

CHAPTER 1

1. INTRODUCTION

Bhuwani Shankar multiple college (BSMC) was established in Khairahani Municipality ward no 6 Khairahani in 2058 B.S. It is a non-profit making community-based college established with the motto of providing higher education to the people of Chitwan district as well as aspiring people of neighboring districts. More importantly, more and more indigenous and marginalized people below the poverty line including tharu and chepang have been highly benefitted from this college since its establishment. Now the college is running classes up to Master's level in management and bachelor's level in education faculty. From the day of its inception, the college has got support from various sources such as NGOS/INGOS,VDC, DDC, and local people in different areas to reach the present condition. In the last few years, BSMC has got a regular support from University Grant Commission (UGC) in different areas. Because of the support BSMC has been able to bring different changes in different areas.

1.1 BACKGROUND

Since the agreement on HERP took place on 2nd December, 2016 between BSMC and University Grants Commission (UGC), BSMC has been carrying out different activities according to the guidance of UGC. The main objective of these activities is to bring necessary reforms to this college. This tracer study, as one of these activities, has been conducted following the guidelines of UGC.

1.2 Objective of the study:

A tracer study or graduate survey is a survey (in written or oral form) of graduates from educational institutions, which takes place sometime after graduation. It helps researcher identify effective and ineffective components in educational programs. In that sense it is the mirror for a higher educational institution. Through it, an institution of higher education will know it's real position in the society. It helps the institution to widen its range and public relations. The objectives of this tracer study are to.

- a) Identify the strengths and weaknesses of the program.
- b) Improve the quality of education as well as enhance the learning experiences of future learners.
- c) Evaluate long term impact of intervention program.
- d) Know the real status of the college.
- e) Know the conditions of its graduates in the society.
- f) get necessary feedback from its graduates and employment institutions.
- g) guide its graduates to suit themselves in the market.
- h) add necessary subjects as per the demand of the society.
- i) bring reformations in its teaching learning activities with the use of ICT tool.

1.3 Institutional Arrangement to conduct the study

The college administration has formed a taskforce Of five faculties of this college on 2017/01/03 to conduct the tracer study. The team collected the data from the graduates by making them fill up the form developed previously or sending them through mail and getting them back.

1.4 Graduates batch taken for the study:

The graduate batch taken for the study is the students who graduated themselves in the years 2015 from BSMC in Management (BBS) and Education (B.ED)

1.5 Data Collection- Instrument and Approach

For the collection of data, the graduates of BSMC of the two faculties of 2015 AD were provided with the forms along with the questionnaires according to the guidelines of UGC. A taskforce consisting of 5 members was formed for the collection of data by the unanimous decision of the College Management Committee(CMC) This taskforce of 5 members sent the forms along with the questionnaires to fill up to the graduates either through mail or through e-copy within the time frame of 15 days. After the completion of filling the forms by the task force, the data are calculated and analyzed to prepare the report of the tracer study by the team.

Scope and limitation of the study

This study is limited to the BSMC and its students graduated themselves from BSMC in management and Education Stream in 2015AD and their present status in the society.

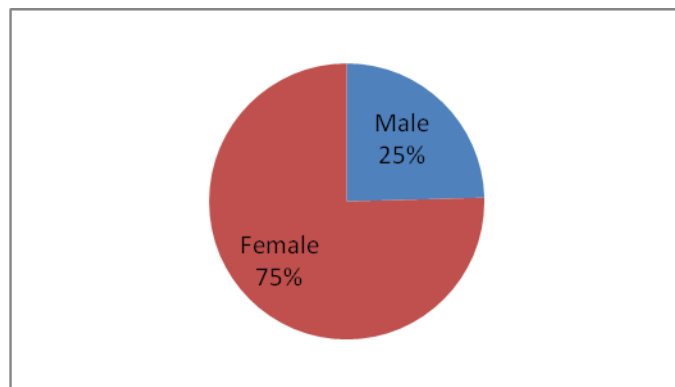
CHAPTER 2

The graduation detail of 2015 from the college is presented from different point of views. According to the data most of the graduates are the female. Among them some are from the Tharu community. The employment status of the education graduates is better than that of the commerce graduates. They are more self-employed. The employment rate in the private sector seems greater than in the government-funded organizations. The graduates that the college passed out are 57 in total out of which 27 are from the faculty of Management and 30 from the faculty of Education.

