission in MA and 17 graduates have been studying MBS. Out of these 30 higher studies seekers, 24 graduates are females and only 6 graduates are male. Among 24 female higher studies seekers, 10 of them have been studying MA and 14 females have been continuing their studies in MBS. Similarly 3 males have been studying MA and 3 of them have been studying MBS. The table 5 exhibits the status of the graduates who have been continuing their higher studies.

Table 5: Status of Graduates Pursuing Higher Education

Gender- wise Distribution of Graduates	Humanities		Management		Total	%
	BA to MA	%	BBS to MBS	%		
Male	3	23.08	3	17.65	6	20
Female	10	76.92	14	82.35	24	80
Dalit	0		0		0	
EDJ	0		0		0	
Total	13	43.33	17	36.96	30	100

The table 5 depicts that 36.14 percent graduates have been pursuing their higher studies. Of them, 43.33 percent graduates have been continuing their studies in MA (Sociology, Economics, Rural Development, Journalism and English) and 56.67 percent graduates have been continuing MBS studies. Comparatively the ratio of higher study pursuing graduates is very low. Besides, the given table shows that there are no EDJ and Dalit graduates pursuing higher studies.

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 the Faculties of Management and Humanities and Social Sciences, is highly theoretical. Almost all the subjects in Bachelor levels are theory based. In some subjects like Taxation, Auditing, Accounting, Research Methodology, Mass Communication and Journalism, Rural Development, Social Work, and Sociology, the course design has been developed to provide practical concept to students. In BBS Fourth Year, students have to prepare a project report for 50 marks under Research Methodology subject. Similarly some subjects in the Faculty of Humanities and Social Sciences include 20 percent practical marks. Students have shown their sincere concern towards these subjects with practical concept.

Master programs are semester based. The evaluation system and courses are found to be effective in order to enhance the quality of education. Semester based Master level courses are designed to provide sound academic knowledge, upgrade effective communicative skills, enhance creative thinking, augment problem-solving capacity, strengthen research competence, and build up ability to work with team spirits. Students feel encouraged to do different skill-promoting activities and find them to be relevant to their career promotion.

2.5 Contributions of the Academic Programs to the Professional and Personal Development of the Graduates

Education is a valuable asset to achieve success in professional and personal life. So 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 83 have completed their graduation in the academic year 2017. Out of them, only 38 graduates—8 males and 30 females—are found to be employed. Among them, 17 graduates are from the faculty of Humanities and Social Sciences. 14 female and 3 male graduates from the same faculty are observed to be employed. Similarly, 21 graduates from the Faculty of Management are noticed to be employed. Out of them, 16 graduates are females and 5 graduates are males. The figure 2 provides the composition and employment status of the graduates of 2017.

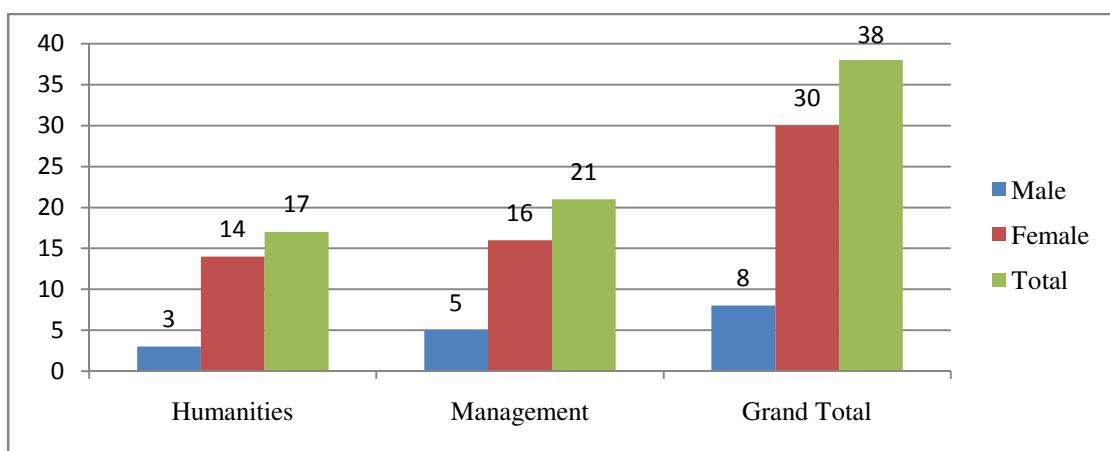


Figure 2: Employed Graduates of 2017 Batch

Altogether 45.78 percent graduates have succeeded to make their professional development out of 83 graduates. Among them, 78.95 percent female and 21.05 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 83 graduates, 44.74 percent graduates from the Faculty of Humanities and Social Science

and 55.26 percent graduates from the Faculty of Management are seen to have been doing jobs. This figure indicates that these academic programs are effective enough to promote the professional and personal life of the graduates. The detail has been presented in the figure 3.

