

**Lampantar Multiple Campus  
Tinpatan- 11, Sindhuli**



**Tracer Study Report/Annexes  
2021**



**Submitted to :  
University Grants Commission  
Sanothimi, Bhaktapur**

## ACKNOWLEDGEMENT

We are extremely grateful to university Grants Commission that inspired us for tracer study of the graduates of our institution, Lampantar Multiple Campus. This study will help us for finding out the status of this institution and for future planning for its betterment. By this study, we found the job status of the graduates, the family status, economic aspect, their achievement, skills and knowledge on different aspects and their perspective on our institution. By their recommendations, we have realized our weaknesses and got a golden chance to eliminate them. It will also inspire us for further improvements.

We are greatly indebted to the campus Management Committee of this institution for their valuable suggestion and the financial support to complete this study.

we would like to express our sincere gratitude to the teaching staffs, non-teaching staffs as well as the TSMT members for their tireless effort and for their dedication to complete the study on due date.

We owe a debt of gratitude to the headmaster and principal of the institution who provided us the minute of the appointment, appointment letters, employment ID, and experience letter of our graduates in their institution.

We express our sincere thanks to the graduates who helped us providing their documents. Their support indeed is immeasurable to prepare this report.

At last but not least ,our thanks go to Ms Mana Maya Ruwale, our computer operator who helped us typing this report, in the same way our thanks go to our administrative staff, Uttam Kumar Chaulagain and Menuka Shrestha who helped us providing documents for preparing this study. And thanks to Mr. Khem Prasad Dhakal for editing and those who helped us directly and indirectly for preparing the tracer study.

Chairperson  
Tracer Study Management Team  
Lampantar Multiple Campus

**LIST OF ABBREVIATIONS**

EDJ	-	Educationally Disadvantaged Janajaties
B. S.	-	Bikram Sambat
T. U.	-	Tribhuvan University
LMC	-	Lampantar Multiple Campus
UGC	-	University Grants Commission
TSMT	-	Tracer Study Management Team
HEI	-	Higher Education Institution
HERP	-	Higher Education Reform Project
GPI	-	Gender Parity Index
B. A.	-	Bachelor of Arts
B. Ed.	-	Bachelor in Education
M. Ed.	-	Master in Education
TSR	-	Tracer Study Report
CMC	-	Campus Management Committee
ECA	-	Extra Curricular Activities

## **LIST OF TABLES**

Employment and further study status of the graduates

Issues related to the quality and relevance of programs

Programs' contribution to graduates' professional and personal development  
(By gender/ethnicity/caste etc.; Program wise e.g., Humanities & Education,  
time series comparison.

Issues related to teaching/learning, teacher/student relationship and  
education delivery efficiency

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

## **LIST OF FIGURES**

Employment and further study status of the graduates

Issues related to the quality and relevance of programs

Programs' contribution to graduates' professional and personal development

(By gender/ ethnicity/ caste etc.; Program wise- Humanities, & Education; time series comparison)

Issues related to teaching/ learning, teacher/ student relationship and education delivery efficiency

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

## **EXECUTIVE SUMMARY**

This is the tracer study of the students who have been graduated from Lampantar Multiple Campus in the academic year 2021A.D. The study is an endeavor of the campus to find the present status of the graduates' position from this institution in job market is as important as the teaching learning activities of the campus. Campus Management Committee decided to carry out the tracer study and duly formed a task committee. The study helps to find out 'where the campus is regarding the educational excellence, competence and accountability of the institution. Quality and competence of the campus cannot be ensured until the students have strong hold in the job sectors. Students' expectations after graduation is making a career in the sector related to the education they gained. The tracer study helps the campus to identify its weakness and strength which guide the management to eliminate the weakness and keep up the strengths aspects. The recommendations and suggestions provided by the graduates in course of the study might ease the campus to extend its service sectors. The study and analysis of the advices and recommendations given by the graduates bring us to the conclusion that it is necessary to run technical programs which have easy access in the global job market. And the commitment of the students shows their deep concern to the success and sustainability of the campus. The study reflects the present status of the pass out student of 2021 batch.

**THE NUMBER OF STUDENT GRADUATED IN THE YEAR 2021 AD**

Program	Ethnicity	Male Graduates	Female Graduates	Total
B.Ed	Dalit	-	1	1
	EDJ	5	11	16
	Other	4	7	11
Total		9	19	28
B.A	Dalit	-	-	-
	EDJ	4	1	5
	Other	1	-	1
Total		5	1	6
B.B.S	Dalit	1	-	1
	EDJ	2	2	4
	Other	3	4	7
Total		6	6	12

Present Status of the graduates

Employed	Pursuing further study	drop out	Total
17	7	22	46

# **1. INTRODUCTION**

## **1.1 Background and rationale**

Restoration of the democracy in 2047 B.S. brought a new wave in the development of Higher Education Institution Nationwide. The significant change took place in political system accessed education in rural area of the nation. However, Sindhuli district was backward from the trend. First, Sindhuli Multiple Campus set a landmark in the history of Higher Education in the district. Afterwards it took a long and tough effort to follow the foot print of the pioneering institution. Lampantar Multiple Campus emerged eastward in the district bringing the beacon of education to the students who have no access to the expensive education in the capital city and other cities. In 2062B.S., LMC was established as a second Higher Education Institution in the district after a long synergic effort of some visionary minds who have felt the cause of the backwardness of the community and emergence of the deemed higher education institution in the community to bring the mainstream of education.

Lampantar Multiple Campus is entirely a service oriented community campus. Its core aim is to impart quality education to the educationally deprived groups such as women, poor, Dalits and underprivileged people of the community to contribute to the socio-economic transformation of the society and nation.

The beginning days of the campus weren't smooth and easy going because it lacked funding. Economic deprivation impaired the campus accessibility to recruit highly qualified and experienced lecturers. Hence to imparting quality education and outstanding result was challenging. It caused accountability and sustainability of the campus questionable. On the other hand it can't take time relevant fees from the students for the



majority of the student are unable to pay expensive fees due to the poor economical status. Later some organizations offered financial support. Financial assistance of these organizations played a vital role for the development of the campus. The support is expected to be continued.

Every year Lampantar Multiple Campus has been setting records in students' enrollment and the result too. The campus has been successful to establish a distinct image in the district in the education sector. Currently, LMC has been running B.Ed, B.A. and BBS programs in bachelor level with diverse elective subjects as per the necessity of the state and the interest of the student. In post graduate level, the campus is currently running M.Ed. in Nepali and M.A. in population under the affiliation of Tribhuvan University.

Higher Education aims to impart values and moral standards such as discipline, nationalistic feeling, self reliance etc...It is the sector to output skilled human resources like engineer, doctor, entrepreneur, teacher, lecturer, civil servant etc...who can contribute to the development of the individual, community and the nation as a whole.

In the present scenario of the educational sector, accountability, sustainability and success of the campus depend on the accessibility of the graduates in the competitive job market. Keeping the fact in consideration, LMC has been striving for the production of competitive and capable human resource.

Outputting the highly productive human power is the main mission and goal of every academic institution. And tracing these students' current pursuit of earning status is also significant responsibility of the campus. It will be a good prospectus for an academic institution. Realizing the need of the tracer of the graduates, LMC endeavors to track the current status of the graduates. Tracer of the students is very important and useful to be updated with the information regarding the position of the institution in the sphere of education. It is hoped to this study will be proved to be a good prospectus for LMC.

