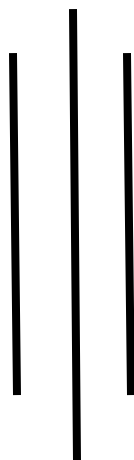


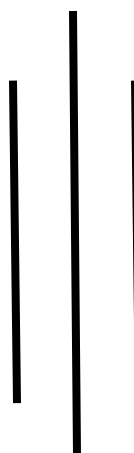
Maiya Devi Girls' College

Bharatpur-10, Chitwan



Tracer Study Report 2015 (Revised)

April 2017



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Executive Summary

Graduate Tracer studies constitute an important tool for educational planners, as they can provide valuable information for evaluating the results of the higher education. This information may be used for educational programs in terms of content, delivery and relevance and for further development of the institution in the context of quality assurance.

The main objective of this study is to provide data on the employability and experiences of the graduates of this college that have graduated in 2015. The study showed that graduates of this institution have very high employability status.

The study made use of a survey questionnaire, comprised of some questions, which provides details of the names and addresses of graduates by program of study and year of graduation 2015 A.D.

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CHAPTER ONE: INTRODUCTION

1.1 Background/Rationale:

Maiya Devi Girls' College is situated in Bharatpur ward no. 10, Chitwan, on the side of East-West Highway. It is centrally located and hence students from various districts of Nepal like Nawalparasi, Makawanpur, Dhadhing, Gorkha, Tanahun, Lamjung, Baglung, Parbat and others who use easy access for higher education in Chitwan. It is a leading independent public college for girls' that was established in 2000 AD (2057 BS) in Bharatpur, Chitwan and since then it has continuously been running various TU affiliated programs. It is about 145 Kilometers from Kathmandu. It has been functioning on its own land and building in the centre location of Bharatpur municipality. Within short span of time, the college has become the foundation for women empowerment in Education. The credit of its establishment definitely goes to the local academicians, social workers and more prominent philanthropic personality Ms. Maiya Devi Shrestha, Honourable patron of the college who has provided the financial support to buy the land and build the physical infrastructure, as well as praiseworthy suggestion and advice at the every moment.

This college was initially started with PCL classes in the morning time at the premises of Chitwan Secondary School in 2054 B.S. and then the college ran the Bachelor level classes at its own premises by 2000 A.D. The college was formally inaugurated by his Excellency Dr. Ram Baran Yadav, the first president of Nepal in 2067.

Maiya Devi Girls' College is the community- based institute with clear vision. It has wide range of faculties and departments with different levels. About 800 students are studying from intermediate (+2) to post graduate level from nook and

corner of the country. About 40 teachers and 10 administrative staff are at work. The college is handled by the executive board formed from the representatives and academicians of the society, as constituted by the laws of the college.

The college is constructed in Bharatpur-10, Chitwan which is often considered as an advanced, secured, open place for different ethnic groups and minorities. It aims to promote multi-cultural perspectives in learning. It also offers scholarship programmes for the girls of socially marginalized and economically deprived groups.

Despite central Nepal being considered as having higher level of education, women are lagging behind in totality. So, the founders of this college realized the need of a separate girls' college in this region. Now it has proved as one of the leading educational institute not only in the region but also in the nation as a whole. Since it is centrally located the education here is cheaper in comparison to other places. The living expenses and college fee both are affordable for the lower-middle class girls. Moreover the girls can have easy access by the bicycles and the regular bus services.

The participation of local people is must to run this college smoothly. The college infrastructure is solely built by the donation of its patron Ms. Maiya Devi Shrestha. The participation of stake holders has great scope. As long as they participate, the college will run smoothly and the girls will be benefited by higher level education.

One of the most important aspects of any educational institution is its infrastructure. Unless the building, library and other facilities are not sufficient, the whole program of this institution including teaching learning will be affected. But the college takes pride in having state of the art, infrastructure for overall effective and efficient delivery of teaching.

