

Chapter I

INTRODUCTION

1.1 Background/ Rationale

Siddhajyoti Education Campus is located at Kamalamai Municipality-5, Phosretar, Sindhuli, initially with a view to providing access to higher education to the local community, and imparting quality education to all. The credit of establishing this campus goes to Janajyoti Higher Secondary School. The school assisted the campus by providing monetary assistance for the physical infrastructure, and also by sharing its playground and the furniture in the initial phase.

Siddhajyoti Education Campus is community based campus affiliated with Tribhuvan University (TU). It was established in 2063 BS due to active participation of local community. Mainly, this campus is launching different kinds of educational programs in Bachelor level as well as Master level. Now, this campus runs M .Ed. programs in English Education and Nepali Education. Likewise, it also runs B.Ed. programs in English, Nepali, Mathematics, Population Education, Health and Physical education. This campus was established to produce trained teachers for school level. It has already completed research based training, training on culture of inquiry, course refresher for compulsory Nepali of B Ed 1st year, seminar, workshop, Capacity Building Training for college teachers utilizing University Grants. Now its production is working in different fields, mainly in educational field according to its pre-established aim. It highly believes that teaching without research and inquiry is not possible in this ever-changing world.

The campus has planned to be a multiple campus having Bachelor and Master Programs of other faculties in different subjects. The campus has 205 students now. It is planning to increase the number of students by providing quality education. The campus has enough capacity and facility to provide education to even more number of students. The campus has a capable mass of teachers and cadres. They are trained and research-based faculties. They are devoted, dedicated and responsible in every activity of campus either in regular class or in extra/social activities.

The campus has been producing qualified and competitive human resources in market for the last seven years. Many Bachelor and Master Graduates have been produced by the campus so far. Most of the products of this campus are working in their respective fields.

University Grants Commission has launched Higher Education Reform Project (HERP) to uplift the status of campuses within Nepal. For the same, Siddhajyoti Education Campus (SJEC) has sought to have this opportunity. SJEC has been selected for HERP program, and the campus has already signed the MoU with the UGC at Ratnanagar, Chitwan, too. The campus has already submitted a 5-year strategic plans, annual plan and program 2073/074 and annual procurement plan 2073/074 to UGC and these plans and programs are approved by UGC. The campus has submitted other documents of HERP as per notice of UGC. Tracer study is a component of the HERP. Thus, the CMC of SJEC constituted a 4 -member task team to conduct tracer study.

A tracer study of graduates is regarded an appropriate means of assessing the results of an educational institution, as it brings together certain basic information related to the level of employment amongst graduates, and assembles their experience about their program of study and about their employment. In this way it helps to find out about their previous and current work position and the connection between educational qualifications and required work skills. The information obtained from the results of a tracer study also indicates the deficits in a program of study offered by an academic institution and serve as a momentum for future planning, at both the institutional and national levels.

With this view in mind, Siddhajyoti Education Campus has undertaken this study with the assistance of University Grants Commission, Nepal. As can be seen in the following sections, we have attempted to carry out an analysis of what extent the graduates are employed and how long it takes them to secure employment in the job market. Moreover, we have tried to assess the relative standard of living of different categories of graduates such as gender, age, program of study, area of employment, and so on. Hence, it is an endeavor to sketch a rough picture of the state of the graduates from this campus.

1.2 Objectives of the Study

The objectives of this study were:

- a) To find out the employment status of the graduates
- b) To analyze the characteristic, expectation and aspirations of graduates
- c) To collect the employment experience of the graduates
- d) To use the expertise of the ex-students for the betterment of the institution

- e) To measure the contribution of the programs of studies to graduates' personal development, and quality and relevance the program of study to the areas of employment

1.3 Institutional Arrangement to conduct the study

The Campus Management Committee has decided to form 4- member Task Team for tracer study which is as follows :

- 1) Mr. Tribhuvanpati Bhaskar Thapa - Coordinator
- 2) Mr. Yam Prasad Pandey - Member
- 3) Mr. Durga Prasad Niraula - Member

Member of task team, teaching and non-teaching staff are involved in carrying out tracer study in the leadership of Coordinator of task team.

1.4 Graduate Batch Taken for the Study

After selection in HERP, as per rule of UGC, this Campus has taken the graduate students who have completed their Bachelor and Master degree in 2016 AD for tracer student. The following program and batch are selected for tracer study:

- a) Bachelor in Education (B.Ed.) - 2016 (Passed out Batch)
- b) Master in Education (M.Ed.) - 2016 (Passed out Batch)

1.5 Data collection – Instruments and Approach

The tool of data collection for this study was questionnaire. The task team of tracer study of this Campus, first of all, contacted the graduate students and distributed the questionnaire. They filled up the form and submitted them in person. The task team, other teaching and non-teaching staff helped the graduates to fill up the questionnaire but those who were not able to meet the team members physically were also assisted through telephone, messenger, viber, e-mail and facebook.

