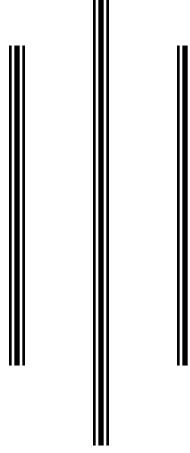




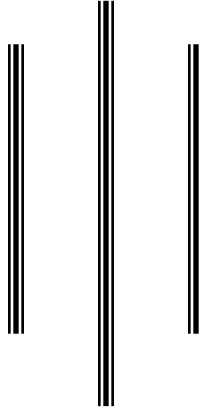
# Tracer Study Report of Graduate Batch 2024



Submitted to:

University Grant Commission

Sanothimi Bhaktapur



Submitted By:

Tracer Study Management Team

**CHAUTARA MULTIPLE CAMPUS**

Chautara-Sangachokgadhi Municipality-5

Sindhupalchok



# Tracer Study of Graduate Students of 2024

**Chautara Multiple Campus**

**Chautara, Sindhupalchok 2058**

Baisakh 28, 2082 (May 11, 2025)



## **Acknowledgement**

It is our immense pleasure to bring out the report on the tracer study of passed out students of Chautara Multiple Campus as its series. This report includes the detailed status of graduate batch-2023 of the campus, who are involving in different sectors. We strongly believe that the findings of the report will be very useful for the planners, policy makers, researchers, students, and many other interested parties as a preliminary source to be used for their own varied purposes and interests. In the meantime, we would like to express our profound gratitude to the University Grant Commission for providing us with this opportunity.

We would also like to extend our sincere acknowledgement to Er. Gambhir Lal Shrestha, the Chairperson of the Campus Management Committee and Mr. Nagendra Prasad Dangal, the Campus Chief of Chautara Multiple Campus. Similarly, we would like to express our sincere gratitude to all the informants/students who really helped us by providing the real and valid information.

**Tracer Study Management Team**

Chautara Multiple Campus

Chautara, Sindhupalchok



## EXECUTIVE SUMMARY

The present report is a tracer study conducted by the Tracer Study Management Team of Chautara Multiple Campus, which has investigated the status of the 2023 graduate batch. Besides, the report also provides a comprehensive overview of the graduates' involvement in various sectors, indicating whether the campus has been able to produce the manpower needed in the society and the nation. Moreover, the study is based on primary data collected through questionnaires, and the findings are analyzed and presented in charts.

The report shows that 61 students in total graduated from the campus in 2023, and the study reveals that the graduates are involved in teaching, social mobilization, journalism, office assistance, business, and further studies. The report concludes that the graduates are actively pursuing their interests and have contributed as the qualified manpower to the society. Similarly, the present tracer study report provides useful feedback to the institution regarding its academic and administrative performance, which can be used to bring necessary changes in the future. Therefore, this report is an essential tool for the campus to evaluate its success in achieving its academic targets and producing competent graduates who can contribute to the development of society.

The present report is a tracer study of 2023 batch of Chautara Multiple Campus, carried out by the Tracer Study Management Team. This report includes the detailed status of graduate batch-2023 of the campus, who are working in different sectors. This report gives a glimpse on what the campus alumni are doing and whether the campus has been able to produce the manpower required in the society and the nation.

The only and major aim of tracer study of the campus alumni is to discover their present status and performance in their related field. However, this kind of study has a direct relationship with how successful the campus is in its academic targets. This kind of study provides useful feedback to the related institution on its performance as to bring necessary changes in its academic as well as administrative and other related areas. This report is based on the primary data collection procedure through questionnaires. The collected data are described, analyzed and presented on charts. Based on the analysis of the collected data, the findings are drawn.

According to the study, a total of 61 students graduated from college in 2023. Of the 61 graduates, 18 are in teaching sector which is about 29.50 % and 1.64 % are working in Nepal Police and Nepal Army to each sector with the equal percentage. Moreover, the graduates working in the organizational field are 3, which is 4.92 in percentage. Moving further, graduates working in the NGOs are just 3 which are again 4.92%. Similarly, graduates who are working in the government and private job sectors are 2 (3.28%) and 6



(9.83%) respectively. Besides, there are zero graduates who have gone for further study. Lastly, 44.26% of graduates are currently unemployed.

This means the students who passed out from this campus are concerned about their future and involving as per their interests. In relation with this, we can assure that the campus has produced qualified, skillful and required manpower to the need and demand of the society. Finally, the study is concluded along with some suggestions and recommendations to the institution for improving its academic excellence and other aspects.



## ABBREVIATIONS

CMC- Chautara Multiple Campus

CMC- Campus Management Committee

EDJ- Educationally Disadvantaged Janajati

HEI- Higher Educational Institution

HERP- Higher Education Reform Project

MoU - Memorandum of Understanding

NEHEP- Nurturing Excellence in Higher Education Program

RMC- Research Management Cell

UGC - University Grants Commission



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## 1. Introduction

Chautara Multiple Campus (CMC) established on 8th Bhadra, 2058 B.S. is a leading community campus in Sindhupalchok district. CMC came into existence through collective endeavors of distinguished academicians, social workers, political figures and responsible public from the community. Furthermore, fostered by dedicated and experienced lecturers, different local authorities such as the District Development Committee, Village Development Committee, and efficient working staffs, the campus cultivates values like compassion, selflessness, dedication, love for fellowmen, and, above all, a thirst for wisdom and knowledge in students, preparing them for the challenges of today's competitive marketplace.

Initially, the campus had taken initiation with 30 students and 3 lecturers to spread the light of education from Krishna Ratna Ganga Higher Secondary School with its three separate rooms on the chairpersonship of Krishna Raj Shrestha. In a similar vein, the college started its first batch in 2058 with the Bachelor of Education (B.Ed.) study program, which was accredited by Tribhuvan University. The campus further expanded its horizon, incorporating different disciplines and faculties in different spheres of time. In this regard, the campus started its BBS program in 2063, B.Sc. in 2069 and recently has started its M.Ed. program in 2075 specializing on the subjects Nepali and English. Currently, there are three faculties including Faculty of Education, Faculty of Management and Institute of Science and Technology. The campus has three departments and offers six programs. There are 21 faculty teachers and 4 non-teaching staff who are feeding the higher education to 265 students. The campus has been the center for higher education in Sindhupalchok district and has spread over 15 ropanees and it has total 32-4-3-3 ropanees in its ownership.

Apart from this, the campus has its own legislative body which consists of life members, donors, and members from different fields of the society such as social workers, statesmen, administrators, professionals, businessmen, representatives from different communal groups and municipality and District Coordination Committee. It has a managing committee as an executive body formed by campus assembly. Managing



committee is solely authorized to implement policies and programs formulated by campus assembly in the interest of campus and society.

The campus has its own legislation approved by the campus assembly. All the internal bodies of the campus are formed in accordance with the provision made by the campus law. The campus legislation has clearly defined job, responsibility, and right of different internal bodies, portfolio members and working units. Under the provision of campus legislation, Academic and Administrative bylaws and Economic Administration by laws have been formulated and enforced by the campus assembly. All academic, administrative and financial activities of the campus are governed and regulated by the campus legislation and bylaws formulated under it.