1.2 Objective of the Study

The objectives of the tracer study were:

1. To find out what happened to graduates after they completed their studies.
2. To find out if they are employed, self-employed and unemployed.
3. To use graduates feedback to improve the quality of the study program.
4. To use graduates feedback to improve the quality of the college.
5. To find out if their studies prepare them well for the workplace;
6. To find out if graduates use the knowledge and skills they have learned during their studies.
7. To assess graduate's perception of the study conditions and provisions while at the college.
8. To analyze the relationships between higher education and work in a broad perspective which includes the fulfillment of personal goals such as job satisfaction and objective measurement like job position, income, job security and the type of work.

1.3 Institutional arrangements to conduct the study

Maiya Devi Girls College (MDGC) carried out tracer study of 2015 AD. The college management committee has decided to form the Tracer Study task force to carry out the study. The teacher as well as the staffs from administration has been given the responsibility to develop a mechanism to get the information from the graduates' students.

1.4 Graduate batch taken for the study

The Graduate batch of 2015 is taken for the study which includes following faculty:

1. Bachelor's Program
 - i. B.B.S.
 - ii. B.A.

- iii. B.Ed.
- 2. Master's Program
 - i. M.Ed (Health)
 - ii. M.A. (Population)

1.5 Data collection-Instruments and approach

This study is conducted on the graduating class of 2015. Altogether 127 students graduated from MDGC in 2015, out of which only 98 graduated participated in this study. The respondent profile (refer to Appendix) is broadly representative of the 2015 graduating class.

Data was collected through the use of questionnaires with close and open-ended questions. The questionnaire includes data on biographical history, course of study, employment history, knowledge and skills learned during their studies, feedback to improve the quality of the study programs. Students participated for this study based on their graduation dates. Methods of gathering data included:

- i. Graduate Students are called at College.
- ii. E-mail
- iii. Personal interviews by visit
- iv. Personal interviews by phone

1.6 Scope and Limitation of the Study:

Maiya Devi Girls College carried out this study to trace the status of graduated students of this college. It is intended to trace graduates of 2015 as a whole. But because of time limitation, we could study only limited number of graduates. The college has developed the mechanism for the tracer studies and it has been given priority by the institution because it is also source of feedback for the programs run by the institution and for better policy making. This study is only focused on some areas about the status of graduates. The questionnaire provided to graduates only gives information about employment type, job status, and satisfaction.

CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

2.1 Employment status of the graduates:

Among 98 graduates from 2015 batch from this institution, the highest proportion has been from education faculty in Bachelor Level. Following table shows the complete picture:

Graduates	B.Ed	BA	BBS	MA	M.Ed	Total
Total Female	43	19	19	7	10	98
Dalit	1	-	-	-	-	1
EDJ	2	1	1	1	-	5

Table 1: Caste and Program wise distribution of graduate batch 2015

Among 98 graduates the distributions of Educationally Disadvantaged Janajatis (EDJ) and Dalit population have been represented far lower in all the programs. Although, the enrollment trend has been changing in the recent years; larger numbers of students are seen to be attracted to management faculty. So the trend of the graduate pass out distribution rate is likely to change in the upcoming years. The total number of graduate pass out from this institution has been exactly 127 in the academic year 2015, however many of them could not be located and their status is not reflected in this survey

The employment status of the graduates has been shown in the table below:

Graduates	B.Ed		BBS		BA		MA		M.Ed		Total	
	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE
Total Female	17	26	10	9	8	11	4	3	6	4	45	53
Dalit	1	-	-	-	-	-	-	-	-	-	1	-
EDJ	1	1	1	-	-	1	1	-	-	-	3	2

Table 2: Employment status of the graduate batch 2015

(Note:- E = Employed and UE= unemployed)

Out of 98 graduates, 45 have been found to be employed. Among the employed 45 graduates, more than half of the Master Level graduates were employed (out of altogether 16 in MA and M.Ed program 10 are employed). The number of unemployed graduate at the bachelor level is much higher than employed graduate, for example in B.Ed out of 43 only 17 are employed. Conversely, the picture at the BBS Level is quite different. For instance, out of 19 almost half of them are employed. It may be because the entire graduates are females and they do household chores and child rearing. Among 5 EDJ graduate pass out population, only 3 have been seen employed. However, this is bright picture indicating improvement in their education status as more than 50% are settled in some job. About dalit graduate the alone student pass out is engaged in work, which is 100% job employability.

