

27<sup>th</sup> Mangsir, 2076

The Secretary General  
University Grants Commission  
Sanothimi, Bhaktapur

Sub: Submission of Tracer Report-2076

Dear sir,

It's a great pleasure to inform you that we have been able to submit the Tracer Report as per the direction of University Grants Commission. We would also like to inform that this report is prepared collecting the information from the graduates of the year 2018 A.D.

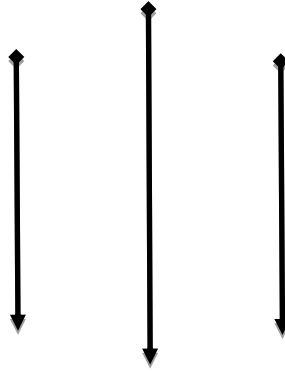
We are very grateful to you for your continuous support and guidance to accomplish our task.

Regards,

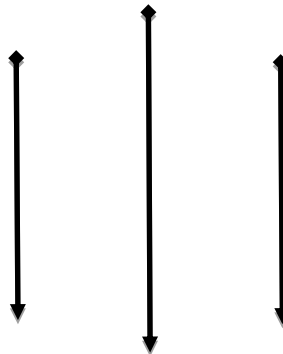
.....

Gunash Shrestha  
Acting Campus Chief  
Indreshwor Campus  
Panauti, Kavre

**INDRESHWOR CAMPUS  
PANAUTI, KAVREPALANCHOK**



**A TRACER REPORT OF THE GRADUATED  
STUDENTS OF THE YEAR  
2018**



**SUBMITTED TO:**

**DATE OF SUBMISSION: 2076/8/27**

**UNIVERSITY GRANTS COMMISSION**

**DATE OF APPROVAL:**

**SANOTHIMI, BHAKTAPUR**

## **CONTENTS**

	Page No.
<b>1. INTRODUCTION</b>	<b>1-2</b>
1.1 Background of the study	1
1.2 Objectives of the study	1
1.3 Institutional arrangements to conduct the study	2
1.4 Graduated batch taken for the study	2
1.5 Data collection – Instruments and approach	2
1.6 Scope and limitation of the study	2
<b>2. DATA PRESENTATION AND ANALYSIS</b>	<b>3-11</b>
2.1 Employment and further study status of the graduates	3-4
2.2 Issues related to the quality and relevance of programs	5
2.3 Programs' contribution to graduates' professional and personal development	6-8
2.4 Issues related to teaching-learning environment, and teacher-students relationship	9
2.5 Issues related to facilities	10-11
<b>3. MAJOR FINDINGS</b>	<b>12</b>
3.1 Employment and further study status of the graduates	12
3.2 Issues related to the quality and relevance of programs	12
3.3 Programs' contribution to graduates' professional and personal development	12
3.4 Issues related to teaching-learning environment, teacher-students relationship \and education delivery efficiency	12
3.5 Issues related to facilities	12
<b>4. IMPLICATIONS TO INSTITUTIONAL REFORMS</b>	<b>13</b>
<b>5. CONCLUSION AND RECOMMENDATION</b>	<b>14</b>
<b>ANNEXES</b>	

## **ACKNOWLEDGEMENTS**

At first, we must give complete credits to all of them whose contribution, dedication and hardworking have made possible to complete this Tracer Report in time. Every stakeholders have played their roles to accomplish this report.

First of all we would like to give special thanks to University Grants Commission without whom we wouldn't have conducted this study. Secondly, we extend our sincere gratitude to the Management Committee of this Campus because without their proper guidance and support, this report wouldn't have been stepped forward. Thirdly, we are too much indebted to the graduated students of the year 2018. As the study was done on them, their support and factual information have made this report writing possible. Finally, we are also thankful to them who are directly or indirectly have become the part of this glorious institution and reporting writing process.

