

TRACER STUDY REPORT

2018

Submitted to
UNIVERSITY GRANTS COMMISSION (UGC)
SANOTHIMI, BHAKTAPUR

Submitted by
BIRENDRA NAMUNA CAMPUS
BHADRAPUR, JHAPA
Email : bncnepal586@gmail.com

Acknowledgement

Research is an important part of teaching in every pace of life, we learn something new, and then the learnt things are secured as a part of our asset and step forward from the verge. This tracer study has been prepared with the objectives of finding out the employment condition of the graduates, their characteristics, expectations and aspirations and the contributions of the programmes of studies to their personal development and the quality and relevance of the programme of study to the world of employment. Twenty-two graduates out of Twenty-one from the faculty of Management and one graduates from Education faculty were involved in the tracer study.

Birendra Namuna Campus (BNC), for receiving QAA Certification has commenced to record and analyze the status of the pass out students within 9 months of their result. Being a part of duty, the campus has set a mechanism to accomplish the task.

We are ever grateful to the management committee of BNC for the decision of tracer study in policy level and for the managerial and budgetary support as well. I'd like to appreciate the HERP performance committee for its decision to form a Tracer Study task force. The team has worked hard to prepare the data of all students regarding their further study, job involvement, nature of job and many other areas of personal profile. Similarly, I'd like to admire and express my cordial gratitude to the HERP secretariat head and his official team for analyzing the data and scriptwriting them in production level.

I'm very much grateful to Tribhuvan University and University Grants Commission (UGC) for the guidance and special counseling in the preparation of this Tracer Study. My sincere thanks goes to Mr. Kamal Pokharel, co-ordinator of the Tracer Study cell, Mr. Gopal Shiwakoti, and Mr. Raju Bhattarai, members of the cell for their hard work for the preparation of this report. I also thank Mr. Susil Poudel administration staff of this campus. Without his efforts this report wouldn't have been completed.

Last but not the least; I'd like to thank the administrative personnel of this campus, Computer Operator, Students, Lecturers and Guardians for their invaluable help for providing necessary information to bring this Tracer Study into this complete form.

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Bibek Pokharel
Campus Chief

Executive Summary

BirendraNamuna Campus, affiliated to Tribhuvan University, is a community campus which was established at Chandragadi, the headquarters of Jhapa district in 2063 BS using the premises of Birendra Secondary School, Chandragadi, Bhadrapur. The campus is the only community campus in the district headquarters which conducts Bachelor's Level programme in Education and Management Faculty simultaneously. The campus, since its establishment, has been providing the opportunity of education to woman, dalit, ethnic, indigenous, marginalized and economically backward students of more than five Rural Development and three municipalities of the district who, otherwise, would remain away from the mainstream of higher education. Moreover, the flow of the students from other neighboring districts is increasing every year due to its outstanding performance and its location, and more than 550 students have passed till date and have been engaged in the various sectors of job markets. Some of them have continued their further study by joining different college and have performed outstanding result in their respective sectors.

This tracer study report includes the details of the passed out students of this campus in the year 2018 A.D. 22 students passed their respective level including male and female. In the Bachelor Level 21 students (10 males, 11 females) passed in Management and one female student in Education stream in the year 2018 A.D.

Out of the total number of the passed out students, 63.64% are continuing their further studies. Likewise 36.36 % students are involved in job in private and government sectors. Their involvement shows that six pass out students are in private sectors and two in government office.

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Abbreviations:

AD	Anno Domini
BBS	Bachelor of Business Studies
BEd	Bachelor of Education
BNC	Birendra Namuna Campus
BS	Bikram Sambat
CMC	Campus Management Committee
ETC	Et cetera
HERP	Higher Education Reform Project
INGO	International Non- Governmental Organization
MA	Master of Arts
MBS	Master of Business Studies
NGO	Non- Governmental Organization
QAA	Quality Assurance and Accreditation
RMC	Research Management Cell
TU	Tribhuvan University
UGC	University Grants Commission

CHAPTER I

INTRODUCTION

1 Background /Rationale

1.1 Introduction of Campus

Birendra Namuna Campus (BNC), established in 2063 is a non - profit making community led campus located at Jhapa district, far eastern part of Terai in Nepal . It consists people of different classes, castes and ethnic groups having their own distinct customs and cultures. People living in this district have different occupations, business and industries as well. The income source of the majority of the people here is not so sound, however, the scenario of education throughout the district is very good. There are 20 secondary level schools in the catchment area of this campus and they are the feeders of this Birendra Namuna Campus. This campus stands for the easy access for those students who are from the remote villages, from backward society with poor, dalit, indigenous, marginalized and educationally disadvantaged community names of feeder villages and towns like Bhadrapur, Haldibari, Kachankawal, Baradashi, Birtamode including some from neighboring districts: (Ilam, Panchthar, Taplejung, Morang, Dhankuta) and also for those students who are financially unable to receive their higher education by going to distant colleges and spending good deal of money. So this campus is playing a vital role and serving as a milestone in bringing about changes in academic, social and economic dimension of Jhapa district.