1.6 Scope and Limitation of Study

This study covers the graduates of B.Ed. and M.Ed. of Education faculty only. This tracer intends to study the level of employed and unemployed graduates and those pursuing further studies.

The study has the following limitations:

- a) Only eighteen students are included for this study.
- b) The tool for study is only questionnaire.
- c) The study analyzes the graduates from the year 2016 only.

Chapter II

DATA PRESENTATION AND ANALYSIS

2.1 The Gender-wise proportions of all respondents from each program

The Gender-wise proportions of all respondents from each program are presented in the following table:

Table No. 1: Gender-wise Proportion from each Program

| Program | Male | Female | Total |
|---------|------------|-------------|-------------|
| B.Ed. | 5 (62.50%) | 6 (60.00%) | 11 (61.11%) |
| M.Ed. | 3 (37.50%) | 4 (40.00%) | 7 (38.89%) |
| Total | 8 (44.44%) | 10 (55.56%) | 18 (100%) |

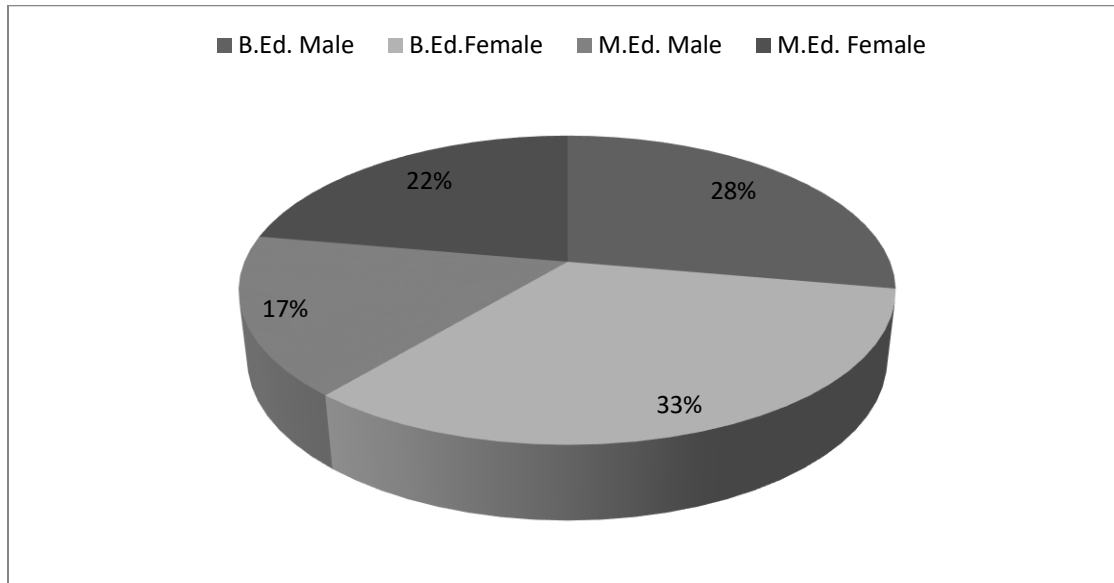


Figure 1: Gender-wise Proportion from each Program

Out of 18 responses, the number of gender-wise respondents in bachelor level is not much different. The female percentage is higher than that of males. Similarly, the number of female is higher in case of the Master's level graduates too. The reason behind this is that most of the female sections of the community are enrolled in this campus. Above pie chart shows that out of the total respondents, 33% is of bachelor level female and 28% of males of the same level; whereas, 22% is of female graduates from master's level and 17% is of male from the same level.

2.2 Proportion of Respondents by Age Group

The age-wise proportion of all graduates is given in the table below:

Table No. 2: Proportion of Respondents by Age Group

| Age Groups | Male | Female | Total |
|------------|------|--------|---------|
| Below 25 | 2 | 1 | 3 (17%) |
| 26-30 | 3 | 3 | 6 (33%) |
| 31-35 | 2 | 3 | 5 (28%) |
| 36 above | 1 | 3 | 4 (22%) |
| Total | 8 | 10 | 18 |

