

TRACER STUDY REPORT-2023

Submitted to:

University Grants Commission

Sanothimi, Bhaktapur



Submitted By:

CHAITANYA MULTIPLE CAMPUS

Banepa-8, Kavre

May 2025

ACKNOWLEDGEMENT

This tracer study report traces of the graduates from Chaitanya Multiple Campus of the year 2023. The Tracer Study Report -2023 is prepared as part of study scheduled by IQAC. This study is conducted by Tracer Study Task Team (TSTT) 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 especially to explain the link between academic programs and the job market, employment status and graduates persuasion for further study' Relevance of the program to your professional (job) requirements, Extracurricular activities. Problem solving ability, Internship/Work Placement, Teaching/ Learning environment, Quality of education Delivered, Teacher Student relationship, Library facility, Lab facility. Sport facility Canteen/Urinals etc It also shows the major finding,, implication to institutional reform, conclusion and recommendations for the betterment of the institution

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 2023 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/team leader

Tracer Study Task Team (TSTT)

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, between academic programs and the job market, employment status and graduates persuasion for further study' Relevance of the program to your professional (job) requirements, Extracurricular activities. Problem solving ability, Internship/Work Placement, Teaching/ Learning environment, Quality of education Delivered, Teacher Student relationship, Library facility, Lab facility. Sport facility Canteen/Urinals etc who had graduated in the year 2023 of graduates from Chaitanya Multiple Campus, Banepa Kavre It also shows the major finding,, implication to institutional reform, conclusion and recommendations for the betterment of the institution

This study collects and analyses in the six different aspects from graduated students like . personal information employment information, major strengths and weaknesses of the institutional program , pursuing further study your suggestions/recommendations for the betterment of the institution, contribution/s you can provide to the institution for its betterment, contact address/s of your friend/s, who had graduated in the same year 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 2023 A.D. 18 students were graduated. Out of 18 graduates, 6 are male (M) and 12 are female (F). 4 are in janjati and 5 are educationally disadvantage and janajati (EDJ) then rest of them 6 are others and 3 is Dalit. Among the graduated 5 are from the B.Ed. and 13 are from the M.Ed. Out of the 18 graduates 18

graduates were employed, among the graduate from bachelor (B Ed) 5 and graduate from master (M Ed) 13 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.

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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 of Banepa.This campus is affiliated on BS 2048/09/22 from TU. When Campus was established, it has one of the main aims was

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

Now, the campus is working in the mission *is to provide excellent education in affordable cost for a diverse community of learners by offering undergraduate and graduate programs within a stimulating learning environment that will enhance their potential for success in society of the 21st century.*

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. 4 Years B. Ed. (Maths Ed., English Ed., Nepali, Ed.HPE, Economics, History, Population Ed)
- iii. 4 Years BBS (Accountancy, Finance, Marketing, General Management)

Affiliation years of the programs:

- | | | |
|------|------------------------------|------------|
| i. | B. Ed. | 2048/9/22 |
| ii. | M.Ed. (Math, Eng. Ed., EPM) | 2062/12/7 |
| iii. | M.Ed. (Nepali) | 2063/11/8 |
| iv. | 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, to evaluate the academic program of institution, further study of 2023 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 campus 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 skillful 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 trace the employment status of graduates in Bachelor and Master Level from this campus, graduated in 2023 A.D.
- ii. To understand the effectiveness and relevance of the academic programs of the campus to the graduates for their employment and higher study prospects – from the perspective both male and female graduates;
- iii. To figure out the way the graduates relate the courses/curricula and research at the campus 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 for 33 years. However, this study was confined on only one batch of graduates in 2023AD from B Ed, BBS 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.

1.6 Scope and limitations of the study

The study was conducted on the graduated of this campus on 2023 AD from the programs B Ed, BBS 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 2023AD. 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 2023 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	EDJ	Janjati	Dalit	Other	Total
	Male	Female						
BED	0	5	5	1	2	2	0	5
MED	6	7	13	4	2	1	6	13
Total	6	12	18	5	4	3	6	18

Table No 1 reveals that, total number of graduates are 18, among them 6 are male and 12 are female. Among the female graduate 5 is from Bachelor in Education (B.Ed.) and 13 is from Master of Education (M.Ed.). Similarly, among 18 graduated, 6 are males. Among them no one male is from B.Ed. These graduate students are further categorized as 5 are educationally disadvantaged janajati, 4 are janajati, 3 are Dalit and 6 are other in this year. This information is also presented in multi bar-graph as follows.