It was fact that in this region, there was not any Education College for bachelor level. Most of the students especially girls, women and poor students completing their grade XII were financially and culturally unable to go to distant college for higher education. Among girls, women, poor and dalits, leaving home for further higher education were unheard of and out of imagination. Instead, they were forced for marriage untimely. Community people were also well-informed in it and they were feeling a need of an education campus in this locality to provide higher education. Realizing this fact in mind Birendra Namuna Campus affiliated to Tribhuvan University was established in 2063 B.S. (2006 A.D.) with the support and co-operation of community people to provide quality education at the nominal fees. It is situated at Chandragadhi under Bhadrapur municipality, headquarters of Jhapa district. There are altogether 688 students studying in two faculties Education and Management in bachelor level. Among them 453 (65.84%) are female and 235 (34.16%) are male students. This Campus has 28

teaching staffs and 6 non teaching staffs. Currently, this campus does not have buildings of its own. Although the classes are being conducted hardly in some limited rooms provided by Birendra Secondary School, it has bought 7 kathha 2.5 dhur land of its own and the construction of its campus building is under construction.

In this modern era, the role, responsibility and scope of educational institutions is very extensive. Such institutions are not simply meant to conduct teaching learning activities, but they are evaluated on the basis of their product, their quality and their standard that is reflected by others. In this context BNC has commenced to maintain the individual profile of its pass out students as far as possible from the year 2066 B.S. By this institutional effort, it is hoped that the campus is certain to get numerous feedbacks so that it will help the campus to realize its social impact, quality standard and utilizations of its product in the related fields.

1.2 Objectives of the Study

Any study is made with view to meet its certain objectives. The main objective of this tracer study is to keep the official relationship with the alumni of the campus. By maintaining individual profile of the pass out students, on the one hand, the campus sets a mechanism of identifying its products involved in jobs, further studies, their own business and their interest of involvement, and on the other hand, the campus can assess its educational quality whether it is saleable or not. Further, it helps to form, rectify and implement new policies as per need of the age. This is an important opportunity that the UGC inspired and provided us support to conduct Tracer Study of pass out students. This study will certainly show some strengths and weaknesses of the campus and also guide us to go for further and necessary reformation.

The major objectives of this tracer study are:

- i. to find out the condition of the graduate students.
- ii. to analyze the characteristics, expectation and aspiration of graduates.
- iii. to find out the employment condition of the graduates.
- iv. to assemble the employment experience of the graduates.

1.3 Institutional Arrangements to Conduct the Study

In order to conduct this Tracer Study smoothly and effectively, the cell has tried to seek the necessary help from every sector of administration body, teaching and non teaching staff, and the students. The campus has formally formed a task force team under the co-ordination of Kamal Pokharel as per the decision of the meeting of Campus Management Committee of 25th Kartik 2076 BS. The cell has been formed to collect the primary data, extend the social network, contact and seek help from the Alumni association. It extends the personal contact to the passed out students. Then, the total work is overviewed and monitored by HERP Secretariat, campus administration and the coordinator of this cell. The team aims to accomplish the work within a particular time period.

The members of the task team are as follows:

Coordinator - Mr. Kamal Pokharel
Member - Mr. Gopal Shiwakoti
Member - Mr. Raju Bhattarai

1.4 Graduates Batch Taken for the Study

Students of this campus in the passed out year 2018 AD, has been taken and in the same way, the two programmes of bachelor level are included for the study. The programme and batch are:

- i. Bachelor of Business studies (BBS) – 2018 A.D. graduate batch and
- ii. Bachelor of Education (B.Ed.) – 2018 A.D. graduate batch.

1.5 Data Collection, Instruments and Approach

In the initiation of tracer study, the placement sub-committee of the campus has taken from UGC's Tracer Study questionnaire form format. The form is provided to pass out students when they come to college to take character certificate, the students who had already taken their certificate were called and asked to fill up the forms and who were in abroad were contacted through social media. That form includes students' personal details including their parents contact etc. That form is filled up by exam section of the campus. Those filled forms are then brought to the tracer study section. In case of inability to get their detail, the team extends telephone contact, social net work and even take help of the nearby friends to send the tracer study form as developed by UGC.

