

TRACERY STUDY REPORT-2017

(Revised)

Submitted to:

University Grants Commission

Sanothimi, Bhaktapur



Submitted By:

CHAITANYA MULTIPLE CAMPUS

Banepa-8, Kavre

2019

ACKNOWLEDGEMENT

The Tracer Study Report 2017 is prepared by Tracer Study Committee taking support with campus management committee, faculties, EMIS unit and other related Stakeholders of Chaitanya Multiple Campus, Banepa Kavre.

As a QAA seeking institution, the campus has tailored this tracer study report for better understanding of the personal details, employment status and graduates' persuasion for further study, suggestions/recommendations for the betterment of the institution, possible contribution/s can provide to the institution for its betterment, address/s of the friend/s, who had graduated in the same year of graduated. It also considered valuable feedback of graduates about strengths, weaknesses, relevancy of the programs offered by campus, extracurricular activities, teaching learning environment, quality of education delivered, teacher student relationship, library/lab facilities, sports facilities, canteen etc. Thus, this study think that it will be a most valuable intellectual asset of this campus for gradually reforms the quality of higher education in the campus.

I am very grateful to University Grant Commission (UGC) for the guidance and counseling in preparation of this tracer study. My special thanks go to the team members of tracer study, EMIS unit and colleagues who contributed to this study. The last but not least, I would like to thanks all graduates students of 2017 who provided us the valuable information and full cooperation for this study, and anyone who help directly and indirectly to bring this report in this final form.

Juju Bhai Manandhar

Campus Chief

Date 2076/8/24

EXECUTIVE SUMMARY

Chaitanya Multiple Campus (CMC) is a Trivuwun University (TU) affiliated community based campus. It was established in 2048 BS by local community people to provide quality higher education at low cost in their own area. CMC has been conducting Bachelor programs since the establishment of campus. It also running Master Degree in Education from 2062 and management faculty from 2070.

This Tracer Study has been done for better understanding of the personal profile, employment status, persuasion for further study, suggestions/recommendations for the betterment of the institution, possible contribution/s can provide to the institution for its betterment, profile of the friend/s, who had graduated in the same year of graduates from Chaitanya Multiple Campus, Banepa Kavre in 207. This study collects and analyses in above the six different aspects from graduated students. Then concluded and recommended for reform in higher education of this campus. The information were collected through questionnaire provided by University Grant commission (UGC)

In this report compile five different chapters i.e. introduction, data presentation and analysis, major finding, implication for institutional reform and conclusion & recommendation. Major findings have been presented on the basis of data analysis, regarding different aspects like employment status, issues related to the characteristics, expectations and aspirations of graduates issues related to the employment experience of graduates, issues related to the quality and relevance of higher education and their contribution to graduates' personal development.

In final chapter had concluded that in 2017 AD 60 students were graduated. Out of 60 graduates, 24 are male (M) and 36 are female (F).15 are educationally disadvantage and janajati (EDJ) then rest of them 45 are others. Among the graduated 33 are from the B.Ed. and 27 are from the M.Ed. Out of the 60 graduates 41 graduates were employed, among the graduate from bachelor (B Ed) 18 (44%) and graduate from master (M Ed) 23 (56%) were employed. So in the last chapter, recommendation have been made that campus has independent academic audit should be initiated by Campus for improvement in academic and management aspect, various necessary job-related orientation programs must be conducted by the campus for the professional development of the students to increase the existing employment level of graduates, to initiate improve teaching- learning environment in campus by enhancing use of modern technology, provide the environment for market information to employment of

graduates by establishing placement cell, counseling service, organize training and workshop program as required to job market, self-employment especially for graduates and build up the network with market organizations with campus.

TABLE OF CONTENTS

	Page No.
CHAPTER 1 : INTRODUCTION	
1.1 Background/Rationale	1
1.2 Objectives of the study	2
1.3 Institutional arrangements to conduct the study	3
1.4 Graduate batch taken for the study	3
1.5 Data collection - Instruments and approach	3
1.6 Scope and limitations of the study	4
CHAPTER 2: DATA PRESENTATION AND ANALYSIS	
2.1 Employment status of the graduates	6
2.1.1 Employed graduates by types of organization	8
2.2 Issues Related to the Characteristics, Expectations and Aspirations of Graduates	9
2.2.1 Unemployed Graduates by Ethnicity	9
2.3 Issues Related to the Employment Experience of Graduates	10
2.4 Issues Related to the Quality and Relevance of Higher Education	10
2.5 Education and their Contribution to Graduates' Personal Development	12
2.5.1 Satisfaction of employed graduate	12
2.5.2 Major Strengths of the Program	13
2.5.3 Pursuing further studies of graduates	14
2.5.4 Parents' education background of graduates	15
2.5.5 Parents' Occupational background of graduates	16
CHAPTER 3: MAJOR FINDINGS	
3.1 Graduates Status	18
3.2 Employment status graduates	18
3.3 Issues Related to the Characteristics, Expectations and Aspirations of Graduates	19
3.4 Issues Related to the Employment Experience of Graduates	19
3.5 Issues Related to the Quality and Relevance of Higher Education	19
3.6 Education and its Contribution to Graduates' Personal Development	19

CHAPTER 4: IMPLICATIONS TO INSTITUTIONAL REFORM 21

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion 22

5.2 Recommendations 22

APPENDIX

- Decision regarding Tracer Study Task Team formation
- Graduate name list as per the annex 1.2 and /or 1.3 (graduate names in alphabetically sorted order and grouped by programs)
- Transcripts of 2016 sorted according to the graduate list (in case of Master's programs, please include transcripts having Viva Date of 2016)
- Survey questionnaire

LIST OF TABLES

Table No.	Title	Page No.
Table No. 1	Total Graduates' list categorized by gender, Level and Ethnicity	5
Table No. 2	Employed and Unemployed Graduates by levels and gender	6
Table No. 3	Employed and Unemployed Graduates by Gender, Level and Ethnicity	7
Table No. 4	Employed graduates by types of organization	8
Table No. 5	Unemployed Graduates by levels and gender	9
Table No. 6	Unemployed Graduates by Ethnicity	9
Table No. 7	Relevance between program of study and present job	11
Table No. 8	Satisfaction of employed graduate	12
Table No. 9	Major Strengths of the Program	13
Table No. 10	Pursuing further studies of graduates	14
Table No. 11	Parents' education background of graduates	15
Table No. 12	Parents' Occupational background of graduates	16

LIST OF FIGURES

Fig. No.	Title	Page No.
Fig. No. 1	Total Graduates' list categorized by gender, Level and Ethnicity	5
Fig. No. 2	Bar Graph of Employed and Unemployed Graduates by levels and gender	6
Fig. No. 3	Multiple Bar graphs of Employed and Unemployed Graduates by Gender, Level and Ethnicity	7
Fig. No.4	Employed graduates by types of organization in Pie-Chart	8
Fig. No.5	Relevance between program of study and present job	11
Fig. No. 6	Satisfaction of employed graduate	12
Fig. No. 7	Major Strengths of the Program	14
Fig No. 8	Pursuing further studies of graduates	15
Fig. No. 9	Parents' education background of graduates	16
Fig. No. 10	Parents' Occupational background of graduates	17

CHAPTER 1

INTRODUCTION

1.1 Background/Rationale

Chaitanya Multiple Campus (CMC) is a community based public campus. It is located at the prime location of Banepa Valley, 25 km apart (east) from Kathmandu valley. It was established on 15th Mangshir 2048 B.S.(1st December 1991 A.D.) under the affiliation of Tribhuvan University (T.U.) as the one of the well established campus of this district . This campus is established by sincere effort of the experienced teachers, educationists and social workers in Banepa. When Campus was established, it has one of the main aim was

“to extend the facility and easy excess in higher education at affordable cost for the student as well as to produce quality and efficient human resource to fulfill of demand of market in community and country.”

This campus has been providing opportunities of higher studies to geographically backward area, economically backward as well as socially marginalized student of Kavre, Ramechhap, Sindhupalchowk, Sindhuli and other districts. It has started M.Ed. (EPM, Maths, and English & Nepali) since 2062 Poush, as the first degree campus in Kavre district. It has more than twenty five years long history.

