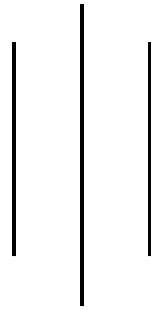


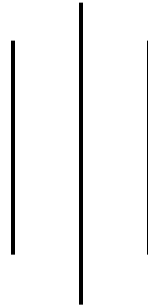
A TRACER STUDY REPORT OF GRADUATES



Graduate Year 2022

Submitted by:

Tracer Study Committee



Submitted to:

Myagdi Multiple Campus

Beni, Myagdi

May
2024

ACKNOWLEDGEMENTS

Initially, we would like to remember the contribution of the University Grants Commission (UGC) for providing an excellent opportunity for doing this tracer study research. It has encouraged us to work actively in reaching the access of the graduates scattering to grasp the opportunity using the degree gained from this campus. The task given by UGC is also useful for having economic support based on the contribution and achievement of the campus. This research task would never have been completed without the assistance and sincere response of the graduate passed out in 2022 A.D. The research team would like to consider them as the subject of special thanks. We are heartily grateful for their selfless participation and active role in making this work possible.

We sincerely acknowledge the Campus Management Committee for deciding to do this study. The encouragement and frequent inquiry about the progress of the study by the campus chief, Mr. Gorakh Bahadur GC, is also noticeable. Similarly the role of assistant campus chiefs Mr. Bholanath Ghimire and Pashupatinath Dhakal, administrative staff, Mrs. Susma Shrestha (EMIS Head) accountant Mrs. Sharada Sharma Subedi, and office assistant Mr. Rajaram Poudel in providing the required information is equally significant.

We would also like to thank lecturer Mr. Shreedhar Subedi and lecturer Mr. Narayan Poudel for their valuable contribution in analyzing the data, revising the contents, and editing the language.

Eventually, we would like to express our sincere gratitude to all the well-wishers of the campus who provided their valuable support directly and indirectly for the completion of this study.

Tracer Study Committee

Co-ordinator: Mr. Narayan Prasad Subedi, Assistant Campus Chief

Member: Mr Tikaram Sapkota, Associate professor

Member: Mrs. Til Kumari Rana, Library Assistant

May, 2024
Myagdi

EXECUTIVE SUMMARY

Myagdi Multiple Campus (MMC) is a community campus established in 1992 A.D. MMC has been selected for the extended performance-based grants under Nurturing Excellence in Higher Education Program (NEHEP) by the University Grants Commission. Here, the tracer study of 2022 graduates' batch has been selected for study. The tracer study is explorative which focuses on the graduates passed out in 2022. The objectives of this study are: to present the status of sex-wise graduate students, to identify the employment status of the graduates and to analyze the graduates' response toward the services provided by the campus. The study also focuses the way they are supported by the education gained from this campus. The graduates involved in this study are categorized into different program and gender, Data were collected through questionnaires and analyzed simple percentages for significance of relationship.

The study found that the graduate percentage of the girls is higher than that of the boys. Out of the 43 graduates, 39.53% are employed among them. Most of the graduates are still concerned with the private and government services. This study also shows that only 32.55% of graduates are enrolled in their further study. It indicates some of the graduates are not joining for further study. Similarly, the relevancy of the program and quality of education delivered by the institution is very good. Most of the graduates view that graduation from this campus plays a major determinant role in developing their career and personal development.

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ABBREVIATIONS

A. D.	Anno Domini
B.Ed.	Bachelor of Education
B.S.	Bikram Sambat
B.A.	Bachelor of Arts
BBS	Bachelor of Business Studies
BICTE	Bachelor of Information and Communication Technology Education
CBS	Central Bureau of Statistics
CMC	Campus Management Committee
DCC	District Co – ordination Committee
EDS	Educationally Disadvantaged Students
EMIS	Education Management Information System
F/ Y	Fiscal Year
HERP	Higher Education Reform Program
IT	Information Technology
QAA	Quality Assurance and Accreditation
MBS	Master of Business Studies
M Ed	Master of Education
MMC	Myagdi Multiple Campus
NEHEP	Nurturing Excellence in Higher Education Program
NGO	Non-governmental Organization
RM	Rural Municipality
SNID	Social Network Identity
TSC	Tracer Study Committee
TU	Tribhuvan University
UGC	University Grants Commission

UNIT: I

INTRODUCTION

1.1. Background of the Study

Myagdi Multiple Campus (MMC) is a community educational institution located in Beni Municipality, Myagdi District, Gandaki Province Nepal. It was established on 18th Paus, 2048 B.S. (Jan-2, 1992 A.D.) The vision of the campus is "To contribute in building well civilized society through quality education". From the date of establishment it only conducted the classes of the then Intermediate programs (I.A. & I.Com.). Addressing the theory of necessity, it commenced Bachelor of Arts (BA) program on 09-08-2057 B.S. (9-11-2000 A.D.), Bachelor of Business Studies (BBS) on 6-6-2063 B.S. (12-9-2006 A. D.), Bachelor of Education (B. Ed) on 28-08-2064 B.S. (14-12 -2007 A.D.) Master of Business Studies (MBS) on 15-10-2074 B.S (29-01-2018 A.D.), Bachelor of Information and Communication Technology Education (BICTE) on 01-09-2079 B.S (16-12-2022 A.D.) and Master of Education (M. Ed.) on 12-09-2079 B.S (27-12-2022 A.D.). The campus is autonomous in financing, administrative management, and academic management. At present, the campus is running Bachelor (BA, BBS, B. Ed., & BICTE) and Master Levels (MBS & M. Ed.) programs. On the basis of the provision of TU, the campus has run Master Degree and BICTE programs in semester system and other bachelor level programs in annual system.

There are three different departments to manage the teaching learning activities. The department of Humanities & Social Sciences has offered Economics, Sociology, Political Science, Mathematics, English, and Nepali as optional subjects. The department of Management has offered Account, Finance and Marketing and the department of Education has offered English Education, Nepali Education, Health & Physical Education, Mathematics education and BICTE. As the campus is an autonomous institution, it has its own Campus Statute 2052 B.S. and Teacher / Employee Regulation 2062 B.S. for the recruitment of teaching and non-teaching staffs. On the basis of Teacher Employee Regulation 2062 B.S., the Recruitment and Promotion Committee, which comprises three CMC members, the campus chief and respective subject expert, selects the candidates and recommends to CMC for the approval.

There are 13 full time teachers and 13 course contract teachers with 5 females and 1 *Janajatis*. The full time teachers are assigned to teach 18 periods a week and course contract teachers are assigned at least six periods a week. The number of non-teaching staff is 11, out of which 5 staff are females.

At present, there are total 925 students in the campus. There are 850 students in Bachelor Degree (283 males, 567 females, 101 Dalites, 191 Janajaties, 1 Muslims and 557 others) and 75 students in Master Degree (34 males, 41 females, 3 *Dalit* 21 *Janajaties*, and 20 others). The supreme body of MMC is Campus Assembly which elects the Campus Management Committee (CMC). The CMC appoints Campus Chief and Assistant Campus Chiefs according to the procedure mentioned in the Campus Statute 2052 B.S. The Campus Chief as the supreme body of administration delegates responsibilities to other lower administrative bodies and their term of responsibilities is clearly defined in 'Educational Administration Procedure - 2075 B.S.' (First Amendment 2076). For the smooth running of the campus the Procedure has formed a strong mechanism which consists of different committees, sections, units and cells for example - Research and Publication Committee, Student Counseling, Feedback and Job Placement Committee, Exam Committee, Remedial and Extra classes Management Committee, Extracurricular Conduction Committee, Discipline Committee, Public Information Committee, Technology Section, Women Services Cell, First Aid Section, Public Relation Cell etc. The form, functions and responsibilities of each committee have been specified clearly.

After its establishment, the campus assembled required physical facilities and infrastructure by obtaining the donation, grants from different institutions and individuals. The campus has been running its classes in its own building since 1997A.D. It is affiliated to Tribhuvan University to run Bachelor's Degree under the faculties of Humanities and Social Sciences (2057), Management (2063), Education (2064), Master of Business Studies (MBS) (2074), Bachelor of Information and Communication Technology in Education (BICTE) (2078) and Master of Education (2079). The campus has covered the students of entire *Myagdi* district and the northern parts of *Parbat* and *Baglung* districts. The campus has made a significant contribution in the periods of nearly three decades trying to impart the quality education to the students of lower and lower middleclass communities. The major economic source of the campus is the students' fees apart from the regular grants of University Grants Commission (UGC).