The data are collected by the concerned team. They are received by reaching to the concerned students, by requesting them to send filled-forms through person, post etc. Then, they are processed in terms of programme wise name list of the graduates, their employment status, employer's name and address, organization type etc. and in case of perusing further studies, enrolment date, program, institution etc. are recorded.

1.6. Scope and Limitations of the Study

This study basically attempts to record its products within one year of their result of their respective levels. The particular study has analyzed the pass out batch of the year 2018 A.D.

Obviously, in the year to come, the campus will try to keep its pass out in official record to know their present status and other individual details.

1.6.1 Scope of the Study:

The main scope of this study is to find out the current status of the total 22 graduates passed their B.B.S. and B.Ed. from this campus in the year 2018. This study mainly analyzes the real condition of the job of the passed out graduates, their expectations and experiences, further studies, their education and its implication in the field of jobs, satisfaction or dissatisfaction with their jobs and the feelings of the employer regarding their efficiency and performance. Beside this, the study makes an actual research of the graduates' aim of future life.

1.6.2 Limitations of the Study:

This study will be accomplished within the following limitations.

- a. It studies only about those graduates who passed their bachelors level from Birendra Namuna Campus.
- b. This study is limited only within the graduates passed in 2018 AD and registered officially in our record.
- c. This is limited within the total 22 graduates selected as the population sample of the study.
- d. The time bound of this study is strictly limited up to One month.
- e. As far as possible, this study is limited to the graduates currently living within the country.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

2.1 Population Size of the Study

The action and process of presenting and analyzing the collected data plays a vital role in accomplishing the total objective of this tracer study. The data for the completion of this study has been authentically collected and analyzed. The data has been presented and analyzed here by considering the total passed out students in 2018 A.D. as the main population of this study.

This study includes the total population of 22 students including male and female passed in the bachelor level. Of them 21 students (10 males, 11 females) passed in Management stream. Tribhuvan University started four-years programme in Education Faculty from 2016 AD, and those students enrolled in the year were third year regular students in 2018 due to which there were no regular pass out students from Education Faculty except one female student who had passed as a partial student in the year.

2.1.1 Employment and Further Study Status of the Graduates

In the year 2018 A.D., out of total 22 passed out students, 14 (63.64%) are continuing their further studies. Likewise 8 (36.36%) students are involved in job in private and government sectors. There are 4 (18.18%) graduates who are neither continuing their further studies nor are engaged in any sector of the job markets.

2.1.2 Employed Graduates in Terms of Faculty and Gender

Of the total respondents, the table below shows the total no of employed students in terms of their faculties and gender.

Table No 1 :Employed Students

Faculty	Number of Respondents			Number of Employed			Number of Unemployed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Education	0	1	1	0	0	0	0	1	1
Management	10	11	21	4	4	8	6	7	13
Total	10	12	22	4	4	8 (36.36%)	6	8	14 (63.64%)

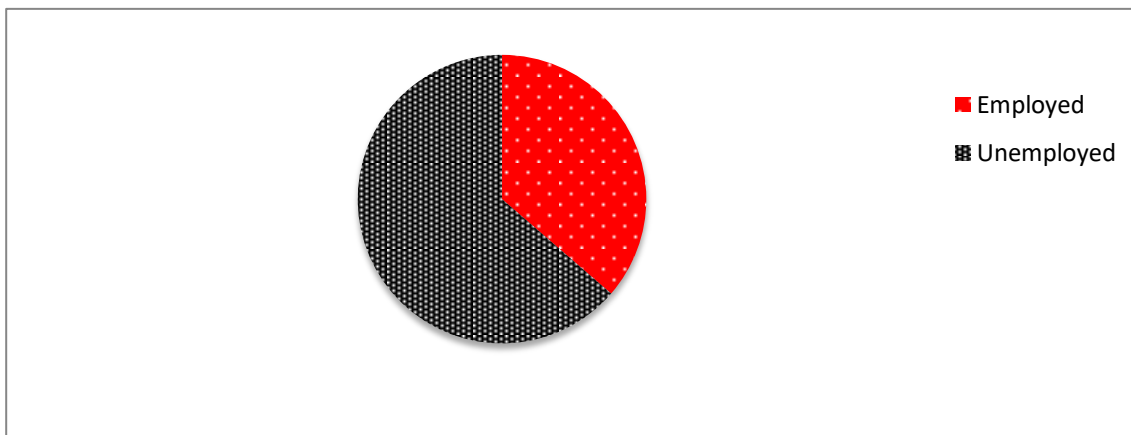


Figure 1 Employed graduates

The above table no 1 show that the total 22 respondents were asked about their current position in relation to their paid work. From the study it is seen that the 4 female graduates out of 12 female graduates and 4 male graduates out of 10 male graduates are employed from management faculty.