Gunash Shrestha  
Acting Campus Chief  
Shree Indreshwor Campus  
Panauti, Kavre

## **EXECUTIVE SUMMARY**

This 'Tracer Report' has been conducted to find the present status of the graduated students of the year 2016. This report is conducted under the full guidance and coordination of University Grants Commission, Sanothimi, Bhaktapur.

This report contains five chapters in total. The first chapter provides the brief Background of the study, Objectives of the study, Institutional arrangements to conduct the study, Graduated batch taken for the study, Data collection – Instruments and approach, and Scope and limitation of the study. The second chapter analyzes and interprets the information collected from the graduated students. The third chapter draws out the major findings of the information collected from the graduates. The fourth chapter discusses about the activities which can be conducted as the reform programmes for the institutional development. Finally, the recommendations made by the graduates for the betterment of the institution.

## LIST OF TABLES

<b>LIST OF TABLES</b>	<b>Page No.</b>
1. Employment Status of the Graduates	3
2. Further Study Status of the graduates	4
3. Quality of the programmes	5
4. Relevance of the programmes	5
5. Graduated students on the basis of gender	6
6. Graduated students on the basis of ethnicity	7
7. Graduated students on the basis of programmes	8
8. Graduates' responses on teaching learning environment	9
9. Graduates' responses on teacher students relationship	9
10. Graduates' responses on Library facilities available in the campus	10
11. Graduates' responses on Lab facilities available in the campus	10
12. Graduates' responses on sport facilities available in the campus	10
13. Graduates' responses on canteen/urinal facilities available in the campus	11

## **LIST OF FIGURES**

<b>LIST OF FIGURES</b>	<b>Page No.</b>
1. Employment Status of the Graduates	4
2. Graduated students on the basis of gender	6
3. Graduated students on the basis of ethnicity	7
4. Graduated students on the basis of programmes	8

## **ABBREVIATIONS**

B.A = Bachelor in Arts

B.B.S = Bachelor in Business Studies

B.ED = Bachelor in Education

B.S = Bikram Sambat

HERP = Higher Education Reform Programme

IC = Indreshwor Campus

i.e. = That is

INGO = International Non-Governmental Organization

MBS = Master in Business Studies

NGO = Non-Governmental Organization

No. = Number

% = Percentage



## INTRODUCTION

Indreshwor Campus is one of the oldest campuses of Kavrepalanchok district of Nepal, and is the oldest one of Panauti Municipality, Kavreplanchok district. It was formally established in 2058 B.S. It has a great history of existence. It is the leading organization of Panauti which is assisting the citizens of Panauti in attaining the higher education. Its contribution cannot be forgotten because it has been the institution for providing the great manpower for the nations, like Bankers, teachers, businessman, civil servant officers, and others.

This glorious institution has been established in the heart of the Panauti Municipality. There were contributions of many social workers and scholars for its establishment. From the day of its establishment it has continuously played a significant role in spreading the brighter rays of life. For this it has coordinated and cooperated with various governmental and non-governmental organizations, including various stakeholders. And recently it has been the member of Higher Education Reform Project (HERP) of University Grant Commission (UGC), and the aim behind it is to improve the quality of education of this wonderful organization.

### 1.1 Background of the Study

Indreshwor Campus (IC) has recently been the member of UGC. Its main motive behind being its member is to reform and improve the academic performance of this institution. It has formally been the member on 17<sup>th</sup> Mangsir, 2073, since then Indreshwor Campus is trying to perform various curricular and co-curricular activities to improve its level of quality performance. Among those various activities, tracer study is one of them. It is the first time that IC is conducting the tracer study. Its main aim is to improve the educational performance of this glorious institution.

### 1.2 Objectives of the Study

The main objectives of this tracer study are as follows:

- To find out the total number of graduates in the year 2018
- To find out their present level of employment and study
- To get the necessary feedbacks for the institutional development

- To find out some pedagogical improvement
- To help in educational reforms programme
- To find out strengths and weaknesses of the campus

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

For the conduction of the tracer study, Campus Management Committee has formed a four members' tracer committee, and has selected the graduates of the year 2018 for its study. The tracer committee members' name and the list of the graduates are mentioned in the Annex part of this report.

