

**A TRACER STUDY ON DMC GRADUATE STUDENTS 2018 AD**

**TRACER STUDY REPORT SUBMITTED TO:  
UNIVERSITY GRANTS COMMISSION  
SANOTHIMI, BHAKTAPUR**

**BY**

**DUMARWANA MULTIPLE CAMPUS  
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Tracer Task Team

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## EXECUTIVE SUMMARY

*This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further or other activity that graduates are/were involved in since they completed their study from the institution. The tracer study report prepared by Dumarwana Multiple Campus, Dumarwana-Hattisar, Bara 2018 graduates in education, humanities and management faculties. The main objectives of the study is to tracing graduates, find out graduates employment status, getting feedback regarding the type of work, 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 27 graduates who have passed in the year 2018. Out of total graduates 5 are male and 22 are females among them 12 are EDJ. In this study 12 graduates have been found to be employed among them 9 are females, 3 are males and 9 are EDJ. Most of the graduates involved in private, public 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 55% 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 27 graduates from 2018 batch, more than 74% 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 professional and personal development skills. Learners must be equipped with communication skills, team work, and decision making skills. Graduates with all these skills become confident personality. 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 laboratory facilities, 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 Janajaties              |
| 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 complete 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 167 students pursuing their studies in this campus and 176 students 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 form 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. 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 99 member campus assembly, a 19 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 tracing the graduates.
3. To identify the employment and further study status of the graduates.
4. To trace out the quality and relevancy of the courses in practical life.
5. To evaluate the quality and relevance of higher education programs.
6. To examine the contribution of the programs to the graduates' personal development.
7. To get feedback for the betterment of the institution.
8. 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. Damar Kumar Ale Magar | Member      |

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

Tracer study of the graduate batches 2017 was conducted last year. This year EMIs has decided to choose the graduate batch 2018, 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 27, who have graduated from this campus in the year 2018.

### **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 campus website, 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 2018 batch was selected for the study.
- This study covers 27 graduates who have passed in the year 2018 and have issued their transcript and mark sheet 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 2018 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.

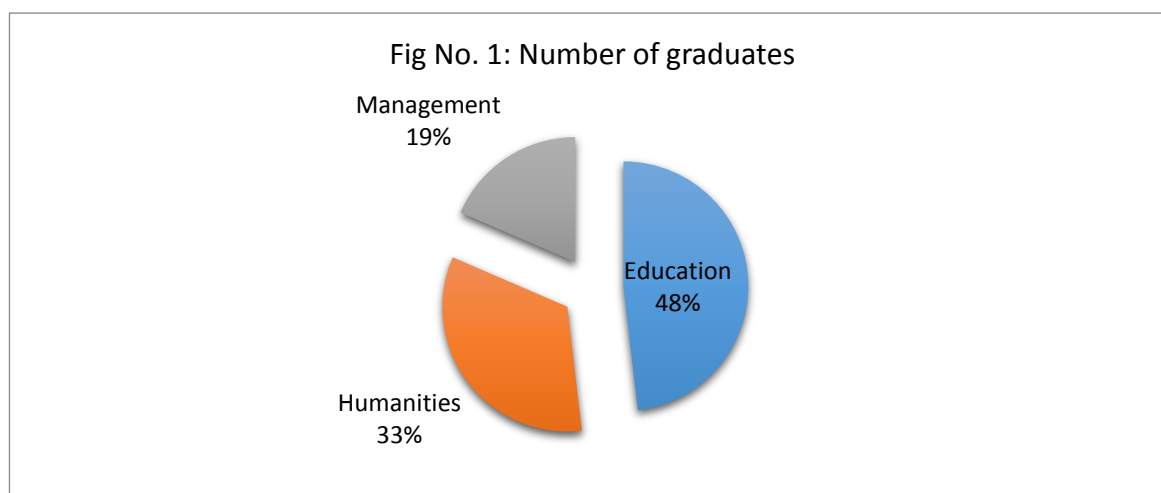
#### 2.1 Employment Status of the Graduates

Among 27 graduates from 2018 batch from DMC, the highest distribution was seen from education faculty. Following table shows the complete scenario:

Table 2.1: Faculty wise distribution of graduate batch, 2018

| Faculty    | No. of graduates |
|------------|------------------|
| Education  | 13               |
| Humanities | 9                |
| Management | 5                |
| Total      | 27               |
| EDJ.       | 16               |

Source: Tracer Form, 2018



The faculty wide distribution of graduates in the table has been depicted to be higher in education and humanities faculty only in comparison to management. Similarly, the EDJ has been far lower in all the faculty. 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 2018 but have not collected their transcript yet, have to be excluded from the study.

Table 2.2: Sex wise distribution of graduate batch, 2018

| Sex    | No. of graduates |
|--------|------------------|
| Male   | 5                |
| Female | 22               |
| Total  | 27               |
| EDJ    | 16               |
| Male   | 4                |
| Female | 12               |
| Total  | 16               |

Source: Tracer Form, 2018

Sex wise distribution of graduates shows that female are more graduates than males because overall female enrollment is higher than males in this campus. So the graduate's rate is also high in females than males.

Table 2.3: Employment status of the graduate by faculty wise batch, 2018

| Faculty    | Employed | Unemployed | Self-employed | Total |
|------------|----------|------------|---------------|-------|
| Education  | 5        | 7          | 1             | 13    |
| Humanities | 4        | 5          | -             | 9     |
| Management | 3        | 1          | 1             | 5     |
| Total      | 12       | 13         | 2             | 27    |
| EDJ        | 9        | 6          | 1             | 16    |

Source: Tracer Form, 2018

Employment status of graduates 6 education faculty, 4 humanities and 4 management faculty of graduates has been employed and large number of graduates (7 education, 5 humanities and 1 management) are not currently working any types of Job. Nine EDJ graduates are currently employed in an organization.

