

**A
Report on Tracer Study
On
2017 A.D.**



**Submitted to
UGC**



**By
Urlabari Multiple Campus**

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Acknowledgement

First of all, I would like to extend my sincere gratitude to all respected authorities of UGC who have guided, inspired, and encouraged us to conduct this tracer study and prepare the report on it.

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Date: 11th April 2018 A.D.

Bhim Prasad Lamichhane
Campus Chief

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List of Abbreviations

BA	Bachelor in Arts
BBS	Bachelor in Business Studies
B.Ed.	Bachelor in Education
B.S.	Bikram Sambat
CMC	Campus Management Committee
DDC	District Development Committee
Govt.	Government
HERP	Higher Education Reform Project
HW	Housewife
INGO	International None Government Organization
MA	Master's in Arts
M.Ed.	Master's in Education
NGO	None Government Organization
RD	Rural Development
Soci.	Social
UGC	University Grants Commission
UMC	Ulabari Multiple Campus
VDC	Village Development Committee

CHAPTER-1

1. INTRODUCTION

Urlabari Multiple Campus (UMC) was established in 2043 B.S. in Urlabari Municipality, Ward no.-1. It is a fully community based campus. Now it is running classes up to Master's Level in Education and Humanities and Bachelor's Level in Management, Education and Humanities. Since its establishment, the campus has been supported by different NGOs/INGOs, donors, Nepal Govt., V.D.C., D.D.C. and local peoples in different areas to reach the present condition of this campus. A very close link has been built up with UGC in recent years. This link has inspired UMC to get different supports from UGC to bring reforms in different areas. Because of UGC's supports, UMC is now able to bring different changes in different areas.

1.1 Background:

On 29th Feb. 2016 A.D., an agreement between UMC and University Grants Commission (UGC) has been made for on the HERP for five years. Since the day of agreement between UMC and UGC for HERP, UMC has been carrying out different activities, according to the guidance of UGC. The main objective of these activities is to bring necessary reformations to the campus. This tracer study, one of the activities as guided by UGC, has been done following the guidelines of UGC.

1.2 Objectives of the study:

A tracer study is the mirror for a higher educational institution. Through it, an institution of higher education can identify its real position in the society and can widen its range and public relations. It can model itself as the public interests as known through study. The objectives of this tracer study are to:

- a) know the real status of the campus.
- b) know the conditions of its graduates in the society.

- c) get necessary guidance from its graduates and employment institutions.
- d) add necessary subjects as demanded for the easy access of jobs.
- e) bring necessary reformations to the campus on the basis of public interests and demands.
- f) guide its graduates to suit themselves according to the demand of the markets.
- g) bring reformations with its teaching-learning activities.
- h) bring institutional sustainability.
- i) utilize technology in the classroom activities.
- j) utilize ex-students' supports to reform the campus.

1.3 Institutional arrangement to conduct the study:

As the agreement between UMC and UGC was made for HERP on 15th Apr. 2016 A.D., UMC has been trying to implement it through the decisions of Campus Management Committee of UMC unanimously. Similarly, this 'Tracer Study' has also been conducted on the basis of the decision of the Campus Management Committee of UMC on 18th May, 2018 A.D.

For this, a taskforce of 3 people was made. The People in the task force were teachers and campus staff. They were sent to the field to fill up the forms of the tracer study after one day's seminar facilitated by experts, available in UMC. The above mentioned activities are done according to the guidelines of the CMC of UMC.

The name list of the taskforce is:

- I. Co-ordinator: Rudra Prasad Dahal**
- II. Member: Megha Raj Dahal**
- III. Member: Tejendra Dulal**

1.4 Graduate Batch Taken for the study:

The Graduate batch taken for the study is the students who graduated themselves in the academic year 2017 AD from UMC in Humanities (BA & MA), Education (B.Ed. & M.Ed.) and Management (BBS).

1.5 Data collection-Instrument and approach:

For the data collection of the graduates of the three faculties of 2016 AD a form is developed along with questionnaires according to the guidelines of UGC and as the decision of the CMC of UMC on 18th May, 2018 A.D., a trained sub-taskforce of 5 members was sent to fill up the forms according to their allotted areas within the time frame of 15 days. After the completion of filling the forms by the taskforce, the data are calculated and analyzed to prepare this report of the tracer-study by the team.

1.6 Scope and limitations of the study:

The scope and limitations of this tracer study are limited to the UMC and its students graduated themselves from UMC in Humanities, Education and Management in 2017 AD and their present status in the society and market.

CHAPTER-2

2. DATA PRESENTATION AND ANALYSIS

After the submission of the forms by all the members of the taskforce, the team of experts, allotted by CMC, starts presenting and analyzing the data to prepare this report.

2.1 Employment and further study status of the graduates

The total number of graduates from three faculties in 2017 A.D. are 103. Out of 103 graduates, only 99 graduates have filled the forms of tracer study. The rest 4 graduates have not taken their transcript from T.U. So, they are not included in this study.

2.1.1 Employment status of the graduates :

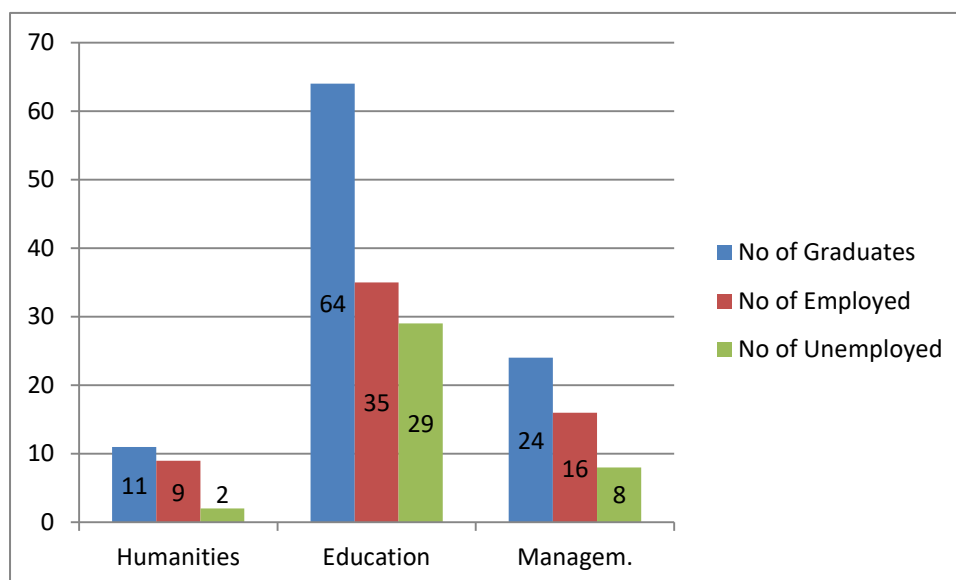
Among the 99 graduates, 60 are found employed in different sectors. Faculty-wise employment of the graduates is shown in the following table:-

Table No.1

SN	Faculty	Total graduates of the study period	Employed	Unemployed
1	Humanities (BA+MA)	11	9	2
2	Education (B.Ed.+M.Ed.)	64	35	29
3	Commerce (BBS)	24	16	8
Total		99	60	39

The above table shows that the total number of graduates is 99. The highest employed graduate's percentages are from Humanities (B.A. & M.A.). Out of 11 graduates, 9 graduates, i.e. 81.81% are employed. Similarly, the lowest employed graduate's percentages are from Education (B.Ed. & M.Ed.). Out of 64 graduates, 35 graduates, i.e. 54.69% are employed. The above table further shows that 16 graduates, out of 24, i.e. 66.66% are employed in Management (BBS).

Figure No.1



2.1.1.1 Sectors of involvements of graduates:

Through the study, the graduates are found to be engaged in different employments sectors. The following table shows the sectors of their involvements:-

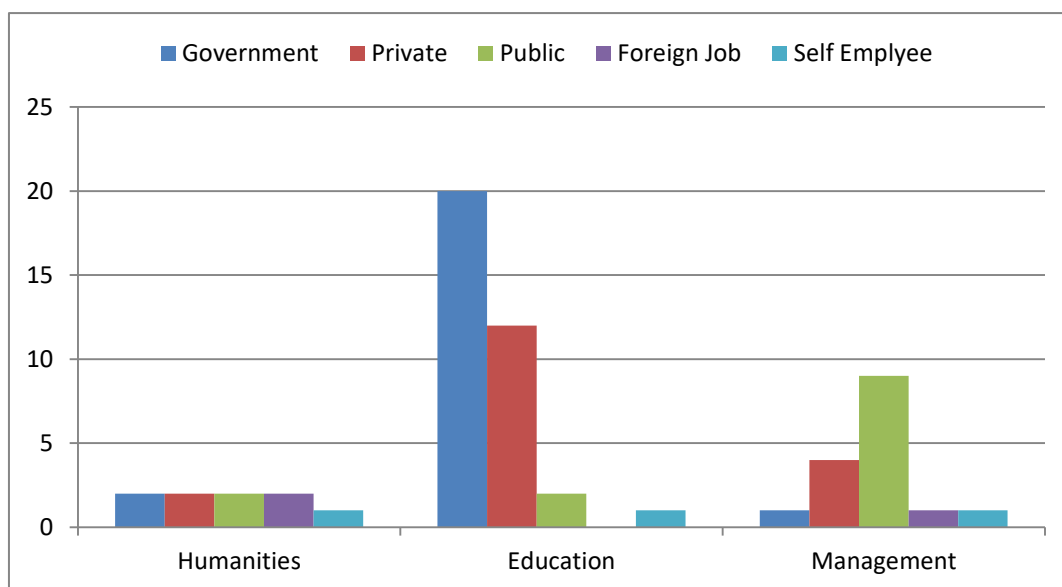
Table No.2

SN	Faculty	Employee graduates no.	Govt. Service inclu. teaching	Private Service Inclu. teaching	Public Org. & Co-opr	Foreign Job	Business/ Self Employed
1	Humanities (BA+MA)	9	2	2	2	2	1
3	Education (B.Ed.+M.Ed.)	35	20	12	2	0	1
3	Management (BBS)	16	1	4	9	1	1
Total		60	23	18	13	3	3

This table shows that the total numbers of employed graduates are 60 from all the three faculties. Among them, 23 graduates, i.e. 38.33% are found in Govt. service including teaching in Govt. schools, 18, i.e. 30% are found workings in private organizations including private boarding schools, 13 graduates, i.e. 21.67% are found in the public organization like co-operatives and insurance company. 3

graduates, i.e. 5% are found in foreign job in the Gulf country and 3 graduates, i.e. 5% are found Self Employed engaged in the business.