The campus got benefited from UGC Second Higher Education Project, Scheme 'D'. After the completion of this project, the campus is selected by UGC Nepal for Nurturing Excellence in Higher Education Programme (NEHEP) 2021/22-2025/26. The campus was awarded with institutional accreditation of quality (QAA) by UGC Nepal in 2076 BS.

The graduates of this campus have been engaged in multiple sectors. 'Graduates' in this study indicates the students who completed their bachelor's degree in 2022. It is important to identify their employment situation in order to evaluate the standard of the quality education delivery of the campus that will be supportive to make further plans for quality enhancement. The study is centralized on what is the situation of graduate passed out students from MMC, their social relationship and the way they are supported by the education & they have gained from this institution. To set the policy and programs of the institution with the appropriate guidelines in the coming days, on the basis of responses of the stakeholders especially the graduates, this tracer study has been carried out.

1.2. Objectives of the Study

The general objective of the study is to find out the professional and academic status of graduates of 2022 from this campus. The specific objectives of the study are::

- To present the status of sex-wise graduates students
- To identify the employment status of the graduates
- To analyze the graduates' response toward the services provided by the campus

1.3 Institutional Arrangement to Conduct the Study

After the decisions of the Campus Management Committee (CMC) to form a Tracer Study Committee, the administration appointed the Tracer Study Committee (TSC) of three members. The TSC started functioning formally making an action plan. The administrative staff helped in collecting information about the graduates. The TSC and administration contacted the students through public notice, Facebook, email, telephone inquiry, and field visit. The TSC is fully

responsible to prepare the report of the study and analyze it. The team worked for nearly one month to complete the research.

1.4 Graduate Batch Taken for the Study

The graduate batches of 2022 under the faculties of Management, Humanities and Social Sciences and Education have been taken for the study. Among the total 47, only the 43 graduates from the different faculties who provided their transcripts have been studied in this research.

1.5 Data Collection - Instrument and Approach

The data were collected by requesting the graduates to fill up the Tracer Study form developed by UGC. To fulfill this task, personal contact through telephone, email, messenger and other social media were used. Some of the graduates were visited the campus and filled the form and other graduates were requested to fill the form through email, messengers etc. sent their details and necessary documents via email and messenger.

1.6 Scope and Limitation of the Study

The study has focused on the graduate students who completed their bachelor's degree in the year 2022 from MMC. According to the graduates list provided by the campus administration, total 43 graduates from the different faculties have been involved in the study. As the graduates have expressed their individual perceptions while rating the quality scales, there may be variations in individual's views in the collected data. This study-report is prepared on the basis of outline provided by the UGC.

UNIT: II

DATA PRESENTATION AND ANALYSIS

In this section of the study, the graduates of MMC of different faculties who completed their bachelor level in the year 2022 are used as the subject of analysis. The chapter presents the data obtained from the tracer study questionnaire. Data presentation and analysis is done for gender ratio of graduate, employment status of the graduates, further study of graduate and responses of graduate students on different areas such as relevancy of the program to the professional job, extracurricular activities, problem solving ability, work placement, teaching learning environment, quality of education delivered, teacher students relationship, library facility, lab facility, sports facility, canteen/urinals & physical environment.

The total 43 graduates are taken for this study. Among them 22 are from BBS, 11 are from B. Ed., 6 are from BA, and 4 are from MBS. The data are presented in the tables and figures, and analyzed on the basis of the results given by the SPSS software.

2.1 Gender Status of Graduate Students

The enrolment of the students in all the programs contains females in the majority number. So that the number of female graduate students is higher than male students. Table No. 2.1 shows the gender-wise graduate students under different programs.

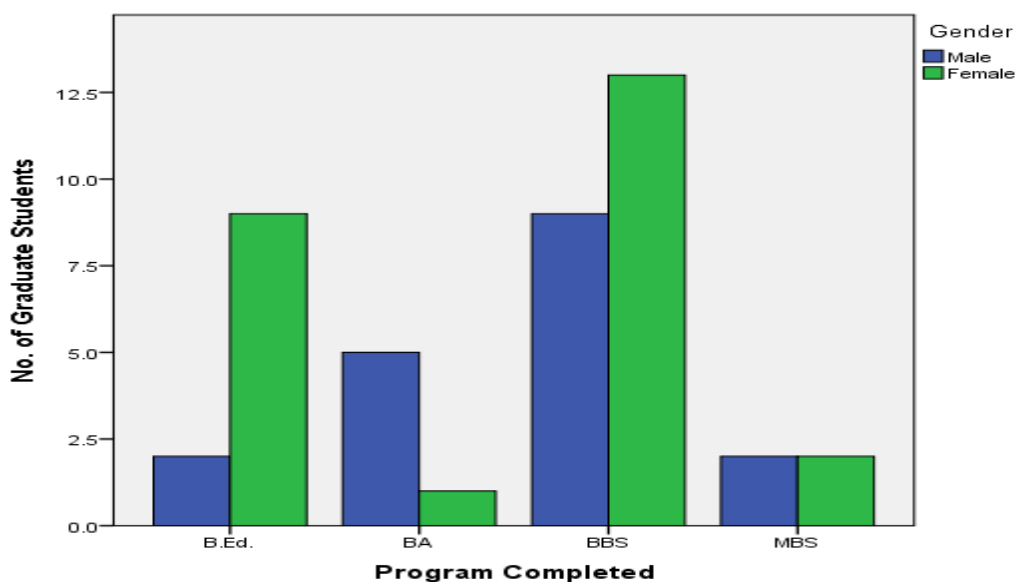
Table No.: 2.1
Gender Status of Graduate Students

Program Completed	Gender		Total
	Male	Female	
B.Ed.	2	9	11
BA	5	1	6
BBS	9	13	22
MBS	2	2	4
Total	18	25	43

Table No. 2.1 shows the gender status of graduate students under different programs. It reveals that among the graduates taken for the study, 11 from B. Ed, 22 from BBS 6 from BA, and 4 from MBS. The number of graduate students under BBS is the highest due to the highest enrolment.

Similarly, among the total graduates, 25 are females and 18 are males. This shows that the female students are more attracted towards higher education in their locality whereas males seem to prefer to study outside the locality. Figure No. 2.1 also shows gender status of graduates.

Figure No.: 2.1
Gender Status of Graduate Students



2.2 Status of Employment of Graduate Students

In this section, the data have been presented as per the present status of graduates' employability

2.2.1 Status of Employment of the Graduates

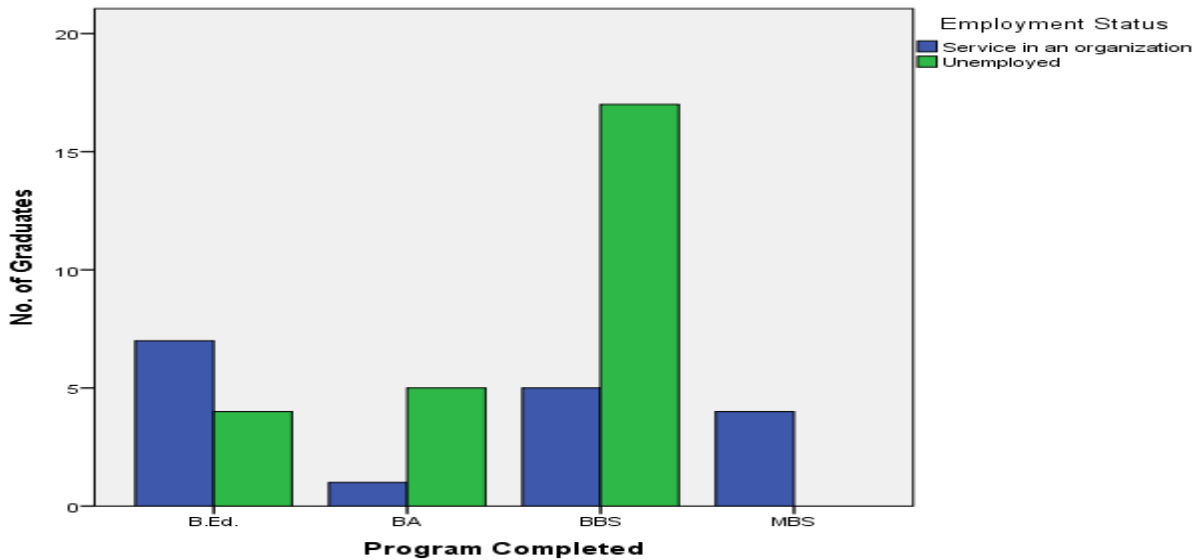
The employment status of the graduates shows the quality of education delivery by the educational institution. Table No. 2.2 shows the status of graduate students in the year 2022.