Most of the students' foremost aim and expectation is to find a good institution which has high access in job placement. It is the main concern of all students. So tracer study has direct relation to the enrollment rate of

the institution. LMC has decided to conduct tracer of the graduates every year and CMC has minuted to carry out the tracer study of 2021.

## **1.2 Objective of the study**

### **1.2.1 Main Objective**

The main objective of the study is to find the present status of the graduate whether they have got job after graduation or remain jobless. Besides tracer study will be useful to find the education quality and relevancy of the courses offered by the institution in relation to the current market requirements. The study may find the causative factors of weaknesses and strengths of the institution to evaluate the quality and relevance of education from the student's point of view. LMC has taken tracer study as an opportunity to establish its relation and communication to the sent up graduates and the stakeholders.

It is also taken as a touchstone to find the capability of the institution in the education field. The questionnaires included in the form offer feedback of the student to reform the weaknesses of the institution and continue the strengths regarding academic and administrative excellence. In a sense the tracer study is the general reflection of the current position of the institution in the eyes of the graduates and it is a reliable source to navigate to the defined vision, mission, and goal of the institution.

### **1.2.2 Specific Objective**

- i To find out types of jobs done by the graduates of the campus.
- ii To find whether or not the graduates are employed based on the skills, knowledge and competencies they acquired at LMC.
- iii The sector in which the graduates mostly get employed.
- iv To evaluate the academic program of the campus
- v To conduct beneficiary satisfaction survey
- vi To trace out the relevancy of the course in practical life.
- vii To find out the time taken to find job .
- viii To examine the contribution of the programs to the graduates' personal development.
- ix To get feedback for the betterment of the institution.
- x To recommend effective ways of preparing more labor responsive graduates at Lampantar Multiple Campus.

- xi To find actual position of the campus in higher education field.
- xii To find response of the graduate toward campus' academic excellence.

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

In order to conduct tracer study of the graduate batch 2021, LMC Campus Management Committee Formed a study team consisting of the following faculties from the campus:

1. Tara Nath Koirala	Coordinator
2. Tikaram Dulal	Member
3. Ganga Bahadur Purbachhane	Member
4 Jit Bahadur Karki	Member
5. Mohan Bahadur Ale	Member
6. Buddhiman Tamang	Member
7. Uttam Kumar Chaulagain	Member

The team has been given the task to distribute and collect the questionnaires form to the following faculty member to complete the study on time:

- 1 Ambote, Jinakhu and Arundanda route was covered by Sun Lal Tamang, Suresh Prasad Phuyal and Tara Nath Koirala.
- 2 Aakase, Tilpung, Pokhari, Ratamata route was handled by Netrahari Dulal, , Som Prasad Ghimire and Uttam Kumar Chaulagai
- 3 Lampantar area was covered by, Pankaj Chaudhari, and Khun Bahadur Thapa .
- 4.Ganga Bahadur Purbachhane & Buddiman Tamang handled the Majuwa Dovan area .
- Jit Bahadur Karki covered Chanaute and Mahadev Danda route.
5. Tikaram Dulal took responsibility to cover Highway route from Chandranigapur to Biratnagar including Janakpur and Mahendranagar area.
6. Area around the district headquarter was covered by Mr. Ananta Raj Shrestha, the campus chief himself.
7. Khem Prasad Dhakal, Pankaj Chaudhari, Tikaram Dulal, Ananta Raj Shrestha cooperated in tabulation.

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

The study covers the students who have graduated in 2021. In the study regular as well the exempted students communicated by UGC.

Tracer of the 2020 batch was conducted last year. According to the record of the campus, 520 students have graduated from the campus up to 2021 A.D. Total graduated students in 2021 are 46. This is the seventh tracer study conducted by the institution. This is the tracer study of the 2021 batch.

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

The tool for the study was the questionnaires which was produced and provided by UGC in the standard format. Photocopies of the questionnaires were used as tool of data collection. Some students' transcripts were received via messengers who were away from home. Except such few cases, most of the questionnaires were distributed in person and collected in the same way. Thus interpersonal visit approach was used for data collection. We distributed sample population among seven groups. Each person from the tracer study team took responsibility of a group for finding out the graduates, distributing the questionnaires and collecting the form distributed.

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

It is essential to establish the system of tracing its graduates for evaluating the success of the programs run by the institution. It is also equally essential to provide recommendations for the reform and future planning for the program. LMC is establishing a system of tracing its graduates and getting information regarding the type of work, further study and other activities they get involved since they completed their study from the campus. The study also collects student's feedback about institutional reform. Due to the lack of time period and geography related complications, the scope of the study was limited as follows:

- It is the study of the 2021 batch graduates
- This study covers 46 graduates who have completed their level and have their transcript issued from the Office of the Controller of Exam.
- This study covers current employment status and past job information of the graduates.
- The study covers expectations of the graduates after choosing particular program and how far their expectations are met.

- The contribution of the program to the personality development of the graduates and enhancement of knowledge, skill and attitude of the graduates is observed
- Development of professional requirements in the graduates is also covered in this study.
- Strengths and weaknesses of the institution pointed out by the graduates are included in the study.
- Further study and the reasons for the additional study are also included in the study.

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

## CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

The major tool of the data collection is the tracer study questionnaires designed by UGC. The questionnaires are distributed to the graduates of 2021 batch from Lampantar Multiple Campus. Their responses have been translated and presented into tables and graphs of different sorts. The data have been analyzed and interpreted in this chapter,

The tracer study is an approach that enables LMC to obtain information regarding graduates' responses to the quality and relevancy of the programs offered by the campus. The data presented in the study is based on the information given by the exam section of the campus. It is elaborated according to the outline provided by UGC

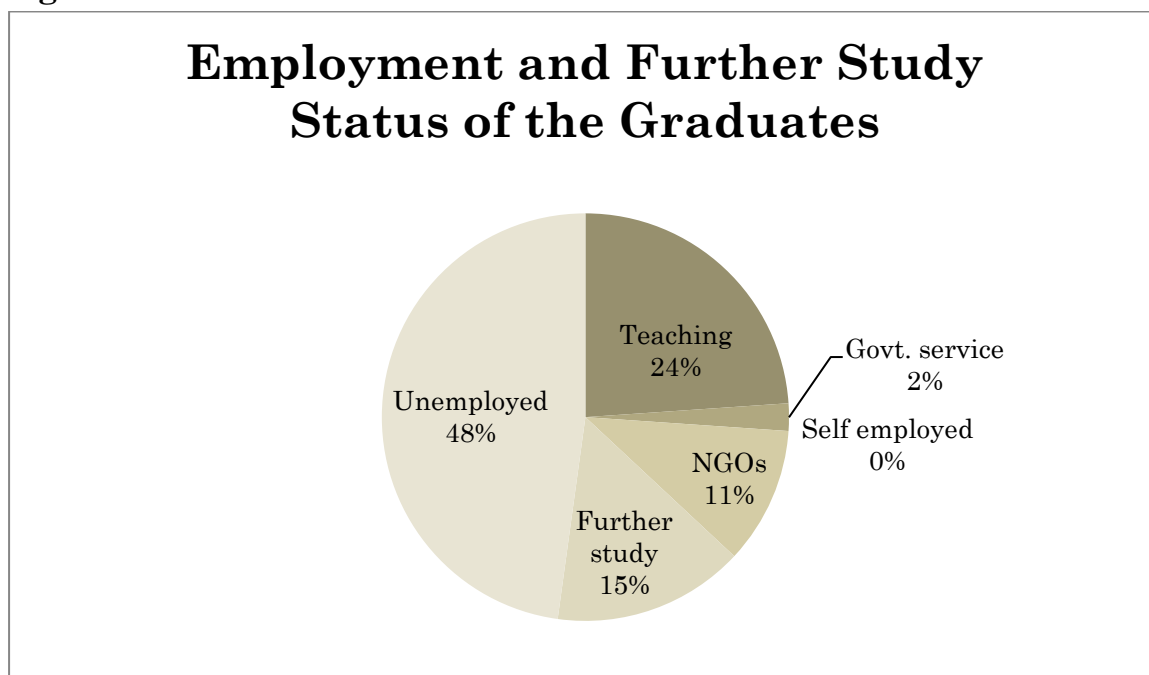
### 2.1 Employment and Further Study Status of the Graduates

The employment and further study status of the graduates selected for this study is outlined in the following tables and charts.

