

A TRACER STUDY ON DMC GRADUATE STUDENTS 2016 AD

TRACER STUDY REPORT SUBMITTED TO:
UNIVERSITY GRANTS COMMISSION
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BY

DUMARWANA MULTIPLE CAMPUS
JEETPUR-SIMARA SUB-METROPOLITAN CITY-15
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EXECUTIVE SUMMARY

The tracer study report prepared by Dumarwana Multiple Campus, Dumarwana-Hattisar, Bara 2016 graduates in education, humanities and management faculties. The main objectives of the study is to find out employment status of graduates, their characteristics, expectations and aspirations after graduation, academic quality and relevance of higher education and institution contribution to their personal development.

In this study pre-structured questionnaire and face to face interview is using for data collection instruments and approach. This study covers 32 graduates who have passed in the year 2016. Out of total graduates 3 are male and 29 are females among them 6 are EDJ and 1 are dalit. In this study 12 graduates have been found to be employed among them 10 are females, 2 are males and 3 are EDJ. Most of the graduates involved in private and government sector. After complete the graduation through this institution the graduates are demanding in local market as a teacher. Most of the unemployment graduates are pursuing higher education for betterment of their future.

As the relevancy of campus programs in job assignment has been found poor, about 58% of the employed graduates place much better response to all the particulars on the section, campus should make necessary improvement to raise the level of response to highly relevant. Make the campus programs highly relevant to the job assignment has been recommended. In the section related to strength and weakness of the campus programs and their relevancy, among 32 graduates from 2016 batch, more than 50% have given better value to almost all of the 12 particulars. Campus programs should emphasize the particulars so as to raise the level of response to high value. Improvement on the areas of all 12 particulars has been recommended.

The campus must make strategies so as to make its programs highly relevant to practical life. Emphasis should be given to all seven areas raised in the questionnaire to make the campus programs relevant to the graduates' job assignment. Tracer study finding can be helpful in formulating institutional reform in terms of program evaluation and revising the campus strategies. We can check the relevancy of the campus programs and make them up to date, with new methodology and motivation. Along with the enhancement of academic knowledge and learning efficiency, campus programs must be oriented to competition

culture. Present day market seeks the manpower that is smart in IT skills and research skills. Learners must be equipped with communication skills, team work, and decision making skills. Graduates with all these skills become confident personality. When students become IT consumers, they get information about foreign employment. They get information about jobs in banking sectors, marketing sector, and NGO/INGO. Campus extra activities need to be directed to encourage students and make them smart. Campus can make relationship with different organizations that recruit manpower on regular basis. We can join hands with private sector. We can focus on the qualities, attributes, subjects and programs to empower the graduates, so as to guarantee job placement. Mainly institution focuses on physical aspects as well as IT skills, research skills and modern teaching learning pedagogical approaches in future.

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ABBREVIATION

B Ed	Bachelors of Education
BA	Bachelors of Arts
BBS	Bachelors of Business Studies
HEIs	Higher Education Institutions
UGC	University Grants Commission
SHEP	Second Higher Education Project
DMC	Dumarwana Multiple Campus
HERP	Higher Education Reform Project
EMIs	Educational Management Information System
EDJ	Educationally Disadvantages and Janajatis
NGO	Non-governmental Organization
INGO	International No-governmental Organization
IT	Information Technology
CTEVT	Council for Technical Education and Vocational Training

CHAPTER ONE

INTRODUCTION

1.1 Background/Rationale

Education is an integral part of life. It is an infrastructure of development. Better education is very necessary for all to go ahead in the life and get success. It develops confidence and helps building personality of a person. Proper education creates a lot of ways. It makes us strong mentally, socially and intellectually by increasing our knowledge level, technical skills and good position in the job. It opens various doors to the opportunities of achieving better prospects in life. It is quite essential to impart quality and practical education in this globalized world. A prosperous society is supposed to be made by the skilled educated manpower. Due to the advancement of modern technology, there is rapid change in the global market. Human desires and wishes are increasing in rapid way and together with it many opportunities and challenges are also being imposed. Having overview and considering the importance of education, Dumarwana Multiple Campus was established in 2064 with the joint effort of the local people, civil society, education devotees, social personalities and other concerned organizations disseminating quality and practical education. The campus is solely a non-profit making community-based academic institute. Especially the students from poor family, Dalit, Marginalized have been highly benefited with the establishment of the campus. It has been able to hold its place in the heart of the people, well-wishers, and concerning within a very short span of time. It has been the destination of such students who are deprived of getting graduation education going to the urban city. Moreover, Dumarwana Multiple Campus is the campus of daughters and daughter-in-law. Most of the students studying in this campus are females. It has been running graduation classes in three faculties: Education, Humanities and Management. Despite facing various ups and downs, the campus has not left any effort unturned to flourish its name and fame. The campus is committed to make it a model-campus in the district and is doing everything to mean it. However, there are still many academic and physical issues and challenges to be overcome for the smooth running of the campus.

Success of any academic institution is determined by the quality of academic outputs it yields. Moreover, a well-functioning academy demands the establishment of viable academic culture and its development into clean and beautiful organization, where the devotion to education remains unhindered knowledge becomes interesting and education

meaningful. Dumarwana Multiple Campus runs B.Ed., B.A. and BBS programs in Bachelor level.

Dumarwana Multiple Campus must clearly define its roles and responsibilities to the society, to educate graduates in the fields required society. In the modern commercial capitalist society Higher Education Institutions (HEIs) must perform the characteristics of industry, like any other industries. Graduates are the products of education industry. To compete in the market HEI must equip its graduates with the type of education that has use value and earning potential. As an HEI located in Jeetpur-Simara sub-metropolitan city. DMC can serve in sub-metropolitan goal and modernization of society.

