

ACKNOWLEDGEMENT

Purchoundi Multiple campus was established with the motto of quality education in 2065 B.S. through the effort of the community. It is a pioneering community based educational institution of Baitadi district. In 2065 B.S. Bachelor level in the Faculty of Education courses were started with the affiliation from Tribhuwan university. In 2065 and 2070 bachelor level in faculty of education and faculty of management level added respectively. Since its establishments in 2065 PMC has been receiving financial and other support from V.D.C^s, District Development Committee Baitadi and community. The role of PMC to uplift educational wellbeing is historic.

We express our deep gratitude to University Grant Commission (UGC) for having regular support, more specifically providing us questionnaire for the study. Similarly, we are grateful to all those graduates for the information and constructive comments which help the campus in planning future educational needs. We are extremely grateful to the members of community formed for the preparation report. We offer our heartily thanks to all the teaching and non teaching staffs for the encouragement and support in the preparation of tracer study report.

EXECUTIVE SUMMARY

Purchoundi Multiple Campus formed a committee with 5 members to prepare the tracer study report. The tracer study report was prepared based on the information collected through questionnaire provided by UGC. questionnaire had 17 sections : personal information, employment information, current employment status, past job experiences, job expectation, problems of assigned job, previous preparations for the present job, contribution of the studied programme to personal knowledge skill and attitude, relevance of the current job, stability in the same job, strengths and weakness of the institutional programme, further study, suggestions for the betterment of the institution, intended contribution to the institutions, inter personal relation and verification form the campus were placed serially. The following important issues presented and analyzed thoroughly.

- Employment status of the graduates
- Issues related to the characteristics, expectations and aspirations of the graduates.
- Issues related to the employment experience of graduates.
- Issues related to the quality and relevance of the higher education
- Education and its contribution to graduates personal development (by gender/ethnicity/caste etc.) in Education .

On the basis of aforementioned section data from the questionnaire were analyzed and interpreted. On the basis of analyzed data. Major findings have been listed for the purpose of implication to institutional reform section like previous preparation for job, contribution of studied Programmed, relevance of the studied programme, satisfaction with current job, stability of the job, strengths and weaknesses of the institutional programme, further studied, suggestion for the betterment of the institution intended contribution to the institution have been analyzed and interpreted. Finally conclusion and recommendation have been made.

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INTRODUCTION

1.1 Background / Rationale

Purchoundi Multiple Campus is the Community based campus. It has been serving the educational needs of people of Baitadi district since more than one decade. There was not any government campus (TU constituent campus) in Baitadi. It was established in 2065 B.S. with the support of community leaders, social workers, and academicians. The first programme was started in 2065 in Bachelor level from Tribhuvan University and then bachelor level in faculty of Management in 2070 B.S. The students who graduated from P.M.C. have been working in various sectors like government service, teaching in schools and campuses, private banking and some are also self employed. The tracer study will help to find the status of employments of the graduates and their experiences aspiration. Tracer study will be helpful to explore quality and relevance of higher education. Contribution of institution to personal knowledge skill and attitude of the graduates. Tracer study reports provides a framework to enhance the P.M.C.

1.2 OBJECTIVES OF THE STUDY

The objectives of tracer study are as follows.

- To find the employment status and experience of the graduates.
- To find and analyse the expectations and aspirations of the graduates.
- To explore relevance of higher education and its contribution to personal development of graduates.
- To find out the issues to be addressed for institutional planning and reform.

1.3 Institutional arrangement to conduct the study.

The decision was made by management committee of PMC to conduct tracer study report. University Grant Commission (UGC) assisted for quality assurance and accreditations. To prepare tracer study report a committee of members was formed. The questionnaire was provided by UGC and required copies of questionnaire were further copied and provided to the committee by the campus. The required documents and records of the graduates were duly provided to the committee at the time of need. All the concerned members involved in the preparation of tracer study report were given incentives and allowances according to the workload.

1.4 Graduates batch taken for the study

One batch of graduates in 2074 B.S. were taken for study .