**Table 1: Employment and Further Study Status of the Graduates**

Total No. of graduates	Sectors				Further study	Unemployed
	Teaching	Govt. service	Self employed	NGOs		
46	11	1	-	5	7	22

**Figure-1**



The table and figure above present that the total graduates in the year 2021 are 46 including all streams in bachelor level. The graduates who have job are 17. Job status shown by the data seems very poor and unsatisfactory because only 37% graduates secure their position in the job market .Among the employed graduates, 11 graduates are employed in teaching. One is employed in government office, 5 are employed in NGOs but no one is engaged in self employment. Out of 46 pass out graduates , 22 are unemployed i.e. 48 in percentage. They are also not admitted in any institutions for their further study. Out of 22 unemployed graduates, 12 graduates are preparing for PSC exam.

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

In the fast paced world, relevance of the education cannot be ensured until the syllabus changes according to the necessity of the nation and the students as well. However the trends show that syllabus has not updated for a long time. On the one hand education is globalized; on the other hand we are teaching old syllabus using traditional methods. This practice questions the credibility and relevancy of the higher education. Graduates have certificate having good division but their poor practical skill hinders to find a job of their qualification. In our institution, most of the students have bitter experience of loosing opportunities due to the lack of

computer skill. Students want computer education that would be made compulsory from bachelor to enhance the relevance of the higher education.

To measure the variables effectively, the rating scale digit offered by the UGC in tracer study form is scaled down categorizing them into three (i.e. for 0-2, 'weak', 3-4, 'moderate' and for 5,' excellent'). The responses on those rating scale categories responded by the graduates are presented in the given table.

**Table 2: Issues Related to the Quality and Relevance of Programs**

Issues	Rating Scale		
	0-2 (weak)	3-4 (moderate)	5 (excellent)
Quality of Edu. Delivered	4(9%)	39(85%)	3(6%)
Relevance of the program	5(11%)	37(82%)	4(7%)

Figure-2a

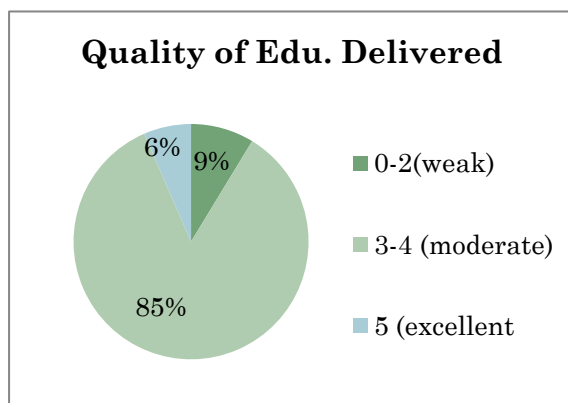
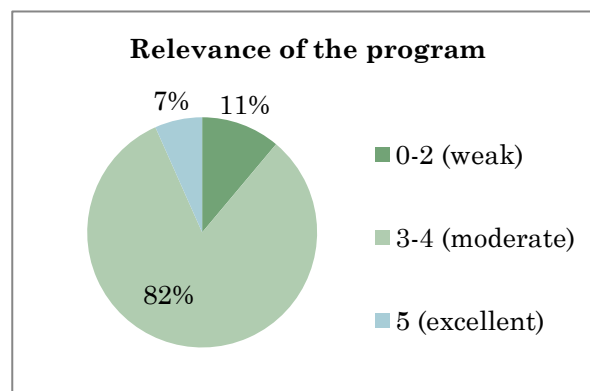


Figure-2b



The above table and the figure reveal that on the issue 'Quality of education delivered'. Out of 46 graduates, 4, i.e.9% graduates responded weak ', 39,i.e. 85% graduates responded ' moderate' and 3 graduates i.e. 7% responded excellent. Similarly, on the 'relevance of the program',5 i.e.11% graduates responded ' weak', 37 i.e. 81% graduates responded 'moderate' and 4 graduates i.e. 9% responded 'excellent'.



In a nut shell, majority of the graduates responded ‘moderate’ i.e. 3-4, rating point in these issues. Based on the view expressed by the graduates covered in this study brings us to the conclusion that ‘Quality & relevance of the education offered by the campus’ is satisfactory. But there are still lots of issues which the campus has to improve. In order to improve the quality in education and make teaching learning activities more effective, the campus requires practicing latest pedagogical methods, teaching materials and new technology in teaching.

### **2.3 Programs' Contribution to Graduates' Professional and Personal Development (By gender/ethnicity/caste; etc. Program wise Humanities, Management, Education; time series comparison)**

The achievement on a number of variables affects the professional and personal development of a person. LMC has hardly met to address those variables. Though there are five points rating scale to evaluate the issue, they are reduced into three for the convenience. According to the responses of the graduates based on programs, gender, caste etc. the scaled down data are presented below:

**Table-3: Programwise Comparison of Graduates in 2020 on Distinct Factors**

Program	Gender	Rating		
		0-2(weak)	3-4(moderate)	5(excellent)
Bachelor in Education	Male	2	6	2
	Female	1	12	2
	Total	3	18	4
	<b>Caste/Ethnic</b>			
	Dalit	-	-	-
	EDJ	3	7	3
	Others	2	7	3
Total		5	14	6

## Bachelor in education

Figure-3a

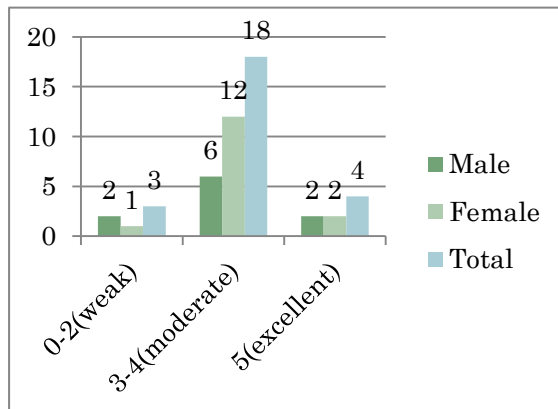
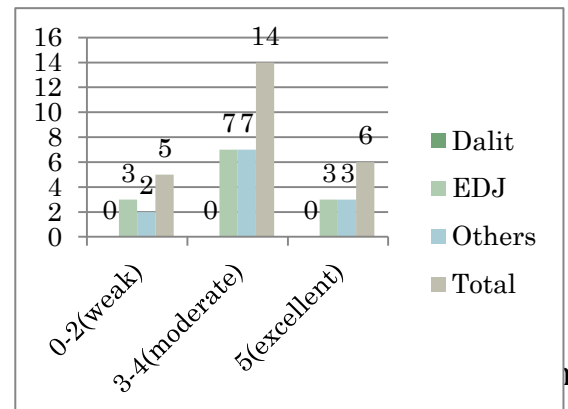


Figure-3b



The above table and figures depict the comparison between the graduates on different program. There were 25 graduates in Bachelor in Education in 2020. But in was no fortunate of the institution that it had only 8 graduates in Humanities and 14 graduates in Management programs. On the basis of gender and Cast / ethnicity, the number graduates and their responses on different series of rating scale in bachelor in education are presented.

