

# **Tracer Study Report**

## **(2016 Batch)**

Submitted by:

**Janta Multiple Campus**

Itahari, Sunsari

Submitted to:

**University Grant Commission (UGC)**

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## **Tracer Study Team**

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## ACKNOWLEDGEMENTS

Tracer study is one of the important aspects of assuring quality of an institution. University Grant Commission has encouraged us to conduct tracer study because it is one of the techniques of assessing strengths and weaknesses of the institution. For this purpose, graduates of 2016 batch have been taken as respondents. Among them, 172 students have been traced.

The Tracer study team would like to express their profound gratitude to Mr. Bishwa Prasad Rijal the chair person of Campus Management Committee (CMC) Janta Multiple Campus, Itahari. Likewise our sincere gratitude goes to Mr. Bhoj Raj Shrestha, Campus Chief and Coordinator of SAT committee, for his incessant inspiring, administrative support and coordination to complete this study. Moreover, our gratitude goes to Mrs. Gita Adhikari, assistant campus chief for her valuable suggestions and technical support. Similarly, we are indebted to assistant campus chief and QAA focal person Mr. Tolanath Kafle for his encouragement, guidelines and continuous support for preparing this report. Moreover, our thanks go to Mr. Yubaraj Sitaula, Assistant Campus Chief of this campus for his valuable support and coordination for the work.

We are also indebted to UGC team for their guidance and suggestions without which this study would not be completed. We are quite thankful to all the graduates for providing them with the data for the study. Our thanks also go to our colleague Mr. Kamal Raj Dahal and other subject committee heads, administrative staff, and alumni team of the campus for their cooperation to complete the study.

**Date: 4<sup>th</sup> June, 2018.**

**Tracer Study Team**

## EXECUTIVE SUMMARY

This is a tracer study report of Janta Multiple Campus of its graduates from 2016 batch including both Masters and Bachelor Level. The study aimed at finding out the present status of graduates with the analysis of their employment status and types of job, strengths and weaknesses of higher education and so on.

The study has been carried out using the following procedures:

1. Institutional arrangement by forming a Tracer Study Committee having five members.
2. Among the graduates of 2016 batch, only 172 of them were the participants of this study.
3. The following data collection procedures have been applied; sorting the pass out graduates of the bachelor's and master's levels, handling over the forms to the graduates and returning them, editing and coding of the data, tabulation and analysis of data and listing the findings and recommendations.

### **Major Findings**

- ) In the year 2016, the graduates number of Janta Multiple Campus was 172 out of which 67 (39%) were males and 105 (61 %) were females.
- ) Regarding the gender, female domination (68%) is found in bachelor level. However, male domination (i.e. 61%) is found in master's level.
- ) 46 percent graduates were found employed (with self employed) and 54 percent unemployed.
- ) 51 percent males and 49 percent females were employed.
- ) 71 percent females and 29 percent males were unemployed.
- ) Most of unemployed graduates are found studying in different educational institutions for their higher qualification.
- ) There is higher number of employed in masters level in comparison of bachelor.
- ) More males are employed than females of both masters and bachelor level according to gender.
- ) 76 percent master's level graduates were found employed.
- ) Among employed graduates, 64 percent were teachers, followed by banking, i.e. 6 percent, government job, NGOs/INGOs 5 percent; business, media, medical, agriculture and cooperative 4 percent each.

- ) 94% graduates were full timers and remaining only 6% were part timers.
- ) 31 percent graduates were employed without pursuing further study and 33 percent graduates were studying without being engaged in any profession. On the other hand, 21 percent were neither employed nor studying. However, 16 percent graduates are found much active since they are employed as well as studying.
- ) Regarding the Quality and Relevance of Higher Education, 40 percent employed graduates much agreed that higher education has helped to enhance their academic knowledge. Similarly 70 percent viewed that knowledge of higher education much helped them to enhance team spirit; 40 percent viewed much to improve research skill.
- ) However, 40 percent of employed graduates were not satisfied about information technology skill provided by the institution but the equal percent graduates are much agreed to its relevancy. Moreover, 50 percent graduates pointed that higher education has moderately improved their problem solving skills and 40 percent have viewed very much improved their communication skills.
- ) In average, 60 percent graduates seemed much agreed to the usefulness of the programs and courses offered by the college.
- ) Most graduates responded that teaching learning environment and teacher-student relationship is excellent in the college. Most of the graduates (70%) agreed that the range of course offered by the institution is good. Similarly, 60 percent of the graduates are highly satisfied with the optional subjects offered by the institution.
- ) 90 percent of the graduates said that problem solving and interdisciplinary learning are very good and excellent. They (80%) said that the programs are relevant for the requirement of professional development.
- ) The weakest aspect of the institution is work placement/attachment of the graduates and the library/lab facilities.

## **ABBREVIATIONS AND ACRONYMS**

<b>A. D.</b>	<b>= Amino Domini</b>
<b>B. A.</b>	<b>= Bachelor in Arts</b>
<b>B. B. S.</b>	<b>= Bachelor of Business Studies</b>
<b>B. Ed.</b>	<b>= Bachelor in Education</b>
<b>CMC</b>	<b>= Campus Management Committee</b>
<b>EDJ</b>	<b>= Educationally Disadvantaged Janajatis</b>
<b>ICT</b>	<b>= Information and Communications Technology</b>
<b>JMC</b>	<b>= Janta Multiple Campus</b>
<b>MBS</b>	<b>= Masters in Business Studies</b>
<b>M. Ed.</b>	<b>= Masters in Education</b>
<b>NGOs/INGOs</b>	<b>= Non-government Organizations and International Non-governmental Organizations</b>
<b>QAA</b>	<b>= Quality Assurance and Accreditation</b>
<b>UGC</b>	<b>= University Grants Commission</b>

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the study

Janta Multiple Campus (JMC) has been established for quality education in moderate fees for Itahari inhabitants. However, it has been providing such education not only to Itahari people but also to the people of 14 districts of province no. 1 for three decades. Now it is teaching different subjects under three different faculties viz. Humanities, Management and Education in bachelor and masters level.

