

# TRACER STUDY REPORT



**This report has included the Tracer Study of the  
Graduates of Resunga Multiple Campus  
in  
2018 A.D.**



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**Submitted To**  
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## Acknowledgement

Resunga Multiple Campus is a QAA certified community campus. The various academic activities are undergoing within the campus. It is essential to find out the strongness and weaknesses of the institution for its better improvement. The Tracer Study Report regarding the teaching learning activities and management system (A comparative study of Resunga Multiple Campus) has been completed for the accomplishment of UGC programme with regards to our drawbacks in our educational status. As per the directives and suggestions of the UGC, we are very keen to find out our drawbacks and rectify them gradually for the betterment of our institution. It is our immense pleasure to complete this research report, we got the opportunity to contact with our graduates of 2018 who are involved in different jobs, in different positions and in different sectors which develop the skill in research as well as interpersonal/communication skills through the interface with the graduate students working in different field.

The Self Assessment Team (SAT) of Resunga Multiple Campus likes to thank the U.G.C. for providing such a wonderful opportunity.

The credit for the successful completion of this work goes to the staff members of this campus who have provided support during the course of study. We would like to forward our sincere thanks to those respondents (graduate students) who have provided their valuable time and suggestions to complete this study report. Without their support probably the findings of the study could not be accomplished in this form.

Finally, we would like to extend our thanks to the CMC members, tracer study task team members, FSU and other student associations. Moreover, we would like to thank the campus administration that has provided valuable support for the completion of this work in proper time.

Thanks.

Gobind Gautam  
Coordinator

## Executive Summary

In conducting remarks, the Tracer Study Report is based on the Resunga Multiple Campus, a community campus located in Resunga Municipality-1 at Gulmi District. This campus is linked up with HERP-II phase (2016-2020) under UGC. This is QAA certified campus. The vision of the campus is to develop into a deemed to be university, maintaining the quality education. The main goal of the campus is to deliver relevant education to produce morally responsible, skillful and hardworking human resources ensuring economical strength.

The research is based on the graduates of 2018 A.D. In total 108 graduates and post graduates are there in the year 2018. Out of them, 106 graduates have been included in the research. Personal contact and telephone calls have been made to collect information about the strength and weakness of this institution. It mainly focuses on the collection of suggestions from the graduates for improving the teaching & learning environment of this institution. The majority of the graduates was not properly satisfied with the program and was satisfied with the facilities given by the institution. Some drawbacks are drawn from the graduates and suggestions were put before the institution to remove those drawbacks. We appreciate the opportunity to prepare Tracer Study Report that can prove really supportive to remove the drawbacks and run our institution in better way.

During the study, the main suggestions given by the graduates are as follows.

- a) Institution need to add more technical subjects.
- b) The classroom environment is to be made student centric.
- c) Some focus courses should be managed.

In this study the main improvement needed to develop the overall performance of the campus are:

- a) Better to prepare a master plan for further improvement in the development of the institution.
- b) Better to train the faculty members to concentrate to make the student centric classroom environment.
- c) Institution would be significantly in progress while ensuring more quality in the days to come.

The main strengths of the campus are:

- a) QAA qualified campus.
- b) Well equipped library and sufficient infrastructure.
- c) Efficient human resource.
- d) Systematic managerial system

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## **ABBREVIATIONS**

AD - Anno Domino

B/C - Brahmin/Chhetri

BS - Bikram Sambat

CMC - Campus Management Committee

EDJ - Educationally Disadvantage Janajati

Edu - Education

Edu. effcy - Education Delivery Efficiency

e.g.- for example

etc. - et cetera

FS - Further Study

FSU - Free Student Union

Govt. - Government

Hum – Humanities

Mgmt. - Management

Nu - Number

Org. - Organization

RMC - Resunga Multiple Campus

SR – Study Report

SQC - Student Quality Circle

T/L envt - Teaching Learning Environment

T/S relation - Teacher Student relationship

TU - Tribhuvan University

UGC - University Grant Commission

# **Tracer Study Report -2018**

## **1. Introduction:**

### **1.1 Background /Rationale of the study report:**

Resunga Multiple Campus is a TU affiliated community campus, established in 2039 B.S. (1982 AD) and located at Resunga Municipality, ward no. 1, Gulmi. Currently, this campus has three academic faculties – Humanities, Management & Education in Bachelor level and Master's degree in education. There are 35 academic and 13 non academic staff members in different departments under various faculties. There are altogether 629 students among them females are 496 (78.85%) and males are 133 (21.15%) till today. This campus has four buildings having well furnished e-library facility with environment friendly premises. Since 2011, this campus has been selected in Scheme 'C' under Second Higher Education Project (SHEP) under University Grant Commission. After signing the MOU on 29<sup>th</sup> February 2016, this campus continuously been linked up with HERP Project (2016-2020) under UGC. This five-year project is being supportive to certify Quality Assurance Accreditation (QAA) along with infrastructure development. Now, the campus is QAA qualified and the certificate of QAA is given by UGC on 26<sup>th</sup> May, 2019.

Now this campus is preparing Tracer Report of Graduates of 2018. This study report might be supporting to the further improvement of campus.

The foremost vision is to develop Resunga Multiple Campus into a deemed to be university, maintaining the quality education.

In order to enhance the quality education, its ultimate mission is to develop new physical infrastructures, expand the market oriented-subjects including the introduction of technical education, and enhance the skills and knowledge of the faculty members periodically and expand their exposure to reach the vision.

### **1.2 Objective of the Study:**

The main goal of the campus is to deliver relevant education to produce morally responsible, skillful and hardworking human resources ensuring economical strength. With view to this goal the campus primarily stepped forward to prepare Tracer Report of graduates of 2018.

The fundamental objectives to carry out this study are as follows.

- To provide up to date information of graduates on the part of educational attainment.
- To collect and mark the suggestions /contribution of graduates during their study as well as their future endeavors.
- To improve the teaching, learning and managerial process.
- To build up professional capacity of teaching and non teaching staffs.
- To upgrade and develop its service delivery for future generation.
- To deliver qualitative and competent higher education.

### **1.3 Institutional Arrangements of the Study:**

The campus has 15 members CMC that consists of very functional and dynamic representatives of the community. As per the meeting minutes of CMC dated on 2076/07/07 has decided to conduct the Tracer Study work through SAT and thereafter technical team members are engaged to conduct this Tracer Study. The task team continuously worked to contact and collect the required data and information from the graduates of 2018.

These technical team members have sole authority to collect, study, analyze and interpret the data as per the questionnaires filled during enquiry.

### **1.4 Graduate batch taken for the study :**

On the series of tracer conduction, a technical team commenced tracing activities as and when graduates submitted their transcript. We have already submitted the tracer report of 2017 graduates. Now we, the task team members, have prepared the tracer of graduates of 2018.

### **1.5 Data collection – Instruments and approach**

This campus has a biographic record of all the students enrolled in academic year 2014/2015. Generally, mailing as well as telephonic approach was rapidly used for the distribution and collection of required biography through questionnaire. The team members frequently contacted the graduates through telephone, email and interpersonal communication data collection. During conduction, all the team members were engaged to collect required information on their further study, employment status, academic Excellency (MPhil., PhD and other professionalism). The task team has gathered required information and views of graduates that were compiled and prepared in the form of report. Thus, team members ultimately produced Tracer Study Report of graduates in the recommended format under the activities of project.