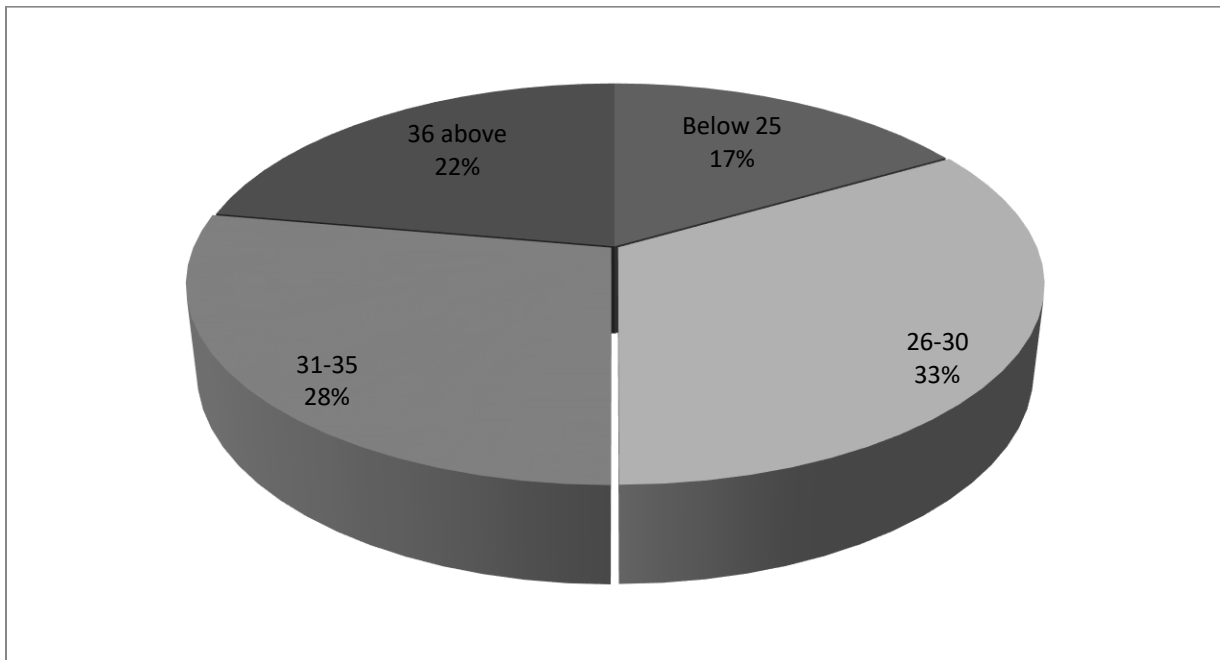


Figure 2: Proportion of Respondent by Age Group

A total of 17 percent of respondents are below 25 years of age. The most number of respondents belong to the age group 26-30, which is 33 percent. Comparatively, the age group below 25 is lowest of all.

The figure above expresses that the graduates do not seem to continue their study actively and regularly. It looks like they have alternative priority areas other than study. They hunt some jobs due to their poor economic condition at the earliest. They appear to have pursued their study only as a way to get certificate in hand in their leisure time.

2.3 Proportion of Respondents by Ethnic Groups

The table below shows the graduates in terms of ethnic group:

Table No. 3: Proportion of Respondents by Ethnic Groups

| Ethnic Groups | Male | Female | Total |
|----------------------|-------------|---------------|--------------|
| Brahmin and Chhetri | 5 | 8 | 13 (72%) |
| Janajati | 3 | 2 | 5 (28%) |
| Total | 8 | 10 | 18 |

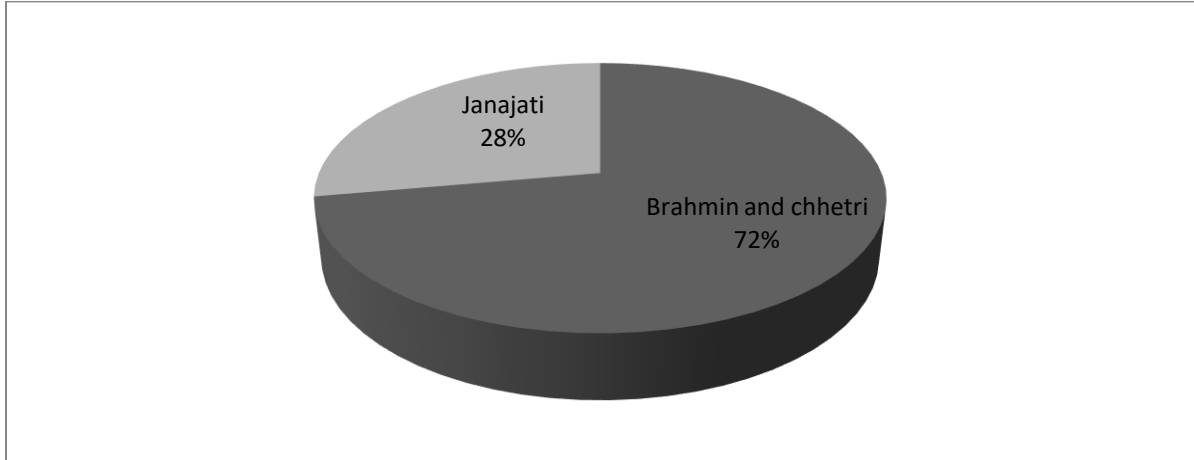


Figure 3: Proportion of Respondents by Ethnic Groups

The figure shows that Brahmin and Chhetri section of ethnicity outnumbers the Janajati or Dalits. This group amounts to be 72 percent while the Janajati are lower with 28 percent out of 21 respondents. Madhesi and Dalits are none among them.