Regarding the development of infrastructures, the campus became successful in building large and sophisticated three-storied buildings (42 spacious rooms, equipped with basic furniture) for classroom purpose. Some rooms are equipped with computers, multi-media projectors and Internet connection. In addition, we have separate library and administrative buildings, technically adjusted in the campus premise. Furthermore, our multi-purpose play ground and woods occupy the land above 6 bighas, donated by the local people. It is unprecedented achievement for the campus, run under the effort of community. As for the estimation of experts, the campus may utilize the heritage for grand adjustment in future.

In this modern situation, it is expecting to meet the threat of modern means of education systems by which the campus can contribute to address changing needs of time. Here, novel curriculum and courses, modernized library, research oriented teaching-learning methodology, training and energizing programs to lecturers and staff as well as skill oriented professional courses are to be introduced further to strengthen JMC ahead. Our observations and dedication, in the decades, have moduled us to the dream package for leading the time in co-operation and co-existence. Beholding the generations onwards, the campus has proposed for Quality Assurance and Accreditation (QAA) to attain further excellence in all the sectors of campus, from the infrastructures to the human resource we produce, and to handover the results to the society. We hope good to happen for the consequence of the best results.

An educational institution should produce competent and efficient manpower for the development of the society and country. The students who attended any university academic course and completed it are called the graduates of different programs and levels. The efficiency and competency of the institution is measured on the basis of not only the graduates produced but also their employment and contribution according to relevant to their qualification. Another important measuring condition of the quality considered in the whole

implementation of the UGC project is the employability of the graduates. To find out the employability condition and the official status of the graduates were drawn using the form provided by the UGC. As per the campus record; a survey was carried out using the tracer study form provided by the UGC department. This study is focused on the tracing the pass out students with their employment status and further study as well as other relevant information which will direct the institution to go ahead meeting the need and interest of the new students.

## **1.2 Objectives of the study**

The study has the following objectives:

- a) To find out the present status of graduates.
- b) To analyze the employment status of graduates.
- c) To find out the expectations of graduates.
- d) To explore the quality and relevance of higher education.
- e) To find out the graduates' contributions to the betterment of the institutions.

## **1.3 Institutional Arrangement to Carryout Study**

To prepare tracer study report, the campus has formed a five member tracer study committee in the chairmanship of Mr. Bimal Nepal. This committee had conducted four meetings to carry out the study. This committee prepared work plan and provided duties and responsibilities for teacher/staff to collect information. During the period of seven months 172 graduate students were traced out. All of them were studied in detail. The members of the tracer study committee have been presented in **Annex-1**.

## **1.4 Graduate Batch Taken for the Study**

In this study, students who completed their course in 2016 have been traced; their different information and data have been collected, presented and analyzed. The graduates' forms are attached in **Annex- 3**.

## **1.5 Data Collection – Instruments and Approach**

This tracer study was carried out using the following procedures:

- a) Sorting the pass out graduates of the bachelor and master levels using their transcripts submitted to the campus.

- b) Handing over the forms to the graduates and returning them.
- c) Editing, coding, tabulation and analysis of the data
- d) Listing the findings and recommendations.

### **1.5.1 Sorting the Graduates of 2016, Handing over the Forms and their Returning**

There were 172 (one hundred and seventy two) graduates produced in the year 2016. The tracer study form was given to all individual graduates were returned. Based on the forms returned by the graduates, the information has been presented and analyzed in the following sections along with their faculty, gender, level, employment status, types of organization, employment type (full/part time) and the situation of further study.

### **1.5.2 Editing, Coding, Tabulation and Analysis of the Data**

After collecting questionnaires from the graduates, their answers are edited according to our framework and coded them. Based on the forms returned by the graduates, the information has been presented in different tables and analysis of data on the basis of filled questionnaires. Final name and other related information of the graduates is listed in **Annex-2**.

### **1.5.3 Listing the Findings and Recommendations**

On the basis of data presentation and analysis, different findings and recommendations have been drawn and listed.

## **1.6 Scope and Limitations of Study**

The limitations of the study are listed as follows:

- i. Only 2016 batch of graduate students of JMC are taken as the primary sources for study.
- ii. The graduates who have issued their transcripts are only included in the study.
- iii. Among the transcript issuers only who submitted it to the campus are included in the study. They were 172 in number.
- iv. The study was conducted within a short period of time and limited budget.

## CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

This chapter deals with present status of graduate students, employment status of graduates, expectations, relevance of higher education to the employment, strengths and weakness of higher education program, status of contribution provided to institution by graduates and suggestions/recommendations from graduates.

### 2.1 Present Status of Graduate Students

The following table shows the graduates participation in the tracer study.