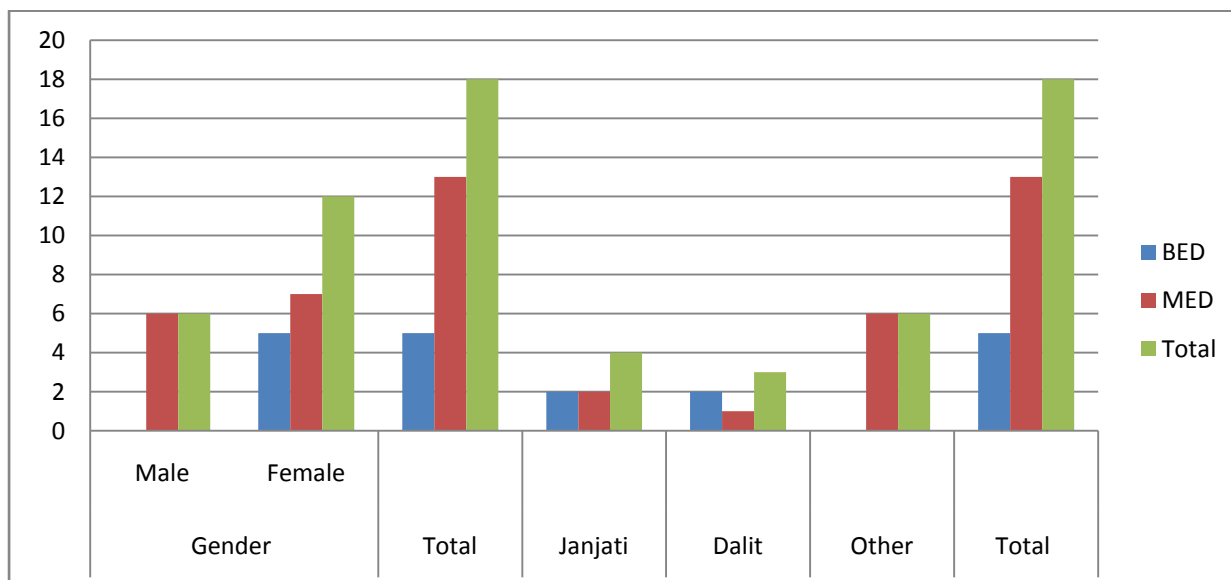


Figure No 1: Total Graduates' list in 2023 categorized by gender, Level and Ethnicity

2.1 Employment and Further Studies Status of the Graduates

Among these 18 graduates 18 are found in employed and 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	0	6	6	0	6	0	0
Female	5	7	12	5	7	0	0
Total	5	13	18	5	13	0	0

Table 2 shows that out of the 18 graduates, 18 (100%) graduates were employed. Among them 5 graduate from bachelor (B Ed) and 13 graduates are from master (M Ed) were employed.

