

Shahid Multiple Campus

Rampur, Palpa

Estd: 2048

Tracer Study 2018

Graduates of the Year 2016 AD

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Acknowledgement

Shahid Multiple Campus has prepared the tracer study report of the graduates of the year 2016. It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of the college. Likewise, it will give ideas about the issues and challenges of the students during their study time in the college and in pursuing job and further study after leaving the college. It also will give ways for institutional reforms.

We are grateful to University Grants Commission for selecting SMC in the Performance Based Funding under the Higher Education Reforms Project and providing guidelines for writing tracer study. We are grateful to Mr. Dipesh Singh, Mr. Gopal Prasad Acharya and Ms. Punita Upadhyaya for their kind suggestions and guidance for writing it. Our sincere thank goes to the administration and examination section of the college for providing necessary data and information for the study. We feel very much pleased to the graduates who provided us their transcripts and filled up the questionnaire form for completion of our study. It was not possible to complete the study without the information derived from the questionnaire form.

Our sincere thank goes to all our well-wishers, campus management committee, teachers, supporters, students and all stakeholders. We look forward to hearing comments and suggestions from the concerned sections of UGC. Valuable suggestions and constructive criticisms will highly be appreciated and incorporated in further studies with sincere thanks.

Tracer Study Preparation Team

Executive Summary

Shahid Multiple Campus, Rampur, Palpa is a public college affiliated to Tribhuvan University. The college, established in 2048 with intermediate level in Humanities and Social Sciences, has now been running with B.A., BBS, B. Ed. and M.Ed. classes. It is trying the best for improving quality, relevance and efficiency in education.

This college has been selected in the second batch for Performance Based Funding under the Higher Education Reforms Project under UGC and the construction works as well as the procurement tasks are going on as per the guidelines of UGC. The college has to submit duly the tracer study of the graduates in the year 2016.

It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of the college. It is aimed to assess employment status of the graduates from Shahid Multiple Campus and gain an in-depth understanding of the relevance of academic courses in relation to the current market requirements.

This tracer study has been done to promote a better understanding of the graduates of Shahid Multiple College (SMC) in 2016. The overall objectives of the study are focused on the employment and further study status of the graduates, issues related to the quality and relevance of the programs, program's contribution to professional and personal development of the graduates, issues related to teaching- learning activities, environment and the physical facilities in the college.

As per the college record, 82 scholars graduated in 2016 but only 57 graduates are successfully reached and responded to the survey instruments and are taken for tracer study. Out of them 6 are M.Ed graduates, 9 are BBS gradutes and 42 are B.Ed. graduates. Among the total responding graduates, 19(33.33%) are male and 38(66.67%) are female. 31(54.38%) graduates are from Brahmin ethnicity. Only 1 from EDJ and 1 from Dalit ethnicity graduated this year.

The study further reveals that the majority of graduates are employed. 33 (57.89%) graduates out of 57 are employed. Among the jobholders, majority of them are in government job and they are teachers. All of them are full time jobholders. Only

8(14.03%) graduates are found to be currently pursuing further education in Masters' level. The main disciplines for further study are Management and Education.

17(29.8%) of the graduates state that the relevance of the programme to their job is good. The contribution of the program on skill, personal knowledge and attitude development of the graduates is medium. 29(50.87%) graduates state that teaching learning environment in the college is good. 11(19.29%) of the graduates mention that the quality of education delivered in this college is very good. They are satisfied with the quality of education they have achieved. 43.63% of the graduates state that the physical facilities (library, lab, sport, canteen and urinal facilities) in the college are good.

Majority of the graduates agree that SMC has helped to enhance their academic knowledge, research skills, communication skills, learning efficiency and team spirit. Now, it seems necessary to identify new academic inputs as per the expectations and aspirations of the stakeholders. The college should think over adding new programs and developing internal systems of the college. Apart from this, the college should promote research based, practical and problem solving teaching learning activities. The college should be a QAA certified college within a couple of years.

Tracer Study Preparation Team

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1. Introduction

1.1 Background of the Study

Shahid Multiple Campus is situated at the center of Rampur Municipality in the eastern part of Palpa District. It lies about 65 k.m.far in the east from the district head quarter Tansen. It is a community based non-profit oriented public college affiliated to Tribhuvan University.