2.1 Gender-wise Graduates of the 2015 .

The number of the female graduates is greater than the male ones. Out of the total, 75% are the female and rest 25% are the male. So BS college has proved to be more responsible to reduce gender discrimination. The following pie chart demonstrates it as follows:

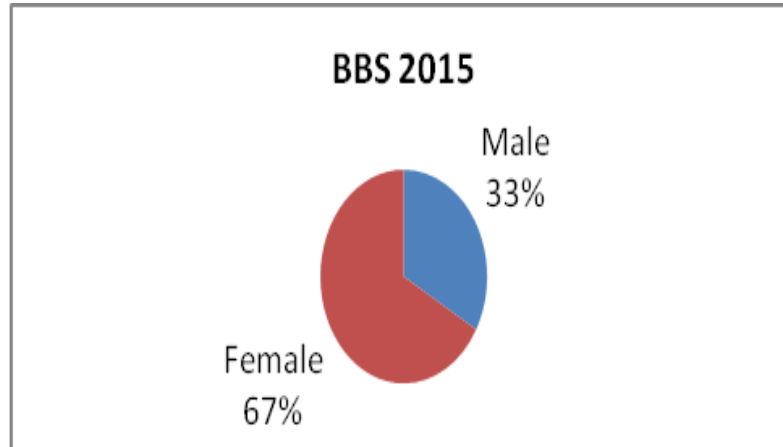
Figure: 1



2.2 Male and Female Graduate 2015 BBS

The trend of graduation with the feminine superiority can be noticed in BBS programme which has been presented in the following pie chart.

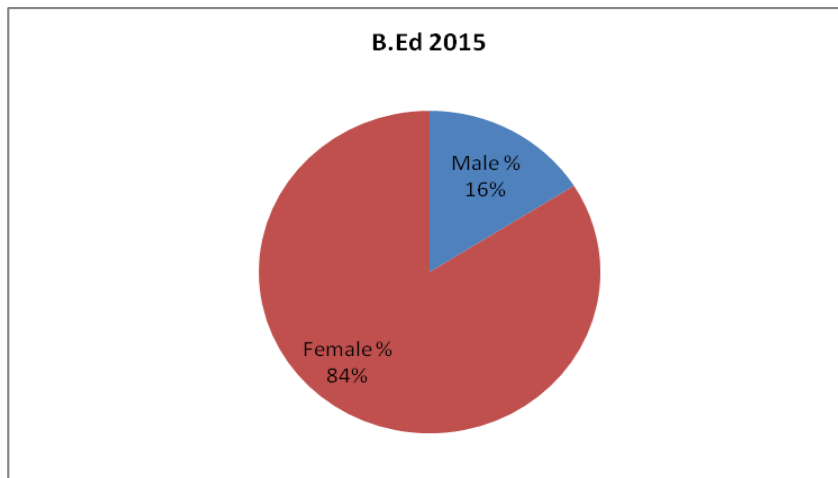
Figure: 2



2.3 Male and Female Graduate 2015 B.Ed.

The number of the female graduates is even far higher than the male ones which depicts that the female are more attracted to the faculty of Education at this college. The following pie chart justifies the same.

Figure: 3



The aforementioned table shows the number of the graduates on gender basis. According to the diagram there were 14 commerce graduates in 2015 among which nine male and 5 female graduated from this college. Likewise, there were 43 graduates from the faculty of Education from this college among which, there were 18 male and 25 female.

Table1. Male and Female Graduate 2015

| | Male | Female | Total |
|-------|------|--------|-------|
| BBS | 9 | 18 | 27 |
| B. Ed | 5 | 25 | 30 |
| | 14 | 43 | 57 |

2.4 Employment status of the Graduates It demonstrates that the number of the male in management graduation was higher than that of the female whereas, the number is reverse in Education in which the number of the female graduate was more than that of the male.