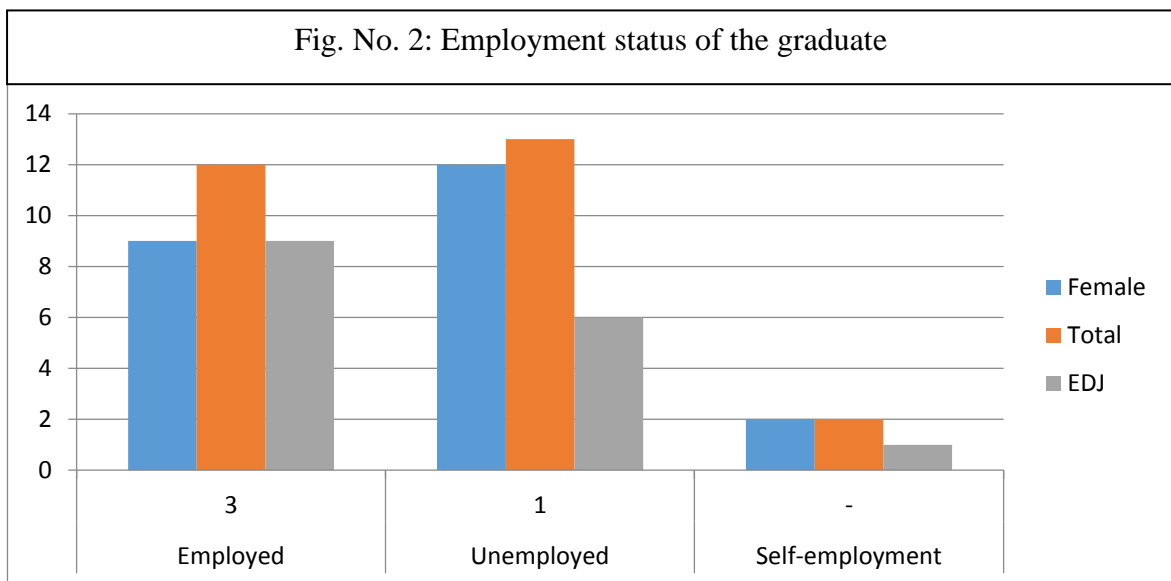
The success of any academic institution and its programs is determined by the quality of academic outputs it yields. Out of 27 graduates in the year 2018 from the campus, 12 have been listed to be employed. Among the unemployed 21, most of them are pursuing further study, some of them are preparing for different sorts of jobs, and rest of them are performing household jobs.

Table 2.4: Employment status of the graduate by sex batch, 2018

| Sex    | Employed | Unemployed | Self-employment |
|--------|----------|------------|-----------------|
| Male   | 3        | 1          | -               |
| Female | 9        | 12         | 2               |
| Total  | 12       | 13         | 2               |
| EDJ    | 9        | 6          | 1               |

Source: Tracer Form, 2018

Out of 27 graduates, 12 have been found to be employed. Among the employed 12 graduates, 75.0% are females. Of the total 22 female graduates, only 9 are found to be employed; in percentage the figure reaches 41.0 percent. In the same way, the percentage of male employed graduates is only three. There is vast difference between the ratio of graduate pass out and employed graduates in terms of their sex. It may because females are more enrolled than males. Females do household jobs and child caring and males go to further study or abroad. Among 12 EDJ graduate pass out population, 9 have been seen employed, that is, 75%. Which is shown in following figure?



## 2.2 Issues Related to the Employment Experience of Graduates

Graduates have been observed to have found employment in public, private and government sectors. However, they are not enthusiastic to prepare for public and teacher 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 as well marriage. 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 2018 batch graduates are found to have involved in can be depicted in the table:

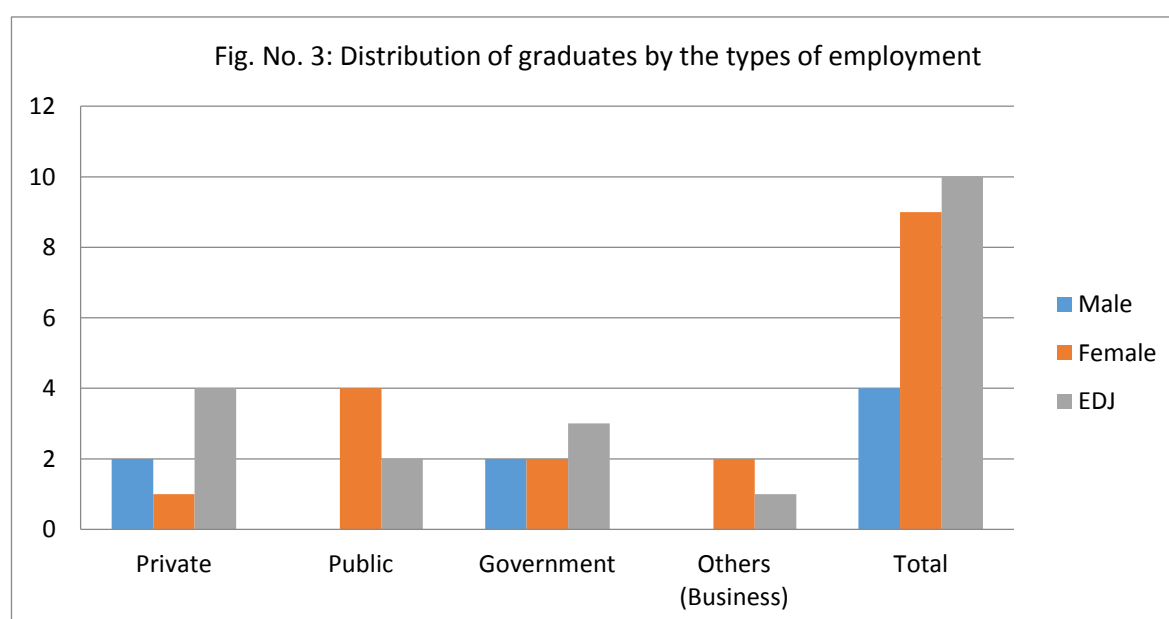
Table 2.5: Distribution of graduates by the types of employment Organization, 2018

| Type of organization | Male | Female | EDJ |
|----------------------|------|--------|-----|
| Private              | 2    | 1      | 4   |
| Public               | -    | 4      | 2   |
| Government           | 2    | 2      | 3   |
| Others (Business)    | -    | 2      | 1   |
| Total                | 4    | 9      | 10  |

