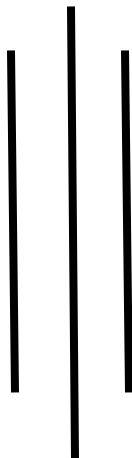


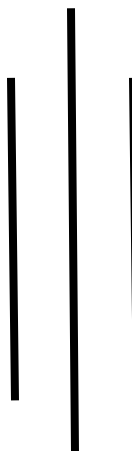
# **Maiya Devi Girls' College**

**Bharatpur-10, Chitwan**



## **Tracer Study Report 2016**

**June 2018**



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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 2016. 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 2016 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 825 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 the graduates' further study status.
6. To find out if their studies prepare them well for the workplace;
7. To find out how the programs' contribute in graduates professional and personal development.
8. To find out if graduates use the knowledge and skills they have learned during their studies.
9. To analyze the teaching/learning environment of the college.
10. To find out the view about teacher-students relationship and the quality of education delivered.
11. To find out the view of the graduates about the college library, laboratory, canteen, sports facilities and urinals etc
12. To assess graduate's perception of the study conditions and provisions while at the college.
13. 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 2016 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**

Tracer study of the graduate batch 2015 was conducted last year. This year the graduate batch of 2016 is taken for the study which includes following faculty:

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

#### **1.5 Data collection-Instruments and approach**

This study is conducted on the graduating class of 2016. Altogether 104 students graduated from MDGC in 2016, out of which only 80 graduated participated in this study. The respondent profile (refer to Appendix) is broadly representative of the 2016 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 have to fulfill the "Tracer Study Questionnaire" form before the character certificated issued from the college
- ii. Graduate Students are called at College.
- iii. Social media like facebook, messenger, viber etc.
- iv. E-mail

- v. Personal interviews by visit
- vi. Personal interviews by phone

### **1.6 Scope and Limitation of the Study:**

MDGC carried out this study to trace the status of graduated students of this college. It is intended to trace graduates of 2016 as a whole. The college has developed the mechanism for the tracer studies and it has been given priority by the institution because it is the system of tracing the graduates also getting feedback regarding the type of work, further study and other activities they were involved since the completion of the study from the college. This helps to know about the programs run by the institution and also useful for 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 and job status but the job satisfaction is not included. Because of time limitation and the graduates of different geographical area, the scope of the study is limited as follows.

- Only 2016 batch was selected for the study.
- This study covers only 80 graduates out of 104 graduates who have passed in the year 2016 and have issued their transcript from the Office of the Controller of Exams.
- This study only covers current employment status but past job information is not included.
- The study doesn't cover expectations and the satisfaction level of the employment graduates.
- Strengths and weaknesses of the institutions pointed out by the graduates are also included in the study.
- Suggestions from the graduates and how they contribute for the betterment and improvement of the college is also included in the study

## CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

### 2.1 Employment and further study status of the graduates:

Among 104 graduates from 2016 batch from this institution 80 graduates have participated in this study, the highest proportion has been from education faculty in Bachelor Level. Following table shows the complete picture:

Graduates	B.Ed	BA	BBS	M.Ed	MA	MBS	Total
Total Female	36	10	13	15	3	3	80
Dalit	3	1	-	-	-	-	4
EDJ	3	2	1	1	1	-	8

*Table 1: Caste and Program wise distribution of graduate batch 2016*

Among 80 graduates of 2016 the distributions of Educationally Disadvantaged Janajatis (EDJ) and Dalit population has been far lower in all the programs. However, in comparing the EDJ and Dalit graduates of 2015 and 2016; there had been only 5 EDJ and only one Dalit in 2015 which has increased to 8 and 4 respectively in 2016. Indeed this shows the interest of the EDJ and Dalit students toward the getting education.

Although, the graduates have been found more from the education faculty, 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 104 in the academic year

2016, however many of them could not be located and their status is not reflected in this survey. Out of 80 graduates, slightly less than two-third has participated from Education faculty (out of altogether 51, 36 from B.Ed and 15 from M.Ed), 13 graduates have from Humanities faculty (10 from BA and 3 from MA) and remaining 16 graduates have from Management faculty which includes 13 from BBS and 3 from MBS.

The number of the graduate's for the study would have reached even higher, if more graduates had applied for character certificate in the college or had provided their transcript to the college. In other words, there are some other graduates who have passed bachelor's and master's degree in 2016 but have not collected their transcript yet, so they have been excluded from the study.