The graduates were given the questionnaires which were delivered to us by UGC. Those questionnaires were distributed to them and were told to provide the mentioned information. Some of the students were unable to collect the questionnaires from the campus, so they were either mailed or phoned to get the necessary details.

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

The graduated batch taken for the tracer study was the graduates of the year 2018 from various programmes: B.Ed, BBS, BA and MBS.

### **1.5 Data Collection Instrument and Approach**

For the collection of data, questionnaires which were provided to us by UGC were used. The questionnaires were distributed to the graduates and were asked to provide the necessary details. For the graduates who were unable to collect the questionnaire, they were either mailed or phoned by the members of the committee and the necessary details were collected. After the collection of data from them, they were analyzed and interpreted to form a complete report.

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

The graduates of Bachelor and Master Degree were used for the study, and it tried to study only the educational and professional status of the graduates. The next thing is only the questionnaire in written form was used to collect the necessary information.

## CHAPTER TWO

### DATA PRESENTATION AND ANALYSIS

In this chapter the information collected from the graduates were analyzed and presented with the help of tables and others. The team of tracer committee worked together for weeks and analyzed the collected data systematically.

For tracer study we selected the graduates of the year 2018. There were altogether twenty eight graduates on that year, and they belonged to various programmes which are run in our campus: Bachelor in Business Studies (BBS), Bachelor in Education (B.ED), Bachelor in Arts (B.A) and Master in Business Studies (MBS). Out of those graduates, five were from MBS eighteen from BBS, three from B.Ed and two from B.A. The list of the graduates is given in the Annex 1.

#### 2.1 Employment and Further Study Status of the Graduates

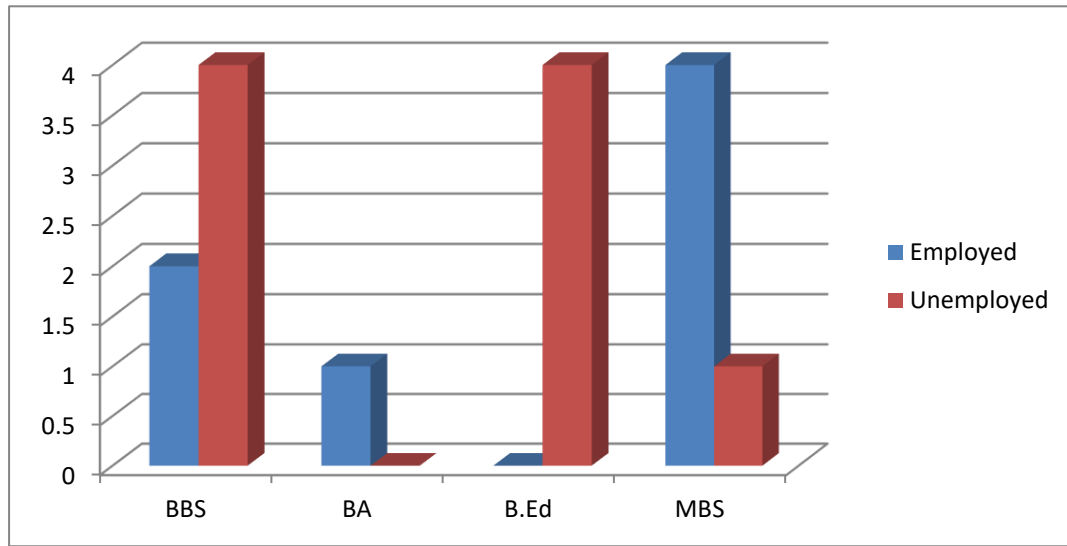
##### 2.1.1 Employment Status of the Graduates

As we have mentioned above, there were eleven students who graduated from Indreshwor Campus. Some of them are employed, some of them are continuing their study and some are doing something else.