University Grants Commission (UGC) has been supportive to community campuses. DMC has been benefitting from regular supporting programs. It had been selected for scheme D under the Second Higher Education Project (SHEP). DMC improved its internal structure, systemic development, and infrastructure development with the grants. UGC has been implementing Higher Education Reform Project (HERP) 2014-2020. UGC has selected DMC in the second list for HERP.

This tracer study has been conducted as a part of the HERP program to evaluate the performance of the campus, and the effectiveness of its programs. The efforts have been made to find out the condition of the graduates, the behavioral and attitudinal changes learning brought in graduates' knowledge, skill and concept, to develop insight on the weaknesses of the campus, and to collect suggestions to the campus for the further improvement of its effectiveness. We have realized the market value and use value of education, without which attraction to higher education cannot be imagined. We have realized that the campus can play important role in the development of the community and entire nation. This study will further help improving the quality of campus programs and enhance the satisfaction level of the future graduates.

Dumarwana Multiple Campus, founded in 2064 B.S affiliated from Tribhuvan University is a non-profit making community-based campus. The campus has been running graduation classes in three faculties: Education, Humanities and Management. There are about 164 students (boys 29, girls 135) pursuing their studies in this campus and 146 students (boys 43, girls 103) have already completed their graduation. The trend of student enrolment and pass rate seem to be satisfactory. In this regard, the campus seems to be

ahead in the district from the academic development point of view. There are more than seven higher secondary schools in its service area and other three campuses are there in the neighboring (two public and one private) community. Different innovative and recent methods and techniques are used by the teachers.

Regarding the infrastructure of the campus, its building is under construction. The ground floor has already been completed. There are recently 12 classrooms, 1 conference hall, 2 toilets, 2 toilets under construction, library, account section room, administrative room, store-house, clean drinking water hand-pump and tank, compound wall under-construction. The classrooms are not enough. One classroom has been divided into two by plywood.

The campus conducted a week-long Gyan Mahayagya to upraise its academic and physical condition. The campus operating its own internal resource has opened a scholarship endowment fund with Rs. 6,00,000.- lakh. The interest amount received from it is given to the deserving students and to develop academic excellence. The campus is not financially strong. There are no other sources of income except student fee.

There is active participation of the community in the entire development of the campus. Formation and operation of a 96 member campus assembly, a 17 member Management committee, a 9 member Advisory Board, a 11 member Building Construction Committee, a 11 member scholarship endowment fund mobilization committee are the example of community participation in the development of the campus. Similarly, faculties, subject department committees and sub-committees are working out for the academic and sub-committees are working out for the academic and administrative excellence of the campus. The dedication, commitment and attachment of the teaching and non-teaching staff for the entire development of the campus is really commendable.

If the analysis and plans presented in this annual report are positively put into practice, the campus will be able to establish its identification in the development of higher education in this area. Finally, the campus is hopeful to receive the required assistance, support and involvement of all to achieve its assigned goals despite having many obstacles, challenges and issues and opportunities as well.

The campus is committed to quality higher education in Northern part of Bara district in low cost. As we claim that DMC is providing quality and skill based education, it needs to be observed and studied the market value of the graduates, to justify the claim. It is also the responsibility of the institution to study the situation of the graduates, their performance effectiveness in the job market in which they are involved. This will evaluate the institution and further assess the effectiveness of its programs and help in making plans for the further progress.

1.2 Objective of the Study

Following objectives of the tracer study have been pointed out:

1. To analyze the beneficiaries in terms of gender, ethnicity, socio-economically backward community and so on.
2. To evaluate the academic programs of the campus.
3. To identify the employment status of the graduates.
4. To trace out the relevancy of the courses in practical life.
5. To examine the expectations and aspirations of the graduates.
6. To evaluate the quality and relevance of higher education programs.
7. To examine the contribution of the programs to the graduates' personal development.
8. To get feedback for the betterment of the institution.
9. To find out the strengths and weaknesses of the campus.

1.3 Institutional Arrangements to Conduct the Study

In order to conduct tracer study of the graduate batch 2016, EMIs Committee formed a study team consisting of the following faculties from the campus:

1. Mr. Birendra Singh Khadka	Coordinator
2. Mr. Santosh Kumar Bhujel	Member
3. Mr. Nandlal Sapkota	Member

1.4 Graduate Batch Taken for the Study

Tracer study of the graduate batches 2015 was conducted last year. This year EMIs has decided to choose the graduate batch 2016, as the respondents for the study. DMC was established in the year 2064 BS. The first graduate batch passed from the campus in 2067

BS. So far, more than 200 graduates have passed from the campus. The number of target population for this study has been 32, who have graduated from this campus in the year 2016.

1.5 Data Collection- Instrument and Approach

The tool for the study was tracer study questionnaire which was provided by UGC in the standard format. Photocopies of the questionnaire were used as tools of data collection. Generally face to face, meeting and mailed approach was used for the distribution and collection of the questionnaire. We tried out e-mail, telephone, face book and finally group meeting method to establish communication with the graduates. Some of the graduates were working in the abroad. Thus Email and Facebook contact approach was used for data collection. We distributed the sample population among three groups, each person from the tracer study team taking responsibility of a group, for finding out the graduates, distributing the questionnaires, and collecting them back.

1.6 Scope and Limitations of the Study

It is essential to establish the system of tracing its graduates for evaluating the success of the programs launched by the institution. It is also essential to provide recommendations for the reform and future plan for the program. DMC is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study, and other activities they are/were involved since the completion of study from the institution. Due to the lack of time period; the scope of the study was limited as follows:

- Only 2016 batch was selected for the study.
- This study covers 32 graduates who have passed in the year 2016 and have issued their transcript from the Office of the Controller of Examination.
- This study covers current employment status and past job information of the graduates.
- The study covers expectations of the graduates after choosing particular program and how far their expectations are met.
- The contribution of the program to the personality development of the graduates, and enhancement of knowledge, skill, and attitude of the graduates is observed.
- Development of professional requirements, in the graduates, is also covered in this study.