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

Graduates	B.Ed		BA		BBS		M.Ed		MA		MBS		Total	
	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE
Total Female	18	18	5	5	6	7	8	7	1	2	3	-	41	39
Dalit	-	3	1										1	3
EDJ	3	-	1	1	1		1		1				7	1

*Table 2: Employment status of the graduate batch 2016*

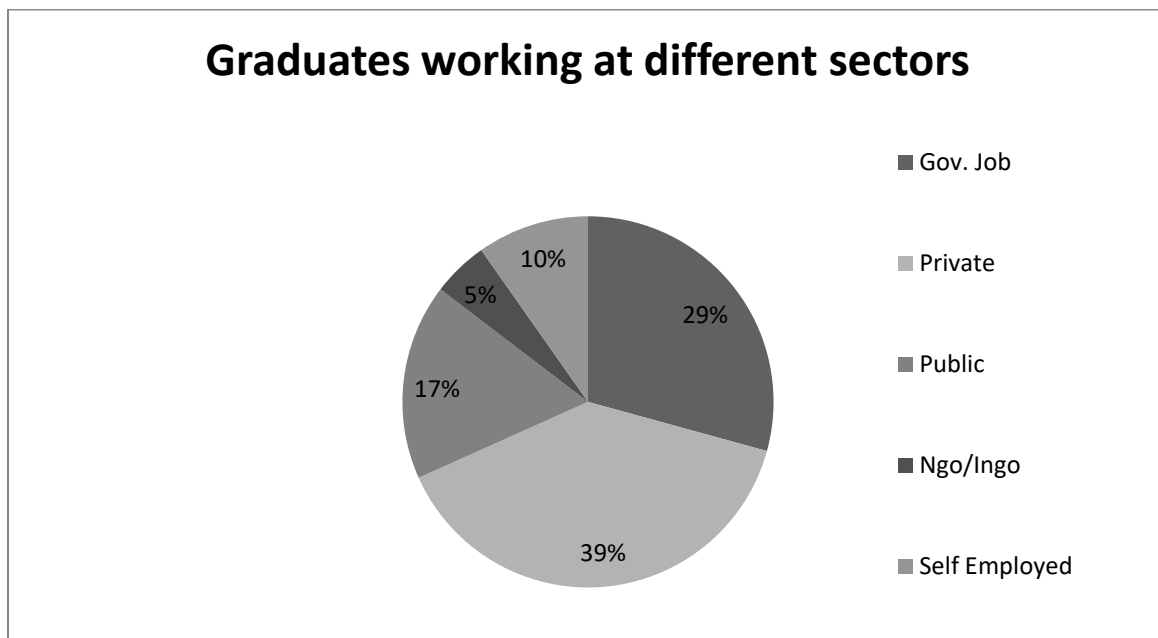
*(Note:- E = Employed and UE= unemployed)*

Out of 80 graduates, 41 have been found to be employed. Among the employed 41 graduates, more than half of the Master Level graduates were employed (out of altogether 21 in M.Ed, MA and MBS program 12 are employed). The number of

employed and unemployed graduates at the bachelor level has found nearly equal, for example in B.Ed out of 36, exactly half are employed. Similarly in BA out of 10, exactly 5 are employed and at the BBS Level, out of 13 almost half of them (i.e. 6) are employed.

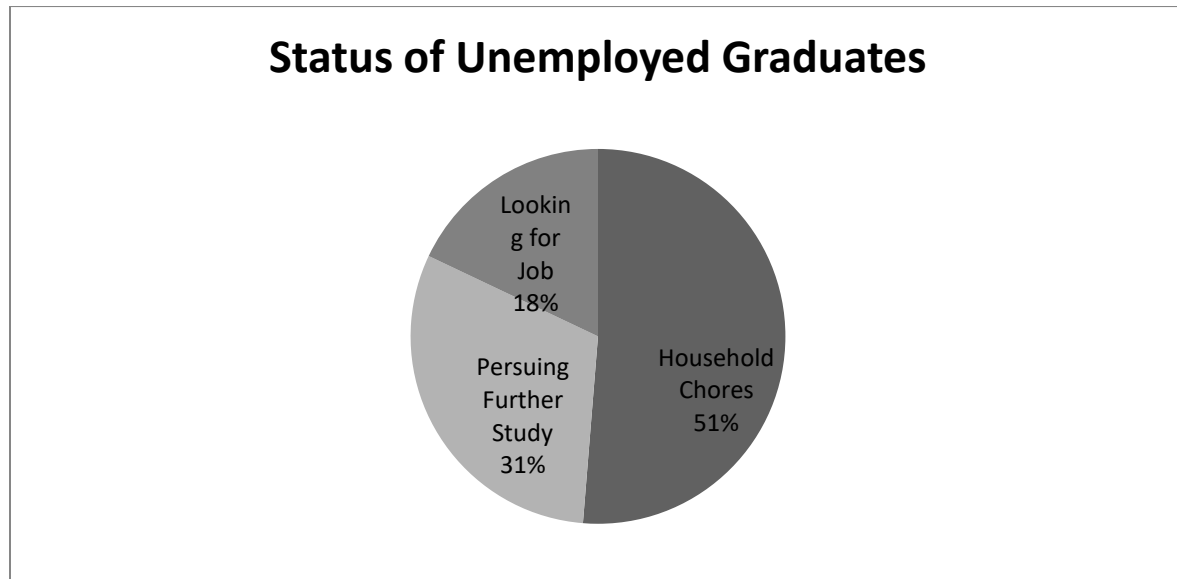
Out of 80 graduates, only half of the graduates are employed, it may be because the entire graduates are females and they do household chores and child rearing. Among 8 EDJ graduate pass out population, almost all (i.e. 7) have been seen employed. Indeed, this is bright picture indicating improvement in their education status as those EDJ who are graduates have the opportunity to settle in job. However among 4 Dalit graduates the alone student is engaged in work.

