BALKUMARI COLLEGE

NARAYANGARH, CHITWAN

TRACER STUDY - 2021

SUBMITTED TO:

UNIVERSITY GRANTS COMMISSION

SANOTHIMI BHAKTAPUR

2022

Principal

CHAPTER I

INTRODUCTION

1.1 Background

Education plays a significant role to plan future as a successful person in life and as a useful citizen in the society. It links with regular working fields and other spheres of life (Yabiku, & Schlabach, 2009). It is a social mechanism, which enables him or her to achieve life's tasks with diversity (Nasir & Nazli, 2000). Nepalese Universities have been providing the education and the courses that are of standard quality which are able to cater to the students at an international standard.Though, Nepal education system churns out more and more college graduates with various professional disciplines such as education, management, engineering, health, sciences, IT and law. But the jobs are not really created as fast as the universities handing out of the graduates. Nepal as a developing country faces the problem of high unemployment and underemployment rates.

Every college has a goal to produce competent and highly qualified graduates that can eventually be competitive in a local and global arena. A tracer study is conducted or carried out by academic institutions to figure out the performance of the graduates in the workplace (Cuadra et al 2019). Tracer studies are commonly becoming a recognizable practice worldwide for the purpose of knowing job status of graduates and also for getting their feedback on various aspects of their institutions. If universities are to improve their teaching and training of graduates the precedence should be to learn and garner improvements from graduates' nuanced experiences.

Tracer study can be carried out in three basic steps: conceptualisation, collection of data and its analysis. Each phase is of equal importance to reach the final objectives. It is mainly during the first phase that the individual aspects of implementation are decided. The collection phase is crucial for gathering reliable information. The analysis and dissemination are key to converting the tracer studies into an information tool. (ETF-Cedefop-ILO, 2016)

The Graduate Tracer Study of the University of Pangasinan reveals that new graduates are challenged by the lack of job opportunities, which reasonably takes them a longer time to wait because of lack of experience. This is supported by Verona (2011) that government needs to reckon on issues regarding labor mismatch – a situation where the aggregate supply of labor skills is insufficient to address the decline in productive labor, more especially in urban or semi-

urban area. This scenario connects the study of Wangchuk (2002) that generally most graduates in teacher education are hired in urban or semi-urban areas than in the rural areas in Paro. This means comforts for better life are found in urbanite city than in rural areas. Signals in the use of technology for instructional purposes like the use of social media and multi-media presentations can be accessed more readily in the city. Ramirez, Cruz and Alcantara (2014) argue that it is no longer sufficient for new graduates to have knowledge because most industries today need applicants who are capable to perform the job. Companies need highly skilled graduates in order to be competent. This implies that universities must shift their instructional competence to train students who are outcomes-based, so that they can survive in the world of work relative on the respective careers they have chosen.

This paper proposes to domesticate these universal approaches to graduate tracer studies with a guide that will be most suitable and acceptable within Nepalese context. Paramount to graduate tracer surveys are the results and their utilization to improve quality of study programmes and services. Tracer survey results are used at complex dichotomous platforms aroused by university needs such as improvement of study conditions and programmes as fronted by universities and university grand commission. They can also be motivated by extrinsic expediencies of real life situations as prescribed by the job market.

First, this paper presents methodological steps experienced during a recent graduate tracer survey at BKC. Second, the paper presents select findings of the survey that we use in this paper to demonstrate how results obtained from graduate trace studies can be utilized for QA. Using selected results we argue that quality of education and services at BKC can improve through feedback obtaining from the immediate users of services (the graduate) about study facilities, conditions and programs. Last, the paper presents an outline of a graduate tracer study methodological guide being developed for adoption and use among universities in Nepal.

1.2 Objectives of the Study

The general objective of the study is to keep track of the graduates of Balkumari College, Chitwan, Nepal.
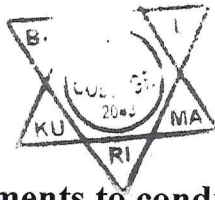
The specific objectives of the study are as follows

- To know the employment status and job experiences of the graduates and
- To identify policy implications and recommendations for the improvement of the education quality of the college

2

1.3 Institutional arrangements to conduct the study

The main body handling the tracer study of the college is Tracer Study committee of Balkumari college (BKC). Everything regarding tracer study, planning and implemention is handled by this body. To obtain the needed information, the tracer study committee of the college administered a structured-survey questionnaire which is prepared in anchored to UGC, Nepal. This questionnaire has been circulated among different faculties and departments. The primary data was collected by Program Incharge, Department heads of BKC and EMIS unit, Examination Committee.