- Strengths and weaknesses of the institutions pointed out by the graduates are also included in the study.
- Further study and the reasons for the additional study are also included in the study.

Suggestions from the graduates are collected in the study report that might provide insight for the betterment and improvement of the campus.

CHAPTER TWO

DATA PRESENTATION AND ANALYSIS

The tool of data collection had been the tracer study questionnaire designed by UGC. The questionnaire was distributed to the graduate batch 2016 from DMC. Their responses have been translated and presented into tables and graphs of different sorts. The data has been analyzed and interpreted in this chapter.

2.1 Employment Status of the Graduates

Among 32 graduates from 2016 batch from DMC, the highest distribution was seen from education faculty. Following table shows the complete scenario:

Table 2.1: Program wise distribution of graduate batch, 2016

Graduates	Education	Humanities	Management	Total
Male	-	1	2	3
Female	18	10	1	29
EDJ	6	3	2	11
Dalit	-	1	-	1

Source: Tracer form, 2016

The distribution of female population in the table has been depicted to be higher in education and humanities faculty only in comparison to males. Similarly, the EDJ has been far lower in all the programs. The enrollment trend has been changing in the recent years; larger numbers of students are seen to be attracted to management and education faculties. So the trend of the graduate pass out distribution rate is likely to change in the upcoming years. The rate would have reached even higher, had all the graduates applied for character certificate in the campus or had they provided their transcript to the campus. In other words, there are some other graduates who have passed bachelor's degree in 2016 but have not collected their transcript yet, who happened to be excluded from the study.

Employment status of graduates 1 male and 7 female graduates is currently working in service in an organization and large number of graduates (3 male and 13 females) are not currently working any types of Job. Only 4 EDJ graduates are currently service in an organization.

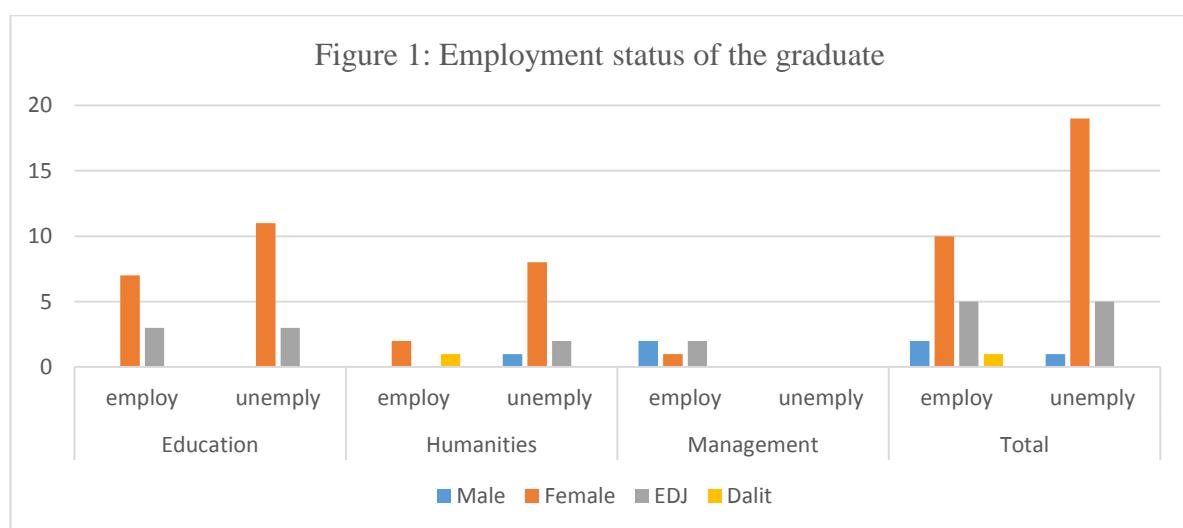
The success of any academic institution and its programs is determined by the quality of academic outputs it yields. Out of 32 graduates in the year 2016 from the campus, 12 have been listed to be employed. Among the unemployed 20, most of them are pursuing further study, some of them are preparing for different sorts of jobs, and rest of them are performing household jobs. The employment status of the graduates has been shown in the table 2.2.

Table 2.2: Employment status of the graduate batch, 2016

Graduates	Education		Humanities		Management		Total	
	employ	unempl	employ	unempl	employ	unempl	employ	unempl
Male	-	-	-	1	2	-	2	1
Female	7	11	2	8	1	-	10	19
EDJ	3	3	-	2	2	-	5	5
Dalit	-	-	1	-	-	-	1	-

Source: Tracer form, 2016

Out of 32 graduates, 12 have been found to be employed. Among the employed 12 graduates, 16.6% are males and 83.3% are females. Of the total 29 female graduates, only 10 are found to be employed; in percentage the figure reaches 35. In the same way, the percentage of male employed graduates is 2 only. There is vast difference between the ratio of graduate pass out and employed graduates in terms of their sex. It may be because females are more enrolled than males. Females do household jobs and child caring and males go to further study or abroad. Among 11 EDJ graduate pass out population, only 5 have been seen employed, that is, 45.5%. Which is shown in following figure



2.2 Issues Related to Characteristics, Expectations, and Aspirations of Graduates

We tried to find out the connection between knowledge they gained during the study and the skill they needed in their job. Through the graduates' response in seven different areas we tried to evaluate the programs. Most of the graduates reported that they were expecting government sector services that they might find out after choosing their bachelors program. We surveyed the graduates' expectation and experience in order to find out the significance of the program they studied, in their present job, through the tracer study questionnaire, on the basis of these practical areas. The relevancy level was ranged from 0 to 5 points. The following table reveals the experience and its relevancy:

Table 2.3: Relevancy of the program in job assignment, 2016

Particulars	0	1-2	3-4	5	Total
Enhanced academic knowledge	-	14	10	8	32
Improved problem solving skills	-	14	8	10	32
Improved research skills	-	2	21	9	32
Improved learning efficiency	-	1	25	6	32
Improved communication skills	-	4	16	12	32
Improved IT skills	-	2	26	4	32
Enhanced Team spirit	-	2	14	16	32

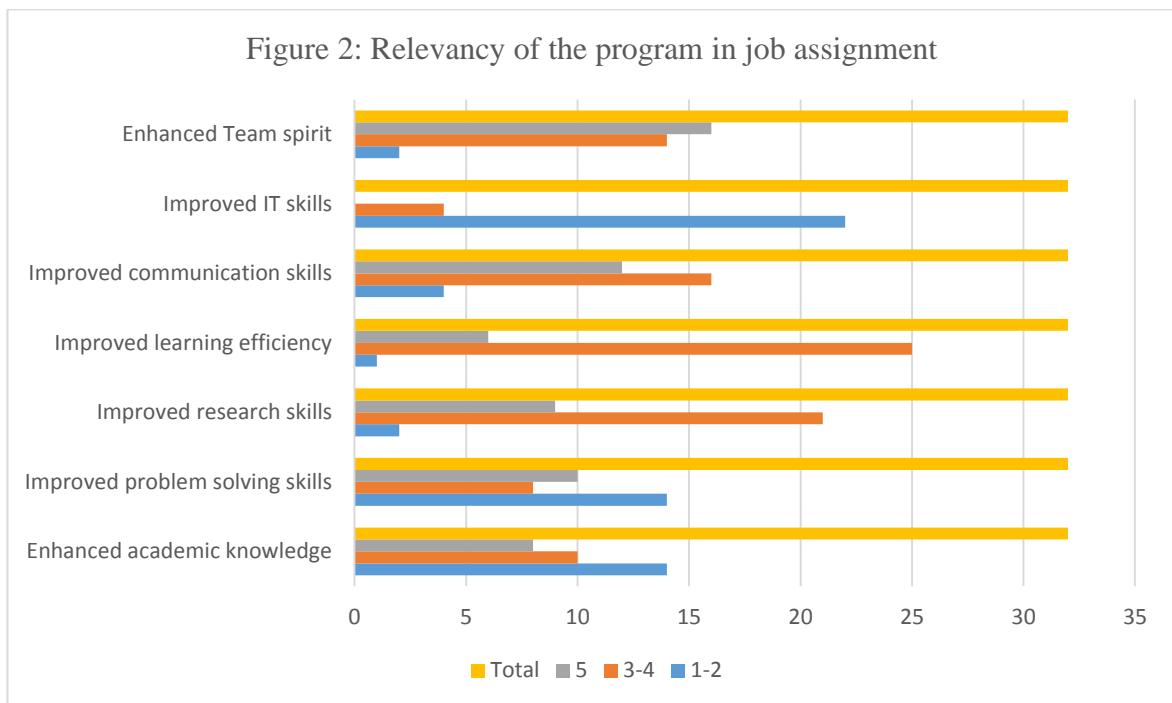
Source: Tracer form, 2016

Note: Multiple response

Rating: 0=Not satisfied 1-2 = A little 3-4 = Much 5 = Very much

The table shows the graduates' responses in seven different areas. Out of 32 graduates, 8 responded the program they completed in this campus to be highly relevant in terms of the enhancement of academic knowledge, whereas 10 responded the program to be much relevant to their job in terms of knowledge enhancement. The graduates gave high rating to improved communication skill, enhanced team spirit, and improved research skill. Highest much response is given to improved problem solving skill by respondents. Then enhanced academic knowledge, improved learning efficiency, enhanced team spirit, improved research skill, improved communication skill are given much relevant response by majority of the respondents. The campus programs were a little relevant in terms of improved IT skill, according to 2 respondents. In the same way, 1 respondents gave not

satisfied to the campus programs in terms of improve learning efficiency, enhanced team spirit and improved research skills (2). Which is shown in below figure too.



The campus must make strategies so as to make its programs highly relevant to practical life. Emphasis should be given to all seven areas raised in the questionnaire to make the campus programs relevant to the graduates' and their job assignment.