Status of Unemployed Graduates

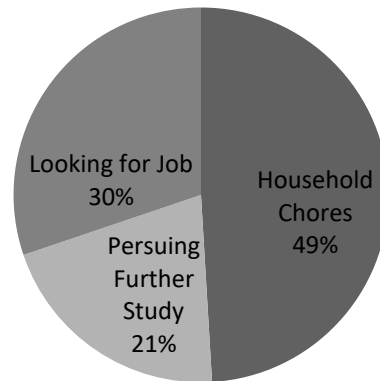


Figure 1: Status of Unemployed Graduates

As shown in the pie-chart above about the status of unemployed graduates, among the unemployed 53, nearly half got married and remained busy in household chores; nearly a quarter of them are pursuing further study and almost one-third of them preparing for different sorts of jobs.

The distribution of the employed graduates while studying is shown in the figure:

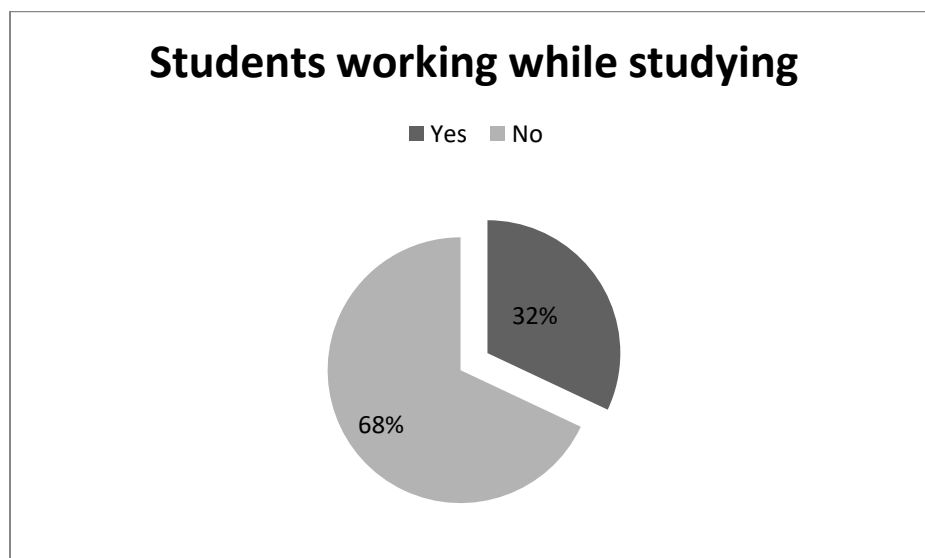


Figure 2: Distribution of Respondents by Working While Studying

Among the 45 graduates 32 % worked while studying and remaining 68% started after completing their graduation.