Out of 25 graduates bachelor in education ,10 graduates were male and 15 graduates were female .Out of 10 male graduates,2 graduates responded 'weak', 6 responded 'moderate' and 2 graduates responded 'excellent'. In the same way out of 15 female graduates 1 graduate responded 'weak', 12 graduates responded 'moderate' and 2 graduates responded 'excellent'. On the same program, on the basis of ethnicity, there was no one Dalit graduate'. Similarly 3 EDJ graduates responded 'weak' 7 responded 'moderate 'and 3 EDJ graduates responded 'excellent'. Out of the other remaining 12 graduates,2 responded 'weak', 7 graduates responded 'moderate' and there were 3 graduates who responded on 'excellent' rating scale in bachelor in education.

By the study of the above table and figure, it is explicitly depicted that the majority of the graduates responded 'moderate' i.e.56%. 20% graduates responded 'weak' and 24% responded excellent on the basis of gender.

## . Bachelor in Humanities

Program	Gender	Rating		
		0-2(weak)	3-4(moderate)	5(excellent)
Bachelor in Humanities	Male	2	5	1
	Female	-	-	-
	Total	2	5	1
	<b>Caste/Ethnic</b>			
	Dalit	-	-	-
	EDJ	1	2	-
	Others	1	4	-
Total		2	6	-

Figure 3c

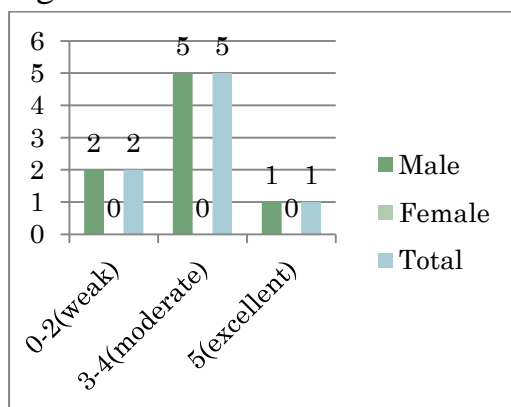
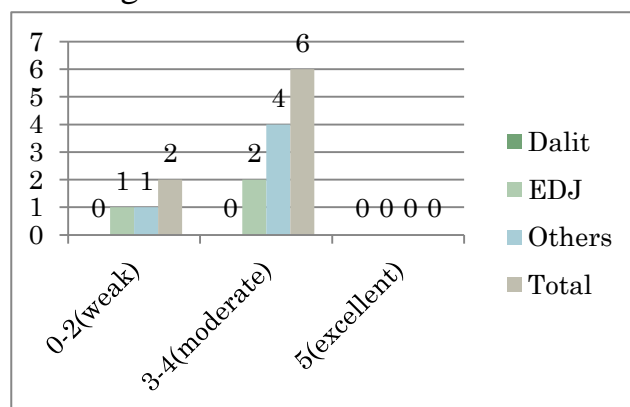


Figure 3d

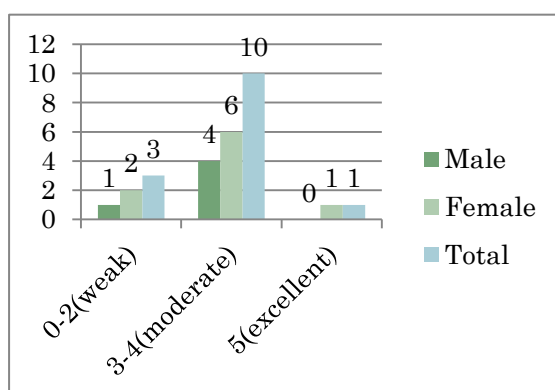


The above table and figure depict the graduates of bachelor in humanities. The graduates responded on different rating scales based on the above variable i.e. 'Programs Contribution to Graduates Professional Development.' The total graduates in Bachelor in humanities are 8 and all of them are male graduates. Out of them, 2 responded on 'weak' 5 responded 'moderate' and 1 graduate responded excellent. In the same way, on the basis of caste/ethnicity, there is no Dalit graduate, 3 are EDJ and 5 come under other category. Out of them, 1 EDJ and 1 other graduates responded 'weak', 2 EDJ and 4 others graduates responded 'moderate' but there were no graduates responded 'excellent' in the year 2020.

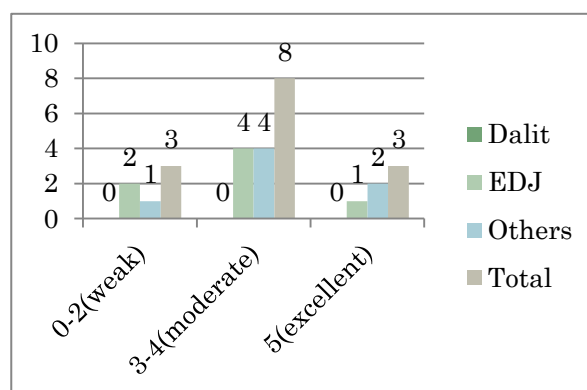
### Bachelor in Management

Program		Rating		
Bachelor in Management	<b>Gender</b>	0-2(weak)	3-4(moderate)	5(excellent)
	Male	1	4	-
	Female	2	6	1
	Total	3	10	1
	<b>Caste/Ethnic</b>			
	Dalit	-	-	-
	EDJ	2	4	1
	Others	1	4	2
	Total	3	8	3

**Figure 3e**



**Figure 3f**



The above table and figure depict that the number of graduates in Management is only 14 in number. Out of them 5 are male and 9 are female graduates. Among them, 1 male and 2 female graduates responded 'weak', 4 male and 6 female graduates responded on 'moderate' and only one female graduate responded 'excellent'. Similarly, on the basis of caste and ethnicity, there were no Dalit graduates. 1 other graduate and 2 EDJ graduates responded 'weak' 4 others and 4 EDJ responded 'moderate' and 2 others and 1 EDJ graduate responded 'excellent' in Bachelor in Management in 2020 AD.

**Table- 4 Program wise Comparison of Graduates in 2021 on distinct factors:**

The following table and figures explicitly illustrate that the program wise comparison of the graduates in 2021 on distinct factors. To measure the variables scientifically the rating scale digit offered by UGC in tracer study form is scaled down categorizing them into 3 as mentioned above.