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

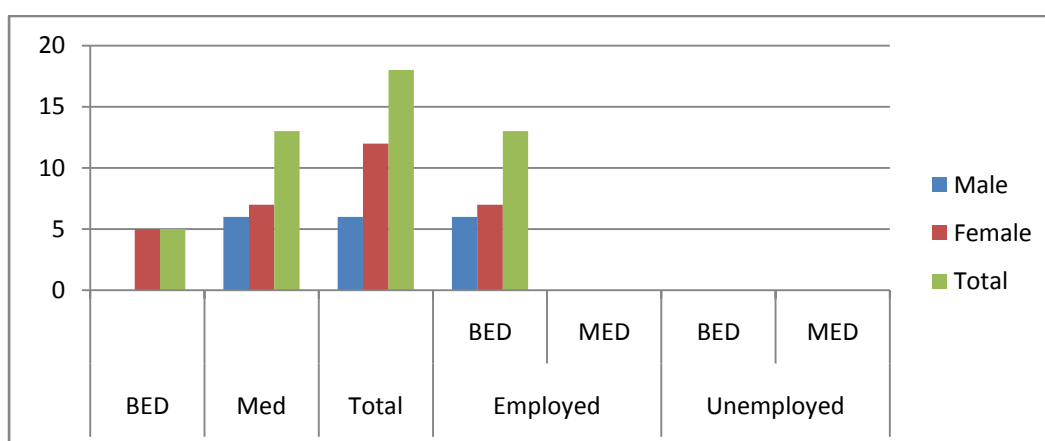


Figure No 2: Bar Graph of Employed and Unemployed Graduates by levels and gender

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

Program	Characteristics	Employed	Unemployed
B. Ed	M	0	0
	F	5	0
	J	2	0
	EDJ	1	0
	D	2	0
	Other	0	0
M Ed	M	6	0
	F	7	0
	EDJ	4	0
	Janjati	2	0
	D	1	0
	Other	6	0

Table No. 3 indicated that the employed graduates by gender, level and ethnicity. This charts shows that all 18 graduates are employed among the 6 graduates are male and 12 graduates are female. Whereas employed ethnic graduates 5 from EDJ, 4 from Janjati, 6 from others (Bramin and Chhetri) graduates and remaining 3 from dalit.

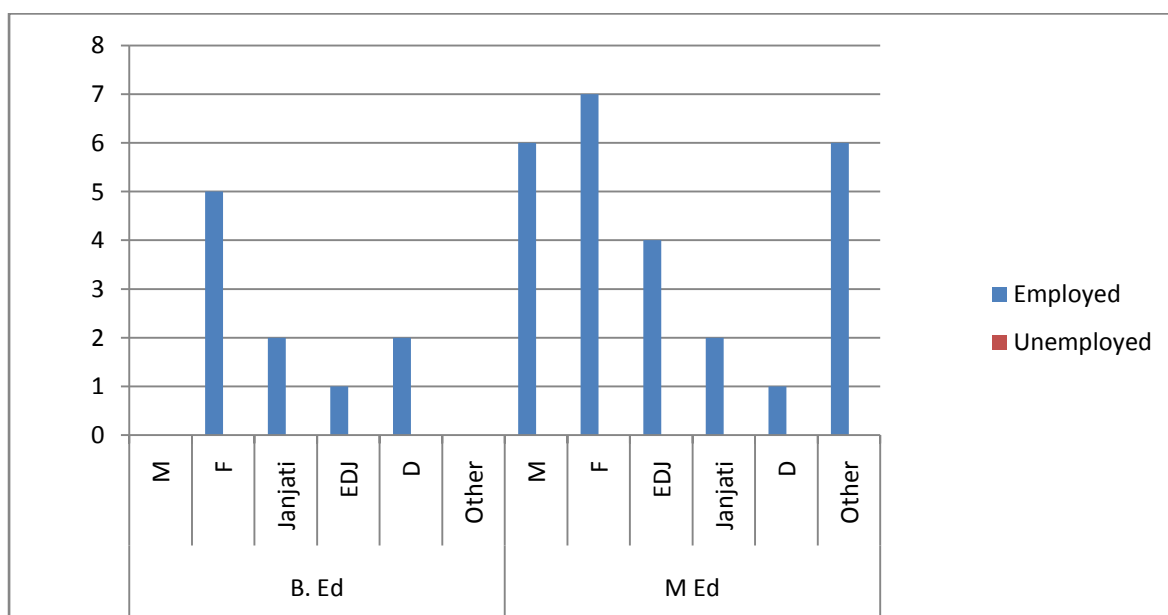


Figure No 3: Multiple Bar graphs of Employed and Unemployed Graduates by Gender, Level and Ethnicity

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	Business	NGO/INGO	Govt	Total
B.Ed.	5	0	0	0	5
M.Ed.	3	1	1	8	13
Total	8	1	1	8	18

This tableNo 4 shows the total no. of employed graduates are 18, among them 8 are in private, 1 is in Business, 1 is in NGO/INGO and 8 are in govt (school and office)

