

TRACER STUDY REPORT OF GRADUATES - 2019



**Submitted to:
University Grants Commission, Nepal**

**Submitted by:
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ACKNOWLEDGEMENT

This Tracer Study Report (TSR) is prepared by the Research Management Cell (RMC) of the campus under the provision of the Strategic Plan, 2016 to 2020. Tracer Study Report Preparation Committee carried out the survey of the graduate students' with the support of the faculties, staff and other volunteers within the time period of approximately three months. The office of RMC would like to acknowledge all the respondents who participated in the survey. We are thankful to the graduates of the batch 2019 and the institution heads who are associated with for their kind support without which this report would never have been possible. Our sincere gratitude also goes to the Campus Chief, Assistance Campus Chiefs, the Department Heads and Staffs of the campus involved in the survey and preparation of the report. The team of experts which analyzed the data and assisted to reach to the final report are always worthy of our best regards.

EXECUTIVE SUMMARY

This tracer study constitutes one form of practical study for appropriately evaluating the output of the education and training system in relation to the job market. It brings certain basic types of information concerning the level of employment, unemployment and underemployment amongst graduates together. It helps to connect and reflect the program offered, graduates expected area of job and their real involvement in the field. They also provide indications of possible deficits in a given educational program, which can be more closely aligned with the needs of the students' economic prosperity. This TSR provides only partial information related to the personal information of the participants. However it includes the information related to the current employment status, service in an organization and its type, area of expected job. Similarly, it also seeks the information related to the campus programs and relevance of the program to the job, satisfaction level of the job, strength and weaknesses of the institutional program. Finally, it seeks information about the program which is to be persuaded in further study, their suggestions and recommendation for the betterment of the institution and contribution that can be provided to the institutional betterment from the respondents' side.

The campus has conducted Tracer Study Survey (TSS) from 15th Falgun 2077 to 5th Ashad 2078 under the RMC with the endorsement from the campus management committee. Due to the increase in number of students from year to year and challenges regarding relevance of the program, strength and weaknesses of the institutional programs, new programs need to be added in the future. The suggestions and recommendations are needed to be addressed for the betterment of the institution. In order to collect data/information, a team of surveyor was formed which selected 65 graduate students of the batch 2019 for the survey. Moreover, the team focused to find out areas of the programs needed for improvement in order to work for change within the institution through the survey.

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ACRONYMS

TSS	: Tracer Study Survey
RMC	: Research Management Committee
TSRPC	: Tracer Study Report Preparation Committee
TOR	: Term of References
BA	: Bachelor's of Arts
MA	: Master's of Arts
B.Ed.	: Bachelor's of Education
BBS	: Bachelor's of Business Education
Nep.	: Nepali
Eng.	: English
EPM	: Educational Planning and Management
Etc.	: Etcetera
No.	: Number
S.N.	: Serial Number
NGO	: Non-Government Organization
GO	: Governmental Organization

CHAPTER ONE

INTRODUCTION

1.1 Background/ Rational of the Study

Research Management Cell (RMC) has conducted 'The Tracer Study' to trace the progress of the graduates from the campus. However, the study has its own precincts in its scope. It delivers only partial statistics related to the personal information of the respondents. Nonetheless, it comprises the facts related to the recent employment status, employed institution and its nature, area of expected job and so on. In the same way, it also attempts to offer the information related to the campus programs and relevance of the program to the occupation, contentment level of the job, strength and weaknesses of the programs offered by the institution. Subsequently, it hunts evidences about the programs that are to be persuaded for further study together with their suggestions and recommendations for the furtherance of the organization as a whole. Then after, the contributions that can be provided to the institutional betterment from the respondents' side are included. The study further pursues to appraise the overall impressions of the academic programs on graduates' competencies in several key areas and assess their view of the inclusive quality of intuitional and university amenities during their period of study. This study conveys inimitable information on graduates' standing professional and academic activities and the career paths which can be used to upkeep the campus' excellence and planning ingenuities which can be a landmark for the delivery of existent and forthcoming programs and facilities.

The campus produces remarkable numbers of degree graduates every year. The leading focus of the graduates is not just to be employed, but it is their employment status and the best utilization of their learnt skills for their living. A graduate with a degree in management, for instance, who engaged as a teacher, may not be fully utilizing his/her education. That is why; the major apprehension is not only finding out about their employment but analyzing their type of employment and their indulgence with the aim of the education that they have assimilated during the enrollment in the institution or university.

This is an empirical study which explores educational institution's programs and facilities. Together with convinced, basic types of information regarding, the level of employment, self-employment and inveigling further study amongst graduates, correspondence between educational qualifications and employment and the contemporary undergraduate experience can be a potential signpost. In a particular educational program, planning at both the institutional and national levels are also congregated as the information for the study purpose is needed.