This campus has currently run following programs.

- i. M. Ed. (EPM, Maths Ed., English Ed. & Nepali Ed.)
- ii. 1 Year B. Ed. (EPM, Maths Ed., English Ed., Nepali Ed., Economics,)
- iii. 4 Years B. Ed. (Maths Ed., English Ed., Nepali, Ed.HPE, Economics, History, Population Ed)
- iv. 4 Years BBS (Accountancy, Finance, Marketing, General Management)

Affiliation years of the programs:

- | | | |
|------|------------------------------|------------|
| i. | B. Ed.2048/9/22 | |
| ii. | One Yr B.Ed.2059/5/22 | |
| iii. | M.Ed. (Math, Eng. Ed., EPM) | 2062/12/7 |
| iv. | M.Ed. (Nepali) | 2063/11/8 |
| v. | B.B.S. | 2070/07/28 |

Higher educational institutions play an important role to prepare people for work, by imparting knowledge and crafting skills needed for professional life. The quality and standard of education impart by institution not only impacts in employment of graduates, but on their performance in competitive labor market too. The employment status of the graduates, therefore closely related to the efficiency and effectiveness of institution.

Rational of Study:

The rationale of the present study was to understand the employability of 2017 graduates from the campus. This tracer study was expected to comprehend the quality of higher education at the campus and identify the condition under which the graduates were employed and to figure out how their areas of work were related to the programs offered at the campus. Additionally, the present study was expected to inform the relevance of the current academic programs at the School in the current market demands.

A tracer study of graduates is regarded an appropriate approach to assess the effectiveness of the institution. It brings to gather certain basic information related to graduates' employment, their expectation, experiences to employment, and institutional success to transform general people into skilful human resource for betterment of community.

This tracer study will help the campus to trace empirically about the status of employment, experience and expectations of graduate from this campus. Beside this, the report will also reveal the relevancy of education provided by the campus.

1.2 Objectives of the study

This tracer study has been prepared for achieving following objectives:

- i. To understand the effectiveness and relevance of the academic programs of the School to the graduates for their employment and higher study prospects – from the perspective both male and female graduates;
- ii. To trace the employment status of graduates in Bachelor and Master level from this Chaitanya Multiple Campus, Banepa Kavre in 2017 A.D.
- iii. To figure out the way the graduates relate the courses/curricula and research at the School to their respective professions for enhancing academic pursuits;
- iv. To ascertain the success of the programs of the School relating to the graduates and their employment opportunities;
- v. To point out the weak areas of programs to be improved and updated in order to satisfy the expected learning outcomes.
- vi. To find out the issues to be addressed in institutional planning and reform for contribution to personal development of graduates

1.3 Institutional arrangements to conduct the study

The study was conducted by a committee with the decision of campus management committee in guideline of University Grant Commission, Nepal (UGC) for higher education reform purpose. The committee has formally included four members to carry out the study and prepare the report. This committee has conducted the study distributing questionnaire provided by UGC and similarly it has formed the report by shorting these questionnaires.

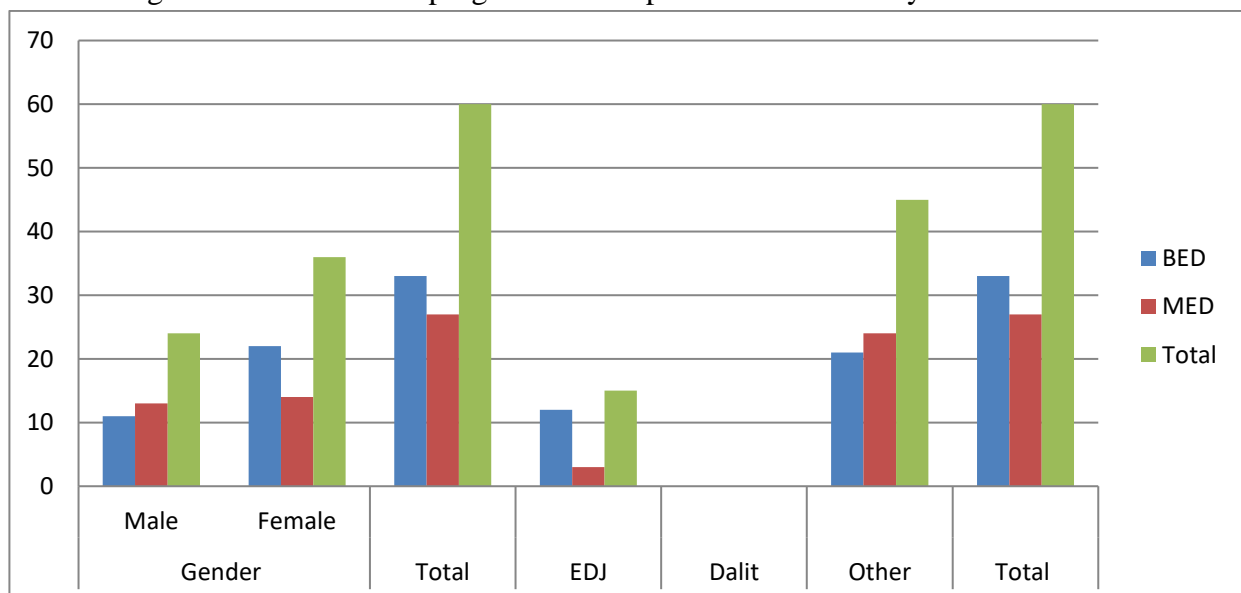
1.4 Graduate batch taken for the study

CMC has launched the graduates program since 27 years. However this study was confined on only one batch of graduates in 2017 AD from B Ed, One year B Ed and M Ed programs.

1.5 Data collection - Instruments and approach

In this study the committee adopted the various approaches like physical presence of graduates, using telephone, using collected information through their character certificates, administrative record, information from peers etc. Nevertheless, all the graduates have administered the questionnaires provided by UGC.

The population of this tracer study constituted the scholars who graduated in. The total number of the scholars who graduated are 60 from the campus. Figure 1 shows the number of graduates in different programs of campus in the academic year 2017.



1.6 Scope and limitations of the study

The study was conducted on the graduated of this campus since 2017 AD from the programs B Ed, One Year B Ed and M Ed. The information (data) was collected through questionnaire. In brief, the scope of the study is programs offered by the CMC and the graduate who completed the program (level) in the specified year 2017 AD. This study did not cover the academic achievement in score and percentage of the graduates\ and no more questionnaires administered other than questionnaire provided by UGC.

The study had a wider scope since it covered cross sectional data from graduates working in different places. There were a remarkable number of female graduates. This information could be of immense use for gender analyses on various aspects of education at the campus and the professional advancements of graduates from the campus. A full attempt was made to get the completed questionnaire from all the target scholars, who graduated in the year 2017; however, only some of them could fill up their completed questionnaires. The rate of response could not be increased for several reasons.

CHAPTER 2

DATA PRESENTATION AND ANALYSIS

After distribution of questionnaires to all graduates in 2017 and collection of forms by all members of committee, data were duly presented in tables and figures the analyzed accordingly.

Table No. 1: Total Graduates' list categorized by gender, Level and Ethnicity

Program	Gender		Total	Educationally Disadvantaged Janajati (EDJ)	Dalit (D)	Other	Total
	Male (M)	Female (F)					
B.Ed	11	22	33	12	-	21	33
M.Ed	13	14	27	3	-	24	27
Total	24	36	60	15	-	45	60

Table No 1 reveals that, total number of graduates are 60, out of them 33 are from Bachelor in Education (B.Ed.) and 27 are from Master of Education (M.Ed.). Among them 24 are male and 36 are female. These graduate students are further categorized as 15 are educationally disadvantaged janajati, 45 are others and no one is dalit this year.