As a whole, out of 22 total respondents 8 graduates (36.36%) have been employed in various paid works. Among them 4 male and 4 female have been involved in paid work. This data has been shown clearly in the above pie chart.

2.1.3 Graduates Undertaking Further Studies

Out of 22 passed out respondent graduates, 14 graduates are perusing their further studies. This has been shown clearly in the table below.

Table no 2 : Graduates Undertaking Further Studies

Further Study	MBS	MA	Total
Male	5		5
Female	8	1	9
Total	13	1	14
%	92.86	7.14	

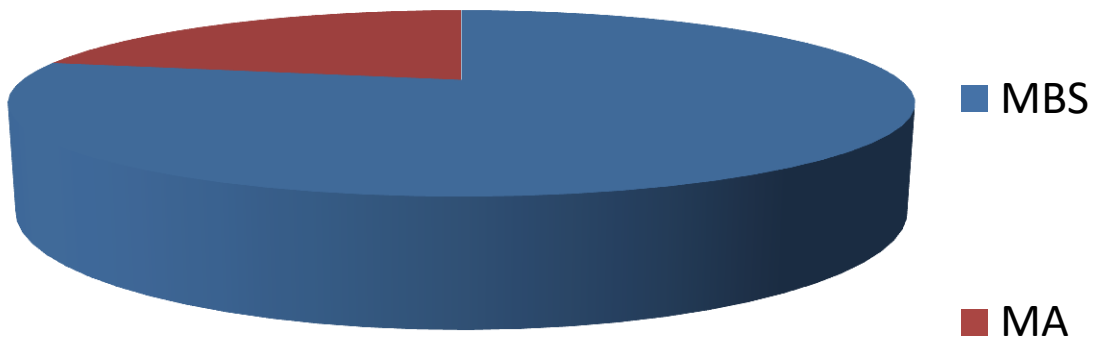


Figure 2 Graduates Undertaking Further Studies

The above table shows that out of 14 graduates from Management and Education faculty, the total 13 (92.86%) graduates are involved in MBS as their further study. Among them, 5 (35.71 %) graduates are male where 9 (64.29%) are female graduates continuing their further studies. Likewise there is also 1 (7.14%) female graduates involved in MA as their further study. Research also found that 4 (18.18%) graduates involved in different Job preparation courses like Loksewa Preparation, Banking Preparation, Japanese and Korean Language classes to continue their further studies.

2.1.4 Non Engaged Graduates

The Total passed out respondent are found to be 22 and of them there are 4 graduates who are neither continuing their further studies nor are engaged in any sector of the job markets. The actual data of the non engaged graduates has been given in the table below.

Table no 3 : Non Engaged Graduates

Non Engaged	No	%
Male	3	75%
Female	1	25%
Total	4	

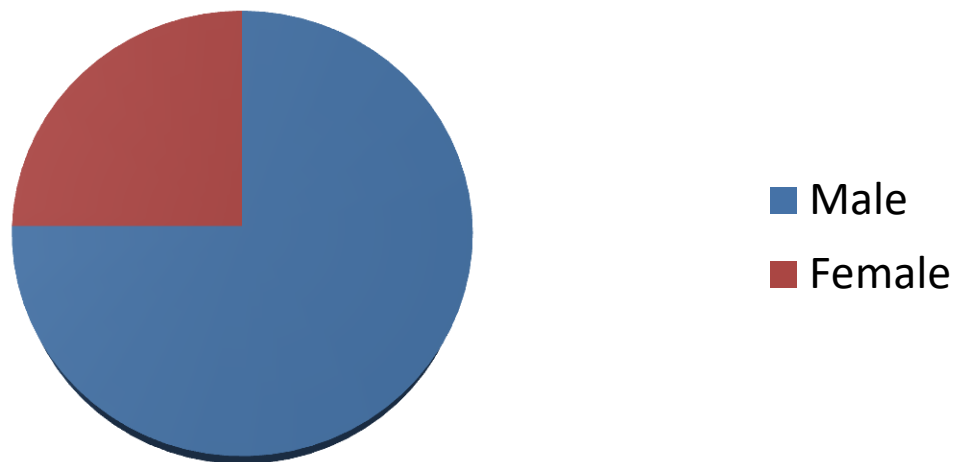


Figure 3 Non Engaged Students Batch 2018 A.D.