1.2 Objectives of the Study

The primary aims of this tracer study are

- To ascertain current employment status, type of service, type of organization, type of expected job, completed program graduates of 2019.
- To assess personal information related to the graduates from the campus in the year 2019.
- To determine relevance, satisfaction level, strength and weaknesses of academic program offered by the campus to the graduates job.
- To discover the program that the graduates yearning to persuade in further study.
- To accumulate graduates' responses to enrich the eminence of programs and more specific, to revise the curricular.
- To amass and provide the suggestions and recommendations for the progression of the institution.

1.3 Institutional Arrangements to Conduct the Study

The campus has been piloting Tracer Study Survey (TSS) from 15th Falgun 2077 to 5th Aashad 2078 by the RMC unit, originated by the campus with the authorization from the campus management committee. Due to an increase in number of graduates from year to year and challenges in the job market, RMC made tracer study survey on students' employability, graduate activity and feedback on the quality of the running academic programs. In order to collect data/information, for the survey, a team of surveyor are formed which selected 65 students, 39 graduated from master degree and 26 graduated from bachelor degree of the batch 2019. Furthermore, the team targeted to reveal those areas of the program entails the improvement in order to modify within the institution through the survey. The following team was molded to complete the report preparation.

Tracer Study Report Preparation Committee

Coordinator: Janak Kafle

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Rajan Pariyar

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1.4 Graduate Batch Taken for the Study

The tracer study has covered 65 graduates of the batch 2019 AD for the study.

1.5 Data Collection- Instruments and Approach

The campus has used the tracer study questionnaire developed by university grand commission (UGC), Nepal.

Selection of Surveyors: The original team was selected by RMC. There were 7 surveyors. The Surveyors were teaching faculties as well as the non-teaching staffs of the campus. The questionnaires were filled by approaching the concerned graduates through visiting their respective residence. Administered questionnaires were collected in the RMC office. After a meeting with the surveyors, the report preparation committee reviewed the initial response rates.

1.6. Scope and Limitations of the Study

This TSS covers 65 graduates in the batch 2019 from the campus. The respondents were visited in their respective places and requested to fill up the questionnaire with the format provided by the UGC. The data or the information obtained from the graduates is tabulated. Then, the tabulated data are analyzed and interpreted descriptively.

CHAPTER TWO

DATA PRESENTATION AND ANALYSIS

2.1 Master's Degree Graduates

In this section, responses provided by the students who were graduated from master degree are presented with different sub-sections.

2.1.1 Gender Analysis

The graduates from master degree are presented on the gender category.

Table 1

Gender	
Male	17
Female	22
Total	39

There are 11 graduates from the Master's Degree who participated in the tracer study. Among them 17 were male and 22 were female graduates. The number of the male graduates is 43.58 % of the total participating graduates where as 56.42 % is female graduate.

2.1.2 Ethnicity

Number of Master degree graduates are presented and categorized in terms of ethnicity with the following table.

Table 2

Ethnicity				
Janajati	Dalit	EDJ	Other	Total
13	0	0	26	39

Table 2 shows that 13 graduates i.e. 33.33% are from Janajati, and remaining 66.67 % are from other ethnic group out of total graduates from the campus during the year. But there are no graduates from Dalit and EDJ group.

2.1.3 Program Completed

The number of students who completed their master degree are kept in terms of the program in the following table.

Table 3

Program Completed			
M.Ed.	MA	MBS	Total
23	3	13	39

According to table 3, it is observed that out of 39 graduate of the Master's Degree involved in the tracer study survey, 23 i.e. 58.97% graduates have completed M.Ed. program. In the same way 3 i.e. 7.69% are graduated by MA and 13 student i.e. 33.33 % are graduated by MBS program.

2.1.4 Employment Information

This section presents the employment information of the masters' degree graduates from the campus.

Table 4

Employment Information			
Service in Organization	Self-Employment	Unemployment	Total
31	4	4	39

Table 4 represents that the majority of the graduates involved in the tracer survey are involved in organizational service. Out of 39, 31 i.e. 79.48% graduates are holding job in organizational service. Self-employed graduates are 4 i.e. 10.26 %. On the other hand, only 4 graduates i.e. 10.26 % are still in search of job opportunities.

2.1.5 Type of Employed Organization

Here, the graduates involved in this study are grouped in terms of their employed organization who already involved in the job.

Table 5

Type of Organization					
Private	Public	NGO/INGO	GOV	Other	Total Employed
16	2	-	17		35

Table 5 depicts that among 35 employed graduates, the highest number of graduates i.e. 17 (48.57%) were found involved in government jobs. Similarly, 16 i.e. 45.71% graduates were found being involved in private sector jobs. Two graduates i.e. 5.71% were also found being involved in public sector job.