## **1.6 Scope and limitation of the study:**

### **1.6.1 Scope of the study:**

Essentially, tracing record of the graduates is vital for all rounds up gradation and promotion of the institution. It evaluates the professionalism of graduates and their career intake which potentially promotes the credibility of the institution.

The following are the relevancy and scope of the tracer study.

- 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 aptitude of the graduates is perceived.
- 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.

### **1.6.2 Limitations of the study:**

There were some constraints to carry out tracing of the graduates. Regarding completion, team members have been facing many problems during tracer conduction. Due to the lack of time period, finding out contact details, wide area of coverage, collection of academic transcripts, connectivity problem, geography related complications were the fundamental constraints during filling-up the questionnaires.

## **2. Data Presentation and Analysis :**

On the basis of collected information and data, following is the employment and further study status of graduates of 2018 of Resunga Multiple Campus.

## 2.1 Employment and further study status of the Graduates

**Table – 1**

**Employment status of Graduates (By Number)**

| Faculty           | Respondents |        |           | Employed |        |           |
|-------------------|-------------|--------|-----------|----------|--------|-----------|
|                   | Male        | Female | Total     | Male     | Female | Total     |
| <b>Management</b> | 6           | 27     | <b>33</b> | 3        | 8      | <b>11</b> |
| <b>Education</b>  | 4           | 31     | <b>35</b> | 2        | 11     | <b>13</b> |
| <b>Humanities</b> | 6           | 22     | <b>28</b> | 5        | 6      | <b>11</b> |

On the basis of above table 13 (Including 11 female), out of 35 graduates from education faculty, 11 (including 8 female), out of 33 graduates from management faculty are employed, and 11 (Including 6 female), out of 28 graduates from humanities are employed after the completion of their study.

**Table – 2**

**Employment status of the Post Graduates (By Number)**

| Faculty          | Respondents |        |           | Employed |        |           |
|------------------|-------------|--------|-----------|----------|--------|-----------|
|                  | Male        | Female | Total     | Male     | Female | Total     |
| <b>Education</b> | 8           | 2      | <b>10</b> | 8        | 2      | <b>10</b> |

On the basis of above table 10 post graduates (including 2 female) out of 10, are employed after completion of post graduation.

**Table – 3**

**Employment status of Graduates (By Faculty)**

| Faculty           | Employed  | Unemployed | Total     |
|-------------------|-----------|------------|-----------|
| <b>Management</b> | 11        | 22         | 33        |
| <b>Education</b>  | 13        | 22         | 35        |
| <b>Humanities</b> | 11        | 17         | 28        |
| <b>Total</b>      | <b>35</b> | <b>61</b>  | <b>96</b> |

On the basis of above table out of the total graduate respondents 35 graduates have got jobs after completing their level and 61 graduates have been either pursuing further study or looking for required job during tracing period.

**Table – 4**  
**Employment status of Post Graduates (By Faculty)**

| Faculty   | Employed | Unemployed | Total     |
|-----------|----------|------------|-----------|
| Education | 10       | 0          | <b>10</b> |

On the basis of above table 10 post graduates who are included in the study have got full time job during tracing period.

**Table – 5**  
**Employment status of Graduates (By caste and ethnicity)**

|                   | Brahmin/chhetri | Janajati | Dalit | EDJ | Total     |
|-------------------|-----------------|----------|-------|-----|-----------|
| Total Respondents | 68              | 22       | 5     | 1   | <b>96</b> |
| Employed          | 24              | 9        | 2     | 0   | <b>35</b> |

On the basis of above table total graduate respondents are 96 on which 68 are Brahmin/chhetri, 22 are Janajati, 5 are Dalit and one is EDJ. In total 24 Brahmin/chhetri, 9 Janajati and 2 Dalit are employed and rest of the graduate respondents are unemployed.

**Table -6**  
**Employment status of Post Graduates (By caste and ethnicity)**

|                   | Brahmin/chhetri | Janajati | Dalit | EDJ | Total     |
|-------------------|-----------------|----------|-------|-----|-----------|
| Total Respondents | 9               | 1        | 0     | 0   | <b>10</b> |
| Employed          | 9               | 1        | 0     | 0   | <b>10</b> |

On the basis of distribution of post graduates by cast and ethnicity, total post graduate respondents are 10 on which 9 are Brahmin/chhetri and one is Janajati . In total 9 Brahmin/chhetri and one Janajati are employed . It covers the whole data.

**Table-7**  
**Type of organization in which the Graduates are employed**

| Faculty      | Organization |          |          |          |          | Total     |
|--------------|--------------|----------|----------|----------|----------|-----------|
|              | Govt. org.   | NGO/INGO | Public   | Private  | Self     |           |
| Management   | 2            | 0        | 4        | 5        | 0        | <b>11</b> |
| Education    | 10           | 0        | 1        | 2        | 0        | <b>13</b> |
| Humanities   | 8            | 2        | 0        | 1        | 0        | <b>11</b> |
| <b>Total</b> | <b>20</b>    | <b>2</b> | <b>5</b> | <b>8</b> | <b>0</b> | <b>35</b> |

As per the distribution, out of 11 graduate respondents from management faculty, 2 have got the jobs in Government organization, 4 are involved in public sector and 5 are involved in private sector. Out of 13 graduate respondents from

education faculty, 10 have got Government jobs, one is involved in public sector and 2 are engaged in private sector. Similarly, out of 11 graduate respondents from Humanities faculty, 8 have got Government jobs, 2 got the job in NGO/ INGO and one engaged in private sector during the course of preparing tracer study.

**Table -8**  
**Type of organization in which the post graduates are employed**

| Faculty   | Employed organization |          |        |         |      | Total |
|-----------|-----------------------|----------|--------|---------|------|-------|
|           | Govt. org.            | NGO/INGO | Public | Private | Self |       |
| Education | 9                     | 0        | 0      | 1       | 0    | 10    |

On the basis of above table out of 10 employed post graduates, 9 have got employment opportunity in various government organizations and one in private sector.

**Table -9**  
**Type of professions in which the graduates are employed**

| Professional sectors                                   | Respondents (Nu) | Respondents (%) |
|--|------------------|-----------------|
| Teaching   | 11               | 31.42           |
| Banking/Insurance                                      | 4                | 11.42           |
| Administration   | 12               | 34.28           |
| NGO/INGO   | 3                | 8.57            |
| Others (specify.. business firm and private companies) | 5                | 14.28           |
| Total  | 35               | 100             |

The above table shows that out of 35 employed graduate respondents 11 (31.42%) are involved in teaching, 4 (11.42%) are involved in Banking/insurance, 12 (34.28%) in administrative posts, 3 (8.57%) are engaged in NGO/INGO and rest of the 5 (14.28%) are involved in business firms and private companies by profession.