1.5 Data collection -Instruments and approach

The study was mainly based on the primary data, that is the answer from the graduates through the questionnaire. The total population of the study was all the graduates of PMC of a batch of graduation. Among them, 23 graduates of 2074 were sampled for the study. From the faculty of education, out of 23 graduates 14 were male and 9 were female. only one tool questionnaire was used for collecting the data. Seeking permission and taking time members of tracer study committee the most of the graduates. some graduates were invited in the campus to answer the questionnaire. For few graduates, questionnaires were sent through mail. Data were collected by the members of tracer study committee themselves and few graduates were asked to mail the questionnaire after they had filled.

1.6 Scope and limitation of the study

The limitations of the study are as follows:

- The study confined in One batch of graduates 2074.
- The respondents/graduates were only 23.
- The study was limited to the analysis of the responses obtained from the graduates only.
- The study was used only in One faculty, Faculty of education.
- Only questionnaire tool was used for data collection.

2 DATA PRESENTATION AND ANALYSIS

Table No.1 Classification of graduates by gender/cast/ethnicity

Graduates	Dalit	Non– Dalit	Ethnic Group	Total
Male	-	14	-	
Female		9	-	
Total		23	-	23

Table 1 shows that out of 23 graduates, 9 female graduate, 14 male. This shows that most of the graduates are non–dalit.

Table 2: Level of parents educations of the graduates

While tracing about level of parents educations, four categories where none, primary, secondary and tertiary information obtained from education of the parents were as follows:

Parents	None	Primary	Secondary	Tertiary
Father	15	5	3	-
Mother	23		-	-

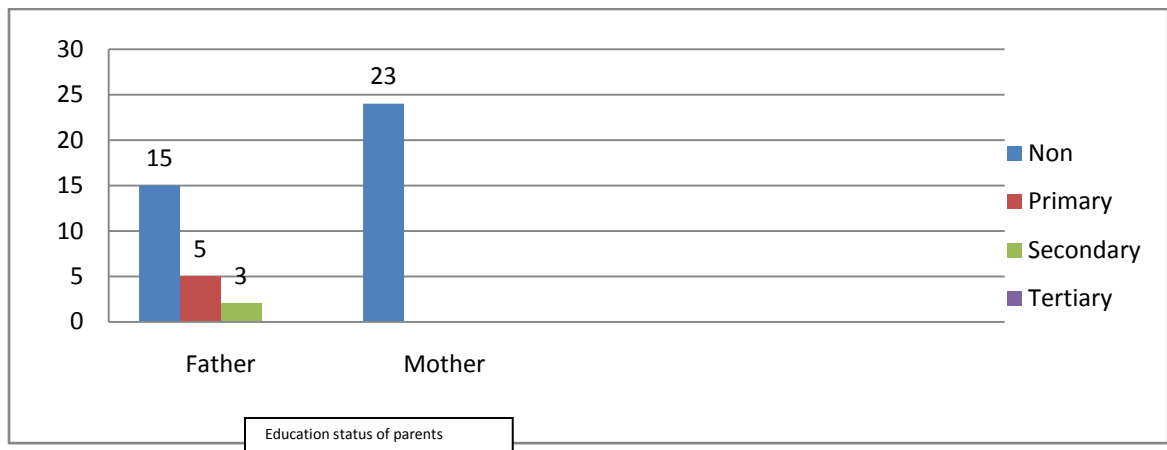


Table No. 3 shows that father are more educated than mothers. 3 Fathers have Secondary Level Education and almost all Mothers are uneducated.

Table 3: Occupation status of the parents

While tracing about occupation of the parents five categories were employed that is agriculture, business, service, informal sector work and others/ house wife obtained information regarding occupation of the parents were as follows:

Parents	Agriculture	Business	Service	Informal Sector	Others/House wife	total
Father	15	5	3		-	23
Mother	23		-	-		23