2.1.6 Employment Type

The types of the employment of employed graduated students are presented below.

Table 6

Employment Type		
Full Time	Part Time	Total Employed
35		35

Table 6 presents that, out of the total 35 employed graduates, all were found employed in full time job.

2.1.7 Relevance of the Program

In this section, the relevancy of the program offered in the campus to the graduates' professional (job) requirements is presented with the following table. Here, the responses of the participants are given in numbers with the Arbitrary Scale indicating 0 as 'very poor', 1 as 'poor', 2 as 'fair', 3 as 'good', 4 as 'very good' and 5 as 'excellent'.

Table 7

Relevance of the Program to the Students' Professional (Job) Requirements						
0	1	2	3	4	5	Total
-	-	20	14	5	-	39

The table 7 shows that, out of 39 graduates, 20 responded i.e. 51.28 % as fair and 14 respondents i.e. 35.90% of regard as good. On the other hand, 5 graduates i.e. 12.82 % rated as very good. Neither of the respondents regards the institution as poor nor excellent. It shows that majority of the students responded that the programs offered or they attended in the institution were relevant as they responded as fair.

2.1.8 Extra Curricular Activities

Here, the graduates' responses which they made regarding the extra-curricular activities that they found during their study in the campus are presented.

Table 8

Extra-Curricular Activities						
0	1	2	3	4	5	Total
-	-	5	25	9	-	39

Table 8 illustrates the rating by students graduated from master degree gave their responses about extra-curricular activities. Out of 39 graduates, majority of them i.e. 25 (64.10%) responded as good. Similarly, 9 (23.07 %) ranked as very good and 5 (12.82%) graduate ranked it as fair. None of the graduate responded as very poor, poor and excellent.

2.1.9 Problem solving ability

Here, the graduates' responses which they made regarding the problem solving ability that they develop from of the program are presented.

Table 9

Problem Solving ability						
0	1	2	3	4	5	Total
-	-	-	6	25	8	39

Out of 39 graduates, majority of them, i.e. 25 (64.10%) have responded that the program enhance their problem solving ability at very good level. In the same way, 8 (20.51%) have responded that the ability that they developed through the program was excellent. In the same way, other 6 (15.38 %) have considered it as good. However, none of the students rate the problem solving ability as very poor, poor and fair.

2.1.10 Work Placement/Attachment/Internship

This section deals with the responses of the graduates regarding the work placement, attachment and internship service from the campus.

Table 10

Work Placement/Attachment/Internship						
0	1	2	3	4	5	Total
-	-	-	2	16	21	39

In table 10, only 2 (5.13%) graduate out of 39 ranked the work placement, attachment and internship was of the good standard but to 16 (41.04%) graduates it was very good level. In the same way, 21 (53.84%) graduates ranked it as very excellent and the service provided by the campus regarding work placement, attachment and internship was not ranked as very poor, poor and fair.

2.1.11 Teaching Learning Environment

Here, the graduates' responses which they made regarding teaching learning environment that they found during their study in the campus are presented.

Table 11

Teaching/Learning Environment						
0	1	2	3	4	5	Total
-	-	0	1	23	15	39

Out of 39 graduates, none of them have ranked the teaching and learning environment was less than fair level. Majority of the graduates 23 (58.98%) viewed that the teaching and learning environment that the campus provided was very good. The environment was of good standard to 1 i.e. (2.56 %) respondents. Similarly, 15 i.e. (38.46%) of them believed that it was the excellent environment for teaching learning activities.

2.1.12 Quality Education Delivered

In this section, the graduates' responses regarding quality education that they found during their study in the campus are presented.

Table 12

Quality of education delivered						
0	1	2	3	4	5	Total
-	-	-	10	20	9	39

The graduates have mixed views regarding quality education. Out of the 39 respondents, none of the participants viewed the quality of education delivered by the institution was of below fair. But 10 i.e. (25.64%) graduates viewed it was good and 20 i.e. (51.28%) graduates viewed as very good. similarly, 9 i.e. (23.08%) graduates viewed as excellent quality. It shows that almost all the graduates found quality education from the campus.

2.1.13 Teacher Student Relationship

The graduates' responses regarding the relationship among students and teachers that they felt during their study in the campus are presented in table 13.

Table 13

Teacher Student Relationship						
0	1	2	3	4	5	Total
-	-	-	7	24	8	39

The majority of the respondents of the tracer study i.e. 24 (61.53%) responded that the teacher student relationship in the campus was very good. In the same way, 8 i.e. (20.53%) found the teacher student relationship excellent. on the other, 7 i.e. (17.94%) regarded it as good. It shows that the teacher student relationship in the campus is strong and harmonious.