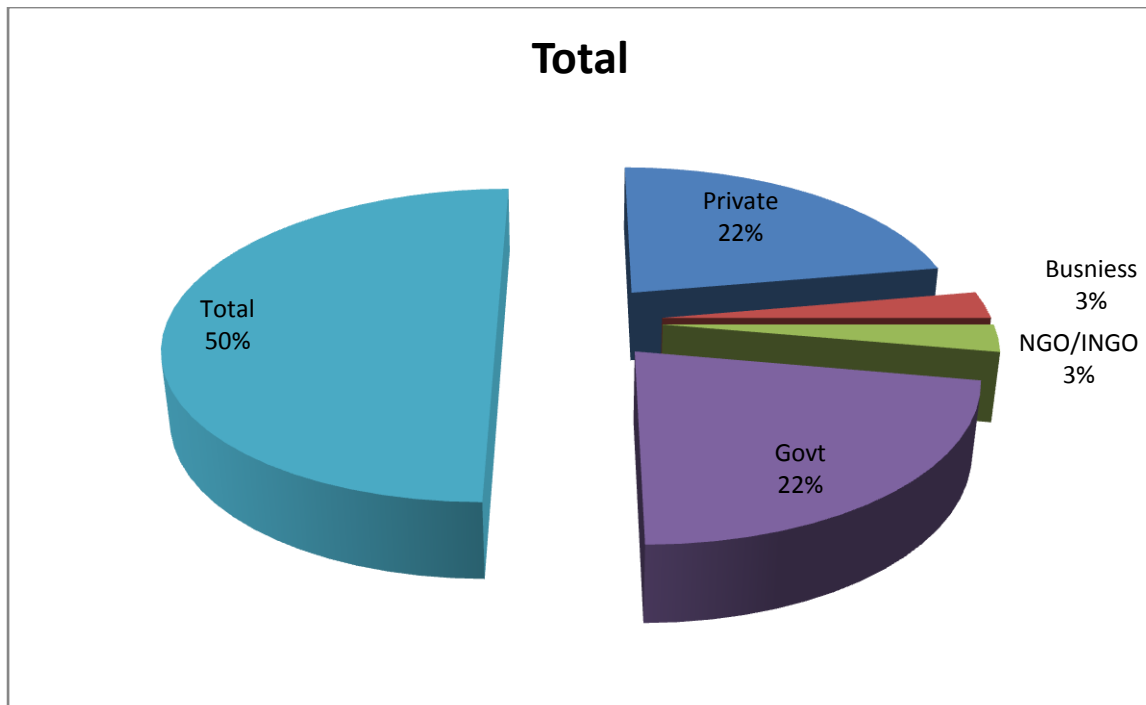


Figure No. 4: Employed graduates by types of organization in Pie-Chart

- Unemployed Graduates by levels and gender

This section analyses the issues/problems related characteristics (gender, ethnicity etc), expectation and aspiration of graduates. We have already mentioned that there are 18 graduates and no one is unemployed. 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)	0	6	6	0	0	0
Female (F)	5	7	12	0	0	0
Total	5	13	18	0	0	0

Table No.5 reveals that, no one is unemployed among the five graduates

- Unemployed Graduates by Ethnicity

In this study, we found that among the 18 graduates no one is unemployed

Table No. 6: Unemployed Graduates by Ethnicity

Program	Characteristics	No of graduates	Unemployed
B. Ed	EDJ	1	0
	D	2	0
	Janjati	2	0
	Other	0	0
M Ed	EDJ	4	0
	Janjati	2	0
	D	1	0
	Other	6	0
Total		18	0

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

2.2 Issues Related to Quality and Relevance of Programs

When we study the major strength and weakness of the institutional program from the graduated students, we were studied on the basis of following twelve aspects.

1. Relevance of the program to your professional (job) requirements
2. Extracurricular activities
3. Problem solving ability
4. Internship/Work Placement
5. Teaching/ Learning environment
6. Quality of education Delivered
7. Teacher Student relationship
8. Library facility
9. Lab facility
10. Sport facility
11. Canteen/Urinals etc
12. In orders

Respondent graduates rated from 0 to 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 The Major Strength and Weakness of The Institutional Program from the Graduated students in different parameters,