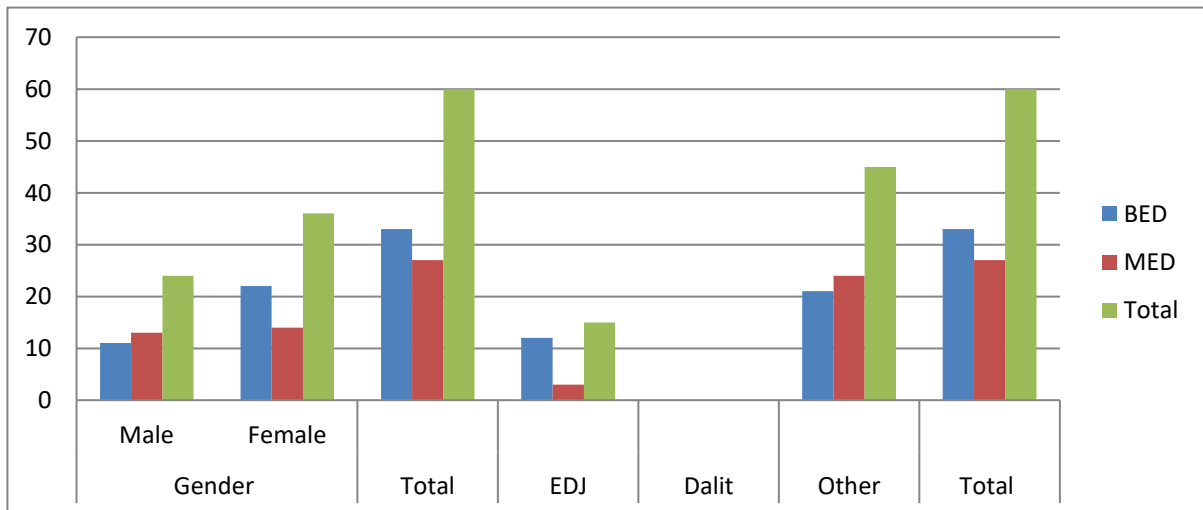


Figure No 1: Total Graduates' list in 2017 categorized by gender, Level and Ethnicity

2.1 Employment status of the graduates

Among these 71 graduates 49 are found in employed and rest of graduates are not employed yet. The employed and unemployed graduates are also categorized by level and gender is as follows :

Table No. 2: Employed and Unemployed Graduates by levels and gender

Gender	BED	Med	Total	Employed		Unemployed	
				BED	MED	BED	MED
Male	11	13	24	5	11	6	2
Female	22	14	36	13	12	9	2
Total	33	27	60	18	23	15	4

Table No. 2 shows that out of the 60 graduates, 41 (68.33%) graduates were employed. Among them 18 graduate are from bachelor (B Ed) and 23 graduates are from master (M Ed) were employed.

The proportion of female graduates securing employment is higher than male graduate. 25 female graduates are employed out of 36 female graduates whereas 16 male graduates were employed.

The information given in above table is also demonstrated in following Bar Graph as follows:

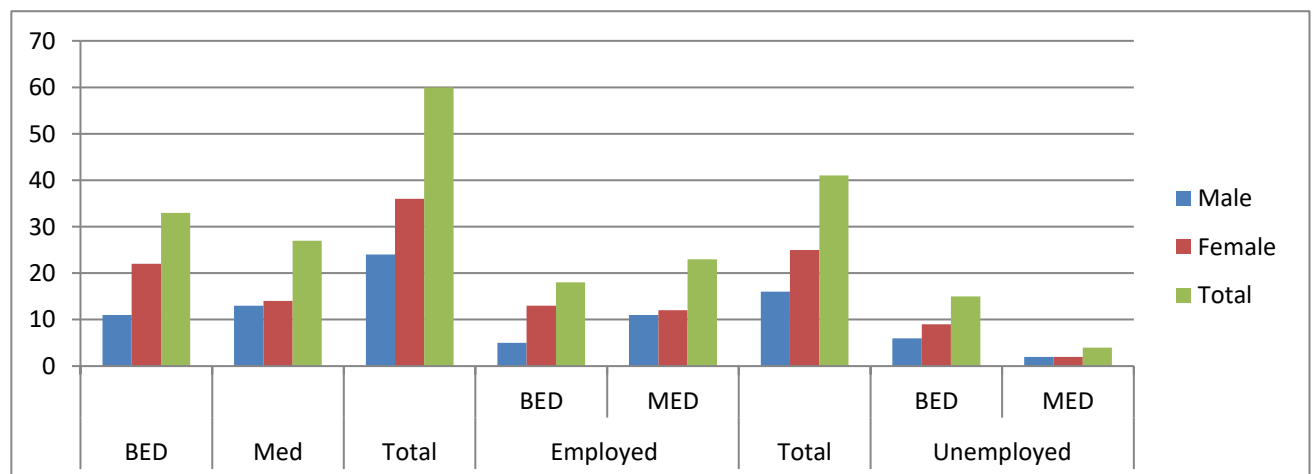


Figure No 2: Bar Graph of Employed and Unemployed Graduates by levels and gender

Table No. 3: Employed and Unemployed Graduates by Gender, Level and Ethnicity

Program	Characteristics	Employed	Unemployed
B. Ed	M	5	6
	F	13	9
	EDJ	6	8
	D	0	0
	Other	12	7
M Ed	M	11	2
	F	12	2
	EDJ	2	1
	D	0	0
	Other	21	3

Table No. 3 indicated that when we categorized the employed graduates by ethnicity, number and proportion of others (Bramin and Chhetri) employed are 33 employed. Whereas employed ethnic graduates are 8. It is notable that others (Bramin and Chhetri) graduates are employed more than educationally disadvantaged janajati.

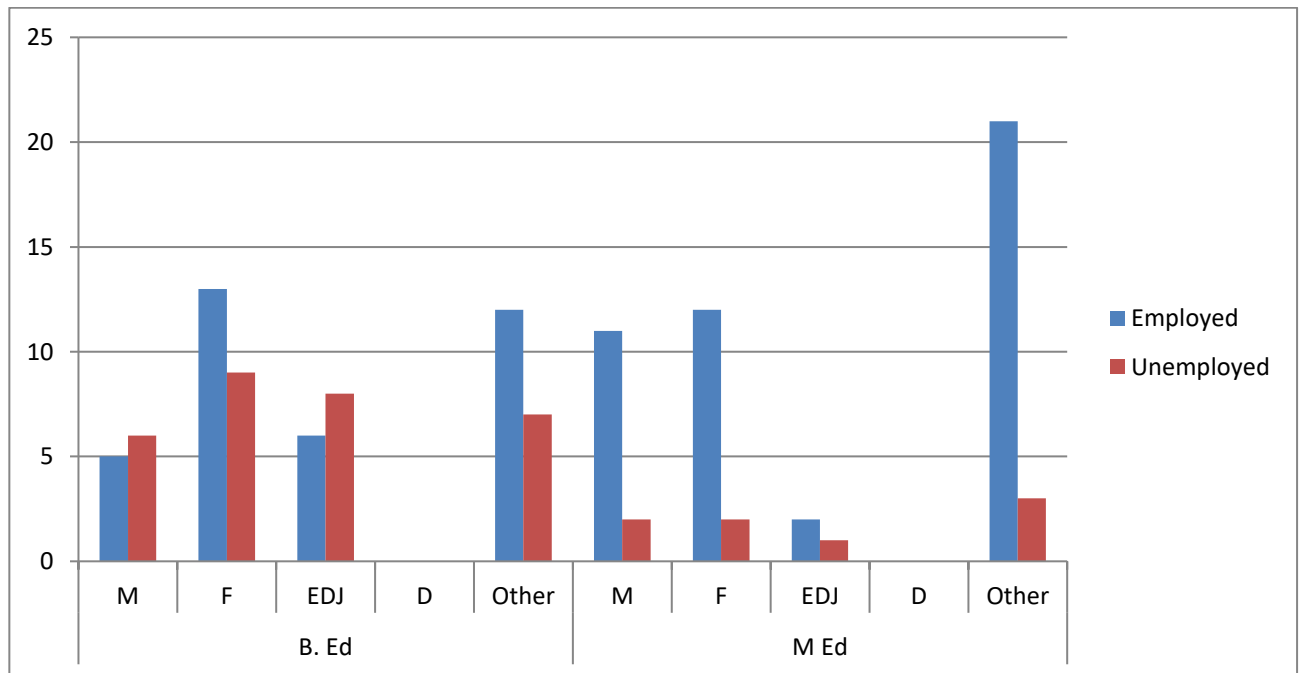


Figure No 3: Multiple Bar graphs of Employed and Unemployed Graduates by Gender, Level and Ethnicity

2.1.1 Employed graduates by types of organization

Through the study, the graduates are found to be engaged in different organizations. The following table shows the different organization of their involvements.