2.1.14 Library Facility

The library facility that the students received during their study time is presented in the following table.

Table 14

Library Facility						
0	1	2	3	4	5	Total
-	-	-	4	20	15	39

In the above table, library facility provided by the campus is evaluated as the excellent by 15 (38.46%) while 20 i.e. (51.28%) respondents judged it as very good. Only 4 i.e. (10.26%) claimed it as good. None of the graduates responded the library facility as very poor, poor or fair. It shows that almost all the graduates had found the library facility very well in the campus as they ranked it as good, very good and excellent.

2.1.15 Lab Facility

The responses made by the graduates about lab facility of the campus are presented in the following table.

Table 15

Lab Facility						
0	1	2	3	4	5	Total
-	-	-	3	26	10	11

Table 15 shows that the campus lab facility was taken as very poor, poor and fair by none graduates. But 3 i.e. (7.70%) respondents viewed it as good. In the same way, 26 (66.67%) and 10 (25.63%) graduates believed that the lab facility of the campus was very good and excellent respectively. It indicates that the lab facility provided by the campus was taken best by the graduates.

2.1.16 Sports Facility

The responses made by the graduates about sports facility of the campus that they received during their study period are presented in table 16.

Table 16

Sports Facility						
0	1	2	3	4	5	Total
-	-	-	5	29	5	39

Table 16 shows that the largest number of the graduates i.e. 29 i.e. (74.36%) claimed the sport facility was very good. Then, sport facility was regarded as good and excellent by 5 i.e. (12.82%) graduates. None of the graduates regarded sport facility as very poor, poor and fair.

2.1.17 Canteen and Urinals

The responses made by the graduates about canteen and urinals facility of the campus are presented and discussed below.

Table 17

Canteen/ Urinals						
0	1	2	3	4	5	Total
-	-	3	29	6	1	39

Table 17 shows that the larger number of the graduates from master degree i.e. 29 (74.36%) evaluated the canteen and urinals as good and 3 i.e. (7.70%) regarded as fair. Similarly, 6 (14.38%) graduates viewed the facilities to be of very good and 1 (2.56%) ranked this facility as excellent quality. None of the graduates responded this facility as below poor.

2.2. BACHELOR'S DEGREE

2.2.1 Gender Analysis

The graduates from bachelor degree are presented on the gender category.

Table 18

Gender	
Male	4
Female	22
Total	26

There were 26 graduates from the bachelor's degree who participated in the tracer study. Among them 4 were male and 22 were female graduates. Among them, 15.38% were male and 84.62% were female.

2.2.2 Ethnicity

Bachelor degree graduated are presented and analyzed in terms of ethnicity with the following table.

Table 19

Ethnicity				
Janajati	Dalit	EDJ	Other	Total
14	-	-	12	26

Table 19 shows that 15 i.e. (53.85%) Janajati, and 12 i.e. (46.15%) are from other group. There are no graduates from Dalit and EDJ categories.

2.2.3 Program Completed

The students who completed their bachelor degree are kept in terms of the program in the following table.

Table 20

Program Completed			
BA	B.Ed.	BBS	Total
3	11	12	26

Table 20 shows that among 26 graduates of the Bachelor's Degree involved in the tracer study 3 i.e. (11.53%) graduate completed in BA program. In the same way, 11 i.e. 42.30% were graduated by B.Ed. and 12 students i.e. 46.15% were graduated by BBS program.

2.2.4 Employment Information

This section presents the employment information of the bachelor degree graduates from the campus.

Table 21

Employment Information			
Service in Organization	Self-Employment	Unemployment	Total
11	-	15	26

Table 21 represents that 11 i.e. 42.31% graduates were employed in organization. But majority of students i.e. 15 (57.69%) were unemployed.

2.2.5 Type of Employed Organization

Here, the graduates involved in this study are grouped in terms of their employed organization who already involved in the job or profession.

Table 22

Type of Organization					
Private	Public	NGO/INGO	GOV	Other	Total Employed
9	-	-	2	-	11

Among 11 graduates who were employed, the highest number of graduates i.e. 9 graduates (88.82%) are found involved in private jobs. On the other, 2 i.e. 18.18% graduates were found being involved in government job.

2.2.6 Employment Type

The types of the employment of employed graduate students are presented below.

Table 23

Employment Type		
Full Time	Part Time	Total Employed
11	-	18

Out of the total 11 employed Bachelor's Degree graduates under the survey, all graduates are found employed in full time job. It shows that 100% employed graduates are being involved in full time job.

2.2.7 Relevance of the program

Here, the relevancy of the program offered in the campus/institution is presented with the following table.