The chart displays a huge gap of interest in education by the traditionally educated Brahmin and Chhetri groups while the Janajati and Dalits are still lagging behind in the race of coming to the main stream education.

2.4 Employment Status of the Graduates

This report shows the status of the graduates who have passed out in the year 2016 from this campus.

2.4.1 Employed Graduates

The table below shows the number of students graduated from this campus in terms of gender and employment:

2.4.1.1 Employed Graduates from each level

The following table shows the number of B.Ed. and M.Ed. graduates in terms of employment:

Table No. 4: Employed Graduates from each level

| Level | Number of Graduates | | | Number of Employed | | | % of Employed | | |
|-------|---------------------|--------|-----------|--------------------|--------|-----------|---------------|--------|------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| B.Ed. | 5 | 6 | 11 | 5 | 4 | 9 | 55.55 | 44.45 | 60.00 |
| M.Ed. | 3 | 4 | 7 | 3 | 3 | 6 | 50.00 | 50.00 | 40.00 |
| Total | 8 | 10 | 18 | 8 | 7 | 15 | 53.33 | 46.67 | 100 |

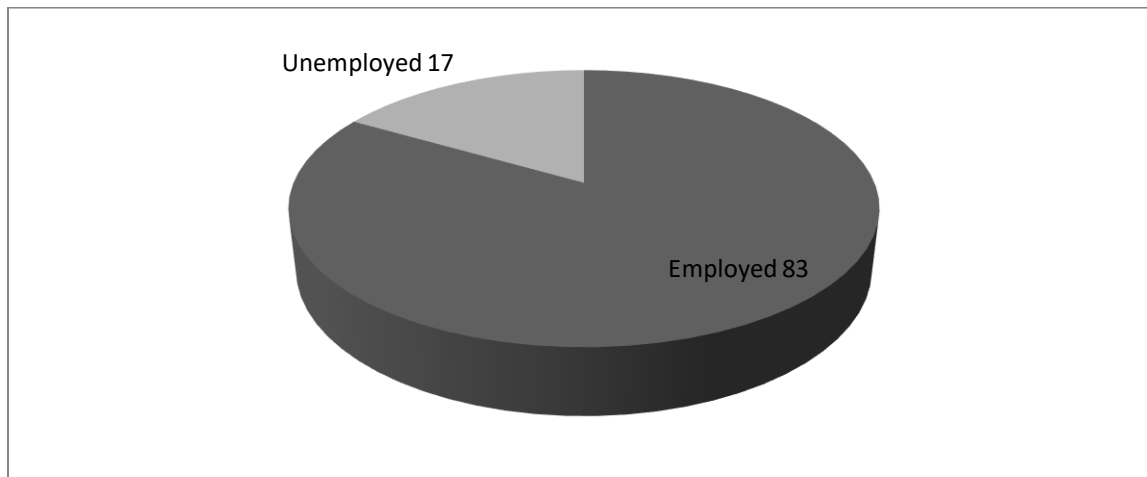


Figure 4: Employed Graduates from each level

The figure above shows the percentage of employed and the unemployed graduates. There are 5 males and 6 females who have completed their bachelor degree in the year 2016. Among them, nine are employed. From this fact we can say that more males are employed than females. On the other hand, nearly all the master's level graduates are employed irrespective of their gender.

When talked to the respondents, we have come to understand that those who are unemployed are doing so at their will. Their domestic problems or health hazards could have been the reason not to get employed. The team has even seen that the respondents have been temporarily unemployed at the time of filling their form.

2.4.1.2 Employed Graduates from Ethnic group

The table below reveals the number of graduates in terms of ethnicity.