2.3 Issues Related to the Employment Experience of Graduates

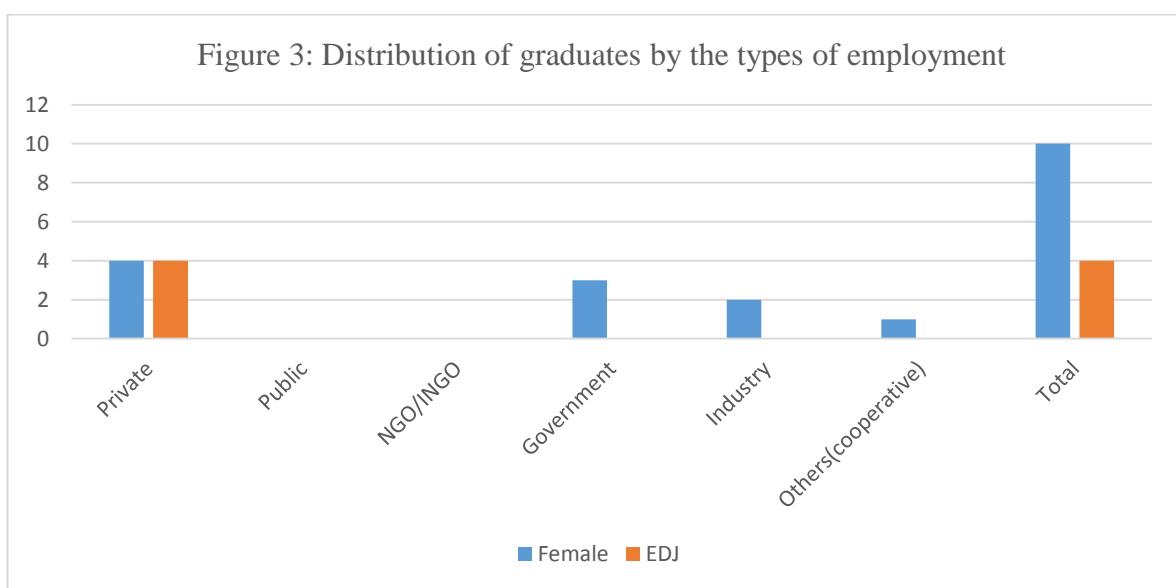
Graduates have been observed to have found employment in public and private sectors. However, they are not enthusiastic to prepare for public service commission competitions. Neither do they develop skills in foreign employment. NGO/INGOs are also rare in this part of the district. Dropout rate of the student is high, due to the adolescents' strong willing for unskilled foreign employment in Arab countries, Korea, and India. With the accelerated economic development and political stability new jobs have been in the process of creation in the job market. The trend of employed graduates is likely to change massively in the upcoming years. The types of employment the 2016 batch graduates are found to have involved in can be depicted in the table:

Table 2.4: Distribution of graduates by the types of employment, 2016

Type of organization	Male	Female	EDJ
Private	1	4	4
Public	-	-	-
NGO/INGO	-	-	-
Government	-	3	-
Industry	-	2	-
Others(cooperative)	1	1	-
Total	2	10	4

Source: Tracer form, 2016

Among 12 employed graduates from 2016 batch, 41.7% have been found to be involved in private sectors, 25% in government sectors, and 16.7% cooperative sector. The trend of public sector employment and government sector employment has risen significantly in the graduates.



2.4 Issues Related to Quality and Relevance of Higher Education

We got chances to evaluate our institution and its programs through this tracer study. Graduates were asked which of the following best represent major strengths and weaknesses of the instructional program that you attended. The rating values were ranged from 0 to 5 on given particulars. The following table shows the strengths and weaknesses of campus evaluated by the graduates and contribution of educational program in their personal development:

Table 2.5: Strengths and weaknesses of campus and campus programs, 2016

Particulars	0	1-2	3-4	5
Relevance of the program to your professional (job) requirements	1	3	16	12
Extracurricular activities	-	13	14	5
Problem solving activity	-	3	22	7
Work placement/attachment/internship	-	9	19	4
Teaching/learning environment	-	3	22	7
Quality of education delivered	-	5	17	10
Teacher student relationship	-	5	9	18
Library facility	8	4	14	6
Lab facility	32	-	-	-
Sport facility	-	12	13	7
Canteen/urinals etc	5	15	12	-

Source: Tracer form, 2016

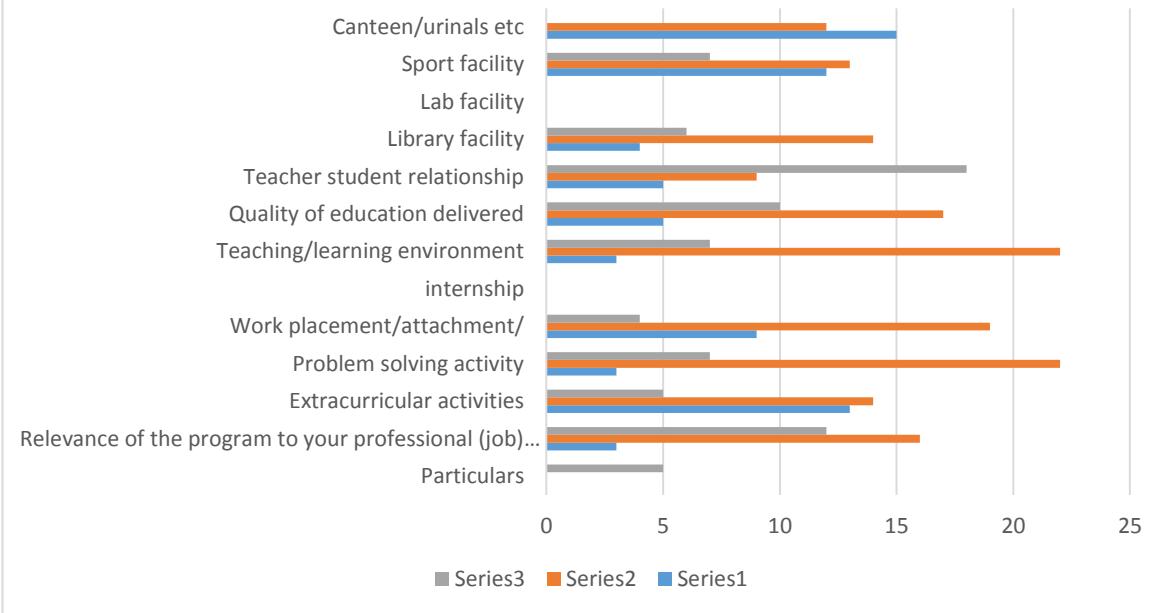
Note: Multiple response

0=Weak 1-2 = better 3-4 = Best 5 = Excellent

Altogether 32 graduates from the tracer study batch 2016 gave their response in the particulars mentioned on the table. We tried to evaluate the strengths and weaknesses of the campus and campus programs on the basis of the responses. In terms of the problem solving activity and teaching learning environment, 7 graduates rated the institution with excellent value, 22 of them rated with best value, 3 of them rated better. It shows that students are not highly satisfied with relevance of program in to their professional requirements. In terms of the library facility, lab facility and canteen 8, 32 and 5 graduates rated weak rating.