Table No.: 2.2
Status of Employment by Types of Employment

Program Completed	Employment Status		Total
	Service in an organization	Unemployed	
B.Ed.	7	4	11
BA	1	5	6
BBS	5	17	22
MBS	3	0	3
Total	17	26	43

Table No. 2.2 shows the status of employment of the graduates. Out of 43 graduates in the year 2022, 16 (37.21%) are engaged in service in organizations, rest 27 (62.79%) graduates are unemployed. 7 graduates from B.Ed., 1 from BA, 5 from BBS, and 3 from MBS programs have been engaged in service sectors of different organizations. On the other hand, 4 graduates from B.Ed., 5 from BA and 9 from BBS are unemployed. This status reveals that the employment status of the graduate students are satisfactory. The employment status of graduates is also shown in figure No. 2.2.

Figure No.: 2.2
Status of Employment



2.2.2 Employment Status by Types of Organization

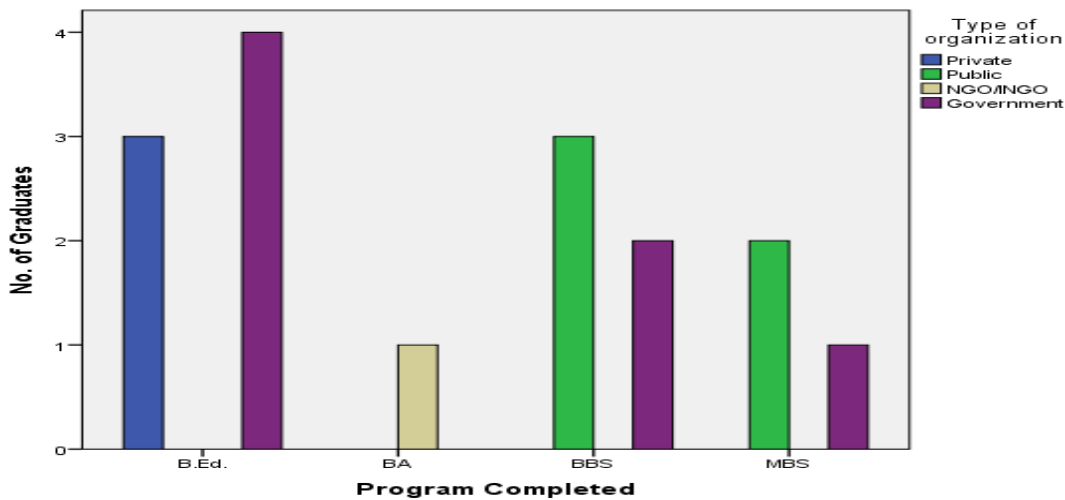
The graduates of the campus are working in different types of organizations. Table No. 2.3 shows the employment status of the graduates in various sectors.

Table 2.3
Employment Status by Type of Organization

Program Completed	Type of organization				Total
	Private	Public	NGO/INGO	Government	
B.Ed.	3	0	0	4	7
BA	0	0	1	0	1
BBS	0	3	0	2	5
MBS	0	2	0	1	3
Total	3	5	1	7	16

Table 2.3 shows that only 3 graduates (18.75%) are employed in private organization, 5 in public organization, 1 in NGO, 7 in government organization and rest are unemployed. It reflects that, majority of the education graduates are employed in government schools and out of graduates from BBS 3 are employed in public and 2 are in government organizations. The same fact has been presented in the figure No. 2.3.

Figure No.: 2.3
Employment Status by Type of Organization



2.3. Responses of Graduate Students on Major Strengths and Weaknesses of the Programs

In this part there are some highlight about the graduates' reflections on the programs offered by the campus.

2.3.1 Relevancy of Program to Professional Requirements

Relevancy of the program to professional / job requirements is the major indicator of quality education. The relevancy of quality education provided by the campus as per graduates' opinion is shown in table 2.4.

Table No.: 2.4

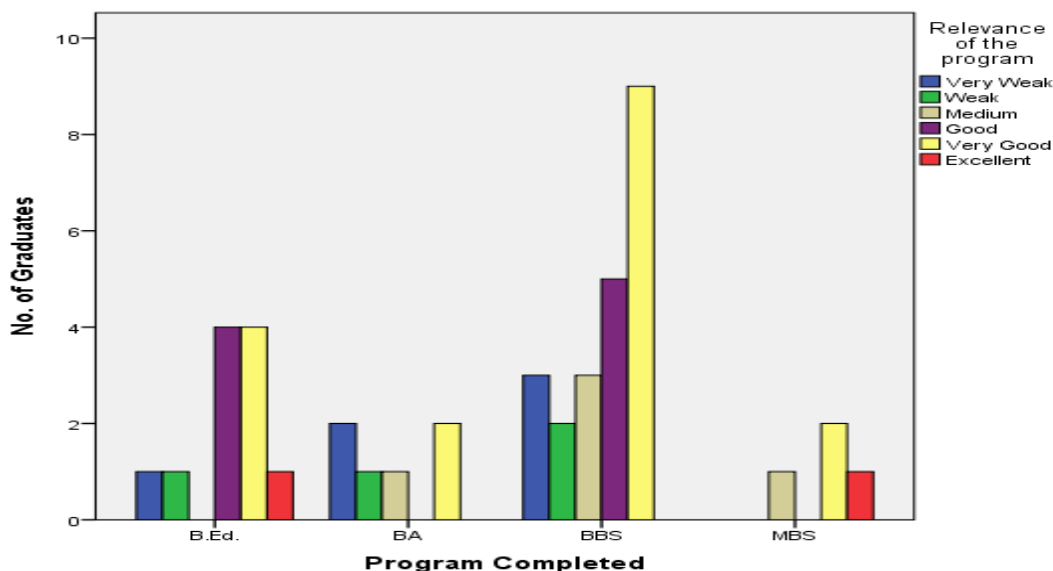
Relevancy of Program to Professional Requirements

Program Completed	Relevance of the program						Total
	Very Weak	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	1	1	0	4	4	1	11
BA	2	1	1	0	2	0	6
BBS	3	2	3	5	9	0	22
MBS	0	0	1	0	2	1	4
Total	6	4	5	9	17	2	43

Table No. 2.4 shows that most of the graduates rated positively towards relevancy of programs to their job requirements. Out of total graduates, 6, 4, 5, 9, 17 and 2 rated as very weak, weak, medium, good, very good and excellent respectively. This rating clearly shows that the graduates are satisfied with the relevancy of program to their professional requirement. The same fact has been presented in the figure No. 2.4.

Figure 2.4

Relevancy of Program to Professional Requirements



2.3.2 Responses to Extracurricular Activities

Regularity of extracurricular activities is another indicator of students' satisfaction. Table No. 2.5 shows the responses of students to extracurricular activities.