Figure No. 2



The above diagram shows the employment status of the graduates in different areas from the three faculties. Larger numbers of graduates are found to be involved in Government sectors/offices from education faculty. But in management faculty, larger numbers of graduates are found to be involved in public service including teaching.

2.1.1.2 Employee Graduates and their Job Status.

Through the study, Among the 84 graduates, 44 are found employed and also found to be engaged in different employments sectors in different job status. The following table shows of their job status:-

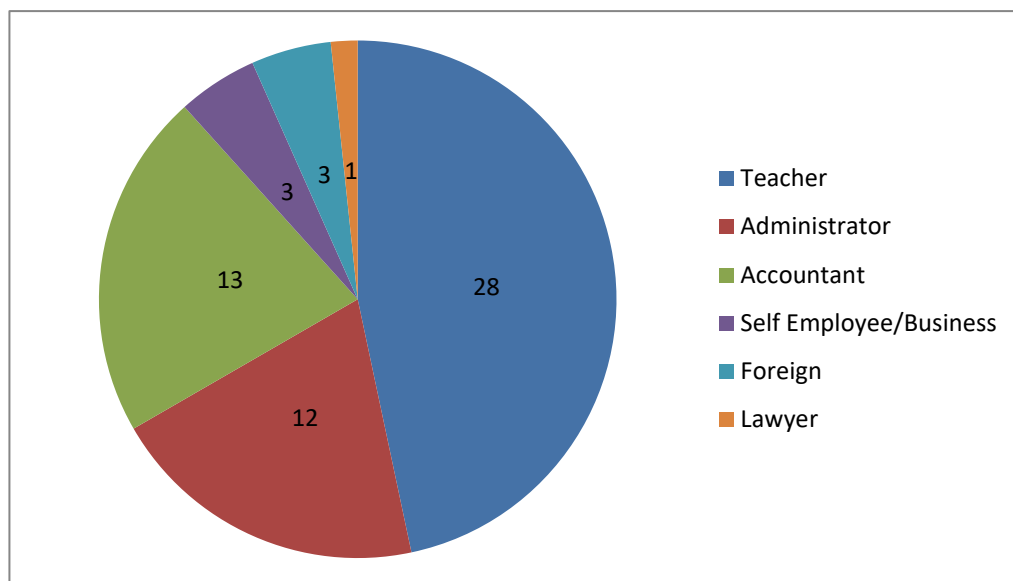
Table No.3

Job Status	Teacher	Administrator	Accountant	Foreign	Self Employee/ Business	Lawyer
Graduates No.	28	12	13	3	3	1

Out of 60 employee graduates, 28 are in teaching occupation, 12 are working in different organization's administration office, 13 are accountant, 3 are in foreign country as a worker, 3 are self employee, one graduate is Lawyer, who

had studied in our campus for just got to different degree. This can be well presented in the following pie diagram.

Figure No.3



2.1.2 Pursuing Further study of Graduates

Out of 99 graduates, 31 students, i.e. 31.31% are found pursuing further study.

Among the 31 students, 1 is from Humanities, 16 are from Education, and 14 are from Management.

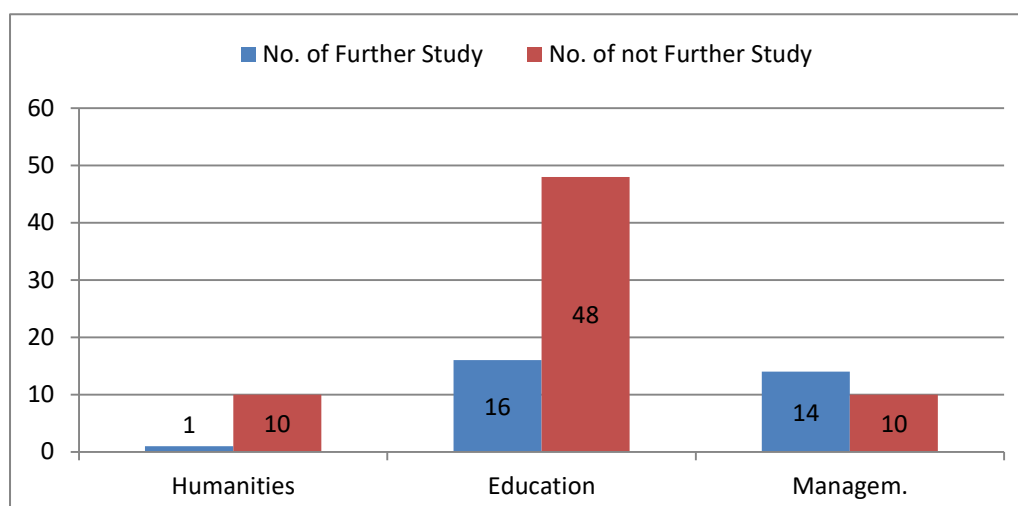
Table No.4

SN	Faculty	Total graduates of the study period	Pursuing further study	Not pursuing further study
1	Humanities (BA & MA)	11	1	10
2	Education (B.Ed. & M.Ed.)	64	16	48
3	Commerce (BBS)	24	14	10
Total		99	31	68

Similarly, Out of 99 graduates, 68 students, i.e. 68.69% are found not pursuing further study. Among the 69 students, 10 are from Humanities, 48 are from Education and 10 are from Management faculty.

This can be well presented in the following bar diagram.

Figure No. 4



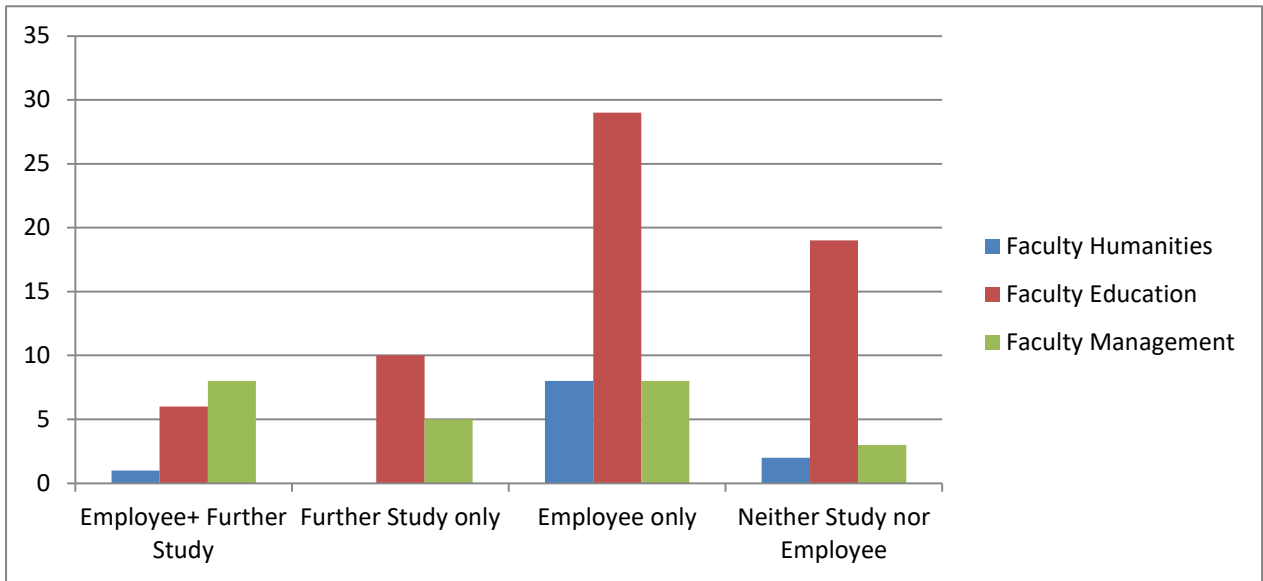
2.1.2.1 The Graduates who have Pursuing further study with Involving in the Job and the rest are neither pursuing further study nor involving in job.

In case of both pursuing further study and involving in employment of the same time 1 graduate from Humanities, 7 graduates are from Education and 9 graduates are found from Management faculty. Similarly, no one from humanities, 10 graduates from education and 5 graduates from management are only studying. Likewise, 8 graduates from humanities, 28 from education and 7 from management are only work in different sectors.

Table No. 5

Types	Faculty			Total Graduates
	Humanities	Education	Management	
Employee+ Further Study	1	7	9	17
Further Study only	0	10	5	15
Employee only	8	28	7	43
Neither Study nor Employee	2	19	3	24

Figure No. 5



The rest 24 graduates from the three faculties, i.e. 2 are from humanities, 19 are from Education, and 3 from management, are found neither in pursuing further study nor in employments. They are helping their parents to carry out their family occupations.