Thus, the campus legislation is the main charter that states, defines and regulates different provisions, rules and regulations in a scientific way to achieve the prime goals and objectives of the campus in terms of catering up-to-date qualitative education for all. Since its establishment up to the present time, the campus has been providing quality education to the students. The University Grants Commission (UGC) has launched the Quality Assurance and Accreditation (QAA) program with the aim of improving the quality of higher education in Nepal. CMC has also already decided to participate in QAA process to serve the following purposes:

- To assure students and public with high quality education so that the number of students will increase in classes.
- To develop campus as an independent institution academically as well as financially.
- To be a leading institution in the nation providing high quality education and develop as a university in future.
- To identify weaknesses, drawbacks and areas of improvement in the process of catering qualitative higher education.

This present tracer study report is of students of Chautara Multiple Campus. This brief report analyzes the passed-out students in terms of their current employment status in the marketplace.



## **1.1 Background**

The Graduate Tracer program is a comprehensive initiative aimed at tracking and monitoring the career progress and professional outcomes of graduates from educational institutions. In this regard, University Grant Commission (UGC) has been providing necessary and relevant funds to support this program to various campuses and Chautara Multiple Campus is also involved in this program for many years in the past. In addition to this, the commission has closely been guiding, mentoring and evaluating the effectiveness of the program. Moreover, the Tracer Study Report program is primarily destined to measure the relevancy and outcomes of ongoing syllabus in the production of skillful manpower as required to the society and country. For this, the program walks through varied procedures like collecting, analyzing, and utilizing data to provide valuable insights into the effectiveness of educational programs and to support evidence-based decision-making for educational institutions, policymakers, and students. This rationale outlines the key reasons for implementing the Graduate Tracer program and highlights its potential benefits.

## **1.2 Significance and Importance of the study**

Regarding the significance of the present tracer study report, it has been a great help for our administration at Chautara Multiple Campus. We have been tremendously privileged with the information of our students in terms of their status even after the completion of undergraduate and graduate degrees from the campus, respectively. Therefore, the present study possesses an important existence to learn about the graduate students' details and descriptions.

### **1.2.1 Assessing Effectiveness of Program:**

One of the primary objectives of the Graduate Tracer program is to evaluate the effectiveness of educational programs offered by educational institutions. By tracking the career paths and achievements of graduates, the program can measure the correlation between educational experiences and subsequent employment outcomes. This data can be used to identify strengths and weaknesses in curriculum design, teaching methodologies,



and career support services, leading to targeted improvements that enhance the quality and relevance of education.

### **1.2.2 Aligning Education with Labor Market Needs:**

In today's rapidly evolving job market, it is crucial for educational institutions to align their programs with the changing demands of employers. By monitoring the career trajectories of graduates, the Graduate Tracer program can identify emerging trends, skills gaps, and industry-specific requirements. This information can guide curriculum development, ensuring that educational programs equip students with the skills and knowledge necessary to meet the demands of the job market.

### **1.2.3. Informing Student Decision-making:**

For prospective students, making informed decisions about their education and career paths is essential. The Graduate Tracer program can provide valuable information about the employment outcomes and earnings potential associated with different educational programs, majors, or concentrations. By having access to such data, students can make more informed decisions about their academic choices, increasing the likelihood of selecting programs that align with their interests, skills, and long-term career goals.

### **1.2.4. Enhancing Institutional Accountability:**

Educational institutions have a responsibility to provide high-quality education and prepare students for successful careers. The Graduate Tracer program promotes institutional accountability by providing measurable outcomes that can be used to evaluate the effectiveness of institutions in achieving their educational objectives. The program encourages transparency and fosters a culture of continuous improvement within educational institutions, as they strive to meet the evolving needs of students and employers.

### **1.2.5. Supporting Policymaking and Funding Allocation:**

Governments and policymakers play a vital role in shaping education policies and allocating resources. The Graduate Tracer program generates valuable data that can inform policymaking decisions, such as the allocation of funding, program accreditation,



and regulatory frameworks. By providing evidence-based insights into the impact of educational programs, policymakers can make more informed decisions to ensure the efficient use of resources and overall improvement of the education system.

### **1.3 Objectives of the study:**

The present report is carried out to meet the following objectives:

1. To determine the employment rate and further educational status of graduates.
2. To assess the quality and relevance of the program.
3. To access the contribution of program to graduates' Professional and Personal Development.
4. To improve educational delivery effectiveness
5. To identify issues related to Co-curricular and extra-curricular supporting facilities

### **1.4 Provision of Study Group**

Regarding the institutional arrangements to conduct this tracer study, the IQAC in the campus has formed a Tracer Administrating Team for its overall exploration and detailed data findings. For this, the same IQAC has formulated a group of three members under the facilitation of Mr. Nagendra Prasad Dangal along with the members Mr. Kamal Paudel and Mr. Krishna Gopal Shrestha. Furthermore, the sub-committee of tracer study under IQAC is provided with travelling and daily allowance to accomplish the task on time for making the tracing of graduates more effective. In addition to this, the Assistant Campus Chief, Mr. Rajendra Kumar Shrestha has also been appointed as co-coordinating person by Chautara Multiple Campus to help the Tracer Administering Team in their time of difficulties or necessities to solve possible issues and further support in tracer study report. Moving forward, the task team planned to conduct the study by the end Baisakh, 2082.

### **1.5 Method of Tracer Study**

In respect to the method of preparing present tracer study report, the tracer administering team followed the survey study method through questionnaires of both offline and online



modes. Apart from this, the team also inquired all the respective graduate students with necessary questions to verify their shared details and information. In addition to this, the team also collected required documents from those students that would help us to get claims for funds to the UGC Nepal authentically. In this way, the tracer administering team followed and collected all the details and information that were mandatory in preparing this report in the present form.

## **1.6 Graduate Year**

This report is based on the study of the graduates of 2080 (2023) batch of Chautara Multiple Campus. The study size consists of 61 students who passed the Board Examination conducted by Tribhuvan University of 2023 and completed the bachelor's and master's level from education and management faculties from the campus.

## **1.7 Data Collection Method**

The Campus Initially identified areas where graduates are currently involved through phone contact, social media profiles and even through their relatives and friends after that tracer management team reached them. Further, the graduates were requested to fill out the questionnaire provided by UGC to collect relevant information about them.

The tracer management committee's members personally met all the graduates and requested them to provide proof of their current engagement. The graduates were further encouraged to share their opinions regarding educational quality of Chautara Multiple Campus and how to further improve the quality of education. After collecting all the relevant data from the graduates, the data were analyzed with the help of excel and presented in this report.

## **1.7 Scope and Limitations of the Study**

The Scope and limitations of the study are as follows:

- The scope of this study is limited to the graduate batch of 2023 AD of Chautara Multiple Campus only.
- This study is limited to survey approach of collecting the data.

- This study is confined to questionnaire and interview as the data collection tools.
- The data were analyzed using simple descriptive statistical tools using excel.

## 2. Data Presentation and Analysis

Regarding data presentation and analysis, the following section includes the details of the above topic.