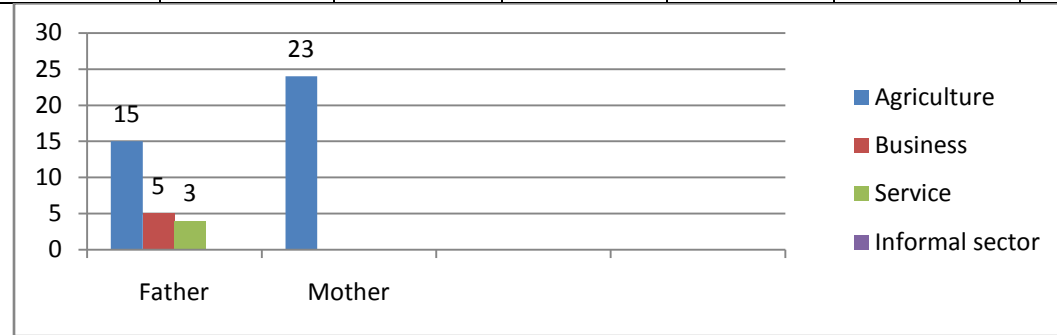
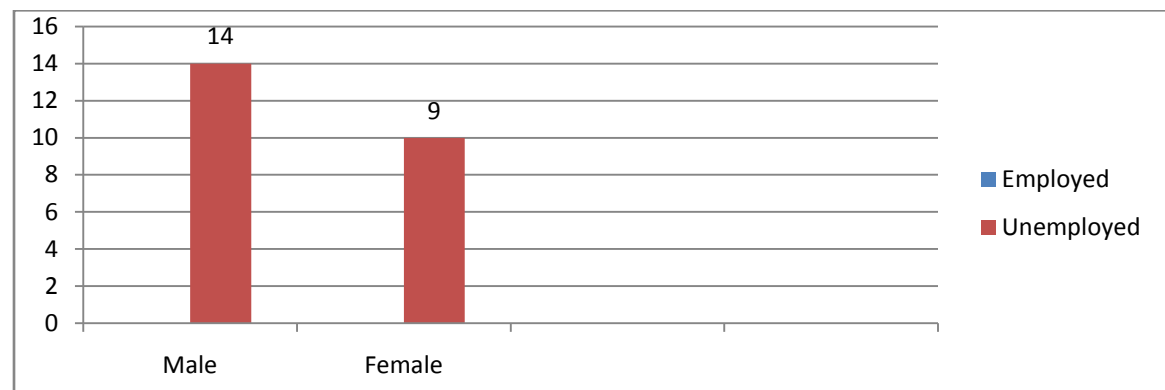


Table No.3 shows that most of the parents had agriculture occupation. Most of the fathers were in agriculture and some of the mothers were housewife. It shows that most of the parents are farmers. Only Five Father is in business and 3 Father is in Service.

Table No.4 Employment status of the graduates

Information related to the employment status of the graduates, having job or without job while studying, the gap of the getting job after having graduation, current position with regard to paid work, the way they got information about their current job, current employment status as well as job status and the status of self employment, past job experience, job expectations and problem in job assignment were analyzed.

Graduates	Employed	Unemployment
Male		14
Female		9
Total		23



The table 4 shows that out of 14 male graduates and 9 female graduates are unemployed.

Table 5: Graduates who were in job/without job while studying

Graduates	Employed	Unemployed
Male		14
Female		9
Total		23

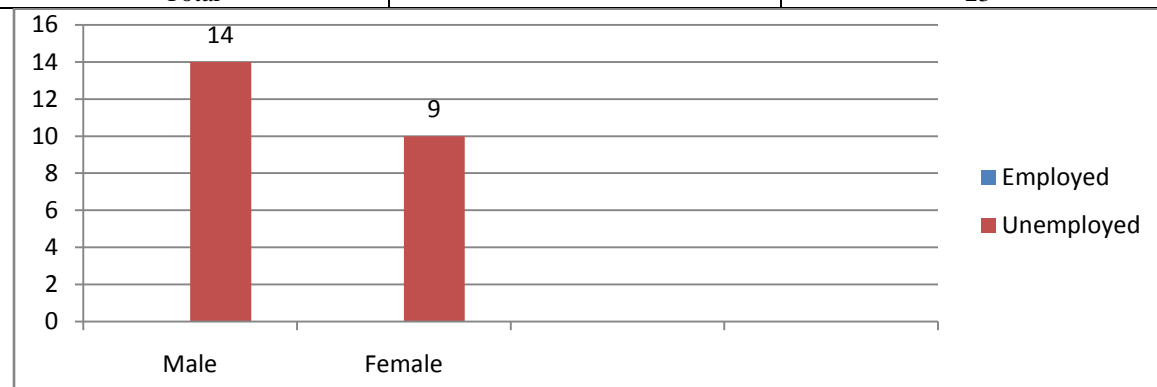


Table 5 shows that out of 23 graduates 23 were in unemployment while studying. This shows that most of the graduates are unemployed while studying.