**Table -10**  
**Type of professions in which the post graduates are employed**

| Professional sectors | Respondents (Nu) | Percentage (%) |
|----------------------|------------------|----------------|
| Teaching             | 10               | 100            |
| Banking/Insurance    | 0                | 0              |
| Administration       | 0                | 0              |
| Hotel                | 0                | 0              |
| Total                | 10               | 100            |

The above table shows that out of 10 employed posts graduate respondents, all are involved in teaching profession only.

**Table-11**  
**Further study of the graduates**

| Faculty      | Preserving further study | Non preserving further study | Total     |
|--------------|--------------------------|------------------------------|-----------|
| Management   | 1                        | 32                           | 33        |
| Education    | 1                        | 34                           | 35        |
| Humanities   | 2                        | 26                           | 28        |
| <b>Total</b> | <b>4</b>                 | <b>92</b>                    | <b>96</b> |

*Note: All the post graduates do not preserves further study.*

The above table reveals that there are 96 total graduate respondents out of which 4 are pursuing further study and 92 are not pursuing for further study during the course of preparing tracer report.

Out of 33 graduate respondents from management faculty, one is pursuing further study, out of 35 graduate respondents from education faculty, one is pursuing further study and out of 28 graduate respondents from humanities, 2 are pursuing further study.

## 2.2 Issues related to the quality and relevance of programs Strength and weaknesses of the institutional program

**Table -12**  
**Perception on strength and weaknesses of the program  
(Ranking by issue in Number and Percent)**

| SN | Particular                             | Frequency / Ranking |                |                |                |                |                | No Resps. |
|----|--|---------------------|----------------|----------------|----------------|----------------|----------------|-----------|
|    |  | 0                   | 1              | 2              | 3              | 4              | 5              |           |
| 1  | Relevance of professional requirements | -                   | 21<br>(19.81%) | 41<br>(38.67%) | 21<br>(19.81%) | 15<br>(14.15%) | 8<br>(7.54%)   |           |
| 2  | Extra-curricular activities            | -                   | -              | 17<br>(16.03%) | 53<br>(50.00%) | 31<br>(29.24%) | 5<br>(4.71%)   |           |
| 3  | Problem solving ability                | -                   | 2<br>(1.88%)   | 19<br>(17.92%) | 37<br>(34.90%) | 37<br>(34.90%) | 11<br>(10.37%) |           |
| 4  | Work placement                         | -                   | 1<br>(0.94%)   | 13<br>(12.26%) | 29<br>(27.35%) | 37<br>(34.90%) | 26<br>(24.52%) |           |
| 5  | Teaching/learning environment          | -                   | -              | 2<br>(1.88%)   | 9<br>(8.49%)   | 51<br>(48.11%) | 44<br>(41.50%) |           |

|    |                                |   |               |                |                |                |                |  |
|----|--------------------------------|---|---------------|----------------|----------------|----------------|----------------|--|
| 6  | Quality of education delivered | - | -             | 4<br>(3.77%)   | 25<br>(23.58%) | 52<br>(49.05%) | 25<br>(23.58%) |  |
| 7  | Teacher student relationship   | - | -             | 6<br>(5.66%)   | 12<br>(11.32%) | 39<br>(36.79%) | 49<br>(46.22%) |  |
| 8  | Library facility               | - | 1<br>(0.94%)  | 8 (7.54%)      | 25<br>(23.58%) | 58<br>(54.71%) | 14<br>(13.20%) |  |
| 9  | Lab facility                   | - | 10<br>(9.43%) | 36<br>(33.96%) | 42<br>(39.62%) | 15<br>(14.15%) | 3<br>(2.83%)   |  |
| 10 | Sports facility                | - | 6<br>(5.66%)  | 28<br>(26.41%) | 50<br>(47.16%) | 19<br>(17.92%) | 3<br>(2.83%)   |  |
| 11 | Canteen/urinal etc             | - | 3<br>(2.835)  | 9<br>(8.49%)   | 14<br>(13.20%) | 46<br>(46.39%) | 34<br>(32.07%) |  |

Most of the students 58 (54.71%) have the moderate positive response on library facility, 53 (50%) have the moderate response in extracurricular activities. 52 (49.05%) students have got the positive moderate perception on quality of education delivered. Similarly, 51 (48.11%) students have got better response in teaching/learning environment, 50 (47.16%) students have positive response on sports facility in the campus. 49 (46.22%) and 46 (46.39%) graduates have moderate positive response on teacher/student relationship and canteen/urinal facility respectively within the institution.

### 2.3 Programs' contribution to graduates' and post graduates' professional and personal development (By gender/ethnicity/caste etc. Program wise e.g. Management, Humanities, Education, Science, science, time series comparison)

**Table -13**  
**Perception of Programs' contribution to graduates and post graduates (Ranking by Gender)**

| Frequency     | Number of Respondent |        |       | Percentage (%) |
|---------------|----------------------|--------|-------|----------------|
|               | Male                 | Female | Total |                |
| Very weak – 0 | -                    | -      | -     | -              |
| Weak-1        | 3                    | 18     | 21    | 19.81          |
| Good-2        | 14                   | 27     | 41    | 38.68          |
| Better-3      | 1                    | 20     | 21    | 19.81          |
| Best-4        | 4                    | 11     | 15    | 14.15          |
| Excellent-5   | 3                    | 5      | 8     | 7.55           |
| Total         | 25                   | 81     | 106   | 100            |

On the basis of the table given above, the 8 (7.55%) of the students felt the excellent-5 on the perceptions of the program contribution to the graduates (Ranking by gender) among which most of the respondents are female graduates. Similarly 15 (14.15%) of the respondents graduates felt best-4, 21 (19.81%) felt better-3, 41(38.68%) felt good-2 and 21(19.81%) has weak perception.

**Table -14**  
**Perception of Programs' contribution to graduates and post graduates (Ranking by caste/ethnicity)**

| Frequency     | Number of Respondent |           |          |          | Percentage (%) |
|---------------|----------------------|-----------|----------|----------|----------------|
|               | Brahmin /chhetri     | Janajati  | Dalit    | EDJ      |                |
| Very weak – 0 | -                    | -         | -        | -        | -              |
| Weak-1        | 17                   | 2         | -        | -        | <b>17.93</b>   |
| Good-2        | 32                   | 7         | 4        | -        | <b>40.57</b>   |
| Better-3      | 15                   | 5         | -        | 1        | <b>19.81</b>   |
| Best-4        | 9                    | 6         | 1        | -        | <b>15.09</b>   |
| Excellent-5   | 5                    | 2         | -        | -        | <b>6.60</b>    |
| Total         | <b>78</b>            | <b>22</b> | <b>5</b> | <b>1</b> | <b>100</b>     |

On the basis of the table given above, the 7 (6.60%) of the students felt the excellent-5 on the perceptions of the program contribution to the graduates and post graduates (Ranking by caste/ethnicity) among which most of the respondents are Brahmin/chhetri. Similarly 16 (15.09%) of the respondents graduates felt best-4, 21 (19.81%) felt better-3, 43 (40.57%) felt good-2 and 19 (17.93%) has weak-1 perception.