It was established in 2048 BS with the active participation of local community including social workers, teachers, educationists, academics, and social organizations to deliver quality education in locally affordable cost for the students of eastern part of Palpa district and its periphery. It was started with intermediate level classes in Humanities and Social Sciences. In 2054, it got affiliation from TU to run the classes of Bachelor Level in the faculty of Humanities and Social Sciences. Later, in 2061, it got permission for running classes of Bachelor level in the faculty of Education. Likewise, it got affiliation to run Bachelor in Business Studies (BBS) classes in 2066, and Masters Level classes in the faculty of Education in 2069. Despite its long history of two and half decades, the college has not been able to achieve academic excellence as it should have done. However, inspired by a desire to impart higher education in the local level, the college is working its best for improving quality, relevance and efficiency.

This college has been selected in the second batch for Performance Based Funding under the Higher Education Reforms Project. According to the signed MoU, the campus has submitted the five-year strategic plan, procurement plan and annual progress report to UGC in due time. The college is preparing Self Study Report (SSR) and it is committed to get QAA certificate within some years.

The enrolment trend of the students is not satisfactory and pass out rate is average. The college is not able to carry much research activities because of the lack of ample resources. The teaching learning activities, accounting procedure, and administration system are both traditional and electronic. All these have been improved gradually in the recent years. It is possible to solve such problems of the college through dynamic administration, sufficient physical facilities, competent lecturers, effective monitoring,

active participation of stakeholders and good public relations. It is believed that the mission of the college will be achieved through the joint effort of all stakeholders and the higher authorities like UGC and other government bodies.

It can provide quality education to the students of the catchment area. If other faculties are added, it can stop students from going outside this valley for further study. This college can be upgraded as a model college not only locally, but also in the national level.

To mention the various aspects of the college in brief, the campus runs three streams In Bachelor level: Humanities and social sciences, Management and Education. In the Masters Level, the college runs Educational Planning and Management and Nepali in Education stream. The enrollment of the students is not identical in different programs and in academic years. Student enrollment in the faculty of Humanities and Social Science is null. Compared to Education stream, there is more flow of students in Management stream. About 75% of the enrolled students are girls.

As the bachelor level programs being run in this college are under annual system, the final examination is conducted annually by the concerned boards. Master's level is being conducted under semester system from this year. Besides these, the college conducts internal examinations twice a year in each class. The college conducts various indoor and outdoor extracurricular activities for overall development of students.

There are 4 buildings altogether with 32 rooms. Among them 26 rooms are used as class rooms, one room for library, one for multimedia room, one for store and rest three rooms are used for administrative purpose. One extra block is under construction with the financial support of Rampur Municipality.

The campus chief has been appointed as the head of administrative body. An assistant campus chief is appointed to help the campus chief in his administrative task. There are five head of the departments to run each department smoothly. There are 26 teaching staff including the campus chief and assistant campus chief. In addition, there are five non-teaching staff working at this college.

The Management Committee consists of the President as the head of the campus management elected by the general assembly. There are other 21 members including

vice president, treasurer and the general secretary in committee for the smooth operation of the college.

Student fee is the main source of income. Apart from this, the interest derived from the fixed deposit is the regular internal source of the college. The regular grants from UGC, grants from Rampur municipality and casual donation from different sectors are the external sources of income. The college has adopted various measures for sustainable financial development.

After the establishment of EMIS unit in the college, it has started to publish its notices, advertisements, annual progress reports, audit reports etc. in webpage for public information and transparency but because of the lack of enough technical knowledge, it is not still done properly.

Now the college has prepared the tracer study of the graduates of the year 2016. It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of the college. Likewise, it will give ideas about the issues and challenges of the students during their study time in the college and after their study in this college in pursuing job and further study. It also will give way for institutional reforms.

1.2 Objectives of the Study

This tracer study has been prepared as the prerequisite to go with UGC in Performance Based Funding under the Higher Education Reforms Project. It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of the college. Likewise, it will give ideas about the issues and challenges of the students during their study time in the college and after their study in this college in pursuing job and further study. It also will give way for institutional reforms. It is aimed to assess employment status of the graduates from Shahid Multiple Campus and gain an in-depth understanding of the relevance of academic courses in relation to the current market requirements. The main objectives of this study are:

- i. to find out types of jobs performed by the SMC graduates;