Table:2

| | Org Employed | Unemployed | Self | Total |
|-------|-----------------|------------|------|-------|
| BBS | 2 | 13 | 12 | 27 |
| B.Ed. | 18 | 12 | 0 | 30 |
| Total | 20 | 25 | 12 | 57 |

The table shows the employment status of the graduates from this college. It demonstrates that three students from BBS are employed at various organizations whereas, 12 students are self- employed. 12 of the graduates have remained unemployed which is due to their enrolment at higher education and marital status. So far as the graduates from the Education faculty are concerned, 18 of the graduates are institutionally employed whereas, 12 of them are unemployed due to various circumstantial reasons.

2. 5 Job Satisfaction Status of the graduates

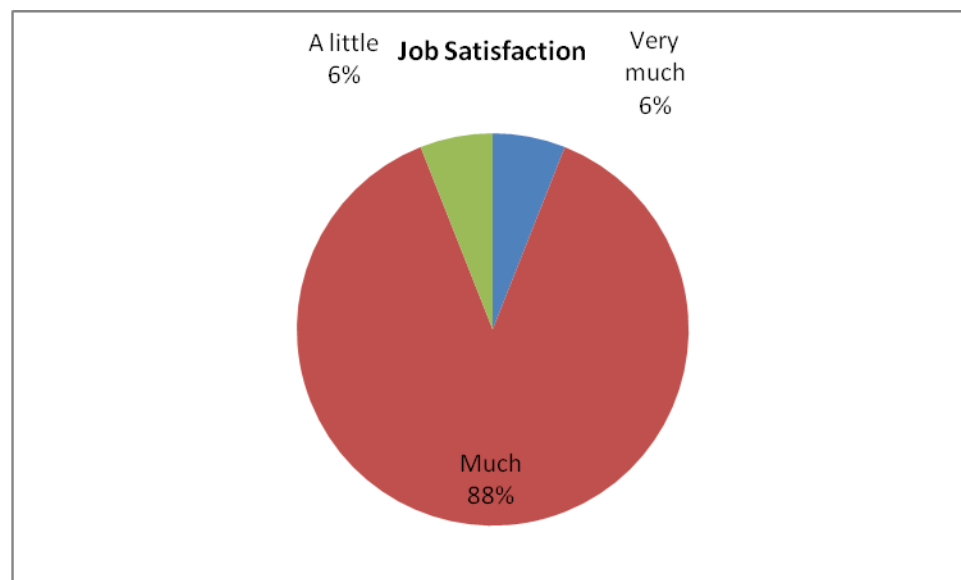
The aforementioned Table shows the degree of the satisfaction in the employed graduates of 2015 batch. 2 of the employees are shown to be very much satisfied

with their jobs. Similarly, 28 of the employees are much satisfied with their jobs. Likewise, 3 of the graduates are just a little satisfied with their jobs.

Table : 3

| Job Satisfaction | In % |
|-------------------------|-------------|
| Very much | 6% |
| Much | 88% |
| A little | 6% |
| Not Satisfied | 0 |