Source: Tracer Form, 2018

Among 10 employed graduates from 2018 batch, 4 have been found to be involved in government teacher, 4 in public and community school and 2 private sector. The trend of government sector employment and public sector employment has risen significantly in the graduates.

Out of total (12) EDJ graduates 4 have been found to be involved in private sector employment, 3 government sector and 2 found in public sector like co-operative and community school employment.



### 2.3 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:

Altogether 27 graduates from the tracer study batch 2018 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 teaching learning environment and work placement/attachment/internship, 23 and 22 graduates rated the institution with excellent value, 3 and 5 of them rated with best value. It shows that students are not highly satisfied with relevance of program in to their professional requirements. 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 lab facility, sports facilities are observed not to be satisfactory. In terms of the lab facility, sport facility and canteen/urinals 26, 9 and 10 graduates rated weak rating.

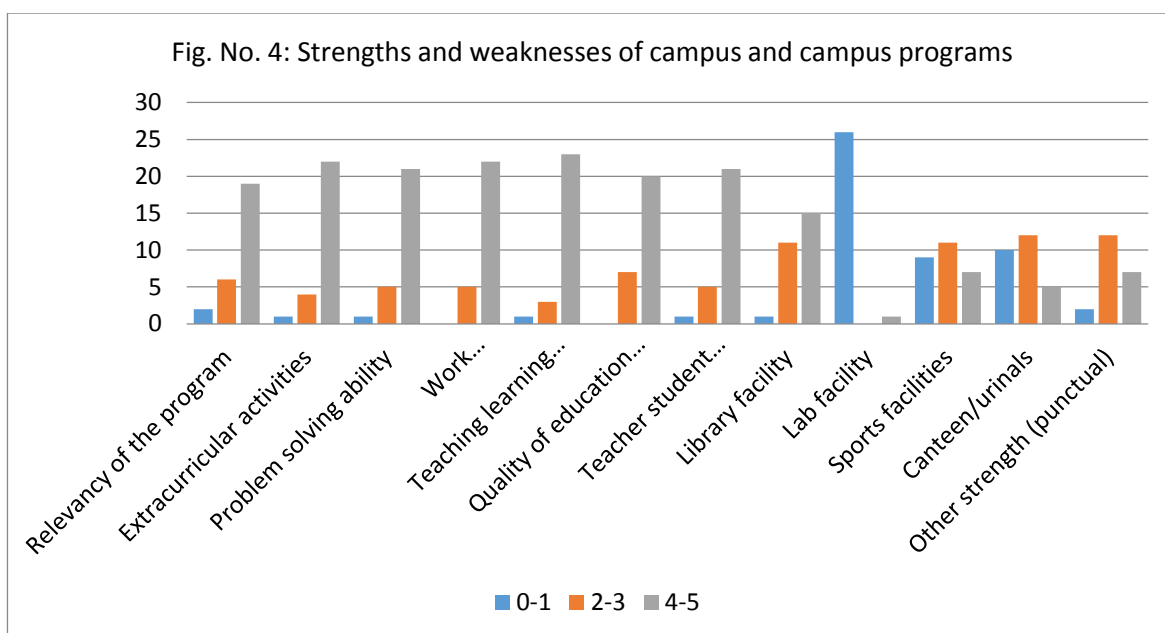
Table 2.6: Quality and Relevancy of the program, 2017

| Particulars                          | 0-1 | 2-3 | 4-5 |
|--------------------------------------|-----|-----|-----|
| Relevancy of the program             | 2   | 6   | 19  |
| Extracurricular activities           | 1   | 4   | 22  |
| Problem solving ability              | 1   | 5   | 21  |
| Work placement/attachment/internship | -   | 5   | 22  |
| Teaching learning environment        | 1   | 3   | 23  |
| Quality of education delivered       | -   | 7   | 20  |
| Teacher student relationship         | 1   | 5   | 21  |
| Library facility                     | 1   | 11  | 15  |
| Lab facility                         | 26  | -   | 1   |
| Sports facilities                    | 9   | 11  | 7   |
| Canteen/urinals                      | 10  | 12  | 5   |
| Other strength (punctual)            | 2   | 12  | 7   |

Source: Tracer Form, 2018

Rating: 0-1= A little    2-3 = Much    4-5 = Very much

For the relevancy of programs to professional (job) requirements 19 graduates rated excellent and 6 rated best, work placement/attachment/internship, 22 graduates rated DMC programs with excellent, 5 rated best. 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. In this particular also DMC programs get highest number of best ratings. Particulars like extracurricular activities, problem solving ability get similar types of ratings as, 22 to 21 with excellent rating, 4 and 5 with high rating. Which is shown in below figure also:



## 2.4 Education and their Contribution to Graduates' Personal Development

The graduate batch 2018 consisted of 27 graduates. In this tracer study, efforts have been made to find out their present condition.

Table 2.7 shows that the total male graduate population 3 have been observed employed. In the same way, 41% of the female graduates have been employed (9 out of 22), the largest figure; that is why the highest number of female graduates are seen to be pursuing higher study.