	Level	1.Relevance of the program to your professional(job) requirements	2.Extracurricular activities	3.Problem solving ability	4.Internship/Work Placement	5.Teaching/ Learning environment	6.Quality of education deliver	7.Teacher Student relationship	8.Library facility	9. Lab facility	10. Sports facility	11. Canteen/ Urinal etc
Average Rating by gradua	B.Ed.	2.8	3.6	3.2	3.4	3.8	3.8	3	3	3.4	3	3.2
	M.Ed	2.92	2.85	3.08	3.00	3.00	3.15	3.00	3.08	2.85	2.77	2.77

tes												
Average	Average	2.89	3.06	3.11	3.11	3.22	3.33	3.00	3.06	3.00	2.83	2.89

And, on the issues related to quality and relevancy of program (Q. No 1), they were expressed the rating as follows:

Bachelor Total	14
Bachelor Average	2.8
M Ed Total	38
M Ed Average	2.92
Grand Total	52
Grand Average	2.89

From this information reveals that issues related to quality and relevance of program M Ed graduates evaluates more than bachelor graduates. Whereas average Bachelors graduates the evaluate average issues related to quality and relevancy of program is 2.8 and Master graduates the evaluate average issues related to quality and relevancy of program is 2.92 and in aggregate graduates the evaluate average issues related to quality and relevancy of program is 2.89. It means issues related to quality and relevance of program is more than normal and it should continue and further improve gradually as much as possible.

2.3 Programs' Contribution to Graduates 'Professional and Personal Development

Education (program) and their contribution to their personal development was studied in terms of three major parameters of the major strength and weakness of the institutional program from the graduated students, like Extracurricular activities, Problem solving ability and Internship/Work Placement basis. In this way respondent graduates provide average ranking score are as follows:

Table No.8 The Major Strength and Weakness of The Institutional Program from the Graduated students in three different parameters

	Level	2.Extracurricular activities	3.Problem solving ability	4.Internship/Work Placement
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Average Rating by graduates	B.Ed.	3.6	3.2	3.4
	M.Ed.	2.85	3.08	3.00
Average	Average	3.06	3.11	3.11

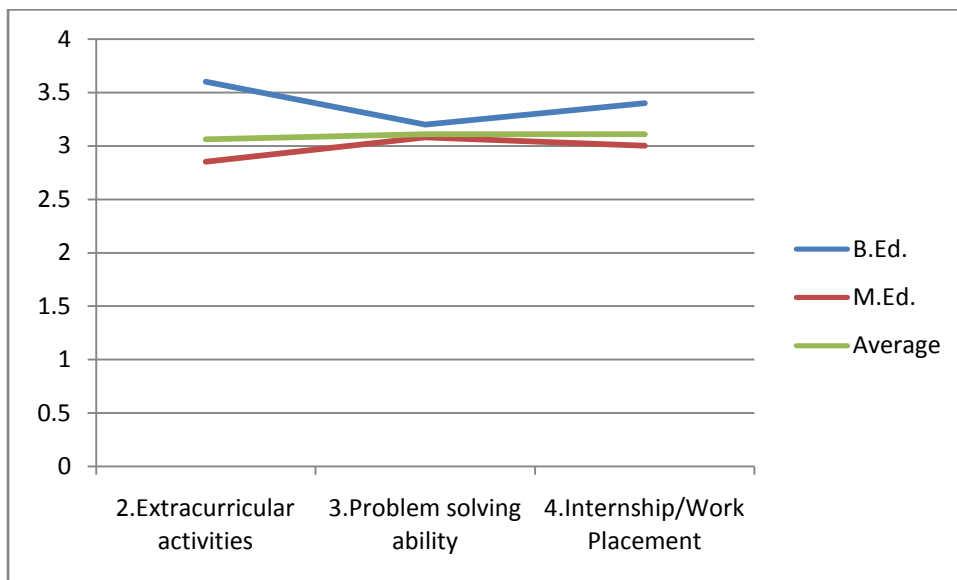


Figure No. 5: the line chart of three different parameters extracurricular activities, Problem solving ability and Internship/Work Placement

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.