The above table shows that out of the total 3 (75%) male graduates and 1 (25%) female graduates are still found to be non engaged in any sector.

2.1.5 Proportion of Respondents by Age Group

Out of the total 22 respondents, the proportion by their age group has been mentioned as follows:

Table no 4 : Proportion of respondents by age group

Age Group	Faculty	Male	Female	Faculty	Male	Female	Total	%
20-22	Management	2	2	Education			4	18.18
22-24	Management	6	8				14	63.64
Above 24	Management	2	1	Education		1	4	18.18
Total		10	11		0	1	1	22

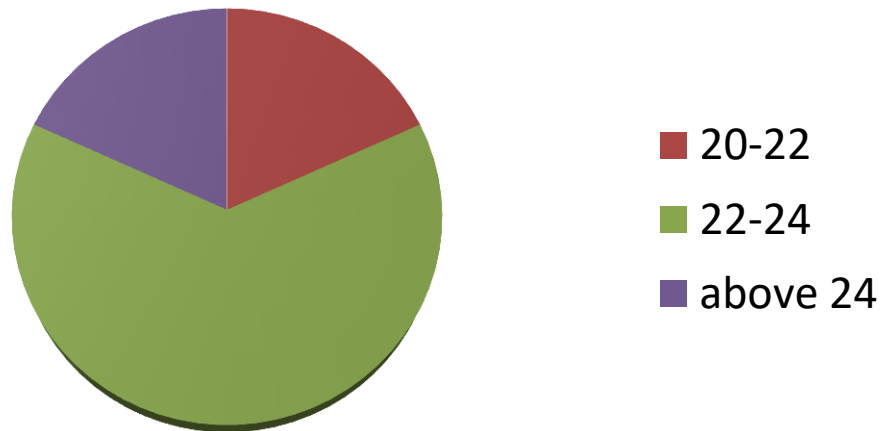


Figure 4 Proportion of respondents by age group

The above table reveals that of the total 21 graduates from management faculty 2 male and 2 female graduates belong to 20-22 years of their age group. Similarly, Likewise, 6 male and 8 female graduates fall under the age between 22-24 years from management faculty. Similarly, 2 male and 1 female from management faculty belong to the above 24 years of age group and 1 female graduated from education faculty belongs to the same age group.

2.2 Programmes' Contribution to the Graduates' Professional and Personal Development:

Education is for life, therefore, education must contribute to professional and personal life. If it fails to support life, it is not considered as quality education. Most of the graduates, after successful completion of the programme, have involved in various profession such as teaching, accounting, report writing,

administrative field of different sectors of organization like private, public, government etc. Majority of the graduates are giving continuity to their further study. The programme has contributed them to develop their personal ability like conducting a meeting, minute writing, problem solving, participating in social work and campaigns, volunteering in various programmes organized by different institutions etc. The table below illustrates the programmes' contribution to the graduates' professional development. Moreover, the outlook, and behavior of the graduates have changed a lot. Their constructive presence and creative performance is seen, felt and realized in the various programmes and campaigns organized by different institutions and the field they are participating in as well.

The data of employed graduates in terms of their ethnic group has been presented in the table below:

Table No 5: Ethnic group of graduate

Particular	Brahmin & Chhetry			Aadibasi/Janjati			EDJ			Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Employed	3	2	5 (62.5%)	0	2	2 (25%)	1	0	1 (12.5%)	8
Unemployed	4	6	10 (71.25%)	2	2	4 (28.57%)	0	0	0	14
Total	7	8	15 (68.18%)	2	4	6 (27.27%)	1	0	1	22

The above table 5 clearly shows that out of 8 total employed graduates 5 (62.5%) (3 male and 2 female) employed graduate are from Brahmin / Chhetry, 2 (25%) female graduates employed are from Aadibasi janajati and 1 (12.5%) male graduate employed is from educationally disadvantage Janajati (Edj) community. Similarly out of 14 total unemployed graduate 10 (71.25%) (4 male and 6 female) unemployed graduates are from Brahmin / Chhetry and 4 (28.57%) (2 male and 2 female) unemployed graduates are from Aadibashi Janajati.

As a whole, out of 22 total respondents 8 (36.36%) graduates have been employed in various paid works. Among them 4 males and 4 females have been involved in paid work.

This table clearly shows that the highest percentage of employed graduates (accounting 63%) were from Brahmin & Chhetri community, likewise highest percentage of unemployed graduates (accounting 72%) were from the same community.