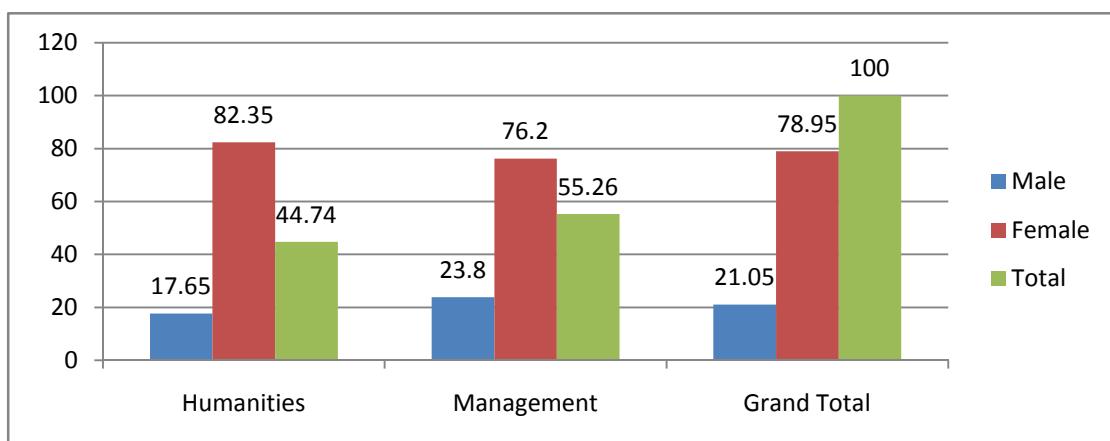


Figure 3: Employment Status of Graduates of 2017 Batch

The study has found out that these graduates have been holding jobs in different sectors. The figure 3 reflects the composition and employment status of the graduates in 2017.

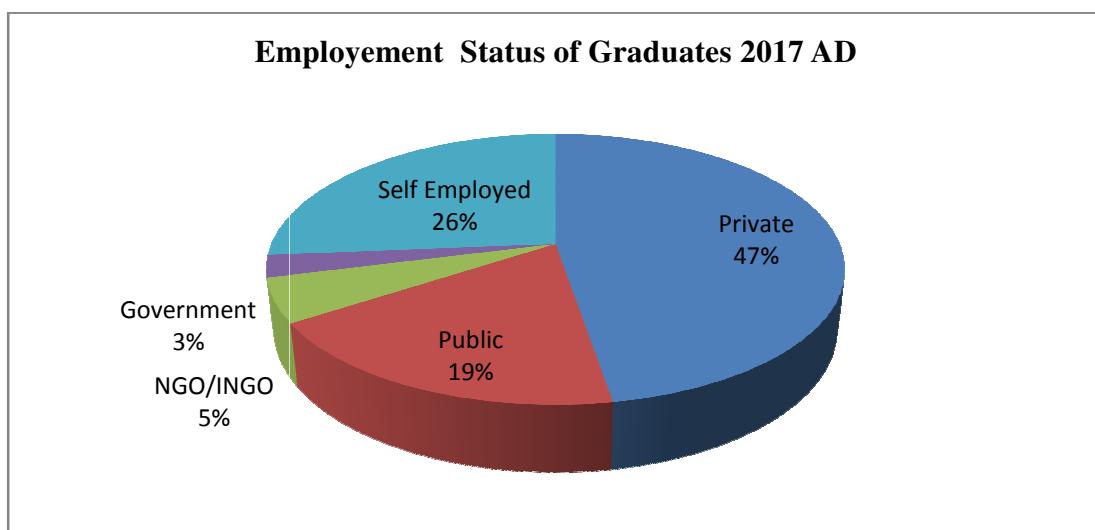


Figure 4: Employment Status of Graduates of 2017 Batch in Different Sectors

The figure 4 shows that 47 percent graduates are involved in the private sectors. Similarly 26 percent graduates are self-employed; 19 percent graduates are holding public jobs; 5 percent graduates are working in NGOs/INGOs; and 3 percent

graduates are government job holders. The study exhibits that the ratio of graduates working in private sectors is comparatively higher.

