

## CHAPTER ONE: INTRODUCTION

### 1.1 Background/ Rationale

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

GMC runs B. Ed, BA and BBS programs in bachelor's level and MA English, MA sociology, MBS and M.Ed Health and Nepali subjects programs in Masters Level. Master level classes are running with full fledged classes under semester system. Dropout rate among students has been observed very seriously. For instance, in 2071 BS, 83 students enrolled in BA first year, only 62 of them appeared in the final exam of first year and 42 in the second year and 31 in the final exam. In BBS I, 122 students enrolled in 2071 BS, among them 93 appeared in the first year final exams, while only 48, 37 and 40 of them appeared in the second, third and fourth year final respectively. In B.Ed I, 110 students enrolled in 2071 BS, among them 81 appeared in the first year final exams, while only 56 and 50 of them appeared in the second and third year final respectively.

The dropout trend has been observed more in boys in comparison to girls. For instance, 110 students were enrolled in B Ed I, 2071 batch contained 56 % girls. The same students decreased next year to 56, however, the percentage of girls increased to 66 % in the second year and yet 68% in the third year. The enrollment trend shows that well to do families send their youngsters to cities for higher education. Enrollments of female students increase because they cannot go into cities for many problems in our traditional society. Moreover, boys are willing to go for foreign employment.

Ghodaghodi Multiple Campus (GMC) must clearly define its roles and responsibilities to the society, to educate graduates in the fields required by the society. In the modern commercial capitalist society Higher Education Institutions (HEIs) must perform the characteristics of industry, like any other industries. Graduates are the products of education industry. To compete in the market HEI must equip its graduates with the type of education that has use value and

earning potential. As an HEI located in Ghodaghodi municipality, GMC can serve in municipal goal and modernization of society.

University Grants Commission (UGC) has been supportive to community campuses. GMC has been benefitting from regular supportive programs. It had been selected for scheme D under the Second Higher Education Project (SHEP). GMC improved its internal structure, systemic development, and infrastructure development with the grants. UGC has been implementing Higher Education Reform Project (HERP) 2014- 2020. UGC has selected GMC in the first list for HERP. GMC is in the process of achieving QAA certificate and recently pre- PRT visit has been completed by UGC and currently working to implement the recommendations given by pre- PRT visit team.

Campus should conduct research on beneficiary satisfaction survey. If the esteemed public is satisfied in terms of academic culture it incorporates, quality of the graduates, the quality of its programs and extension, every challenges could be easily mitigated.

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

GMC has provided higher education opportunity to poor people at local level in low cost. This campus is located at the lap of beautiful Lake Ghodaghodi in mid part of Kailali district near Sukhad bazaar. This is the leading higher education institution in the region. The campus is committed to quality education. The system of tracer study will provide us essential feedback for the improvement of our institution.

The campus is committed to quality higher education in mid Kailali district in low cost. As we claim that GMC is providing quality and skill based education, it needs to be observed and

studied the market value of the graduates, to justify the claim. It is also the responsibility of the institution to study the situation of the graduates, their performance effectiveness in the job market in which they are involved. This will evaluate the institution and further assess the effectiveness of its programs and help in making plans and policies for the further progress. The implementation of plans and policies effectively helps to set the milestone of quality education establishing the institution as the center of excellence.

## **1.2 Objectives of the Study**

Following objectives of the tracer study have been pointed out:

- To analyze the beneficiaries in terms of gender, ethnicity, socio-economically backward community and so on
- To evaluate the academic programs of the campus
- To conduct beneficiary satisfaction survey
- To identify the employment status of the graduates
- To trace out the relevancy of the courses in practical life
- To examine the expectations and aspirations of the graduates
- To evaluate the quality and relevance of higher education programs
- To examine the contribution of the programs to the graduates' personal development
- To get feedback for the betterment of the institution
- To find out the strengths and weaknesses of the campus
- To find out the gap between students expectation and the real ground of the institution

## **1.3 Institutional Arrangements to Conduct the Study**

In order to conduct tracer study of the graduate batch 2017, GMC Campus Management Committee formed three member study team consisting of the following faculties from the campus:

- |                         |  |
|-------------------------|--|
| 1. Mr. Puspa Raj Jaishi | Co-ordinator (Head of Research Department) |
| 2. Mr. Birendra Kuwar   | Member (HOD, Managemnet)                   |
| 3. Mr. Chadani Acharya  | Member (Administrative In-charge)          |

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

GMC was established in the year 2062 BS getting affiliation of education faculty from TU. The first graduate batch passed from the campus was in 2065 BS in B.Ed. So far up to now, more than 590 graduates have passed from the campus. The number of target population for this study has been 36, who have graduated from this campus in the year 2017. Tracer study of the graduate batches 2016 was conducted last year. This year GMC has conducted the tracer study of graduate batch 2017 as per the circular of UGC and the decision of CMC. Graduate batch 2017 is taken as the respondents for the study. The number of the graduate students in 2017 has been seen less due to the extension of the programs of B.Ed fourth year and previously started the BBS fourth year program.

#### **1.5 Data Collection Tools and Procedures**

Tracer study questionnaire which was provided by UGC in the standard format is used as the primary tool for the study. Photocopies of the questionnaire were used as tools of data collection. Generally mailed approach was used for the distribution and collection of the questionnaire. We tried out e-mail, telephone, face book, and field visit method to establish communication with the graduates. Form filled by the graduates while taking certificates were used as the materials to get the address and contact number which made the task easier. Some of the graduates were working in the remote parts of the country. Thus, interpersonal visit approach was used for data collection. We distributed the sample population among five groups, each person from the tracer study team taking responsibility of a group, finding out the graduates, distributing the questionnaires, and collecting them back.

#### **1.6 Scope and Limitations of the Study**

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

- Only 2017 batch was selected for the study.
- This study covers 36 graduates who have passed in the year 2017 and have issued their transcript from the Office of the Controller of Exams.
- This study covers current employment status and job information of the graduates.
- The study covers expectations of the graduates after choosing particular program and how far their expectations are met.
- The contribution of the program to the personality development of the graduates, and enhancement of knowledge, skill, and attitude of the graduates is observed.
- Development of professional requirements, in the graduates, is also covered in this study.
- Strengths and weaknesses of the institutions pointed out by the graduates are also included in the study.
- Further study and the reasons for the additional study are also included in the study.

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

## CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

The primary tool of data collection for the present tracer study was the tracer study questionnaire designed and circulated by UGC. The questionnaire was distributed to the graduate batch 2016 from GMC. Their responses have been collected, translated and presented into different tables and graphs. The data has been analyzed and interpreted in this chapter.

### 2.1 Program wise Distribution of the Graduates

Among 36 graduates from 2017 batch from GMC, the highest distribution was seen in education faculty. Following table shows the complete picture:

Graduates	Humanities	Management	Education	Total
Male	4	7	7	18
Female	7	5	6	18
Dalit	0	1	1	2
EDJ	2	2	5	9

*Table 1: Program wise distribution of graduate batch 2017, GMC survey*

The distribution of female population in the table has been depicted to be higher in education faculty, and lower in humanities and management faculties, in comparison to males. Similarly, the EDJ and Dalit population has been far lower in all the programs. The enrollment trend has been changing in the recent years; larger numbers of students are seen to be attracted to management and humanities faculties. So the trend of the graduate pass out distribution rate is likely to change in the upcoming years. There had been 49 graduates in total in the year 2016. This year 36 graduates have passed which shows the declining of the pass rate by 13%. Different factors are responsible for the fall in the pass rate such as not attending the classes regularly, no any strict reinforcement, social obligations, lack of regular evaluation and assessment etc. However, the pass rate would have increased, had all the graduates applied for character certificate in the campus or had they provided their transcript to the campus. In other words, there are some other graduates who have passed bachelor's degree in 2017 but have not collected their transcript yet, who happened to be excluded from the study. Along with these, the extended year programs of BBS and B.Ed to fourth year is also the main cause of few graduates at present.