**Table -15**  
**Perception of Programs' contribution to graduates and post graduates (Ranking by Faculty)**

| Frequency            | Number of Respondent |                  |                  |
|----------------------|----------------------|------------------|------------------|
|                      | Management           | Education        | Humanities       |
| <b>Very weak – 0</b> | -                    | -                | -                |
| <b>Weak-1</b>        | 4 (12.12%)           | 5 (11.11%)       | 10 (35.72%)      |
| <b>Good-2</b>        | 5 (15.15%)           | 25 (55.56%)      | 13 (46.43%)      |
| <b>Better-3</b>      | 9(27.27%)            | 10 (22.22)       | 2 (7.14%)        |
| <b>Best-4</b>        | 8 (24.25%)           | 5 (11.11%)       | 2 (7.14%)        |
| <b>Excellent-5</b>   | 7 (21.21%)           | -                | 1 (3.57%)        |
| <b>Total</b>         | <b>33 (100%)</b>     | <b>45 (100%)</b> | <b>28 (100%)</b> |

Above table shows that 25 (55.56%) students from Education faculty and 13 (46.43%) students from the Humanities faculty has good-2 perception of program contribution to the graduates whereas 9 (27.27%) student from the Management faculty felt better-3 perception of program contribution to the graduates.

## 2.4 Issues related to teaching/learning, teacher /student relationship and Education delivery efficiency

**Table -16**  
**Perception of respondents (Ranking by issues)**

| Frequency           | Number of Respondent (Perception) |             |                               |             |                              |             |
|---------------------|-----------------------------------|-------------|-------------------------------|-------------|------------------------------|-------------|
|                     | Teaching/learning environment     |             | Education delivery efficiency |             | Teacher/Student relationship |             |
|                     | Num                               | Percent (%) | Num                           | Percent (%) | Num                          | Percent (%) |
| <b>Very weak -0</b> | -                                 | -           | -                             | -           | -                            | -           |
| <b>Weak-1</b>       | -                                 | -           | -                             | -           | -                            | -           |
| <b>Good-2</b>       | 2                                 | 1.89        | 4                             | 3.77        | 6                            | 5.66        |
| <b>Better-3</b>     | 9                                 | 8.49        | 25                            | 23.58       | 12                           | 11.32       |
| <b>Best-4</b>       | 51                                | 48.11       | 52                            | 49.06       | 39                           | 36.79       |
| <b>Excellent-5</b>  | 44                                | 41.51       | 25                            | 23.58       | 49                           | 46.23       |

The table indicates that perception of the respondents on teaching/learning environment in the campus is good. 51 (48.11%) respondents felt best-4 and 44 (41.51%) respondent felt excellent -5 on teaching learning environment of the campus. With regard to the education delivery altogether 52 (49.06%) felt best-4, each of 25 (23.58%) graduates felt excellent-5 and better-3. Similarly, on the part of teacher/student relationship 49 (46.23%) felt excellent-5 and 39 (36.79%) best-4.

**2.5 Issues related to facilities such as library, laboratory, canteen, sports Facilities, urinals etc.**

**Table -17**  
**Perception of respondents (Ranking by issues)**

| Frequency          | Number of Respondent (Perception) |             |        |             |                |             |
|--------------------|-----------------------------------|-------------|--------|-------------|----------------|-------------|
|                    | Library                           |             | Sports |             | Canteen/Urinal |             |
|                    | Num                               | Percent (%) | Num    | Percent (%) | Num            | Percent (%) |
| <b>Very weak-0</b> | -                                 | -           | -      | -           | -              | -           |
| <b>Weak-1</b>      | 1                                 | 0.94        | 6      | 5.66        | 3              | 2.83        |
| <b>Good-2</b>      | 8                                 | 7.55        | 28     | 26.42       | 9              | 8.49        |
| <b>Better-3</b>    | 25                                | 23.59       | 50     | 47.17       | 14             | 13.21       |
| <b>Best-4</b>      | 58                                | 54.72       | 19     | 17.92       | 46             | 43.40       |
| <b>Excellent-5</b> | 14                                | 13.20       | 3      | 2.83        | 34             | 32.07       |

The above data reveals the perception of the respondents on library, sports and canteen/urinal facility. Altogether 58 (54.72%) respondents felt best-4 and 14 (13.20%) respondents felt excellent-5 on the issue of library. 50 (47.17%) respondents felt better-3 and 19 (17.92%) respondents felt best-4 on the issue of sports. Similarly 46 (43.40%) responded best-4 and 34 (32.07%) responded excellent-5 on the issue of canteen/urinal facility.

### **3. Major findings:**

On the basis of collected data till the date of preparing this tracer study report, it primarily explains the information about the graduates and post graduates and their academic achievement. The table-1 and 2 show that there are altogether 106 in which 96 are graduates and 10 are post graduates students who have completed their graduation and post graduation during 2018 A.D. Out of 96 graduate, 16 are male and 80 are female and out of 10 post graduates 8 are male and 2 are female who completed their graduation and post graduation during the academic year 2018.

Table 3 and 4 show that among the graduated and post graduated candidates 35 graduates and 10 post graduates altogether 45 candidates have got employment opportunities in various sectors and remaining 61 others are still unemployed among the aggregate graduate of this campus till the date of preparing tracer report.

On the basis of data, table 5 states the distribution of caste and ethnic employment status of the total graduate respondents. Out of the 96 respondents altogether 24 are Brahmins/chhetries, 9 are Janajaties, 2 are Dalits and one is EDJ graduates who got employed after completion of their graduation.

On the basis of data, table 6 states the distribution of caste and ethnic employment status of the total post graduate respondents. Out of the 10 respondents altogether 9 are Brahmins/chhetries, one is Janajati and Dalit post graduates respectively who got employed after completion of their graduation.

Table 7 and 8 show that out of 37 respondents 20 graduates and 9 post graduates are being employed in government organization, 2 graduates are in NGO/INGO and rest of 14 are involved in private and other business firms.

Table 9 and 10 reveal that 35 graduates are employed in various professions (11 in teaching, 4 in Banking and insurance service, 12 in administrative service, 3 in NGO/INGO and 5 in business and private firms). Likewise, 10 post graduates are involved in teaching out of the 10 post graduates.

Table 11 indicates that 4 graduates are having further study and 92 others are not having pursuing for further study because they are either involved in various private and contracted jobs or searching for jobs.