2.2 Issues Related to the Quality and Relevance of Programs:

The Study has indicated/pointed the following points regarding the quality and relevance of Higher education:

2.2.1 Graduate's suggestion for institutional betterment.

Regarding the betterment of the institution, the suggestions provided by the graduates are presented in the following table:-

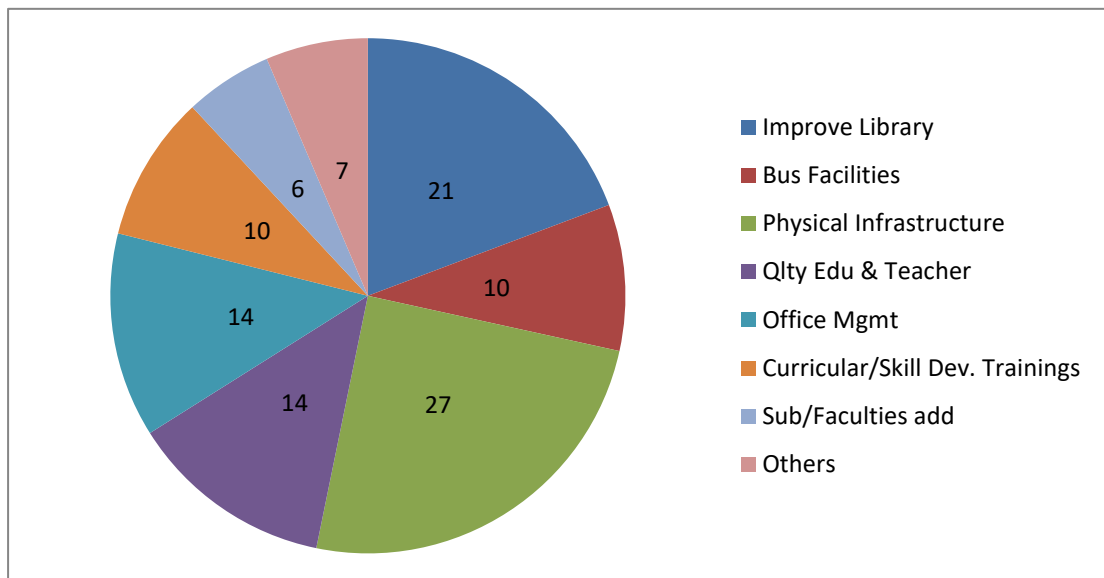
Table No. 6

Suggestions							
Improve Library	Bus Facilities	Physical Infrastructure	Qlty Edu & Teacher	Office Mgmt	Curricular/ Skill Dev. Trainings	Sub /Faculties add	Others
21	10	27	14	14	10	6	7

The graduates suggested in different aspects of the institution for its betterment. 21 graduates have suggested for improving library, 10 in bus facilities, 27 in physical infrastructure including drinking water, 14 graduates have indicated to bring changes in quality of education and quality of teachers. 14 have pointed to improve office management including cleaned campus premises, 10 in extra-curricular activities including skill development trainings and 6 have shown the

importance of addition of new subjects and level including wide scope of scholarship and social relation. But 7 graduates have shown some different suggestions. i.e. work placement by campus, extra classes, provide proper equipments etc. This data includes more than one graduate's opinion in each column. This can be presented in the following pie-chart.

Figure No. 6



2.2.2 Relevance of the program to graduates professional requirements.

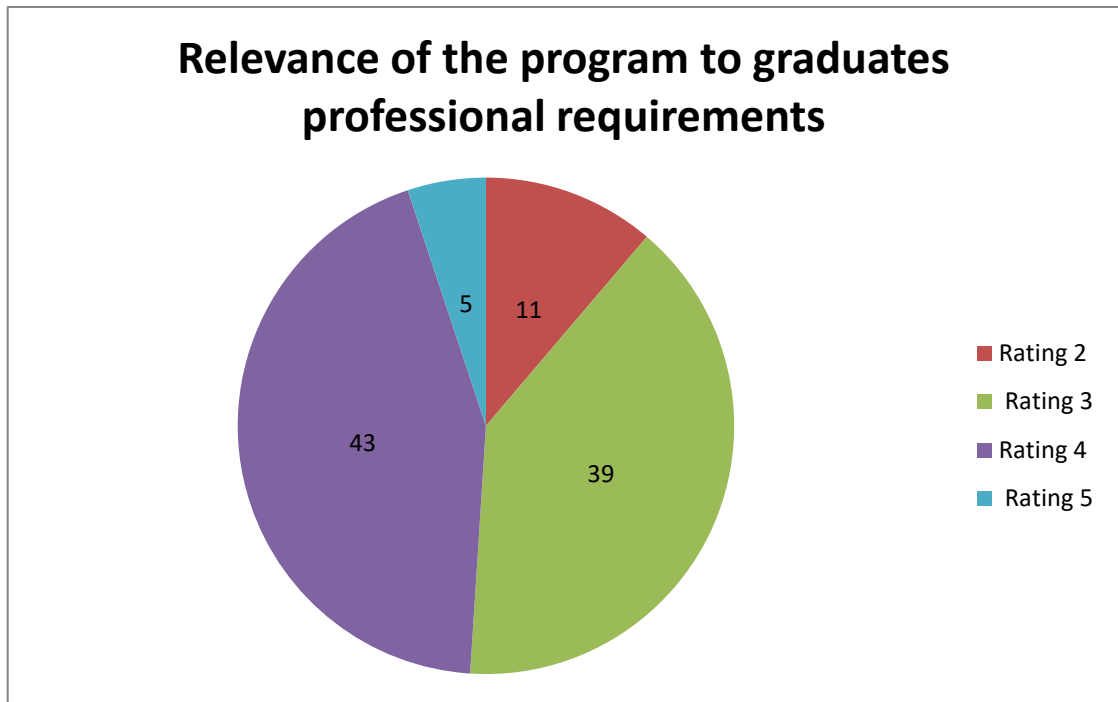
According to the tracer study form, 99 graduates have indicated their view regarding the relevance of the programs to their professional requirements. It can be shown in the following table.

Table No. 7

Rating	0	1	2	3	4	5
Relevance of the program to graduates professional requirements	0	1	11	39	43	5

Out of 99 graduates, nobody indicated 0, only 1 graduate have indicated 1, 11 graduates have indicated 2, 39 have indicated 3, 43 have indicated 4, and only 5 graduates have indicated 5. This can be well presented in following pie diagram.

Figure No. 7



2.3 Education and their Contribution to graduates' Professional and Personal Development:

2.3.1 Number and percentage of Employed and Unemployed graduates

The total graduates of the study period are 84 from the three faculties. The distribution of their number in faculty-wise with their employment percentages and unemployment percentages are presented in the following table.

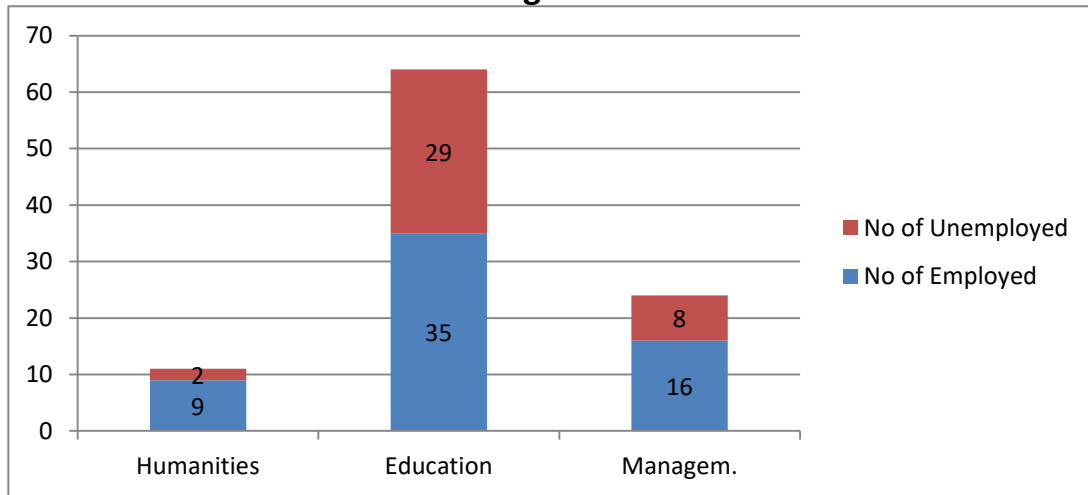
Table No.8

Sn	Faculty	No of Graduates	No of Employed	% of Employed	No of Unemployed	% of Unemployed	Remarks
1	Humanities	11	9	81.82%	2	18.18%	
2	Education	64	35	54.69%	29	45.31%	
3	Managem.	24	16	66.67%	8	33.33%	

The highest percentage of employed graduate is in Humanities and it is 81.82%. Similarly, the highest percentage of unemployed graduates is 45.31% and it is in the Education faculty. In this faculty, out of 99 graduates only 54.69% is found employed.

Number of Employed and Unemployed graduates

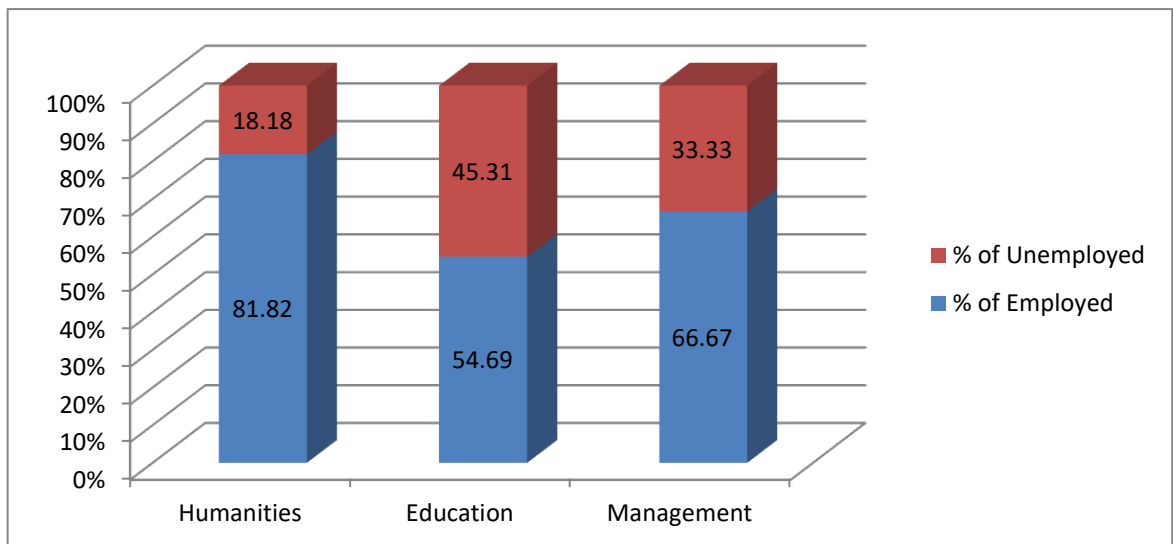
Figure No. 8



This diagram (Figure No. 8) presents, in Education, both employed and unemployed number of graduates is higher than the other two faculties, eg. Management and Humanities.

Percentage of Employed and Unemployed graduates

Figure No. 9



The percentage of employed graduates is higher in Humanities than other faculties and the percentage of unemployed graduates is higher in Education than Humanities and Management faculties.

2.3.2 The Graduates Number and Percentage of Pursuing Further Study or not

The total graduates of the study period are 99 from the three faculties. The distribution of their number in faculty-wise with their percentages of pursuing further study and not pursuing further study are presented in the following table.