#### Employment Status of the Graduates

Table No. 1

S.N	Programmes	No. of Employed	No. of Unemployed	total
1	BBS	6	12	18
2	B.ED	1	2	3
3	B.A	1	1	2
4	MBS	4	1	5
Total		12	16	28



**Employment Status of the Graduates**

Figure: 1

Total of six graduates of BBS only two were found to be employed. There is no employed student in B.Ed and one student is employed in BA.

### 2.1.2 Further Study Status of the Graduates

Out of eleven graduates, one graduate was found to be continuing their study. The status of further study is presented in the following table:

**Further Study Status of the graduates**

**Table No. 2**

S.N	Particular	Graduates	Per (%)
1	Further study	4	14.28
2	No further study	24	85.72

There is four graduate is starting further study and other are busy for searching jobs and managing family

## 2.2 Issues Related to the Quality and Relevance of Programs

Indreshwor Campus has always tried its best to provide the qualitative education to its students. Besides various efforts, it is sometimes unable to do up to its expectation. Here we have tried to analyze the quality of the campus it terms of strengths and weaknesses, and for it too we collected the information from the students. Its strengths and weaknesses are measured under six rating scales: 0 to 5. The strongest statement would get 5 points whereas the weakest one '0'. Here, the number indicates corresponding to the particulars indicate the number of students who rated those scales.

### Quality of the Programmes

#### Issues Related to the Quality of Education Delivery

**Table No. 3**

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1.	Issues related to Quality of Education Delivery	1	1	4	8	4	10
2.	The graduates responses in Percentage	3.5	3.5	14.29	28.57	14.29	35.71

The above table clearly explains that Indreshwor Campus is offering quality education, but there are some areas to be reformed.

#### Issues Related to Relevance of the Programmes To Your Professional Requirement

**Table No. 4**

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1.	Issues related to Relevance of the Programmes	2	4	2	3	7	10
2.	The graduates responses in Percentage	7.14	14.29	7.14	10.71	14.29	35.71

The above table clearly explains that Indreshwor Campus is education is useful in students professional life, but there are some areas to be reformed.

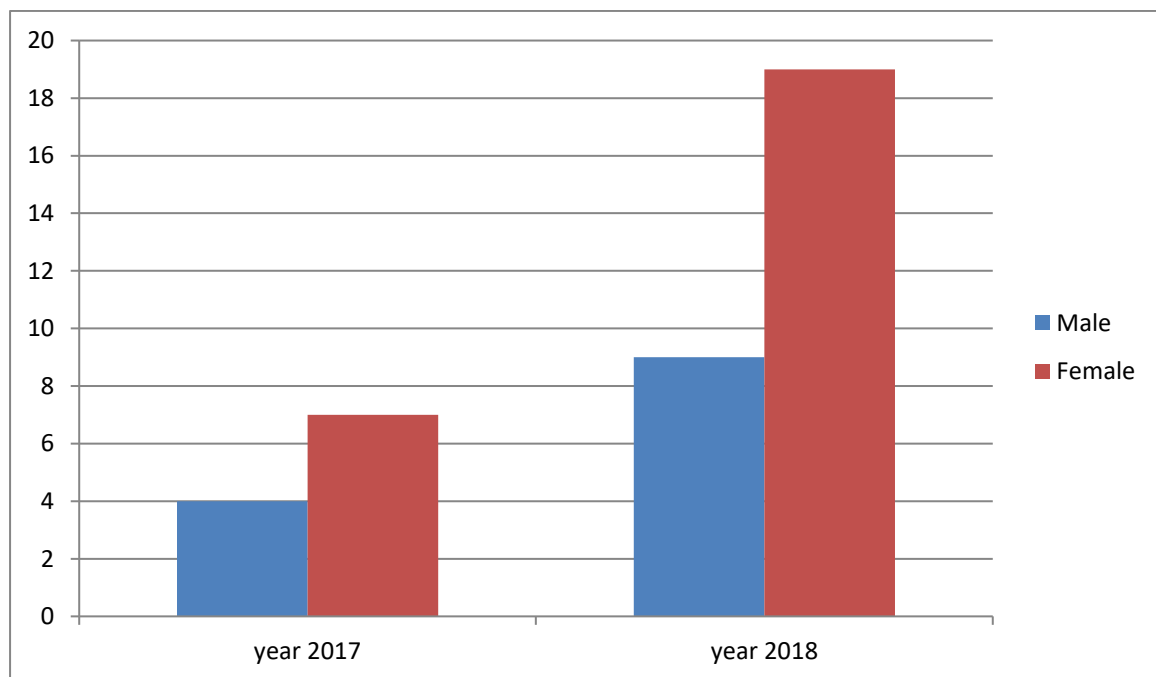
### 2.3 Programs' contribution to graduates' professional and personal development