Table No 4a

Program	Gender	Rating		
		0-2(weak)	3-4(moderate)	5(excellent)
Bachelor in Education	Male	2	6	1
	Female	4	10	5
	Total	6	16	6
	<b>Caste/Ethnic</b>			
	Dalit	-	1	-
	EDJ	2	11	3
	Others	1	8	2
	Total	3	20	5

Figure 4a (i)

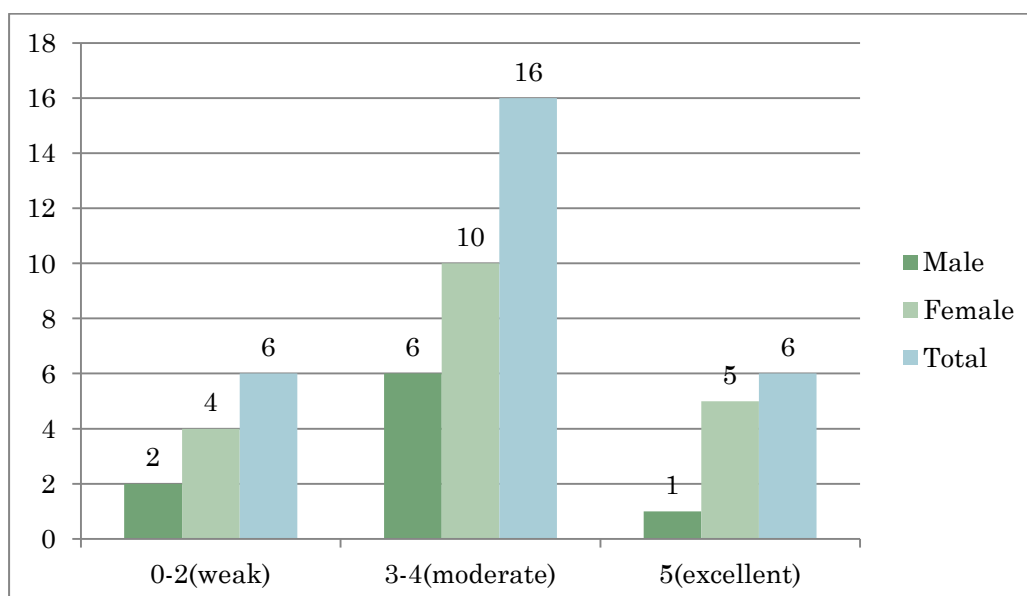
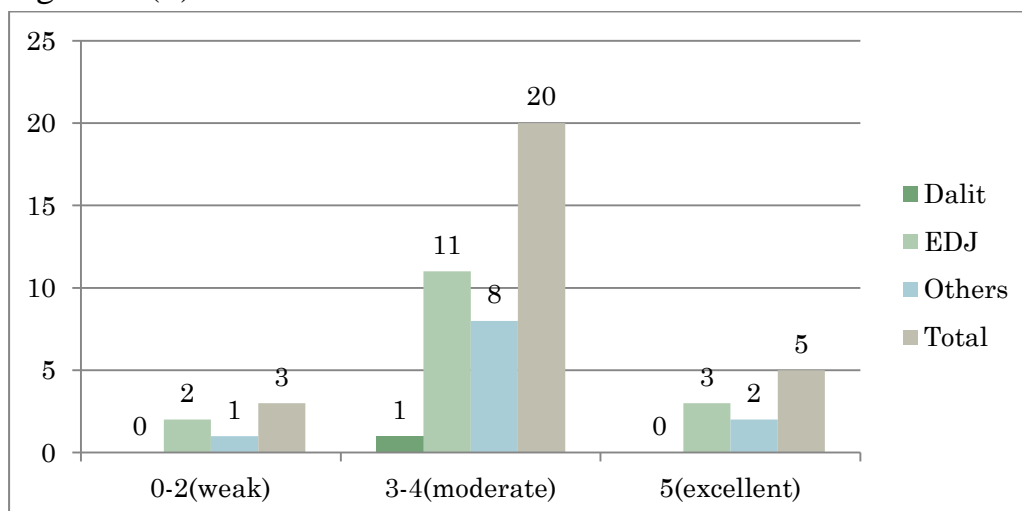


Figure 4a(ii)



The above table and figure depict the graduates of bachelor in education. The graduates responded on different rating scales based on the above variable i.e. 'Programs Contribution to Graduates Professional and personal Development'. Out of 28 graduates, 9 are male and 19 are female. Out of 9 male graduates, 2 graduates responded 'weak', 6 graduates responded 'moderate' and one responded 'excellent'. In the same way ,out of 19 female graduates, 4 graduates responded 'weak', 10 graduates responded 'moderate' and 5 responded 'excellent'. On the basis of ethnicity / cast, there is only one Dalit graduate who responded 'moderate'. Likewise, out of 16 EDJ graduates,2 responded 'weak',11 responded 'moderate' and 3 graduates responded 'excellent'. Except Dalit and EDJ graduates, there are 11 other graduates. Out of them, one responded 'weak', 8 responded 'moderate' and 2 responded 'excellent'.

By the explanation of above table and figure, it is concluded that out of 28 graduates in Bachelor in Education, 11% graduates responded 'weak', 72% graduates, responded 'moderate' which is the highest percentage out of 3 rating scale and 5 graduates i.e. 18% graduates responded 'excellent'.

Table 4b

Program	Gender	Rating		
		0-2(weak)	3-4(moderate)	5(excellent)
Bachelor in Humanities	Male	1	4	-
	Female	-	1	-
	Total	1	5	0
	<b>Caste/Ethnic</b>			
	Dalit	-	-	-
	EDJ	1	3	1
	Others	-	1	-
	Total	1	4	1

Figure 4b (i)

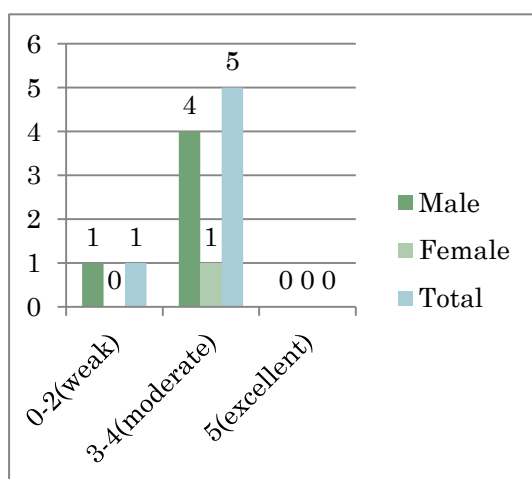


Figure 4b (ii)

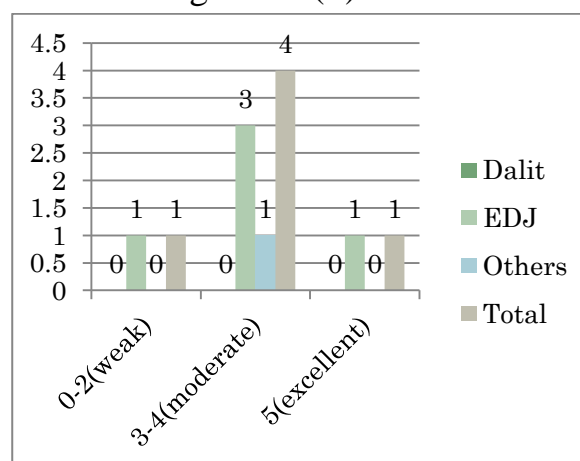


Table 4b and its figures show the response of the graduates who are in Bachelor in Humanities and Social Sciences. There are 6 graduates in total. Out of them, 5 are male and 1 is female. Among 5 male graduates, 1 i.e.17%% responded 'weak' and 5 i.e.84% responded 'moderate' and no one responded 'excellent'. Likewise, on the basis of caste and ethnicity, 5 belong to EDJ, and only one is 'others'. Among them, 1 EDJ graduate, responded 'weak' 3 responded 'moderate', and the remaining one responded on 'excellent.' The one who belongs to others category, responded on 'moderate.'