Table No. 5: Ethnic Group of the Graduates

| Employment Status | Ethnic Group | | | |
|-------------------|--------------------|-------------------|----------|------------------|
| | Brahmin & Chhetri | Janajati | Madhesi | Total |
| Employed | 12(85.71%) | 3 (75.00%) | 0 | 15 (83.33%) |
| Unemployed | 2 (14.29%) | 1 (25.00%) | 0 | 3 (16.67%) |
| Total | 14 (77.78%) | 4 (22.22%) | 0 | 18 (100%) |

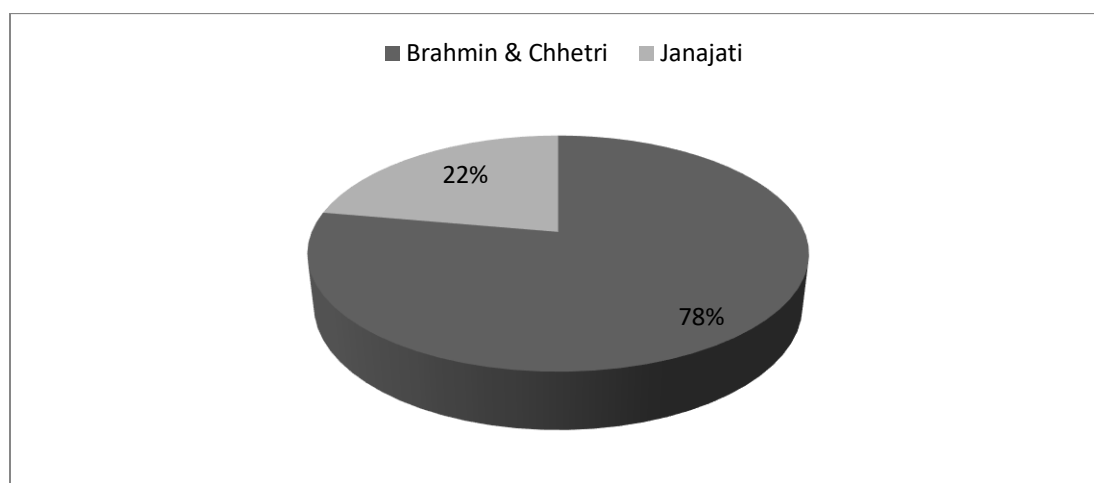


Figure 5: Ethnic Group of the Graduates

The figure above shows the employed and unemployed Brahmin & Chhetri, and Janajati out of 18 graduates. The employed Brahmin and Chhetri graduates are quite higher than Janajati graduates. Similarly, the number of unemployed Brahmin and Chhetri is somewhat similar to Brahmin and Chhetri.

The difference in percentage of employed and unemployed ethnic groups is negligible. We can see that those who are educated have been employed irrespective of their ethnicity.

Table No. 6: Current Employment Status of the Respondents

| Employment Status | Service in an organization | Self Employed | Unemployed | Total |
|--------------------------|-----------------------------------|----------------------|-------------------|--------------|
| B.Ed | 9 | - | 2 | 11 |
| M.Ed | 6 | - | 1 | 7 |
| Total | 15 (83.33%) | - | 3 (16.67%) | 18 |

All the employed respondents have been engaged in service in organizations. None of them is self-employed while nearly 17 percent of them are unemployed.

The concept that educated people should work in offices discourages people from establishing a firm of their own. Some minor causes could be that students from education faculty did not sell their expertise in any other field except teaching. At the same time, the market has been seen down for most business people due to political instability.

2.4.1.3 Employment of Graduates by Area

The following table shows the number of graduates in terms of area:

Table No. 7: Employment of Graduates by Area

| Program | Private | Public | I/NGOs | Government | Total |
|----------------|----------------|---------------|---------------|-------------------|--------------|
| B.Ed. | 2 | - | 1 | 6 | 9 |
| M.Ed. | 1 | - | 2 | 3 | 6 |
| Total | 3 (20.00%) | - | 3 (20.00%) | 9 (60.00%) | 15 |