2.6 Strengths and Weaknesses of the Institutional Programs

This study has given an important opportunity to the college to make an evaluation of the present position of the College and the effectiveness of the academic programs it has been running. Besides, the College also tried to evaluate the strengths and weaknesses of the College. Altogether 83 graduates in the year 2017 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 questionnaire distributed to them. The number 0 (zero) referred to ‘very weak’ value and 5 denoted ‘excellent’ value. The table 5 presents the detail.

Table 6: 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	13	15.66	36	43.37	34	40.96	83
Problem solving	3	3.61	36	43.37	44	53.01	83
Work placement/attachment	4	4.82	50	60.24	29	34.94	83

In the context of academic programs offered by Bagiswori College and their relevance to the professional development of the graduates, 34 graduates have assigned the high value, 36 graduates have rated mid value, and 13 of them rated low value. This shows that 40.96 percent graduates are satisfied with the academic programs of Bagiswori College. They feel these programs have fulfilled their professional requirements. Similarly 43.37 percent graduates express mixed responses regarding these programs but 15.66 percent graduates do not find these programs relevant to their professional development.

The values assigned in the context of particulars like problem solving skills, work placement/attachment and quality of education delivery are noteworthy. 44 graduates in terms of problem solving and 29 graduates in the context of work placement have rated highly. 36 of them in problem solving and 50 of them in work placement have assigned mid value. Only 3 graduates in the contexts of problem solving and 4 graduates in terms of work placement have given low value. This trend shows that 53.01 percent graduates seem to be highly satisfied with the problem solving skills. Similarly 43.37 percent graduates have given mixed responses and only 3.61 percent graduates do not find the academic programs of the College useful to upgrade their problem solving skills. Likewise 34.94 percent graduates feel that the academic programs of the College have been helpful in their work placement. 60.24 percent graduates have given mixed responses in this regard. And 4.82 percent graduates feel that these programs have not helped them to promote their professionalism.

Table 7: 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	1	1.20	31	37.35	51	61.44	83
Teacher/Student Relationship	0	0	29	34.94	54	65.06	83
Quality of delivery	1	1.20	27	32.53	55	66.25	83

Out of 83 graduates, 51 graduates in the context of teaching/learning environment of the college, 54 graduates in the case of teacher/student relationship and 55 graduates in terms of quality of education delivery have rated high value. This shows that 60 to 66 percent graduates are satisfied with the teaching-learning environment managed by the College, the teacher/student relationship and the quality of education delivered in the College. Similarly 31 graduates in the context of teaching and learning environment, 29 graduates in the case of teacher/student relationship and 27 graduates in terms of quality of education delivery have rated moderately. This sort of rating proves that 32 to 37 percent graduates have expressed mixed responses in the context of the quality of teaching and learning practices adopted by the College. Only 1 to 1.20

percent graduates have rated lowly in this regard. And there is no low rating in the context of teacher/student relationship. This figure indicates that only a nominal percentage of graduates are observed to be dissatisfied with the quality of education and teaching/learning provision of the college.

Table 8: Status of the Library, Lab, Sports and Canteen

Title	Library, Lab, Sports and Canteen						Total
	0-1	%	2—3	%	4—5	%	
Library	0	0	37	44.58	46	55.42	83
Canteen	9	10.84	33	39.76	41	49.4	83
Extracurricular Activities	7	8.43	44	53.01	32	38.55	83
Sports	8	9.63	51	61.44	24	28.91	83
Lab	23	27.21	40	48.2	20	24.1	83

The table 7 shows that out of 83 total graduates, 46 graduates in the context of library and 41 graduates in the case of canteen facilities have rated highly. That is, 49. to 55 percent graduates are highly satisfied with the library and canteen facilities managed by the college. Similarly 33 to 37 graduates have assigned mid value to these two facilities. This sort of rating exhibits that 39.76 to 44.58 percent graduates take these facilities moderately. There is no low rating in the term of library facilities. But 9 graduates have rated lowly in the context of canteen facilities. On the ground of this rating, it can be concluded that only 10.84 percent graduates find the canteen facilities to be improper and insufficient.