**Table 1: Number of Students Graduated in the year, 2016 A.D.**

Graduate	Program	Total Graduate	Male and Female Graduate		Educationally Disadvantaged Graduates	
			Male	Female	EDJ	Dalits
Bachelors	B. Ed.	72	11	61	20	00
	B. B.S.	36	18	18	03	02
	B. A	23	13	10	04	01
<b>Total</b>		<b>131</b>	<b>42</b>	<b>89</b>	<b>27</b>	<b>03</b>
Masters	M. Ed.	37	23	14	12	00
	MBS	04	02	02	02	00
<b>Total</b>		<b>41</b>	<b>25</b>	<b>16</b>	<b>14</b>	<b>00</b>
<b>Grand Total</b>		<b>172</b>	<b>67</b>	<b>105</b>	<b>41</b>	<b>03</b>

*Source: JMC Administration, 2018*

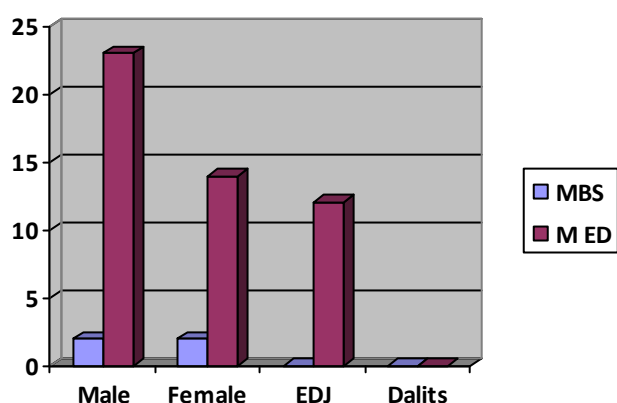


Fig. 1 Number of Master's Graduates

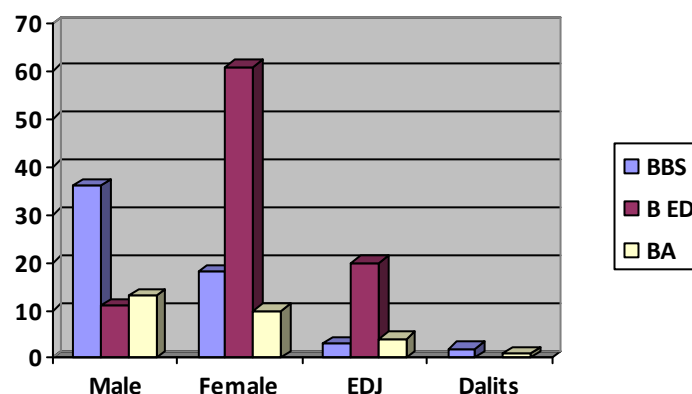


Fig. 2 No. of Bachelor Graduates

The following table shows the graduates participation in the tracer study.

**Table 2: Graduates Participation in the Tracer Study**

S.N.	Gender	Number	Percent	Participating gradates in tracer study		Participation percent
				Number	Percent	
1.	Male	67	38.95	67	100	38.95
2.	Female	105	61.05	105	100	61.05
	<b>Total</b>	<b>172</b>	<b>100</b>	<b>172</b>	<b>100</b>	<b>100</b>

In the year 2016, available certificate awarded graduate number of Janta Multiple Campus was 172 out of which 67 were males and 105 were females. To analyze it, it has been known that 38.95 percent graduates are male and 61.05 percent graduates are female. It shows that female participation is much greater than the male. All graduates were participated in the tracer study carried out by the campus. It indicates that the gender gap is found more among the participants.

**Table 3: Level and Faculty Wise Participation of the Graduates in the Tracer Study**

S.N.	Level	Faculty	Gender			EDJ	Dalit
			Male	Female	Total		
1	Bachelor Level	Humanities	13	10	23	4	1
		Management	18	18	36	3	2
		Education	11	61	72	20	0
		<b>Total</b>	<b>42</b>	<b>89</b>	<b>131</b>	<b>27</b>	<b>3</b>
2	Masters Level	Management	2	2	4	2	0
		Education	23	14	37	12	0
		<b>Total</b>	<b>25</b>	<b>16</b>	<b>41</b>	<b>14</b>	<b>0</b>
	<b>Grand Total</b>		<b>67</b>	<b>105</b>	<b>172</b>	<b>41</b>	<b>3</b>

From the table 3, there were 131 graduates who participated from the bachelor level out of which 42 were males and 89 females. Likewise, the total number of post graduates participating in the study was 41. Out of which 25 were males and 16 females. On the basis of faculty wise involvement, there were 109 graduates participated from education faculty in both masters and bachelors level. 40 were participated from management faculty in both levels. But only 23 were participated from humanities. This shows the participation is highest from education faculty among them. Regarding the gender female domination (61%) is found in bachelor level. However, male domination (i.e. 61%) is in master's level. In the

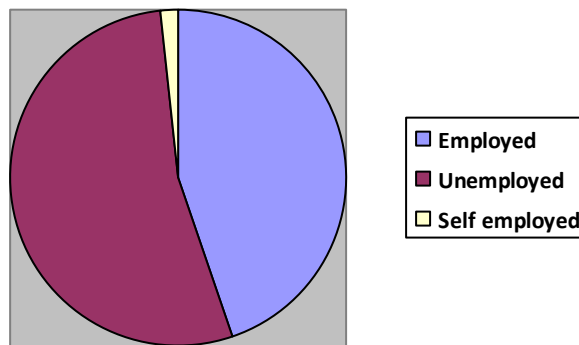
comparison of previous year, female domination has been increased. Likewise, in masters' level male domination has been slightly decreased.