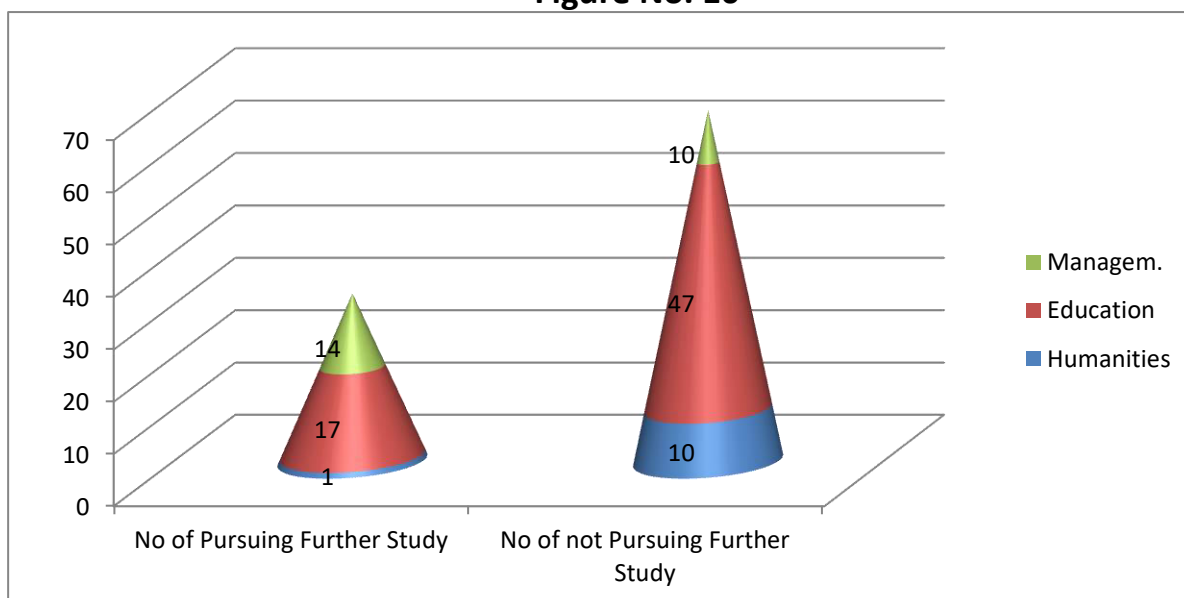
Table No.9

Sn	Faculty	No of Graduates	No of Pursuing Further Study	% of Pursuing Further Study d	No of not Pursuing Further Study	% of not Pursuing Further Study	Remarks
1	Humanities	11	1	9.09%	10	90.91%	
2	Education	64	17	26.56%	47	73.44%	
3	Management	24	14	58.33%	10	41.67%	

The highest percentage of pursuing further study graduate is in Management and it is 58.33%. Similarly, the highest percentage of not pursuing further study graduates is 90.91% and it is in the Humanities faculty. In total out of 99 graduates, only 32.32% graduate is found continue their study to higher level.

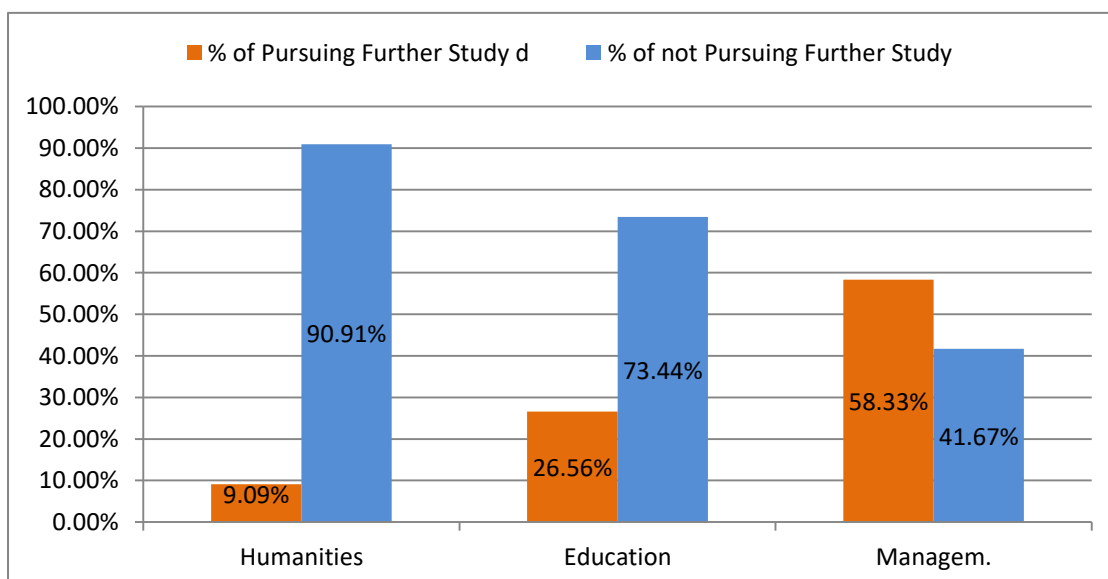
Number of Pursuing Further Study and Not Pursuing Further Study can be presented in the following diagram:

Figure No. 10



This diagram (Figure No. 10) presents, in Education, both pursuing further study and not pursuing further study number of graduates are higher than the other two faculties, eg. Management and Humanities.

Percentage of Pursuing Further Study and Not Pursuing Further Study
Figure No. 11



The percentage of graduates of pursuing further study is higher in Management than other faculties, it is 58.33% and the percentage of not pursuing further study graduates is higher in Humanities than Education or Management faculties, it is 90.91%.

2.3.3 Gender/ Ethnicity/Caste

a) Program-wise gender/ethnicity of pursuing further study or not.

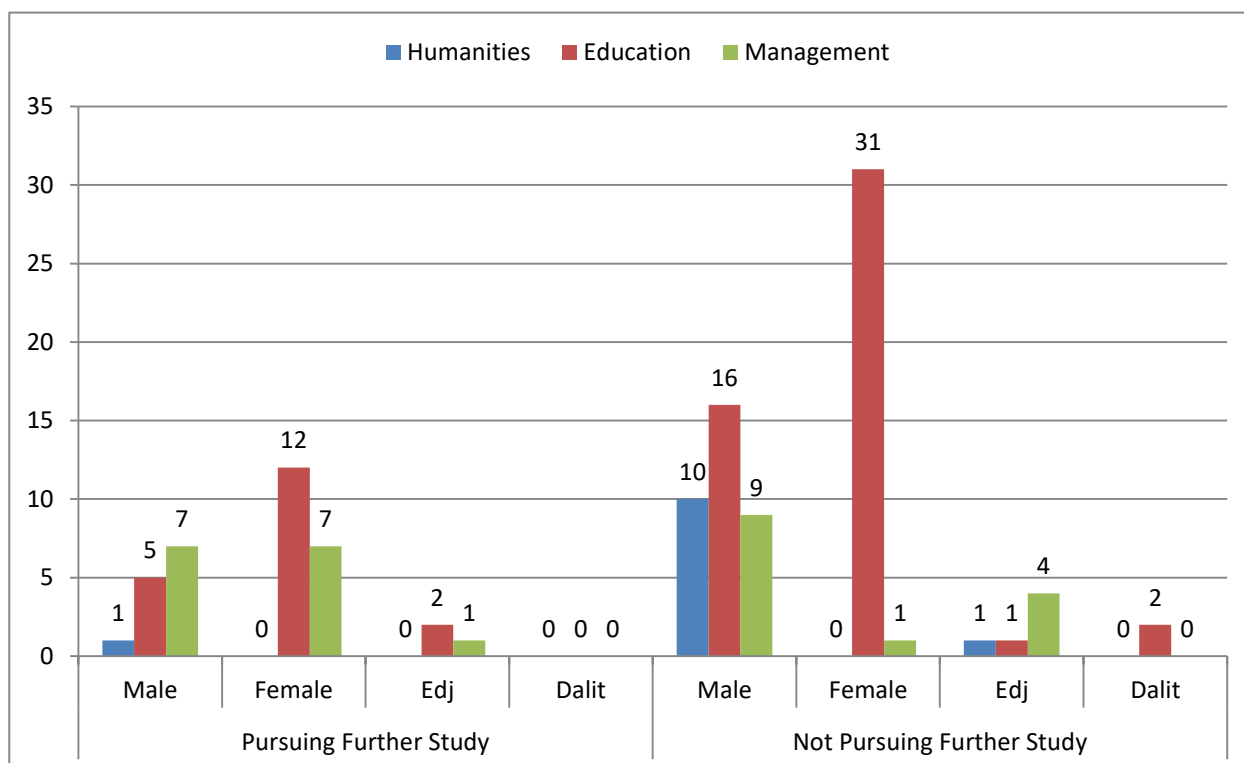
Table No.10

S. N.	Faculty	Total Graduates No.		Pursuing Further Study				Not Pursuing Further Study			
		Male	Female	Male	Female	Edj	Dalit	Male	Female	Edj	Dalit
1.	Humanities	11	0	1	0	0	0	10	0	1	0
2.	Education	21	43	5	12	2	0	16	31	1	2
3.	Management	16	8	7	7	1	0	9	1	4	0
Total		48	51	13	19	3	0	35	32	6	2

The above table shows that out of 99 graduates from all faculties, 48, i.e. 48.48% are male and 51, i.e. 51.52% are female graduates. Among them, 13 male and 19 female graduates are found pursuing further study. Out of them, only 3 graduate from EDJ and no one from Dalit. And 35 male and 32 female graduates are found not pursuing further study. Out of them, 6 graduates from Edj, 2 graduates are from Dalit community.

This can be clearly presented in the following bar diagram.

Figure No. 12



b) Program-wise gender/ethnicity of employed and unemployed.