The data presented in the above table no 5 has also been mentioned in the pie-chart given below:

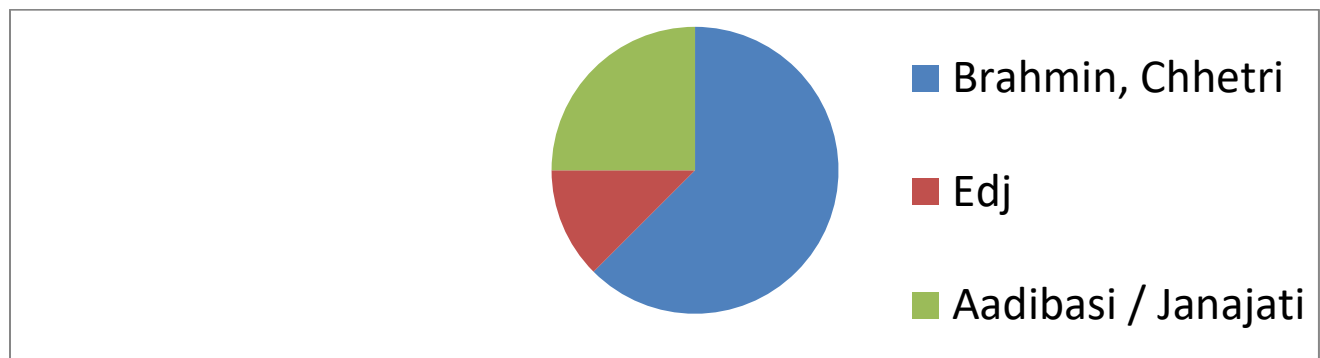


Figure 5. Employed graduate in terms of ethnicity

2.3 Issues Related to the Quality and Relevance of the Programmes

Teaching learning activity is carried out for quality life. After the completion of the program, the graduates aspire to get a good job so that they can lead a secured and better life in the future. Although the quality of the programme is high, there is no strong relevance of programme to the job as expected by the graduates. Many graduates, after successful completion of the programme, are involved in such professions which need quite different knowledge, experience and skills. However, there are few graduates who have got job according to their knowledge and skills. Many graduates have to work in the professions against their knowledge and skills because of limited job opportunities, uneasiness of

graduates' to go far away from their locality and lack of resources to invest and start their own business to be self- employed.

The total 8 graduates were found to have been working in different sector of the job markets. The overall sector of their employment has been shown in the table below:

Table no 6 : Employed graduate by sector

Sectors	B.B.S	B.Ed.	Total
Private sector	6	0	6 (75%)
Government	2	0	2 (25%)
Total	8	0	8

The above table no 6 shows that the total 6 (75 %) graduates are from management faculty found to have been working in various private sectors. Similarly, the total 2 (25%) graduates from management faculty is found to have been working in government school. This table also shows that there is no graduate from Education faculty working in any sectors.

This data has also been presented in the pie-chart given below

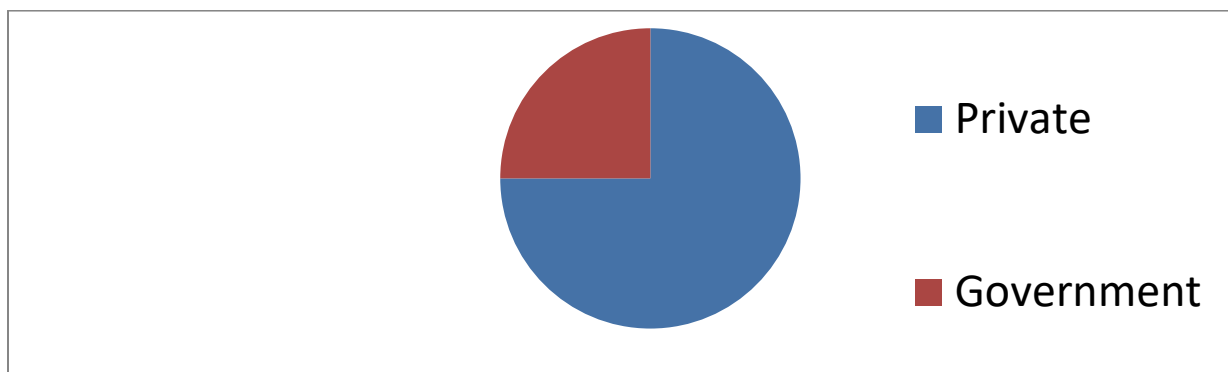


Figure 6. Employed Graduate by Sector

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

Teaching learning is a two-way process. Effective teaching is possible when there is active participation of the students in the academic activities carried out by the institution. Quality education is not only remembering information arranged in the curriculum but also to know the ways to implement learned knowledge in

practical life. Therefore, along with prescribed curriculum, extra- curricular and co- curricular activities are frequently conducted by the institution to enhance the quality of education delivered by the institution so that the graduates can perform better in the struggle of life. The following list shows the activities conducted by institution to provide quality education to the students.