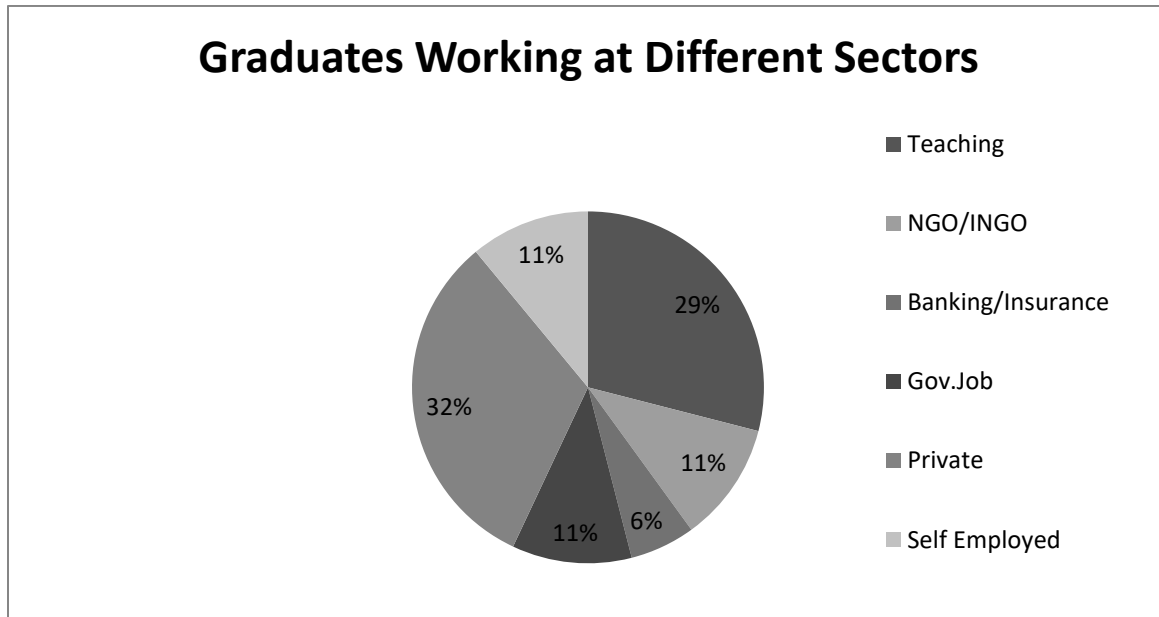


Figure 3: Distribution of Respondents by Current Employment Type

Among 45 graduate, 32% of the graduates work for private sector which includes industries, business house, public service oriented office etc, 29% work in teaching profession, about 11% are employed by the government; 11% for NGOs/INGOs; 11% are self employed in their own business and remaining 6% involve in Banking and Insurance.

2.2. Issues Related to the Characteristics, Expectations and Aspirations of Graduates

Here the connection between knowledge the graduate gain during the study and the skill they needed in their job is compared. Through the graduates response in seven different areas we tried to evaluate the programs of Bachelor and Master Level. We surveyed the graduates expectation and experience in order to find out the significance of the program they studied, in their present job, through the tracer study questionnaire, on the basis of these practical areas. The relevancy level was ranged from 0 to 5 points. The following table reveals the experience and its relevancy:

SN	Particulars	Range (Very Much=5, Not at all=0)					
		0	1	2	3	4	5
1	Enhanced Academic Knowledge	0	2	3	18	18	4
2	Improved Problem-Solving Skills	0	0	7	14	17	7
3	Improved Research Skills	0	1	11	21	9	3
4	Improved Learning Skills	0	1	4	11	23	6
5	Improved Communication Skills	0	0	4	9	21	11
6	Improved Information Technology Skills	0	1	17	17	7	3
7	Enhanced Team Spirit	0	0	3	16	18	9

Table 3: Relevancy of the program in job assignment

Out of 45 employed graduates, the table shows the graduates' responses in seven different areas. Most of the responded much satisfy the program they completed in this college to be highly relevant in terms of the learning skills, communication skills and enhancement in Team spirit academic knowledge, whereas only a few

responded that the college programs are helpful in research and technological skills.

The college must develop a plan to make the programs highly relevant in the practical life. The college should focus on research activities as well as provide information about the technical skills to their students. Emphasis should be given to all seven areas raised in the questionnaire to make the college programs relevant to the graduates' job assignment.