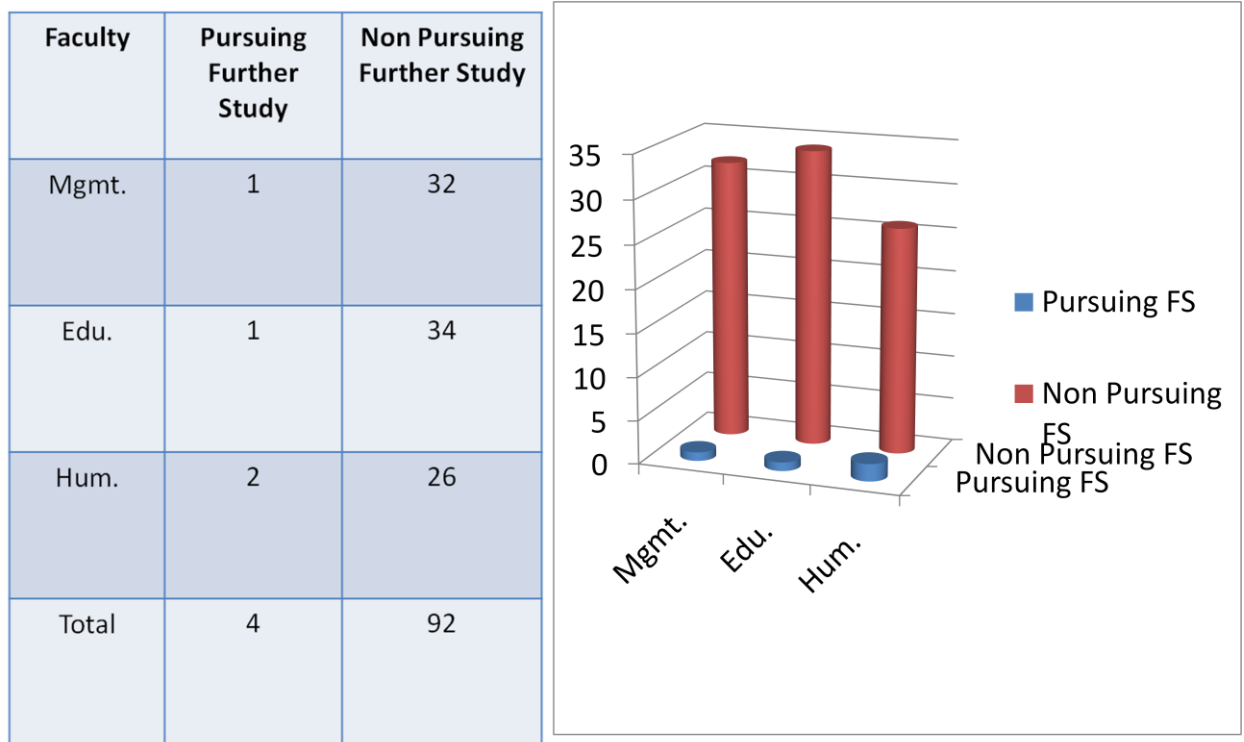
### 3.1 Employment and further study status of the graduates and post graduates

**Fig-1**  
**Employment Status of graduates and post graduates**



The figure 1 shows the distribution of respondents of employment and unemployment status of graduates and post graduates. The above table reveals that 35 graduates and 10 post graduates are employed in various professions (11 in management, 23 in education and 11 in humanities). However, 61 graduates are still unemployed.

**Fig-2**  
**Status of graduates pursuing and non pursuing further study**



The figure 2 indicates that 4 graduates are having further study and 92 others are not having further study because they are involved in various governments, private and business activities. However all the post graduates do not preserve for further study.

### **3.2 Issues related to the quality and relevance of programs**

Table 12 reveals the strength and weakness of the academic institution on the basis of their perception grasp during their academic study. As per the table, most of the students 53 (50%) have the moderate response in extracurricular activities. 37 (34.90%) students have got the positive moderate perception on work placement. Similarly, 51 (48.11%) students have positive response on better teaching/learning environment in the campus. 52 (49.05%) students have felt better response on quality delivery of the institution. 58 (54.71%) students have positive response in library facility. 49 (46.22%) and 46 (43.39%) students have moderate positive response on teacher/student relationship and canteen/urinal facility respectively within the institution.

**3.3 Programs’ contribution to graduates’ professional and personal development (By gender/caste/ethnicity/faculty)  
Program wise e.g. Management, Humanities, Education, Science, science, time series comparison)**

**Fig-3  
Perception of graduates and post graduates on programs' contribution**

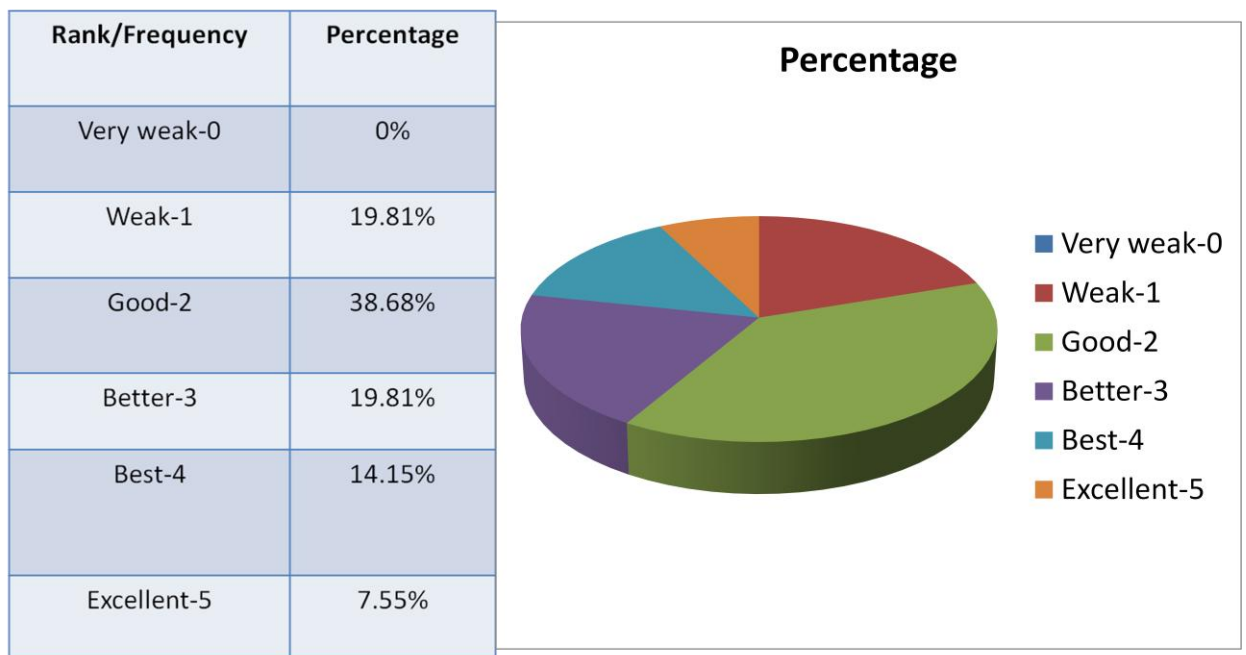


Figure 3 indicates the perception of graduates on programs contribution. The maximum number of graduates 38.68% felt good-2 about the programs contribution, 19.81% felt better-3, 14.15% felt best-4 and only 7.55% graduates felt excellent-5 about programs contributed by the campus.