Table 24

Relevance of the Program to the Students' Professional (Job) Requirements						
0	1	2	3	4	5	Total
-	2	18	4	2	-	26

Table 24 shows that the majority of the graduates i.e. 18 (69.23%) reported that the program offered by the campus was fair. Similarly, 4 i.e. (15.38%) graduates responded that the program was good. In the same way, 2 i.e. (7.69%) graduates responded that the program was poor and very good. On the other, none of the respondents regarded the program offered by the campus as very poor and excellent.

2.2.8 Extra-Curricular Activities

Here, in this section, the satisfaction level of the graduates on extracurricular activities are presented.

Table 25

Extra-Curricular Activities						
0	1	2	3	4	5	Total
-	-	-	23	2	1	26

Table 25 shows that the majority of the graduates i.e. 23 (88.46%) answered that the extracurricular activities offered in the campus was good. In the same way, 2 i.e. (7.69%) graduates responded as very good. Together with this, 1 (3.85%) participants responded that the extracurricular activities were excellent. But none of the graduates regarded extracurricular activities as below fair. It shows that the majority of the students are highly satisfied with the extracurricular activities offered by the campus during their stay in the campus as they responded good, very good and excellent.

2.2.9 Problem Solving Ability

Here, the graduates' responses which they made regarding the problem solving ability that they develop from of the program are presented.

Table 26

Problem Solving ability						
0	1	2	3	4	5	Total
-	1	1	7	16	1	26

Out of 26 graduates, majority of them, 16 i.e. (61.54%) responded that the program enhance their problem solving ability at very good level. In the same way, 7 i.e. (26.92%) responded that the ability that they developed through the program was good. In the same category other 1/1 i.e. (3.85%) graduates reported that the problem solving ability developed by the program is poor, fair and excellent. But none of them regarded it as very poor.

2.2.10 Work Placement/ Attachment/Internship

This section deals with the responses of the bachelor graduates regarding the work placement, attachment and internship service from the campus.

Table 27

Work Placement/Attachment/Internship						
0	1	2	3	4	5	Total
-	-	-	2	15	9	26

In table 27, 15 (57.90%) graduates out of 26 ranked the work placement, attachment and internship was very good standard. Similarly, 9 i.e. (34.61%) graduates responded as excellent level. In the same way, 2 i.e. (7.69%) graduates ranked it as good. But for none of them, the service provided by the campus regarding work placement, attachment and internship was below fair. It indicates that the work placement/attachment/internship opportunity provided by the campus is regarded as very good for most of the graduates.

2.2.11 Teaching Learning Environment

Here, the graduates' responses which they made regarding teaching learning environment that they found during their study in the campus are presented.

Table 28

Teaching/Learning Environment						
0	1	2	3	4	5	Total
-	-	-	19	7	-	26

Out of 26 graduates, none of them ranked the teaching and learning environment was of below the fair level. Majority of the graduates 19 i.e. (73.08%) viewed that the teaching and learning environment that the campus provided was good. The environment was of very good standard to 7 i.e. (26.92 %) respondents. But, for none of the graduates, it was very poor, poor, fair and excellent.

2.2.12 Quality Education Delivered

In this section, the graduates' responses regarding quality education that they found during their study in the campus are presented.

Table 29

Quality of education delivered						
0	1	2	3	4	5	Total
-	-	-	5	11	10	26

Out of the 26 respondents, none of the participants viewed the quality of education delivered by the institution was of below fair. Among them, 11 i.e. (42.31%) claimed it as very good. Similarly, 10 i.e. (38.46%) graduates viewed it was excellent and 5 (18.23%) graduates viewed as good.

2.2.13 Teacher Student Relationship

The graduates' responses regarding the relationship among students and teachers that they felt during their study in the campus are presented.

Table 30

Teacher Student Relationship						
0	1	2	3	4	5	Total
-	-	-	-	16	10	26

The majority of the graduates i.e. 16 (62.50%) responded that the teacher student relationship in the campus was very good. In the same way, 10 (38.46%) found the teacher student relationship excellent. But for none of the students, it is below good level. It can be said that the teacher student relationship in the campus is strong and harmonious.

2.2.14 Library Facility

The library facility that the students received during their study time is presented in the following table.

Table 31

Library Facility						
0	1	2	3	4	5	Total
-	-	-	-	17	9	26

In the above table, library facility provided by the campus is evaluated as the excellent by 9 i.e. (34.61%) and very good by 17 i.e. (65.38%). but the library facility was below good level for none of them. It shows that almost all the graduates had found the library facility very well in the campus as they ranked it as very good and excellent.

2.2.15 Lab Facility

The responses made by the graduates about lab facility of the campus are presented in the following table.