## 2.2 Employment Status of the Graduates

The employment status of the graduates was collected on the basis of tracer study questionnaire provided by the UGC. The following table shows the employment status of the graduates:

**Table 4: Employment Status of the Graduates**

S.N.	Current employment status	Number	Percent
1.	Employed (service in an organization)	77	44.77
2.	Self employed	3	1.74
3.	Unemployed	92	53.49
	<b>Total</b>	<b>172</b>	<b>100.00</b>



**Fig. 3 Employment Status of the Graduates**

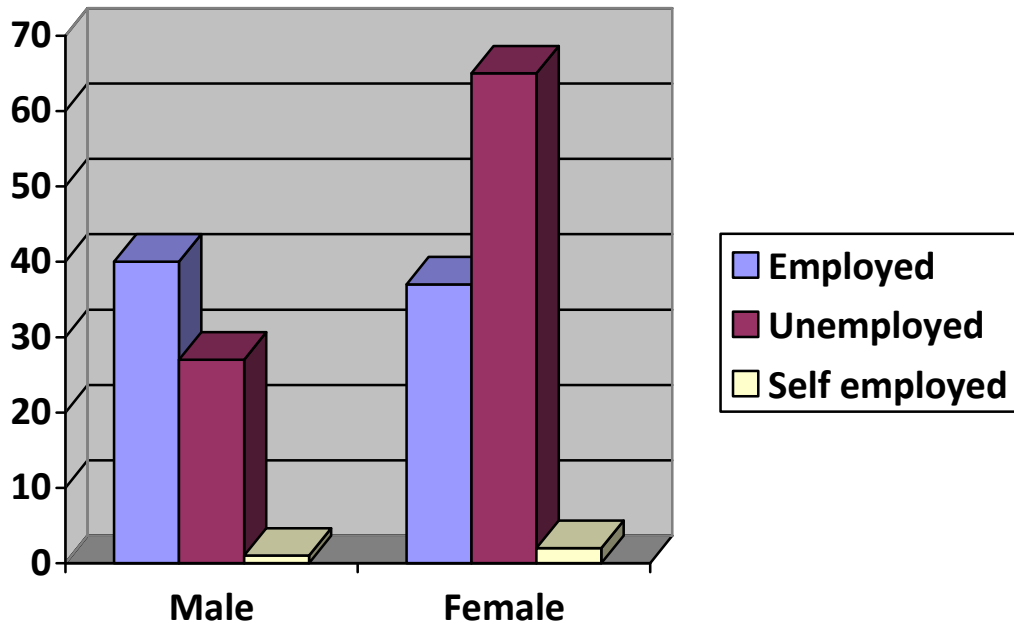
From the study of the employment status of the graduates, it is found that out of 172 graduates, 77 were employed in different sectors. 92 were found unemployed. Around 44.77 percent graduates were found employed where as 53.49 percent unemployed. Among the unemployed graduates, most of them have been left to further study.

The gender ratio in terms of employment status is presented on the following table:



**Table 5: Gender Wise Current Employment Status of the Graduates**

Employed (service in an organization)					Self employed					Unemployment				
Total	Male	%	Female	%	Total	Male	%	Female	%	Total	Male	%	Female	%
77	40	51.95	37	48.05	3	1	33.33	2	66.67	92	27	29.35	65	70.65



**Fig. 4 Gender-wise Employment Status**

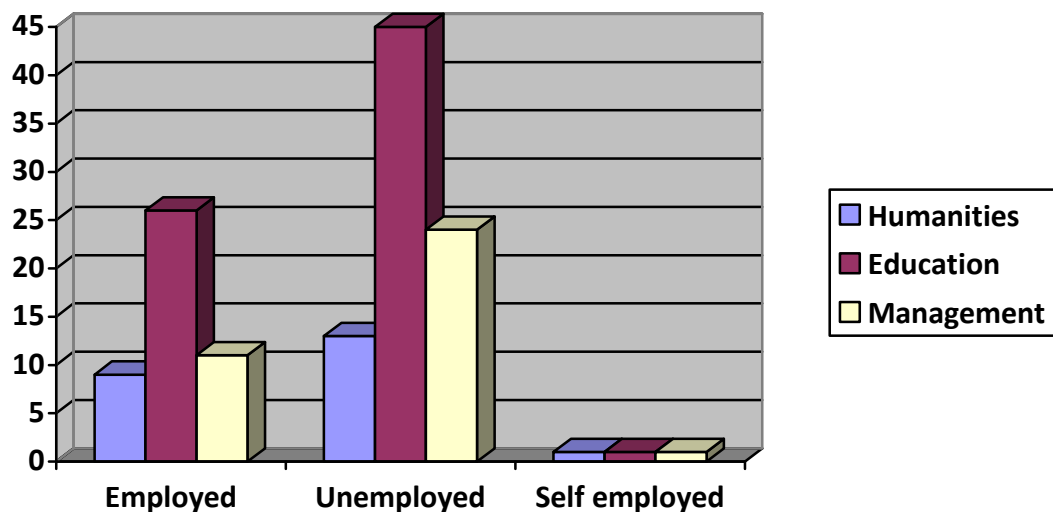
The above table shows that more males are employed than females among the employed graduates. It means more females (70.65%) are unemployed. In comparison to the previous year about 22 percent of female employed has been increased. This can be interpreted as the number of women employment is increasing gradually. Even though still large no of females are unemployed this is why most of them got married and involved as house wife.

### **2.2.1 Faculty and Level Wise Employment Status of the Graduates**

The following table presents that the employment status of graduates on the basis of faculty and their level.

**Table 6: Faculty and Level-wise Employment Status of the Graduates for Bachelor**

S. N.	Faculty	Employed (Service in an organization)			Unemployed			Self Employed			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Humanities	7	2	9	6	7	13	0	1	1	13	10	23
2	Education	4	22	26	7	38	45	0	1	1	11	61	72
3	Management	7	4	11	10	14	24	1	0	1	18	18	36
	<b>Total</b>	<b>18</b>	<b>28</b>	<b>46</b>	<b>23</b>	<b>59</b>	<b>82</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>42</b>	<b>89</b>	<b>131</b>



**Fig. 5 Faculty-wise Employment Status**

The above table and figure show the employment status of graduates at bachelor level. 80 out of 172 students were employed. According to the faculty wise analysis 43.5 percent of Humanities students were employed. Likewise 37.5 percent and 33.33 percent students on education and management were employed respectively 38.8 percent of male graduates and 61.2 percent female were employed according to the gender. So, there is gender gap/discrimination in the employment access on the job.