2.4 Issues Related to Teaching/ Learning, Teacher/Students Relationship and Education Delivery Efficiency

Issues related to teaching/ learning, teacher/students relationship and education delivery was studied in terms of three major parameters of the major strength and weakness of the institutional program from the graduated students, like Teaching/ Learning environment, Quality of education deliver and Teacher Student relationship basis. In this way respondent graduates provide average ranking score are as follows:

Table No.10. The Major Strength and Weakness of The Institutional Program From The Graduated students in Three different parameters

	Level	5. Teaching/ Learning environment	6. Quality of education deliver	7. Teacher Student relationship
Average Rating by graduates	B.Ed.	3.8	3.8	3
	M.Ed.	3.00	3.15	3.00
Average	Average	3.22	3.33	3.00

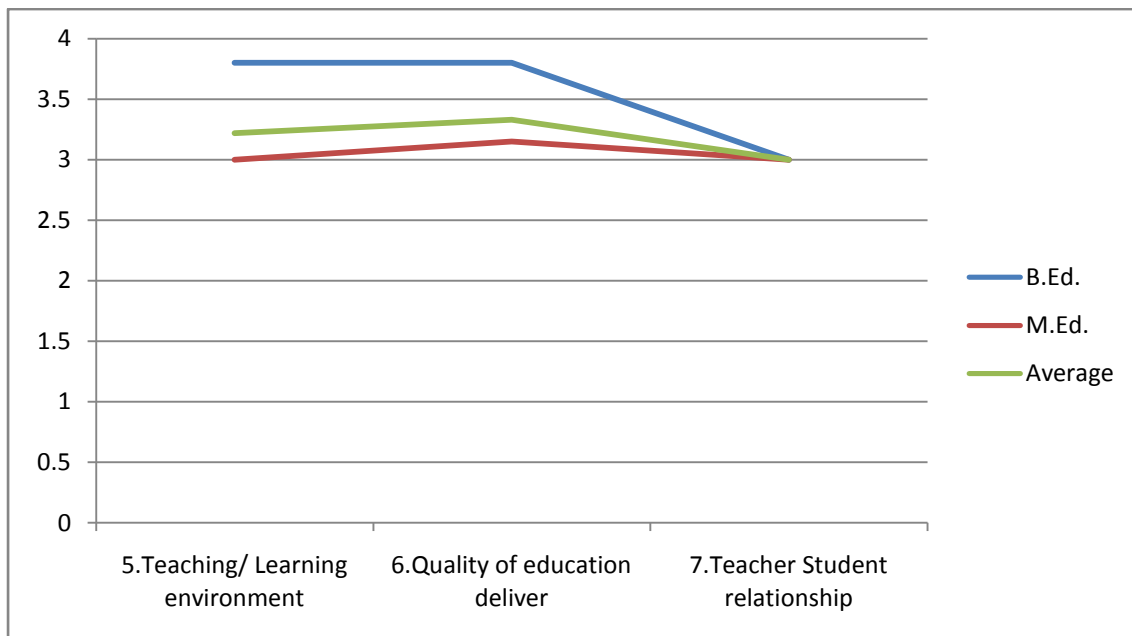


Figure No. 6: the line chart of three different parameters to teaching/ learning, teacher/students relationship and education delivery

By analysis the responses of graduates of these components we can conclude that in bachelor level, average scores given by respondent is not less than 3 out of 5, it reveals good, in Master the level average scores given by respondent is not less than 3 out of 5, In both level, the average scores given by respondent is not less than 3 out of 5 it means it is also good.

2.5 Issues Related To Facilities Such As Library, Laboratory, Canteen, Sports Facilities, Urinals Etc

Issues related to facilities such as Library, Laboratory, Canteen, Sports Facilities, Urinals etc was studied in terms of four major parameters like Library, laboratory, Canteen, Sports Urinals facilities of the major strength and weakness of the institutional program from the graduated students,. In these parameters respondent graduates provide average ranking score are as follows:

Table No.11. The Major Strength and Weakness of The Institutional Program From The Graduated students in four different parameters.

	Level	8. Library facility	9. Lab facility	10. Sports facility	11. Canteen/ Urinal etc
Average Rating by graduates	B.Ed.	3	3.4	3	3.2
	M.Ed.	3.08	2.85	2.77	2.77
Average	Average	3.06	3.00	2.83	2.89