## 2.2 Employment Status of the Graduates

The success of any academic institution and its programs is determined by the quality of academic outputs it yields. Out of 36 graduates in the year 2017 from the campus, 8 have been listed to be employed. Among the unemployed 28, some of them are pursuing further study, some of them are preparing for different sorts of jobs, some of them are in foreign employment and rest of them are performing household jobs. The employment status of the graduates has been shown in the table:

Graduates	Humanities		Management		Education		Total	
	Employ	Unempl.	Employ	Unempl	Employ	Unempl.	Employ	Unempl.
Male	-	4	2	5	0	7	2	16
Female	1	6	1	4	4	2	6	12
Dalit	-	-	0	1	0	0	0	2
EDJ	-	2	1	2	1	4	1	8

*Table 2: Employment status of the graduate batch 2017, GMC survey*

Out of 36 graduates, 8 have been found to be employed. Among the employed 8 graduates, 25% are male and 75% are female. Of the total 20 female graduates, only 6 are found to be employed; in percentage the figure reaches 30. In the same way, the percentage of male employed graduates is 12.5%. There is vast difference between the ratio of graduate pass out and employed graduates in terms of their sex. It may be because females do household jobs and child caring. Among 9 EDJ graduate pass out population, only 1 have been seen employed, that is, 11%. In the tracer study report of 2016, out of 15 EDJ graduate pass out population 2 were employed which is 14%. This shows the decline in the employment status of EDJ though the country has assimilated the policy of inclusiveness, reservation and priority based approach.

## 2.3 Distribution of the Graduates by the Types of Employment

Graduates have been observed to have found employment in public and private sectors. However, they are not enthusiastic to prepare for public service commission competitions. The attraction of the graduates has been increased towards foreign employment. NGO/ INGOs are also rare in this part of the district. Massive dropout rate among student had been observed while preparing annual report of the campus, due to the adolescents' strong willing for unskilled

foreign employment in Arab countries, Korea, and India. With the accelerated economic development and political stability new jobs have been in the process of creation in the job market. The trend of employed graduates is likely to change massively in the upcoming years. The types of employment the 2017 batch graduates are found to have involved in can be depicted in the table form:

Type	Humanities		Management		Education		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Private</b>	0	0	2	0	0	0	2	0
<b>Public</b>	0	0	0	0	0	0	0	0
<b>NGO/INGO</b>	0	0	0	0	0	4	0	4
<b>Government</b>	0	0	0	0	0	0	0	0
<b>Self employed</b>	0	1	0	1	0	0	0	0
<b>Total</b>	0	1	2	1	0	4	2	6

*Table 3: Distribution of graduates by the types of employment, GMC survey, 2017*

Among 8 employed graduates from 2017 batch, 25% have been found to be involved in private sectors, none in public organizations, 50% in NGO/INGO, none in government sectors, and 12.5% self employed. The number of graduates this year has been decreased in every sector in comparison to the previous year, however the percentages have been observed in fluctuating trend. The trend of NGO/INGO sector employment has risen significantly in the year 2017 in comparison to the year 2016. Total number of graduates getting employment reduced significantly in 2017, in comparison to the previous year.

#### **2.4 Issues Related to Characteristics, Expectations, and Aspirations of Graduates**

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



areas. The relevancy level was ranged from 0 to 5 points. The following table reveals the experience and its relevancy:

S. N.	Particulars	Low relevant	Moderate	Highly relevant	Grand total
1	Relevancy of the program in job requirements	1	2	5	8