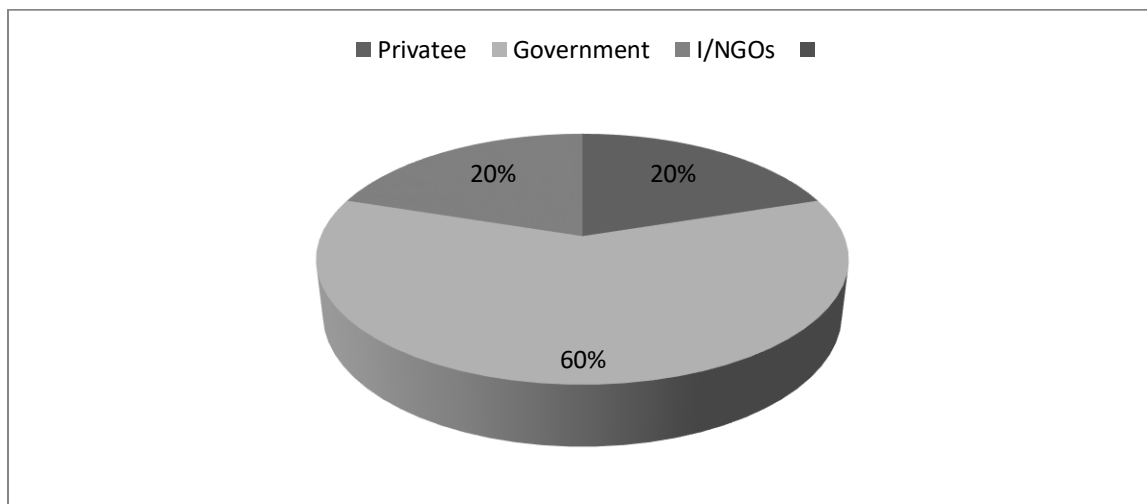


Figure 6: Employment of Graduates by Area

Among fifteen job holders, three are engaged in private and three are engaged in I/NGOs whereas nine of them are making their career in the government jobs.

Due to high salary, some have taken to I/NGOs, and some have adjusted themselves to private organizations, while sixty percent have chosen the government jobs. The chart reveals that most of the graduates wish to find themselves as government employees. It is obvious that they want to be secured through permanent jobs.

2.4.1.4 Employed Graduates by Types of Work

The table below shows the population in terms of work types:

Table No. 8: Employed Graduates by Type of Work

| Program | Full-time | Part-time | Total |
|---------|-------------|-----------|-------|
| B.Ed. | 8 (57.14%) | 1 (100%) | 9 |
| M.Ed. | 6 (42.86%) | - | 6 |
| Total | 14 (93.33%) | 1(6.67%) | 15 |

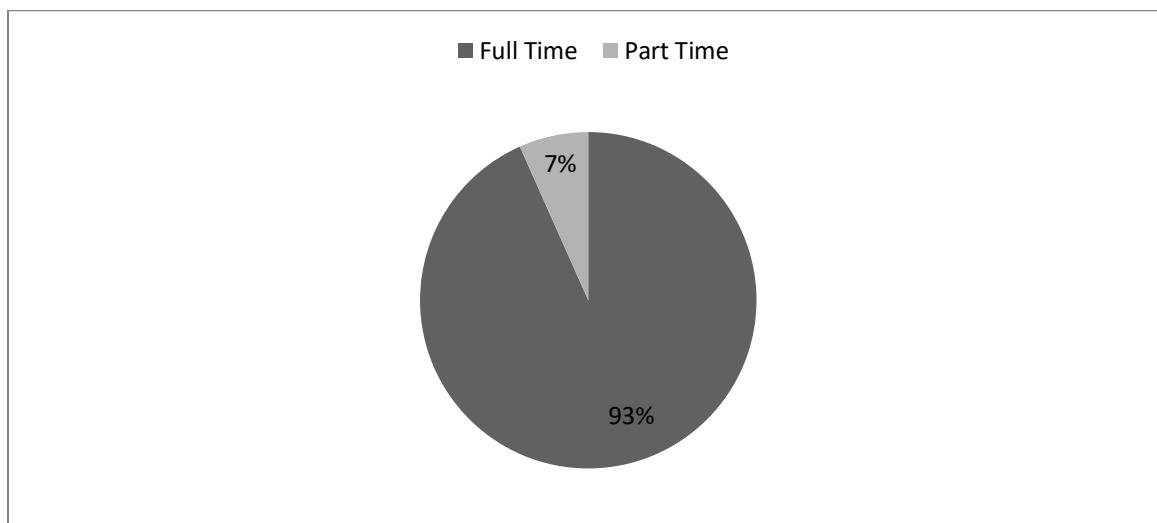


Figure 7: Employed Graduates by Type of Work

It is clear from the table above that the equal number of graduates in both the programs B.Ed. and M.Ed. have the similar percentage of full-time work. Only one of them is part-timer. The data have been taken out of fifteen job holders.

2.5 Strengths and weaknesses of the institutional program

Table No. 9 : Strengths and weaknesses of the institutional program

| S.N. | Particulars | Given number from the range (0-5) | | | | | |
|------|---|-----------------------------------|---|----|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 | 0 |
| 1 | Relevance of the program to your professional(job) requirements | 8 | 6 | 3 | | 1 | |
| 2 | Extracurricular activities | 0 | 7 | 8 | 2 | 1 | |
| 3 | Problem solving abilities | 2 | 8 | 6 | 1 | 1 | |
| 4 | Work placement /attachment /internship | 2 | 6 | 2 | 5 | 2 | 1 |
| 5 | Teaching/Learning environment | 5 | 8 | 4 | 1 | | |
| 6 | Quality of education delivered | 3 | 8 | 5 | 1 | 1 | |
| 7 | Teacher Student relationship | 10 | 5 | 2 | 1 | | |
| 8 | Library facility | 2 | 3 | 5 | 5 | 2 | 1 |
| 9 | Lab facility | | 1 | 1 | 4 | 3 | 7 |
| 10 | Sports facility | | 3 | 12 | 3 | | 1 |
| 11 | Canteen/Urinals, etc. | 2 | 6 | 2 | 7 | 1 | |
| 12 | Other strengths/weaknesses | | | | | | |
| | | | | | | | |