**Fig-4**  
**Perception on Programs' contribution to graduates and post graduates**  
**(Ranking by Gender)**

| Rank/Frequency | Number of Respondents |        |       | Percentage |
|----------------|-----------------------|--------|-------|------------|
|                | Male                  | Female | Total |            |
| Very weak-0    | -                     | -      | -     | -          |
| Weak-1         | 3                     | 18     | 21    | 19.81%     |
| Good-2         | 14                    | 27     | 41    | 38.68%     |
| Better-3       | 1                     | 20     | 21    | 19.81%     |
| Best-4         | 4                     | 11     | 15    | 14.15%     |
| Excellent-5    | 3                     | 5      | 8     | 7.55%      |
| Total          | 25                    | 81     | 106   | 100%       |

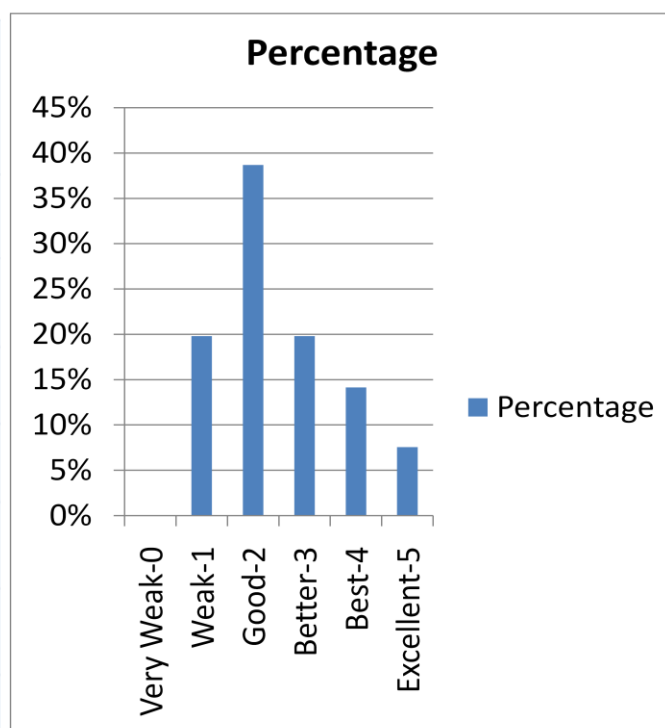


Figure 4 represents the perception of the programs' contribution to graduates and post graduates (Ranking by gender). 21 (19.81%) students felt better-3 in which one is male and 20 are female. Among 8 students, 3 males and 5 females felt excellent-5. Most of the students (41 students out of which 27 are females and 14 males) are not satisfied about the issue because they are given the rank of good-2.

**Fig-5**  
**Perception on Programs' contribution to graduates and post graduates**  
**(Ranking by Caste/Ethnicity)**

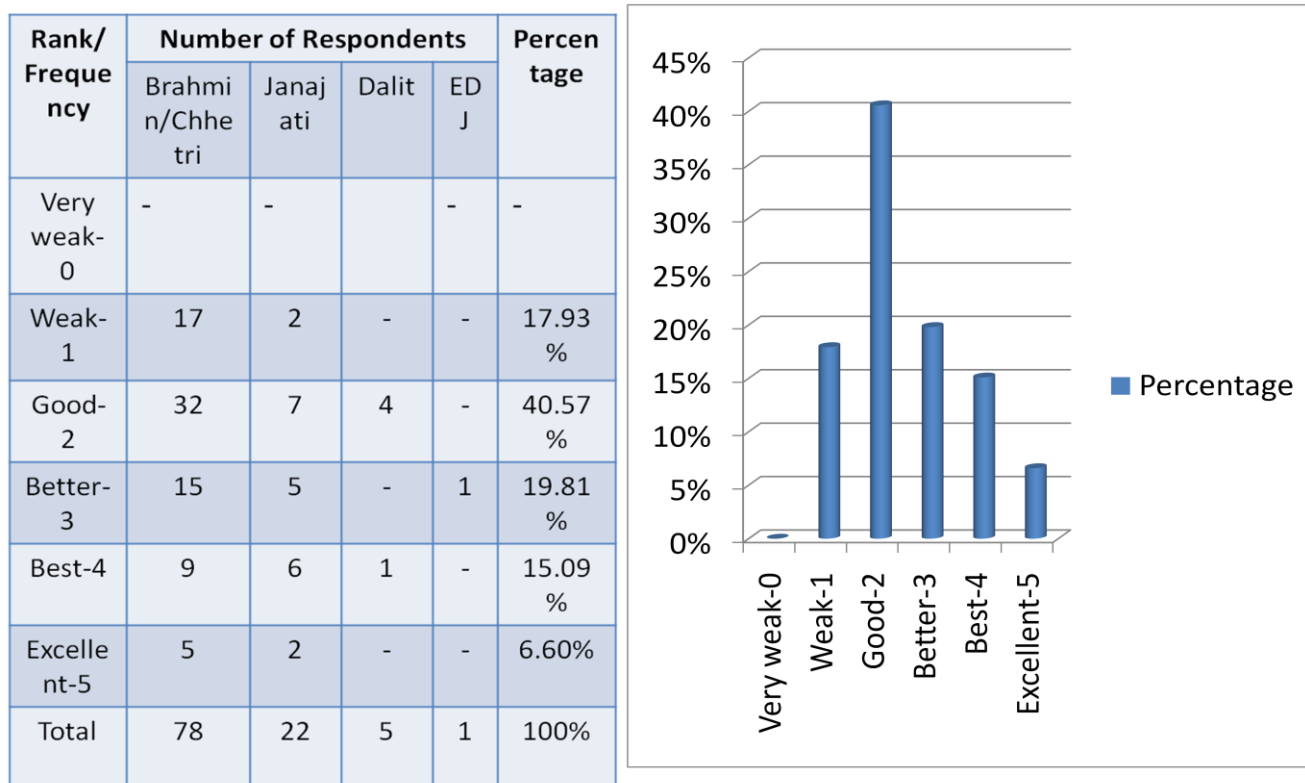


Figure 5 indicates the perception of programs' contribution to graduates which is ranked by caste/ethnicity. 40.57% (32-Brahmin/Chhetri, 7-Janajati and 4-Dalit) given the rank of Good-2. 19.81% (15-Brahmin/Chhetri, 5-Janajati, and one is EDJ) given the rank of Better-3. Similarly, 15.09% (9-Brahmin/Chhetri, 6-Janajati and 1- Dalit) given the rank of Best-4 where as only 5 Brahmin/Chhetri and 2 Janajati gave the rank of Excellent-5.