Table 32

Lab Facility						
0	1	2	3	4	5	Total
-	-	-	3	11	12	26

The above table shows that the campus lab facility was taken as good by 3 i.e. (11.53%), very good by 11 i.e. (42.38%) and excellent by 12 i.e. (46.15%) graduates. But none of them considered as very poor, poor and fair.

2.2.16 Sports Facility

The responses made by the bachelor graduates about sports facility of the campus that they received during their study period are presented in the following table.

Table 33

Sports Facility						
0	1	2	3	4	5	Total
-	-	-	2	17	7	26

Table 33 shows that the largest number of the graduates i.e. 17 i.e. (65.38%) claimed the sport facility was very good. Then, 7 i.e. (29.93%) graduates liked to rank it as excellent and 2 (7.69%) as good. On the other hand, none of them ranked it as very poor, poor and fair.

2.2.17 Canteen and Urinals

The responses made by the graduates regarding canteen and urinals facilities of the campus are present in the following table.

Table 34

Canteen/ Urinals						
0	1	2	3	4	5	Total
-	-	6	17	2	1	26

The above table shows that the larger number of the graduates from bachelor degree i.e. 17 (65.38%) evaluated the canteen and urinals as good. Similarly, 6 i.e. (23.08%) graduates viewed the facilities to be of fair. In the same way, 2 i.e. (7.69%) ranked this facility as very good quality and 1 i.e. (3.85%) participants responded these facilities as excellent.

CHAPTER THREE

MAJOR FINDINGS

The major findings of this research on different criteria based on the information received from the graduates are presented with following subtopics.

a. Employment and Further Study Status of the Graduates

This tracer study shows that majority of the graduates from master and bachelor both i.e. 81.81% and 56.25% are employed respectively. However, this study also exhibits that 18.18% in master graduates and 43.75% are still in search of job opportunities. It is found that majority of the graduates are holding proper job. However, there are also graduates who are not finding proper placement. The focus is necessary to give on self-employment which is shown as the least employed area. It is also found that the graduates have not taken further steps to attain their further study.

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

The graduates are found having various job expectations. Majority of the graduates from Management Faculty are found holding banking jobs. However the graduates' choice is in government services. On the other hand, graduates are found NGO/INGO's job least expected by the respondents. For them the job in insurance company is least expected. And the graduates from Education program are found appointed in teaching in government jobs. Teaching job is found as the most sought job to the graduates of education program. Respondents are found that the program they attended have prepared them for the job they expect. The skill knowledge and competence they develop in the course of study in the campus is realized as appropriate.

c. Issues Related to the Employment Experience of the Graduates

Concerning the satisfaction with the present job of the graduates, majority of graduates having job are found satisfied in their job. The portion of unsatisfied job holders is small than the satisfied one. Larger majority of the graduates are found holding job full time. Graduates are not found enjoying self-employment, rather they are enjoying

full time job in service sectors. It is also found that 18.18% master graduate and 43.75% have not found their expected job.

d. Issues Related to the Quality and Relevance of Higher Education

The range of the courses offered in the campus is viewed by all respondents as good. It shows that the programs have more strengths rather than weakness in the range of course offered. The graduates stated that the number of optional subjects they are offered by the campus was as they accepted. It shows that the graduates were offered best course offered in the institution.

Regarding the extracurricular activities respondents shared that they were happy enough as majority of them ranked good and very good. However, still there need to improve and add more facilities in extracurricular area. The respondents take that the programs offered in the institution are very good for solving problems related to their teaching learning activities and job placement. The campus policy marked as good regarding the work placement. Tracer study shows that the teaching learning environment of the institution as the excellent. In the study majority of the respondents marked the quality of education delivered by campus as excellent. In the same way, the facilities in the library and lab are found excellent and good respectively. At last but not the least, teacher student relationship is found strong as majority of the graduates as they ranked it as very good. It shows that the campus has harmonious relationship between teacher students which ultimately brings changes in teaching learning activities.

e. Education and their Contribution to Graduates' Personal Development

- It is found that the program that the graduates pursued has enhanced their educational knowledge.
- Similarly, the program has also contributed in the improvement of their problem solving skills.
- Mostly the graduates from the master degree mentioned that the academic program has also added knowledge to be involved in research as well.

- Most of the respondents responded that the program was much relevant to improve learning efficiency.
- Majority of the respondents viewed that they had learnt communication skill during their academic sessions; it is obvious that the formal education has enriched their communication skill.
- The graduates shared that the program offered in the campus was relevant for improving technological skills as well.

CHAPTER FOUR

IMPLICATION TO INSTITUTIONAL REFORM

In reference to the tracer study, the things which are needed to focus and implement are for the institutional reform are given with the following points.