Table No.: 2.5

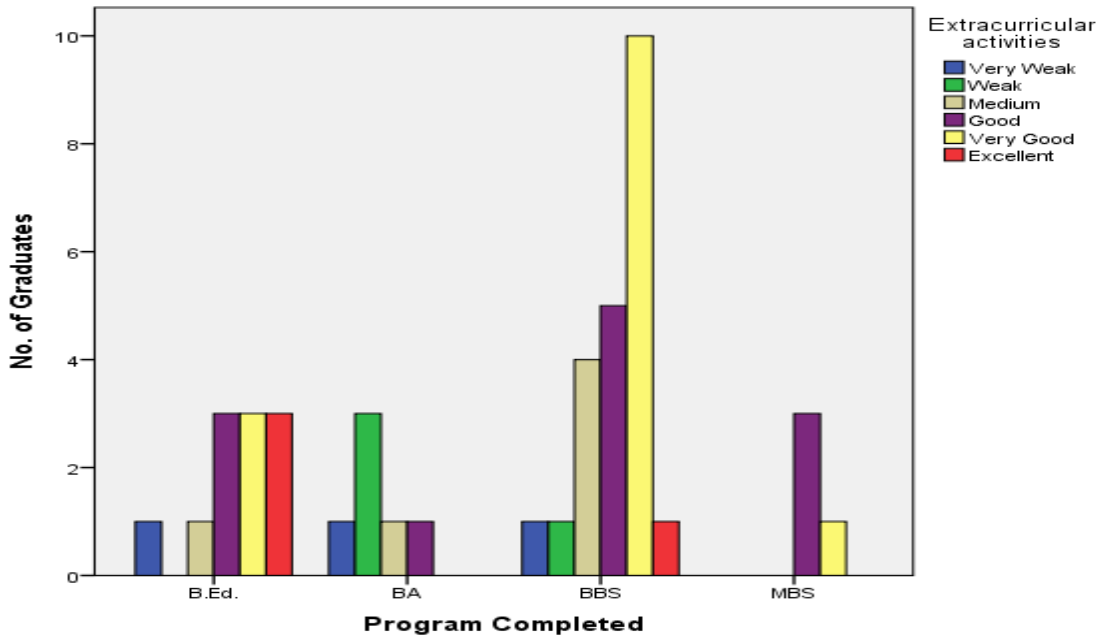
Responses to Extracurricular Activities

Program Completed	Extracurricular activities						Total
	Very Weak	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	1	0	1	3	3	3	11
BA	1	3	1	1	0	0	6
BBS	1	1	4	5	10	1	22
MBS	0	0	0	3	1	0	4
Total	3	4	6	12	14	4	43

Table 2.5 shows the responses of graduate students to the extracurricular activities provided by the campus. Among the 43 graduates, 12, 14, and 4 graduates responded good, very good and excellent respectively. It shows that more than 30 (69.76 %) graduates responded good, very good and excellent to the extracurricular activities of the program. The same fact has been presented in figure No. 2.6.

Figure 2.5

Responses to Extracurricular Activities



2.3.3 Responses to Problem Solving Ability

The issues concerned with problem solving ability of the graduate students have been studied on the basis of the experience of the graduates. Table No. 2.6 shows the responses of graduate to problem solving ability.

Table No.: 2.6

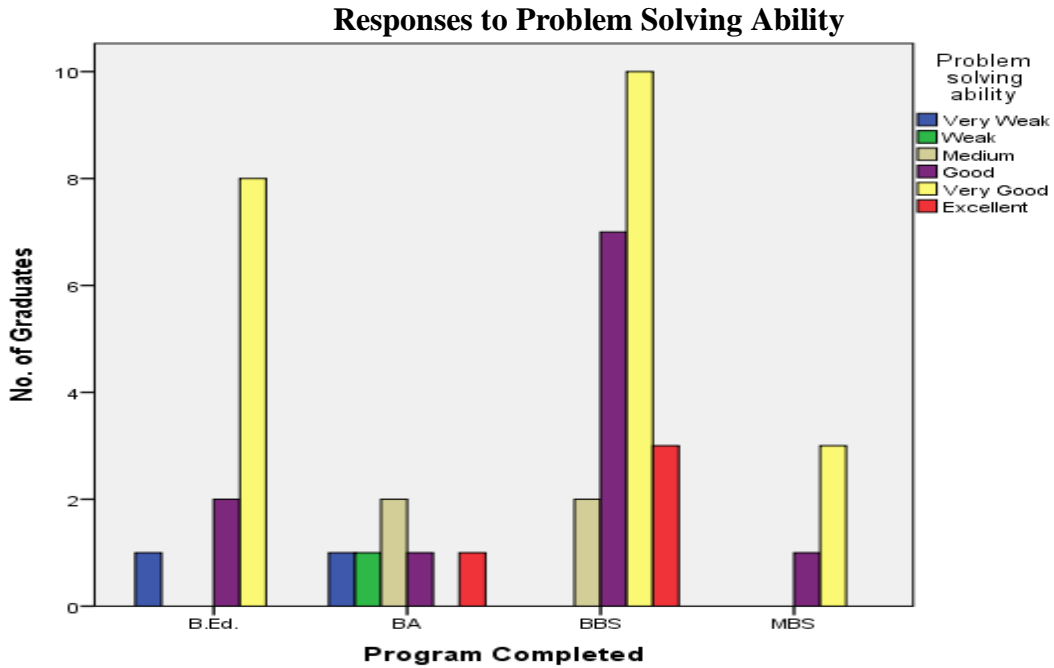
Responses to Problem Solving Ability

Program Completed	Problem solving ability						Total
	Very Weak	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	1	0	0	2	8	0	11
BA	1	1	2	1	0	1	6
BBS	0	0	2	7	10	3	22
MBS	0	0	0	1	3	0	4
Total	2	1	4	11	21	4	43

Table No. 2.6 shows the experience of the graduates regarding problem solving ability of graduate students. Out of 43 students, 2 responded very weak, 1 responded week, 4 responded medium, 11 responded good, 12 responded very well and 4 responded excellent about problem

solving ability of education provided by the campus. The same fact has been depicted in figure No. 2.6.

Figure No.: 2.6



2.3.4 Responses to Work Placement / Attachment / Internship

The experience of the graduates regarding work placement / attachment / internship services provided by the campus is shown in table No. 2.7.

Table 2.7

Responses to Work Placement / Attachment / Internship

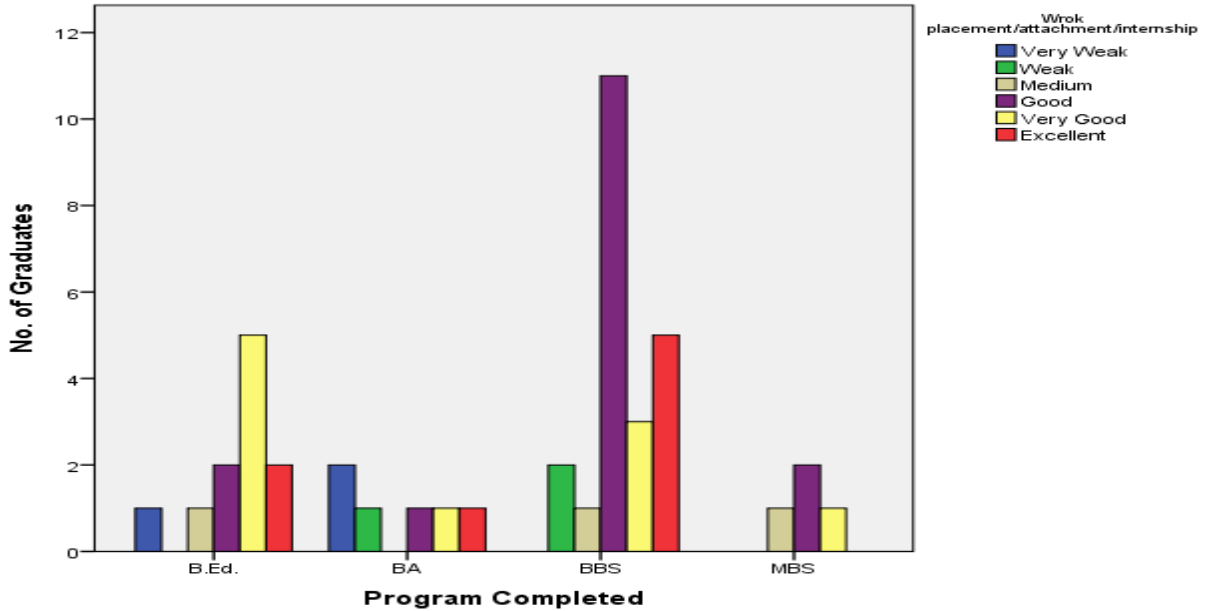
Program Completed	Wrok placement/attachment/internship						Total
	Very Weak	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	1	0	1	2	5	2	11
BA	2	1	0	1	1	1	6
BBS	0	2	1	11	3	5	22
MBS	0	0	1	2	1	0	4
Total	3	3	3	16	10	8	43

Table No. 2.7 shows the experience of the graduates regarding work placement. Out of 43 students, 3 said very weak, 3 weak, 3 medium, 16 good, 10 very good and 8 responded excellent.

It shows that most of the graduate responded positively to the work placement / attachment / internship services of the campus. The same fact has been presented in figure No. 2.7.

Figure 2.7

Responses to Work Placement / Attachment / Internship



2.3.5. Responses to Teaching / Learning Environment

The issues related to teaching learning environment has also been analyzed on the basis of the responses of the graduates. Table No. 2.8 shows the responses of graduate students to teaching / learning environment.