Table No. 4: Employed graduates by types of organization

Level	Private	Public	NGO/INGO	Govt	Total
B.Ed.	4	0	2	12	18
M.Ed.	6	2	1	14	23
Total	10	2	3	26	41

This table No. 4 shows the total no of employed graduates are 41, among them 10 are in private, 2 are in public, 3 are in NGO/INGO, 26 are in govt (school and office)

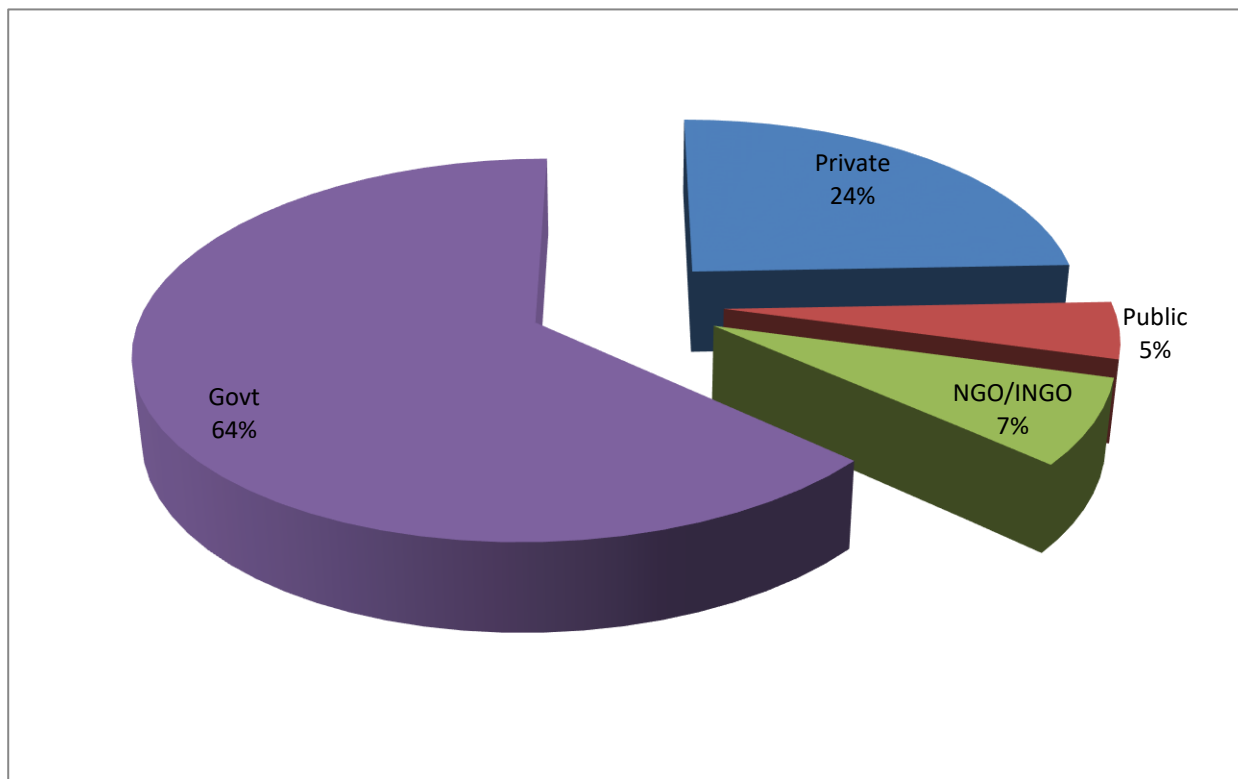


Figure No. 4: Employed graduates by types of organization in Pie-Chart

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

This section analyses the issues/problems related characteristics (gender, ethnicity etc), expectation and aspiration of graduates. We have already mentioned that there are 19 graduates are unemployed among them 8 are male and 11 are female. In detail we are clarifying in following table.

Table No. 5: Unemployed Graduates by levels and gender

	B Ed	M Ed	Total	Unemployed		
				B Ed	M Ed	Total
Male (M)	11	13	24	6	2	8
Female (F)	22	14	36	9	2	11
Total	33	27	60	15	4	19

Table No.5 reveals that Out of the 60 graduates, 19 (31.67%) graduates are still unemployed. Among them 8 are male and 11 are female.

2.2.1 Unemployed Graduates by Ethnicity

In this study, we found that among the 71 graduates 22 graduates are unemployed, among them 3 are educationally disadvantaged janajati and 19 are other than educationally disadvantaged and dalit. Which are shown in table as follows.

Table No. 6: Unemployed Graduates by Ethnicity

Program	Characteristics	No of graduates	Unemployed
B. Ed	EDJ	14	8
	D	0	0
	Other	19	7
M Ed	EDJ	3	1
	D	0	0
	Other	24	3
Total		60	19

Table No. 6 shows that out of 19 unemployed graduates, ethnic graduates are 9 and others (Bramin and Chhetri) are 10 graduates.

The issues regarding expectation and aspiration of the graduates, many graduates from the faculty of education are expecting career counseling in teaching.

2.3 Issues Related to the Employment Experience of Graduates

When we arise the quarries on the issues related to the employment experiences of graduates, they were expressed the following issues/problems.

- Source of information about job.
- Past experience in related job.
- Practical Knowledge.
- Some of graduates are found in job while or before they involve in their study and they are still involving in same level,
- Some of the graduates form M Ed they are in part time involving in part time teaching for class eleven and twelve and fulltime in lower level.
- Some of graduates are in public campus as contract basis employment.

2.4 Issues Related to the Quality and Relevance of Higher Education

In the study, issues related to the quality and relevancies of higher education were studied on the basis of following seven aspects.

- Enhanced academic knowledge
- Improved problem-solving skills
- Improved research skills
- Improved learning efficiency
- Improved communication skills
- Improved information technology skills
- Enhanced team spirit

In order to study, respondent graduates rated from 0-5, whereas 0 for no relevant and 5 for maximum relevant. In this way respondent graduates provide average ranking score are as follows :

Table No. 7: Relevance between program of study and present job

	Level	Enhanced academic knowledge	Improved problem-solving skills	Improved research skills	Improved learning efficiency	Improved communication skills	Improved information technology skills	Enhanced team spirit
Average Rating by graduates	B.Ed.	3.83	3.5	3.78	3.89	4.06	3.06	3.39
	M.Ed.	2.7	3	3.2609	3.2	4.48	3.1	3.3
Average	Average	3.265	3.25	3.52045	3.545	4.27	3.08	3.345

From this table no 7 we can found that the average ranking score is not less than 2.5 out of 5. Each score is more than 2.5, it means respondent graduates feel relevance between program of study and present job placement is appropriate as well as excellent.