- It is necessary to introduce innovative optional subjects as per the demand of local as well as global market.
- Wide range of professional and job/market oriented courses are to be offered.
- Interdisciplinary learning opportunity should be expanded.
- It is needed to focus on extracurricular activities for the all-round development of the students.
- The campus should focus on placement service and counseling for the students for their better future.
- Qualitative alternative modes of schooling need to implement effectively.
- The campus should implement effective policies on work placement/ attachment area.
- Focus should be given on problem solving teaching learning activities
- More planned actions have to be performed by the campus to improved learning efficiency of the students.
- Infrastructure including laboratory must be well equipped to enhance students.
- To strengthen the library the number of reference books is to be increased.
- Cafeteria, urinals and other facilities also need to improve considering the health and hygiene of the students.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This tracer study has shown the real face of in the campus. The graduates have given mixed views regarding the program that offered, facilities, environment of the campus, teacher students' relationship and many other indicators. This study reveals that the campus administration is needed to conduct interaction program with students about various issues. Institution is advised to run Bachelor's and the Master's Program in Science faculty. Graduates have emphasized to manage environment to provide opportunity to e-learning and more on practical knowledge rather than parrot reading. Cafeteria and urinals are suggested to improve immediately. Extended lab, laboratory of computer, mathematics and science are demanded by the students.

The suggestion is also given to carry out techno friendly teaching learning activities and promote modern technology. Qualified and experienced teachers and frequent field visits programs are advised by the respondents of the tracer study. Regularity in teachers and students and transportation facility is suggested by the respondents. Internal Examination is felt necessary in every gap of three months. Political interference is asked to avoid completely. There is request for spacious academic building and furnished classroom. The tracer study shows that majority of the graduates are employed.

5.2 Recommendations

This study shows that the program the graduates studied has enhanced academic knowledge. The program has also contributed in the improvement of their problem solving skills. Larger number of respondent mentioned that the academic program has also helped them to improve their research skills. Most of the respondents responded that the program was much relevant to improve learning efficiency. It is obvious that their formal education has enriched their communication skill. The graduates stated that the program which is offered in the campus has less relevant to improve the information

technology skills. Regarding the relevancy of the program for enhancing the team spirit, most of the respondents responded the academic program was very much relevant.

However this study also has some recommendations that the campus has to adopt and adapt for quality delivery. Wide range of professional and job/market oriented courses are to be offered and innovative optional subjects are to be introduced as per the demand of local as well as international market. For the all-round development of the students it is necessary to focus on extracurricular activities and focus should be given on problem solving teaching learning activities. Good academic environment should be maintained in align with the academic programs and interdisciplinary learning opportunity should be expanded for which more planned actions have to be performed by the campus.

It is also recommended that the campus should widen the modes of quality of academic program delivery and the campus should orient teaching faculty to impart communication skills to students. It should implement effective policies on work placement/ attachment area and infrastructure including laboratory must be well equipped to enhance students. The campus has to strengthen the library the number of reference books is to be increased. The campus should focus, immensely, on placement service and counseling. At last but not the least, the campus has to give its sight to the cafeteria and urinals to improve its quality for the students' health and hygiene which ultimately improve the quality of the campus.

Graduate List of the Year 2019 from the Campus

Bachelor Degree Graduates

S.N	Student's Name	Gender		Reg. No	Faculty	Graduated Year	Phone Number
		Male	Female				
1	Sulav Bhandari	√		7-2-288-139-2014	Mgt	2019	9804180004
2	Anupa Khanal		√	9-2-288-126-2015	Edu	2019	9815184468
3	Rajan Prasad Sharma	√		5117-93	Edu	2019	9857620299
4	Anjana Gurung	√		7-2-288-9-2015	Mgt	2019	9866000598
5	Bishnu Ranabhat		√	9-2-288-170-2014	Edu	2019	9805815259
6	Nira Thapa		√	9-2-288-175-2015	Edu	2019	9824178305
7	Dipa Gurung		√	9-2-288-190-2014	Edu	2019	9846977816
8	Nilam Khadka		√	7-2-38-455-2015	Mgt	2019	9846541639
9	Saniksha Rana		√	7-2-310-37-2014	Mgt	2019	9867173170
10	Manita Thapa		√	9-2-288-165-2015	Edu	2019	9840762596
11	Monika Shrestha		√	9-2-288-169-2015	Edu	2019	9819109327
12	Bishal Adhikari	√		9-2-288-137-2015	Edu	2019	9824109195
13	Dipsina Khadka		√	7-2-38-454-2015	Mgt	2019	9815126673
14	Srijana Shrestha		√	9-2-288-224-2015	Edu	2019	9804185604
15	Priyanka Magar		√	9-2-288-384-2013	Edu	2019	9826184669
16	Mira Shrestha		√	7-2-288-92-2014	Mgt	2019	9846912114
17	Salina Ale Magar		√	7-2-288-306-2013	Mgt	2019	9814109831
18	Samikshya Thapa Magar		√	9-2-288-266-2014	Edu	2019	9804110349
19	Puja Thapa		√	7-2-288-103-2014	Mgt	2019	9803314825