### 2.1 Employment and further study status of the graduates

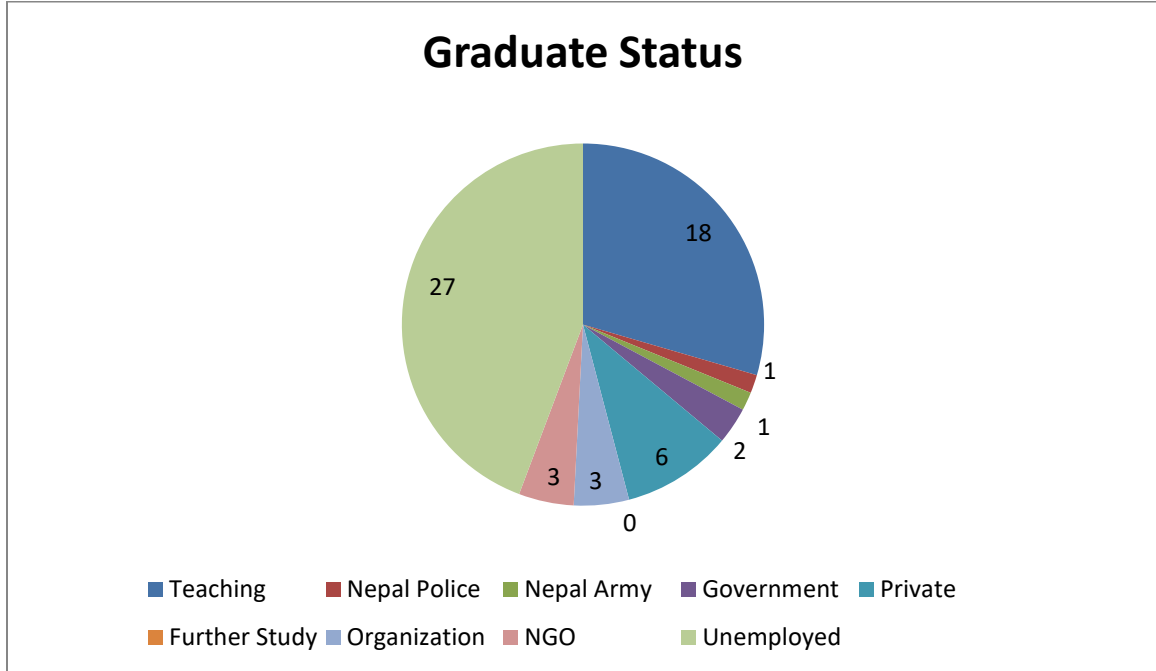
The tracer task team visited the respondents. The responses of the students show that all the graduate students are currently employed in different professions. This shows that graduates are academically sound and skilled at job. Here, the employment status of the students is analyzed in terms of first employment and current details.

**Table 2.1 The Employment and further study status**

SN.	Post	Total No.	Percentage
I.	Teaching		29.50%
II.	Nepal Police		1.64%
III.	Nepal Army		1.64%
IV.	Government		3.28%
V.	Private		9.83%
VI.	Further Study		0%
VII.	Organization		4.92%
VIII.	NGO		4.92%
IX.	Unemployed		44.26%

The data presented above is depicted in the pie chart below:

**Figure No. 2.1**



The data mentioned above reveal employment and further study status of the graduates. According to the table, there are all together 61 graduates who are involved in different sectors of profession. 18 (29.50%) graduates are involved in teaching, 1(1.64%) graduates are working in Nepal Police and Nepal Army having the same numbers, 3(4.92%) of graduates are working in organization, 3 (4.92%) of graduate is working in NGOs, 6 (9.83%) graduates are working in private sector, 2 (3.28%) of graduates is working the government sector's job. There are 0% of graduates who have gone abroad for further study. Finally, 27 (44.26%) of graduate numbers are unemployed as per our latest tracer study report of 2023 AD.

In summary, the data suggests a relatively significant number of graduates involved in teaching and private sector related jobs such as computer operators and national security personnel, etc. There are zero percent of graduates pursuing further studies, while a portion remains unemployed.

### **2.2 Issues Related to the quality and relevance of programs**

The programs' relevance and quality appear to be mixed or moderate, according to the results. In relation to the data, 55.73 % of recent graduates are working in a variety of fields, with the bulk of them in teaching profession. However, 44.26 % of graduates are unemployed, and the campus is always aiming to reduce this statistic to zero in the procedure. In particular, the relevance of the B.Ed. program seemed superior to that of

the BBS because 68.85 percent of its graduates are working in fields that are relevant to them.

### 2.3 Programs' contribution to graduates' professional development: (By gender/ethnicity/caste)

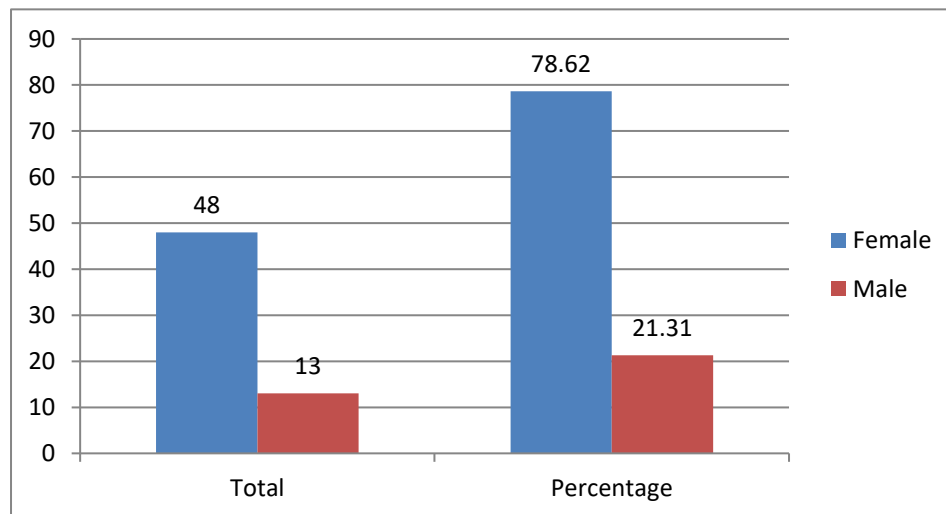
The following table shows the graduates' contribution in accordance with the gender, ethnicity, caste etc.