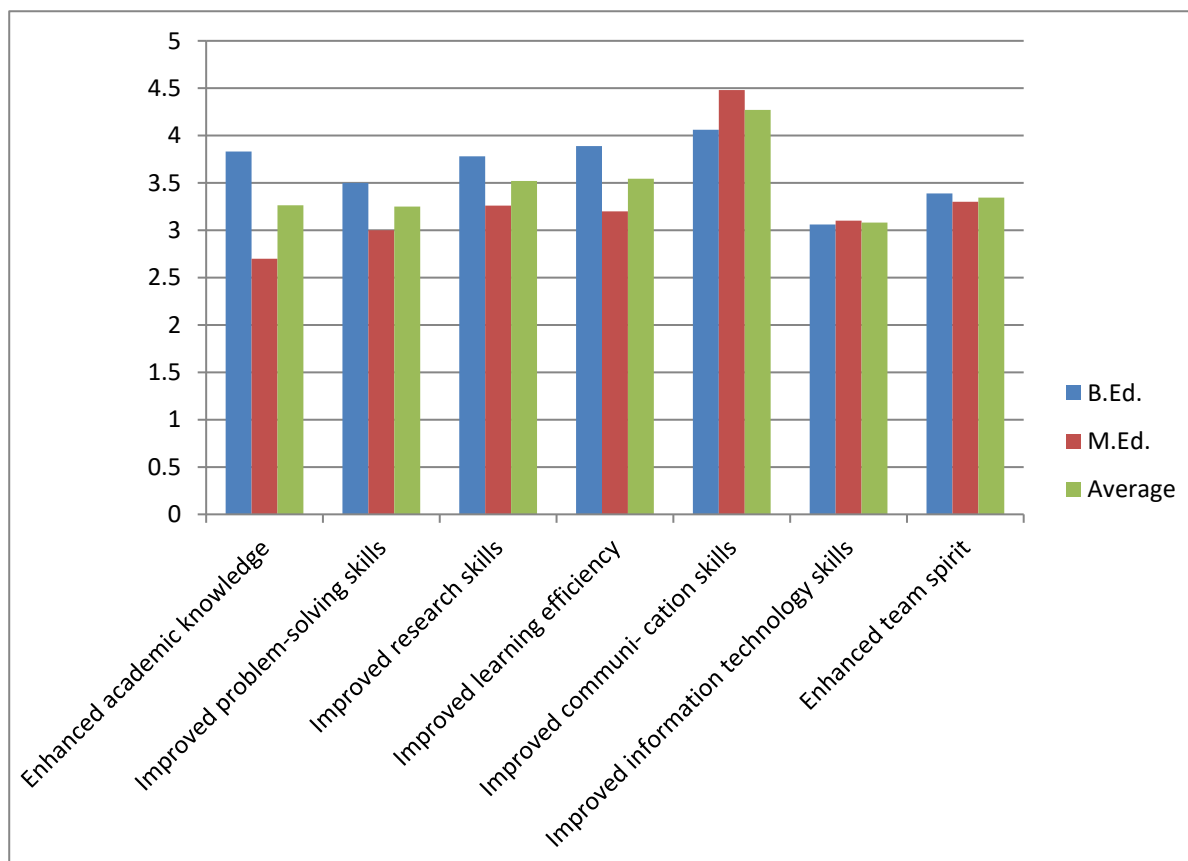


Figure No. 5: Relevance between program of study and present job

2.5 Education and their Contribution to Graduates' Personal Development

Education (program) and their contribution to their personal development was studied in terms of seven major skills(enhanced academic knowledge, improved problem-solving skills, improved research skills ,improved learning efficiency, improved communication skills, improved information technology skills, enhanced team spirit) and employment basis. By analysis the responses of graduates of these components we can conclude that Education (program) and their contribution to their personal development is very high. But it has also reveal that the 22 graduates are still unemployed due to so many causes

2.5.1 Satisfaction of employed graduate

This study found that the satisfaction levels of employed graduate are as follows:

Table No. 8: Satisfaction of employed graduate

Level	Very much	Much	A little	No Response	Not satisfied	Total
B.Ed.	5	10	3	15	0	33
M.Ed.	13	7	2	5	0	27
Total	18	17	5	20	0	60

From this table no.8 give us the information 33% (20) graduate did not give response on their level of satisfaction, those who give response maximum 30% (18) graduates feel very much satisfied, 28.33% (17) feel much satisfied and 8.33% (5) feel a little satisfied in their job.

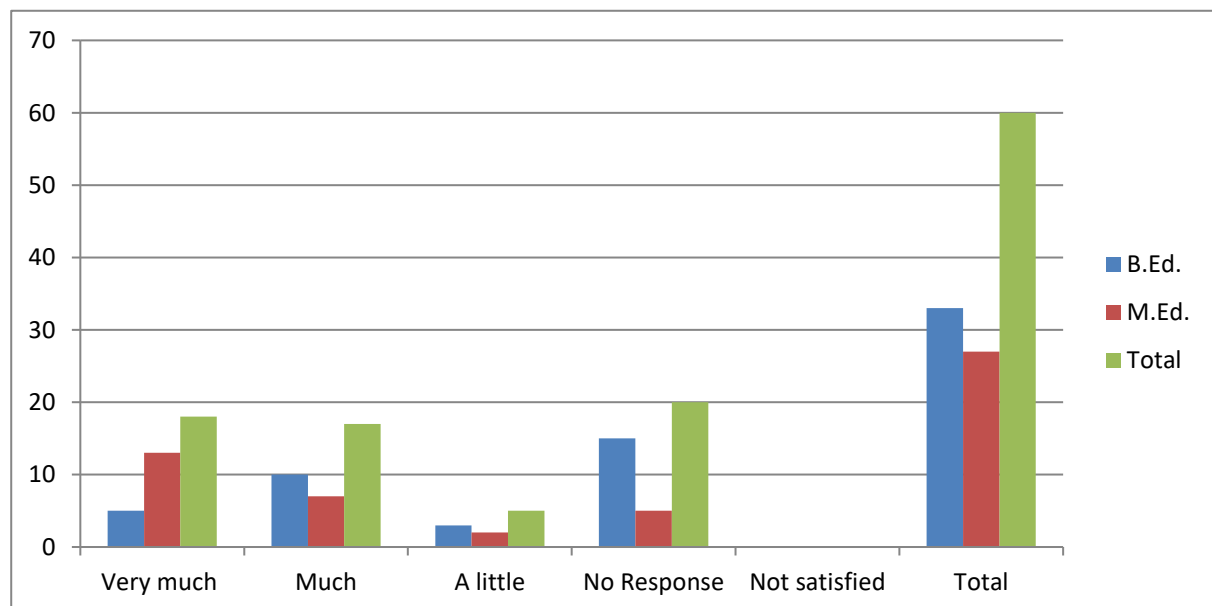


Fig No. 6: Satisfaction of employed graduate

2.5.2 Major Strengths of the Program

The study analyzed the strength of program on following basis.

- Range of courses offered
- Number of optional subjects
- Relevance of the program to your professional requirements
- Extracurricular activities
- Problem solving
- Inter-disciplinary learning
- Work placement/attachment
- Teaching/Learning environment
- Quality of education delivered
- Teacher Student Relationship
- Library/Lab etc.

In order to study, respondent provide to offer the rank from 0-5, whereas 0 for the poor strength and 5 for highly strength. The ranks of respondent are tabled in average, which is also converted in percentage as follows.

Table No. 9: Major Strengths of the Program

	Level	Range of courses offered	Number of optional subjects	Relevance of the program to your professional requirements	Extracurricular activities	Problem solving	Inter-disciplinary learning	Work placement/attachment	Teaching/Learning environment	Quality of education delivered	Teacher Student Relationship	Library/Lab etc.	Others
Average Rating by graduates	B.Ed.	3.3	3.2	3.1	3.3	3.28	3.3	3.19	3.6	3.5	3.7	3.59	3.34
	M.Ed.	2.77	2.81	2.96	3.15	3.3	3.26	3.33	3.22	3.48	3.37	3.44	3.4
	Average	3.035	3.005	3.03	3.225	3.29	3.28	3.26	3.41	3.49	3.535	3.515	3.37

- From this table no. 9 give us the information average rating by graduates in range of courses offered, number of optional subjects, relevance of the program to your professional requirements, extracurricular activities, problem solving, inter-disciplinary learning, work placement/attachment, teaching/Learning environment, quality of

education delivered, teacher student relationship and library/Lab etc. are not less than average (more than average score 2.5). This means those aspects are strong in campus.