1.4 Graduate batch taken for the study

BKC is one of the leading colleges imparting education of different fields. This tracer study comprises the graduates of 2021 of different streams like Bachelor of Business Studies (B.B.S) and Bachelor of Hotel Management (B.H.M) degrees, Bachelor of Education in Information Communication Technology (BICTE), Master of Business Studies (M.B.S), and Master of Education in different subjects (M. Ed) of BKC.

1.5 Data collection - Instruments and approach

A simple, straightforward data collection method that is questionnaires were provided to the respondents. Respondents get a series of questions, either directly as paper questionnaire or via computer-assisted process like e-mail.

The study utilized mix methods of descriptive survey using thematic analysis and the study covered Bachelor of Business Studies (B.B.S) and Bachelor of Hotel Management (B.H.M) degrees, Bachelor of Education in Information Communication Technology (BICTE), Master of Business Studies (M.B.S), and Master of Education in different subjects (M. Ed) from 2021 graduates of BKC.

To obtain the needed information, the tracer study committee of the college administered a structured-survey questionnaire which is prepared in anchored to UGC, Nepal. A questionnaire was patterned from the University Grant Commission (UGC) standardized form and was approved for use by the College, after that this has been circulated.

The questionnaire had various parts. Part A gathered the general or personal information about the respondents. Part B collected the information regarding employment while Part C gathered the employment status of the respondents. Part D includes past job experiences and other parts reflect many more about relevancy of job and academic programs, strengths and so on.

Data Gathering Procedure

Accurate and systematic data collection is critical to conducting scientific research. A structured-survey questionnaire used for data collection. Program Incharges of different faculties were assigned to gather and collect the data. Further analysis of data was carried out by the assigned person from tracer study committee.

The quantitative data gathered from the questionnaire were subjected to analysis, with simple frequencies through the use of percentage in determining the significance of the relationship.

1.6 Scope and Limitations of the Study

The total number of the respondent graduates in 2021 from different streams of BKC was 26 only.

It had following delimitations.

- This tracer study was conducted to the graduates of 2021 of BKC only.
- The study was conducted within a short period of time and limited budget.
- This study covers 26 graduates who have passed in the year 2021 and have issued their transcript from the Office of the Controller of Exams
- The graduates were who couldn't be reached \contacted had been left out in this study.
- Beside face to face interview, social media email and telephone contact\conversation were the key tools of data collection.

4

UNIT 2

DATA PRESENTATION AND ANALYSIS

The data presentation and analysis chapter here presents and analyses data collected from the study. Some of the major issues discussed in this section include the

- Distribution of respondents
- Employment and further study status of the graduates
- Issues related to the quality and relevance of programs
- Programs' contribution to graduates' professional and personal development
- Issues related to teaching learning environment, teacher-student relationship and education delivery efficiency
- Issues related to facilities such as library, laboratory etc.

Findings presented in tables, graphs and figures.

Table 1: Distribution of Graduates according to Faculties

| Faculties	Number of Respondents	Percent (%)
BICTE	1	3.84
B.B.S	3	11.53
B.H.M	8	30.76
M.B.S	4	15.38
M.Ed	10	38.46
Total	**26**	

BKC offers a vast array of academic degrees. The College offers Bachelor of Education (B.Ed), Bachelor of Science (B.Sc), Bachelor of Business Studies (B.B.S) and Bachelor of Hotel Management (B.H.M) , Bachelor of Education in Information Communication Technology (BICTE), Master of Business Studies (M.B.S), and Master of Education in different subjects (M. Ed) degrees. Table 1 showed the distribution of graduates/respondents which showed that the respondents from different faculties like BICTE, B.B.S, B.H.M, M Ed and M.B.S. The maximum respondents were from M Ed i.e 38.46 %. The respondents' from Bachelor's degree was 46.15 % and from Master's degree was 53.84%.