**Table No. 2.2**

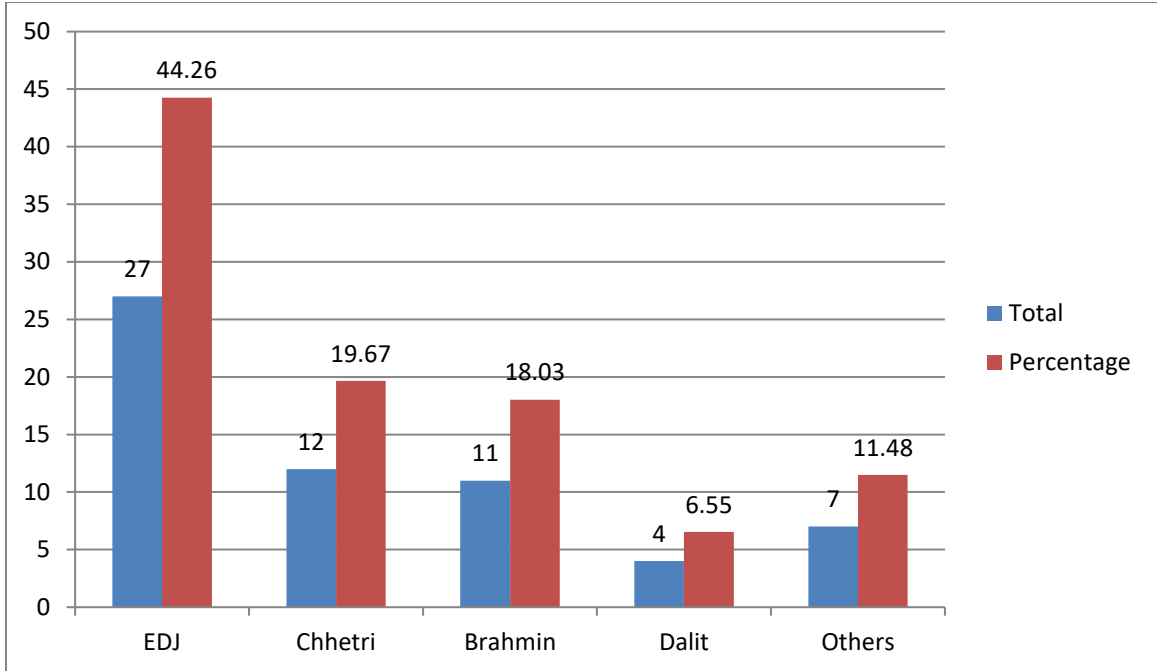
Category	Total (61)	Percentage
Gender	48 Female	78.62%
	13 Male	21.31%
Ethnicity	27 EDJ	44.26%
	12 Chhetri	19.67%
	11 Brahmin	18.03%
	4 Dalit	6.55%
	7 Others	11.48%

Table No. 2.2 shows that there is a total of 61 graduates, 48 of whom are female and 13 males. Similarly, out of 61 graduates, 27 are from the EDJ ethnic group, 12 are from a Chhetri background, and 11 are Brahmin. Additionally, 4 of the graduates came from the Dalit community, while the remaining 7 were from other diverse ethnic groups.

**Gender wise data are presented in the bar graph below:**

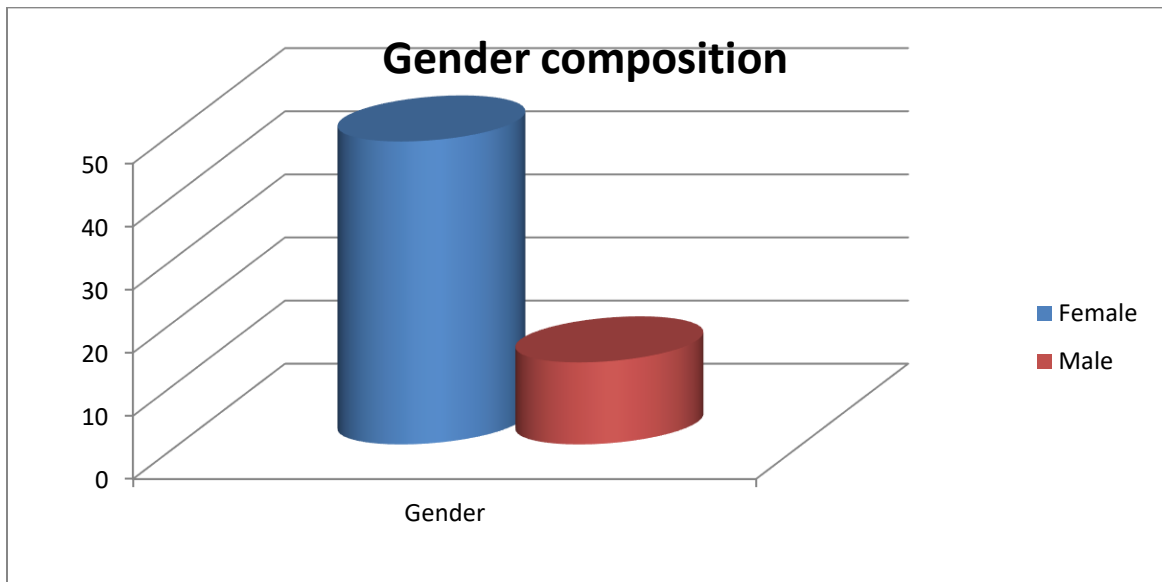


**Ethnicity wise data are presented in the bar graph below:**



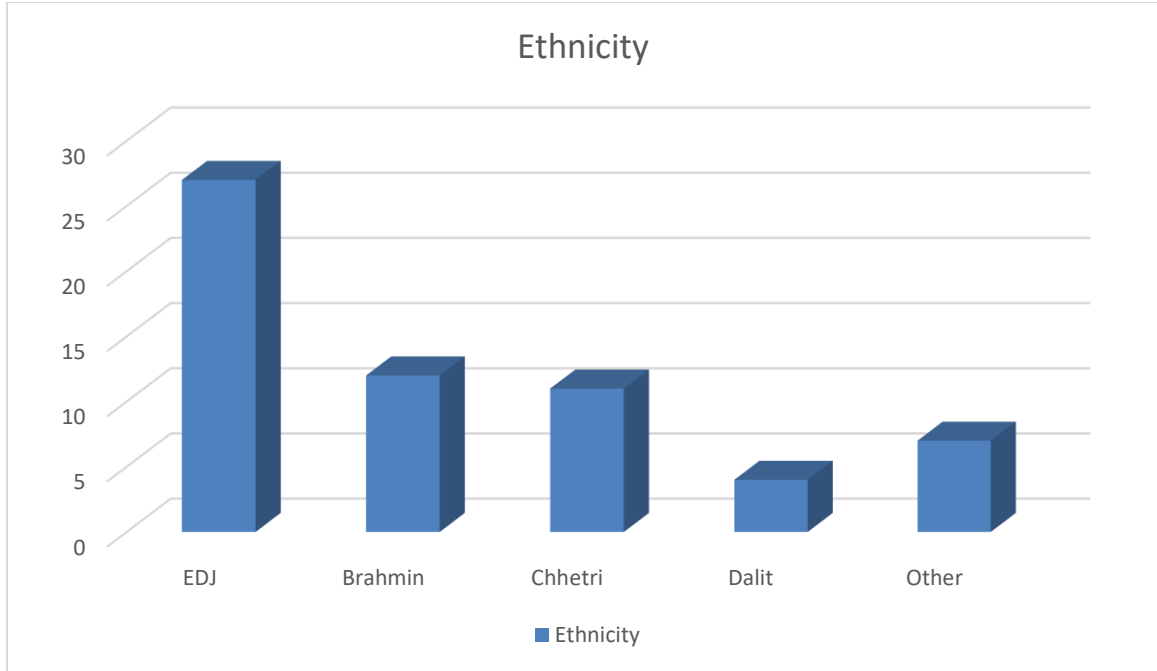
**Figure No. 2.2**

This figure shows Gender composition of graduate students:



**Figure 2.3**

This figure describes the Ethnicity composition of graduate students.