**Table 4c**

Program	Gender	Rating		
		0-2(weak)	3-4(moderate)	5(excellent)
Bachelor in Management	Male	2	3	1
	Female	1	4	1
	Total	3	7	2
	<b>Caste/Ethnic</b>			
	Dalit	-	1	-
	EDJ	1	2	1
	Others	2	4	1
	Total	3	7	2

Figure 4c (ii)

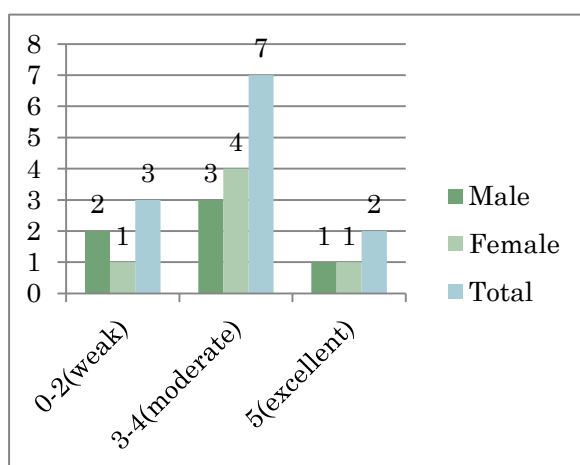


Figure 4c (i)

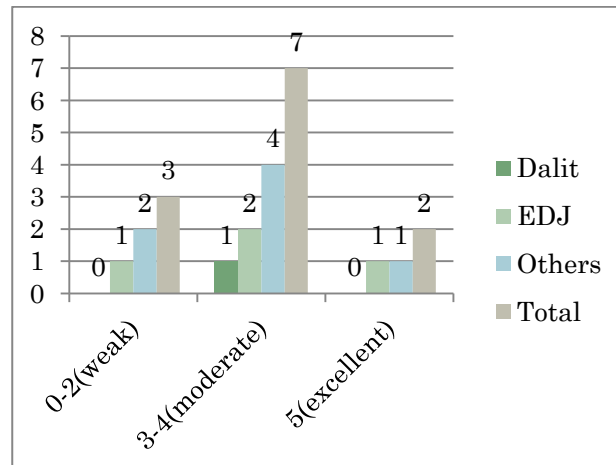


Table 4C and its figures reflect the response of the graduates who are in Bachelor in Management. There are 12 graduates in total. Among them, 6 are male and 6 are female. Out of 6 male graduates, 2 responded 'weak', 3 responded 'moderate' and 1 responded 'excellent'. In the same way, 1 female graduate responded 'weak', 4 of them responded 'moderate' and remaining one responded 'excellent' rating scale on the issue. Similarly on the basis of caste/ethnicity, there is one Dalit respondent who responded 'moderate', among the 4 EDJ graduates, 1 responded 'weak', 2 responded 'moderate' and remaining one responded 'excellent'. In the same way, the graduates who are under 'others' category are 7 in total in Bachelor in Management. Out of them, 2 graduates responded 'weak', 4 'moderate' and one responded 'excellent'.



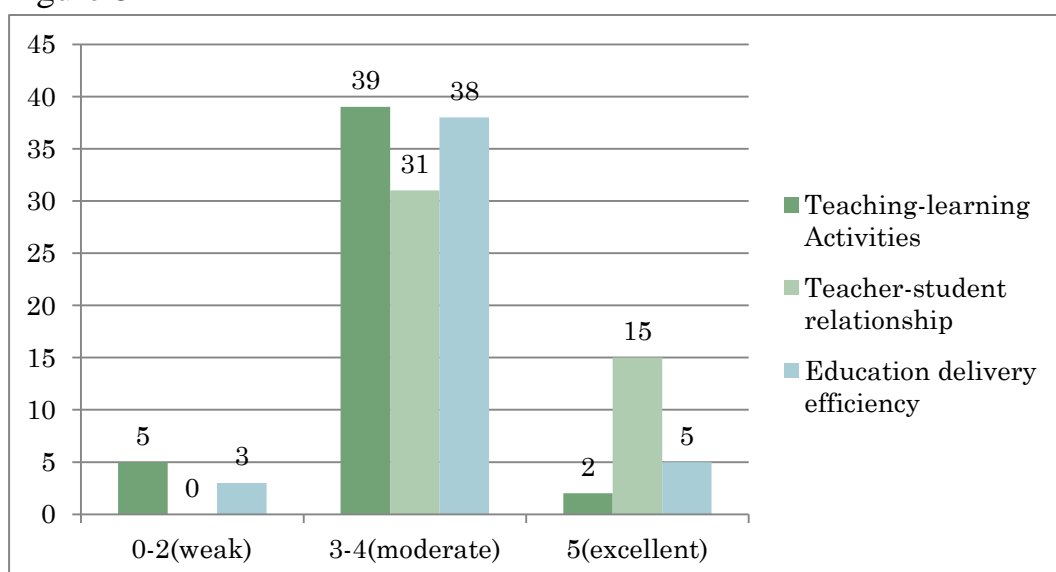
## 2.4. Issues Related to Teaching /Learning, Teacher/Student Relationship and Education Delivery Efficiency

We tried to find out the issues on teaching learning actives and teacher student relationship of campus. Though there are five options in the rating scale, we categorized into three i.e. weak, moderate and excellent. The following table reveals the status of teaching learning activities and teacher- students' relationship of the campus.

**Table 5: Teaching learning and teachers -students' relationship**

Issues	Rating		
	0-2(weak)	3-4(moderate)	5(excellent)
Teaching-learning Activities	5	39	2
Teacher-student relationship	-	31	15
Education delivery efficiency	3	38	5

**Figure-5**



The above table and figure show the issues on Teaching/ Learning, Teacher/ student relationship and Education delivery Efficiency. Out of 46 graduates, five respondents responded on 'weak', 39 graduates responded 'moderate' and 2 responded 'excellent' on teaching learning activities. In the same way, on the issue 'Teacher student relationship', no one responded 'weak', 31 graduates responded 'moderate' and 15 responded 'excellent'. Similarly, on the issue 'Education delivery efficiency', 3 responded 'weak', 38 responded 'moderate' and 5 respondents responded 'excellent.'

By the above table and figures it is explicitly shown that the graduates are seen fully satisfactory on these issues.