Table No.: 2.8

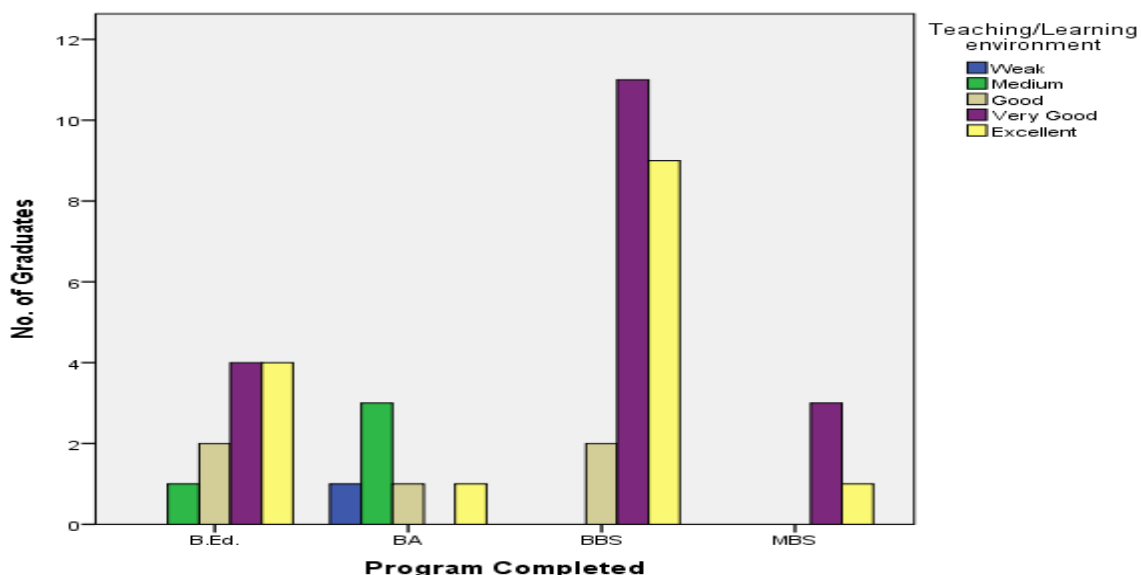
Responses to Teaching / Learning Environment

Program Completed	Teaching/Learning environment					Total
	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	0	1	2	4	4	11
BA	1	3	1	0	1	6
BBS	0	0	2	11	9	22
MBS	0	0	0	3	1	4
Total	1	4	5	18	15	43

Table No. 2.8 shows that most of the students who have completed their graduate under different programs provided by the campus responded about teaching learning environment very good and excellent. 33 students out of 43 responded very good and excellent of campus' teaching learning environment. Responses of graduates to teaching learning environment of campus also shown in the figure No. 2.8.

Figure No.: 2.8

Responses to Teaching / Learning



2.3.6. Responses to Quality of Education Delivered

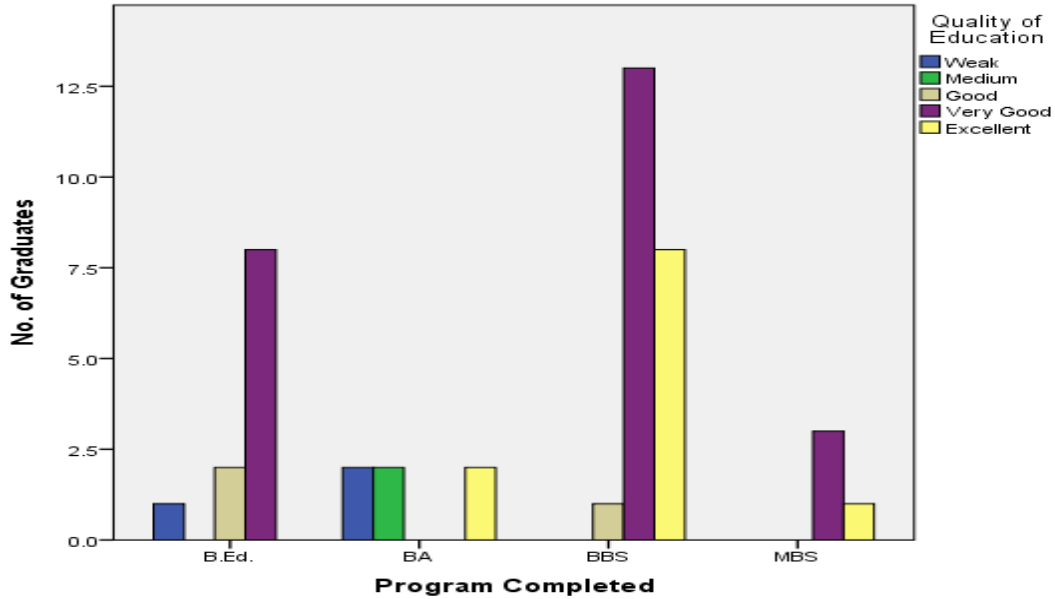
The campus is the only quality accredited campus in the Dhaulagiri region of Nepal. The graduates' response to the quality of education delivered is shown in table No. 2.9.

Table No.: 2.9
Responses to Quality of Education Delivered

Program Completed	Quality of Education					Total
	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	1	0	2	8	0	11
BA	2	2	0	0	2	6
BBS	0	0	1	13	8	22
MBS	0	0	0	3	1	4
Total	3	2	3	24	11	43

Table No. 2.9 shows the responses of graduate students about the quality of education delivered by the campus. Out of 43 students, 24 and 11 students responded quality of education delivered was very good and excellent respectively. It indicates that the majority of students rated the campus regarding the quality of education delivered as very good and excellent. This fact is also shown in the figure No. 2.9.

Figure No.: 2.9
Responses to Quality of Education Delivered



2.3.7. Responses to Teacher-Student Relationship

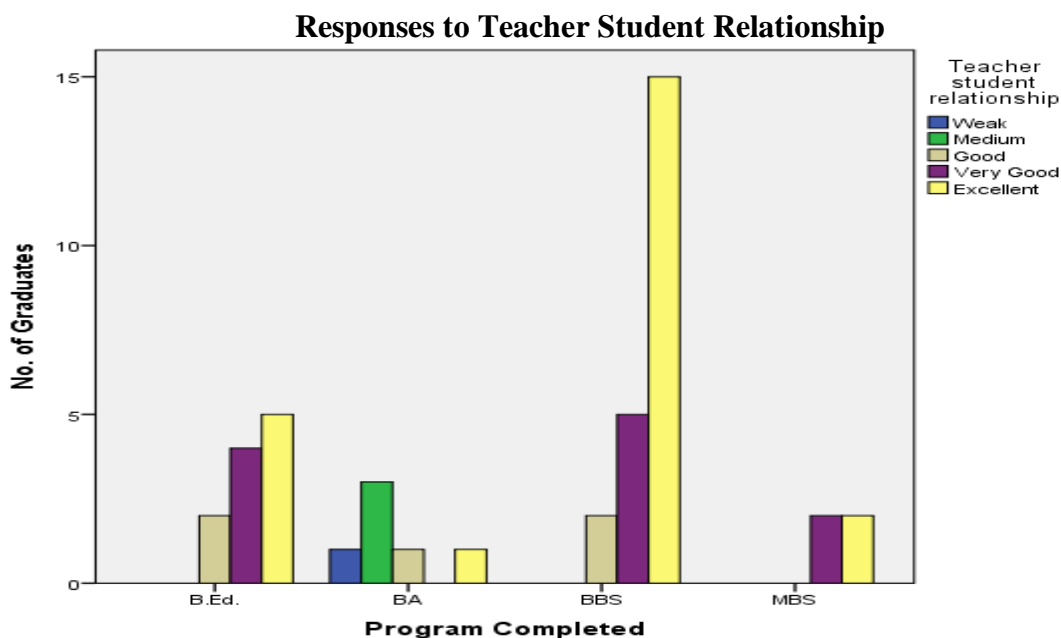
Good teacher-student relationship fosters a better learning environment on campus. The experience of graduate students to teacher-student relationship is shown in the table No. 2.10.