Table 9 above reflects what Sidhhajyoti graduates think about campus and its facilities. They have rated the Teacher-student relationship to be the best although sports facilities have been only the medium which is ticked off by the highest number of respondents. They consider that the program and the subject they have been introduced have been really useful to their current profession. Students think that extracurricular activities, Teaching-learning activities and Quality of education have been 'not bad.' They do not seem to be happy with the Lab facility. At the same time, they have less liked the canteen facility and the urinals.

The score they have awarded to the campus of their choice in the past has certainly benefitted its stakeholders to remain awake in achieving the goal. They have directed the campus to take the path that gives it life.

2.6 Graduates Undertaking Further Studies

The table below presents the data of graduates undertaking further studies:

Table No. 10: Graduates Undertaking Further Studies

| Further Study Program | Undertaking | | Total | Not undertaking | | Total | Grand Total |
|-----------------------|-------------|----------|-------------------|-----------------|----------|--------------------|-------------|
| | Male | Female | | Male | Female | | |
| M.Ed. | 3 | 4 | 7 | 5 | 5 | 10 | 17 |
| M.Phil. | - | - | - | - | - | - | - |
| Other | - | 1 | 1 | - | - | - | 1 |
| Total | 3 | 5 | 8 (44.44%) | 5 | 5 | 10 (55.56%) | 18 |

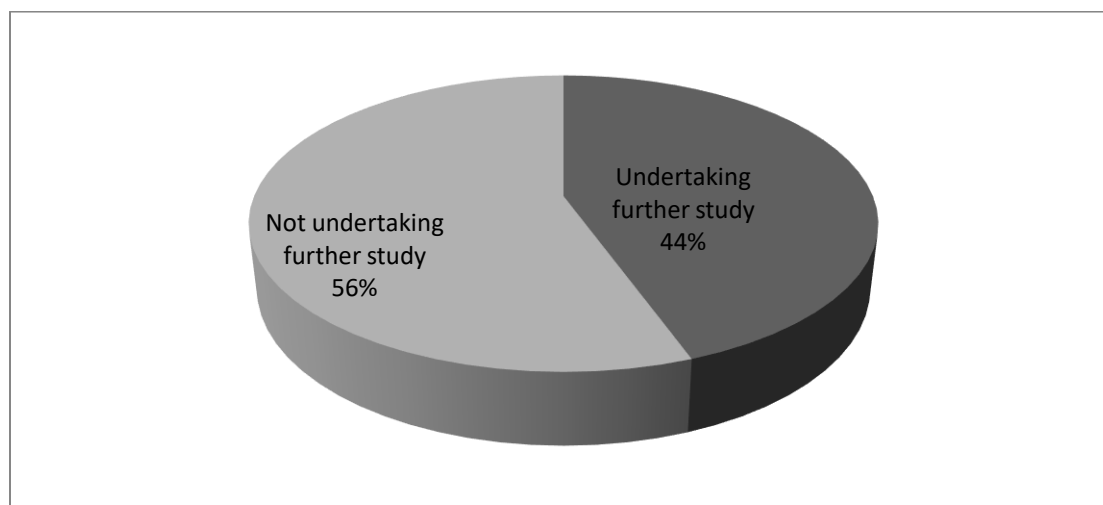


Figure 8: Graduates Undertaking Further Studies

In the table above, we can see that more number of female respondents is pursuing their further studies. The total pursuant of the higher study is 44 percent. The percentage is taken out of 18 respondents. But, the number of graduates who are not trying for higher study is greater than the pursuing ones.

CHAPTER III

MAJOR FINDINGS

The major objective of this study was to find out the employment status of the graduates. On the basis of the analysis of the interpretation of the data obtained from participants, major findings have been pointed out. The result drawn from the analysis of the data has been discussed in the following sections:

3.1 Employment and further study status of the graduates

1. Out of 18 respondents, 44 percent are male and 55.56 percent are female.
2. Finding of the report exposes that the students who pursue their bachelor and master's degree in this campus mostly fall under 26-30 age group. We can infer from the data that they are doing their higher study quite leisurely.
3. Regarding the ethnic respondents, the Brahmin and Chhetri group is the highest(72%).
4. There are 83% employed and 17% unemployed respondents of which 60% are from bachelor graduates and 40% are from the master's.
5. The unemployed Brahmin and Chhetri percentage is higher than Janajati percentage. At the same time, there are less percent of Brahmin and Chhetri unemployed.
6. Most of the employed respondents are engaged in government sector while the private and I/NGOs employees are equal in the year 2016.
7. Among the employed respondents, 93.33% are full timers while only 6.67% are part timers. It shows that they are doing the job well.
8. Teacher-student relationship is strongest among all the other points. Most students think that there is considerable facility of sports. And they emphasize on improving the lab facility.
9. The graduates who are undertaking further study are 44% while those not are 56%. This implies that they are putting priority on something other than higher study.