**Fig-6**  
**Perception of respondents (Ranking by faculty)**

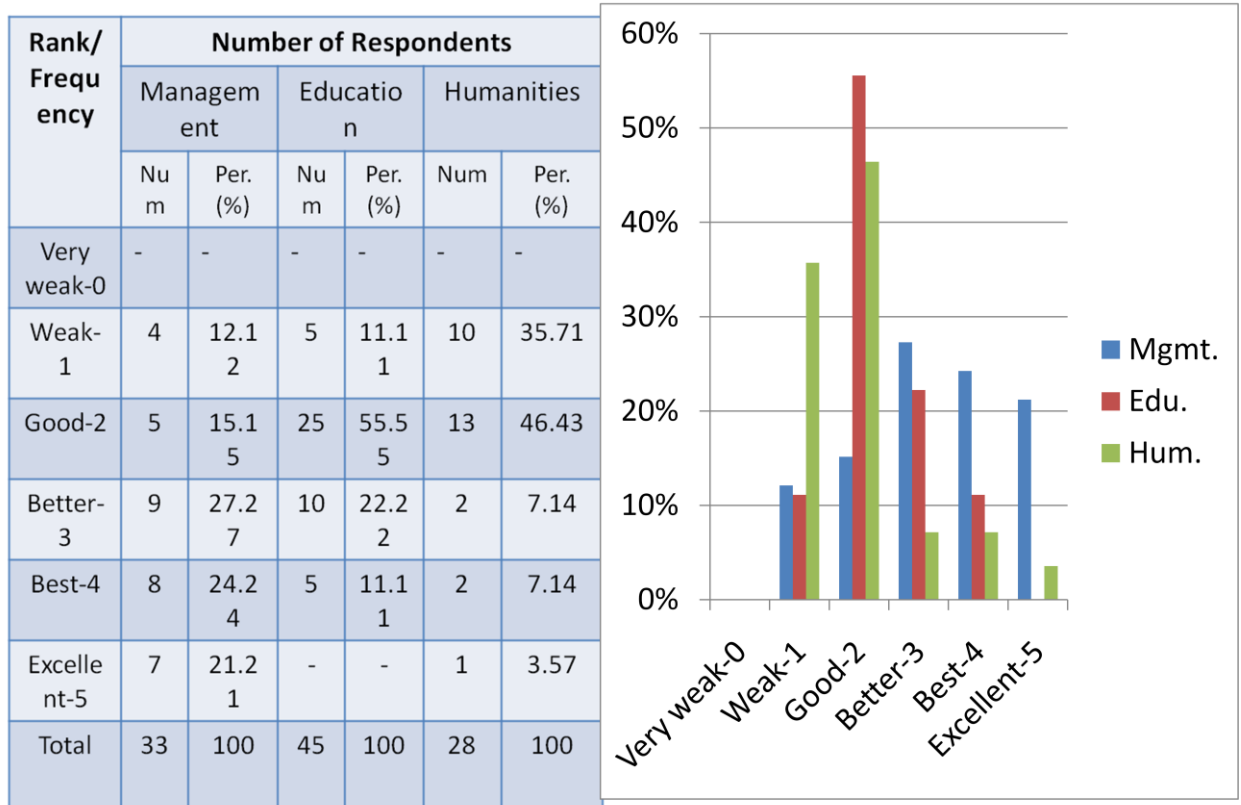


Figure 6 represents the perception of programs' contribution to graduates and post graduates according to faculty. 27.27% of the graduates from management faculty has given the rank of Better-3, 55.55% of the graduates from education faculty and 46.43% of the graduates from humanities faculty have given the rank of Good-2. However, only few respondents are in the rank of weak-1 and excellent-5.

### 3.4 Issues related to teaching/learning, teacher /student relationship and education delivery efficiency

**Fig-7**  
**Perception of respondents (Ranking by issues)**

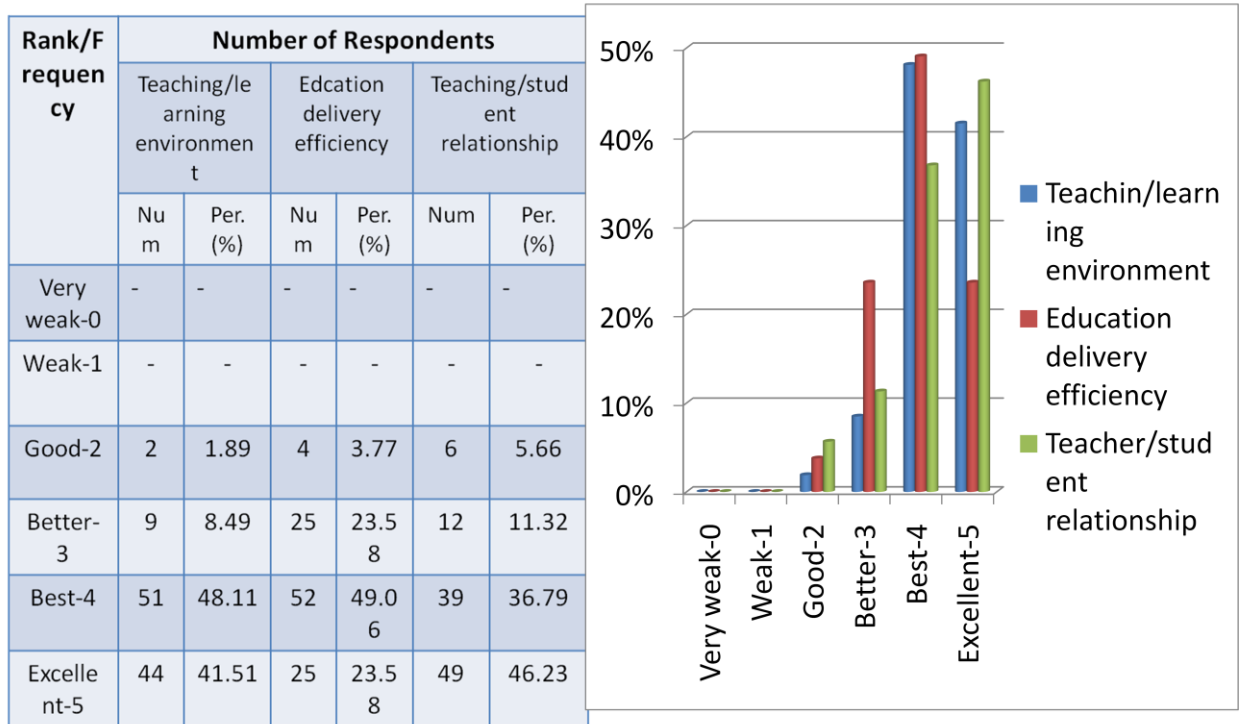


Figure 7 explains the perception of respondents about different issues. 48.11% (51) of the graduates have given the rank of Best-4 about the issue of teaching learning environment of the campus. 49.06% (52) of the graduates ranked Best-4 and 46.23% (49) of the graduates responded Excellent-5 about the teacher/student relationship.