Table No.: 2. 10
Responses to Teacher Student Relationship

Program Completed	Teacher student relationship					Total
	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	0	0	2	4	5	11
BA	1	3	1	0	1	6
BBS	0	0	2	5	15	22
MBS	0	0	0	2	2	4
Total	1	3	5	11	23	43

Table No. 2.10 shows the experience of the graduates regarding teacher students' relationship. 23 students (53.48%) of the graduates state that the teacher students' relationship is excellent. 11 students (25.58%) of the graduates state the relationship as being very good. Similarly 1, 3, and 5 graduates rated campus as very weak, weak and medium respectively which is very low among total graduates. The same fact has been presented in figure No.2.10.

Figure No.: 2.10



2.3.8 Responses to Library Facility

The campus has a library in a separate building. There is bar code system in the library. The experience of the graduates regarding facility of the library is shown in the table No. 2.11.

Table: 2.11

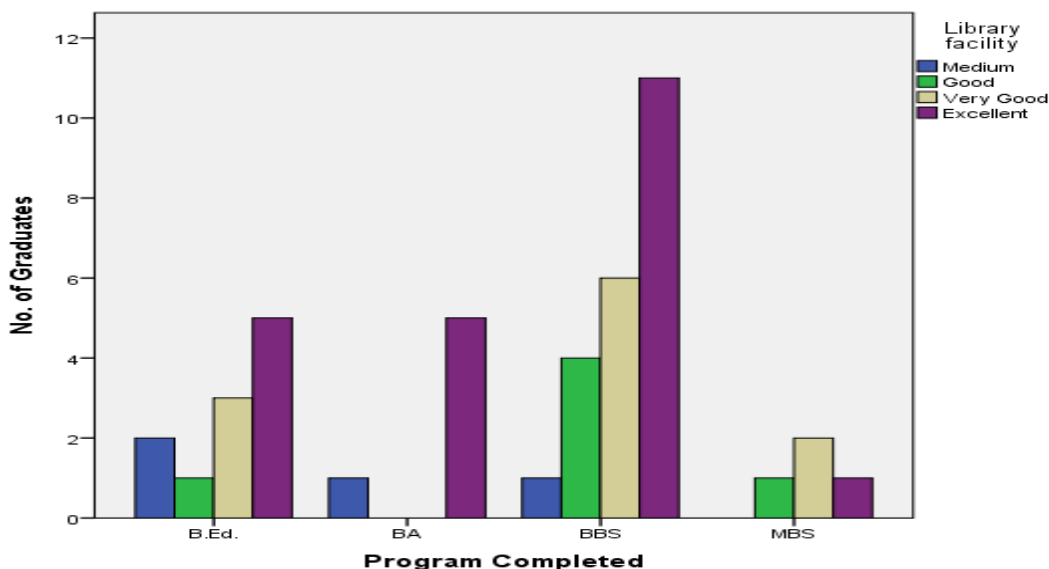
Responses to Library Facility

Program Completed	Library facility				Total
	Medium	Good	Very Good	Excellent	
B.Ed.	2	1	3	5	11
BA	1	0	0	5	6
BBS	1	4	6	11	22
MBS	0	1	2	1	4
Total	4	6	11	22	43

Table No. 2.11 shows the responses of the graduates about the library facility. Out of total 43 graduates, 22 graduates expressed the library facility as being excellent, 11 expressed as very good, 6 rated as good and 4 medium. The same fact has been shown in the figure 2.11.

Figure 2.11

Response to Library Facility



2.3.9 Responses to Lab Facility

The campus has been running BBS, BA and B. Ed. programs. The campus has been running BICTE program since 2078 B.S. It has established a computer lab for the program. Table 2.12 shows the experience of the graduates regarding lab facility.

Table 2.12
Responses to Lab Facility

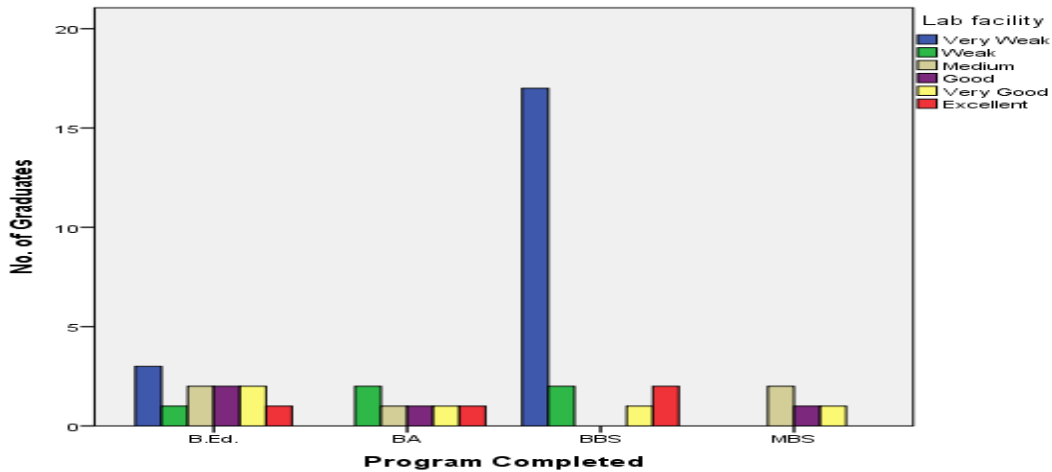
Program Completed	Lab facility						Total
	Very Weak	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	3	1	2	2	2	1	11
BA	0	2	1	1	1	1	6
BBS	17	2	0	0	1	2	22
MBS	0	0	2	1	1	0	4
Total	20	5	5	4	5	4	43

Table 2.12 shows the experience of the graduates regarding computer lab facility. Among the total students of graduates, 20, 5, 5, 4, 5, and 4 graduates' stated as very weak, weak, medium,

good, very good and excellent respectively. It indicates that the institution should improve the lab facility to increase the satisfaction of students. The same fact has been shown in the figure No. 2.12

Figure 2.12

Response to Lab Facility



2.3.10 Responses to Sports Facility

MMC has a playground with the capacity of playing volleyball, basketball and badminton. It organizes a week-long sports meet every year on the occasion of campus day. Table No. 2.13 shows the experience of the graduates regarding the sports facility provided by the campus.

Figure 2.13

Responses to Sports Facility

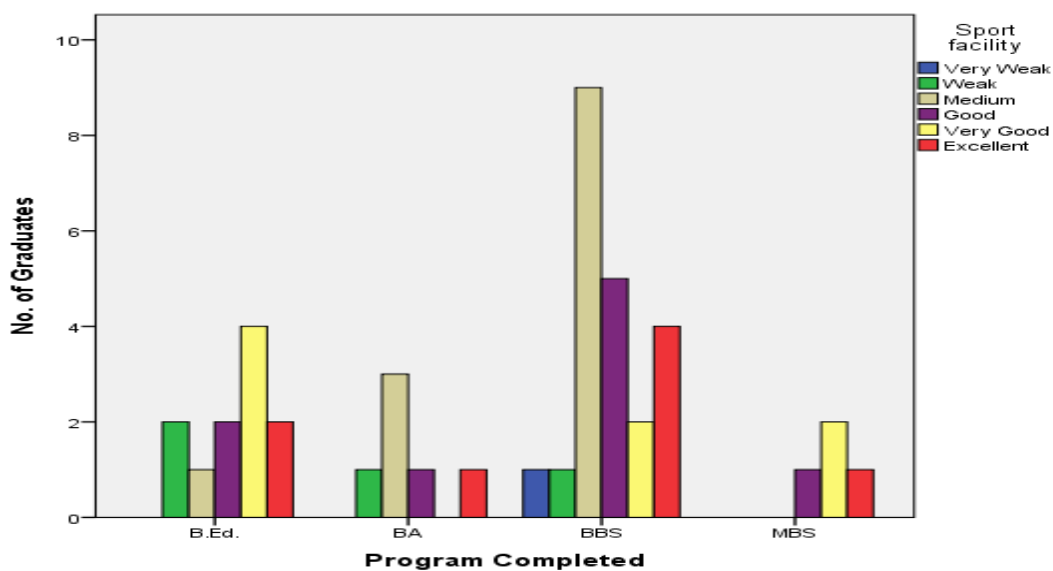
Program Completed	Sport facility						Total
	Very Weak	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	0	2	1	2	4	2	11
BA	0	1	3	1	0	1	6
BBS	1	1	9	5	2	4	22
MBS	0	0	0	1	2	1	4
Total	1	4	13	9	8	8	43

Table 2.13 shows the reaction of the graduates regarding sports facilities. Out of 43 graduates, 8 graduates stated that the sports facility is excellent, 8 as very good. 9 graduates agreed that the

facility is good. And 13, 4 and 1 graduates stated that the sport facility is medium, weak and very weak respectively. Majority of the graduates state that they are satisfied with the sports facility provided by campus. The same fact is shown in the figure No.2.13.