Every students visit universities so that they could achieve something in their career. They will take interest in those fields where there is probability of their professional and personal development. Considering this view, we feel that our graduates visited our campus for their social, educational, economic and professional upliftment.

#### Graduated Students on the Basis of Gender

Table No. 5

S.N	Gender	2017		2018	
		NO.	%	NO.	%
1	Male	4	36	9	32
2	Female	7	64	19	68
		11	100	28	100



Graduated Students on the Basis of Gender

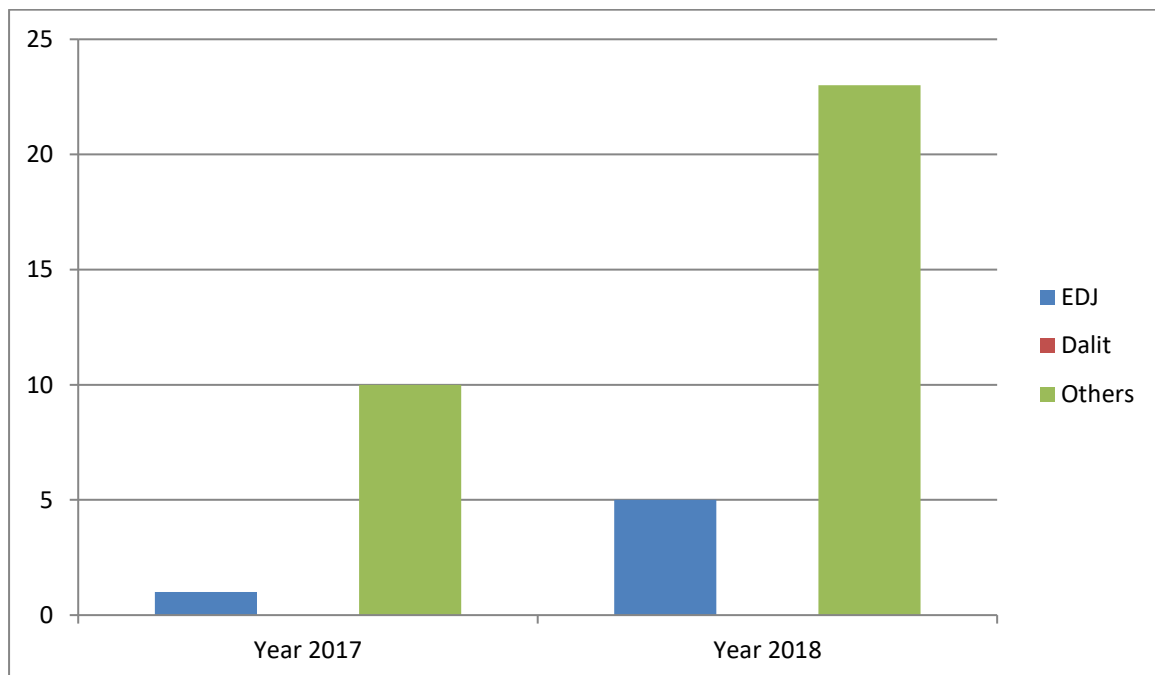
Figure: 2

The above table clearly shows that the percentage of graduated female students was more than that of males.