- ii. to establish whether or not the graduates practice/ or are employed based on the skills, knowledge and competencies they acquired at SMC;
- iii. to identify the sectors that mostly employ SMC graduates;
- iv. to establish the extent to which skills and competencies acquired by the students at SMC are useful in the labour markets;
- v. to establish the length of time it takes graduates to find a job that corresponds to their qualification;
- vi. to estimate the proportion of graduates who are in employment and the level of unemployment, and job satisfaction among them;
- vii. to determine the contribution of SMC programmes on the graduates' personal development;
- viii. To recommend effective ways of preparing more labour responsive graduates at SMC;
- ix. to assess the extent to which former graduates enrolled on postgraduate or further studies;
- x. to assess the contribution of the programmes of study to graduates' personal development and the quality of instruction received in terms of content, delivery and relevance to the world of work;
- xi. to find out the extent to which the knowledge, skills and attitudes acquired through the study are eventually utilized on the job;
- xii. to provide relevant information to educational planners and policy makers and assist them to produce high-level and skilled human resource.
- xiii. to apply some collective measures to improve the overall aspect of the college after the recommendation of the graduates.

1.3 Institutional Arrangements to Conduct the Study

The college has made some institutional arrangements to conduct the tracer study. The arrangements have been made after it got instruction from UGC to conduct the tracer

study. A meeting of the campus management committee was held to start the process of the study. That meeting formed a Tracer Study Task Team and that team was given the responsibility to collect data, meet the graduates, ask them to fill up the questionnaire, take back them, collect data, analyze them, deduce the findings and complete the task as per the outline and give a special format of the study. The team divided them in groups and carried on the task. The necessary materials for the team were provided by the administration and other teachers and administrative staffs assisted the team. The financial needs for the task were covered by the account section of the college.

1.4 Graduate Batch to Conduct the Study

Now the college has prepared the tracer study of the graduates of the year 2016 as this college is from the second batch for Performance Based Funding under the Higher Education Reforms Project. It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of the college. Likewise, it will give ideas about the issues and challenges of the students during their study time in the college and after their study in this college in pursuing job and further study. It also will give way for institutional reforms. The students who got admission in the college in different batches but completed their Bachelor and Master's level in the year 2016 are taken for the study. From the college record it has been found that 62 students in the programme of education and 12 students in the programme of management completed their bachelor's degree in the year 2016. Likewise, 8 students From Master's programme completed their study in 2016 . But this study has been done only with 57 students from different programs and batches who are graduated in 2016 and have taken out their transcripts from T. U.

1.5 Data Collection Instruments and Approach

This tracer study is based on the data related to the students who completed their bachelor's degree in the year 2016. No research study is complete without data collection..

The main base of the data is the record of the students in the administration and examination section. After collecting record of the students who passed their bachelor's and Masters' degree in the year 2016 from the administration and examination section, the task team contacted them by visiting in their places if they were near and made a phone call to them who were not near . The graduates were asked to contact the college in appointed time. The main instrument of the data collection is the survey questionnaire form developed by UGC. The graduates were asked to fill up the form individually. If there was any problem to fill up the form they were assisted by the teachers. Those who do not have transcripts are asked to make process for that as soon as possible and the college is helping them who need help for it. An initial draft of the questionnaire was discussed among the task team. Then the task team interpreted and analyzed the data as per the content of the tracer study. Then the final report has been prepared. Both qualitative and quantitative research designs are employed to complete the research study of the students.

1.6 Scope and Limitations of the Study

This tracer study is conducted as per the instruction given to the colleges and under the conditions of UGC. The students consulted for the study are the graduates in the year 2016. The pass outs in B.Ed. , BBS and M.Ed. are the population of the study. The graduates in other years are not included here. From the college record it has been found that 62 students from education programme and 12 students from the programme of management completed their bachelor's degree in the year 2016. Likewise, 8 students from Master's programme completed their study in 2016. Some of them could not be contacted . 2 students from M.Ed. , 3 from BBS and 20 from B.Ed. have not taken out Transcripts from T.U. ,so they are not included in the tracer study. Only the students having transcripts are included in the study. This study has been done only with 57 students (42 from B.Ed. and 9 from BBS and 6 from M.Ed.) graduated in the year 2016.

2. Data Presentation and Analysis

2.1 Employment and Further Study Status of the Graduates

The main objective of pursuing higher education is to get a better job. The students have great aspirations and expectations to get a better job while studying. The reality is that the more relevant and quality education they get, the higher is the possibility of getting a better job. The students of this college also have started their jobs after completion of their graduation. Some of them are unemployed whereas some are self-employed. Some of them are in their further study. That is presented in the following table.