Gender-wise distribution of graduates

57.69%
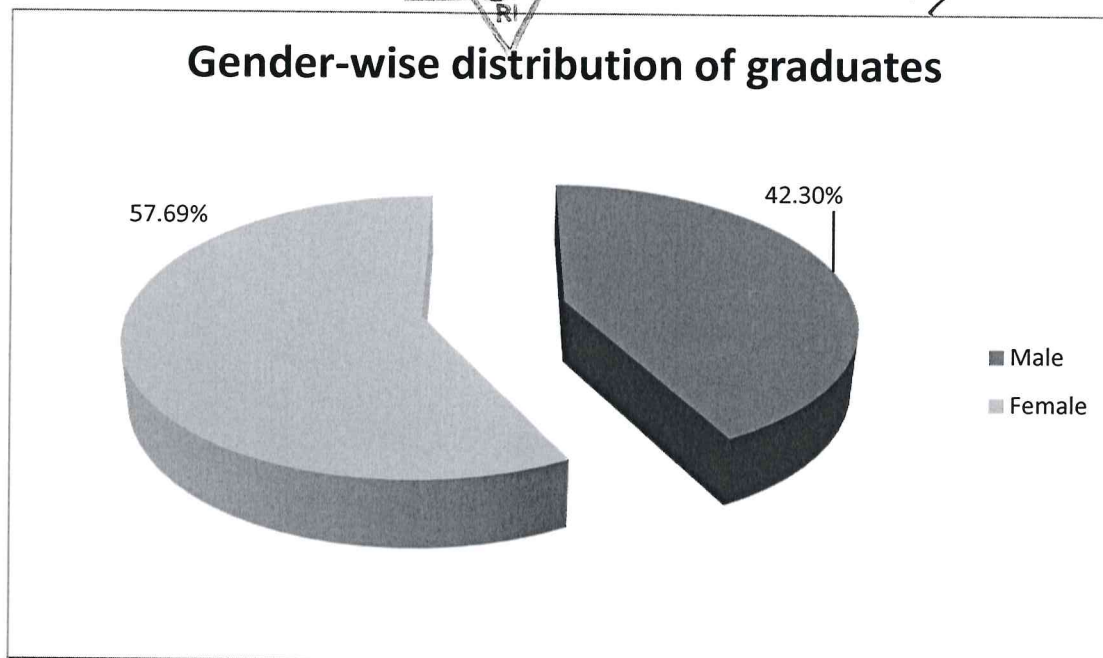
42.30%

■ Male
■ Female

Figure 1: Distribution of Graduates according to Genders

Out of the 26 respondents, 11 (42.30%) were males and 15 (57.69%) were females. Females now represent the majority of the student population at the college.

Table 2: Employment and further study status of the graduates

Current Employment Status	Frequency	Percent
Working	15	57.69%
Further Study	9	34.6%
Study with Employment	0	0
None	2	7.69%
Total	**26**	

The employment rates among respondents were 57.69 % among which 93.33 % were engaged as full time workers. The respondents who chose for further study accounts for 34.6% and 7.69% of respondents were doing nothing neither engaged in the study nor any job.
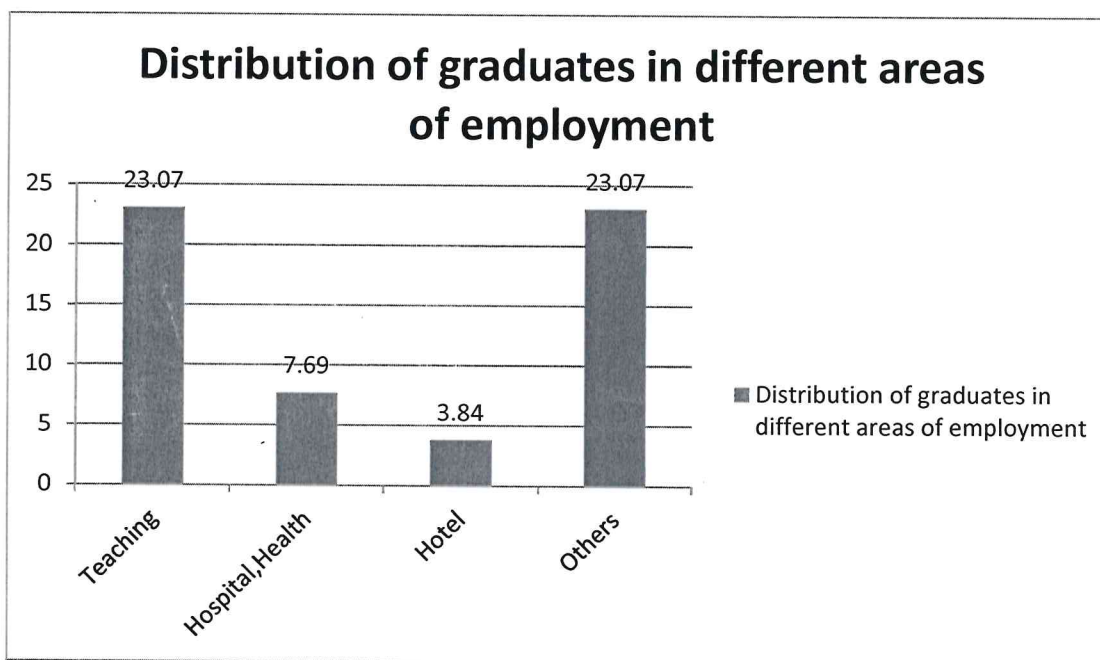
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Table 3: Distribution of graduates in different types of organization