Table No. 6: Gap of getting job after getting graduation

Duration	Male	Female	Total
Before admission in B.Ed.			

Table 24 shows that out of 23 students, no one has job when they were admission in bachelor level.

Table 7: Current position with regard to paid work

Status	Male	Female	Total
Working full time			
Working part time But seeking full time work			
Working part time But not seeking full time work			
Self employed			
Not working and looking for job			

Table 7 shows that more of the students are studying Master level.

Table 8: Sources of information to know about their current job

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Sources of information	Male	Female	Total
Through written			

enquiries			
Advertisement in media			
Others			

Table No. 9: Current employment status on the basis of type of organization

Type of organization	No. of graduates
Private	
Public	
NGO/INGO	
Self-employed	
Government	
Total	

Table No. 10: Current employment status on the basis of nature of time

Full time		Part time	
Agriculture		Agriculture	
Business		Business	
Teaching		Teaching	
Government service		Government service	
Industries		Industries	
NGO		NGO	
Total		Total	

Table No. 11: Job status

Job status	Male	Female	Total
Senior level			
Mid level			
Operation level			
Assistant level			
Total			

Table No.12: Self employment

There are no any self employed graduates.

Table no. 13: Past job experience

Graduates	Time duration			
Male				
Female				

Table No. 14 Job expectations

Graduates	Particulars		
	Teaching	Government service	Not mentioned

Male			
Female			
Total			

.Table No. 15: Problems in job assignment

Graduates	Yes	No
Male		
Female		
Total		

Table No. 16: Link between programme attended and present job

Particulars	No of response
Yes	
No	
Total	

Table No.17 Contribution of programme to personal development

To find out the contribution of study to personal development the following rating scaled was given to the graduates. The rating ranges were 0-5 in which seven different areas to rate the contribution of the programme to personal development of graduates. *The rate includes the range 0-5 that is 0 for not at all, 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree.*

S.N.	Particulars	Total number of respondents choosing the ranges					
		0	1	2	3	4	5
1	Enhanced academic knowledge	-	6	4	4	4	5
2	Improved problem solving skill	-	2	9	6	2	4
3	Improved research skill	-	1	7	6	5	4
4	Improved learning efficiency	-	2	5	8	4	4
5	Improved communication skills	-	1	2	9	6	4
6	Improved information technology skill	-	1	3	6	4	9
7	Enhanced team spirit	-	4	6	7	5	3

Table No.17 shows that Out of 23 graduates 6 graduates strongly disagreed, 4 graduates were disagree, 4 graduates were neutral, 4 graduates were agree, 5 graduates were strongly agree .for the role of programme that enhanced academic knowledge. Out of 23 graduates 2 graduates strongly disagreed, 9 graduates were disagree, 6 graduates were neutral, 2 graduates were agree, 4 graduates were strongly agree .for the role of programme that Improved problem solving skill . Out of 23 graduates 1 graduates strongly disagreed, 7 graduates were disagree, 6 graduates were neutral, 5 graduates were agree, 4 graduates were strongly agree for the role of programme that Improved research skill. Out of 23 graduates 2 graduates strongly disagreed, 5 graduates were disagree, 8 graduates were neutral, 4 graduates were agree, 4 graduates were strongly agree for the role of programme that Improved learning efficiency. Out of 23 graduates 1 graduates strongly

disagreed, 3 graduates were disagree, 9 graduates were neutral, 6 graduates were agree, 4 graduates were strongly agree for the role of programme that Improved communication skills. Out of 23 graduates 1 graduates strongly disagreed, 3 graduates were disagree, 6 graduates were neutral, 4 graduates were agree, 9 graduates were strongly agree for the role of programme that Improved information technology skill. Out of 23 graduates 4 graduates strongly disagreed, 6 graduates were disagree, 7 graduates were neutral, 5 graduates were agree, 3 graduates were strongly agree for the role of programme that Enhanced team spirit.