2.1.1 Total Graduates in the year 2016

Table 1

BBS Graduates(12)		B.Ed. Graduates(62)		M.Ed. Graduates(8)		Total
Male	Female	Male	Female	Male	Female	
4	8	14	48	3	5	82

(The above-mentioned total graduates are not included in the tracer study. Only the graduates who have their transcripts are taken for tracer study)

2.1.2 Gender wise Graduates included in the Tracer Study:

Table 2

BBS Graduates(9)		B.Ed. Graduates(42)		M.Ed. Graduates(6)		Total
Male	Female	Male	Female	Male	Female	
3 (33.3%)	6 (66.7%)	13 (30.9%)	29 (69.1%)	3 (50%)	3 (50%)	57 (100%)

2.1.3 Employment Status of the graduates:

Table 3

BBS Graduates (9)		B.Ed. Graduates (42)		M.Ed. Graduates (6)		Total
employed	unemployed	employed	unemployed	employed	unemployed	
3 (33.33%)	6 (66.67%)	24 (57.1%)	18 (42.9%)	6 (100%)	-	

2.1.4 Jobs of the graduates

Table 4

Type of job	M.Ed.	BBS	B.Ed.
Government	6	2	17
Public	-	1	1
Private	-	-	5
I/NGO	-	-	1
Self employed	-	-	-
total	6	3	24

Out of 57 students taken for tracer study, 42 are from the faculty of education(B.Ed.) ,9 are from BBS and 6 are from M.Ed. Out of them, 3 from BBS, 24 from B.Ed. and 6 from M.Ed. are employed. Most of them are teachers in government schools.

2.1.5 Graduates Pursuing Further Study

Table 5

Level of graduates	. Pursuing further study		Not pursuing further study		Total	
	No of students	Percentage	No of students	Percentage	No of students	Percentage
M.Ed	-	-	6	(100%)	6	(100%)
BBS	3	(33.3%)	6	(66.7%)	9	(100%)
B.Ed.	5	(11.9%)	37	(89.1%)	42	(100%)

11.9 % B.Ed.graduates and 33.3% BBS graduates are found pursuing further study. The main disciplines are MBS and Masters in Education. Those who completed master's programme are not pursuing further education.

2.2 Issues Related to the Quality and Relevance of Programs

SMC is situated in the semi-urban area of Palpa district. The students who join the college for higher education are from different family background, so the characteristics of the students are mixed. About 75% of the total students are girls and most of them are married. This college is also known locally as the “*college of chhori buhari*”.

The students from the rich families go to Kathmandu or other urban areas for further study. The students who join this college are mostly from middle class family and medium level learning skills. Those who graduated from this college have different attitude towards the relevance of programme to their professional requirements. Their attitude about the relevance is mentioned in the following table.

2.2.1 Relevance of programme to job

Table 6

SN	Level of Graduates	Very weak 0	weak 1	satisfactory 2	good 3	very good 4	excellent 5	Total
1	M.Ed.	-	1 (16.67%)	2 (33.33%)	2 (33.33%)	1 (16.67%)	-	6 (100%)
2	BBS	-	2 (22.2%)	1 (11.1%)	5 (55.6%)	1 (11.1%)	-	9 (100%)
3	B.Ed.	-	6 (14.2%)	18 (42.9%)	10 (23.8%)	8 (19.1%)	-	42 (100%)
	Total	-	9 (15.8%)	21 (36.8%)	17 (29.8%)	10 (17.6%)	-	57 (100%)

It is the general trend that the talent students join technical fields like medical, engineering, science and so on. Those who are of medium level join management, humanities and education. To tell the truth, the students who study in the rural or semi – urban areas are weaker in study and feel the relevance of programme is not praiseworthy.

2.3 Programs' Contribution to Graduates' Professional and Personal Development

(by gender/ethnicity/caste etc.; programme wise, time series comparison)

2.3.1 Gender wise Graduates included in the Tracer Study

Table 7

BBS Graduates(9)		B.Ed. Graduates(42)		M.Ed. Graduates(6)		Total
Male	Female	Male	Female	Male	Female	
3 (33.3%)	6 (66.7%)	13 (30.9%)	29 (69.1%)	3 (50%)	3 (50%)	57 (100%)

2.3.2 Ethnicity/ caste wise B.Ed.graduates

Table 8

Ethnicity/ caste	Number	Percentage (%)
Brahmin	21	50%
Magar	18	42.86%
Thakuri	1	2.38%
Dalit	1	2.38%
Newar	-	-
Kshatri	-	-
EDJ	1	2.38%
Total	42	100%

2.3.4 Ethnicity/ caste wise BBS graduates

Table 9

Ethnicity/ caste	Number	Percentage (%)
Brahin	8	88.89%
Magars	-	-
Thakuri	1	1.11%
Dalit	-	-
Newar	-	-
Kshatri	-	-
EDJ	-	-
Total	9	100%

2.3.5 Ethnicity/ caste wise M.Ed. graduates

Table 10

Ethnicity/ caste	Number	Percentage (%)
Brahin	2	33.34%
Magars	1	11.11%
Thakuri	-	-
Dalit	-	-
Newar	2	33.34%
Kshatri	1	11.11%
EDJ	-	-
Total	6	100%

The table shows that most of the graduates are girls and from Brahmin castes.