**Table 7: Employment Status of the Graduates by Faculty for Masters**

S.N.	Faculty	Employed(Service In an Organization)			Unemployed			Total		Total
		Male	Female	Total	Male	female	Total	Male	Female	
1.	Management	2	1	3	0	1	1	2	2	4
2	Education	20	8	28	4	5	9	23	14	37
	<b>Total</b>	<b>22</b>	<b>9</b>	<b>31</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>25</b>	<b>16</b>	<b>41</b>

From table 7, 75.6 percent master level graduates were employed where 31 out of 41 graduates were involved in any kind of job. There is vast gender difference in employment for master level graduates. According to faculty, both faculties are found strong in employment in master level. However, management is found slightly weak in graduation in employment in the year 2016.

According to the faculty wise analysis of master graduates 75 percent of management students were employed. Likewise 76 percent students on education graduates were employed.

### 2.2.2 Sector of Employment of Employed Graduates

The Sector of employment of employed graduates is presented in the following table.

**Table 8: Sector of Employment of Employed Graduates**

S.N.	Type of job	BBS	B.Ed.	BA	M.Ed.	MBS	Total	Percent
1.	Teaching	3	18	2	28	0	51	63.75
2.	Business	0	2	1	0	0	3	3.75
3.	Co Operative	1	1	1	0	0	3	3.75
4.	Government Job	0	0	3	0	1	4	5.00
5.	Banking	3	0	0	0	2	5	6.25
6.	Agricultural	1	1	1	0	0	3	3.75
7.	Industry	1	0	0	0	0	1	1.25
8	Media	0	1	2	0	0	3	3.75
9	Medical	1	2	0	0	0	3	3.75
10	NGO/INGO	2	2	0	0	0	4	5.00
	<b>Total</b>	<b>12</b>	<b>27</b>	<b>10</b>	<b>28</b>	<b>3</b>	<b>80</b>	<b>100.00</b>

The above table presents ten different types of jobs that the graduates of this campus involved. They are: teaching, business, government job, banking, agriculture, industry, media, cooperative, medical and NGOs/INGOs. Of the employed graduates, 51 were teaching, 3 businessman, 4 government job, 5 banking, 1 industry, 3 agriculture, 3 media, 3

cooperative, 3 medical and 4 NGOs/INGOs. In terms of percentage, 64 percent were teaching, 4 percent business, 5 percent government job, 6 percent banking, 1 percent industry , 4 percent agriculture, media, cooperative, medical and NGOs/INGOs..

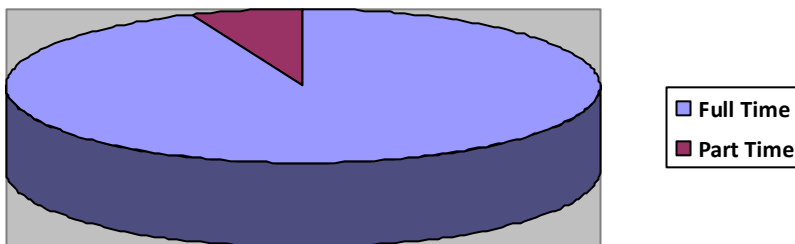
From the overall study of the number and percentage of the employed graduates, most of the graduates (64%) are teachers followed by business (14%) and service (10%).

### 2.2.3 Types of Jobs of the Graduates

In this topic types of jobs have been studied in which the employed graduates involved. The following table shows the job type of the graduates.

**Table 9: Types of Employment of Employed Graduates**

S.N.	Job types	Number	Percent
1	Full Time	75	93.75
2	Part Time	5	6.25
	Total	80	100.00



**Fig 6 Types of Employment**

The above table and figure show that 94 percent graduates were full timers and remaining 6 percent only were part timers. This indicates that most of the employed graduates are fulltime in their job.

### 2.2.4 Status of Graduate Employment and Further Study

Employment status and further study of the graduates is discussed in this section. The following table shows the employment condition and future study of the graduates traced by the campus record.

**Table 10: Status of Employment Condition and Further Study**

S.N.	Description	Number	Percent
1	Employed and pursuing further study	27	15.70
2	Unemployed and not pursuing further study	36	20.93
3	Unemployed and pursuing further study	56	32.56
4	Employed and not pursuing further study	53	30.81
	Total	172	100.00

The table above shows that there were around 31 percent graduates who are employed without pursuing further study. It means they seemed fully engaged in the profession. It also shows that 48 percent graduates are pursuing further study i.e. 83 out of 172 graduates. 33 percent graduates were studying without being engaged in the profession. The number of enrolled students for further study without having any job was 56.

From the survey, it can be revealed that that there are 56 unemployed graduates who were not involved for further study. They may be searching for suitable jobs. The percentage they held was 33%. There are also some graduates who were employed and they have not stopped studying. Around 16% graduates belonged to this group. They are 27 in number out of 172 graduates.

### 2.3 Types of Organization of Employed Graduates

The following shows the types of organization of employed graduates.