For the relevancy of programs to professional requirements, 12 graduates rated DMC programs with excellent, 16 rated best. In this particular also DMC programs get highest number of best ratings. Particulars like extracurricular activities, quality of education delivered, and teacher student relationship get similar types of ratings as, 10 to 18 with excellent rating, 17 and 14 with high rating. Which is shown in below figure also:

Figure 4: Strengths and weaknesses of campus and campus programs



In response to the work placement capacity of the programs, 4 graduates chose high rating for DMC, while 19 chose mid rating, and 9 others chose low rating. DMC needs to establish relationship with private and public sector organizations for work placement of its graduates. Guidance and counseling sessions about the preparation of government jobs and international jobs can also be conducted, in order to meet the expectation of the graduates.

Responses on the particulars like teaching learning environment, quality of delivery, and teacher student relationship seem to be most favorable on behalf of DMC. Responses on library and lab facility are observed not to be satisfactory.

2.5 Education and their Contribution to Graduates' Personal Development

The graduate batch 2016 consisted of 32 graduates. In this tracer study, efforts have been made to find out their present condition. On the basis of their condition and their feedback to the campus we tried to analyze the strength and weakness of the institution. Among 32 graduates, 12 have been observed to be employed, about them we mentioned in this report earlier. The graduates who went for further study have been from both employed and unemployed. Some of the graduates said that they are joining for further study in 2018. Some others said they have responsibility in the family and there are no institutions for

further education nearby. Altogether 21 of the study population were observed to be pursuing further study.

Table 2.6: Graduates pursuing further study, 2016

Graduates	Education	Humanities	Management	Total
Male	-	1	1	2
Female	11	7	1	19
EDJ	4	2	1	7

Source: Tracer form, 2016

The number of female graduates pursuing for further study has been observed to be the highest. The total numbers of female graduates has been 29 and among them 19 have been found to be in further study that is the figure of 65.5%. Among EDJ population of 11 also 7 have been found to be pursuing further study that forms the figure of 63.6%. The male graduate population has been the lowest because the enrollment of male student is very low in this campus, which is 3, and 2 male graduates pursuing further education.

Table 2.7 shows that the total male graduate population has been 4 and 1 have been observed employed. In the same way, 35% of the female graduates have been employed (7 out of 20), the largest figure; that is why the highest number of female graduates are seen to be pursuing higher study.

Table 2.7: Graduates personal development by gender, 2016

Particulars	Male				Female			
	0	1-2	3-4	5	0	1-2	3-4	5
Enhanced academic knowledge	-	-	2	1	-	3	15	11
Improved problem-solving skills	-	-	1	2	-	2	18	9
Improved research skills	-	1	1	1	-	8	16	5
Improved learning efficiency	-	-	2	1	-	2	18	9
Improved communication skills	-	-	2	1	1	6	16	6
Improved IT skills	-	2	1	-	20	5	3	1
Enhanced team spirit	-	-	2	1	8	12	7	2

Source: Tracer form, 2016

Note: Multiple response

0=Not at all 1-2 = A little

3-4 = Much

5 = Very Much

In this study 2 male's graduates said increase personal development in enhanced academic knowledge, improved learning efficiency and improved communication skills much better. Whereas 2 graduates said personal development in improved problem solving skills very much. Only 1 graduates said for complete the higher education a little improved in research skills and information technology skills.

Majority 11, 9 and 9 female graduates said improved personal development in academic knowledge, problem solving skills, improved learning efficiency very much. Whereas 18 and 16 female graduates said to develop personal development in problem solving skills, improved learning efficiency, improved research skills and improved communication skills very much. Only 1 graduates said a little personal development in improved communication skills after complete the bachelor degree. Twenty and 8 graduates said not develop their IT skills and team spirit after complete the bachelor degree.

The below table 2.8 shows the faculty wise graduates personal development in research skills, learning efficiency and team spirit whereas all 2 graduates said much personal development in problem solving, communication skills and it skills. Only 1 graduates said not at all develop their academic knowledge.

Table 2.8: Graduates personal development by faculty, 2016

Particulars	Education				Humanities				Management			
	0	1-2	3-4	5	0	1-2	3-4	5	0	1-2	3-4	5
Enhanced academic knowledge	-	1	10	7	-	1	7	3	-	1	1	1
Improved problem-solving skills	-	-	10	8	-	-	6	5	-	-	2	1
Improved research skills	-	6	10	2	-	2	6	3	-	1	1	1
Improved learning efficiency	-	1	11	6	-	1	6	4	-	1	1	1
Improved communication skills	2	4	8	4	2	5	4	-	-	1	2	-
Improved IT skills	9	3	6	-	4	3	4	-	2	1	-	-
Enhanced team spirit	1	1	8	8	-	3	6	2	-	1	1	1

Source: Tracer form, 2016

Note: Multiple response

0=Not at all 1-2 = A little

3-4 = Much

5 = Very Much

In Education faculty 8 graduates said improved problem solving skills and enhanced team spirit Very much. Seven graduates said very much developed their enhanced academic

knowledge and 6 said improved learning efficiency very much. Almost 11 graduates said improved learning efficiency much better and 10 graduates said enhanced academic knowledge, improving problem solving skills and improved research skills much better. Only 9 graduates said little improved their IT knowledge, 2 said communication skills and 1 said enhance team spirit a little development.