### 2.3.1 The number of graduates from BBS:

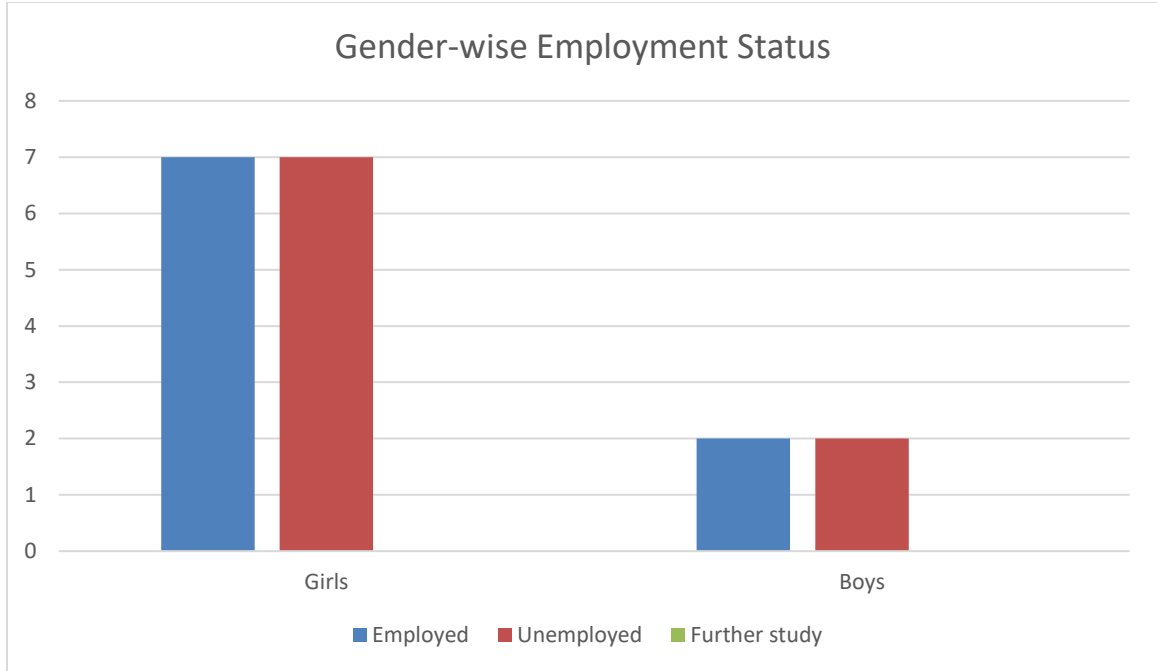
**Table No. 2.3**

Total No. of graduates	Girls	Boys	Employed		Unemployed		Further study	
			Girls	Boys	Girls	Boys	Girls	Boys
14	11	3					0	0

The number of graduates from the management stream is shown in the table above. 14 of the 18 graduate students are female, while the other 4 are male and work in various professions. To put it another way, 77.77% of the girls are employed in different fields, while 0 % are on the way to further their education abroad. On the other hand, 4 of the 18 graduate students are male. Among them, 11.11% graduates from male category are employed, while 0 % graduate male students have gone for their further study.

The above status is shown in bar chart as follows:

**Figure No. 2.4**



The data in the bar chart above shows that many graduates were females. 50 percent of graduate females are employed, while another 50 percent are unemployed. In contrast, the gender employment status of the boys appears to be worse because there were already a small number of male graduates and they, too, were employed after the completion of under graduation.

### 2.3.2 The number of graduates from B. Ed:

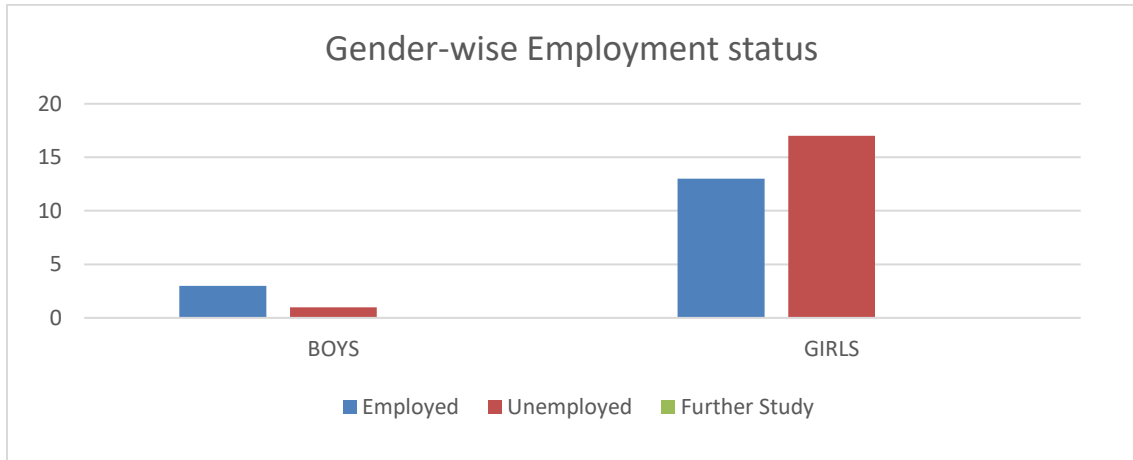
Table No. 2.4

Total no of graduates	Girls	Boys	Employed		Unemployed		Further study	
			Girls	Boys	Girls	Boys	Girls	Boys
32	28	4						

The above table transparently reveals 34 students have graduated in the education stream. The girls' passed out rate is really applauding. It depicts, all together 30 girls have graduated while the number of boys is just 4. The report here also hints 11.76 % of the total graduates are contained by the boys. In nutshell, the enrollment of girls and their dedication to their study on this campus is overwhelming while boys' status is comparatively lower.

The above-mentioned data are presented in the bar diagram as follows:

**Figure No. 2.5**



Regarding the gender-wise employment status of graduates of education stream, the above bar diagram exhibits that 43.33 % of girls are employed and 56.67% of them are unemployed. On the other hand, the employment status of boys is worse than the girls. To make it clearer, the number of male graduates was fewer than girls, at the first place. Because of which the gender-wise employment status of boys also seemed affected.

### 2.3.3 The Pass out numbers of graduates from B. Sc.:

**Table No. 2.5**

Total No of Graduates	Girls	Boys	Employed	
			Girls	Boys
0	0	0	0	0

The above-mentioned table displays the number of science graduates. According to the statistics, there is only one boy who graduated from this faculty and is employed in the locality's teaching service. With this, it is known that no other girl has graduated in this field. Despite the broad extent and importance of this genre, there is a very low student enrollment in this dimension. The key reason for this could be the faculty's reputation for being the most difficult.



### 2.3.4 The Pass-out Numbers of Graduates from Master of Education:

**Table No. 2.6**

Total No of Graduates	Girls	Boys	Employed	
			Girls	Boys
9	3	6	3	6

The above-mentioned table displays the number of master's graduates. According to the statistics, there are 8 graduates from the education faculty, majoring in English and Nepali at the master's level who graduated from this faculty and are employed as the permanent government teachers at school-level, while 1 of the 8 graduates also serves in the separate government office of forestry in Chautara, Sindhupalchok.

In addition to the above, all the master's graduates who have completed their respective courses from the campus have accomplished their graduation in 2022. More specifically, these 8 graduates of master's level started their study in the campus in 2020 and ended their study in 2022. However, when they got their transcripts from Balkhu, it was issued the pass year of 2024. Therefore, regarding this matter, we would like to very clearly clarify that the passing of these students has been 2024, which we believed it to be 2023. Honestly, we are unknown about this system of Balkhu. However, one of the reasons we think is that our students applied for transcript lately. Could this be a reason for getting 2024 year's passes date on the transcript? Besides, the campus itself applied for our master's graduates overall from the side of the campus upon the requests of them.