Figure: 4

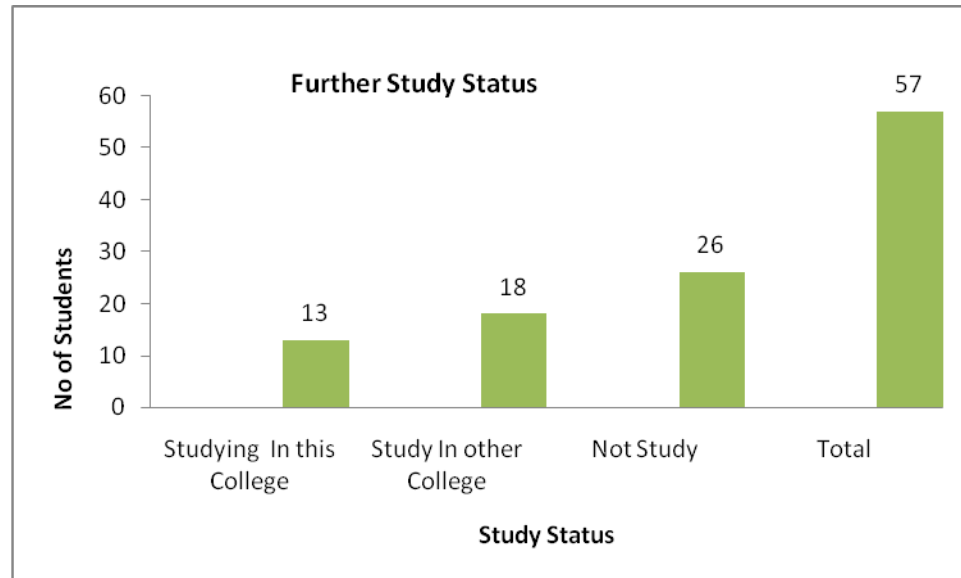


In this way, the diagram shows that most of the employees are Much satisfied with their jobs only 6 percent are very much satisfied where the same percent are a little satisfied with their job. No one is dissatisfied with their job.

2.6. Further Study Status

The bar diagram shows the status of the employed and unemployed graduates from this college who have joined further education. There are 13 students who

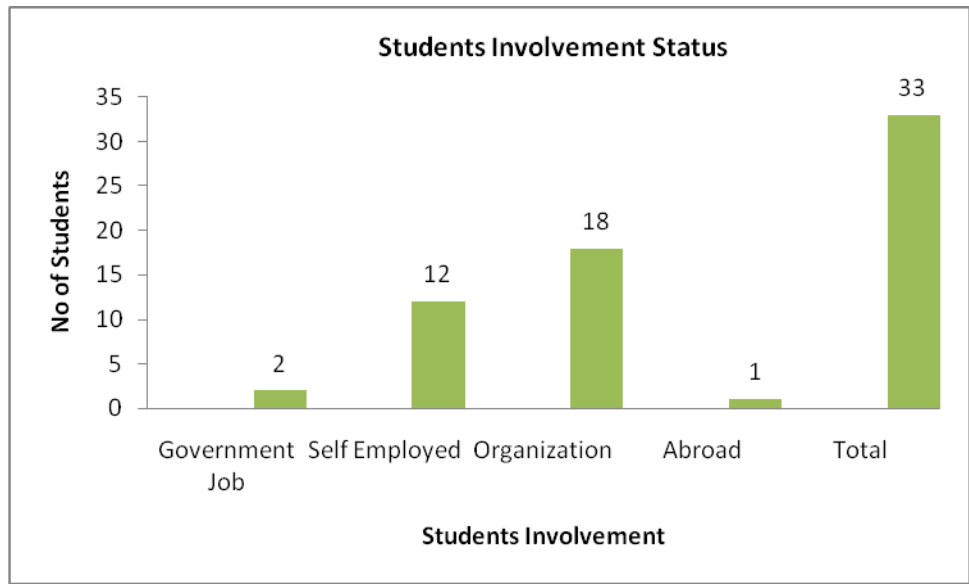
have been enrolled in this college for their further level of education whereas, 18 of the graduates are studying at other colleges. The data also shows that 26 of the graduates have not begun to study further.



The reasons of the graduates' admission at other colleges are their marital status that has caused their emigration and also the lack of Master's Degree at this college for the faculty of Education.

2.7 Involvement Sector of the Graduates

The bar diagram shows the sector of the graduates' involvement in regard of their employment. According to the diagram, 2 of the graduates are involved in the government sector, whereas 12 of them are self employed. 19 of them are involved in various private and non-government organizations. One of them has also been involved in the job abroad.



On the whole, the graduates from this college are less inclined towards the abroad study and jobs.

CHAPTER-3

3. Major Findings

The study of the graduates of 2015A.D. (2071/2072 B.S.) has numbers of findings. They are categorized under the following headings as far as possible.