*Table 4: Relevancy of the program in job requirements, GMC tracer study, 2017*

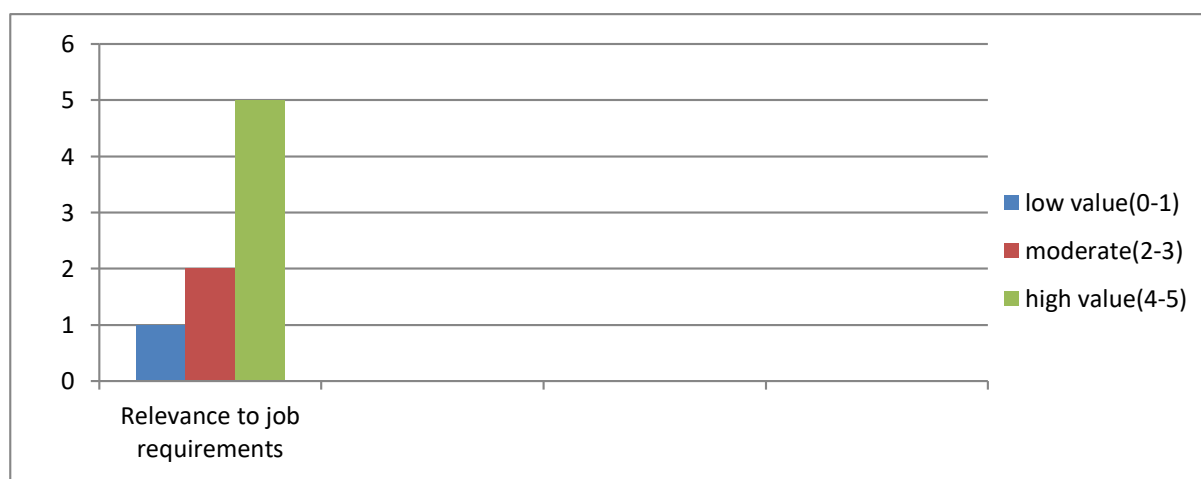
Rating: 0-1 (Low relevant)

2-3 (Moderate)

4-5 (Highly relevant)

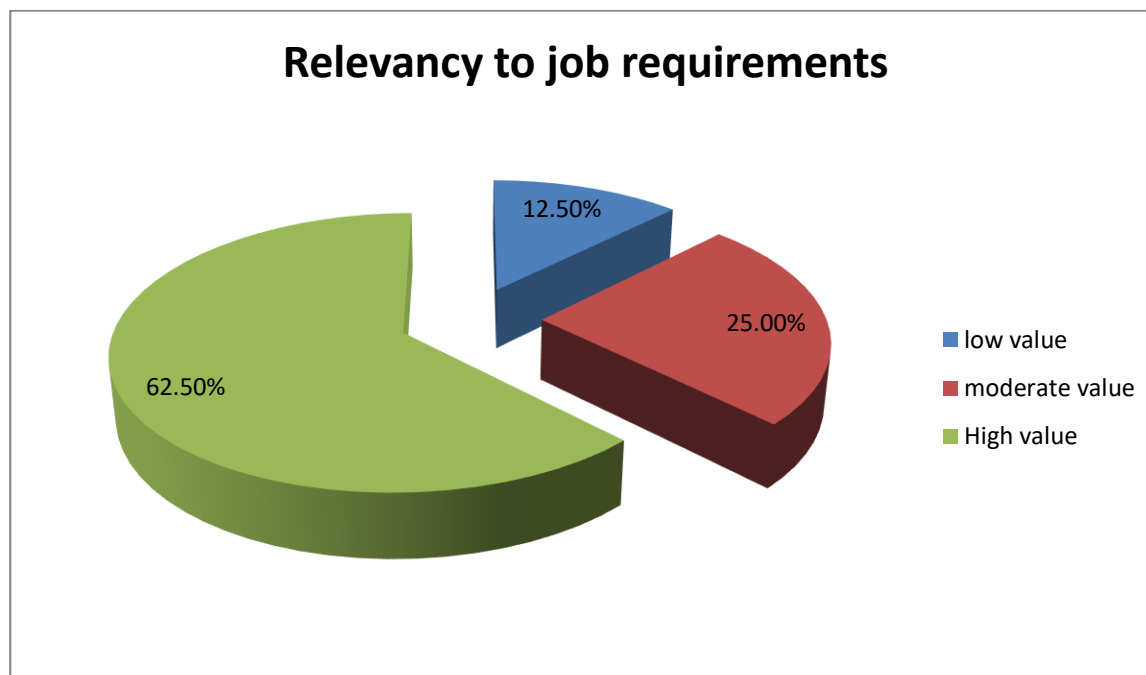
The table shows the graduates' responses in the relevancy of the program in the job requirements. Out of 8 employed graduates, 5 responded the program they completed in this campus to be highly relevant in terms of the job requirement whereas 2 responded the program to be moderate to their job requirements and 1 graduate rated low relevant of the program in job requirements. Though the program offered by campus is more relevant to the graduates, campus must make other strategies to make the programs more effective and relevant to the graduates.