2.3 Issues Related to the Employment Experience of Graduates:

The satisfaction level of the graduate students at their respective profession is interpreted in the diagram below:

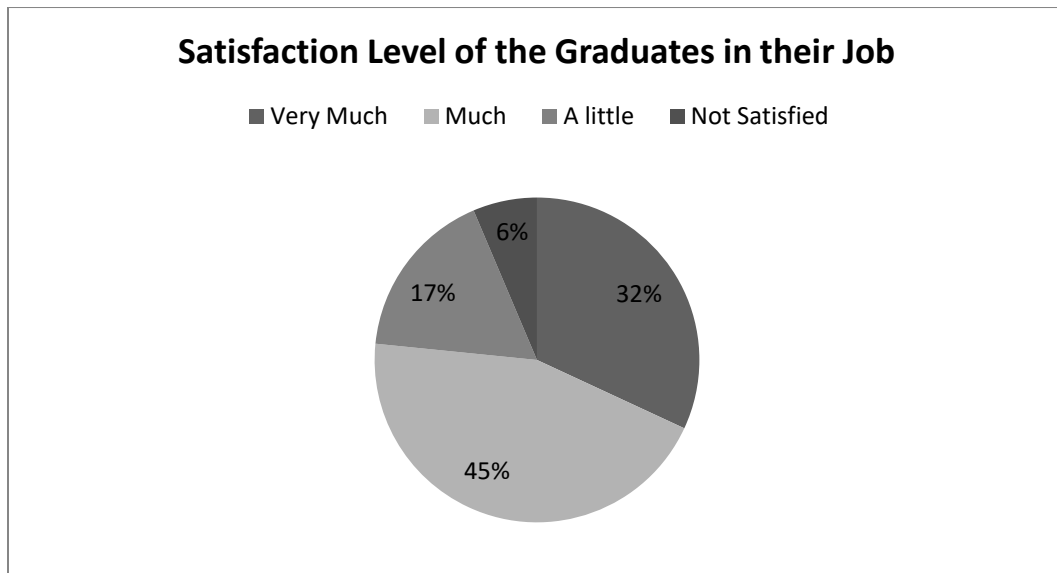


Figure 4: Distribution of Respondents by Job Satisfaction

As reflected, about one-third of the graduates are "very much satisfied" with their current job. Similarly, nearly half of them are "much satisfied" and negligible 17% and 6% respectively are "a little" and "not satisfied" with their current job.

2.4 Issues Related to the Quality and Relevance of Higher Education:

We got chances to evaluate our college and its programs through this tracer study. Graduates were asked which of the following best represent major strengths and weaknesses of the instructional program that they attended. The rating values were ranged from 0 to 5 on given particulars. The following table shows the strengths and weaknesses of college evaluated by the graduates and contribution of educational program in their personal development:

SN	Particulars	Low value	Moderate	High value	Total
1	Range of course offered	11	50	37	98
2	Number of optional subjects	22	57	19	98
3	Relevancy of program to professional requirements	1	52	45	98
4	Extracurricular activities	2	52	44	98
5	Problem solving	1	36	61	98
6	Inter disciplinary learning	2	44	52	98
7	Work placement/ attachment	6	47	45	98
8	Teaching learning environment	0	23	75	98
9	Quality of delivery	1	22	75	98
10	Teacher student relationship	0	19	79	98
11	Library/ lab	0	34	64	98

Table 4: Strengths and weaknesses of college and college programs

As represented, altogether 98 graduates from the tracer study batch 2015 gave their response in the particulars mentioned on the table. We tried to evaluate the strengths and weaknesses of the college and college programs on the basis of the

responses. In terms of the range of course offered, 37 graduates rated the institution with "high value", 50 of them rated with "mid value" and 11 with "low value".

About choice of optional subjects available in the college, a very high number exactly 22 of the responses are rated "low value".

For the third and fourth particular, about relevancy of programs to professional requirements and extracurricular activities, the responses are almost same. More than half which is 52 in number responded these particulars as "moderate" and a bit fewer which is 44 - 45 responded as high value. The difference in between third "relevancy of program" and fourth particular "extracurricular activities" is negligible.

The two Particulars "Problem solving" and "Library/Lab" got similar types of ratings value as, 61- 63 with "high value" and 34-36 with moderate rating value. Additionally, 0-1 rated with "low value". Particulars like "teaching learning environment" and "quality of education delivery" as well as "teacher-student relationship" also got similar types of ratings as, 75-79 with "high value", 19- 23 with "moderate value" and 0-1 with "low value" respectively.