Table No.11

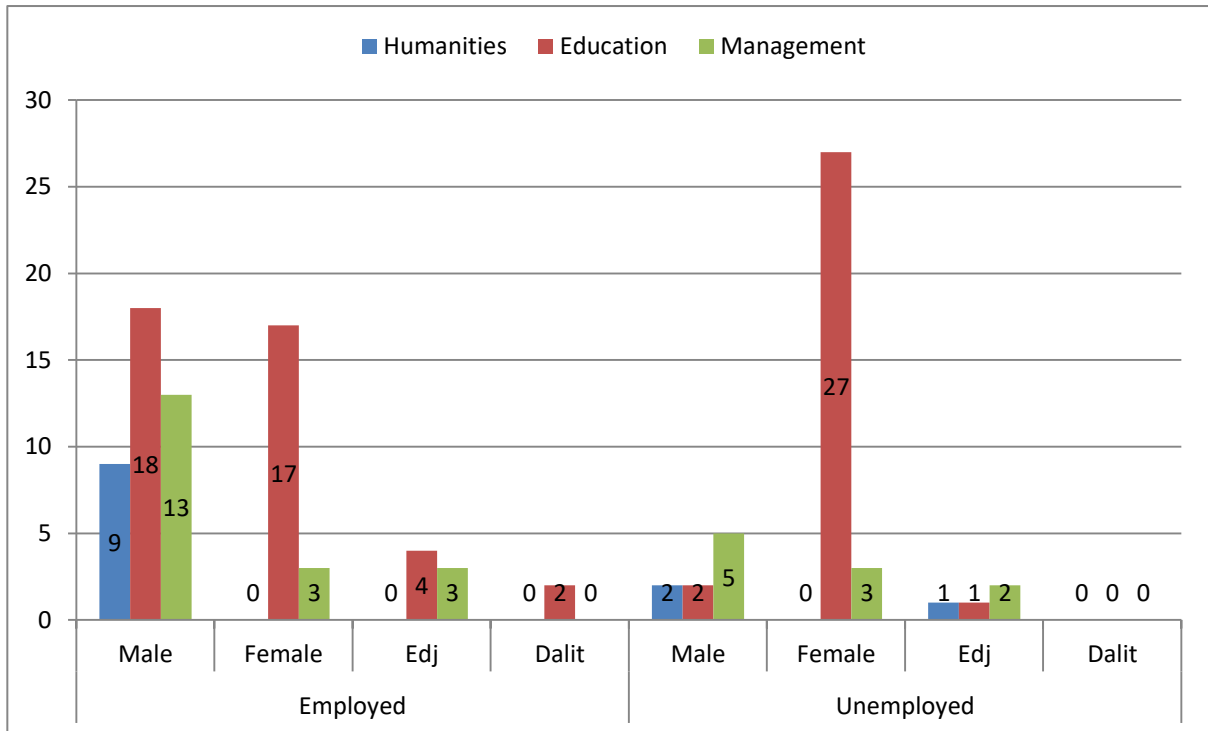
S. N.	Faculty	Total Graduates No.		Employed				unemployed			
		Male	Female	Male	Female	Edj	Dalit	Male	Female	Edj	Dalit
1.	Humanities	11	0	9	0	0	0	2	0	1	0
2.	Education	21	43	18	17	4	2	2	27	1	0
3.	Management	16	8	13	3	3	0	5	3	2	0
Total		48	51	40	20	7	2	9	30	4	0

Out of 99 graduates, 48 are males and 51 are females from all faculties. 40 male graduates and 20 female graduates are found to be employed. From Edj, 7 graduates are found to be employed. And, only 2 graduates are found to be employed from Dalit. Similarly, 9 male and 30 female graduates are found unemployed, no one from Dalit and 4 graduates from Edj has completed the

program and are unemployed. 39 graduates from all faculties are found to be unemployed

The above mentioned information is presented in the following diagram.

Figure No. 13



2.3.4 Issues Related to Extracurricular Activities, Problem Solving Ability, Work Placement/ Attachment/ Internship

According to the tracer study form, 99 graduates have indicated their view regarding the extracurricular activities, problem solving ability, work placement/ attachment/ internship. It can be shown in the following table.

Table No.12

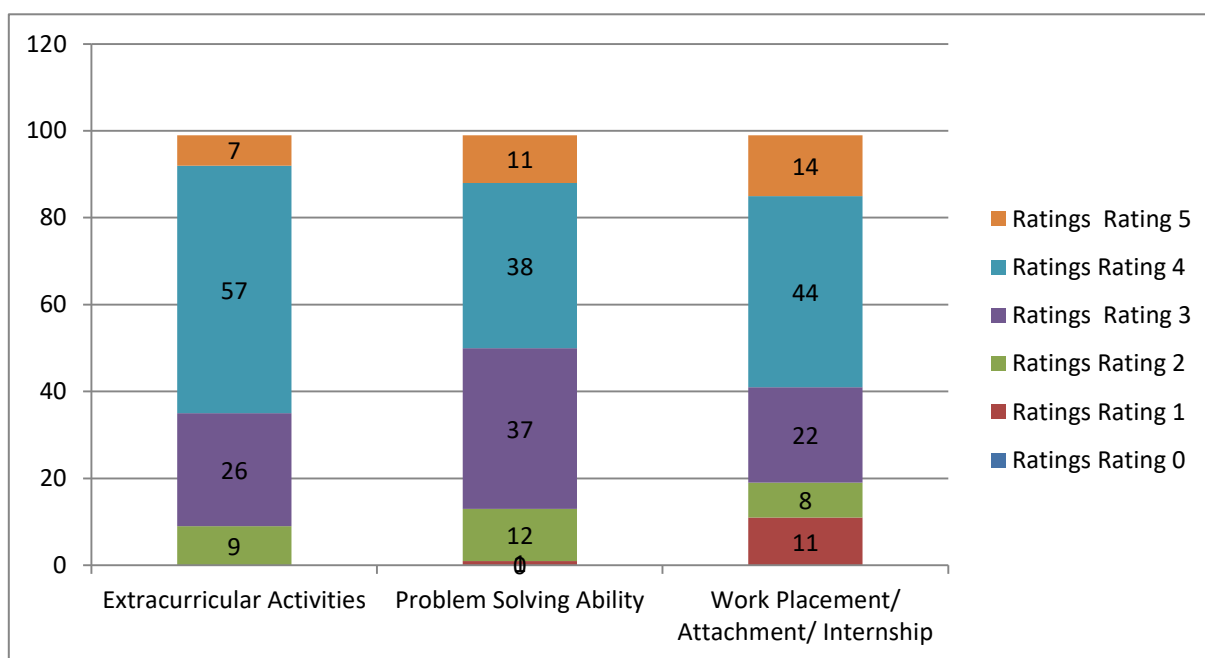
S.N.	Particulars	Ratings					
		0	1	2	3	4	5
1	Extracurricular Activities	0	0	9	26	57	7
2	Problem Solving Ability	0	1	12	37	38	11
3	Work Placement/ Attachment/ Internship	0	11	8	22	44	14

Out of 99 graduates, nobody indicated 0 and 1 regarding extracurricular activities, 9 graduates indicated rating scale 2, 26 indicated 3, 57 indicated 4 and 7 graduates indicated rating scale 5. Similarly, nobody indicated the rating scale 0

regarding problem solving ability, only one graduate indicated rating scale 1, 12 indicated 2, 37 indicated 3, 38 graduates indicated rating scale 4, and 11 graduates indicated the rating scale 5, likewise, no one graduate indicated the rating scale 0 regarding work placement/ attachment/ internship, 11 graduates indicated rating scale 1, 8 indicated 2, 22 indicated 3, 44 indicated rating scale 4 and 14 graduates indicated rating scale 5.

This can be well presented in following bar diagram.

Figure No. 14



2.3.5 The Contributions of the Graduates:

The contributions that the graduates may provide to the institution for its betterment are shown in the following table

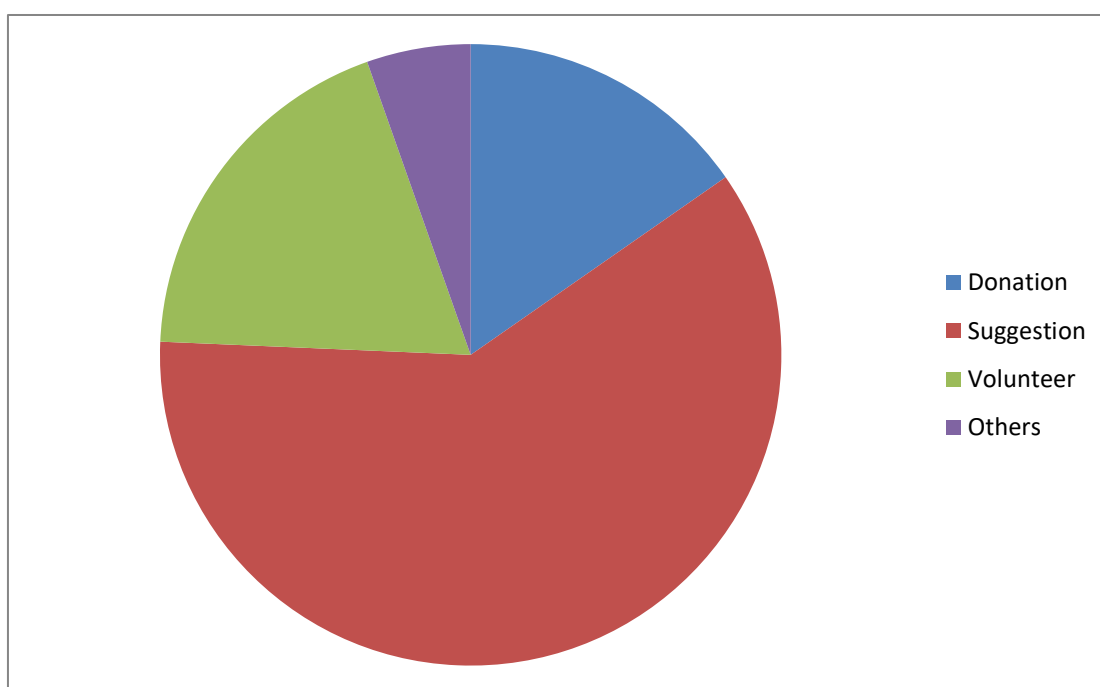
Table No.13

Contributions				Remarks
Donation	Suggestion	Volunteer	Others	
17	67	21	6	

Regarding their contribution, 17 graduates have shown their intentions to provide donation as much as they can, 67 graduates have shown their intentions to give necessary suggestions and advices, whereas 21 graduates have intended to contribute in different sectors, such as, volunteer service, publicity etc. and 6 are found others such as to improve social relation etc.