2.4 Issues Related to Teaching–learning Activities, Teacher-student Relationship and Education Delivery Efficiency

Quality of education is the most important aspect of educational institution. That depends on various aspects like teaching learning activities, teacher student relationship and education delivery efficiency at the college. The SMC the graduates have their different attitudes towards teaching learning activities, teacher student relationship and education delivery efficiency at the college. The attitude of the programme and level wise graduates towards the different aspects are presented in following table.

2.4.1 Attitude of M.Ed. Graduates towards College Affairs

Table 11

SN	Particulars	Very weak 0	weak 1	satisfactory 2	good 3	very good 4	Excellent 5	Total
1	Extra curricular activity	-	1 (16.67%)	3 (50%)	-	2 (33.33%)	-	6 (100%)
2	Problem solving ability	1 (16.66%)	1 (16.67%)	3 (50%)	1 (16.67%)	-	-	6 (100%)
3	Teaching learning environment	-	-	1 (16.67%)	5 (83.33%)	-	-	6 (100%)
4	quality of education delivered	-	-	2 (33.33%)	4 (66.67%)	-	-	6 (100%)
5	Teacher student relationship	-	-	1 (16.67%)	2 (33.33%)	3 (50%)	-	6 (100%)

2.4.2 Attitude of BBS Graduates towards College Affairs

Table 12

SN	Particulars	Very weak 0	weak 1	satisfactory 2	good 3	very good 4	excellent 5	Total
1	Extra curricular activity	1 (11.1%)	5 (55.6%)	3 (33.3%)	-	-	-	9 (100%)
2	Problem solving ability	-	1 (11.1%)	2 (22.2%)	4 (44.5%)	2 (22.2%)	-	9 (100%)
3	Teaching learning environment	-	-	1 (11.1%)	5 (55.6%)	2 (22.2%)	1 (11.1%)	9 (100%)

4	quality of education delivered	-	-	1 (11.1%)	4 (44.4%)	4 (44.5%)	-	9 (100%)
5	Teacher student relationship	-	-	-	5 (55.6%)	3 (33.3%)	1 (11.1%)	9 (100%)

2.4.3 Attitude of B.Ed. Graduates towards College Affairs

Table 13

SN	Particulars	Very weak 0	weak 1	satisfactor y 2	good 3	very good 4	excellent 5	Total
1	Extra curricular activity	-	4 (9.5%)	12 (28.6%)	21 (50%)	5 (11.9%)	-	42 (100%)
2	Problem solving ability	-	5 (11.9%)	9 (21.4%)	16 (38.1%)	12 (28.6%)	-	42 (100%)
3	Teaching learning environment	-	1 (2.4%)	13 (31.2%)	19 (45.7%)	9 (21.7%)	-	42 (100%)
4	quality of education delivered	-	2 (4.7%)	9 (21.5%)	24 (57.1%)	7 (16.7%)	-	42 (100%)
5	Teacher student relationship	-	-	12 (28.6%)	18 (42.8%)	11 (26.2%)	1 (2.4%)	42 (100%)

2.5 Issues Related to Physical Facilities

Physical facilities are very important aspect of the college. They have great effect on the teaching learning activities and quality of education at the. Library facility, lab facility, sports facility, canteen / urinal facilities are important aspects of the physical facilities. All these are average in this college. The graduates have different attitudes towards these facilities. The attitude of the programme and level wise graduates towards the different physical facilities are presented in following table.