In Humanities faculty 5 graduates said improved problem solving skills and 4 said learning efficiency develop very much whereas 6 graduates said improve solving skills, research skills, improve learning efficiency and enhanced team spirit much develop. Only 2 and 4 graduates said improved communication skills and improved IT skills a little develop after complete the bachelor degree.

In management faculty only 1 graduates said enhanced academic knowledge and other related particulars. Whereas 2 graduates said improved problem solving skills and improved communication skills much develop and 2 graduates said not develop IT skills after complete the bachelor degree.

In below 2.9 table deals with 5 EDJ graduates says improved problem solving skills and improved learning efficiency very much to develop their personal development and 4 graduate says improved communication skills and enhance team spirit very much after complete the bachelor degree. The study shows that 7 EDJ graduates enhanced academic knowledge and communication skills much better for improvement their personal development. Only 4 EDJ graduates said improved research skills much better and 9 said not develop their IT skills after complete the bachelor degree.

Table 2.9: Graduates personal development by ethnicity, 2016

Particulars	EDJ				Other Caste			
	0	1-2	3-4	5	0	1-2	3-4	5
Enhanced academic knowledge	-	3	7	1	-	-	16	5
Improved problem-solving skills	-	-	6	5	-	1	13	7
Improved research skills	-	4	6	1	-	5	10	6
Improved learning efficiency	-	1	5	5	-	1	17	3
Improved communication skills	-	-	7	4	4	8	7	2
Improved IT skills	9	2	-	-	10	8	3	-
Enhanced team spirit	-	1	6	4	1	1	14	5

Source: Tracer Form, 2016

Note: Multiple response

0=Not at all 1-2 = A little

3-4 = Much

5 = Very Much

CHAPTER THREE

MAJOR FINDINGS

Tracer study is a detail information of graduate which is helpful the institution planning future and educational needs. In tracer study student personal information, their current employment status, further education and their recommendation for the betterment of the institution should be studied. The major findings of this study are as follows:

3.1 Employment Status of the Graduates

Total graduates collected for tracer study of the batch 2016 were 32. Out of 32 graduates in the year 2016 from the campus, 12 have been listed to be employed. Among the unemployed 21, most of them are pursuing further study, some of them are preparing for different sorts of jobs, and rest of them are performing household jobs.

The number of graduates this year has been increased in every sector in comparison to the previous year, however the percentages have been observed in fluctuating trend. The trend of government service and public sector employment has risen significantly in the year 2016 in comparison to the year 2015. Total number of graduates getting employment also grew significantly high in 2016, in comparison to the previous year. With the stability in politics and accelerated economic growth the trend is likely to change massively in the upcoming years.

3.2 Issues Related to Characteristics, Expectations, Aspirations of Graduates, and Relevancy of Higher Education

In the tracer study efforts had been made to find out whether educational program they completed was significant for their present job. Graduates found campus programs to be highly relevant in terms of improved communication skill and enhanced team spirit.

Out of 32 graduates, 8 responded the program they completed in this campus to be highly relevant in terms of the enhancement of academic knowledge. The graduates gave high rating to improved communication skill, enhanced team spirit, and improved research skill. Highest much response is given to improved learning efficiency by 25 respondents. Then enhanced academic knowledge, enhanced team spirit, improved research skill, improved communication skill are given much relevant response by majority of the

respondents. The campus programs were a little relevant in terms of improved IT skill, according to 22 respondents. In the same way, 6 respondents gave not satisfied to the campus programs in terms of improved communication skills.

The campus must make strategies so as to make its programs highly relevant to practical life. Emphasis should be given to all seven areas raised in the questionnaire to make the campus programs relevant to the graduates' and their job assignment.

The causes of the differing responses from the graduates have been observed due to the mismatch between the education and the type of job they are compelled to do. They do whatever jobs are available in the local level. It may be also because the campus has not developed the efficiency in delivering as per the expectations of the students in practical field. Graduates in humanities and management programs are far too lower in comparison to the graduates in education faculty. In the same way, EDJ and Dalit graduates are lower in comparison to their enrollment rate in the campus.

3.3 Issues Related to the Employment Experience of Graduates

Graduates have been observed to have found employment in public and private sectors. However, they are not enthusiastic to prepare for public service commission competitions. Neither do they develop skills in foreign employment. NGO/INGOs are also rare in this part of the district. Dropout rate of the student is high, due to the adolescents' strong willing for unskilled foreign employment in Arab countries, Korea, and India. With the accelerated economic development and political stability new jobs have been in the process of creation in the job market. The trend of employed graduates is likely to change massively in the upcoming years.

Among 12 employed graduates from 2016 batch, 41.7% have been found to be involved in private sectors, 25% in government sectors, 37.5% in government sectors, and 16.7% cooperative sector. The trend of public sector employment and government sector employment has risen significantly in the graduates.

3.4 Issues Related to the Quality and Relevance of Higher Education

Graduates were asked which of the following best represent major strengths and weaknesses of the instructional program that you attended. The rating values were ranged from 0 to 5 on given particulars.

We tried to evaluate the strengths and weaknesses of the campus and campus programs on the basis of the responses. In terms of the relevance of the program to your professional requirements, 12 graduates rated the institution with excellent value, 16 of them rated with best value, 3 of them rated better and 1 with weak value. For the teacher student relationship 18 graduates rated DMC programs with excellent, 9 rated best. In this particular also DMC programs get highest number of best ratings. Particulars like quality of education delivered, problem solving, teaching/learning environment and sport facility get similar types of ratings as, 7 to 10 with excellent rating, 17, 22 and 13 with high rating. In response to the teaching learning environment 22 graduates chose high rating for DMC, while 3 chose mid rating.