In this study 3 male's graduates said increase professional and personal development in enhanced academic knowledge, improved learning efficiency and improved communication skills very better. Whereas 1 male graduates said personal development in improved problem solving skills much better.

Majority 17 female graduates said improved personal development in academic knowledge, problem solving skills, improved learning efficiency very much. Whereas 4 female graduates said to develop personal development in problem solving skills, improved learning efficiency, improved research skills and improved communication skills much. Only 1 graduates said a little personal development in improved communication skills after complete the bachelor degree.

The table shows that education faculty of (2) graduates of professional and personal development in research skills, learning efficiency and team spirit very much whereas all 6 graduates said much professional and personal development. Only 2 graduates said a little develop their professional and personal development through this institution. Out of (17) EDJ graduates only 2 male EDJ said the academic program contributes to enhance professional and personal development very much whereas 2 said it developed a little and 1 female EDJ rating much contribute professional and personal development.

Table 2.7: Program contribution to Graduates professional and personal development, comparison in 2017 & 2018

| Sex          | Professional development |     |     |      |     |     |
|--------------|--------------------------|-----|-----|------|-----|-----|
|              | 2017                     |     |     | 2018 |     |     |
|              | 0-1                      | 2-3 | 4-5 | 0-1  | 2-3 | 4-5 |
| Male         | 1                        | -   | 2   | 1    | 1   | 3   |
| Female       | 3                        | 19  | 11  | 1    | 4   | 17  |
| Total        | 4                        | 19  | 13  | 2    | 5   | 20  |
| EDJ          |                          |     |     |      |     |     |
| Male         | 1                        | -   | 2   | 1    | 1   | 2   |
| Female       | 2                        | 8   | 4   | -    | 3   | 9   |
| Total        | 3                        | 8   | 6   | 1    | 4   | 11  |
| Faculty wise |                          |     |     |      |     |     |
| Education    | 2                        | 6   | 2   | 1    | 2   | 10  |
| Humanities   | 1                        | 2   | 3   | 1    | 2   | 6   |
| Management   | -                        | -   | 1   | -    | 1   | 4   |
| Total        | 3                        | 8   | 6   | 2    | 5   | 20  |

Source: Tracer Form, 2018

0-1 = A little

2-3 = Much

4-5 = Very Much

In below 2.8 table deals with 10 EDJ graduates says very much develop professional and personal development, 5 says much developed professional and personal development and 1 EDJ said a little develop professional and personal development. The study shows that 7 other caste/ethnicity said that the institution has delivered quality education and 2 said the relationship between teacher and student is very much excellent.