Table No.18 Relevance of the programme to present job

S.N	Particulars	Total Number of respondents choosing the ranger					
		0	1	2	3	4	5
1	Enhanced academic knowledge						
2	Improved problem solving skill						
3	Improved research skill						
4	Improved learning efficiency						
5	Improved communication skills						
6	Improved information technology skill						
7	Enhanced team spirit						

Table 19 Satisfaction with the current job

Degree of satisfaction	Number of employed graduates
Very much	
Much	
A little	
Not satisfied	
Total	

Table 20 Stability in the same job

Rspnse	Number of employed graduates
Yes	
No	
Total	

Table No.21 Strength and weaknesses of the programme

S.No.	Particulars	Total number of respondents choosing the ranges					
		0	1	2	3	4	5
1	Range of course offered	–	2	5	7	6	3
2	Number of optional subjects	–	1	7	8	3	4
3	Relevance of the program to your professional requirements	–	1	5	7	6	4
4	Extracurricular activities	–	2	6	7	5	3
5	Problem solving	–	4	4	5	6	4
6	Inter–disciplinary learning	–	5	6	4	2	6
7	Work placement/attachment	–	–	4	8	8	3
8	Teaching/Learning environment	–	1	2	7	8	5
9	Quality of delivery	–	3	5	5	5	5
10	Teacher student Relationship	–	5	5	4	5	4

11	Library/Lab etc.	–	6	4	2	5	6
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Table 21 represents 11 different areas to rate the strengths and weaknesses of programme attended by the graduates. out of 23 graduates, 2 graduate was strongly disagree, 5 graduates were disagree, 7 graduates were neutral, 6 graduates were agree and 3 graduates were strongly agree for the programme that the range of course offered. out of 23 graduates, 1 graduate was strongly disagree, 7 graduates were disagree, 8 were neutral, 3 graduates were agree and 4 graduates were strongly agree for the programme that includes the number of optional subjects. out of 23 graduates, 1 graduates were disagree, 5 graduates were neutral 7 graduates were agree and 6 graduates were strongly agree and 4 were strongly disagree for the relevance of the programme to personal requirements. out of 23 graduates, 2 graduate was strongly disagree, 6 graduates were disagree, 7 graduates were neutral, 5 graduates were agree and 3 graduate was strongly agree for the programme that includes extracurricular activities. out of 23 graduates, 4 graduate was strongly disagree, 4 graduates were disagree, 5 graduates were neutral, 6 graduates were agree and 4 graduate was strongly agree for the programme that helps to solve the problems. out of 23 graduates, 5 graduate was strongly disagree, 6 graduates were disagree, 4 graduates were neutral, 2 graduates were agree and 6 graduates were strongly agree for the programme that helps in interdisciplinary learning. out of 23 graduates, 4 graduates were disagree, 8 graduates were neutral, 8 graduates were agree and 3 graduates were strongly agree for the programme that helps to develop work placement. out of 23 graduates, 1 graduates was strongly disagree, 2 graduates were disagree, 7 graduates were neutral, 8 graduates were agree and 5 graduates were strongly agree for the programme that helps to create teaching learning environment. out of 23 graduates, 3 graduate was strongly disagree, 5 graduate was disagree, 5 graduates were neutral, 5 graduates were agree and 5 graduates were strongly agree for the programme that deliver the quality. out of 23 graduates, 5 graduate was strongly disagree, 5 graduate was disagree, 4 graduates were neutral, 5 graduates were agree and 4 graduates were strongly agree for the programme that helps to develop teacher student relationship. similarly, out of 23 graduates, 6 graduates were strongly disagree, 4 graduates were disagree, 2 graduates were neutral, 5 graduates were agree and 6 graduates were strongly agree for the library/lab management.

Table No.22 Pursuing Further Study

Graduates	Pursuing Further Study	Not Pursuing Further Study
Male	10	4
Female	4	5
Total	14	9

Table 22 shows that out of 23 graduates, 9 were male and 5 were female pursuing further study . This shows that most of the graduates were pursuing further study .