Among 41 employed graduates, their working area in the different sectors is shown below with the help pie-chart.



*Figure 1: Distribution of Respondents by Current Employment Type*

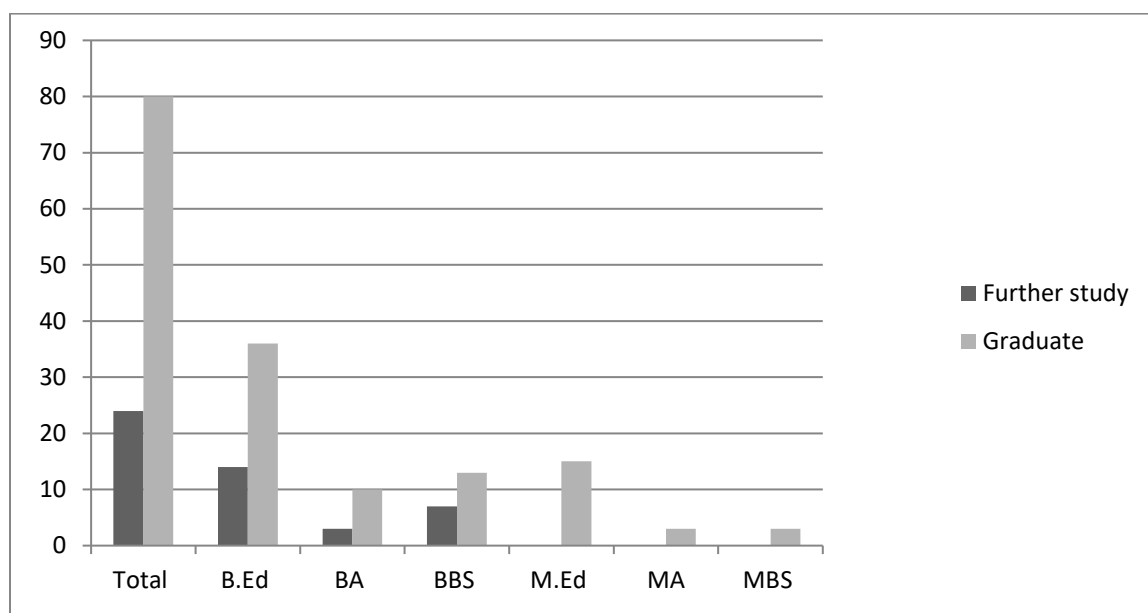
Out of 41 employed graduate, 39% of the graduates work for private sector which includes industries, private school and Montessori, private health care center, business house, public service oriented office, bank and insurance etc, 29% are employed by the government, about 17% are employed in the public sector; 5% in NGOs/INGOs and remaining 10 % are self employed in their own business



*Figure 2: Status of Unemployed Graduates*

As shown in the pie-chart above about the status of unemployed graduates, among the unemployed 39, more than half got married and remained busy in household chores; nearly one-third of them are pursuing further study and exactly 18 % of them are preparing for different sorts of jobs. Those graduates who have remained busy in their household chores would join for further study in the next year and some of them also face some difficult to join Master's level due to new implementation of the semester system by the Tribhuvan University.

Out of 80 graduates, only bachelor level graduates have been pursuing further study to master level while master's graduates are not interested to get the new degree certificate.