2.5.1 The attitude of M.Ed. Graduates towards Physical Facilities

Table 14

SN	Particulars	Very weak 0	weak 1	satisfactory 2	good 3	very good 4	excellent 5	Total
1	library facility	-	-	2 (33.33%)	4 (66.67%)	-	-	6 (100%)
2	lab facility	-	-	3 (50%)	3 (50%)	-	-	6 (100%)
3	Sports facility	-	-	1 (16.67%)	3 (50%)	2 (33.33%)	-	6 (100%)
4	Canteen / Urinal	-	-	-	3 (50%)	3 (50%)	-	6 (100%)

2.5.2 The attitude of BBS Graduates towards Physical Facilities

Table 15

SN	Particulars	Very weak 0	weak 1	satisfactory 2	good 3	very good 4	excellent 5	Total
1	library facility	-	-	5 (55.6%)	3 (33.3%)	1 (11.1%)	-	9 (100%)
2	lab facility	-	3 (33.3%)	2 (22.2%)	4 (44.5%)	-	-	9 (100%)
3	Sports facility	-	1 (11.1%)	2 (22.2%)	4 (44.5%)	1 (11.1%)	1 (11.1%)	9 (100%)
4	Canteen/ Urinal	-	1 (11.1%)	2 (22.2%)	3 (33.4%)	2 (22.2%)	1 (11.1%)	9 (100%)

2.5.3 The attitude of B.Ed. Graduates towards Physical Facilities

Table 16

SN	Particulars	Very weak 0	weak 1	satisfactory 2	good 3	very good 4	excellent 5	Total
8	library facility	-	-	16 (38.1%)	17 (40.5%)	9 (21.4%)	-	42 (100%)
9	lab facility	-	3 (7.1%)	19 (45.2%)	17 (40.6%)	3 (7.1%)	-	42 (100%)

10	Sports facility	1 (2.4%)	1 (2.4%)	14 (33.3%)	16 (38.1%)	8 (19.1%)	2 (4.7%)	42 (100%)
11	Canteen / Urinal	-	-	12 (28.6%)	19 (45.2%)	9 (21.4%)	2 (4.8%)	42 (100%)

3. Major Findings

3.1 Employment and Further Study Status of the Graduates

3.1.1 Employment Status of the Graduates

The main objective of pursuing higher education is to get a better job. The students have great aspirations and expectations to get a better job while studying. The reality is that the more relevant and quality education they get, the higher is the possibility of getting a better job. The students of this college also have started their jobs after completion of their graduation. Some of them are unemployed whereas some are unemployed. Some of them are in their further study.

The data shows that 57 students are taken for tracer study. 33(57.89%) out of them are employed whereas other 24(42.11%) are unemployed. Likewise, 33.33% BBS graduates, 57.1% B.Ed. graduates and 100% M.Ed. graduates are employed.

Most of the graduates are in government job and they are school teachers. 2 BBS graduates, 17 B.Ed. graduates and 6 M.Ed. graduates are in government job. 2 graduates are holding public job, 5 are holding private job and 1 is holding a job in NGO.

3.1.3 Further Study Status of the Graduates

Further study status of the graduates is relatively poor. 6(100%) M.Ed. graduates are not in their further study. As all of them are in job, they have stopped their study. 3(33.33%) BBS graduates and 5(11.9%) B.Ed. graduates are pursuing further study. Most of the graduates are married women. They are busy with their household works and some are in jobs so they are not pursuing further study.

3.2 Issues Related to the Quality and Relevance of Programs

SMC is situated in the semi urban area of Palpa district. The students who join the college for higher education are from different family background, so the characteristics

of the students are mixed. About 75% of the total students are girls. Most of them are married. This college is also known locally as the “college of chhori buhari”. The students from the rich families go to Kathmandu or other urban areas for further study. The students who join this college are mostly from middle class family and medium level learning skills.

It is the general trend that the talent students join technical fields like medical, engineering, science and so on. Those who are of medium level join management, humanities and education. To tell the truth, those who study in the rural or semi urban areas are weaker in study and have no great expectations and aspirations concerning study. Most of the boys continue their study until unless they get their visa for foreign country. Girls continue their study until they are married. Those who are married continue their study until they become mother. Only a few have real goals to get higher education and get better jobs. The data gives shocking information..

Those who have expectations and aspirations concerning job and further study hope that the college would support them in their future career. They wish the quality of programme to be relevant to their job and further study as well. Those who graduated from this college have different attitude towards the relevance of programme to their professional requirements. No graduate said that the relevance is very weak. 9(15.8%) graduates say the relevance is weak and 21(36.8%) say it is satisfactory. Likewise 17(29.8%) graduates say it is good and 10(17.6%) say it is very good. No one says it is excellent.

3.3 Programs’ Contribution to Graduates’ Professional and Personal Development (by gender/ethnicity/caste etc.; programme wise, time series comparison)

The data shows that 3(33.33%) BBS graduates are male and 6(66.7%) are female. Likewise, 13(30.9%) B. Ed. graduates are male and 29(69.1%) are female. In the same way, 3(50%).M. Ed. graduates are male and 3(50%) are female.