## Graduated Students on the basis of Ethnicity

**Table No. 6**

S.N	Ethnicity	2017		2018	
		No.	%	No.	%
1	Educationally Dis. Groups	1	9.09	5	17.86
2	Dalits	0		0	0
3	Others	10	90.9	23	82.14
		11	100	28	100



## Graduated Students on the basis of Ethnicity

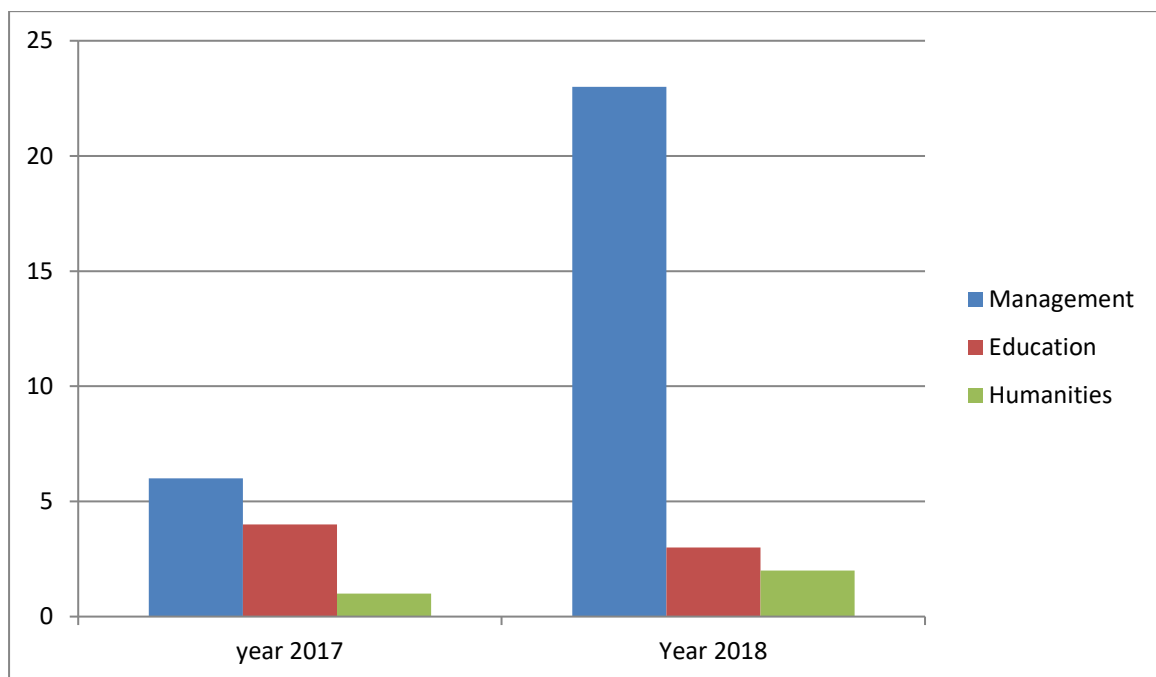
Figure: 3

The table shows that just 9.09 and 17.86 % of the graduates were EDGs in the year 2017 and 2018, there is no Dalit graduates in 2018,

## Graduates on the Basis of Programmes

Table No. 7

S.N	Programmes	2017		2018	
		No.	%	No.	%
1	Management	6	54.55	23	82.15
2	Education	4	36.36	3	10.71
3	Humanities	1	9.09	2	7.14
		11	100	28	100



## Graduates on the Basis of Programmes

Figure: 4

It is clear that the percentage of the graduates in Management stream was more than the other two streams:



## 2.4 Issues Related to Teaching/Learning/Teacher-Student Relationship

### Graduates' Responses on Teaching Learning Environment

Table No. 8

SN	Particulars	Rating scale					
		0	1	2	3	4	5
1	No. of Graduates who responded on Teaching-Learning environment of the campus		2	4	7	4	11
2	Graduates responses in Percentage (%)		7.14	14.29	25	14.29	39.29

It is very clear from the table that the teaching-learning environment is good in this campus, out of 28 students 4 students who scaled 1 and 2 contains 21.43% (7.14%+14.29%). The students scaled 3, 4 and 5 contained 78.57% (25+14.29+39.29)% This clearly indicates the learning environment is praiseworthy.