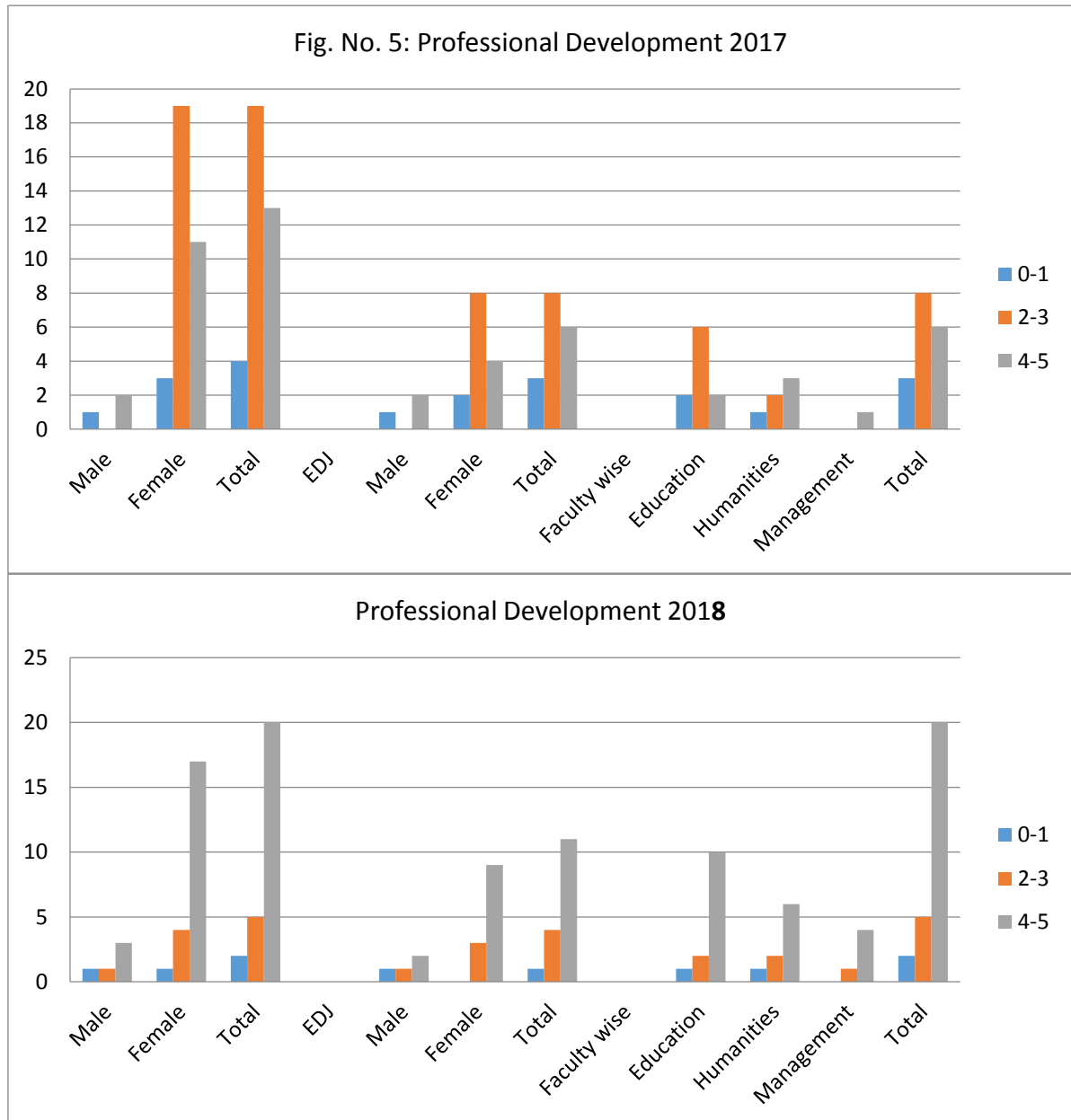


Table 2.8: Graduates personal development by caste/ethnicity, 2018

| Particulars                         | EDJ |     |     | Other caste |     |     |
|-------------------------------------|-----|-----|-----|-------------|-----|-----|
|                                     | 0-1 | 2-3 | 4-5 | 0-1         | 2-3 | 4-5 |
| Personal & professional development | 1   | 5   | 10  | 2           | 2   | 7   |
| Teaching learning environment       | 1   | 2   | 13  | -           | 2   | 9   |
| Quality of education delivery       | -   | 3   | 13  | -           | 5   | 6   |
| Teacher student relationship        | -   | 3   | 13  | -           | 3   | 8   |

Source: Tracer Form, 2018

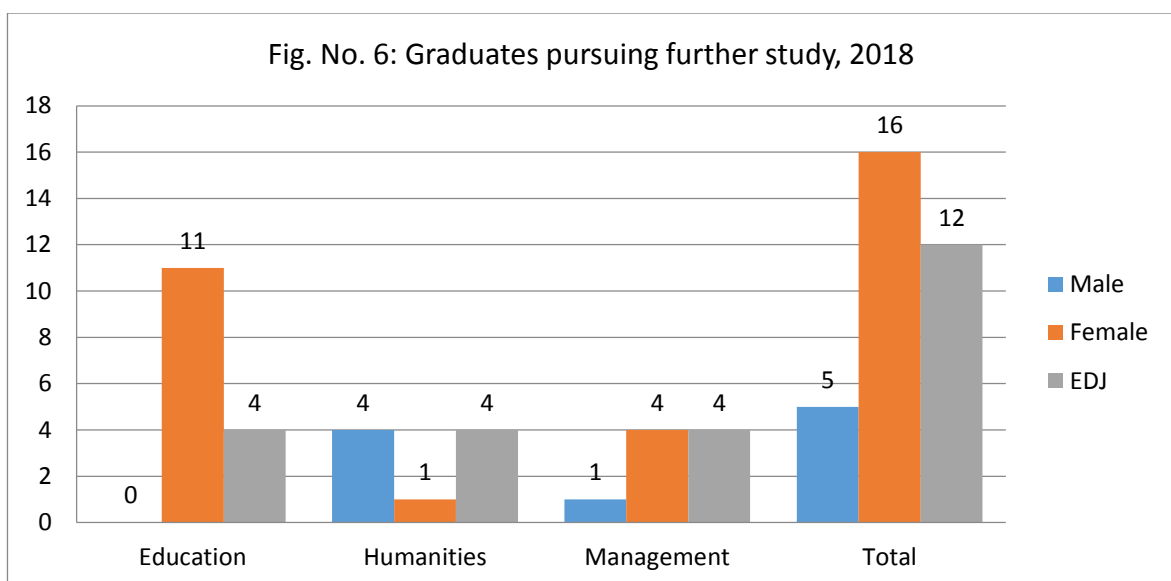
0-1 = A little                  2-3 = Much                  4-5 = Very Much

Table 2.9 shows that in 2018 the number of female graduates pursuing for further study has been observed to be the highest. The total numbers of female graduates has been 22 and among them 16 have been found to be in pursuing further study that is the figure of 78.79%. Among EDJ population of 17 also 14 have been found to be pursuing further study that forms the figure of 73.0%. The male graduate population has been the lowest because the enrollment of male student is very low in this campus, which is 5, and all 5 male graduates pursuing further education.

Table 2.9: Graduates pursuing further study, 2018

| Graduates | Education | Humanities | Management | Total |
|-----------|-----------|------------|------------|-------|
| Male      | -         | 4          | 1          | 5     |
| Female    | 11        | 1          | 4          | 16    |
| EDJ       | 4         | 4          | 4          | 12    |

Source: Tracer form, 2018



## 2.5 Issues related to teaching learning, teacher student relationship and education delivery

The table shows that 22 and 19 graduates said that the delivery in quality education and teaching learning environment is very much excellent due to the curriculum in this institution and 4 and 8 rated that it is much excellent. Majority 6 graduates said that the relation of teacher and student relationship is very much excellent whereas 21 said that much excellent.

Table 2.10: Issues related to teaching learning, teacher student relationship and education delivery