3 MAJOR FINDINGS

Tracer study report was reported taking 23 graduates who completed their graduation in 2074 The major finding are as follows.

3.1 Employed status of the graduates

3.1 Issues related to the characteristics, expectations and aspirations of graduates.

3.3 Issues related to the Contribution of employment experience of graduates.

3.4 Issues related to quality and relevance of Higher education.

3.5 Issues related to strengths and weaknesses of institutions programme attended

- Out of 23 graduates, 2 graduate was strongly disagree, 5 graduates were disagree, 7 graduates were neutral, 6 graduates were agree and 3 graduates were strongly agree for the programme that the range of course offered.
- Out of 23 graduates, 1 graduate was strongly disagree, 7 graduates were disagree, 8 were neutral, 3 graduates were agree and 4 graduates were strongly agree for the programme that includes the number of optional subjects.
- Out of 23 graduates, 1 graduates were disagree, 5 graduates were neutral 7 graduates were agree and 6 graduates were strongly agree and 4 were strongly disagree for the relevance of the programme to personal requirements.
- Out of 23 graduates, 2 graduate was strongly disagree, 6 graduates were disagree, 7 graduates were neutral, 5 graduates were agree and 3 graduate was strongly agree for the programme that includes extracurricular activities.
- Out of 23 graduates, 4 graduate was strongly disagree, 4 graduates were disagree, 5 graduates were neutral, 6 graduates were agree and 4 graduate was strongly agree for the programme that helps to solve the problems.
- Out of 23 graduates, 5 graduate was strongly disagree, 6 graduates were disagree, 4 graduates were neutral, 2 graduates were agree and 6 graduates were strongly agree for the programme that helps in interdisciplinary learning.
- Out of 23 graduates, 4 graduates were disagree, 8 graduates were neutral, 8 graduates were agree and 3 graduates were strongly agree for the programme that helps to develop work placement.
- Out of 23 graduates, 1 graduates was strongly disagree, 2 graduates were disagree, 7 graduates were neutral, 8 graduates were agree and 5 graduates were strongly agree for the programme that helps to create teaching learning environment.
- Out of 23 graduates, 3 graduate was strongly disagree, 5 graduate was disagree, 5 graduates were neutral, 5 graduates were agree and 5 graduates were strongly agree for the programme that deliver the quality.
- Out of 23 graduates, 6 graduate was strongly disagree, 5 graduate was disagree, 4 graduates were neutral, 5 graduates were agree and 4 graduates were strongly agree for the programme that helps to develop teacher student relationship. similarly,
- Out of 23 graduates, 6 graduates were strongly disagree, 4 graduates were disagree, 2 graduates were neutral, 5 graduates were agree and 6 graduates were strongly agree for the library/lab management.

3.6 Issues related to pursuing further study

- Out of 23 graduates, 14 are pursuing further study and 9 are not studying further level. This shows that most of the graduates are pursuing further study.

4- IMPLICATIONS TO INSTITUTIONAL REFORM

This tracer study has found the following areas be addressed by institution.

- Regarding to the optional subject the campus should offer new optional subjects.
- Regarding to relevance of the programme to professional requirements campus has to organize workshop, seminar and conference.
- Regarding to extracurricular activity campus has to organize games, educational tours, student awareness programme.
- Concerning the problem solving campus should manage counseling programme, project work and group work.
- Concerning teaching learning environment campus has focus on teaching through multimedia.
- Regarding the teacher student relationship campus has organize interaction programme among teacher, student and guardians.
- Regarding the library, campus has managed and provided sufficient books to the students. campus also has managed language lab.
- Regarding the other facilities campus has managed girls and boys urinal, boys and girls hostel.

5- CONCLUSION AND RECOMMENDATIONS

This tracer study has analyzed the employment status of the graduates who completed bachelor degree from this campus in 2074. 14 of the graduates are studying further study. 9 of graduates have not studying further study.

The end

Tracer Study Report

(Graduates of Academic Year 2074)(2017)

2075

Submitted to

University Grant Commission

Sanothimi, Bhaktpur

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