The Contributions of the graduates is presented in the following diagram:

Figure No. 15



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

According to the tracer study form, 84 graduates have indicated their view regarding the teaching/learning, teacher/students relationship and education delivery efficiency. It can be shown in the following table.

Table No.14

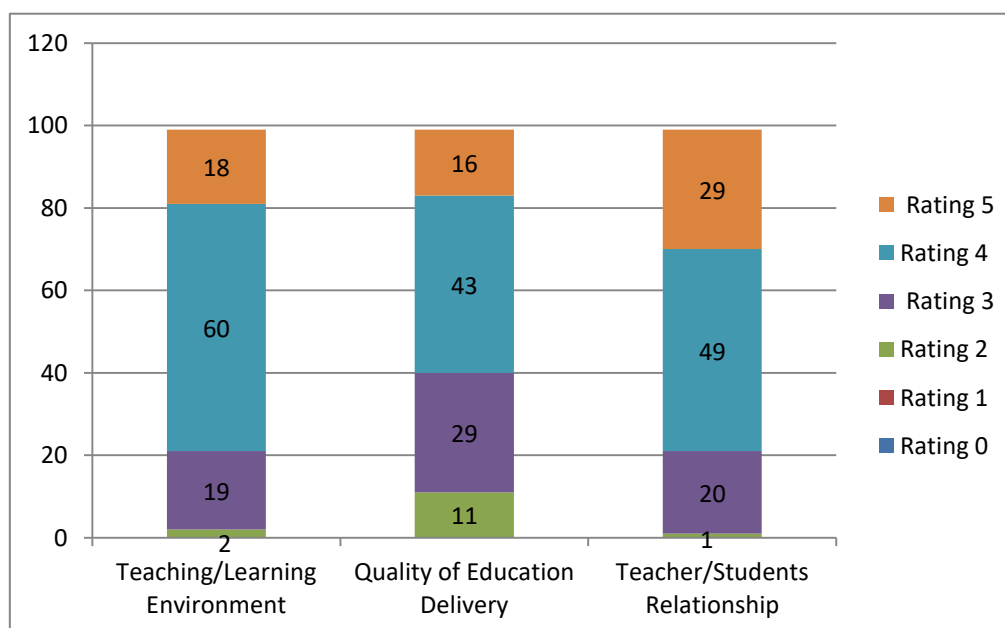
S.N.	Particulars	Ratings					
		0	1	2	3	4	5
1	Teaching/Learning Environment	0	0	2	19	60	18
2	Quality of Education Delivery	0	0	11	29	43	16
3	Teacher/Students Relationship	0	0	1	20	49	29

Out of 99 graduates, nobody indicated 0 and 1 regarding teaching/learning environment, 2 graduates indicated rating scale 2, 19 indicated 3, 60 indicated 4 and 18 graduates indicated rating scale 5. Similarly, nobody indicated the rating scale 0 and 1 regarding quality of education delivery; 11 graduates indicated rating scale 2, 29 indicated 3, 43 indicated 4 and 16 graduates indicated rating scale 5. Likewise, no graduates indicated the rating scale 0 and 1, only one graduate indicated the rating

scale 2 regarding teacher/students relationship, 20 graduates indicated rating scale 3, 49 indicated 4 and 29 indicated rating scales 5.

This can be well presented in following bar diagram.

Figure No. 16



2.5 Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, and Urinals etc.

According to the tracer study form, 84 graduates have indicated their view regarding the facilities such as library, laboratory, canteen, sports facilities, urinals etc. It can be shown in the following table.

Table No.15

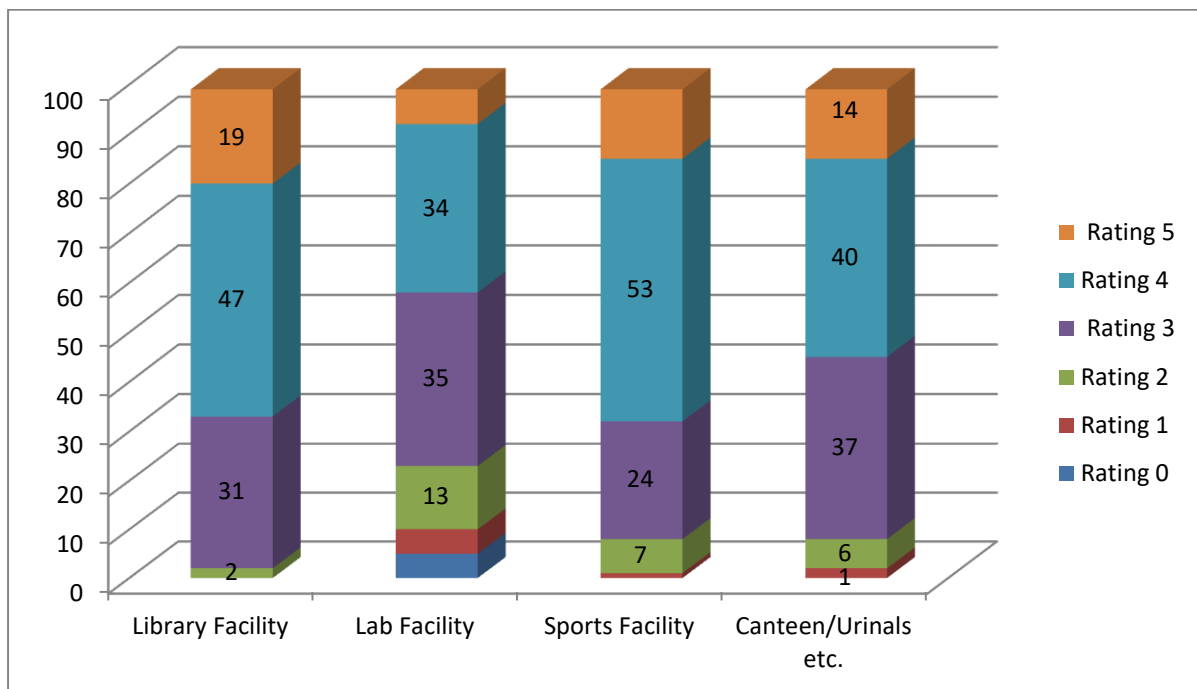
S.N.	Particulars	Ratings					
		0	1	2	3	4	5
1	Library Facility	0	0	2	31	47	19
2	Lab Facility	5	5	13	35	34	7
3	Sports Facility	0	1	7	24	53	14
4	Canteen/Urinals etc.	0	2	6	37	40	14

Out of 99 graduates, nobody indicated 0 and 1 regarding Library facility, 2 graduates indicated rating scale 2, 31 indicated 3, 47 indicated 4 and 19 graduates indicated rating scale 5. Similarly, 5 graduates indicated the rating scale 0 and 1 regarding lab facility; 13 graduates indicated rating scale 2, 35 indicated 3, 34 graduates indicated the rating scale 4, and 7 indicated rating scale 5. Likewise, no

graduates indicated the rating scale 0, regarding sports facility, 2 graduates indicated the rating scale 1, 7 graduates indicated rating scale 2, 24 indicated 3, 53 graduates indicated the rating scale 4, and 14 indicated rating scale 5. Likewise, no graduates indicated the rating scale 0, regarding canteen/urinals etc., only 2 graduates indicated 1, 6 graduates indicated rating scale 2, 37 indicated 3, 40 graduates indicated 4 and 14 indicated rating scale 5.

This can be well presented in following bar diagram.

Figure No. 17



CHAPTER-3

3. Major Findings

The study of the graduates of 2017 A.D. (2073/2074 B.S.) has numbers of findings. They are categorized under the following headings as far as possible.

3.1 Employment and further study status of the graduates

- Out of 99 graduates, 60 graduates, i.e. 60.61% graduates are employed in different sectors.
- The highest percentage of employed graduates is from Humanities faculty i.e. 81.82%.
- The lowest percentage of employed graduates is from Education i.e.54.69%.
- The lowest percentage of unemployed graduates is from Humanities i.e. 18.18%
- Out of 60 employed graduates, 38.33% are involved in government service including teaching occupation, 30.00% are involved in private service, 21.67% are involved in public organization, 5% are involved in foreign job and other 5% are self employed in business.
- The highest no. of employed graduates, i.e. 20 from education faculty are involved in government service.
- The lowest no. of employed graduate, i.e. only 1 from education faculty is involved in self employed in business.
- Regarding the graduates' job status, the highest no., i.e. 28 (46.67%) are in teaching occupation.
- Out of 99 graduates, 32 i.e. 32.32% are found pursuing further study.
- Out of 99 graduates, 57 i.e. 57.58% are found not pursuing further study.
- The percentage of graduates pursuing further study is highest in management faculty i.e. 58.33% and the percentage of graduates not pursuing further study is highest in Humanities i.e. 90.91%.

- Out of 99 graduates, 16 graduates, i.e. 16.16% are pursuing further study with job involvements, but 24 graduates, i.e. 24.24% are neither pursuing further study nor involved in job.
- The highest percentages of graduates, i.e. 58.33 from management faculty are pursuing further studies.
- The lowest percentage of graduates, i.e. only 9.09% from humanities faculty is pursuing further studies.

3.2 Issues related to the quality and relevance of the programs.

- Graduates have indicated to manage Ph.D. and M.Phil. teachers to bring quality in teaching-learning activities.
- Graduates have also indicated the importance of a well-equipped infra-structure of the campus.
- The graduates have indicated importance of addition of new subjects to enable them to achieve jobs.
- The graduates have indicated to manage other sectors of UMC, such as, library, bus facility, classrooms, technology etc.
- They have also indicated the necessity of addition of those subjects which are helpful to enhance the skills in agriculture and other local occupation.
- The graduates have also indicated to utilize modern technology in classroom teaching.
- The graduates have also indicated to conduct skill development training.
- For 64.29% graduates, their education programs support them in their present job field.

3.3 Education and their contribution to graduates' personal and professional development.

The highest percentage of employed graduate is in Humanities faculty and it is 81.82%. Similarly the highest percentage of unemployed graduates is 45.31% and it is in the Education faculty. Education faculty is found to be the producer of a larger number of unemployed man-power.