So far as the ethnicity and caste is concerned, Majority of the graduates are Brahmins. 21(50%) B.Ed. graduates, 8(88.89%) BBS graduates and 2(33.34%) M.Ed. graduates are

Brahmins. The number of graduates from Magar caste is following the number of graduates from Brahmin caste. The number of graduates from Chhetri, Newar and Thakuri castes are nominal. Only 1 from Dalit ethnicity and 1 from EDJ ethnicity graduated in the programme of education in the year 2016.

3.4 Issues Related to Teaching –learning Activities, Teacher-student Relationship and Education Delivery Efficiency

Quality of education is the most important aspect of any educational institution. The graduates hope that their education would help them to enhance their academic knowledge, research skills, communication skills, learning efficiency and team spirit. That depends on various aspects like teaching learning activities, teacher student relationship and education delivery efficiency at the college. The SMC graduates have their different attitudes towards teaching learning activities, teacher student relationship and education delivery efficiency at the college.

Neither of the M.Ed. Graduates says that teaching learning activities, teacher student relationship and education delivery efficiency at the college is neither very weak nor excellent. Most of them say that they are satisfactory and good. Based on their attitude and information the inference can be drawn that the college has to improve these aspects. The college still lacks the standard about them.

The BBS and B.Ed. graduates also express their nearly similar attitude towards these aspects. The extra- curricular activities conducted in the college are not enough. They are conducted only on specific occasions. The college has to develop the problem solving ability of the students. Teaching learning environment also should be made students friendly and as per the demand of time. There should be the great practice of ICT in teaching -learning. The quality of education also should be improved. Teacher and student relationship is better than other aspects. It can be done much in it further.

The teachers should be well-trained and up-to-date in their jobs and responsibilities. That helps to improve education delivery efficiency. Many other measures should be implemented to improve all these aspects of the college.

5 Issues Related to Physical Facilities

The teaching learning activities, the quality of education and so other aspects depend on the physical facilities of the college. In other words, physical facilities are very important aspects of the college. Classroom management, teaching learning aids , library facility, lab facility, sports facility, canteen / urinal facilities are important aspects of the physical facilities. All these are average in this college. The graduates have different attitudes towards these facilities. The attitude of the programme and level wise graduates towards the different physical facilities.

Majority of the M.Ed. graduates say that library facility, lab facility, sports facility, canteen / urinal facilities are good here at this college. Some of them say them to be satisfactory and some say them to be very good. Likewise, majority of the BBS and B.Ed. graduates have the same attitude towards these physical facilities.

The reality here is that the library facility is not sufficient. The library system is still traditional. As no technical subject is taught at this college, there is not any technical lab. Here are two computer labs but they are not sufficient and well managed. Sports facilities are better than other facilities. A newly constructed canteen on the financial assistance of UGC is good and the urinals are in normal condition. As per the information derived from the graduates, the college has to improve the physical facilities. If the physical facilities are improved, students will be attracted to this college in the days to come.

3.6 Summing up the Findings

*The available records in the college showed a total of 82 students have graduated in different academic programmes in 2016. Of the total eligible graduates, 57 (69.51%) have been reached and included in the tracer study.

*Among the total responding graduates, 19(33.33%) are males and 38(66.67%) are females.

*Highest number of respondents constitute of B.Ed.42 (73.68%) followed by BBS graduates 9(15.79%). M.Ed.graduates are 6(10.53%).

*8(14.03%) graduates are found to be currently studying in Masters' level. Some graduates are found to have gone to various foreign countries for job.

*33(57.89%) of the graduates are found to be currently employed. 3(33.33%) from management graduates and 24(57.15%) from education are employed. Likewise, 6(100%) M.Ed. graduates are employed.

*100% employed graduates are working full time in their job.

*25(75.075%) graduates out of total employed graduates are in government job. Most of them are teachers.

*10(17.6%) of the graduates state that the relevance of the programme to their job is very good and 17(29.8%) say that it is good.

*. the contribution of the program on skill, personal knowledge and attitude development is medium .

*31(54.38%) graduates are from Brahmin ethnicity. Only 1 from EDJ and 1 from Dalit ethnicity graduated this year.

*29(50.87%) graduates state that teaching learning environment in the college is good.

* 11(19.29%) of the graduates say that the quality of education delivered in this college is very good. They are happy with the quality of education they have achieved.

*43.63% of the graduates state that the physical facilities (library,lab,sport,canteen and urinal facilities) in the college are good.

*Some of the graduates reported that they have high or very high expectation from SMC.