Figure 2.13

Responses to Sports Facility



2.3.11 Responses to Canteen/Urinals Facility

MMC has been providing canteen facility to its students, staffs and other visitors. It provides the urinal facility to the students on each building. Table No. 2.14 shows the experience of the graduates regarding the canteen / urinals facilities.

Table 2.14

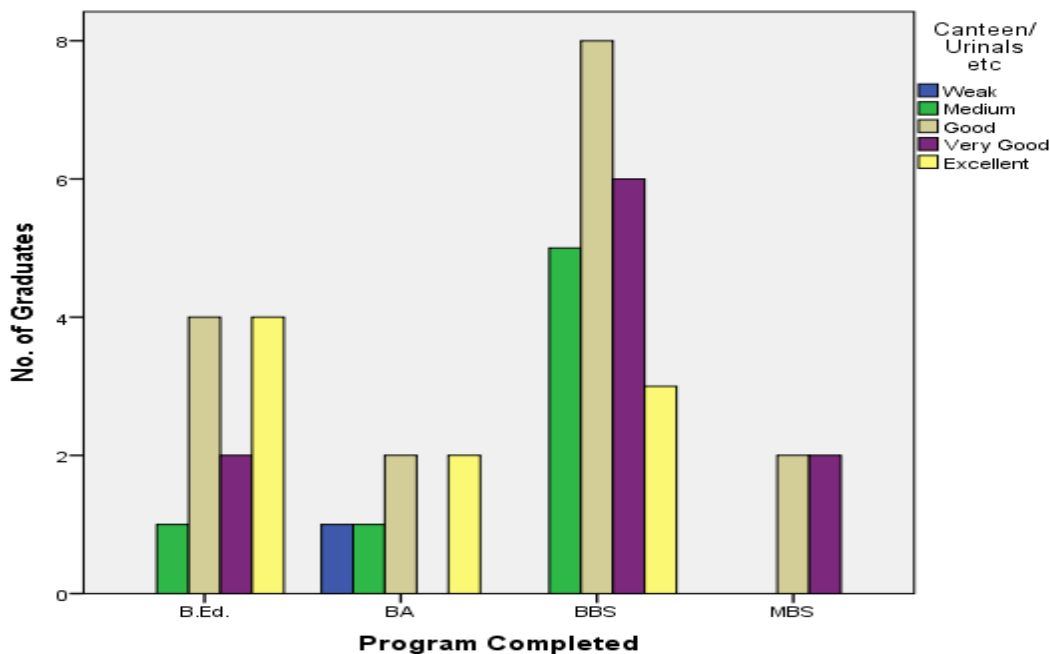
Responses to Canteen / Urinals Facility

Program Completed	Canteen/ Urinals etc					Total
	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	0	1	4	2	4	11
BA	1	1	2	0	2	6
BBS	0	5	8	6	3	22
MBS	0	0	2	2	0	4
Total	1	7	16	10	9	43

Table No. 2.14 shows the experience of the graduates regarding the facilities of canteen/urinal. Out of 43 graduates, 9 state that the facility of canteen/urinals is excellent and 10 is very good,

16 is good, 7 medium and 1 stated weak. This implies that the facility of canteen and urinals is well in the campus. The same fact is shown in the figure No. 2.14.

Figure 2.14
Responses to Canteen / Urinals



2.3.12 Responses to Physical Environment

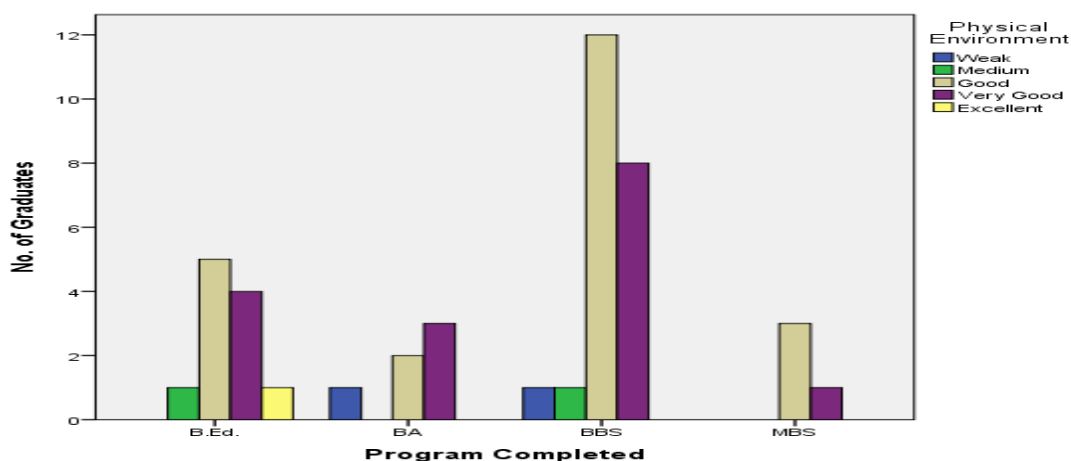
The study team searches the responses of graduates on the overall physical environment as an indicator of other strengths and weaknesses provided by the UGC. The responses of graduate students to physical environment is shown in the table No. 2.15.

Table No.: 2.15
Responses to Physical Environment

Program Completed	Physical Environment					Total
	Weak	Medium	Good	Very Good	Excellent	
B.Ed.	0	1	5	4	1	11
BA	1	0	2	3	0	6
BBS	1	1	12	8	0	22
MBS	0	0	3	1	0	4
Total	2	2	22	16	1	43

Table No. 2.15 shows the graduate responses toward overall physical environment of the campus. Out of 43 students, 22 and 16 students responded good and very good to physical environment. The rating of other graduates is negligible. It indicates that the overall physical environment of the campus is good. The responses of graduates towards the physical environment is also shown in the figure No. 2.15.

Figure No.: 2.15
Responses to Physical Environment



2.4 Status of Further Study

Some of the graduates have been found continuing their further study after their graduation.

Table No. 2.16 shows the status of graduates' further study.

Table No.: 2.16
Status of Further Study

Program Completed	Further Study			Total
	Nepal	Abroad	Unknown	
B.Ed.	3	0	8	11
BA	0	0	6	6
BBS	6	4	12	22
MBS	0	1	3	4
Total	9	5	29	43

Table No. 2.16 shows the status of graduates by further study. Out of the 43 graduates, only 9 (20.93%) graduates are engaged in further study in Nepal. Among them 6 graduates from BBS,

3 from B. Ed and zero from BA have continued their study. On the other hand, 29 graduates have not joined for further study. Only 5 graduates are engaged in further study in abroad. The same fact has been presented in the figure No.2.5 too.

Figure 2.16
Graduate Status of Further Study

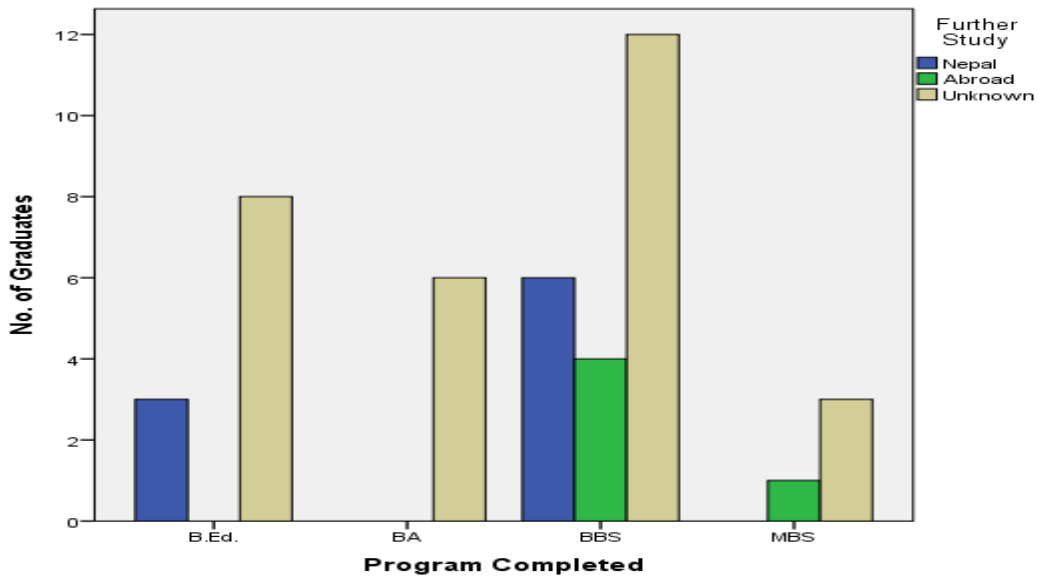


Figure No. 2.16 shows the status of graduates by further study. Out of the 43 graduates, only 16 (37.20%) graduates are engaged in further study in Nepal. Among them 11 graduates from BBS, 3 from BA and 2 from B. Ed have continued their study. On the other hand, 25 graduates have not joined for further study. Only 2 graduates are engaged in further study in abroad.