- Out of 99 graduates, 57 graduates indicated rating scale 4, i.e. very good regarding extracurricular activities.
- Regarding problem solving ability 38, i.e. 38.38% indicate 4, i.e. very good.

- Regarding work placement/attachment/internship 44, graduates, i.e. 44.45% indicated 4, i.e. very good.
- Female graduates are more i.e. 51.52% than male graduates i.e. 48.48%.
- Dalit and Edj. Graduates are only 11.11%.
- Regarding their contribution, 17 graduates have shown their intentions to provide donation as much as they can, 67 graduates have shown their intentions to give necessary suggestions and advices, whereas 21 graduates have intended to contribute in different sectors, such as, volunteer service, publicity etc. and 6 are found others such as to improve social relation etc.

3.4 Issues related to extracurricular activities, problem solving ability and work placement/attachment/internship.

- Out of 99 graduates, 60 graduates indicated rating scale 4, i.e. very good regarding teaching/learning environment.
- Regarding quality of education delivery 43, i.e. 43.43% indicate 4, i.e. very good.
- Regarding teacher/student relationship 49, graduates, i.e. 49.49% indicated 4, i.e. very good.

3.5 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

- Out of 99 graduates, 47 graduates indicated rating scale 4, i.e. very good regarding library facility.
- Regarding lab facility 35, i.e. 35.35% indicate 3, i.e. good.
- Regarding sports facility, 53 graduates, i.e. 53.54% indicated 4, i.e. very good, similarly, 24 graduates. i.e. 24.24% indicated rating scale 3, i.e. good.
- Regarding Canteen/urinals facility, 40 graduates. i.e. 40.40% indicated rating scale 4, i.e. very good.

CHAPTER-4

4. Implications to Institutional reform:-

The findings of the study have indicated number of sectors which need immediate reformations. The findings can be implied to bring institutional reform in the following sectors.

- a) Management of students counseling programs.
- b) Encouraging teacher to have M.Phil. and Ph.D. degree
- c) Encouraging students for further study.
- d) Utilizing modern technology in classroom teaching.
- e) Following graduates suggestions for institutional betterment.
- f) Management of regular campus bus
- g) Management of canteen, campus ground etc.
- h) Proper management of facilities, such as, cleans drinking water, decorating classrooms and seminar hall etc.
- i) Wider scopes of scholarships for the students especially from unprivileged groups and families
- j) Addition of new subjects and faculties in different levels
- k) Addition of the subject to enhance local skills, such as, agriculture, poultry farming etc.
- l) Subjects for encouraging and supporting graduates for self employments.
- m) Proper management of administration office
- n) Keeping the campus premises neat and clean.
- o) Building up wide and close relationship with every corner of the society and social life.
- p) Management of skill development trainings to the students.
- q) Regularization of co-curricular and extra-curricular activities/educational tours
- r) Developing students' problem solving ability.
- s) Extension of job placement by activating Job Placement Cell.

- t) Encouraging the graduates to contribute from their side for the betterment of the institution.
- u) Improvement in teaching-learning process
- v) Management of teacher trainings programs to develop education delivery efficiency
- w) Management of a well-equipped library with adequate text and reference books.
- x) Management of well equipped computer lab.
- y) Maintaining neat and clean canteen with hygienic food and snacks.
- z) Proper management of sports materials (for indoors and outdoors).

CHAPTER-5

5. Conclusion and recommendations:

On the basis of the findings of the study, it can be concluded that UMC has to bring immediate changes in different sectors including its infrastructures office, library, and others to meet the desires of the students. Therefore, the following recommendations are forwarded to the concerned authorities to:

- a) activate the Student Counseling Cell
- b) Encourage teachers to have M.Phil. and Ph.D. degree
- c) manage facilities in the campus as desired
- d) improve quality of teaching-learning process with modern technology
- e) improve the qualities of graduates to meet the demands of the market
- f) improve the quality of teachers by different trainings and seminars
- g) increase relationship with different organizations for job placement by producing qualitative man-power
- h) add subjects to support local trades and to encourage the graduates to be self-employed.
- i) conduct the developmental works of the campus on the basis desires.
- j) utilize ex-students' suggestions and skills as far as possible to help reform the campus.
- k) improve social relation through different social works.
- l) equip library with adequate text and reference books
- m) manage transportation facilities well.
- n) manage pure drinking water.

Executive Summary

Urlabari Multiple Campus (UMC) has decided to carry out this tracer study after the agreement made between UMC and UGC by forming a taskforce team. For this tracer study, the batch of graduates of 2017 AD is taken. The study aims to know the real conditions of the graduates during the study year in the society. This study was done with the help of questionnaires. This study is limited only to the batch of graduates of 2017 A.D. of UMC. The study has shown that more than half No. of graduates is in jobs or pursuing further studies. Less than half No. of graduates are with the family, working in the same fields with their parents. Some of graduates are found intending to change their present jobs. They want to get jobs in Govt. offices, banks, govt. schools and promotion etc. The graduates have indicated that UMC should urgently bring changes regarding its infrastructure, teachers, teaching-learning processes, library and other facilities. UMC has supported the community including both genders and ethnicity or castes by providing the chances of higher education and availing educated man-power in its catchment areas. Its graduates are found intending to support UMC through different ways, as by donating, suggesting or advising or campaigning, on behalf of UMC. Therefore, UMC is compelled to implement the findings of this tracer study to bring desired reformations in different sectors of it.

Employed Graduates from Management

SN	Graduate's Name	MALE	FEMALE	DALIT	JANAJATIS (EDJ)	Address	Name of the Organization	Type of Org.
1	ANIL YONGJAN	✓			✓	Urlabari-6, Morang	NMB Bank Ltd.	Public
2	BHIM ANGDEMBE	✓				Lumphabung-9, Panchthar	Gandaki Bikas Bank	Public
3	BHUWANI MOKTAN	✓			✓	Patharisanischare-9, Morang	Sagarmatha Saccos	Public
4	BIBEK KHATIWADA	✓				Urlabari-3, Morang	Sunpakuwa Saccos	Public
5	BINAM KARKI	✓				Kanepokhari-6, Morang	NIC Asia Bank Ltd.	Public
6	BINOD LIMBU	✓				Urlabari-1, Morang	Sewaro Traders	Self Employee
7	BISHAL KUMAR DHIMAL	✓			✓	Urlabari-2, Morang	Worldlink Pvt. Ltd.	Private
8	GANESH GHIMIRE	✓				Miklajung-9, Morang	Madan Memorial Foundation	Public
9	ISHWARI BHAKTA KHADKA	✓				Urlabari-4, Morang	Kankai Bikash Bank Ltd.	Public
10	KHEM RAJ MAGAR	✓				Urlabari-2, Morang	Foreign Employee	
11	KIRAN KHADKA	✓				Urlabari-3, Morang	Kankai Bank Ltd.	Public
12	KRISHNA PRASAD KHATIWADA	✓				Urlabari-3, Morang	Pairang Hydropower Com.	Public
13	PRATIMA LIMBU		✓			Urlabari-9, Morang	Burger House	Private
14	SANGITA THAPA		✓			Urlabari-4, Morang	Saptakoshi Boarding School	Private
15	SURENDRA RAJ DAHAL	✓				Sakphara-2, Ilam	CDO Office Jhapa, Damak	Government
16	URMILA SHRESTHA		✓			Ratuwamai-9, Morang	AK Trade Center	Private
	Total	13	3	0	3			

Student in Further Study from Management

SN	Graduate's Name	MALE	FEMALE	DALIT	JANAJATIS (EDJ)	Address	Name of the Institution	Level/ Faculty	Date of Enrollment	Remarks
1	BIBEK KHATIWADA	✓				Urlabari-3, Morang	Damak Multiple Campus	MBS	Feb, 2018	
2	BINAM KARKI	✓				Kanepokhari-6, Morang	Damak Multiple Campus	MBS	March, 2019	
3	DURGA DEVI KHADKA		✓			Urlabari-9, Morang	Damak Multiple Campus	MBS	Feb, 2018	
4	GANESH GHIMIRE	✓				Miklajung-9, Morang	Damak Multiple Campus	MBS	Feb, 2018	
5	ISHWARI BHAKTA KHADKA	✓				Urlabari-4, Morang	Damak Multiple Campus	MBS	Feb, 2018	
6	KALPANA LIMBU		✓			Urlabari-9, Morang	Urlabari Multiple Campus	MA(RD)	March, 2019	
7	KIRAN KHADKA	✓				Urlabari-3, Morang	Urlabari Multiple Campus	MA(RD)	March, 2019	
8	KRISHNA PRASAD KHATIWADA	✓				Urlabari-3, Morang	Damak Multiple Campus	MBS	Feb, 2018	
9	MANITA KARKI		✓			Urlabari-4, Morang	Damak Multiple Campus	MBS	Feb, 2018	
10	PRATIMA LIMBU		✓			Urlabari-9, Morang	Nepal Commerce Campus	MBS	Feb, 2018	
11	SABITRI YAKHA		✓			Urlabari-6, Morang	Urlabari Multiple Campus	MA(RD)	Feb, 2018	
12	SANGITA THAPA		✓			Urlabari-4, Morang	Damak Multiple Campus	MBS	Feb, 2018	
13	SURESH DHIMAL	✓			✓	Urlabari-2, Morang	Damak Multiple Campus	MBS	Feb, 2018	
14	URMILA SHRESTHA		✓			Ratuwamai-9, Morang	Damak Multiple Campus	MBS	Feb, 2018	
	Total	7	7	0	1					

Employed Graduates from Humanities

SN	Graduate's Name	MALE	FEMALE	DALIT	JANAJATIS (EDJ)	Address	Name of the Organization	Type of Org.
1	PHADINDRA BAHADUR PURBACHHANE	✓				Itahari-9, Sunsari	Shree Ambe Saccos	Public
2	JYOTI KHAJUM	✓				Ratuwamai-5, Morang	Foreign Employee	
3	KHEMRAJ POUDEL	✓				Urlabari-2, Morang	Sharada Ma Vi.	Government
4	PARBAT RAJ NEUPANE	✓				Biratnagar-1, Morang	Purbanchal University	Government
5	RAJENDRA PRASAD POUDEL	✓				Urlabari-4, Morang	Hardware Shop	Self Employee
6	SAHADEV BHATTARAI	✓				Damak-5, jhapa	Advanced Hospital	Private
7	THARENDRA RAJ POUDEL	✓				Satashidham-1, jhapa	Sudarshan Saccos	Public
8	TIKA RAM ADHIKARI	✓				Urlabari-8, Morang	Damak Model Campus	Private
9	UDAY KUMAR YADAV	✓				Madar-3, Siraha	Foreign Employee	
	Total	9	0	0	0			