- a. Daily classes according to the teaching hour / syllabus prescribed in the curriculum.
- b. Internal exam (2 times for each year)
- c. Motivational training
- d. Field visit
- e. Educational excursion
- f. Inter- college and intra-college competition such as (Singing, Volleyball, football, Quiz, Essay writing, Speech, Cricket etc.)
- g. Counseling
- h. Internship
- i. Opportunity to participate in seminar and training

Effective Teaching Learning is impossible without co- ordination and co-operation between teacher and student. There must be harmonious relationship between teacher and student to impart and to acquire knowledge and skills. Considering the importance of teacher student relationship, the institution has given high importance to strengthen the bond by organizing different activities given below:

- a. Educational Excursion
- b. Field visit
- c. Picnic
- d. Participating jointly in various seminar/ training.
- e. Co- curricular and extra- curricular activities.
- f. Counseling

it is right of the students to get quality education. The graduates of the modern time are global graduates and they have to compete globally to grasp better

opportunities. So the institution is committed to provide quality education by utilizing its limited infrastructures and resources for maximum outcome.

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

Infrastructures are prerequisite of teaching learning in any academic institutions. An infrastructure creates a suitable environment to execute the vision of quality education. Insufficiency of infrastructures has negative influence in academic as well as administrative activities. The following table shows the present situation of infrastructures of the institution.

I. Campus Building - on rent

II. Library

- Not well spacious
- Books (text books- 3955, reference 960)
- Computer/ E-library (No Facilities)
- Reading zone (Congested)
- Newspapers (National Dally 3, magazines 5)

III. Laboratory - No

IV. Canteen - 1

V. Sports facilities

- Play ground
- In sufficient sports materials
- Limited sports activities

Vi. Urinals - Boys 2

- Girls 2

VII. Modern teaching devices

- Projector (2)
- Multimedia (nil)
- Smart Board (nil)

CHAPTER III

MAJOR FINDING

3.1 Major Findings

After the completion of the tracer study of the graduates passed in 2018 A.D, the following findings have been drawn with the help of the statistics used in course of this study.

3.1 Employment and Further Study Status of Graduates.

- Of the total graduates, more than one third of the graduates have involved in jobs. That is out of 22 passed out graduates, 8 (36.36%) graduates were found to be employed in full time jobs.
- Out of 8 employed graduates, the gender wise employed ratio is found equal, i.e., 4 males and 4 females.
- Nobody was found employed from education graduates
- In terms of ethnic group 5 (62.5%) Brahamin/ Chettry, 2 (25%) Aadibasi/Janajati and 1 (12.5%) Edj were employed graduates.
- Out of 22 passed out graduates, 14 (63.66%) graduates were found unemployed.
- Most of the employed graduates are found to have been working in private sectors. That is out of the 8 total employed graduates, 6 (75%) were found to have been working in private sectors and 2 (25%) were in government jobs.
- Out of 22 passed out graduates 14 (63.63%) graduates are perusing their further studies.
- Out of 21 passed out graduates from management faculty 13 (92.86%) graduates are involved in MBS.
- One graduate from education faculty is involved in MA.

3.2 Issued Related to Quality and Relevance of Programmes

- Remuneration for employed graduates in private sectors is found to be not satisfactory.
- They expect the private sector to create extra more job opportunities and job securities.
- They expect the government sectors create extra more job opportunities.
- The graduates employed in private sectors are not found to be satisfactory.
- The employment condition of the graduates working in government jobs is found to be satisfactory.
- There is less relation between the expectation of the graduates and the condition of their jobs.
- In some of the graduates, there is no relevancy between their qualification and jobs, they are employed.
- Employed graduates are found to be feeling difficulty to cope up with the jobs due to the lack of empirical and practical education.
- Partially and to some extent there is relevancy between higher education and job market.
- The graduate expects this education to be more practical and empirical for absolute relevancy.

3.3 Programmes' Contribution to Graduates' Professional and Personal Development

- The contribution of education is found to have been more beneficial for female graduates from education and management to their personal development.
- On contrary, male graduates from management faculty are found to have had more benefits in government sector.