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

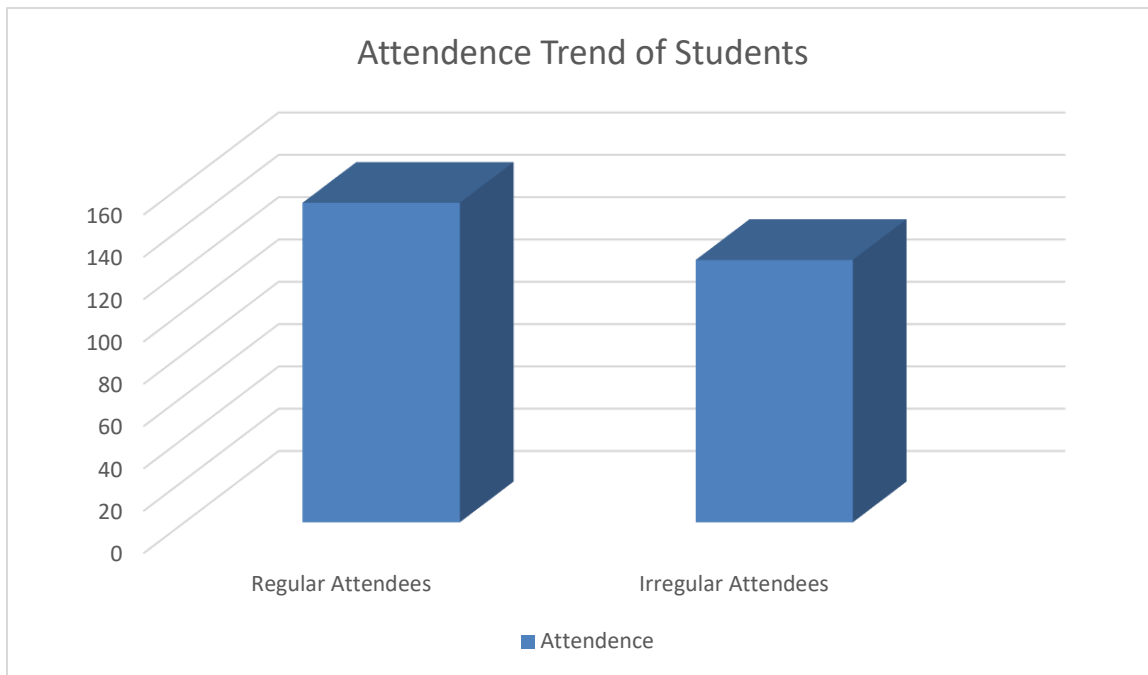
**Table No. 2.7**

Enrollment of the students	Regular attendance of the students	Absentees
275	55%	45%

According to table mentioned above, it clearly shows that there are 275 students studying in different faculties on the campus together. Among them, the students who come to the campus regularly are around 150 daily. Whereas the number of irregular students is also remarkable. Because out of 275 students, more than 120 students remain absent attending their regular classes according to the findings discovered by the tracer management team.

The above-mentioned data are presented in bar chart as follows:

**Figure 2.6**



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

In campus, there are related facilities to the students i.e. library, laboratory, canteen and related data are presented below:

**Table no. 8**

Library		Laboratory		Canteen	
Number of books	Members	Types	Daily access	Variety of Food Offered	Daily Access no of the students
9587	359	3	55	10	151

As per the table given above, there are 9587 books available in the library altogether, where all students' i.e. 359 students have got membership. Similarly, there are three labs altogether (Physics, Chemistry and Computer) and around 13 students Campus have arranged well-facilitated canteen that is serving 10 types of food daily and daily around 55 students access canteen facilities.



### **3. Major Achievements**

This section includes all the major achievements of the students graduated from our Chautara Multiple Campus, both at the bachelor's and master's levels.

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

While coming to the major findings of this tracer study report, it has clearly been evident that majority of the graduates were female students. In a similar vein, 55.73% graduates of the academic year 2023 are employed in the labor market successfully. Primarily graduates are employed in different job sectors like, teaching profession, Nepal Police, Nepal Army, Computer Operator and Cooperatives, and so on. However, 44.26 % of the total graduates are unemployed. When our graduates were interviewed in the procedure of this study, they further revealed the positive impacts of the college in society. Meanwhile, the campus has also been advertised in the local market with its products through the graduates. Due to which, the campus is destined not only to maintain the existing quality but rather focused on improving, upgrading and installing new technological innovation to meet the growing demands of present time.

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

Since 55.73% of students are employed in different fields, majority of them are also pursuing or planning to earn further study along with the continuation of job for the graduates in search of further education at home. This provides us with a short glimpse of quality education delivered by Chautara Multiple Campus. Going forward, the programs that are offered by the campus and their quality and relevance in the job market are also satisfactory. In this regard, the Education stream stands at the top with 62.29% quality and relevance of being sold in the labor market for graduates after the completion of undergraduate degree. While the Management faculty occupies the second rank with 18 (29.50 %) of the total's graduates passed and many of them also employed in the relevant services in Chautara, Sindhupalchok. Looking at the data above, the graduates who successfully accomplish their undergraduate degree, and they are easily sold in the market immediately afterwards. Similarly, science faculty is also outstanding with 100% quality and relevance in the expected job field. To put this in a simple way, most of the graduates of the campus immediately join the teaching profession or even while studying as undergraduate students in the college. This has been a common platform in this district or locality because Sindhupalchok district is one of the top 3 districts which were first declared as the literate district by the government of Nepal. Besides, the district also has comparatively greater number of schools to enlighten and address the marginal, illiterate and people living under poverty line to bring them into the mainstream. Because of which teachers and teaching have a key occupation in this geography. Another finding that we had discovered during the study is that many students want to join teaching profession to



have holistic development for the self to get better opportunities in the future. However, based on the findings derived from the analysis and interpretation of the collected data, CMC has realized a need to provide good guidance and counseling to some of the graduates to motivate them to pursue further studies and move in a progressive way to upgrade their positions and permanency.

### **3.3 Programs' contribution to graduates' professional development:**

#### **(By gender/ethnicity/caste)**

In relation to gender, ethnicity or caste, majority of the students in the campus are females (more than 71.11%) whereas 42.26% of total graduate students belong to EDJ, Brahmin 18.03% and Chhetri 19.67%, Dalit 6.55% and other 11.48% in different categories. On the other hand, the minority of the students from the graduates are Dalits or mixture of other ethnic backgrounds too. The Campus has also been introducing various educational awareness programs to increase the number of other ethnic groups as well by providing scholarships or recommending Municipality to provide scholarships to different disadvantaged groups for ensuring their smooth access to higher education. Further the campus is continuously organizing and promoting distinct personality development programs and skill development programs among the students. In this respect, the results of our students are considered very competitive and smarter in the district. Furthermore, our campus has been actively participating and still participates in every extra-curricular activity which has helped our present students as well as graduates to enhance and promote their personal development skills.

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

Most students (71%) attend campus with an attendance rate of at least 55%, whereas 45 % are irregular, meaning they attend campus for fewer than 46 % of their scheduled sessions.

In terms of delivery efficiency, we adhere to an operational calendar and an annual work plan. If the program's schedule changes, there will be a mutual dialogue between student and administration representatives. The campus is creating a culture of student involvement in their course of study; therefore, students are encouraged to present and discuss in groups to improve their decision-making skills. Teacher and faculty members also often conduct classes using information technology. Campus has further arranged the grievance system to deal with any issue of the students, where we have solved many issues through this system so far.