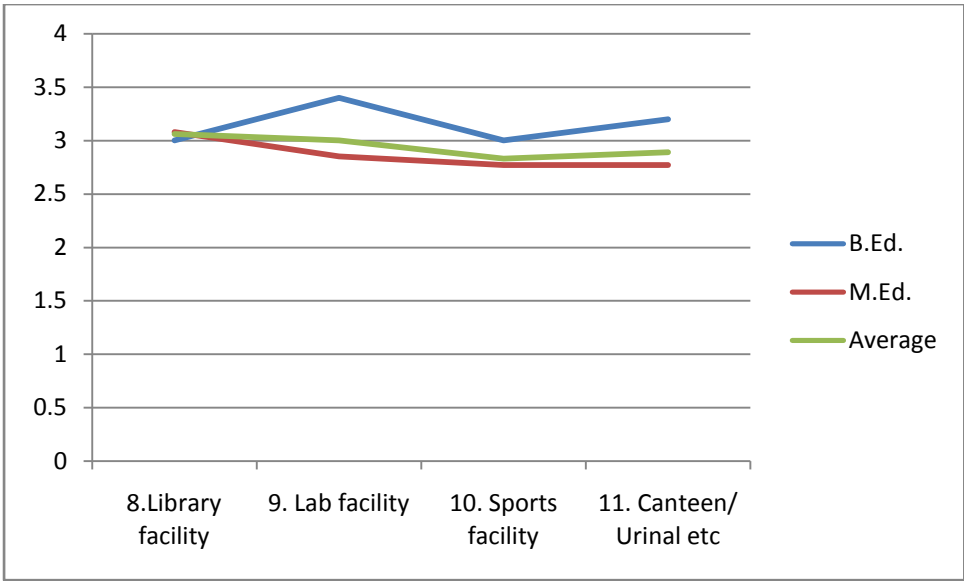


Figure No. 7: the line chart of four different parameters to Library, Laboratory, Canteen, Sports Facilities, Urinals etc

By analysis the responses of graduates of these components we can conclude that in bachelor level, average scores given by respondent is not less than 3 out of 5, it reveals good, in Master the level average scores given by respondent is not less than 2.77 out of 5, In both level, the average scores given by respondent is not less than 2.83 out of 5 it means it is also good.

CHAPTER 3

MAJOR FINDINGS

3.1 Employment and further study status of the graduates

- **Employment:**
- Total number of graduates is 18, out of them 5 are from Bachelor in Education (B.Ed.) and 13 are from Master of Education (M.Ed.). Among them 6 are male and 12 are female. These graduate students are further categorized as 4 are in janjati and 5 are educationally disadvantage and janajati (EDJ) then rest of them 6 are others this year.
- Out of the 18 graduates, 18 graduates were employed. Among them 5 graduate are from bachelor (B Ed) and 13 graduates are from master (M Ed) were employed.

The proportion of female graduates securing employment is higher than male graduate. 12 female graduates are employed 6 male graduates were employed

When we categorized the employed graduates by ethnicity, number and proportion of others (Bramin and Chhetri) employed are 6 employed. Whereas as 5 are educationally disadvantaged janajati, 4 are janjati, 3 are Dalit.

The total no. of employed graduates are 18, among them 8 are in private, is in Business, 1 is in NGO/InNGO, 8 are in govt (school and office)

Pursuing further studies of graduates:

In bachelor level 2 (40%) out of 5 graduate are in perusing further study, whereas no one out of 13 graduate in master level is perusing further study.

3.2 Issues Related to the Quality and Relevance of Programs

- The issues related to quality and relevance of program in M Ed graduates evaluates more than bachelor graduates. Whereas average Bachelors graduates the evaluate average issues related to quality and relevancy of program is 2.8 and Master graduates the evaluate average issues related to quality and relevancy of

program is 2.92 and in aggregate graduates the evaluate average issues related to quality and relevancy of program is 2.89. It means issues related to quality and relevance of program is more than normal and it should continue and further improve gradually as much as possible.

3.3 Programs Contribution to Graduates' Professional & Personal Development

- 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.

3.4 Issues Related to Teaching/ Learning, Teacher/Students Relationship and Education Delivery Efficiency

- By analysis the responses of graduates of these components we can conclude that in bachelor level, average scores given by respondent is not less than 3 out of 5, it reveals good, in Master the level average scores given by respondent is not less than 3 out of 5, In both level, the average scores given by respondent is not less than 3 out of 5 it means it is also good.