UNIT: III

MAJOR FINDINGS

This section discusses the major findings of the study derived from analysis of the data. The key findings related to gender status, employment status, and responses of graduates toward various aspects such as relevancy of the program, extracurricular activities, problem solving ability, work placement, teaching learning environment, quality of education delivered, teacher student relationship, library facility, lab facility, sports facility, canteen/ urinals and status of further study are presented as follows:

3.1 Status of Graduates by Gender

Out of 43 graduates, 25 are females which is 58.14 percent of total graduates. It shows that the number of female graduates is higher than the number of male graduates in each program.

3.2 Status of Employment of Graduates

The study analyzes the employment status of graduates and the types of their organizations separately. The findings of the study about the employment of graduates are:

- a. Among the total graduate students, 16 are in the service in an organization i.e. employed, and 27 are unemployed. The employment status of B. Ed., BA, BBS, and MBS is 7, 1, 5 and 3 graduates respectively.
- b. Out of the total graduates, 3, 5, 1, and 7 graduates are employed in private, public, NGO/INGO, and government organizations respectively.

3.3 Responses of Graduates on Major Strengths and Weaknesses of the Programs

The main findings of the responses on strengths and weaknesses of services provided by the campus through different programs are listed below:

- a. Most of the graduates rated positively towards relevancy of programs to their job requirements. Out of total graduates, 6, 4, 5, 9, 17 and 2 rated as very weak, weak, medium, good, very good and excellent respectively. This rating clearly shows that the graduates are satisfied with the relevancy of program to their professional requirement.

- b. The responses of graduate students to the extracurricular activities provided by the campus. Among the 43 graduates, 6, 12, 14 and 4 graduates response medium, good, very good and excellent respectively. It shows that more than 36 (83.73 %) graduates responded medium, good, very good and excellent to the extracurricular activities of the program.
- c. The experience of the graduates regarding problem solving ability of graduate students. Out of 43 students, 1 responded weak, 4 responded medium, 11 responded good, 21 responded very good and 43 responded excellent about problem solving ability of education provided by the campus.
- d. Out of 43 students, 3 said very weak, 3 weak, 3 medium, 16 good, 10 very good and 8 responded excellent. It shows that most of the graduate responded positively to the work placement / attachment / internship services of the campus.
- e. The students who have completed their graduate under different programs provided by the campus responded about teaching learning environment very good and excellent. 33 students out of 43 responded very good and excellent of campus' teaching learning environment.
- f. Out of 43 students, 24 and 11 student responded quality of education delivered very good and excellent respectively. It indicates that the majority of students rated the campus regarding the quality of education delivered as very good and excellent.
- g. The responses of graduates towards teacher-student relationships as 1 weak, 3 medium, 5 good, 11 very good and 23 excellent. It shows that most of the graduates responded positively towards teacher-student relationships.
- h. Out of total 43 graduates, 22 graduates express the library facility as being excellent, 11 express as very good, 6 rated as good and 4 medium. Table No. 2.11 also shows that most of the graduates from BBS and BA programs are more satisfied than graduates from education.
- i. Among the total students of graduates 20, 5, 5, 4, 5, 4 graduates' stated as very weak, weak, medium, good, very good and excellent respectively to lab facility. It indicates that the institution should improve in lab facility to increase the satisfaction of students.

- j. Among the total students of graduates 1, 4, 13, 9, 8, 8 graduates' stated as very weak, weak, medium, good, very good and excellent respectively to sports facility. It indicates that the graduates are satisfied in sports facility.
- k. Out of 43 graduates, 9 stated that the facility of canteen/urinals is excellent and 10 is very good, 16 is good, 7 medium and 1 state weak. This implies that the facility of canteen and urinals is well in the campus.
- l. Out of 43 students, 22 students responded good and 16 students very good and 1 as excellent to physical environment. The rating of other graduates is negligible. It indicates that the overall physical environment of the campus is good.

3.4 Status of Further Study

Out of the 43 graduates, only 9 (20.93%) graduates are engaged in further study in Nepal. Among them 6 graduates from BBS, zero from BA and 3 from B. Ed have continued their study. On the other hand, 29 graduates are not joined for further study. Only 5 graduates are engaged in further study in abroad.

UNIT: IV

IMPLICATIONS TO INSTITUTIONAL REFORM

The general objective of the study is to identify the status of graduates and their responses towards the services provided by the campus. This study has identified the following implications for institutional reform:

- The present educational programs should be made more relevant and practical and the campus should run other market-driven programs as per the need and demand of time and interest of the students.
- The objective of education faculty is to produce skilled human resources in teaching but the research shows less employability of the graduates from Education faculty. It has questioned the existing curriculum and warned the policy makers about policy reformation.
- The objective of the management faculty syllabus is not only to produce job seekers but also to inculcate entrepreneurship in the graduates but the study shows a few graduates are striving to seek their career in self-employment. It signals the necessity of developing entrepreneurship in the graduates.
- The research will direct the stakeholders in stressing the need of motivating students to incline them towards entrepreneurship for self-dependency and creating employment for others.
- The study shows that many students from ethnic communities enroll the campus but very few of them get graduation therefore campus has to focus on making plans to help the ethnic groups to continue their study and uplift their academic level to increase their pass out ratio.
- The institution should conduct professional skill development trainings for the graduates by developing and implementing the non-credit courses.
- To improve the level of self-employment, the campus should run periodical Non-credit Course classes about entrepreneurship development.
- It is necessary to run motivational classes regarding the further study for the graduates.
- Teaching methodology has to be improvised.

- Computer lab and library need to be more equipped.
- The research activities of the faculties should be increased to promote and plan to reform the immediate shortcomings for quality education delivered.
- The campus should be further conscious in delivering the services to the students timely and accurately.
- It will suggest the local government, provincial government as well as federal government and policy makers to make plans for reforming the educational system in order to address the students studying in remote district like Myagdi.
- It will support in promoting the pass out ratio of graduates if the shortcomings identified in this research, are addressed in the days to come.

UNIT: V

CONCLUSION AND RECOMMENDATIONS

To conclude, this tracer study research is expected to be the milestone to mitigate the shortcomings of the institution. It is a continuation of the institutional attempts to explore the shortcomings of the institution that helps to design the avenues for further improvements. The responses, suggestions, feedbacks and comments given by the graduates will be remarkable blueprints to catch the destination. The study has helped to reconnect the graduates and the campus. The responses of the graduates regarding the questions about their contribution to the institution compels them to be in touch with the campus and contribute from their side. It brings a vibration to rethink about the running programs and efficiency of educational delivery. It makes the teaching staff aware of revising the teaching methodologies and non-teaching staff keeping documentation up to date as well. The research indirectly shows that the students transferred to foreign countries in the name of higher studies are not involved in their studies rather engaged in earning activities only.

After the overall data presentation, analysis, major findings and the implication to institutional reform the TSC has suggested the following recommendations to reform the institution and academic policy.

- Coordination with employers to set the priorities.
- Implementation of modern teaching methodology with proper technical equipment.
- Provision of teacher's access to the further study e.g. M.Phil and PHD.
- Train the students to access the job after graduation.
- As the number of female students is considerably higher, it shows the necessity of women empowerment programs in the campus.
- Launch market-driven academic programs that increases the employability of the graduates.
- Strengthen the guru-disciple relationship.
- Manage frequent refreshment trainings for the teachers, staff and students.
- Use modern technology for empowering the students to face the challenging pace of life.