*Figure 3: Further Study Status of the graduates*

Among 80 graduates, only more than a quarter have given continuity to their study. The graduates of bachelor Level have been continuing their study to Master Level. For instance, out of 36 graduates of B.Ed, 14 graduates have continued their study. Similarly, among 10 BA graduates only 3 have continued their study of Master Level. Additionally in BBS, out of 13 graduates more than half have continued their study. This shows that management students have more interest in continuing their study. However, the study shows that not only a single graduate of Master Level are pursuing their further study.

## 2.2. Issues Related to the quality and relevance of the programs

Here the connection between knowledge the graduate gain during the study and the skill they needed in their job is compared. The relevancy level was ranged from 0 to 5 points. The following table shows the quality of education delivered and the relevance of the program in the graduate's professional life.

SN	Particulars	Low value	Moderate	High value	Total
1	Relevance of the Program to your professional (job) requirements	1	33	46	80
2	Quality of education delivered / program's quality	0	26	54	80

*Table 3: Quality of the program and it's relevancy in job*

Rating:      0-1 (Low relevant)  
                  2-3 (Moderate)  
                  4-5 (Highly relevant)

Through the graduates response in eleven different areas here we only tried to evaluate the programs quality and its relevance in the job. Out of 80 graduates, more than two-third of the graduates rated the quality of the program or the education delivered as "high value". Whereas, only 26 rated it as "Moderate" while none of the respondents rated the "low value".

Similarly, in case of relevance of the program in the job requirements; among 80 graduates, 46 rated it "high value" and 33 rated "Moderate". However, there is only a single respondent who rated it as "low value".

In conclusion, the respondents' response that the programs are not as much relevance in their job although the quality of the education delivered is good. The college must develop a plan to make the programs highly relevant in the practical life also launch some new job oriented programs or the training relevance to the job.



### 2.3 Programs' contribution to graduates' professional and personal development

SN	Particulars	Low value	Moderate	High value	Total
1	Extracurricular activities	0	37	43	80
2	Problem solving activities	0	29	51	80
3	Work placement/ attachment/internship	0	30	50	80

*Table 4: Programs' contribution to graduates professional and personal development*

Rating: 0-1 (Low value)

2-3 (Moderate)

4-5 (Highly value)

The table shows that how much the college programs' help the graduates in their professional and personal development. We tried to evaluate the strengths and weaknesses of the college and college programs on the basis of these responses.

For the particular extracurricular activities, more than half of the total graduates, which is 43 rated "high value" whereas 37 of the respondent rate it as "moderate". For the second and third particular, about problem solving activities and the work placement/ attachment/ internship, got similar types of ratings value as, 50- 51 with "high value" and 29-30 with "moderate" rating value.

Interestingly, we saw that no of the respondents rated these three particulars with "low value" which supports that the college programs contribute the graduates for the professional and the personal development.

## 2.4 Issues related to teaching/ learning, teacher/student relationship and education delivery efficiency.

SN	Particulars	Low value	Moderate	High value	Total
1	Teaching/Learning environment	0	24	56	80
2	Teacher student relationship	0	20	60	80

*Table 5: Teaching/ learning environment and teacher/ student relationship of the college*

Rating: 0-1 (Low value)  
 2-3 (Moderate)  
 4-5 (Highly value)

The graduate batch 2016 consisted of 80 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. We got chances to evaluate teaching/learning environment, teacher-student relationship and efficiency of the education deliver by the teacher of our college and its programs through this tracer study. Out of 80 graduates, about two particulars teaching/learning environment and teacher student relationship got similar types of ratings value as, 56- 60 with "high value" and 20-24 with "moderate" rating value. Additionally, there was no single graduate who rated these two particulars as "low value".

Form this it can be concluded that if both the teaching learning environment and the teacher student relationship are good the then the efficiency of the education delivery would also be good.

## 2.5 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

SN	Particulars	Low value	Moderate	High value	Total
1	Library facility	0	31	49	80
2	Lab facility	3	42	35	80
3	Sports facility	2	33	45	80
4	Canteen/Urinals facility	0	33	47	80

*Table 6: Facilities relating library, laboratory, canteen, sports, urinals etc*

As represented, altogether 80 graduates from the tracer study batch 2016 gave their response in the particulars mentioned on the table above. We tried to evaluate the extra college facility provided to the students except teaching learning facilities.

The three particulars, i.e. Library facility, sports facility and canteen/Urinals facility got similar types of rating value as, 45-49 with "high value" and 31-33 with "moderate". Additionally, 2 of the respondents rated sports facility with "low value" but none of the responded rated library and canteen/urinals facility with "low value".