Students in Further Study from Humanities

S N	Graduate's Name	MALE	FEMALE	DALIT	JANAJATIS (EDJ)	Address	Name of the Institution	Level\ Faculty	Date of Enrollm ent	Remarks
1	PHADINDRA BAHADUR PURBACHHANE	✓				Itahari-9, Sunsari	Urlabari Multiple Campus	M.A. (RD)	March, 2019	
	Total	1	0	0	0					

Employed Graduates from Education

SN	Graduate's Name	MALE	FEMALE	DALIT	JANAJATIS (EDI)	Address	Name of the Organization	Type of Org.
1	ANITA PURI		✓			Bahundangi-Jhapa	Sakhmari Investment Ltd.	Private
2	ANITA BISTA		✓			Ratuwamai-10, Morang	Annapurna Eng. School	Private
3	BAL RAM GHIMIRE	✓				Urlabari-4, Morang	Himchuli Boarding School	Private
4	BIMALA ANGBUHANG		✓			Urlabari-9, Morang	Oval Academy	Private
5	HOMENDRA DAHAL	✓				Miklajung-7, Morang	Gold Business	Self Employee
6	JANEY KATUWAL		✓			Tumbewa-3, Panchthar	Little Angel Boarding	Private
7	KRISHNA KUMAR DHIMAL	✓			✓	Urlabari-2, Morang	Sunjhoda Ma. Vi.	Government
8	MANJU DEVI RAI		✓			Miklajung-8, Morang	Swadeshi Micro Finance	Public
9	MIRA DEVI RAI		✓			Miklajung-8, Morang	Manohar Janta Ma.Vi.	Government
10	RAMESH TAMANG	✓			✓	Miklajung-6, Morang	Durga Devi Primary School	Private
11	SITA DEVI KOIRALA		✓			Miklajung-3, Morang	Kalika Ma Vi	Government
12	SUNITA BHANDARI		✓			Birtamode, Jhapa	Mechi Campus	Government
13	SUSMITA TAMANG		✓		✓	Miklajung-9, Morang	Reliance Eng. School	Private
14	YADAV GAUTAM	✓				Patharisanishcare-7, Morang	Jyoti Bikash School	Private
15	YUVARAJ GAUTAM	✓				Ratuwamai, Morang	Annapurna Boarding School	
16	BHARAT SINCHAURI	✓		✓		Miklajung-4, Morang	Saraswati Sec. School	Government
17	BHUMIKA DEVI MAGAR		✓			Letang-9, Morang	Singhabahini Ma Vi	Government
18	BINOD PHYAL	✓				Patharisanishcare-3, Morang	Manakamana Kanuni Sewa	Private
19	BISHNU BAHADUR BISWAKARMA	✓		✓		Letang-5, Kheruwa	Laxmi Secondary School	Government
20	DIL KUMARI GHIMIRE		✓			Patharisanishcare-5, Morang	Janata Primary School	Government

21	INDIRA NIRLAULA		✓			Damak-10, Jhapa	Mechi Sec. Board. School	Private
22	JAYA PRASAD ACHARYA	✓				Letang-9, Morang	Himalaya Sec. School	Government
23	KHINDRA TAMANG		✓		✓	Miklajung-7, Morang	Saraswati Ma. Vi.	Government
24	KISHOR GAUTAM	✓				Taplejung-5	Kalika Ma Vi	Government
25	KUMARI PANDE		✓			Urlabari-2, Morang	Srijana Adharbhut NiMaVi	Government
26	LILA DEVI BHATTARAI		✓			Urlabari-9, Morang	Pratibha Sec. Bo. School	Private
27	MAMATA GHIMIRE		✓			Hangum-8, Panchthar	Laxmi Secondary School	Government
28	RAJ BAHADUR LIMBU	✓				Letang-9, Morang	Shree Secondary School	Government
29	RAJ BHAKTA SHER LIMBU	✓				Letang-8, Morang	Bhagawati H.S.S.	Government
30	RAMA POKHAREL		✓			Angsarang-6, Panchthar	Jyoti Ma Vi	Government
31	SHALIGRAM KAFLE	✓				Urlabari-4, Morang	District Education Office	Government
32	TANKA PRASAD BARAL	✓				Letang-5, Morang	Shree Jante Ma. Vi.	Government
33	THANESWOR GAUTAM	✓				Letang-8, Morang	Shree Sec. School	Government
34	UMAKANTA NEUPANE	✓				Patharisanischare-2, Morang	Urlabari Multiple Campus	Public
35	YOGENDRA RAJ BOHORA	✓				Hangum-6, Panchthar	Indrawati Ma. Vi.	Government
	Total	18	17	2	4			

Students in Further Study from Education

SN	Graduate's Name	MALE	FEMALE	DALIT	JANAJATIS (EDJ)	Address	Name of the Institution	Level/ Faculty	Date of Enrollment	Remarks
1	ANITA PURI		✓			Bahundangi-Jhapa	Urlabari Multiple Campus	M.Ed.	Feb, 2018	
2	ANITA BISTA		✓			Ratuwamai-10, Morang	Urlabari Multiple Campus	M.Ed.	March, 2019	
3	BINDA GAUTAM		✓			Sanghu-9, Taplejung	Urlabari Multiple Campus	M.Ed.	March, 2019	
4	BINITA POUDEL		✓			Dhankuta-8, Morang	Urlabari Multiple Campus	M.Ed.	March, 2019	
5	BISHAL KATTEL	✓				Urlabari-8, Morang	Janta Multiple Campus	M.Ed.	Feb, 2018	
6	INDRENI SHRESTHA		✓			Urlabari-8, Morang	Urlabari Multiple Campus	M.Ed.	Feb, 2018	
7	JANEY KATUWAL		✓			Tumbewa-3, Panchthar	Urlabari Multiple Campus	M.Ed.	March, 2019	
8	MAMATA KATTEL		✓			Ratuwamai-8, Morang	Urlabari Multiple Campus	M.Ed.	March, 2019	
9	NILKANTHA BARAL	✓				Miklajung-6, Morang	Urlabari Multiple Campus	M.Ed.	Feb, 2018	
10	RAMESH TAMANG	✓			✓	Miklajung-6, Morang	Urlabari Multiple Campus	M.Ed.	March, 2019	
11	SHRIJANA DHUNGEL		✓			Itahari-5, Morang	Urlabari Multiple Campus	M.Ed.	Feb, 2018	
12	SUSHMA POKHAREL		✓			Kanepokhari-3, Jhapa	Janta Multiple Campus	M.Ed.	Feb, 2018	
13	SUSMITA TAMANG		✓		✓	Miklajung-9, Morang	Urlabari Multiple Campus	M.Ed.	March, 2019	
14	URMILA ADHIKARI		✓			Urlabari-7, Morang	Urlabari Multiple Campus	M.Ed.	Feb, 2018	
15	USHA BHANDARI		✓			Urlabari-1, Morang	Urlabari Multiple Campus	M.Ed.	Feb, 2018	
16	YADAV GAUTAM	✓				Patharisanischare-7, Morang	Urlabari Multiple Campus	M.Ed.	Feb, 2018	
17	YUVARAJ GAUTAM	✓				Ratuwamai, Morang	Urlabari Multiple Campus	M.Ed.	March, 2019	
	Total	5	12	0	2					

Details of the Graduates who are in Further Studies and Jobs

S N	Graduate's Name	MALE	FEMALE	DALIT	JANAJATIS (EDJ)	Address	Name of the Organization where they work	Name of the Institution where they study	Faculty
1	PHADINDRA BAHADUR PURBACHHANE	✓				Itahari-9, Sunsari	Shree Ambe Saccos	Urlabari Multiple Campus	Humanities
2	BIBEK KHATIWADA	✓				Urlabari-3, Morang	Sunpakuwa Saccos	Damak Multiple Campus	Management
3	BINAM KARKI	✓				Kanepokhari-6, Morang	NIC Asia Bank Ltd.	Damak Multiple Campus	Management
4	GANESH GHIMIRE	✓				Miklajung-9, Morang	Madan Memorial Foundation	Damak Multiple Campus	Management
5	ISHWARI BHAKTA KHADKA	✓				Urlabari-4, Morang	Kankai Bikash Bank Ltd.	Damak Multiple Campus	Management
6	KIRAN KHADKA	✓				Urlabari-3, Morang	Kankai Bank Ltd.	Urlabari Multiple Campus	Management
7	KRISHNA PRASAD KHATIWADA	✓				Urlabari-3, Morang	Pairang Hydropower Com.	Damak Multiple Campus	Management
8	PRATIMA LIMBU		✓			Urlabari-9, Morang	Burger House	Damak Multiple Campus	Management
9	SANGITA THAPA		✓			Urlabari-4, Morang	Saptakoshi Boarding School	Nepal Commerce Campus	Management
10	URMILA SHRESTHA		✓			Ratuwamai-9, Morang	AK Trade Center	Damak Multiple Campus	Management
11	ANITA PURI		✓			Bahundangi-Jhapa	Sakhmari Investment Ltd.	Urlabari Multiple Campus	Education
12	ANITA BISTA		✓			Ratuwamai-10, Morang	Annapurna Eng. School	Urlabari Multiple Campus	Education
13	JANEY KATUWAL		✓			Tumbewa-3, Panchthar	Little Angel Boarding	Urlabari Multiple Campus	Education
14	RAMESH TAMANG	✓			✓	Miklajung-6, Morang	Durga Devi Primary School	Urlabari Multiple Campus	Education
15	SUSMITA TAMANG		✓		✓	Miklajung-9, Morang	Reliance Eng. School	Urlabari Multiple Campus	Education
16	YADAV GAUTAM	✓				Patharisanishare-7, Morang	Jyoti Bikash School	Urlabari Multiple Campus	Education
17	YUVARAJ GAUTAM	✓				Ratuwamai, Morang	Annapurna Boarding School	Urlabari Multiple Campus	Education
	Total	10	6		2				