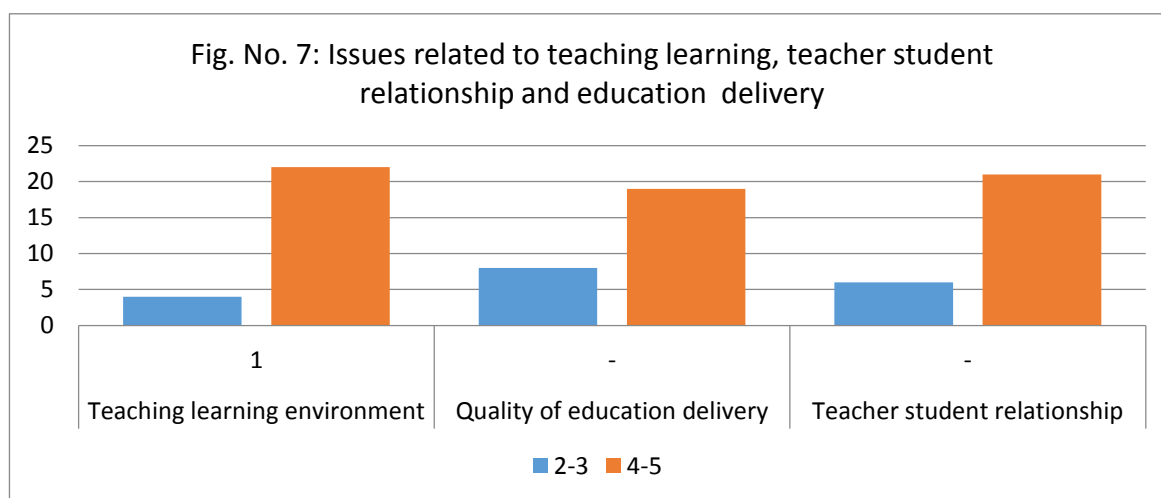
| Particulars                   | 0-1 | 2-3 | 4-5 |
|-------------------------------|-----|-----|-----|
| Teaching learning environment | 1   | 4   | 22  |
| Quality of education delivery | -   | 8   | 19  |
| Teacher student relationship  | -   | 6   | 21  |

Source: Tracer Form, 2018

0-1 = A little

2-3 = Much

4-5 = Very Much



## 2.6 Issues related to facility such as library, laboratory, canteen, sport facilities and urinals

The table shows that 15 graduates said that the library facilities for teaching learning environment is very much excellent, 7 said that sports facilities is very much excellent for extracurricular activities and 5 and 7 said that canteen and urinals facilities is very much excellent. Only 11 graduates said that library and sports facilities is much better whereas 26 said that lab facilities is a little better and 1 graduates said that lab facilities is a much

excellent and 5 said that canteen/urinals is a little better for excellent teaching learning environment.

Table 2.11: Issues related to facilities such as library, laboratory, canteen, sport facilities and urinals

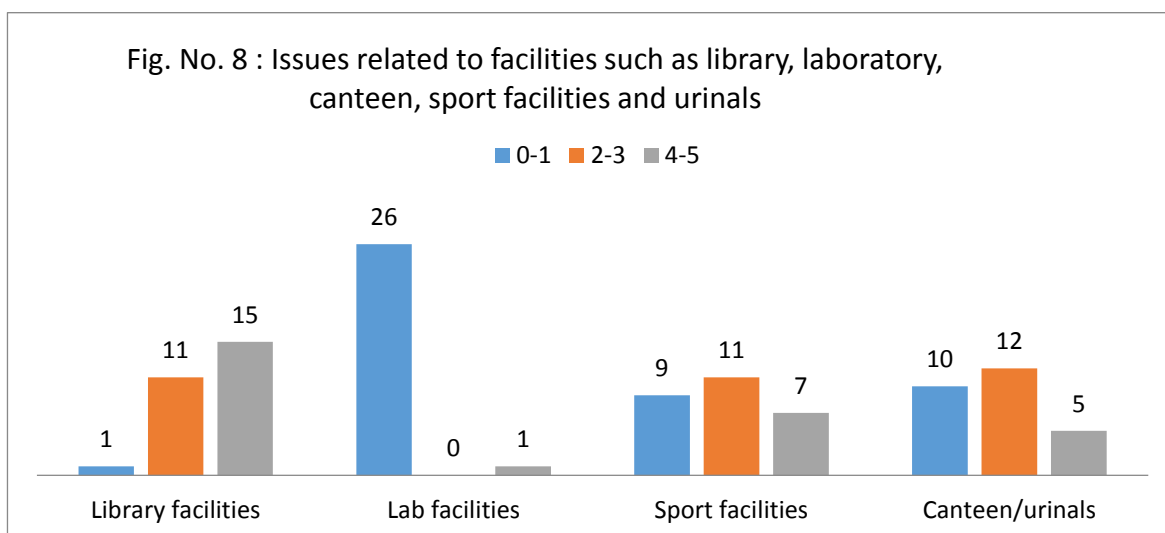
| Particulars        | 0-1 | 2-3 | 4-5 |
|--------------------|-----|-----|-----|
| Library facilities | 1   | 11  | 15  |
| Lab facilities     | 26  | -   | 1   |
| Sport facilities   | 9   | 11  | 7   |
| Canteen/urinals    | 10  | 12  | 5   |

Source: Tracer Form, 2018

0-1 = A little

2-3 = Much

4-5 = 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**

Among 36 graduates from 2018 batch from DMC, the highest distribution was seen from education faculty. The faculty wide distribution of graduates in the table has been depicted to be higher in education and humanities faculty only in comparison to management. Similarly, the EDJ has been far lower in all the faculty. 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.

Sex wise distribution of graduates shows that female are more graduates than males because overall female enrollment is higher than males in this campus. So the graduate's rate is also high in females than males. Employment status of graduates 5 education faculty, 4 humanities and 3 management faculty of graduates has been employed and large number of graduates (9 education) are not currently working any types of Job. Only 9 EDJ graduates are currently employed in an organization.

The success of any academic institution and its programs is determined by the quality of academic outputs it yields. Out of 27 graduates in the year 2018 from the campus, 12 have been listed to be employed. Among the unemployed 15, 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. Out of 27 graduates, 12 have been found to be employed. Among the employed 12 graduates, 75% are females. Of the total 22 female graduates, only 9 are found to be employed; in percentage the figure reaches 41 percent. In the same way, the percentage of male employed graduates is only three. Among 12 EDJ graduate pass out population, only 9 have been seen employed, that is, 25 percent.