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

The campus has ample books but lacks adequate reference books as most of the books in the library are course books. All the students are required to have a library membership card and around 55 students receive the service of the library daily. The Provisions of the



online library training are also therein the campus which provides easy accessibility to online library to the students. Similarly, Chautara Multiple Campus is the only campus that offers master's in education and Bachelor's in Science programs, as well as Physics and Chemistry labs and a computer lab, which are mostly used by BBS and B.Ed. students. Around 14% of the students use lab facilities on a regular basis.

There is a well-facilitated canteen that serves 10 varieties of food daily. And daily access to the number of students in the canteen is 151. However, the Canteen needs to have further improvements in case of maintaining sufficient space, dining on tables and so on. Moreover, the facilities of food items on the menu should be available at a reasonable price to attract more students to the canteen. The campus lacks sufficient and proper sport equipment and infrastructures, which is a fundamental requirement for the overall personality development of the students. The campus is regularly coordinating with UGC, the municipality, the province government and even with the federal government to improve and strengthen the conditions of sports facilities in the campus. As UGC funded the construction of appropriate toilets and restrooms, the campus has built ample and proper urinal facilities.



#### **4. Implication to Institutional Reform**

A graduate tracer study can have significant implications for institutional reform in several ways. They are outlined below in the following ways:

##### **4.1 Curriculum Review and Enhancement:**

The findings of a graduate tracer study can provide valuable insights into the effectiveness and relevance of the institution's curriculum. It can identify areas where the curriculum aligns well with the needs of the job market and areas where improvements are needed. Institutions can use this information to review and enhance their curriculum to better equip graduates with the knowledge and skills required for successful careers.

Chautara Multiple campus can use this tracer information to introduce market-oriented programs to attract quality students which will be beneficial for the community and the country. Campus can further provide valuable insights and opinion to local level and raise issues regarding curriculum review and enhancement to make programs of Campus more market oriented and effective.

##### **4.2 Program Evaluation and Accreditation:**

Tracer study data can be used as evidence for program evaluation and accreditation processes. The outcomes and experiences of graduates, as captured through the study, can demonstrate the quality and effectiveness of the institution's programs. This information can support accreditation efforts and contribute to the continuous improvement of programs.

At present, Chautara Multiple Campus has been accredited with the QAA certificate on the date Falgun 03, 2080 in its continuous process of serving the district headquarter, Chautara and its outskirts, with its best possible education in the region. Even after being certified with the QAA certificate, the campus has been continuously following the tracer study report. Therefore, we believe that the process of educational system of tracing of students will play very important role in identifying the quality of education and will also guide us for further improvements of educational qualities at Chautara Multiple Campus. The results of tracer study can serve as a benchmark for evaluating the institution's performance and comparing it with other institutions. By comparing graduate outcomes and experiences across different programs and institutions, areas of strength and areas needing improvement can be identified. This information can inform quality assurance initiatives and guide institutional reforms to align with industry standards and best practices.

##### **4.3 Employability Skills Development:**

Tracer study findings can highlight the skills and competencies that are in demand in the job market. This information can guide institutions in developing strategies to enhance



the employability of their graduates. It can inform the integration of industry-relevant skills, internships, work-integrated learning, and other experiential learning opportunities into the curriculum to bridge the gap between education and employment.

#### **4.4 Career Services and Alumni Engagement:**

Tracer study results have provided insights into the career paths and experiences of graduates, helping campus enhance its career services and alumni engagement efforts. Campus is tailoring its support services, such as career counseling, job placement assistance, networking events, and alumni mentoring programs, to address the specific needs and challenges faced by graduates in their professional journeys. Campus is regularly in touch with the Alumni and promotes their support for further improvement of the program, which is possible through the concept of tracing study.

#### **4.5 Partnerships with Industry:**

Tracer study findings facilitate stronger partnerships between the campus and industry stakeholders. By understanding the needs and expectations of employers, institutions can develop collaborative relationships that foster internship opportunities, guest lectures, industry projects, and research collaborations. These partnerships can contribute to aligning education with industry demands and improving graduate employability.

#### **4.6 Strategic Planning and Resource Allocation:**

The insights gained from a tracer study can inform strategic planning and resource allocation within the institution. It can help identify priority areas for improvement and guide decisions related to faculty hiring, infrastructure development, investment in technology, and allocation of financial resources to better align with the needs of graduates and the job market.

Overall, a graduate tracer study can provide evidence-based insights that support institutional reform efforts by informing curriculum enhancement, program evaluation, quality assurance, employability skills development, career services, industry partnerships, and strategic decision-making. By utilizing the data and recommendations from the study, institutions can enhance the educational experience, improve graduate outcomes, and align their practices with the evolving needs of students and the job market.



## **5. Conclusion and Recommendations**

### **5.1 Conclusion**

This present study report has clearly revealed that Chautara Multiple Campus is walking on its right path. It is spreading the light of education to its area and flashing the light of education on the faces of local people. It has been developing qualified manpower annually and has left no stone unturned. Thus, the campus's effort to produce such capable human resources has really been paid off.

The study report has also shown that there is large number of girls (more than 71.11%) who have been enrolling in the college. As we simply know, women are unable to get proper education and deprived from various opportunities, Chautara Multiple Campus has initiated the approach of providing proper opportunity and empowerment. Chautara Multiple campus is trying its best to provide quality education to locals and many Girls and women are greatest beneficiary of this campus.

While talking about the employment rate of graduates of this campus, most of them have got jobs that suit their qualifications. And those who lack proper skills suffer from different situations or current problems. After graduation from this campus, the students can get jobs immediately. They are not unemployed if they are not admitted for further higher studies. It means this campus is producing employed graduated students.

Therefore, the campus must pay attention to these kinds of problematic situations to avoid with varies of actions by providing practical and life skills with experiential learning perspectives to face and solve the problems.

However, producing good human resources only in some sectors and being satisfied with it should not be the only goal of the institution. The campus should produce such graduates who can work as human resources with supporting life skills in the fields of science and technology, health, NGOs/INGOs and so on. For this, the campus should offer more programs beyond the theoretical aspects of the programs and focus on guidance and counseling to the graduates as well.

### **5.2 Recommendations**

Every study report should have its recommendations in one way or another. Therefore, this study report has also some recommendations. The recommendations have been presented below in the following areas:

#### **5.2.1 Policy Related**

The following policy-related recommendations can be made:



- The management committee should formulate contextual Policies and strategies to attract Qualified faculty members to further improve educational quality of the campus
- A representative from the graduates should participate in the campus' decision-making body so that they can have voice to improve educational quality.
- The campus management committee should emphasize the graduates' expertise for the enrichment overall enhancement of the campus
- Online networking mechanisms with the graduates should be established

### **5.2.1 Practice Related**

The following recommendations can be made from this study:

- Graduates should be fascinated by organizing meetings, seminars, workshops etc.
- Graduates should be encouraged to praise their responses and contributions.  
Keeping records of graduates in touch and announcing their names in different programs.

### **5.2.2 Further Research Related**

The following further research related recommendations can be made from this present study report:

- The fellow researchers can conduct research work on other related issues of similar types.
- This study report is based on the graduates of Chautara Multiple Campus so other researchers can conduct research work at other schools and colleges taking reference from this report.