**Table 11: Types of Organization of Employed Graduates**

<b>S.N</b>	<b>Types of Organization</b>	<b>Number</b>	<b>Percentage</b>
1	Private	35	43.75
2	Public	2	2.50
3	NGO/INGO's	2	2.50
4	Government	40	50.00
5	Other (Cooperatives)	1	1.25
		80	100.00

There are different types of organizations in which the employed graduates are working. They are private, public, NGOs/INGOs, government and cooperative. Among them, 44 percent graduates (i.e. 35 out of 80) are working in private sectors but the highest number of graduates is involved government organizations, i.e. 50 percent (40 out of 80). Moreover, 2.5 percent graduates are in public organizations and NGOs/INGOs each (i.e. 2 out of 80). The smallest number i.e. only one graduate is working in co-operative.

It can be interpreted that most of the graduates are engaged in government organizations followed by private organizations.

#### **2.4 Quality and Relevance of Higher Education**

In this section quality and relevancy of higher education has been analyzed in respect to the graduates' current job/profession. The table 12 shows that 40 percent employed graduates much agreed that higher education has helped to enhance their academic knowledge. Similarly, 70 percent viewed that knowledge of higher education much helped them to enhance team spirit; 40 percent viewed to improved much research skill on them. Moreover, 40 percent of employed graduates were much satisfied about information technology skill provided by the institution.

The following table shows that the quality and relevance of higher education to their present job is as follows.

**Table 12: Relevancy of Higher Education to the Employment (Present Job)**

S.N.	Particulars	Response in percentages						Total (Percent )
		Not at all (0)	Very little (1)	A little (2)	Moderate (3)	Much (4)	Very much (5)	
1.	Enhanced academic knowledge	0	0	10	25	40	25	100
2.	Improved problem-solving skills	0	0	10	50	30	10	100
3.	Improved research skills	0	0	15	30	40	15	100
4.	Improved learning efficiency	0	0	20	20	40	20	100
5.	Improved communication skills	0	0	10	20	30	40	100
6.	Improved information technology skills	0	0	20	20	40	20	100
7.	Enhanced team spirit	0	0	10	10	70	10	100
8.	Average	0	0	13.57	25.00	41.42	20.00	100

Majority of the graduates opined that higher education has helped to enhance their academic knowledge, problem solving skills, research skill, learning efficiency, communication skill and team spirit. Hence, the course offered by this institution is quite relevant to their job.

However, majority of them expressed their dissatisfaction towards information technological skill provided by the institution. This is why there is no any subject related to information technology. It is noted that there is information technology related subjects should be included in their academic program.

The discussion of the above table shows that the courses are highly relevantly to the graduates' current jobs. They expressed their response as much relevant by 41 percent, moderate relevant by 25 percent, and very much relevant by 20 percent. However, 13 percent of them expressed their view as only a little relevant.

## 2.5 Strengths and Weaknesses of Higher Education Program

Strengths and weaknesses of higher education program as reported by the informants have been discussed here. The following table shows the major strengths and weaknesses of the institutional program that graduates attended.

**Table 13: Major Strengths and Weakness of Higher Education Program**

S.N.	Particulars	Responses						Total
		Very weak (0)	Weak (1)	Moderate (2)	Good (3)	Very good (4)	Excellent (5)	
1.	Range of course offered	0	10	20	40	20	10	100
2.	Number of optional subject	0	10	30	30	10	20	100
3.	Relevance of the program to your professional requirements	0	10	10	40	10	30	100
4.	Extra-curricular activities	0	5	10	30	35	20	100
5.	Problem solving	0	0	10	40	40	10	100
6.	Interdisciplinary learning	0	10	0	50	20	20	100
7.	Work placement/attachment	30	20	20	30	0	0	100
8.	Teaching/Learning environment	0	0	10	10	30	50	100
9.	Quality of delivery	0	0	10	30	30	30	100
10	Teacher student relationship	0	5	15	10	20	50	100
11	Library/Lab etc.	0	10	20	20	30	20	100
12	Average	2.72	7.27	14.09	30	22.27	23.64	100

The above table displays the major strengths and weaknesses of higher education program. 10 percent agreed that range of course offered is excellent aspect of this institution. Similarly, 40 percent said this aspect is good. Likewise, number of optional subjects and quality of delivery are very much strong aspects of this institution because there are very much qualified and dedicated teachers who are responsible for their teaching. Moreover, 50 percent graduates opined that teacher student relationship and teaching learning environment is



excellent in the institute. On the other hand, work placement/attachment and library facilities are rated as weak aspects in the institute.

From the above description, the weakest aspect of this institution is work placement/attachment and library/lab facilities. So, it is noted that institution should create favorable situations for work placement to the graduates. For this purpose institution should establish good relation with job providing organizations such as: industries, schools/colleges, business companies or organizations, different NGOs/INGOs and so on. Moreover, library/lab facilities should be improved and equipped with trained human resources as soon as possible.

Regarding the average calculation on the strengths and weaknesses of higher education programs in the institutions, positive responses are found on the graduates. 30 percent viewed that the programs are good, 23 percent viewed very good, 24 percent excellent. From this it can be concluded that programs and/or subjects offered by the college are not weak and irrelevant.

## 2.6 Contribution of Graduates to the Institution

The status of contribution provided by graduates to institution is stated here and presented in the following table.