Organization	Frequency	Percent
Private	10	66.66%
Public	2	13.33%
Government	3	20%
Total	**15**	

Much of the respondents were found to be enrolled in private jobs rather than the public and Government Offices.

Figure 2 : Areas of Employment

Figure 2 provides a general picture of the occupational classification of respondents. As shown in bar graph, most of the employed graduates are employed as professional teachers with 23.07%. The results show that most of the graduates are employed in jobs related to their course employed in college.

Table 4 : Contribution of the Program to Respondents' Personal Knowledge, Skills and Attitudes

(Number range 0-5) Very high = 5 Does not apply = 0

SN	Particulars	No. of respondents					
		0	1	2	3	4	5
1	Enhanced academic knowledge	0	0	3	3	10	10
2	Improved problem-solving skills	0	0	3	6	12	5
3	Improved research skills	0	0	6	3	14	3
4	Improved learning efficiency	0	0	2	3	9	12
5	Improved communication skills	0	0	2	3	15	6
6	Improved information technology skills	0	0	4	12	5	5
7	Enhanced team spirit	0	0	1	4	13	8

As per the data presented in the table 5, the majority of the BKC graduates were fully satisfied with the academic knowledge they acquired through the Balkumari College. Most of the respondents 12 out of 26 equally believed that they had improved problem solving skills. The above data, a total of 14 respondents giving a rate of 4 to improved research skills also revealed that the research skills have been improved through the college academic research based inputs. Similarly the communication skills and team spirits of most students have been increased. These findings obviously support the teaching and learning environment as well as effective curriculum. The respondents showed only a bit satisfactory rating towards information technology skills .

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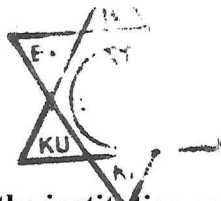
Table 5: Program of study at the institution relevant to present job

SN	Particulars	No. of respondents					
		0	1	2	3	4	5
1	Enhanced academic knowledge	0	0	5	0	8	13
2	Improved problem-solving skills	0	0	2	7	12	5
3	Improved research skills	0	0	5	6	11	4
4	Improved learning efficiency	0	0	2	4	15	5
5	Improved communication skills	0	1	1	2	15	7
6	Improved information technology skills	0	1	4	10	8	3
7	Enhanced team spirit	0	1	1	2	16	6

Most of the respondent graduates reported that their jobs are related to the college courses they finished in BKC. Based on the respondent's assessment, it could be reliably noted that their employment in their jobs were guided by the degrees that they finished. Their current careers are still related to their degrees and realignments have taken place. None of the respondents were totally agreed with the section information technology as the strength of the institution as the result was only satisfactory giving rate 3 by most respondents. Among 26 respondents, the most were fully satisfied with with other parameters obviously help them to seek their job or the study they acquired through BKC is relevant to their present job. Further, the findings suggest the BKC need to give their best to fully satisfied students for job placement in future.