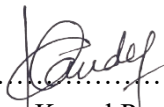


## CHAUTARA MULTIPLE CAMPUS

CHAUTARA, SINDHUPALCHOK

### Tracer Study Action Plan

SN	Program	Time	Methods	Place	Responsible Person
1	Planning to conduct tracer study	Poush 1 <sup>st</sup> week 2082	Meeting	Campus	IQAC
2	Formation of Tracer Administration Team	Poush 2nd week	Meeting	Campus	IQAC
2	Orientation of the Team	1st week of Magh	Meeting	Campus	Campus chief/Ass. Campus Chief
3	Communicating with graduates and Identifying current Status of Graduates	4th week of Falgun	Telephone, social media, friends and relatives	Campus	Team members
4	Division of the Area to collect response	3 <sup>rd</sup> Week of Falgun	Meeting & Discussion	Campus	Head of the Team
5	Data Collection with the help of Questionnaire	1st week of Chaitra	Field Visit	Related Place	Team members
6	Data Analysis and Final Report Writing	till the end of Baisakh, 2083			

  
 .....  
 Kamal Paudel  
 Head of the Task Team



# ANNEX-1

## GRADUATES' LIST FOR BACHELOR LEVEL | GRADUATED IN THE YEAR 2024 AD

Campus Name: Chautara Multiple Campus

Address: Chautara Sangachokgadhi Municipality -5

Faculty of Education (Master's)

SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type				Remarks
					M	F	EDJ	D	
									2024 PASS YEAR
1.	BELI DULAL	MASTER	EDUCATION	9-2-40-96-2015		F			2024 PASS YEAR
2.	BIJAYA ADHIKARI	MASTER	EDUCATION	9-2-509-24-2012	M				2024 PASS YEAR
3.	DIPAK BIKRAM THAPA	MASTER	EDUCATION	9-3-405-101-2018		F			2024 PASS YEAR
4.	KAMALA DEVI SHRESTHA	MASTER	EDUCATION	9-2-405-58-2008	M				2024 PASS YEAR
5.	PRAKASH GIRI	MASTER	EDUCATION	9-2-696-22-2009	M				2024 PASS YEAR
6.	RABIN PURI	MASTER	EDUCATION	9-3-405-102-2018	M				2024 PASS YEAR
7.	SARALA THAPA	MASTER	EDUCATION	9-2-405-43-2005		F			2024 PASS YEAR
8.	SHYAM KRISHNA NEPAL	MASTER	EDUCATION	9-2-29-1240-2009	M				2024 PASS YEAR
9.	MEKHA BAHADUR DAHAL	MASTER	EDUCATION	9-2-405-61-2012	M				2025 PASS YEAR
10.	JAMUNA ADHIKARI	MASTER	EDUCATION	9-2-405-61-2012		F			2025 PASS YEAR
11.	GOMA KHATRI	MASTER	EDUCATION	9-2-405-49-2012		F			2026 PASS YEAR
12.	RABINA GAJUREL	MASTER	EDUCATION	9-2-405-32-2013		F			2026 PASS YEAR
13.	TIRTHA MAYA GIRI	MASTER	EDUCATION	9-2-405-49-2005		F			2026 PASS YEAR
14.	HEM BAHADUR SHRESTHA	MASTER	EDUCATION	9-2-405-50-2012	M				2026 PASS YEAR
15.	RAJU LAMA	MASTER	EDUCATION	9-2-884-12-2013	M				2026 PASS YEAR
16.	PABITRA KHATRI	MASTER	EDUCATION	9-2-405-48-2011		F			2026 PASS YEAR
17.	SHYAM BAHADUR TAMANG	MASTER	EDUCATION	9-2-696-39-2009	M				2026 PASS YEAR
Total					9	8			





SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type				Remarks
					M	F	EDJ	D	
20.	SAMJHANA LAMA	BACHELOR	EDUCATION	5-2-405-5-2013		F			
21.	SANJEETA SHRESTHA	BACHELOR	EDUCATION	9-2-405-76-2020		F			
22.	SANJHANA GHORASAINI	BACHELOR	EDUCATION	9-2-405-74-2020		F			
23.	SAPANA BHUJEL	BACHELOR	EDUCATION	9-2-405-89-2020		F			
24.	SARITA GIRI	BACHELOR	EDUCATION	9-2-405-77-2020		F			
25.	SAUL B.K.	BACHELOR	EDUCATION	9-2-405-62-2018	M			D	
26.	SHOVA ACHARYA	BACHELOR	EDUCATION	9-2-405-72-2018		F			
27.	SONI SHRESTHA	BACHELOR	EDUCATION	9-2-405-79-2020		F			
28.	SRIJANA SAPKOTA	BACHELOR	EDUCATION	9-2-405-104-2020		F			
29.	SRIJANA SHRESTHA	BACHELOR	EDUCATION	9-2-405-98-2016		F			
30.	SUSHMA SHRESTHA	BACHELOR	EDUCATION	9-2-405-87-2015		F			
31.	SUSHMA THAPA	BACHELOR	EDUCATION			F			
32.	SUSHMITA SUBEDI	BACHELOR	EDUCATION	9-2-405-58-2020		F			
					4	28		2	



### ANNEX-3

**GRADUATES' LIST FOR BACHELOR LEVEL | GRADUATED IN THE YEAR 2023 AD**  
**Campus Name: Chautara Multiple Campus Address: Chautara Sangachokgadhi Municipality -5**

#### Faculty of Management (Bachelor's)

SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type				Remarks
					M	F	EDJ	D	
1.	BABITA SHRESTHA	BACHELOR	MANAGEMENT	7-2-405-3-2020		F			
2.	GOTI MAYA TAMANG	BACHELOR	MANAGEMENT	7-2-923-6-2013		F			
3.	KAMALA SHRESTHA	BACHELOR	MANAGEMENT	7-2-405-9-2019		F			
4.	MANILA ADHIKARI	BACHELOR	MANAGEMENT	7-2-405-9-2020		F			
5.	NISHANT SHRESTHA	BACHELOR	MANAGEMENT	7-2-405-44-2020	M				
6.	NISHU TAMANG	BACHELOR	MANAGEMENT	7-2-405-11-2020		F			
7.	RAJESH RAJ RAI	BACHELOR	MANAGEMENT	7-2-405-14-2020	M				
8.	RASHMI SHRESTHA	BACHELOR	MANAGEMENT	7-2-405-39-2020		F			
9.	SAKINA TAMANG	BACHELOR	MANAGEMENT	7-2-405-17-2020		F			
10.	SANJIB TAMANG	BACHELOR	MANAGEMENT	7-2-405-19-2020	M				
11.	SARASWATI GIRI	BACHELOR	MANAGEMENT	7-2-252-25-2018		F			
12.	SUMI SHRESTHA	BACHELOR	MANAGEMENT	7-2-405-47-2020		F			
13.	SUSHMITA SHRESTHA	BACHELOR	MANAGEMENT	7-2-39-1188- 2020		F			
14.	SWSOTIKA SHRESTHA	BACHELOR	MANAGEMENT	7-2-405-24-2019		F			
Total					3	11			



.....  
**Nagendra Prasad Dangal**  
**Campus Chief**  
**Date: 2082-01-28**