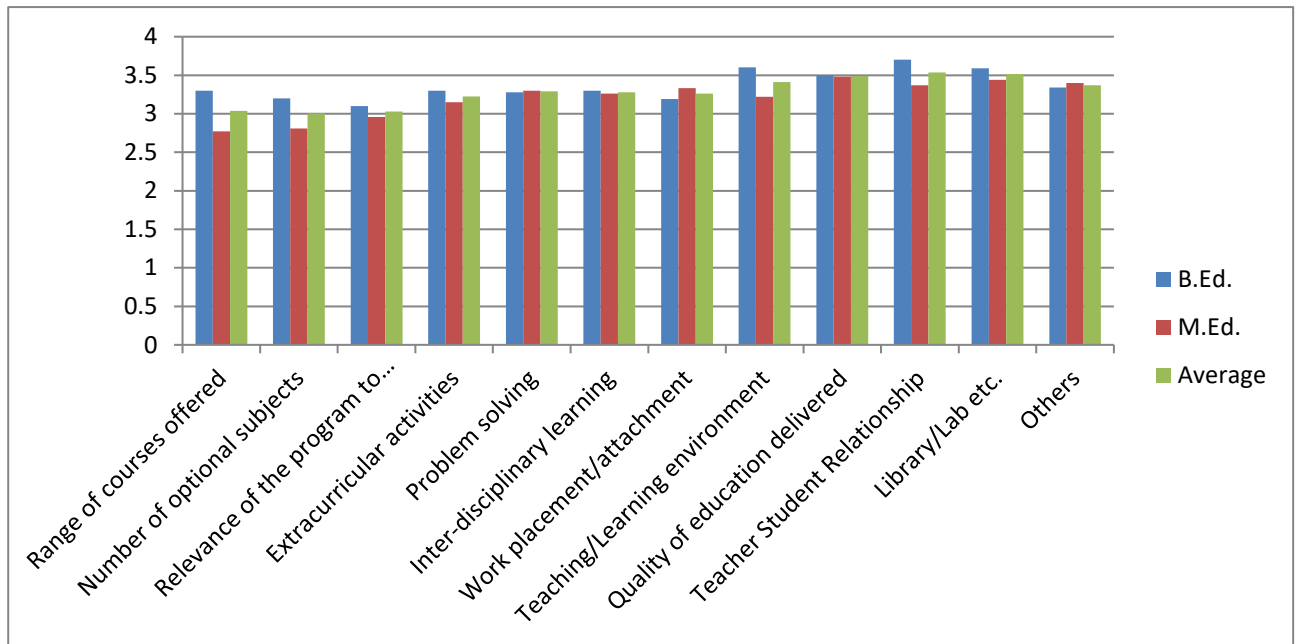


Fig No. 7: Major Strengths of the Program

From this illustration we can easily conclude that all the given aspects have remarkable strength. Beside this there are some weaknesses also indicated. Which are as follows.

- Improve to frequencies of extra-curricular activities
- Improve to Publicity
- Increase compound and premises
- Improve discipline environment in college
- Improve in decreasing students enrolment
- Students irregularity
- Reduce to students Politics

2.5.3 Pursuing further studies of graduates

Table No. 10: Pursuing further studies of graduates

Further Study	
Yes (1)	No (0)
5	28

Table No. 10 indicates that only few graduates were in further study and most of graduates in seeking and waiting for employment.

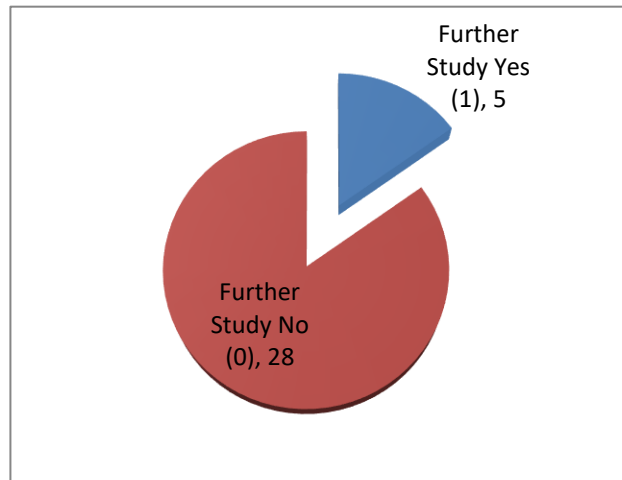


Fig No. 8: Pursuing further studies of graduates

2.5.4 Parents' education background of graduates

In this study parent's education background were found as follows :

Table No. 11: Parents' education background of graduates

	B.Ed.			M.Ed			Total		
	Mother	Father	Total	Mother	Father	Total	Mother	Father	Total
None	25	8	33	19	10	29	44	18	62
Primary	6	17	23	6	5	11	12	22	34
Secondary	2	7	9	2	7	9	4	14	18
Tertiary	0	1	1	0	5	5	0	6	6
Total	33	33	66	27	27	54	60	60	120

Table No. 11 indicate that parent's education of the graduates students are dominated by none educated , then primary and secondary and little by tertiary.

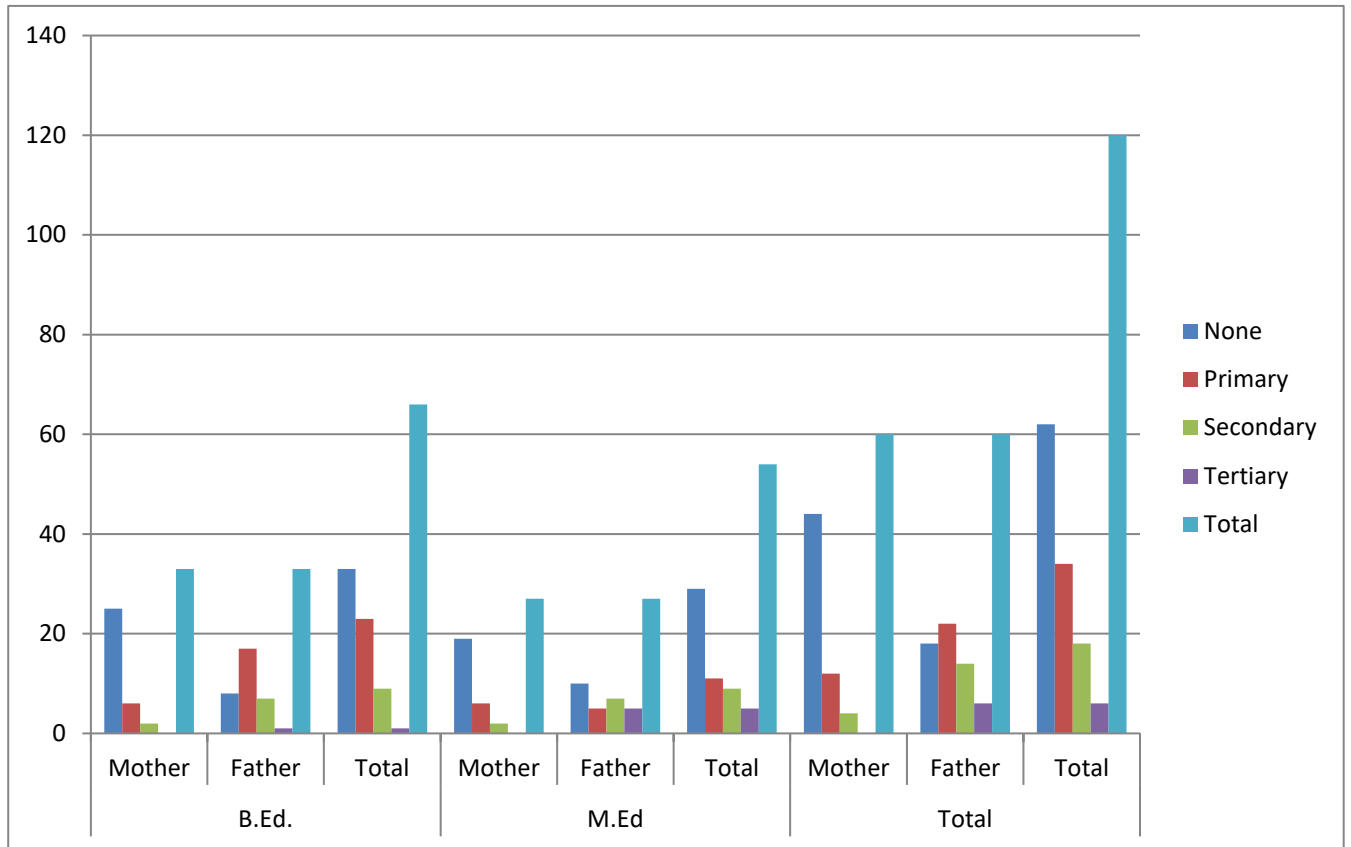


Fig No. 9: Parents' education background of graduates

2.5.5 Parents' Occupational background of graduates

Table No. 12: Parents' Occupational background of graduates

Profession	No. of Parents	Percent	M.Ed	B.Ed
Agriculture	49	81.67	22	27
Teaching	2	3.33	1	1
Business	2	3.33	0	2
Service	7	11.67	4	3
Total	60	100%	27	33