These graduates do not seem to be greatly satisfied with the facilities of extracurricular activities, sports and lab that are offered by the College. Only 20 to 32 graduates out of 83 graduates have rated these issues highly while 40 to 51 graduates have assigned mid value to the particulars in the context of these facilities. This figure shows that nearly 20 to 38 percent graduates find these facilities to good and suitable enough but 48 to 61 percent graduates have expressed mixed responses. This indicates a great portion of these graduates seem to be moderately satisfied. The College should upgrade these facilities. Nearly 7 to 8 graduates have rated ECA and sports facilities lowly. That is, 8.43 to 9.63 percent of these graduates find these facilities to be very weak. Similarly, 23 graduates have rated lab facilities of the College very lowly. This

figure exhibits that 27.21 percent graduates are dissatisfied with lab facilities.. 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

Collecting the attested data pertaining to the employability of the graduates is a very tough and challenging job. Many graduates work in private sectors, but they find it difficult to acquire appointment letters, appreciation letters for their performance and identity cards. Their employers do not easily avail these things to them. So, all the graduates in 2017 have shown their inability to submit the documents as demanded by the Tracer Study Team of this College. However, the Tracer Study Team has confirmed about their employment in different sectors by having direct contact with their employers.

This study has shown the following facts regarding the employability of the graduates in 2017.

- Altogether 83 students graduated from Bagiswori College in the academic year 2017 and submitted their transcripts to Tracer Study Team.
- Only 38 graduates out of 83 graduates have been employed.
- The status of the employability of female graduates is comparatively far higher than that of male graduates. Out of 38 job holding graduates, 30 female and 8 male graduates are employed. That is, 78.95 percent female and 21.05 percent male graduates are involved in job markets.
- More graduates are employed in private sectors. That is, 18 graduates out of 38 employed graduates (47 % graduates) are working in the private sectors.
- 10 graduates are self-employed. That is, 26 percent of them have created their own jobs.
- 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.

- Among 83 graduates, only 30 graduates have been pursuing their higher studies. That is, 36.14 percent graduates have been continuing their higher studies.
- 13 graduates have got their enrolment in MA (Sociology, Economics, Rural Development, Journalism and English) and 17 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 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 programs offered by the college and its relevance in professional life, extracurricular activities, interdisciplinary learning and quality of delivery, the study has shown that 40.97 percent graduates find them to be quite relevant and 43.37 percent graduates have given mixed responses. Comparatively the moderate response rate is slightly higher.

3.4 Contributions of Academic Programs to Graduates' Professional and Personal Development

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

- 45.78 percent graduates have succeeded to make their professional development with the help of the academic programs in the college. Out of them, 78.95 percent female and 21.05 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 83 graduates, 44.74 percent graduates from the Faculty of Humanities and Social Sciences and 55.26 percent graduates from the Faculty of Management are seen to have got employment.
- 34 to 53 percent graduates find the academic programs 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.

- 61.44 percent graduates have expressed their satisfaction towards the quality of education imparted and learning environment managed by the College.
- 65.05 percent graduates find teacher and student relationship effective and satisfactory.
- 66.25 percent graduates have given preference to the education delivery efficiency.

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 9: Status of Physical Facilities of Bageshwori College

S.N.	Particulars	No.	Remarks
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 2017 batch have expressed 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.

- 55.42 percent graduates have expressed their satisfaction with the library and urinal facilities managed by the College.
- 49.4 percent of these graduates find canteen facilities to be satisfactory.
- 53.01 percent graduates have expressed mixed responses. They are moderately satisfied.
- 48 to 61.44 percent graduates have expressed moderate satisfaction towards sports and lab facilities offered by the College.
- 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 programs, update such programs and introduce new programs 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 the academic year 2017 A.D., 83 students in total have successfully completed their graduation of Bachelor and Master Degrees and have submitted their transcripts and other essential documents as demanded by Tracer study Team of the College. Out of 83 graduates, 75 graduates have completed bachelor degrees and 8 graduates have completed master degree. In the context of the bachelor degree holders, 29 graduates are from Bachelor of Art and 46 graduates are from the Bachelor of Business Studies. All master degree holders are from the Faculty of Management.

The study shows that 45.78 percent graduates are employed. Out of them, 78.95 percent female and 21.05 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 83 graduates, 44.74 percent graduates from the Faculty of Humanities and Social Sciences are seen to be employed. Likewise, 55.26 percent graduates from the Faculty of Management are found to be employed.

Among 83 graduates, only 30 graduates have been pursuing their higher studies. That is, 36.14 percent graduates have been continuing their higher studies. 13 graduates have got their enrolment in Master of Art (Sociology, Economics, Rural Development, Journalism and English) and 17 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 programs 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, 60 to 66 percent graduates have expressed their satisfaction and 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.