20	Sanjeet Khanal	√		9-2-288-232-2014	Edu	2019	9817144994
21	Anita Ale MAGar		√	9-2-288-80-2013	Edu	2019	9846134468
22	Melina Gurung		√	7-2-288-58-2015	Mgt	2019	9816629868
23	Sanju Thapa		√	7-2-288-268-2014	Mgt	2019	9824193350
24	Pratiksha Chimal		√	7-2-288-69-2015	Mgt	2019	9844479705
25	Namrata Laudarai		√	7-2-288-94-2012	Mgt	2019	9863331631
26	Arjun Thapa	√		9-2-288-271-2014	BICT E	2019	9806623344

Master Degree Graduates

S.N	Student's Name	Gender		Reg.No	Facu lty	Gradu ated Year	Phone Number
		Male	Female				
1	Binod Bhattarai	√		9-2-240-1225-99	Hum	2019	9846436035
2	Ateendra Kesharee Neupane	√		5-1-33-304-96	Hum	2019	9856028081
3	Santa Bahadur Thapa	√		9-2-288-168-2011	Edu	2019	9866000553
4	Kabita Ale		√	9-2-288-260-2011	Edu	2019	9817180585
5	Suk Bahadur Gurung	√		9-2-287-62-2011	Edu	2019	9804168632
6	Sapana Shrestha		√	9-2-287-48-2011	Edu	2019	9846935805
7	Chini Pokhrel		√	6-1-199-2237-2002	Edu	2019	9856062806
8	Bishnu Ghimire		√	9-2-288-111-2009	Edu	2019	9846274640
9	Samjhana Subedi		√	9-2-297-445-2009	Edu	2019	9846732367
10	Abinash Paudel		√	7-2-745-1-2012	Mgt	2019	9846373750
11	Krishna Prasad Dhakal		√	7-2-288-19-2008	Mgt	2019	9846371541
12	Uttam Ranabhat		√	7-1-288-300-98	Mgt	2019	9856074049

13	Laxmi Malla		√	5-1-48-2988-2002	Mgt	2019	9846139544
14	Amrita Shrestha		√	7-2-422-2-2007	Mgt	2019	9841322854
15	Pratap Sharki	√		9-2-288-147-2010	Edu	2019	9846179243
16	Menuka Ale		√	9-2-288-295-2011	Edu	2019	9806611253
17	Arjun Gurung	√		7-2-288-4-2008	Mgt	2019	9846374630
18	Dipa Maskey		√	7-2-288-8-2008	Mgt	2019	9846120372
19	Bhola Nath Bhattarai	√		9-2-29-147-200	Edu	2019	9846133820
20	Narayan Poudel		√	7-2-745-17-2012	Mgt	2019	9846555432
21	Bishwa Nath Nainawasti	√		9-2-288-112-2008	Edu	2019	9846246107
22	Bishnu Prasad Rijal	√		7-2-288-15-2011	Mgt	2019	9847704990
23	Gyanu Maya Shrestha		√	9-2-288-117-2006	Edu	2019	9816182180
24	Pratigna Shrestha		√	7-2-288-27-2008	Mgt	2019	9846193467
25	Indira Lamichhane		√	9-2-380-3-2004	Edu	2019	9846353327
26	Bipin Wagle		√	7-2-745-10-2012	Mgt	2019	9846489369
27	Sonuka Shrestha		√	7-2-512-14-2008	Mgt	2019	9846455491
28	Min Bahadur Sunar	√		9-2-288-159-2008	Edu	2019	9846274687
29	Sabina Adhikary		√	9-2-288-164-2006	Edu	2019	9846091877
30	Sarita Thapa Bhandari		√	17098-90	Edu	2019	9846062264
31	Sampurna Thapa		√	9-2-288-203-2008	Edu	2019	9846090274
32	Susmita Thapa		√	9-2-288-368-2011	Edu	2019	9846799888
33	Anju Thapa		√	9-2-288-195-2011	Edu	2019	9804152625
34	Arjun Thapa	√		18771-93	Hum	2019	9846055755
35	Saraswati Shrestha		√	9-2-280-52-2008	Edu	2019	9846370345
36	Purushottam Neupane	√		9-2-288-152-2007	Edu	2019	9816681495

37	Bitu Maya Basnet		√	7-2-876-5-2011	Mgt	2019	9846775212
38	Shiva Shrestha	√		9-2-288-339- 2011	Edu	2019	9846372255
39	Nira Adhikari		√	6-1-288-15- 2002	Edu	2019	9846111207