The responses are presented in the figure as follows:



*Figure 1: Relevancy of the program in job requirements, GMC tracer study, 2017*

It can also be presented in the following figure:



*Figure 2: Relevancy of the program in job requirements, GMC tracer study, 2017*

## **2.5 Strengths and Weaknesses of Institution and its Programs com Relevancy of Higher Education**

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

<b>S. N.</b>	<b>Particulars</b>	<b>Low value</b>	<b>Moderate</b>	<b>High value</b>	<b>Total</b>
1	<b>Extra- curricular activities</b>	1	19	16	36
2	<b>Problem solving ability</b>	4	19	13	36
3	<b>Workplace attachment internship</b>	6	21	9	36
4	<b>Teaching learning environment</b>	0	26	10	36
5	<b>Quality education delivered</b>	2	23	11	36
6	<b>Teacher-student relationship</b>	3	16	17	36
7	<b>Library facility</b>	3	25	8	36
8	<b>Lab facility</b>	14	17	5	36
9	<b>Sports facility</b>	0	23	13	36
10	<b>Canteen/ urinals</b>	17	16	3	36

*Table 5: Strengths and weaknesses of campus and campus programs, tracer study, 2017*

Altogether 36 graduates from the tracer study batch 2017 gave their response in the particulars mentioned on the table. We tried to evaluate the strengths and weaknesses of the campus and campus programs on the basis of the responses. In terms of teacher-student relationship, 17 graduates rated the institution with high value, 16 of them rated with mid value, and 3 with low value. It shows that most of the students are satisfied with the teacher-student relationship in the institution. Similar types of responses have been observed for the second particular, problem solving ability in the campus.

The table can be represented in the form of diagram:

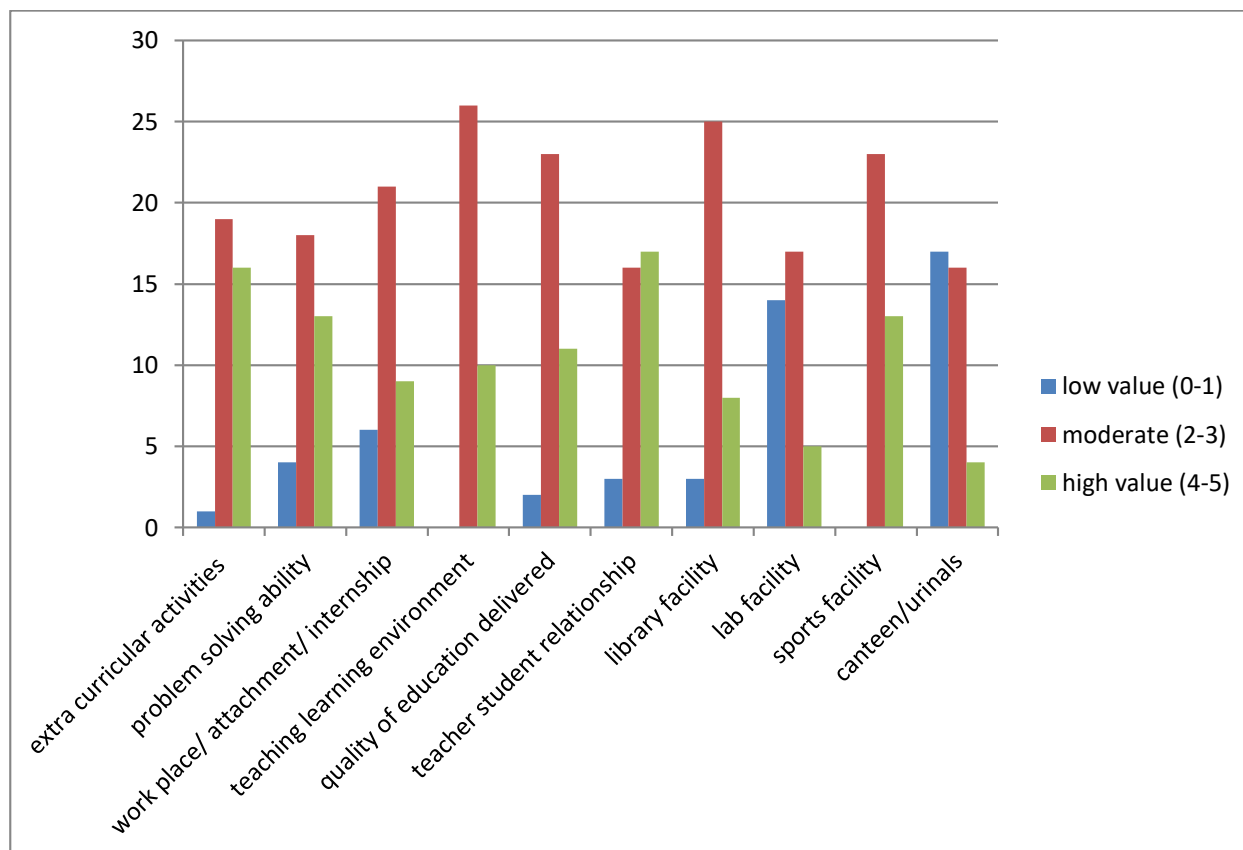


Figure 3: Strengths and weaknesses of campus and campus programs, tracer study GMC, 2017

For the third particular, work place/ attachment / internship, 36 graduates rated GMC workplace/internship 9 with high value, 21 with mid value, and 6 with low value. In this particular also GMC internship programs get highest number of mid ratings. Particulars like teaching learning environment, and quality of education delivered get similar types of ratings as, 10 to 12 with high rating value, 24 to 23 with moderate rating value, and 0 to 2 with low rating value.

In response to the teacher-student relationship provided by GMC, 17 graduates chose high rating for GMC, while 16 choose mid rating, and 3 others chose low rating. GMC has improved library facility for the learners. Similar kind of response is given to lab facility. Among 36 graduates 8 rated GMC as high value, 25 as mid and 3 others chose low value. This also indicates that the students are not highly satisfied from the lab facility provided by the institution. Lab should be further made available for all needy students.

Responses on the particulars like sports facility seem to be the most favorable on behalf of the students of GMC as most of them 13 rated sports facility as high value, 23 rated as moderate and only none rated as low value.

In response to canteen / urinals very few graduates rated high value i.e. 3 graduates rated as high value, 16 moderate and 17 rated as low value. This shows the canteen / urinal facility provided by the institution is not satisfactory. The institution needs to pay more attention towards improving the current condition of canteen and urinals.

## 2.6 Graduates Pursuing Further Study

The graduate batch 2017 consisted of 36 graduates. In this tracer study, efforts have been made to find out their present condition. On the basis of their condition and their feedback to the campus we tried to analyze the strength and weakness of the institution. Among graduates, 8 have been observed to be employed, about them we mentioned in this report earlier. The graduates who went for further study have been from both employed and unemployed. Some of the graduates said that they are joining for further study in 2019. Some others said they have responsibility in the family and there are no institutions for further education nearby. Altogether 15 of the study population were observed to be pursuing further study. Following table gives the detailed picture of it:

<b>Graduates</b>	<b>Management</b>	<b>Humanities</b>	<b>Education</b>	<b>Total</b>
<b>Male</b>	4	0	2	6
<b>Female</b>	3	2	4	9
<b>Dalit</b>	0	0	0	0
<b>EDJ</b>	0	0	2	2

*Table 6: Graduates pursuing further study, tracer study 2017, GMC*

The number of female graduates pursuing for further study has been observed to be the highest. The total numbers of female graduates has been 20, and among them 9 have been found to be in further study, that is the figure of 45%. Among EDJ population of 9 also 2 have been found to be pursuing further study that forms the figure of 22.22%. The male graduate population has been the highest, that is 26, but the male graduates pursuing further education has been the lowest, that is 6, and in percentage 37.5%. The total male graduate population has been 16 and 6 have been

observed employed, that is 37.5% of the graduate males have been found employed. So the figure of males pursuing for further education seems to be less than the females. In the same way, 60% of the female graduates have been employed (9 out of 15). The ratio of graduates pursuing higher education among EDJ is very low i.e. 2 out of 9 graduates the percentage is 22.22% and the case to dalit is different. The dalit students are not seen graduated in 2017 and they should be encouraged in study as well as for the further study that the campus should provide appropriate counseling and suggestions.