### 3.5 Issues related to facilities such as library, canteen, sports facilities, urinals

**Fig-8**  
**Perception of respondents (Ranking by issues)**

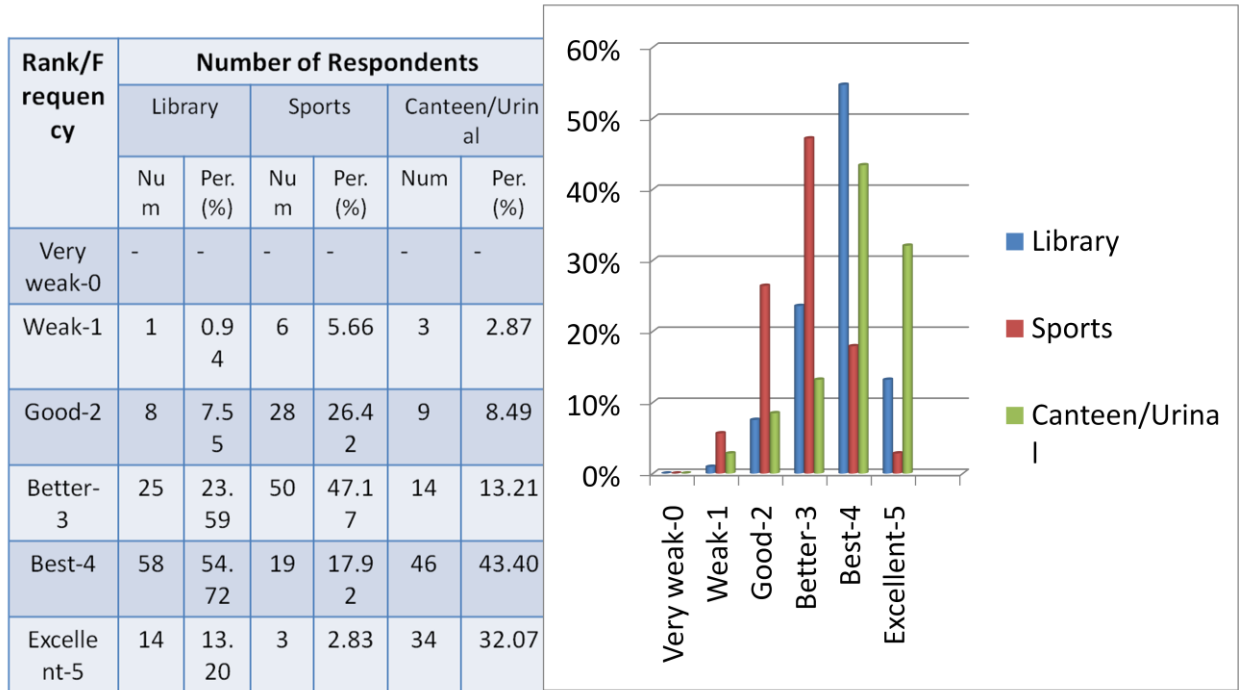


Figure 8 explains the perception of graduates on the facilities of the campus. About the issue of library 54.72% (58 respondents) of the graduates have given the rank of Best-4. 47.17% (50 respondents) of the graduates have given the rank of Better-3 about the issue of sports. Similarly 43.40% (46 respondents) of the graduates have given the rank Best-4 about the issue of canteen/urinal facility of the campus and 13.20% (14 respondents) of graduates have given rank of excellent-5. However, only few respondents are in the rank of weak-1.

#### **4. Implication to the institutional reform:**

The tracing of all the enrolled graduate and post graduate students is complicated task itself. Despite of this, the study report is highly implecable to bring concrete reform in various educational institutions. The valuable suggestions which are recommended by the graduates have been made on their value judgment perceptions. This tracer report can be valuable guidance for improving teaching learning activities with friendly environment and sound administrative setback. The technique of managing the institution can be improved. The weaknesses and various loopholes which are seen in the institution can be reduced and can be managed in the proper manner. Students will get the required facilities from the institution, quality education, professional academicians and goal oriented higher education. As a result, the student enrollment in the higher classes in various faculties can be increased. If all those weaknesses can be resolved, this institution can be a educational platform in Province number 5.

We, the campus administration and CMC are always eager to maintain and increase the number of disciplined and competent students. Whenever tried to do best, we particularly were heading towards making good relation between students and the teachers. If so, there is no room for any misunderstanding, dispute, strike and conflict from the side of the students with the management. All can bear their responsibility from their own side. The institute can operate its day to day activities smoothly without any disturbances. The graduates and post graduates are not unanimous in giving their suggestions to bring reforms in educational institutions. Some graduates and post graduates suggested for running computer classes and public service commission preparation classes for work placement in public service commission to the graduates and post graduates. Some of the graduates and post graduates suggest for better management of problem solving mechanism through student counseling cell. Majority of the students argued that the campus needs to upgrade its e-library adding more and more reference books. They suggested adding more technical subjects as per the market demand and relevancy of human capital need. Although the campus is managing work placement cell for supporting them for job requirement. Majority of the graduates suggested to further improvement on delivering quality education, adding more technical subjects. CMC, campus administration, FSU, sports clubs, SQCs and all the stakeholders are engaged day and night to upgrading academic activities which ultimately ensures educational hub in 21<sup>st</sup> century.

## 5. Conclusion and Recommendations:

### Conclusions :

Rationally, conduct of tracing of graduates and post graduates is vital for overall development of the academic institution. We have been able to contact and collect Tracer Study Form from 96 graduates and 10 post graduates altogether 106. This study covers the actual status of students who succeeded in passing Bachelor and Master level in 2018 A.D (2075 B.S.). Though the number is low but we feel, representative. It is expected that this study will meet the objectives set out in the study. Out of the 106 graduates, 35 graduates and 10 post graduates have been found engaged in jobs and 33 graduates continuing their further study. Though our programs are not perfectly relevant to present job-requirement, no mentionable compliant has been received about it. Generally it has been found that most of the students belong to the families having low income from farming occupation. This report recapitulates that all 35 graduates and 10 post graduates have been engaged in various jobs.

Conceptually, this report is primarily focused on the collection of suggestions from the graduates and post graduates for improving the teaching learning environment of the institution. Majority of the graduates and post graduates are fully satisfied in teaching learning activities as well as the teacher-students relationship. The suggestions given by the graduates and post graduates are valuable to the institution for its overall development and to produce qualitative manpower for the nation. Among the respondent 49% of the graduates and post graduates are fully satisfied on the part of efficiency of educational service delivered by this institution. Some of the graduates (4 out of 96) are pursuing further study. Some of the graduates from this institution are willing to develop their academic career so the institution should upgrade master degree level classes in different faculties. This institution needs to develop and upgrade towards adding more technical and functional subjects according to the demand of the market.

### **Recommendations for further improvements :**

On the basis of concluding remarks, this tracer study queries the details of the graduates whether they are job holders or pursuing further study. This tracer study is conducted for the students of graduation and post graduation who have completed their academic education in 2018 A.D. (2075 B.S.) from this campus with a view to collect their valuable suggestions on the basis of their past experience during their student life. In view of their suggestions, it is felt that there are some fields in which we have to make some improvement. Though electronic devices have been installed for our daily administrative works, in order to meet our long term objectives, it is necessary for us to do the following things:

- To manage the student centric teaching learning environment.
- To manage e-library efficiently.
- To build hostel buildings for girls.
- To provide transport facilities.
- To make a plan for skill development of both the teaching and non-teaching staffs.
- Need to orient students through orientation/refreshment before starting the academic session.
- To conduct the well prepared classroom activities.
- To increase the number of practical as well as theoretical classes.
- To run classes of new and modern subjects as demanded by the students.
- To add subjects to post-graduate level of education and introduce post-graduate programs in Management and Humanities and Social Sciences faculties.
- To manage reliable record of all students which is necessary to assess their bio-graphic status.

Finally, this shows that Resunga Campus has continuously been contributing the society through creating and developing competent human assets the current turbulent market demands. In such a way, this tracer study has been beneficial to the entire development of the campus. It has been felt this kind of study should be conducted more effectively in the years to come which ultimately enrich academic excellence of the institution.