### Graduates Responses on Teacher-Students Relationship

Table No. 9

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1.	Graduates Responses on teacher student relationship	0	0	5	3	9	11
2.	The graduates responses in Percentage			17.86	10.71	32.14	39.29

It is very clear from the table that the teacher student relationship is good in this campus, out of 28 students 5 students who scaled 2 contains 17.86% . The students scaled 3, 4 and 5 contained 86.14% .This clearly indicates the teacher student relationship is praiseworthy

## 2.5 Issues Related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

Every campus must contain all the facilities that affect the teaching-learning activities such as library, laboratory, canteen, toilet, drinking water, classroom, etc. On the issue on available facilities of the campus the graduates had the following responses:

### Graduates' Responses on Library Facilities Available in the Campus

**Table No. 10**

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1.	Graduates' Responses on Library Facilities	0	1	10	5	7	5
2.	The graduates responses in Percentage		3.57	35.71	10.71	25	10.71

It is very clear from the table that students are more concern in insufficient library of campus.

### Graduates' Responses on Lab Facilities Available in the Campus

**Table No. 11**

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1.	Graduates' Responses on Lab Facilities	11	5	2	4	2	4
2.	The graduates responses in Percentage	39.29	17.86	7.14	14.29	7.14	14.29

Since that time there is no computer lab for students so students complaints for lab facilities. Now campus has a computer lab with free internet service.

### Graduates' Responses on Sport Facilities Available in the Campus

**Table No. 12**

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1.	Graduates' Responses on Sport Facilities	8	7	3	4	2	4
2.	The graduates responses in Percentage	28.57	25	10.71	14.29	7.14	14.29

Campus doesnot have own sport ground for different sport so students are complaining for it. More students are concern for sport facility in campus.

**Graduates’ Responses on Canteen/Urinals Facilities Available in the Campus**

**Table No. 13**

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1.	No. of graduates who responded on the available facilities in the campus	1	3	9	7	3	5
2	The graduates responses in Percentage	3.57	10.71	32.14	25	10.71	17.86

Some students are rising question for small canteen and urinals facility but overall campus providing boys and girls urinals are satisfactory.

## **CHAPTER THREE**

### **MAJOR FINDINGS**

On the basis of the data collected from the graduates of the year 2018, we had various findings, and those findings are listed on the basis of various subtitles.

#### **3.1 Employment Status of the Graduates**

As mentioned earlier, we were able to collect the information from 28 graduates. Out of 28 graduates, 12 students were employed.

#### **3.2 Issues Related to the Quality and Relevance of Programs**

Indreshwor Campus is offering quality education, but there are some areas to be reformed

#### **3.3 Programs' contribution to graduates' professional and personal development**

The study found that the females were benefitted more than the males.

#### **3.4 Issues Related to Teaching/Learning/Teacher-Student Relationship and Education Delivery Efficiency**

The study found that the teacher-student relationship and teaching-learning environment were good whereas the quality education being delivered was satisfactory.

#### **3.5 Issues related facilities**

Students were found to be a satisfied with the facilities like toilet, library, laboratory, etc being provided to them. Since some facility are improved by campus management.

## **UNIT FOUR**

### **IMPLICATIONS TO INSTITUTIONAL REFORMS**

People and their needs change with the changing need of the society. Change is inevitable since the world is dynamic. The information being provided by the graduates of 2018 helped to highlight some the problems the campus had been facing. Here are some of the reforming programmes that Indreshwor Campus must consider:

- Focus on qualitative education.
- Low graduating rate
- Male graduating rate is low.
- Graduates from Education programme are very low.
- Improvement of facilities of library, laboratory, toilet, drinking water, canteen,
- Frequent conduction of extra-curricular and co-curricular activities
- Inclusion of Marginalized and Disadvantaged groups on higher education.