3.5 Issues Related To Facilities Such As Library, Laboratory, Canteen, Sports Facilities, Urinals Etc

- By analysis the responses of graduates of these components we can conclude that in bachelor level, average scores given by respondent is not less than 3 out of 5, it reveals good, in Master the level average scores given by respondent is not less than 2.77 out of 5, In both level, the average scores given by respondent is not less than 2.83 out of 5 it means it is also good.

CHAPTER 4

IMPLICATIONS TO INSTITUTIONAL REFORM

This study provides the ample information about the graduates in 2023 AD from Chaitanya Campus, Banepa, and Kavre. The major finding of this study reveals that this campus has to some institutional reform in following aspects.

- Quality improvement in teaching and learning process with integration modern technology as much as possible.
- 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 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 study and find out to status of graduates in 2023 from this campus. In this study cover 5(Five) graduates from Bachelor in Education (B Ed) and 13 graduates from Master in Education (M Ed), in total 18 graduates were covered. In the study given questionnaires from were used as main tool.

The finding reveals that only 100% graduates were employed and no one of graduates was unemployed.

5.2 Recommendations

This tracer study reveals that all the graduates 18 (100%) graduates were employed. And it can be recommended improving in publicity, quality of improvement in teaching and learning process with integration modern technology as much as possible, Educational Management Information System (EMIS), Extension of technical subject according to job market to increase the employment level of graduates, management of Canteen, Encourage and implement of training and workshop program as required to job market, self-employment especially for graduates, management extracurricular activities, mobilized the resource to dalit marginalized and educationally disadvantaged students to increase their access in higher education

APPENDIX

1.1 Graduates' list for Bachelors Level (Graduated in the Year 2023 AD)

SN	Name	Surname	Level	Program	Registration_No	M	F	J	EDJ	D
1	Ester	Purkuti	Bachelors	4 Yrs. B.Ed	9-2-245-33-2019	-	√	-	-	√
2	Nirjana	Shrestha	Bachelors	4 Yrs. B.Ed	9-2-245-44-2019	-	√	√	-	-
3	Sabina	Shrestha	Bachelors	4 Yrs. B.Ed	9-2-245-56-2019	-	√	√	-	-
4	Sangita	Thapa	Bachelors	4 Yrs. B.Ed	9-2-288-378-2017	-	√	-	√	-
5	Shital	BK	Bachelors	4 Yrs. B.Ed	9-2-245-47-2016	-	√	-	-	√
						0	5	2	1	2

1.2 Graduates' list for Masters Level (Graduated in the Year 2023 AD)

SN	Name	Surname	Level	Program	Registration No	M	F	J	EDJ	D	O
1	Asmita	Timalsina	Masters Degree	M.ED.	9-2-1061-3-2013	-	√	-	√	-	-
2	Ganesh Bahadur	Tamang	Masters Degree	M.ED.	9-2-1061-3-2014	√	-	-	√	-	-
3	Hom kumari	Tamang	Masters Degree	M.ED.	9-2-245-198-2005	-	√	-	√	-	-
4	Jhalak Bahadur	Bhujel	Masters Degree	M.ED.	9-2-405-4-2002	√	-	-	-	-	√
5	Kir Maya	Tamang	Masters	M.ED.	9-2-29-743-2007	-	√	-	√	-	-

			Degree									
6	Mathura	Bhattarai	Masters Degree	M.ED.	9-1-21-145-2002	-	√	-	-	-	-	√
7	Nirmala	Khadka	Masters Degree	M.ED.	9-2-245-69-2008	-	√	-	-	-	-	√
8	Punam	Shrestha	Masters Degree	M.ED.	7-2-244-18-2002	-	√	√	-	-	-	-
9	Roushan	Manandhar	Masters Degree	M.ED.	9-2-245-100-2011	√	-	√	-	-	-	-
10	Sano Purna Bahadur	Danuwar	Masters Degree	M.ED.	9-1-245-114-2005	√	-	-	-	-	√	-
11	Shanti	Dulal	Masters Degree	M.ED.	9-1-245-128-2005	-	√	-	-	-	-	√
12	Sitaram	Rayamajhi	Masters Degree	M.ED.	9-2-245-100-2010	√	-	-	-	-	-	√
13	Sudarsan	Gautam	Masters Degree	M.ED.	5-2-33-572-2006	√	-	-	-	-	-	√
						6	7	2	4	1	6	