### **3.2 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.

Among 12 employed graduates from 2018 batch, 33% have been found to be involved in government sector, 33% in public and community school and 25% private sector. The trend of government sector employment and public sector employment has risen significantly in the graduates. Out of total (12) EDJ graduates 4 have been found to be involved in private sector and government sector employment and 2 found in public sector employment.

### **3.3 Issues Related to Quality and Relevance of Higher Education**

In terms of the teaching learning environment and work placement/attachment/internship, 23 and 22 graduates rated the institution with excellent value, 3 and 5 of them rated with best value. It shows that students are not highly satisfied with relevance of program in to their professional requirements. 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 lab facility, sports facilities are observed not to be satisfactory. In terms of the lab facility, sport facility and canteen/urinals 26, 9 and 10 graduates rated weak rating.

For the relevancy of programs to professional (job) requirements 19 graduates rated excellent and 6 rated best, work placement/attachment/internship, 22 graduates rated DMC programs with excellent, 5 rated best. 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. In this particular also DMC programs get highest number of best ratings. Particulars like extracurricular activities, problem solving ability get similar types of ratings as, 22 to 21 with excellent rating, 4 and 5 with high rating.

### **3.4 Education and their Contribution to Graduates' Personal Development**

The total male graduate population 3 have been observed employed. In the same way, 41% of the female graduates have been employed (9 out of 22), the largest figure; that is why the highest number of female graduates are seen to be pursuing higher study. In this study 3 male's graduates said increase professional and personal development in enhanced academic knowledge, improved learning efficiency and improved communication skills very better. Whereas 1 male graduates said personal development in improved problem solving skills much better. Majority 17, female graduates said improved personal development in academic knowledge, problem solving skills, improved learning efficiency very much. Whereas 4 female graduates said to develop personal development in problem solving skills, improved learning efficiency, improved research skills and improved communication skills much. Only 1 graduates said a little personal development in improved communication skills after complete the bachelor degree. Education faculty of (2) graduates of professional and personal development in research skills, learning efficiency and team spirit very much whereas all 6 graduates said much professional and personal development. Only 2 graduates said a little develop their professional and personal development through this institution. Out of (17) EDJ graduates only 2 male EDJ said the academic program contributes to enhance professional and personal development very much whereas 2 said it developed a little and 1 female EDJ rating much contribute professional and personal development.

Ten EDJ graduates says very much develop professional and personal development, 5 says much developed professional and personal development and 1 EDJ said a little develop professional and personal development. The study shows that 7 other caste/ethnicity said that the institution has delivered quality education and 2 said the relationship between teacher and student is very much excellent. The total numbers of female graduates has been 22 and among them 16 have been found to be in pursuing further study that is the figure of 78.79%. Among EDJ population of 17 also 14 have been found to be pursuing further study that forms the figure of 73.0%. The male graduate population has been the lowest because the enrollment of male student is very low in this campus, which is 5, and all 5 male graduates pursuing further education.

### **3.5 Issues related to teaching learning, teacher student relationship and education delivery**

The 22 and 19 graduates said that the delivery in quality education and teaching learning environment is very much excellent due to the curriculum in this institution and 4 and 8 rated that it is much excellent. Majority 6 graduates said that the relation of teacher and student relationship is very much excellent whereas 21 said that much excellent.

### **3.6 Issues related to facility such as library, laboratory, canteen, sport facilities and urinals**

Majority 15 graduates said that the library facilities for teaching learning environment is very much excellent, 7 said that sports facilities is very much excellent for extracurricular activities and 5 and 7 said that canteen and urinals facilities is very much excellent. Only 11 graduates said that library and sports facilities is much better whereas 26 said that lab facilities is a little better and 1 graduates said that lab facilities is a much excellent and 5 said that canteen/urinals is a little better for excellent teaching learning environment.

## **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 professional and personal development 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, Nursing, 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 44% of the employed graduates place much better response to all the particulars on the section which is lower in the year 2017 (58%), 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 27 graduates from 2018 batch, more than 75% 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.

Work Load of Teaching Faculties of Dumarwana Multiple Campus 2075/076

| s.n. | Designation    | Name                    | Period         | Period        | Period        | Period        | Period |
|------|----------------|-------------------------|----------------|---------------|---------------|---------------|--------|
| 1.   | Campus Chief   | Radheshyam Shiwakoti    | Soc-401/III/1  | His-316/6/I/5 |               |               |        |
| 2.   | Asst. C. Chief | Kishore Kumar Sharma    | HPE-416/6/I/1  | Soc-403/II/2  | soc-315/III/4 |               |        |
| 3.   | Asst. C. Chief | Birendra Singh Khadka   | Pop-418/I/4    | Pop-428/II/2  | Pop-429/II/6  | Pop-439/III/5 |        |
| 4.   | Faculty Chief  | Akshay Kumar Chaudhary  | Eng-416/I/1    | Eng-417/I/3   | Eng-424/II/4  | Eng-434/III/2 |        |
| 5.   | Faculty Chief  | Ramkrishna Subedi       | C. Nep-401/I/5 | Nep-423/II/3  | Nep-432/III/4 | Nep-201/I/1   |        |
| 6.   | Faculty Chief  | Gyasudin Ansari         | MGT-211/I/1    | MGT-212/II/2  | MGT-218/III/5 | MGT-253/IV/4  |        |
| 7.   | Lecturer       | Santu Kumar Ray         | Eng-411/I/6    | Eng-423/II/4  | Eng-432/III/3 | Eng-201/I/2   |        |
| 8.   | Lecturer       | Shyam Prasad Bhattra    | Soc-402/II/4   | soc-405/III/5 | MGT-213/I/3   |               |        |
| 9.   | Lecturer       | Raju Adhikari           | Nep-416/I/3    | Nep-424/II/4  |               |               |        |
| 10.  | Lecturer       | Sagar Thada Magar       | Eco-314/II/4   | MGT-219/III/3 |               |               |        |
| 11.  | Lecturer       | Baikuntha Nepal         | Nep-422/II/5   | Nep-434/III/3 |               |               |        |
| 12.  | Lecturer       | Ram Bahadur Chaudhary   | Ed-412/I/2     | MGT-204/III/4 | Mgt-220/IV/3  |               |        |
| 13.  | Lecturer       | Barun Prasad Gautam     | Ed-421/II/1    | Rd-413/II/5   |               |               |        |
| 14.  | Lecturer       | Kishori Bachhar         | MGT-214/II/4   | MGT-401/IV/5  |               |               |        |
| 15.  | Lecturer       | Suresh Adhikari         | MGT-215/III/1  | MGT-252/IV/2  |               |               |        |
| 16.  | Lecturer       | Pramod Chaudhary        | Eng-313/II/3   |               |               |               |        |
| 17.  | Lecturer       | Nandlal Sapkota         | Eng-311/I/4    | Eng-202/II/1  | Eng-205/II/3  |               |        |
| 18.  | Lecturer       | Ishworlal Dong          | Eng-201/I/1    | Eng-314/III/4 |               |               |        |
| 19.  | Lecturer       | Ramesh Prasad Chaudhary | Eco-311/I/4    | Eco-313/II/3  | MGT-203/I/5   | Mgt-206/II/1  |        |
| 20.  | Lecturer       | Dhurba Prasad Pokhrel   | Nep-417        | Nep-331       | Nep-311       | Nep-312       |        |
| 21.  | Lecturer       | Gaytree Thapaliya       | Nep-433/III/2  |               |               |               |        |
| 22.  | Lecturer       | Ajay Chaudhary          | Eng-433/III/4  |               |               |               |        |