## UNIT FIVE

### CONCLUSION AND RECOMMENDATION

It is very necessary to find out the weaknesses in time and change those weaknesses into strength. It can be concluded that the necessary reformation programmes should be conducted in time as mentioned in chapter four to be well equipped and highly decorated academic institutions.

On the other hand, the graduated students had the following recommendation to improve the quality and quantity of the institution.

- Need of very strong and visionary administration and management committee.
- Add optional Subjects to students
- Add work placement.
- There should be strict rules for students.
- There should be regular extra class and exam base revision classed.
- There should be practical based skilled subjects.
- Use of modern technology in teaching learning activities
- Highly equipped library should be maintained
- Provision of permanent and stable teachers
- Increase the number of extra-curricular and co-curricular activities
- Improve discipline of the students
- Regular monitoring of the teaching and non-teaching staffs from the Management Committee.
- Focus on qualitative education rather than quantitative
- Focus on regularity and punctuality of the teachers and the students
- Transparency
- Improve the canteen and rest room facilities
- Improve the motivational factors to the students and the lecturers/professors.
- Timely conduction of unit tests and terminal examination

## List of graduates in the year 2018 AD

Campus Name: Indreshwor Campus, Panauti -7 Kavrepalanchok

S. N	Name of Graduates	Program	Registration No:	Types					
				E	U	M	F	EDJ	D
1	Anjana Humagain	MBS	7-2-382-73-2008	√			√		
2	Chandeshwori Munakarmi	MBS	11254-93	√			√		
3	Ranju Lama Tamang	MBS	7-2-407-56-2009		√		√	√	
4	Rita Waiba	MBS	7-2-488-81-2007	√			√	√	
5	Riya Gochhe	MBS	7-2-407-43-2008	√			√		
6	Anusha Shrestha	BBS	7-2-407-29-2013	√			√		
7	Bimal Jakibanjar	BBS	7-2-407-10-2014	√		√			
8	Bipesh Shrestha	BBS	7-2-407-77-2014		√	√			
9	Goutam Prajapati	BBS	7-2-407-7-2004	√		√			
10	Jyoti Guragain	BBS	7-2-407-42-2013		√		√		
11	Kabita Bolakhe	BBS	7-2-407-16-2014		√		√		
12	Krishna Koirala	BBS	7-2-407-19-2014		√	√			
13	Lila Timlsina	BBS	7-2-407-22-2014		√		√		
14	Nafisha Rajlawot	BBS	7-2-407-89-2014		√		√		
15	Parwati Chand	BBS	7-2-329-811-2010		√		√		
16	Prabina Gochhe	BBS	7-2-407-35-2014	√			√		
17	Rojina Dhungana	BBS	7-2-407-43-2014	√			√		
18	Rojina Shrestha	BBS	7-2-407-98-2012		√		√		
19	Sajana Karmacharya	BBS	7-2-407-88-2014		√				
20	Sakesh Napit	BBS	7-2-407-69-2013		√	√			
21	Sangita Sapkota	BBS	7-2-407-73-2013		√		√		
22	Santosh Thapa	BBS	7-2-407-106-2012	√		√			
23	Srijana Shrestha	BBS	7-2-407-55-2014		√		√		
24	Lakha Maya Lama	B.Ed	9-2-407-44-2013		√		√	√	
25	Man Kaju Gole	B.Ed	9-2-407-24-2010	√		√		√	
26	Tilak Bahadur Thing	B.Ed	9-2-407-100-2010		√	√		√	
27	Ganga Budhathoki	B.A	6-2-407-4-2012		√		√		
28	Umesh Lal Shrestha	B.A	6-2-407-96-2015	√		√			
				12	16	9	19	5	