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

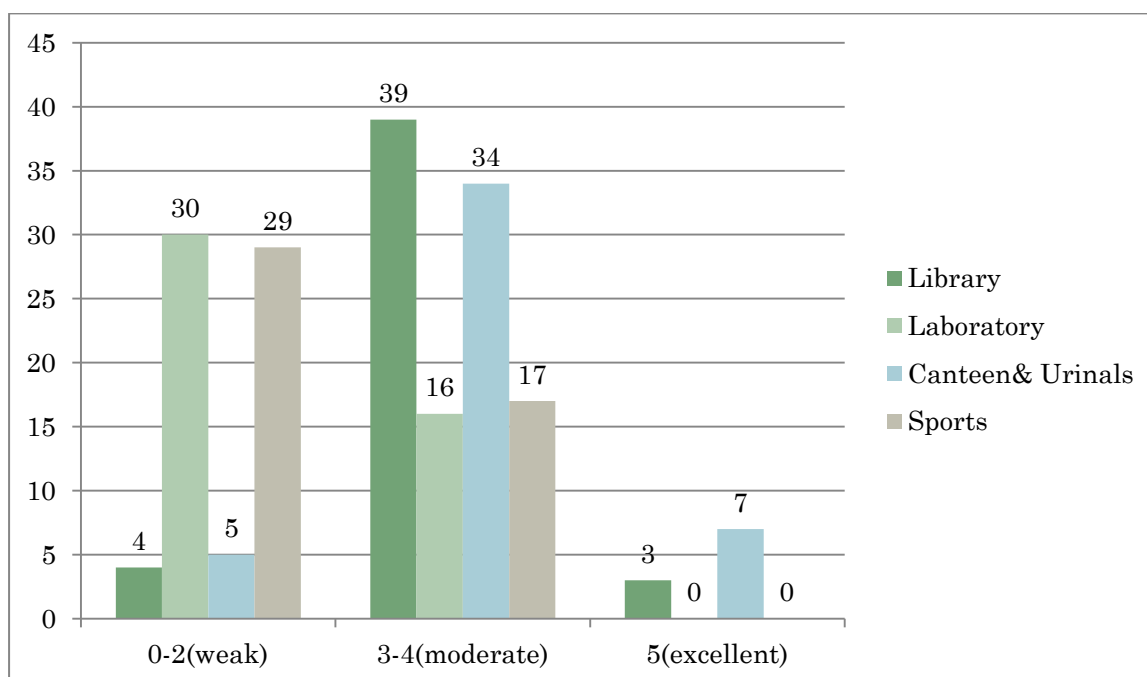
Issues related to the above mentioned areas in the campus are very poor facilities. Library is insufficient to meet the demand of the student in terms of the books stocked, but it has tried its best since it has tried to get QAA certificate from UGC. On one side of the library room, the books are stocked and the other half is separated for reading room. The two log books are kept to keep record of the students who read the books in their leisure time. The library is also open for teachers, guardians, and others who pay interests in reading during campus time. Students are also facilitated for borrowing the books at their homes during one academic year. LMC has a population lab and a computer for the faculty and students as well. Though, the playground is not spacious enough for outdoor games, LMC has a green garden which fascinates the new comers. Facilities of indoor games are also very minimal. A hostel with four rooms has been constructed but it cannot accommodate the number of students who are from remote areas. They are compelled to stay in rented rooms. A canteen is constructed which has tried its best to serve as per the demand of the students and faculties as well. This campus enabled to decorate the campus premises with beautiful garden where a number of flowers are planted. Though this campus has endeavored to address the basic facilities necessary for an academic institution are still far behind to meet the demand of the students and the faculties as well. Urinals facility is not sufficient enough to comfort the students. There is only one toilet

having 6 urinal chambers each for boys and girls. Response by the graduates as per the poor facilities provided by the campus is reflected in the following table and graph.

**Table 6: Issues related to facilities such as library, laboratory, canteen, sports facilities and urinals, etc.**

Issues	Rating		
	0-2(weak)	3-4(moderate)	5(excellent)
Library	4	39	3
Laboratory	30	16	-
Canteen & Urinals	5	34	7
Sports	29	17	-

**Figure-6**



The above table and figure depict that the graduates have responded different rating scale on various issues related to facilities such as library, laboratory, canteen, sports facilities and urinals. Irrespective of 0-5 rating scale assigned by UGC, we have categorized the rating scale

into three i. e. 0-2(weak), 3-4 (moderate), and 5 for 'excellent' for our convenience. On the issue of facility of library, 4 graduates i.e. 9% responded 'weak', 39 graduates i.e. 85% responded 'moderate' and 3 graduates i.e. 7% responded 'Excellent'. As regard to the view of graduates, LMC has proper library, it has constructed library in spacious room equipped with reading section containing course and reference books as well.

Regarding the issue related to laboratory, 30 graduates responded on 'weak' and 16 graduates responded on 'moderate' and no one respondent responded 'excellent'. By these responses it is revealed that the laboratory facility is very unsatisfactory.

Similarly on the issue of canteen and urinals, 5 graduates responded on 'weak', 34 graduates responded 'moderate' and 7 were on favor of 'excellent'.

The campus has a canteen which is in a new building. This is able to provide service as per the demand of the graduates. In the same way, the urinals are limited now but the campus has a plan to extend the number of urinals in the days to come. By the responses of graduates it is proved that on the issues of canteen and urinals, the graduates are satisfied.

In the same way, out of 46 graduates, 29 graduates i.e. 63% responded 'weak', 17 i.e.37% responded on 'moderate' but no one responded excellent on sports facilities. By these responses of the graduates, it is explicitly proved that only 37% graduates are satisfied on these issues for these issues, the campus has vowed to purchase avalanche sports equipments in the days to come.

## **CHAPTER 3: MAJOR FINDINGS**

### **3.1 3.1 Employment and further study status of the graduates**

On the above issue 'Employment and further study status of the graduates' from Lampantar Multiple Campus shows that only a few number i.e. 16 out of 46 graduates are employed and 7 graduates are pursuing further study. no one is self employed, one is employed in government office, 11 are employed in teaching and 5 are employed in a NGOs and cooperative orginations office. Out of 46 graduates, 22 graduates are unemployed. As we came to know, some of them are preparing for PSC examination. None of them are pursuing their further study. By the above mentioned status of the graduates, it is found that the craze of taking higher education is decreasing day by day due to unemployment. Irrespective of being unemployed, some of the Bachelor graduates have too much attention on the job of public service commission so, as informed by the graduates, 15 of them are preparing for the same.

Major findings of the tracer study are as follows;

- Access to the job of the graduates is not satisfactory.
- Some graduates have been applying for the vacant position but failed to be selected.
- Attraction to B.A. program is less.
- Most of the graduates want to be in teaching field.
- Students have shown the interest in civil service nowadays.
- Most of the graduates find unfair imposition of political power in the appointment of the teacher.
- The best qualification to access in job is the powerful access to the management committee.
- Approach of Dalit, is less EDJ and women in HEI in the campus is satisfactory.
- Gender disparity is high in the campus gender parity index in B.A. program is too weak.
- Most of the graduates are satisfied with their present job.
- Few of them are unsatisfied and want to change the profession.
- Students who are in self employment are almost none.
- Weak access of Dalit in job.

- Course fails to keep pace to the demand of time in term of offering skill to the implementation of modern teaching aids in teaching learning activities.
- Entrepreneurship of the student is poor shown by their involvement in self employment.
- Majority of the respondents emphasis on class regularity and continue assessment system to be ensured.
- Every academic and extracurricular activities of the campus should be run as per the operational calendar of TU.
- Another concern of the graduates reflected on their recommendation is prime focus on library management. Graduates strongly suggest for a well equipped library with large enough capacity.
- Book stock and issuance system is unsatisfactory.

This tracer study is the eighth endeavor of the campus. It has been taken as the asset of the campus because it will contribute to improve the education and administrative structure of the campus. It will be proved to be a strong support to enhance the performance of the campus.

Passed out graduates have given constructive suggestions. LMC is certain to improve in over all aspects if the suggestion and recommendation of the student is put into practice. The tracer will be helpful to the formation of policies and program necessary for the promotion and enhancement of the education quality of the campus.

A closer observation and analysis of the available data regarding the employment status and recommendation given by the respondents in response to the questionnaires advise:

- To provide scholarship in many titles so that most of the needy students could be addressed.
- To make administration of the campus effective and transparent.
- To recruit teacher fairly without any political interference.
- To ensure new sources of income
- To call the general meeting of campus Assembly annually.
- To implement audio visual system and other innovative techniques in teaching.

### **3.2 Issues related to the quality and relevance of program**

Based on the view expressed by the graduates covered in this study brings us to the conclusion that quality of the education offered by the campus is satisfactory. Majority of the graduates give 3-4 i.e. moderate rating point in the quality and relevance issue. It means quality and relevance of the programs offered by the campus is satisfactory but there are still lots of issues which the campus has to improve. In order to improve quality in education and make teaching learning activities more effective, the campus requires practicing latest pedagogical methods and teaching materials.

### **3.3 Program's contribution to graduates professional and personal development.**

The main aim of education is to develop professional and personal development. Without develop these values, education becomes merely impractical and unrewarded. Only a minority of the graduates who are in job and those continuing further study find the program they learned contribute a lot for their professional and personal skills. As we came to know and experience, some lapses can be seen in the programs student taught according to the view they expressed through the questionnaires provided to them. Every course promotes graduates' professional and personal development.