Approved By:

Work Load of Teaching Faculties of Dumarwana Multiple Campus 2074/075

| s.n. | Designation    | Name                    | Period         | Period        | Period        | Period        | Period       |
|------|----------------|-------------------------|----------------|---------------|---------------|---------------|--------------|
| 1.   | Campus Chief   | Radheshyam Shiwakoti    | Soc-401/III/1  | His-316/6/I/5 |               |               |              |
| 2.   | Asst. C. Chief | Kishore Kumar Sharma    | HPE-416/6/I/1  | Soc-403/II/2  | soc-315/III/4 |               |              |
| 3.   | Asst. C. Chief | Birendra Singh Khadka   | Pop-418/I/4    | Pop-428/II/2  | Pop-429/II/6  | Pop-439/III/5 | Pop-449/IV/3 |
| 4.   | Faculty Chief  | Akshay Kumar Chaudhary  | Eng-416/I/1    | Eng-417/I/3   | Eng-424/II/4  | Eng-434/III/2 | Eng-446/IV/5 |
| 5.   | Faculty Chief  | Ramkrishna Subedi       | C. Nep-401/I/5 | Nep-423/II/3  | Nep-432/III/4 | Nep-201/I/1   |              |
| 6.   | Faculty Chief  | Gyasudin Ansari         | MGT-211/I/1    | MGT-212/II/2  | MGT-218/III/5 | MGT-253/IV/4  |              |
| 7.   | Lecturer       | Santu Kumar Ray         | Eng-411/I/6    | Eng-423/II/4  | Eng-432/III/3 | Eng-201/I/2   |              |
| 8.   | Lecturer       | Shyam Prasad Bhattarai  | Soc-402/II/4   | soc-405/III/5 | MGT-213/I/3   |               |              |
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| 22.  | Lecturer       | Ajay Chaudhary          | Eng-433/III/4  |               |               |               |              |

Approved By:

Dumarwana Multiple Campus, Dumarwana, Hattisar, Bara  
Schedule for the Tracer Study of the Graduate Batch, 2018

**Time Bound Action Plan**

|    | Activities  | Time                        | Responsibilities/ Responsible persons  |
|----|---|-----------------------------|--|
| 1  | Questionnaire distribution, counseling and form fill up | 2076/04/15 to 2076/07/25    | <ul style="list-style-type: none"> <li>Tracer study team consisting of 3 members distributing questionnaires to the graduates, tentatively 9 graduates each member.</li> <li>contact the graduates on the basis of interpersonal connection , telephone, face book ,email or meet the graduate by person</li> <li>Follow up the graduates. Ask them to return the filled questionnaire by using same media.</li> </ul> |
| 2  | Tabulation  | By 2076-08-01 to 2076-08-05 | <ul style="list-style-type: none"> <li>All the members are responsible for the collection of the questionnaire they distributed.</li> </ul>  |
| 3  | Prepare the Report                                      | By 2076-08-06 to 2076-08-15 | <ul style="list-style-type: none"> <li>Birendra Singh Khadka, Santosh Kumar Bhujel and Dambar Kumar Alemagar</li> <li>Arrange the questionnaire in program wise alphabetical order of their names.</li> </ul>  |
| 4  | Report Finalization                                     | 2076-08-16 to 2076-08-20    | <ul style="list-style-type: none"> <li>Birendra Singh Khadka, Santosh Kumar Bhujel and Dambar Kumar Alemagar</li> <li>Making data entry formats, table formats for program wise, gender wise, on the basis of employment, and by caste/ethnicity for the tabulation of data.</li> </ul>  |
| 5. | Report submit to UGC                                    | 2076-08-30                  | <ul style="list-style-type: none"> <li>Santosh Kumar Bhujel</li> </ul>   |

Prepared By: Birendra Singh Khadka  
Coordinator, Tracer Study Team  
Dumarwana Multiple Campus  
Date of Preparation: 2076/08/20

Approved By: Kishore Kumar Sharma  
Asst. Campus Chief  
Dumarwana Multiple Campus, Bara  
Date of Approval: 2076/08/29