3.1 Employment status graduates

- The highest numbers of employed graduates are from Education faculty.
- The lowest numbers of employed graduates are from management faculties where graduates are self employed.
- The graduates of pursuing and not pursuing further study are also highest in Education.
- Their taken program doesn't support them in their job fields.
- There is scarcity of jobs in the job market. Lack of job placement graduates find difficulty to get job.
- Extra training is necessary for graduates to access jobs.

3.2 Issues related to the characteristics, expectations, and aspirations of graduates.

- Those graduates who are in agriculture that is not their chosen calling. They don't want to stay there. Their skill doesn't meet this field properly.
- Full-time employees too want to change their jobs because of low earning and lack of facilities.
- Part time employees seek full-time jobs with handsome salaries.
- Almost all graduates whether they are in full or part-time private jobs need government jobs.
- They want the institution to add the subjects which may help the graduates to get jobs easily.

3.3 Issues related to the employment experience of graduates

- Some of the graduates are found in jobs while or before they involve in their study.

- Those graduates who have the jobs related to their own chosen programme, they have only little problems with their jobs. But those graduates who have jobs not related to their chosen programmes, they stated problems and they need extra trainings for the jobs.
- Most of the employees are found in their jobs after completion of their programmes.
- Almost all graduated who are in private jobs except a handsome salary as in the government job.

3.4 Issues related to the quality and relevance of higher education

- Graduates have indicated to manage Ph.D and M.Phill. teachers to bring quality in teaching-learning activities.
- Graduates have also indicated the importance of well-equipped infra-structure of the campus.
- The graduates have indicated importance of addition of new subject to enable them to achieve jobs easily in job.
- The graduates have indicated to manage other sectors of UMC, such as library, bus facility, classroom etc.
- They have also indicated the necessity of addition of those subjects which are helpful to enhance the skills in agriculture and other local occupation.
- The graduates have also indicated to utilize modern technology in classroom teaching.

3.5 Education and their contribution to graduates' personal development

The highest percentage of employed graduates is in education and it is 66.66%. Similarly the highest percentage of unemployed graduates is 33.33% and it is in education faculty. Education faculty is found to be the producer of a larger number of unemployed man-power.

CHAPTER-4

4. Implications to Institutional Reform:-

The findings of the study have indicated number of sectors which need immediate reformations. The findings can be implying to institutional reform in the following sectors:

- a)* Improvement of campus library.
- b)* Improvement in teaching-learning process.
- c)* Management of Ph.D. and M.Phil. teachers.
- d)* Management of canteen, campus ground, and compound wall etc.
- e)* Management of regular campus bus.
- f)* Management of a well-equipped library with adequate text and reference books.
- g)* Proper management of facilities such as game materials (for indoors and outdoors), clean drinking water, seminar hall, decorating classrooms etc.
- h)* Regularization of co and extracurricular activities/educational tours.
- i)* Wider scopes of scholarship for the students especially from unprivileged groups and families.
- j)* Addition of new subjects and faculties in different levels.
- k)* Extention of job placement
- l)* Addition of the subject to enhance local skills, such as agriculture, poultry farming etc.
- m)* Subjects for encouraging graduates for self employments.
- n)* Proper management of administration office.
- o)* Management of auditorium and faculty wise office of all faculty members.

CHAPTER -5

5. Conclusion and Recommendations:

On the basis of the findings of the study, it can be concluded that BMC has to bring immediate changes including its infrastructures office, library, and others to meet the desires of the students. As the mentioned data shows major student numbers are from Janajati, Dalit, and marginalized group but the result is almost beaten by Brahmin and Chhetrys. The college needs to bring special programme to enhance such backward group. Therefore, the following recommendations are forwarded to the concerned authorities to:

- a)* manage facilities in the campus as desired
- b)* improve quality of learning-teaching process
- c)* improve the qualities of graduates to meet the demands of the market
- d)* improve the quality of teachers
- e)* increase relationship with different organizations for work placement by producing qualitative man-power
- f)* find the ways of utilizing local resources as much as possible to support the campus to bring its sustainability
- g)* Add subjects to support agricultural works and to encourage the graduates to be self-employed.
- h)* Conduct the developmental works of the campus on the basis desires.