About the second particular; lab facility, among altogether 80 graduates, 35 rated with "high value" and 42 rated with "moderate" while 3 rated with "low value".

The highest number of respondents rated "low value" for the particular "lab facility". However the highest "high value" is seen to be rated in "library facility".

## **CHAPTER 3: MAJOR FINDINGS:**

### **3. 1 Employment and further study status of the graduates:**

- Out of 80 graduates, 41 have been found to be employed. This shows more than 50 % of the graduates are engaged in work.
- Among 8 EDJ graduate pass out population, only 7 have been seen employed which shows almost 100% employment opportunity.
- Among 8 EDJ graduate, 7 are from Education and Humanities faculties. This shows that are more interested in Education and Humanities faculties rather than management faculty.
- Similarly, among 4 Dalit graduate, 3 are from B.Ed and a single is from BA faculty.
- Among 4 Dalit graduate students only one is engaged in work, which is only 25% job employability.
- The number of employed and unemployed graduates at the bachelor level is almost same in the entire three faculties, for example out of 36 B.Ed graduates, 18 are employed. Similarly, in BA out of 10 graduates, 5 are employed and in BBS out of 13 graduates, 6 are employed. This shows nearly 50 % of the bachelor degree graduates are engaged in work.
- Similarly, the picture at the M.Ed and MA show that out of 18 graduates 9 are employed but interestingly, out of 3 MBS graduates all of them are engaged in work, which show MBS graduates have 100% job employability.
- 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 (41 out of 80), 16 graduates work for private sector which includes industries, business house, public service oriented office, bank, private school and Montessori etc.
- Additionally, 12 graduates are employed by the government sector.
- Similarly, 7 are employed in the public sector like public organization and public college.
- Interestingly, 2 graduates are employed for NGOs/INGOs.
- At last the remaining 4 are self employed as 3 of them are teaching tuition classes one has her own cosmetic shop.
- However, out of 39 unemployed, nearly half got married and remained busy in household chores; nearly one -third of them are pursuing further study and exactly 18% 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 quality and relevance of the programs**

- Out of 80 graduates, more than two-third of the graduates is much satisfy the quality of the program or the education delivered.
- Whereas, 26 of the graduates respond the quality and relevance of the programs as "Moderate". However there is not a single respondent who rated to "low value".
- Additionally, the respondents' response that the programs are not as much relevance in their job although the quality of the education delivered is good.

- The college must develop a plan to make the programs highly relevant in the practical life also launch some new job oriented programs or the training relevance to the job.

### **3.3 Programs' contribution to graduates' professional and personal development**

- For the particular extracurricular activities which are helpful for the personal development, more than half of the total graduates, which is 43 rated "high value"
- Additionally, out of 80 graduates, 37 of them rated extracurricular activities as "moderate".
- Among problem solving activities and the work placement/ attachment/ internship, both got similar types of ratings value as, 50- 51 with "high value" and 29-30 with "moderate" rating value. This indicates that college programs contribute for the professional and personal development of the graduates.
- Interestingly, we saw that none of the respondents rated extracurricular activities, problem solving activities and the work placement/ attachment/ internship with "low value" which supports that the college programs contribute the graduates for the professional and the personal development.

### **3.4. Issues related to teaching/ learning, teacher/student relationship and education delivery efficiency.**

- Out of 80 graduates, about two particulars teaching/learning environment and teacher student relationship got similar types of ratings value as, 56- 60 with "high value", which indicates that college teaching learning and teacher-student relationship is very good.

- Additionally, 20-24 rated teaching/learning environment and teacher student relationship with "moderate" rating value.
- However, there was no single graduate who rated these particulars as "low value".
- The efficiency of the education delivery would be better if teaching learning environment and the teacher-student relationship are good.

### **3.5. Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.**

- Among altogether 80 graduates, 45-49 graduates rated the particulars library facility, sports facility and canteen/Urinals facility with "high value".
- Additionally, 31-33 graduates rated library facility, sports facility and canteen/Urinals facility with "moderate"
- However, 2 graduates rated sports facility with "low value" but not of the graduates' rated library and canteen/urinals facility with "low value". This shows college has to provide sports facilities to their students in order to satisfy them.
- Again, among 80 total graduates, 35 rated lab facility with "high value"
- Additionally, 42 rated lab facility with "moderate" while 3 rated with "low value. This indicates that college must improve its lab facility.

## **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 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. College should improve library, laboratory, sport and canteen facility.
11. Students should be encouraged to be self-employed.
12. Provide further education opportunity for the graduates in the college.
13. Encourage students for government jobs and highly competitive international jobs.