Table No. 12 indicates that parents occupation of the graduates were dominated by agriculture

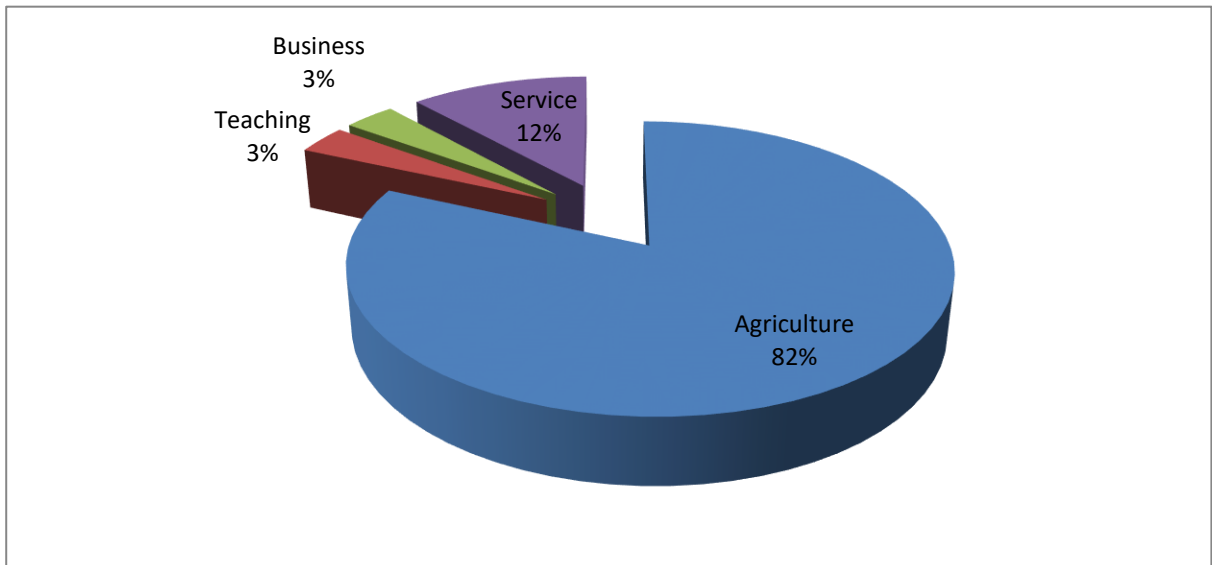


Fig No. 10: Parents' Occupational background of graduates

CHAPTER 3

MAJOR FINDINGS

3.1 Graduates Status :

- In 2017 AD, total numbers of graduates are 60, out of them 33 are from Bachelor in Education and 27 are from Master of Education. Among them 24 are male and 36 are female. These are further categorized as 14 are educationally disadvantaged janajati, 54 are others and no one is dalit this year.

3.2 Employment status graduates

- Out of the 60 graduates, 41 (68.33%) graduates were employed. Among them 18 graduate are from bachelor (B Ed) and 23 graduates are from master (M Ed) were employed.
- The proportion of female graduates securing employment is higher than male graduate. 25 female graduates are employed out of 36 female graduates whereas 16 male graduates were employed out of 24 male graduates.
- Employed graduates were employed full time in teaching service nominal were in other service.
- Out of 60 graduates 41 (68.33%) were employed and rest 19 (31.67%) were still unemployed.
- When we categorized the employed graduates by ethnicity, number and proportion of others (Bramin and Chhetri) is 33. Whereas ethnic graduates are 8.
- Out of 19 unemployed graduates, others (Bramin and Chhetri) are 10. and ethnic graduates are 9.
- It is notable that others (Bramin and Chhetri) are employed more than ethnic graduate.

3.3 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

- Out of the 60 graduates, 19 (31.67%) graduates are still unemployed. Among them 8 are male and 11 are female.
- Out of 19 unemployed graduates, ethnic graduates are 9 and others (Bramin and Chhetri) are 10 graduates.
- Many graduates (from the faculty of education) are expecting career counselling.

3.4 Issues Related to the Employment Experience of Graduates

The employment experiences of graduates, they were expressed the following issues/problems.

- Source of information about job
- Past experience in related job
- Practical Knowledge
- Some of graduates are found in job while or before they involve in their study and they are still involving in same level,
- Some of the graduates form M Ed they are in part time involving in part time teaching for class eleven and twelve and fulltime in lower level.
- Some of graduates are in public campus as contract basis employment.

3.5 Issues Related to the Quality and Relevance of Higher Education

- As a whole, favorable opinions were expressed with regarding quality and relevancy of the program of study
- High levels of relevancies were observed in seven different aspects given in questionnaire.

3.6 Education and its Contribution to Graduates' Personal Development

- 33% (20) graduate did not give response on their level of satisfaction, those who give response maximum 30% (18) graduates feel very much satisfied, 28.33% (17) feel much satisfied and 8.33% (5) feel a little satisfied in their job.
- Rating score by graduates in programs (range of courses offered, number of optional subjects, relevance of the program to your professional requirements, extracurricular activities, problem solving, inter-disciplinary learning, work placement/attachment,

teaching/Learning environment, quality of education delivered, teacher student relationship and library/Lab etc.) are not less than average (more than average score 2.5). This means those programs are strong in campus.

- Only few graduates were in further study and most of graduates in seeking and waiting for employments.
- Parent's education of the graduates students are dominated by none educated , then primary and secondary and little by tertiary.
- Parents occupation of the graduates were dominated by agriculture.

CHAPTER 4

IMPLICATIONS TO INSTITUTIONAL REFORM

This study provide the ample information about the graduates in 2017 AD from Chaitanya Campus, Banepa, Kavre .The major finding of this study reveals that this campus have to some institutional reform in following aspects.

- Quality improvement in teaching and learning process with using modern technology.
- Improvement in Educational Management Information System (EMIS) in campus.
- Improvement in publicity of campus by ex-students too.
- Management of Canteen in campus.
- Management of transportation service to campus students.
- Establishment of placement cell in campus and provide counseling service.
- Establishment of network in different schools, college and different organization to increase the employment of graduates.
- Extension of technical subject according to job market to increase the employment level of graduates.
- Encourage and implement of training and workshop program as required to job market, self employment especially for graduates.
- Proper management extracurricular activities.
- Proper management of Information Technology to utilize teaching and learning as well as searching job opportunity in job market.
- Mobilized the resource to dalit marginalized and educationally disadvantaged students to increase their access in higher education.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study was carried out to investigate and find out to status of graduates in 2017 from this campus. In this study cover 33 graduates from bachelor level (B Ed) and 27 graduates from master level (M Ed), in total 60 graduates were covered. In the study given questionnaires from were used as main tool. This study was done for graduates of two year before 2017 A D, as second time in this campus. For this reason, most of the graduates were only contacted with phone in their cell number then fill up the questionnaires, some graduates could not contacted. In such case, we had used snowball contact/ interview for the investigation of their tracery.

The finding reveals that only 66.66% graduates were employed and 33.33% of graduates were not in employed. This unemployed proportion may destruction on the higher education of this campus as well as increases the socio-economic problem in community. Therefore we should have to concentrate in causes of unemployment of graduates.