**Table 14: Contribution Provided by Graduates to the Institution**

S.N.	Contributions	Number	Percent
1.	Publicity and promotion of institution	73	42.4
2.	Help for institutional betterment	20	11.6
3.	Being a part(as a staff) in organization	10	5.8
4.	Recommendation for new generations	10	5.8
5.	Help to enroll new students	7	4.1
6.	Financial and technical support/assist	7	4.1
7.	Provide books and other materials	7	4.1
8.	Join in Alumni	6	3.5
9.	Co-ordinate for scholarships and other institutions	5	2.9
10.	Study better in higher level in this college	5	2.9
11.	Following rules and regulations	5	2.9
12.	Help in job placement of the students	2	1.2
13.	Serve being volunteer	2	1.2
14.	Not stated	13	7.6
	Total	172	100.0

The above table shows that the graduate students' contribution to this institution by the following ways:

- ) Publicity and promotion of institution by 42.4 percent (i.e. 73 out of 172),
- ) Help for institutional betterment 11.6 percent,
- ) Being a part (as staff) in the organization by 5.8 percent,
- ) Recommendation for new generation, 5.8 percent,
- ) Financial and technical support 4.1 percent,
- ) Provide books and other materials 4.1 percent.
- ) Help to enroll new students 4.1 percent,
- ) Join in Alumni 3.5 percent,
- ) Co-ordinate for scholarships, study better in this college and following rules and regulations 2.9 percent each, and
- ) Serve being volunteered or being the member of CMC and help in job placement for the graduates 1.2 percent each.

However, 7.6 percent informants did not state their contribution. It is concluded that most of the graduates want to do publicize. Similarly, some other students help this institution for its betterment and a part (as staff) in the organization.

## **2.7 Suggestions and Recommendations from Graduates**

On the basis of tracer study questionnaire provided by the UGC, the team has collected different suggestions and recommendations for the betterment of the institution. Graduate students provided valuable suggestions and recommendations for this. Most of them are relevant, too.

Most of the students advised to improve library facility with enough books and reference hall and reading materials, modern library with ICT facilities. Similarly, some graduates suggested motivating teacher for teaching activities by the institution and manage /arrange their time schedule by themselves.

In summary, students recommended the following points for the betterment of this institution:

- ) To improve of library facility with enough books and reference hall and reading materials.
- ) To improve of library facility with ICT.
- ) To give 5 books from the library to each student.
- ) To motivate teachers for teaching effectively with new innovation.
- ) To set up/arrange quality and hygienic canteen facility.
- ) To improve reception and employees' behavior.
- ) To assess students' performance regularly.
- ) To conduct seminar for students' career development.
- ) To improve infrastructure of campus like, seminar hall, administrative building etc.
- ) To maintain friendly behavior for the students from non-teaching staff.
- ) To establish hostel for remote area students.
- ) To add more subjects mostly the technical, vocational and modern subjects and disciplines.
- ) To organize extra-curricular activities regularly and systematically.
- ) To manage vehicle facility even for the masters level students.
- ) To add IT programs.
- ) Students' work should be done effectively and efficiently esp for administrative works.
- ) To manage work placement activities and connect NGOs/INGOs.
- ) To keep every record in computer software.
- ) To build waiting room/hall for parents.
- ) To conduct seminars and workshops for the students.
- ) To introduce banking and account courses in management faculty.
- ) Regular cleaning of toilets and classrooms.
- ) To manage students' activities properly by campus administration.
- ) To organize interaction program between stake-holders and campus management committee/administration.
- ) To restructure the student – teacher ratio for classroom teaching.
- ) To reduce sport activities on the campus ground in teaching hours for non-campus people.

## CHAPTER THREE: MAJOR FINDINGS

On the basis of data presentation, analysis and interpretation, the major findings of this tracer study have been presented in this chapter.

In the year 2016, the graduate number of Janta Multiple Campus was 172 out of which 67 were males and 105 were females.

Among the total responding graduates 39 percent are males and 61 are females. Highest number of respondents constitute of Bachelor in Education (42.%), followed by Bachelor in Business Studies graduates (21%), Bachelor in Arts (13%), Masters in Education (22%) and Master in Business Studies (2%).

The participation is highest from education faculty among all. Regarding the gender, female domination (68%) is found in bachelor level. However, male domination (i.e. 61%) is found in master's level. Regarding employment status, the number and percent has been increased by 22 percent this year than last year.

### 3.1 Employment Status of Graduates

The major findings of employment status of the graduates are listed here.

- J 46 percent graduates were found employed (with self employed) and 54 percent unemployed.
- J 51 percent males and 49 percent females were employed.
- J 71 percent females and 29 percent males were unemployed.
- J Among the unemployed graduates, most of them have been studying in different educational institutions for their higher qualification and some of them are planning to get admission since the session is going to begin.
- J In bachelor level, 37 percent graduates were found employed in bachelor level. In humanities, 43 percent were employed followed by education faculty (i.e. 38 %) and 33 percent of management students were found employed.
- J 38.8 percent of males and 61.2 percent females were employed at bachelor level according to gender.
- J 75.6 percent master's level graduates were found employed including both males (71%) and females (29%).

- ) Among employed graduates, 64 percent were teachers, followed by banking, i.e. 6 percent, government job, NGOs/INGOs 5 percent; business, media, medical, agriculture and cooperative 4 percent each.
- ) Regarding the types of organizations, the employed graduates are working, government and private organizations hold much i.e. 50 and 44 percent, respectively. Other types of organizations are public, NGOs/INGOs and cooperatives with less than 5 percent.
- ) 94% graduates were full timers and remaining only 6% were part timers.
- ) 31 percent graduates were employed without pursuing further study and 33 percent graduates were studying without being engaged in any profession. On the other hand, 21 percent were neither employed nor studying. However, 16 percent graduates are found much active since they are employed as well as studying.