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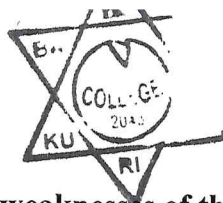
Table 6: Major strengths and weaknesses of the institutional program

(Number range 0-5) Very high = 5 Does not apply = 0

Particulars	Respondents					
	0	1	2	3	4	5
Relevance of the program to your professional requirements	0	0	5	10	7	4
Extracurricular activities	3	1	5	8	6	3
Problem solving	0	1	1	6	12	6
Inter-disciplinary learning	0	0	1	8	9	8
Work placement/attachment	0	2	0	6	12	6
Teaching/Learning environment	0	0	3	5	12	6
Quality of delivery	0	1	1	5	10	9
Teacher Student Relationship	0	0	0	3	4	19
Library/Lab etc.	0	1	1	6	6	12

In terms of the relevance of the program to professional requirements, most of the graduated students rated the institution with satisfactory value rating 3, some of them. It concludes that most of the students are highly satisfied with 1041 the range of courses offered in the institution. The parameters like problem solving, work placement, teaching learning environment were highly rated with the value of 4 by most respondents indicating that they appreciated these criteria. The teacher student relationship is highly appreciated as 19 out of 26 respondents rated it with the maximum value.
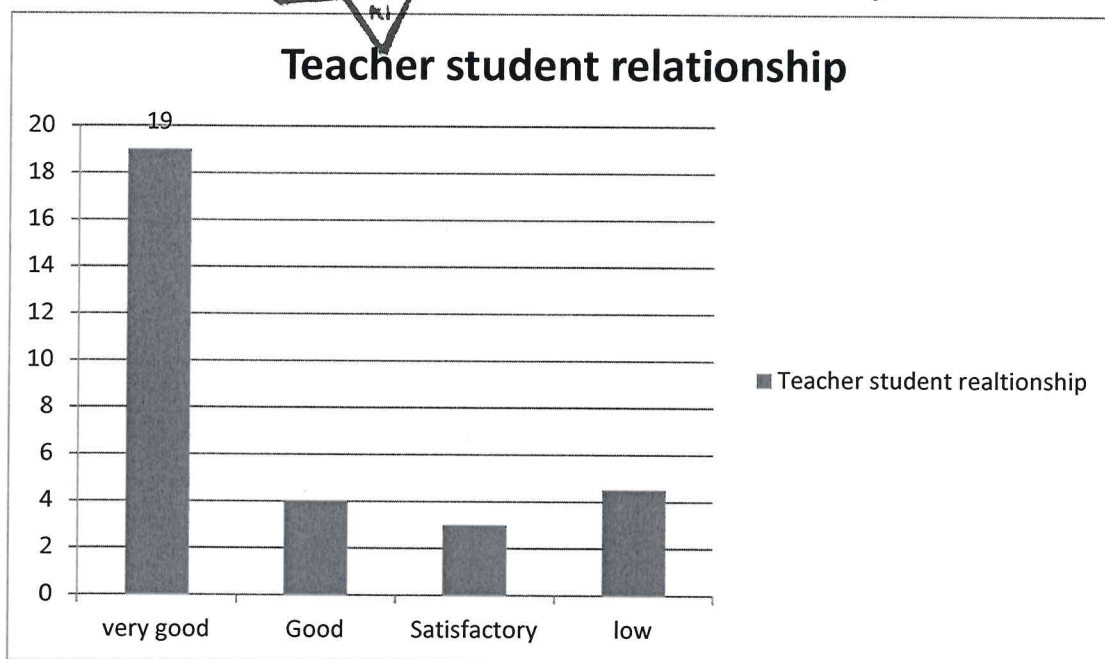
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Figure 3: Teacher Student Relationship

(considered 3 as satisfactory , 4 good and 5 Very good)

Most of the respondents 19 out of 26, believed that there is a very good relationship between teachers and students. Positive relationships between a teacher and a student provide a level of comfort allowing a student to take academic risks that will advance academic achievements. All positivity expressed by a teacher with students impacts educational success.

Teaching learning activities

Rate	0	1	2	3	4	5
	0	0	11.53%	19.23%	46.15%	23.07%

The data in the table clearly reflects that most of the respondents about 46.15% considered the teaching learning environment in Balkumari College to be good and effective. Similarly, the data in table 6 showed that most of the respondents were satisfied with the service and facilities provided by the library.