3.2 Issues Related to the quality and relevance of programs

The quality and relevance of programs to graduates have been summarized below:

1. The classrooms must be equipped well with the modern technology.
2. Campus needs to add up some other programs apart from Education so that a number of students could make this campus their destination.
3. The condition of the existing library should be improved and needs to be promoted to a well organized e-library.
4. Campus requires to avail students of clean drinking water, improved canteen facility, girls-friendly rest room, playground and sanitation.
5. The campus should plan ahead to make itself a multiple campus.
6. Vocational and technical education should be provided to the students.
7. Educational counseling desk should be maintained in the campus.

3.3 Program's contribution to graduates' professional and personal development

1. Education program introduced in this campus has sharpened their experience before they have gone to the field. They have got enough teaching practice experiences.
2. Leadership quality has been instilled in the graduates through different activities and programs. They can use their practical knowledge in the real teaching classes.
3. They will learn to socialize through extracurricular activities like celebrations on the eve of festivals.
4. Dalits, poor and marginalized students are given admission with heavy waiver in the monthly fees, and as a result, they can self-actualize themselves to the position they wish for.
5. The women and daughters who can not go away from this community for higher education on cultural ground, they have benefitted a lot from this campus, and have been engaged in the locally available jobs.

3.4. Issues related teaching/learning, teacher-student relationship and education delivery efficiency

1. Teacher Refresher Training program should conducted time to time so that the teacher become more active and they are updated with the modern techniques of instruction.
2. Very high level satisfaction was observed regarding teaching/ learning environment of the institution.
3. Significant number of graduates considered that the quality of education delivered by the institution is positive.

4. Teacher-student relationship has been found worth having.
5. Education delivery efficiency has been found suitable .
6. Discipline in students is to be maintained well. And the regularity of students should be highlighted

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

1. The classrooms must be equipped well with the modern technology.
2. The condition of the existing library should be improved and needs to be promoted to a well organized e-library.
3. Clean drinking water and improved canteen facility should be provided to the students.
4. Girls-friendly rest room should be managed.
5. Playground, and sanitation and sports facilities are to be planned well for better sports activities.

CHAPTER IV
IMPLICATIONS TO INSTITUTIONAL REFORM

The findings provide ample data to reveal the condition of the graduates. From the study of the findings, some implications can be drawn. The employment rate is satisfactory but the institution should take some steps to make all graduate employed. Especially, placement cell, one of the major units in the campus related to graduates employment opportunity; need to accelerate its speed to assist the graduates.

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 skill and physical facilities available. Therefore, action plans and implementation look urgent to gain student's favor.

In addition to regular classes workshops and seminars for teachers to develop their professional skill can improve the quality of their delivery.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study was carried out to find out employment condition and response of the graduates of this campus. The study covers Bachelor programs (B.Ed.) and Master program (M. Ed). This study covers 18 graduates of pass year 2016. Questionnaire was the main tool for the collection of data.

The finding shows that the students are making their best efforts to apply what they have learnt in the courses and other to their jobs. They do not sit idle. We find them dynamic and thirsty for better career. All of them secured full time job in the field of teaching. Most of the graduates seem to be satisfied with their job.

In terms of the employment rate and average income, significant difference was observed among the graduates from various programs of study. Finding of the study imply that a significant number of graduates were not satisfied with the research skill gained from the campus. Therefore, owing to the lack of required skills, it is very difficult for them to get a job in this competitive market.

It is very difficult to attribute the number of unemployed graduates solely to the quality of education in an academic institution. Some factors such as employment opportunities, graduates personality, job security, working environment, etc, also tend to be responsible.

5.2 Recommendations

Majority of graduates are involved in teaching. Serious consideration should be made about the job placement of those graduates who are unemployed.

Although majority of graduates had positive views about library facilities of the campus, they advise to have the modern e-library.

Refresher training, workshops and seminars for teachers should be organized on a regular basis in order to improve the quality of education from the campus.

Attempts should be made to increase the participation and capacity of employment sources surrounding the campus so that they can support students who are graduating.

Orientation programs and workshops on professional skills should be organized in order to support the graduates in job placement.