In the gender wise analysis of the recommendations and suggestions regarding the personal development enhanced by the program they completed, is obvious that graduates are satisfied by the improvement they made in their personality and professionalism at the completion of the program. Their degree is rewarding to widen knowledge and area of specification.

In caste/ ethnicity wise analyses also the majority of the graduates give moderate i.e. 3-4 rating scale. By this result, the fact suggests that campus should initiate to contribute much for the personal and professional development of the graduates in the days to come. Guidance counselor is required to be recruited in campus.

### **3.4 Issues related to teaching, learning, teacher-student relationship and education delivery efficiency**

The highest rating score is given to teacher student relationship of the campus. More than 95% graduates find sound relationship between student and teachers. It shows that academic environment of the campus is very suitable. Teaching method of the campus is found to be traditional by the majority of the graduates. In some extent, campus has attempted providing some faculties laptops. They have taught using projector. So it is obvious that campus has started addressing the advices given by the students. Campus should take immediate action to implement modern methods and materials extensively in teaching learning activities. As we are practicing traditional methods and teaching aids in teaching learning process, education delivery efficiency is unlikely to satisfy large number of student.

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

The facilities of library, canteen and urinals are considerable to fulfill the need of the student but the facilities of laboratory and sports are far behind to fulfill their need. So that it is urgency of the campus to manage them as soon as possible in order to attract the student to the campus.

## **4. IMPLICATION TO INSTITUTIONAL REFORM**

The tracer study is conducted to find the current status of the campus graduates weather they have found job or engaged in self employment or employed in lower level or jobless. It is very challenging to raise the employment rate to the Higher Education Institution. And on the other hand it is equally important to conduct the tracer of the student to show the real position to the institution in the academic field. The more job access to the graduates, the more quality in education of the institution supposed to become. So the tracer study is valuable to increase the enrolment rate of the institution. Based on the views expressed by the students through the questionnaires provided those lots of students suggest to keep the college unaffected by the unfair interference of politics regarding the appointment of the teaching staff and non teaching staff and in the issue of scholarship distribution.



## **5.0 Conclusion and Recommendations**

Tracer study is crucial for understanding the relevance and quality of college program. For this reason, Lampantar Multiple Campus CMC decided to conduct tracer study to keep up to date data about the current status of our graduated student and to fulfill the requirement of the UGC to receive performance grant. A team has formed to conduct the study in time under the coordination of Tara Nath Koirala. Responsibility is distributed among the teachers. Tracer of the study is found as important as giving quality education. Because tracer measures the standard of education we provide in higher level.

Higher education plays a vital role in the production of human resource. Necessary skilled manpower for the nation is output from the higher education sector. For this LMC felt it as a major concern.

For the study LMC endeavored to cover all the graduates of 2021batch. In course of data collection, mostly primary source and observation, interview, questionnaire method was used. We conducted interview and took advices of the parents in case of the absence of the student. LMC has taken tracer study as chance to collect suggestion from the stakeholders for the further improvement of the institution.

The tracer study report may yield some positive result to the campus. It is hoped that it will help us to improve our academic quality. In future the lesson learned from the study may help us to correct our weakness regarding teaching and administrative efficiency, student teacher relation as recommended by the graduates. The institution has been publishing its prospectus and journal time and again. The study will provide some useful information and materials to the publication of the campus in the days to come. On top of that the tracer study is expected to pave the way toward success of the institution.

Detail study of the suggestions and recommendations provided by the graduates clearly exposed the urgency of latest modern techniques of teaching in the campus to ensure quality and competency of the campus. Record keeping system of the campus though it has attempted, has been weak and out of date so, it has attempted to go in access of computerized system for the purpose.

As most of the student suggest, library facility should be extended. Library is advised to develop as a learning centre. Implementation of

modern means of teaching learning materials and methods are creation to bring improvement in effectiveness of teaching and understanding of the students too. The study showed very poor and accessibility in job. LMC should make a new strategy to enhance job access of the graduate through quality education and effective counseling as well.

Though the campus has been running B.A. program, its current situation is seen pessimistic in the context of LMC. Students should be motivated on B.A program. The program is more effective for the overall development of the students. It also helps to improve the students' capability to the civil service and NGO sectors. Campus should take serious consideration to provide better environment to conduct research. Scholarship is another parameter to measure the service of the campus to the EDJ, Dalit and women.

From the conclusion drawn by the tracer study report, LMC need to launch new programs having ample scope in global market such as agronomy, veterinary science, ICT etc... Another thing that the campus needs to do is to motivate student on non –credit courses such as: in PSC and TSC preparation. Campus needs to enrich proper counseling desk to encourage and inform student about the opportunity available in the market.

## APPENDIXES

### Information related to Graduate Profiles of the year 2021 AD.

Please fill the following table listing all the graduates whose graduate profile have been maintained and submitted in electronic version in the format as per the Annex 4 B. The name list should be program wise sorted in alphabetical ascending order and according profiles of the graduates arranged in the electronic copy.

S.N	Graduates Name	Program
1.	Anita Sapkota	B.Ed.
2.	Barsha Sidali	B.Ed.
3.	Bhuban Kumari Phuyal	B.Ed.
4.	Bimal Pokhrel	B.Ed.
5.	Chet Bahadur Ramauli	B.Ed.
6.	Ful Maya Giri	B.Ed.
7.	Jamuna Thapa Magar	B.Ed.
8.	Jasmi Ramauli	B.Ed.
9.	Kabita Nepali	B.Ed.
10.	Kalpana Thapa	B.Ed.
11.	Kendra Kumari Gautam	B.Ed.
12.	Khuman Ale Magar	B.Ed.
13.	Maiya Magar	B.Ed.
14.	Muna Shrestha	B.Ed.
15.	Parbati Maya Shrestha	B.Ed.
16.	Ram Bahadur Shrestha	B.Ed.
17.	Ram Bahadur Sidali	B.Ed.
18.	Ram Prasad Gautam	B.Ed.
19.	Rama Ale Magar	B.Ed.
20.	Rit Lal Shrestha	B.Ed.
21.	Rubina Ramauli	B.Ed.
22.	Sana Maya Muktan	B.Ed.
23.	Sheshraj Gautam	B.Ed.
24.	Sneha Ghimire	B.Ed.
25.	Shushila Gautam	B.Ed.

26.	Susmita Kyapchhaki	B.Ed.
27.	Tulsi Ram Adhikari	B.Ed.
28.	Yuba Kumari Adhikari	B.Ed.
29.	Buddhi Bahadur Bhujel	B.B.S.
30.	Januka Tamang	B.B.S.
31.	Mohan Magrati Sarki	B.B.S.
32.	Nakul Khatri	B.B.S.
33.	Padam Bahadur Tamang	B.B.S.
34.	Rupesh Dulal	B.B.S.
35.	Sabin Babu Bhattarai	B.B.S.
36.	Sabitra Dahal	B.B.S.
37.	Salma Karki	B.B.S.
38.	Sushila Adhikari	B.B.S.
39.	Sushila Shrestha	B.B.S.
40.	Usha Gautam	B.B.S.
41.	Anu Pulami Magar	B.A.
42.	Bibek Ale Magar	B.A.
43.	Dhan Bahadur Tamang	B.A.
44.	Dor Bahadur Thapa	B.A.
45.	Khagendra Pulami	B.A.
46.	Santosh Dahal	B.A.