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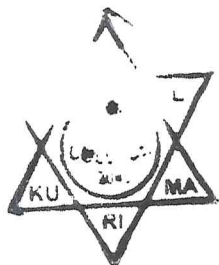
CHAPTER III

MAJOR FINDINGS

The employment rates among respondents were 57.69 % among which 93.33 % were engaged as full time workers. The respondents who chose for further study accounts for 34.6% .Much of the respondents were found to be enrolled in private jobs rather than the public and Government Offices.

The majority of the BKC graduates were fully satisfied with the academic programs in the college for pursuing professional and personal development. Majority of them gave high rating value for enhanced academic knowledge they acquired through the Balkumari College, improved problem solving skills, improved research skills Similarly the communication skills and team spirits of most students have been increased through the programs in BKC as per the rating value observed. These findings obviously support the teaching and learning environment as well as effective curriculum. The respondents showed only a bit satisfactory rating towards information technology skills.

Most of the respondent graduates reported that their jobs are related to the college courses they have completed through BKC. Based on the respondent's assessment, it could be reliably noted that their employment were guided by the degrees that they finished. Their current careers are still related to their degrees and realignments have taken place

In terms of the relevance of the program to professional requirements, most of the graduated students rated the institution with satisfactory value rating 3, The parameters like problem solving, work placement, teaching learning environment were highly rated with the value of 4 by most respondents indicating that they appreciated these criteria. The teacher student relationship is highly appreciated as 19 out of 26 respondents rated it with the maximum value.

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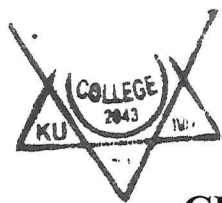
CHAPTER IV
IMPLICATIONS TO INSTITUTIONAL REFORM

The objective of institutional reform is to fulfill the nation or world-wide commitments made on the subject of the education. The institutional reform is often made to changes and transformations in the scholastic system in relation to factors such as educational philosophy, student policy, curriculum, pedagogy, organization, management, financing and links with national development in this century and to guarantee access to high quality education.

The findings reveal the weakness and strengths of the institution. Institutions need to ensure that the education they offer meets the expectations of students. And obviously from the study of the findings, some implications can be drawn.

- The present tracer study report acts as an aid to educators/ concerned body for making policies and their implementation for the betterment of institution.
- Majority of the graduates seem convinced with the quality and relevance of the programs of study available in this institution. Yet they are not fully satisfied with the attempts made to enhance their research skills. The study will help the institution to make an action plan to reform the immediate shortcomings enhancing information technology and research skills.
- The institution should take some steps to increase job opportunities for the graduates, especially placement cell should be established in the college making easy access to graduates to connect with different working institutions like offices, hospitals, hotels etc.
- New academic programs should be launched by studying status of demanding jobs in the market of Nepal.
- In addition to regular classes, workshops trainings and seminars for teaching faculty should be organised to develop their professional skills that can ultimately can improve the quality of teaching and delivering capacity.

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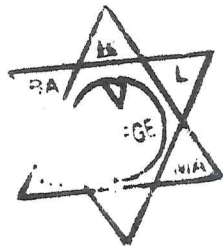
CHAPTER V
CONCLUSION AND RECOMMENDATIONS

The BKC has productively attained its goal of developing skilled and efficient graduate manpower which was proven to proficient and competent to be employable in the government and private organization. This is manifested by the high percentage of graduates who are occupying jobs at different sectors.

The academic programs that students pursued help improve their skills and their employment status. These are manifested by the high percentage of respondents whose degrees are highly related and relevant to their current jobs; that a number of skills they learned are found useful in the performance of their jobs, and that they are having regular and/or permanent items.

Based on the findings and conclusions, it is recommended that:

(1) BKC may strengthen its linkages in the field of education in identifying the skills and competencies that students must learn in order to meet the manpower requirements,

(2) the methods employed in classroom activities and other venues must be geared towards developing well-rounded personalities of students, associated with academic quality standards,

(3) the placement services may initiate more activities in enhancing the students' capabilities and readiness into job markets in order to facilitate better employability, and

(4) Conduct this type of study under its full-fledged on the regular basis including more number of respondents for the effective outcome.

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CHAPTER VI
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