5.2 Recommendations

This tracer study reveals that only 69% of graduates were employed the rest of 31% graduates were not able to employ in job market due to different causes. For this reason campus has to initiate to increase the employment level of graduates by reforming existing academic and administrative forms. For this initiation, tracer study recommends to initiate in following aspects.

- Improve teaching- learning environment in campus by enhancing use of modern technology.
- Provide the environment for market information to employment of graduates by establishing placement cell, counseling service
- Organizing training and workshop program as required to job market, self employmentespecially for graduates.
- Build up the network with market organization with campus

APPENDIX 2

1.2 Graduates' list for Bachelors Level (Graduated in the Year 2017 AD)

SN	Name	Surname	Level	Program	Registration_No	M	F	EDJ	D
1	Anju	Tamang	Bachelors	3 Yrs. B.Ed	9-2-245-9-2011	-	√	√	-
2	Binita	Timilsina	Bachelors	3 Yrs. B.Ed	9-2-245-13-2013	-	√	-	-
3	Buddha Laxmi	Shrestha	Bachelors	3 Yrs. B.Ed	9-2-245-18-2012	-	√	-	-
4	Chandrakala	Parajuli	Bachelors	3 Yrs. B.Ed	9-2-245-18-96	-	√	-	-
5	Debaki	Timalsina	Bachelors	3 Yrs. B.Ed	9-1-245-17-2002	-	√	-	-
6	Dhan Bahadur	Ale	Bachelors	3 Yrs. B.Ed	9-1-21-82-2006	√	-	√	-
7	Dhana Bahadur	Waiba	Bachelors	3 Yrs. B.Ed	9-2-245-15-2013	√	-	√	-
8	Gauri	Lama	Bachelors	3 Yrs. B.Ed		√	-	√	-
9	Gopal	Adhikari	Bachelors	3 Yrs. B.Ed	9-2-245-24-2009	√	-	-	-
10	Kopila	Darlami	Bachelors	3 Yrs. B.Ed	9-2-245-32-2014	-	√	√	-
11	Man Bir	Lama	Bachelors	3 Yrs. B.Ed	9-1-245-63-2005	√	-	√	-
12	Man Kumari	Thokar	Bachelors	3 Yrs. B.Ed	9-2-245-31-2012	-	√	√	-
13	Monika	Khatri	Bachelors	3 Yrs. B.Ed	9-2-245-42-2014	-	√	-	-
14	Pawan	Bhurtel	Bachelors	3 Yrs. B.Ed	7-2-353-11-2009	√	-	-	-
15	Prabina	Humagain	Bachelors	3 Yrs. B.Ed	9-2-245-47-2014	-	√	-	-

16	Prakash	Darlamimagar	Bachelors	3 Yrs. B.Ed	5-2-37-1098-2011	√	-	√	-
17	Purnamaya	Shrestha	Bachelors	3 Yrs. B.Ed	9-2-245-67-2010	-	√	-	-
18	Rabina	Lama	Bachelors	3 Yrs. B.Ed	9-2-245-15-2014	-	√	√	-
19	Rajan	Bhandari	Bachelors	3 Yrs. B.Ed	9-2-240-362-2005	√	-	-	-
20	Ranjan Kumar	Giri	Bachelors	3 Yrs. B.Ed	9-2-245-108-2012	√	-	-	-
21	Renuka	K.C	Bachelors	3 Yrs. B.Ed	9-2-245-58-2011	-	√	-	-
22	Rupak	Dahal	Bachelors	3 Yrs. B.Ed	9-2-245-62-2011	√	-	-	-
23	Sabitri	Timalsina	Bachelors	3 Yrs. B.Ed	9-2-245-162-2006	-	√	-	-
24	Sangita	Nepal	Bachelors	3 Yrs. B.Ed	9-2-245-69-2011	-	√	-	-
25	Sangita	Panday	Bachelors	3 Yrs. B.Ed	9-2-245-44-2013	-	√	-	-
26	Saraswati	Pulami	Bachelors	3 Yrs. B.Ed	9-2-245-107-2010	-	√	√	-
27	Sher Bahadur	Saru	Bachelors	3 Yrs. B.Ed	9-2-245-55-2012	√	-	√	-
28	Shova	Lamichhanne	Bachelors	3 Yrs. B.Ed	9-2-245-84-2011	-	√	-	-
29	Srijana	Dahal	Bachelors	3 Yrs. B.Ed	9-2-245-57-2012	-	√	-	-
30	Sumitra	Raut	Bachelors	3 Yrs. B.Ed	9-2-245-107-2010	-	√	-	-
31	Sundari	Tamang	Bachelors	3 Yrs. B.Ed	9-2-245-54-2013	-	√	√	-
32	Sunita	Dahal	Bachelors	3 Yrs. B.Ed	9-2-245-67-2014	-	√	-	-

33	Sajita	Parajuli	Bachelors	3 Yrs. B.Ed	9-1-245-218- 2004	-	√	-	-
						11	22	12	0

M - Male

F - Female

EDJ - Educationally Disadvantaged Janajati

D - Dalit

1.3 Graduates' list for Masters Level (Graduated in the Year 2017 AD)

SN	Name	Surname	Level	Program	Registration No	M	F	EDJ	D
1	Amrita	Giri	Masters	M.Ed	9-2-245-2- 2009	-	√	-	-
2	Anita	Mainali	Masters	M.Ed	9-1-245-7- 99	-	√	-	-
3	Binda Devi	Rayamajhee	Masters	M.Ed	9-1-245-96- 2004	-	√	-	-
4	Binu	Basnet	Masters	M.Ed	9-2-245-23- 2008	-	√	-	-
5	Chameli	Giri	Masters	M.Ed	9-2-615-11- 2006	-	√	-	-
6	DhakBa hadur	Ale	Masters	M.Ed	7-1-244-17- 98	√	-	√	-
7	Ganesh Man	Lama	Masters	M.Ed	33906-93	√	-	√	-
8	Ganga	Bajgain	Masters	M.Ed	9-2-824-75- 2009	-	√	-	-
9	Kalpana	Sapkota	Masters	M.Ed	9-2-245-	-	√	-	-

					209-2005				
10	Kalpana	Thapa	Masters	M.Ed	9-2-245-54-2008	-	√	-	-
11	Lok Prasad	Ghimire	Masters	M.Ed	9-1-245-88-99	√	-	-	-
12	Madhav Prasad	Paudyal	Masters	M.Ed	15688/85	√	-	-	-
13	Manila	Khadka	Masters	M.Ed	9-2-407-93-2008	-	√	-	-
14	Meera	Dhakal	Masters	M.Ed	9-2-245-50-2009	-	√	-	-
15	Namita	Homegain	Masters	M.Ed	9-2-615-11-2007	√	-	-	-
16	Nawaraj	Bolakhe	Masters	M.Ed	9-2-564-38-2006	√	-	-	-
17	Nil Sundar	Sainju	Masters	M.Ed	55237	√	-	√	-
18	NirBahadur	Raut	Masters	M.Ed	21912-91	-	√	-	-
19	Nirmala	Sapkota	Masters	M.Ed	9-2-698-2007	√	-	-	-
20	Prakash	Humagain	Masters	M.Ed	9-1-245-54-2003	√	-	-	-
21	Rajash Prasad	Koirala	Masters	M.Ed	9-2-615-14-2007	√	-	-	-
22	Ram Sharan	Parajuli	Masters	M.Ed	6-1-999-1050-2002	-	√	-	-
23	Remu	Khadka	Masters	M.Ed	9-1-245-102-2005	-	√	-	-
24	Sabita	Bhandari Koirala	Masters	M.Ed	6-1-278-248-2002	-	√	-	-
25	Sanoj	Ghimire	Masters	M.Ed	9-2-407-150-2006	√	-	-	-
26	Shyam	Dhungana	Masters	M.Ed	6-1-22-151-	√	-	-	-

	Prasad				97				
27	Srijana	Ghimire	Masters	M.Ed	9-2-245-105-2009	√	-	-	-
						13	14	3	0

M - Male

F - Female

EDJ - Educationally Disadvantaged Janajati

D - Dalit