- Racially, Brahman, Chhetry compared to dalits, Janjati and aborigines are found to have had more benefits from education for their jobs and personal developments.
- Two-third graduates from management faculty and one pass out student from education faculty are found to have continued their further studies for their personal development.

-

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

- Course was found to have completed within the time.
- Internal assessments were conducted to evaluate graduates' learning.
- Enough guidance is provided for practical subjects.
- Graduates were counseled to take the right decision at the right time.
- Graduates were taken to field visit/ excursion for practical knowledge.
- Graduates were made competitive by conducting various extra-curricular and co-curricular activities.
- Limited job placement training was provided to the graduates.
- There was harmonious relation between the teachers and the graduates.
- Various activities were conducted to build up trust and make friendly relation between teachers and graduates.
- Administration, teaching staff and non teaching staff were committed to deliver quality education.
- There was not sufficient physical infrastructures (like own building, well facilitated and spacious library, modern teaching devices etc.)

3.5 Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, Urinals etc

- Institution doesn't have its own building as a result daily programmes were also affected sometimes.
- The institution couldn't launch technical and vocational education as well as further programmes due to the lack of its own building.
- The library was not well spacious and there were not enough books and modern facilities.
- There was no laboratory.
- There was a canteen in the premise of the institution.
- Sufficient sports facilities and sports materials were not there to play.
- Four urinals (2 for boys and 2 for girls) were found to be satisfactory.

CHAPTER IV

Implications to the Institutional Reform

In the most western countries, higher education institutions remain ideal places for all graduates throughout their life. Every institution should make the values of their ideals worth remembering, so that the institution can promote their fame by themselves, and the graduates will also be positive towards their institutions. As a result they will talk about the strength of their institutions freely and openly with the people in the society and also with the people in their job related field. Creating and maintaining such ideal qualities of the institution is a must, and our graduates' important responses and feedbacks are the asset forever.

The institution must make useful and effective strategies to make its all programme directly relevant to the graduates practical life. For this, more emphasis needs to be given to all seven areas raised in the questionnaire. So that the campus programmes will be relevant to the graduates' job assignment.

Every graduate's job placement is an important factor. So our campus needs to establish fruitful coordination and relationship with the private and public sector organizations for appropriate work placement of our graduates.

The various findings of the tracer study can also be in formulating and designing institutional reform in terms of programme evaluation and revising the campus strategies. We can check out the relevancy of the campus programmes and also make them up to date with new methodology and motivation.

Competition always plays an important role in learning and acquiring academic knowledge. So, in order to enhance their learning efficiency, campus

will conduct the programmes promoting their competitive cultures and feelings. Present day market seeks the manpower who is smart in IT and research skills. Learners must be equipped with communication skills, team work and decision making skills. Graduates with all these skills develop confident personality.

When the students become IT consumers, they get information about foreign employment. They get information about jobs in banking sectors, marketing sectors and NGOS/INGOS etc. Campus' extra activities need to be directed to encourage students and make them smart.

Campus can make relationship with different organizations to recruit manpower on regular basis. We can join hands with the private sectors. We can always focus on the qualities, attributes, subjects and programmes to empower the graduates to guarantee their job placement effectively well.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

It is concluded that this tracer study has clearly outlined us about the real status of the total 22 passed out graduates in the year 2018 A.D. This study has also informed us about the factual status of employed, unemployed and further studies of the total 22 passed out graduates in 2018. The main conclusions of this tracer study are as follows:

- The findings shows that more than one third of the passed out graduates were found to have involved in job related sectors.
- Mostly employed graduates were involved in the full time job.
- Of the employed graduates, the majority size of graduates was female.

- Most of the employed graduates from private sectors were found to have been less satisfied in their jobs than employed graduates in government sectors.
- There was no countable differences in their income between themselves.
- Most of the passed out graduates were found to have joined in their further studies.
- Ethnically, Brahmins/ Chhetries were in majority to involve in job sectors.
- Most of the graduates' expectation was found to have been co-related with their faculties.

5.2 Recommendation

- It is seen that there is a remarkable gap between the job expectation of the graduates and their current job opportunities. So the syllabus, text book design and the techniques of teaching should be modeled in such a way to make their approach easy to the expectations.
- E- library, managerial and language labs should be managed properly.
- The college should encourage the graduates to participate in trainings, workshops, orientation and practical works to increase their professional skills.
- The college should start bus service for the students, and should start further programme like MBS.
- Workshops and seminars for teachers should be organized to improve their quality of teaching.
- The government should launch, promote and diversify every kind of job related sectors.