### **3.2 Quality and Relevance of Higher Education**

- ) 40 percent employed graduates much agreed that higher education has helped to enhance their academic knowledge.
- ) 70 percent viewed that knowledge of higher education much helped them to enhance team spirit; 40 percent viewed much to improve research skill.
- ) However, 40 percent of employed graduates were not satisfied about information technology skill provided by the institution but the equal percent graduates are much agreed to its relevancy.
- ) Moreover, 50 percent graduates pointed that higher education has moderately improved their problem solving skills and 40 percent have viewed very much improved their communication skill.
- ) In average, 60 percent graduates seemed much agreed to the usefulness of the programs and courses offered by the college.

### **3.3 Major Strengths and Weaknesses of Higher Education Program**

- ) Most graduates (i.e. 50%) responded that teaching learning environment and teacher-student relationship is excellent in the college.
- ) Most of the graduates (70%) agreed that the range of course offered by the institution is good.
- ) Similarly, 60 percent of the graduates are highly satisfied with the optional subjects offered by the institution.

- ) 90 percent of the graduates said that problem solving and interdisciplinary learning are very good and excellent.
- ) They (80%) said that the programs are relevant for the requirement of professional development.
- ) The graduates expressed their positive views on the extra-curricular activities, problem solving, and interdisciplinary learning.
- ) The weakest aspect of the institution is work placement/attachment of the graduates (70%).
- ) They are also not satisfied to the library/lab facilities in the institutions.
- ) They viewed positively towards teaching learning activities, quality of delivery and teacher- student relation.

### **3.4 Graduates' Contribution to the Institution**

- ) Publicity and promotion of institution by 42.4 percent (i.e. 73 out of 172),
- ) Help for institutional betterment 11.6 percent,
- ) Being a part (as staff) in the organization by 5.8 percent,
- ) Join in Alumni 3.5 percent,
- ) Recommendation for new generation, 5.8 percent,
- ) Help to enroll new students 4.1 percent,
- ) Financial and technical support 4.1 percent,
- ) Co-ordinate for scholarships and to other institutions 2.9 percent, and
- ) Provide books and other materials 4.1 percent.
- ) Study better in higher level in this college 2.9 percent.
- ) Following rules and regulations 2.9 percent.
- ) Help in job placement 1.2 percent.
- ) Serve being volunteer (being the member of CMC) 1.2 percent.

## CHAPTER FOUR

### IMPLICATIONS TO INSTITUTIONAL REFORM

This tracer study report batch 2016 has identified problems and prospects of this institution. In this section, we deal with the implications of tracer study for the betterment of the institution. For this respect we asked the graduates to their contribution for the institutional reform. Based on the data presentation, analysis and interpretation the following points can be listed:

- ) Institution can utilize the graduates for its publicity and promotion as most of the graduates have promised to do so.
- ) The study can strengthen the relation between the institution and graduates.
- ) The study identifies new vocational/technical and relevant subjects for the students.
- ) The institution can get technical and financial support from the Alumni for its betterment.
- ) The graduates can contribute to support scholarships.
- ) The institution can identify its strengths and weaknesses, and it can take the relevant action for the improvement.
- ) The study will help and is urging to make record keeping system more efficient and effective.
- ) The team has requested the campus administration to implement the effective and efficient computer software for keeping records of the students.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

Because of the encouragement and support of the UGC, tracer study is conducted by the college for assuring quality of the institution. We aimed to find out the present status, employment status, expectation of the graduates, and judging quality and relevancy of higher education.

For this purpose graduate of batch 2016 has been taken for the study. Basically quantitative analysis technique has been applied. Tracer study team faced many difficulties in getting return of the questionnaire from the respondents. Even though, we have collected 172 questionnaires from the respondents. In the study it was found that there is less gender gap among the graduates but there is vast gender gap in terms their employment status. Around 51 percent male graduates were employed and 49 percent females. In bachelor level, 37 percent graduates were employed but 76 percent master's level graduates were employed. It is positive aspect of this institution. This indicates that most of the graduates of master's level were doing any kind of job. It shows the relevancy and quality of master's level program in comparison to bachelor level.

Moreover, regarding types of organization of employment most of the employed graduates involved in teaching sector. Similarly, according to types of job, almost all (i.e. 94%) employed graduates are full timers.

31 percent graduates were employed without pursuing further study and 33 percent graduates were studying without being engaged in any profession. On the other hand, 21 percent were neither employed nor studying. However, 16 percent graduates are found much active since they are employed as well as studying.

Majority of the employed graduates expressed their satisfaction regarding the academic knowledge, problem solving skills, research, communication skill and team spirit provided by higher education program. However, 40 percent employed graduates were not satisfied on information technology skill provided by institution.



Most of the graduates were agreed that the range of course offered, optional subject, relevancy for the requirement of professional development by the institution is good. They also expressed their positive views on the extra-curricular activities, problem solving, and interdisciplinary learning. However, they complained library facility, and work placement. They viewed positively towards teaching learning activities, quality of delivery and teacher-student relation.

## **5.2 Recommendations**

On the basis of findings and conclusion, tracer study team has recommended the following improvements:

- ) Information technology related subjects should be introduced as well as incorporated in different faculties.
- ) Job placement/attachment for the graduates should be managed by the institution effectively.
- ) As majority of the graduates complained the lack of reference library and modern/ e-library, it is better to manage such facilities.
- ) Higher level program like M. Phil. should be introduced by the institution.
- ) Job oriented programs should be conducted on the basis of civil and public service of Nepal.
- ) To organize interaction between stakeholders and campus at regular intervals.
- ) To manage vehicle facility for the catchment area within the district even for Master's level students.
- ) JMC should make its record keeping and file management system more effective and efficient using computer software.
- ) The college should encourage and orient the students to issue their transcripts and character certificates on time.
- ) It should organize interaction programs with alumni in regular interval.