## CHAPTER THREE: MAJOR FINDINGS

### 3.1 Employment Status of the Graduates

Total graduates collected for tracer study of the batch 2017 were 36. Among them, 8 graduates have been found to be employed in different sectors. The distribution of employed graduates has been found to be 2 males out of 16, and 6 females out of 20. The distribution of EDJ employed graduates has been 1 out of 9. There has been no dalit graduates in this year. Among 8 employed graduates, 2 males were in private organizations, and for females were in public organizations. And 1 EDJ is in self employment.

Graduates have been observed to have found employment in private and NGO/INGO sectors. However, they are not enthusiastic to prepare for public service commission competitions. Some of them are preparing for foreign employment. The government job employee has not been seen in the year 2017. Massive dropout rate among student had been observed while preparing annual report of the campus, due to the adolescents' strong willing for unskilled foreign employment in Arab countries, Korea, Japan, European countries and India.

The number of graduates this year has been decreased in every sector in comparison to the previous year, however the percentages have been observed in fluctuating trend. The trend of , Government job, public sector employment and self employment has reduced significantly in the year 2017 in comparison to the year 2016. Total number of graduates getting employment also reduced significantly in 2017, in comparison to the previous year. With the stability in politics and accelerated economic growth the trend is likely to change in the upcoming years.

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

In the tracer study efforts had been made to find out whether educational program they completed was significant for their present job. Graduates found campus programs to be highly relevant in terms of quality education delivered and teacher student relationship, as more than 51% of the employed graduates rated campus programs to be so. Remaining graduates also rated these particulars with mid value.

In the particulars like library facility and lab facility more than 50% graduates rated with moderate value i.e. 13/23 out of 36 . Only 3 out of 36 graduates found the campus programs to be highly valued in matters of problem solving ability, which seems to be focused. 20 out of the 36 graduates' expectations have not been met at all by the education they got, in terms of these particulars. And yet, 16 of the employed graduates find their education as highly relevant to their present job.

The causes of the differing responses from the graduates have been observed due to the mismatch between the education and the type of job they are compelled to do. They do whatever jobs are available in the local level. It may be also because the campus has not developed the efficiency in delivering as per the expectations of the students in practical field.

In the particulars like improved IT skills and improved research skills, maximum number of employed graduates rated low relevancy level to the campus programs. In them minimum number of graduates rated mid value and high value.

Graduates in humanities and management programs are far too lower in comparison to the graduates in education faculty. In the same way, EDJ and dalit graduates are lower in comparison to their enrollment rate in the campus.

Least percentage of female graduates was found to be employed in comparison to male graduates. As a result, highest numbers of female graduates were found to be pursuing further study.



## **CHAPTER FOUR: IMPLICATIONS TO THE INSTITUTIONAL REFORM**

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

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

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

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

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

When students become IT consumers, they get information about foreign employment. They get information about jobs in banking sectors, marketing sector, and NGO/INGO. Campus extra – curricular activities need to be directed to encourage students and make them smart.

Campus can make relationship with different organizations that recruit manpower on regular basis. We can join hands with private sector. We can focus on the qualities, attributes, subjects and programs to empower the graduates, so as to guarantee job placement.

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

## CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

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

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

On the basis of the study we can recommend some suggestions:

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

- Enhance cooperative, moral, respectful, and humanistic culture among teachers and students.
- Encourage students to set goals and prepare for life accordingly, help them develop confident personality.
- Improve the administration services along with good management in drinking water, cafeteria and toilets.
- Job oriented programmes, trainings and workshops should be launched focusing to the technical education.