In response to the "work placement capacity of the programs", 45 graduates chose "high value", while 47 chose "mid value" and 6 others chose "low value". It is recommended; the college needs to establish efficient relationship with private and public sector organizations for work placement of its graduates. Guidance and counseling sessions about the preparation of government jobs and the training related to specific jobs can also be conducted in the college premises integrated with academic programs in order to meet the expectation of the graduates.

Responses on the particulars like "teaching learning environment", "quality of delivery", and "teacher student relationship" seem to be most favorable among the graduates. Responses on "library" and "problem solving" are also satisfactory.

The highest number of respondents rated "low value" for the particulars like "optional subjects" and "range of courses offered". However the highest "high value" is seen to be rated in "teacher-student relationship".

2.5 Education and Their Contribution to Graduates' Personal Development

The graduate batch 2015 consisted of 98 graduates. In this tracer study, efforts have been made to find out their present condition. On the basis of their condition and their feedback to the college we tried to analyze the strength and weakness of the institution. Among 98 graduates, 45 have been observed to be employed, about them we mentioned in this report earlier. The graduates who went for further study have been from both employed and unemployed. As all the graduates are female and it is the main responsibility of the married graduate to look after their family and child. It is observed that more than 50 % of the graduate got married. So they face problem in pursuing further study. Some of the Bachelor's Level graduates are observed to be pursuing further study. But in case of Master's Level it is not observed.

CHAPTER 3: MAJOR FINDINGS:

3.1 Employment status of graduates:

- Out of 98 graduates, 45 have been found to be employed.
- Among 5 EDJ graduate pass out population, only 3 have been seen employed.
- Although representation of Dalit graduate is negligible among the total graduates but the lone student pass out is engaged in work, which is 100% job employability.
- Among the employed 45 graduates, more than half of the Master Level graduates were employed (out of altogether 16 in MA and M.Ed program 10 are employed). This suggests there is higher employability rate among master pass out students.
- The number of unemployed graduate at the bachelor level Education is much higher than employed graduate, for example out of 43 only 17 are employed. This indicates B.Ed qualification has less market value.
- Conversely, the picture at the BBS Level is quite different. For instance, out of 19 graduates, almost half of them are employed. This suggests there is higher employability rate in BBS qualification.
- Unemployment rate is high because our entire graduates are girls and the society being conservative, intentional or by force they enter into married

life. Hence they remain busy in their household work after their marriage and do not go to the market to seek job opportunities.

- Among job holders (45 out of 98), nearly one-third of the graduates work for private sector which includes industries, business house, public service oriented office etc.
- Additionally, 29% work in teaching profession particular in English private schools.
- Similarly, about 11% are employed by the government sector;
- Interestingly, 11% are employed for NGOs/INGOs and exactly the same percent are engaged in their own business.
- At last the remaining 6% involve in Banking and Insurance.
- However, out of 53 unemployed, nearly half got married and remained busy in household chores; nearly a quarter of them are pursuing further study and almost one-third of them preparing for different sorts of jobs. This shows that unemployment of the female graduates is more due to their responsibility towards their family.

3.2 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

- Out of 45 employed graduates, most of the responded much satisfy the program they completed in this college to be highly relevant in terms of the learning and communication skills.
- Additionally, the graduates satisfy the program offered by the college helps to enhance team spirit and academic knowledge.

- However, the graduates students are not fully satisfy that the college programs are helpful in research. So the college should focus on research activities in order to satisfy their student's expectations
- In addition, the technological skills obtained by the graduates are also not satisfied. In order to satisfy the students the college should provide information about the technical skills which are highly relevant in the practical life.

3.3 Issues Related to the Employment Experience of Graduates

- Among 45 graduates, about one-third of the graduates are "very much satisfied" with their current job who are generally involve in government job.
- Similarly, nearly half of employment graduates are much satisfied with their current job. The graduates who are engaged in teaching service, (I)NGO and Banking service are much satisfied in their recent work.
- Additionally 17% of the employed graduates are little bit satisfied with their current job and they are in the search of new job according to their qualification.
- At last, negligible 6% of the employed graduates are not satisfied with their current job. This is because their job and their qualification are fully difference.