*Majority of the graduates agree that SMC has helped to enhance their academic knowledge, research skills, communication skills, learning efficiency and team spirit.

4. Implications to Institutional Reform

The college has prepared the tracer study of the graduates of the year 2016. It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of

the college. It will also give way for institutional reforms. This study will help the college for the following institutional reforms:

- i. As this study deciphers types of jobs performed by the SMC graduates, it gives idea to the college about its external efficiency and the quality of education of this college.
- ii. It helps to establish whether the quality of education, skills, knowledge and competencies the graduates acquired in this college are relevant to their job or not. As a result, the college can make a change in various aspects of it.
- iii. It helps to identify the sectors that mostly employ SMC graduates.
- iv. It helps to establish the extent to which skills and competencies acquired by the students at SMC are useful in the labour markets. Then the college can make plans to introduce job-oriented courses in the college. The college can make necessary changes in the courses offered to the students.
- v. It will help to foster teacher -student relationship in the college.
- vi. After the tracer study the college can estimate the proportion of graduates who are employed and unemployed. It helps to conduct student-counseling programme at college.
- vii. It helps to determine the contribution of SMC programmes on the graduates' personal development.
- viii. It helps to assess the extent to which former graduates enrolled on postgraduate or further studies. It will help to take measures to encourage the graduates for further study.
- ix. It will be a base to assess the contribution of the programmes of study to graduates' personal development and the quality of instruction received in terms of content, delivery and relevance to the world of work.
- x. It will give information about the physical facilities in the college. The college management and administration can make a change in it after identifying real status of the facilities.

- xi. It will provide relevant information to educational planners and policy makers and assist them to produce high-level and skilled human resource.

To sum up, this tracer study will be helpful to implement some corrective measures for overall development of the college. There will be the great beginning of the record keeping of the graduates. It will give feedback to the planners and policy makers of the college. The real status of the college will be identified and the sector of the college that needs reformation will be identified. That will help for institutional reform. The overall strengths and weaknesses of the college will be identified. The tracer study will help the college to achieve its goals and objectives and be accredited.

5. Conclusion and Recommendation

Conclusion

The college has prepared the tracer study of the graduates of the year 2016. It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of the college. Likewise, it will give ideas about the issues and challenges of the students during their study time in the college and after their study in this college in pursuing job and further study. It also will give way for institutional reforms. It is aimed to assess employment status of the graduates from Shahid Multiple Campus and gain an in-depth understanding of the relevance of academic courses in relation to the current market requirements.

The college has made its identity as a college mostly for girl students. Most of the students in this college are girls and the pass outs are girls. The quality of education in this college is average. Most of the graduates from this college are unemployed. The college has to add different subjects and programmes to it and has to make some refinements in its overall aspects. Some of the graduates from this college think that they have not achieved quality education so it has been difficult for them to find and sustain in a job. They do not even have keen interest in further studies. They make foreign country the destination of their job.

The alumni of the college want to keep in touch with this college and always have positive attitude towards it because they know the real situation the college is facing. Majority of the graduates agree that SMC has helped to enhance their academic knowledge, research skills, communication skills, learning efficiency and team spirit. Some of the graduates state that teaching learning environment in the college should be improved. They say that the teacher student relationship is praiseworthy. Anyway, The college has to fulfil the expectations and aspirations of the stakeholders and has to be an accredited college within some years.

Recommendation

It is believed that this tracer study will be helpful to give information to the concerned authorities about the academic, financial, physical, and social status as well as the issues and challenges of the college. It will give ideas about the issues and challenges of the students during their study time in the college and after their study in this college in pursuing job and further study. It also will give base for institutional reforms. The recommendations to the concerned authorities for the betterment of the college are as follows:

- i. Teaching-learning environment should be made more favorable..
- ii. New programmes and subjects should be launched.
- iii. Extracurricular activities should be conducted more often.
- iv. Quality of education should be increased.
- v. Teacher- student relation and interaction should be enhanced.
- vi. Interdisciplinary learning should be encouraged.
- vii. Problem solving and research based teaching learning activities should be in practice.
- viii. The condition of library and lab should be improved.
- ix. Seminars, workshops, and educational tours should be organized.
- x. ICT should be in practice.
- xi. Physical infrastructure should be improved.
- xii. Students should be encouraged for project works.

- xiii. Feedback should be given after internal examination and the result of the students should be analyzed .
- xiv. There should be good co-ordination among all stakeholders.
- xv. Management Committee should be dedicated and should have new vision.

Appendices