Responses on the particulars like quality of education delivered and teacher student relationship seem to be most favorable on behalf of DMC. Respondent graduates ranging from 10 to 18 rated excellent to DMC in terms of these particulars, while 9 to 16 respondents rated best, 3 to 9 graduates rated better value to DMC. Responses on library and urinals facility are also observed to be satisfactory.

3.5 Education and their Contribution to Graduates' Personal Development

The graduate batch 2016 consisted of 32 graduates. Some of the graduates said that they are joining for further study in 2018. Some others said they have responsibility in the family and there are no institutions for further education nearby. Altogether 21 of the study population were observed to be pursuing further study. Out of 29 female graduates 19 have been found to be in further study, which is the figure of 65.5%. Among EDJ population of 11 also 7 have been found to be pursuing further study that forms the figure of 63.6%. The male graduate population has been the lowest because the enrollment of male student is very low in this campus, which is 3, and 2 male graduates pursuing further education.

The total male graduate population has been 3 and 2 have been observed employed. In the same way, 35% of the female graduates have been employed (10 out of 29).

CHAPTER FOUR

IMPLICATION AND INSTITUTIONAL REFORM

Higher education institutions in the Western countries remain ideal places for the graduates throughout their life. The institutions should make the values and their ideals worth remembering. Then the graduates will talk about the institution freely in society and in their job field. How can we form such inspiring values of the institution? Graduates' response and feedback can inspire us.

The campus must make strategies so as to make its programs highly relevant to practical life. Emphasis should be given to all seven areas raised in the questionnaire to make the campus programs relevant to the graduates' job assignment.

DMC needs to establish relationship with private and public sector organizations for work placement of its graduates. Guidance and counseling sessions about the preparation of government jobs and international jobs can also be conducted, in order to meet the expectation of the graduates.

Tracer study finding can be helpful in formulating institutional reform in terms of program evaluation and revising the campus strategies. We can check the relevancy of the campus programs and make them up to date, with new methodology and motivation.

Along with the enhancement of academic knowledge and learning efficiency, campus programs must be oriented to competition culture. Present day market seeks the manpower that is smart in IT skills and research skills. Learners must be equipped with communication skills, team work, and decision making skills. Graduates with all these skills become confident personality.

When students become IT consumers, they get information about foreign employment. They get information about jobs in banking sectors, marketing sector, and NGO/INGO. Campus extra activities need to be directed to encourage students and make them smart. Campus can make relationship with different organizations that recruit manpower on regular basis. We can join hands with private sector. We can focus on the qualities, attributes, subjects and programs to empower the graduates, so as to guarantee job placement.

We must encourage students to set goal and prepare themselves accordingly to pursue the goal. Students without goal become ready to do whatever job they find. As a result they face negative transfer of higher education to the job they pursue.

DMC must introduce and enhance technical education in near future that has high value in employment. Moreover, graduates must be equipped with IT skills and communication skills. For that we are planning to introduce agriculture science, CTEVT technical vocational programs in the campus.

We plan to enhance research culture in the campus. Faculties are encouraged to conduct research. Faculty and students are given incentives for research activities. Faculties involve students in collaborative research as well.

General trend has been observed that there is mismatch between the programs students study and the type of job they pursue. For example, after passing B.ED, B.A. and BBS the graduates are ready to accept the job of teaching, banking and government commission. Effective guidance and counseling desk in the campus is needed.

CHAPTER FIVE

CONCLUSION AND RECOMENDATIONS

We can conclude the report in the positive light. Our campus is in the process of institutional improvement, internal systemic reform, and improvement in the delivery of quality. Success of our campus depends on the quality of product it yields, the quality of research culture it incorporates, and the type of ideals and values it formulates.

If we compare the previous tracer study report and this one, we can notice substantial improvements. When we made this sort of study for the first time, we had been puzzled about what to do and how to do. Now we understand its implications for the institutional improvement. The idea of taking feedback, response, and criticism from graduates seemed strange in the past. Now we realize that the stakeholders can see the gaps and loopholes to be filled. Now we realize that higher education institutions need to do a lot more than just teaching learning. It has big responsibility for the community. The insights this study developed will be helpful in formulating campus strategies in the days ahead.

On the basis of the study we recommend some suggestions:

- Campus should make strategies to raise the number of graduates, and keep their record in systematic ways.
- Number of female, EDJ, and Dalit graduates are lower in comparison to their enrollment rates.
- Make strategies to empower students with academic knowledge and learning efficiency.
- Equip students with IT skills, research skills, communication skills, team work, decision making, and so on, through co-curricular activities.
- Establish information center in campus, along with guidance and counseling cells.
- Establish relationship with private sector, public sector, NGO/INGO, and join hands with them to prepare manpower as per their expectations.
- Provide further education opportunity for the graduates in the campus.
- Encourage students for government jobs and highly competitive international jobs.
- Introduce highly demanding programs in the campus.
- Run the existing programs with new zeal, enthusiasm, and motivation.

- Enhance cooperative, moral, respectful, and humanistic culture among teachers and students.
- Encourage students to set goals and prepare for life accordingly, help them develop confident personality.
- As the relevancy of campus programs in job assignment has been found poor, about 58% of the employed graduates place much better response to all the particulars on the section, campus should make necessary improvement to raise the level of response to highly relevant. Make the campus programs highly relevant to the job assignment has been recommended.
- In the section related to strength and weakness of the campus programs and their relevancy, among 32 graduates from 2016 batch, more than 50% have given better value to almost all of the 12 particulars. Campus programs should emphasize the particulars so as to raise the level of response to high value. Improvement on the areas of all 12 particulars has been recommended.
- To raise the number of Dalit, women, and EDJ graduates, emphasis should be given on incentives and scholarship of different sorts.