3.4 Issues Related to the Quality and Relevance of Higher Education

- The study shows that most of the respondents, who are job holders, think the academic programs offered by this college enhanced their academic knowledge.
- Almost 90% of respondents have found that their education helps to increase problem solving skill in the field of job.

- The college programs helped the graduates to improve learning skills, communication skill, improved information technology skills and also enhances team spirit.
- However, there is still more place to improvement in the field of information technology.
- The study has shown that the college has to offer a good range of courses and optional subjects to fulfill the requirement of the students.
- Most of the respondents have found that the teaching learning environment and teacher-student relationship is excellence.
- The library and lab facilities are also well equipped. But peaceful environment with separate study room is most necessary.
- Job placement/attachment of the college is satisfactory. But to increase the job placement it is necessary for the college to establish efficient relationship with private and public sector organizations for work placement of its graduates.

3.5 Education and Their Contribution to Graduates' Personal Development

- The study shows that 75% of respondents think the academic programs offered by this college enhanced their academic knowledge.
- Additionally, 85% of respondents have found that their education helps to increase problem solving skill in their personal development.
- The college programs helped them to improve learning skills, communication skill, improved information technology skills and enhances team spirit

CHAPTER FOUR: IMPLICATION TO INSTITUTIONAL REFORM

This tracer study carried out by the college and the findings from the data analysis is a great source of policy making for the institution. This study covers various aspects of the institution, programs and the impact on personal development of the graduates. The feedback from the respondents has shown the strength and the weakness of the academic programs which helps the administration in implementation of different policies for institutional reform. The academic committee of this college studies the data and make decisions which is further endorse by the management committee if the committee finds it better for institutional reform.

The college must make strategies so as to make its programs highly relevant to practical life. Emphasis should be given to all seven areas raised in the questionnaire to make the college programs relevant to the graduates' job assignment.

We plan to enhance research culture in the college. Faculties are encouraged to conduct research. Faculty and students have to provide incentives for research activities. Faculties involve students in collaborative research as well.

MGDC needs to establish relationship with private and public sector organizations for work placement of its graduates. Guidance and counseling sessions about the preparation of government jobs and training related to jobs can also be conducted, in order to meet the expectation of the graduates.

Tracer study finding can be helpful in formulating institutional reform in terms of program evaluation and revising the college strategies. We can check the relevancy of the college programs and make them up to date, with new methodology and motivation.

CHAPTER FIVE: CONCLUSION AND RECOMENDATION

Conclusion:

The findings presented in this report represent a source of rich feedback for the institution and provide some indication of students since their graduation. The report has put into perspective the level of underemployment and unemployment amongst graduates as well as the extent of mismatch between their qualifications and employment. The higher unemployment and underemployment rates prevailing for those graduates cannot be attributed to any single reason.

It provides useful information on their employment status and earnings, entrepreneurial pursuits, community involvement and further study. It also facilitated feedback from graduates about the extent to which desired learning outcomes have been achieved and the overall quality of the program offered by the college. Results from this study are intended to be used to strengthen the programs and to improve the overall quality of the institution.

Recommendations

In order to improve the effectiveness programs, a number of recommendations can be drawn:

1. More priority should be given to job placement services and career guidance.
2. Establish information center in college, along with guidance and counseling cells.
3. Establish relationship with private sector, public sector, NGO/INGO, and join hands with them to prepare manpower as per their expectations.
4. Provide more professional skills
5. Run the existing programs with new zeal, enthusiasm, and motivation.

6. Introduce highly demanding programs in the college.
7. Provide more scholarships to students so that they can continue their study
8. More Inter-disciplinary courses should be introduced.
9. Extra-curricular activities should be given priority.
10. Students should be encouraged to be self-employed.
11. Provide further education opportunity for the graduates in the college.
12. Encourage students for government jobs and highly competitive international jobs.