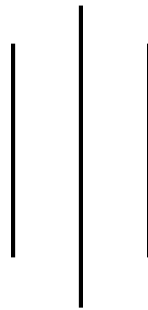


**A TRACER STUDY REPORT OF GRADUATES  
BATCH 2016**

**Submitted by:**

Myagdi Multiple Campus

Beni Bazzar, Myagdi



**Submitted to:**

University Grants Commission

Sanothimi, Bhaktapur

*For the Fulfillment of Requirement of Performance Grants Provided by  
University Grants Commission*

JUNE  
2018

## ACKNOWLEDGEMENT

First of all, we would like to remember the contribution of University Grants Commission (UGC) for providing the excellent opportunity for doing this tracer study research. It has encouraged us to work actively in reaching the access of the ex-graduate students scattering to grasp the opportunity using the degree gained via this campus. The job given by UGC is also useful for having economical support based on the contribution and achievement of the campus. This research work would never have completed without the assistance and sincere response of the graduates, passed out in 2016 A.D. The research team would like to consider them as the subject of special thanks. We are highly grateful for their selfless participation and active role to make this work possible.

We would like to convey sincere acknowledgement to the campus management committee for making decision to do this study under our involvement. The sincere interest of the chairperson of Campus Management Committee, Balkrishna Subedi, for making us active is remarkable. The encouragement and frequent inquiry about the progress of the campus chief, Tikaram Sapkota, is also noticeable. The active participation of Assistant Campus Chief, Shreddhar Subedi, head of Education Department, Pashupatinath Dhakal for their non-stop assistance on the completion of this work. We are thankful to Mr. Gorakh Bahadur G.C., the QAA Focal Person, for his non-stop support and co-ordination to complete this task. Similarly, the administrative staffs are also significant in providing the materials in need.

Finally, we would like to express our gratitude to all the well-wisher from the inside and outside the campus that provided their valuable contribution directly and indirectly for the completion of this work.

### Tracer Study Research Committee

Co-ordinator Mr. Ramjee Prasad Subedi

Member Mr. Tara Nath Sharma

Member Mr. Prem Bahadur GC

6 June, 2018

Myagdi

## EXECUTIVE SUMMARY

Myagdi Multiple Campus (MMC) is a community based educational institution established in 2048 B.S (1996 A.D.) MMC has been selected in regional level by UGC under Higher Education Reform Project (HERP). Here the tracer study of 2016 graduates' batch has been presented. The tracer study is explorative which focuses on the graduates passed out in 2016. The major objectives of this study are to find out the employment and further study status of the graduates, to analyze the quality and relevance of higher education program, to highlight the condition of basic physical amenities, to find program contribution to graduates professional and personal development, to identify the issues related to teaching learning, teacher student relationship and education delivery efficiency. 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 clusters and groups in terms of faculties as well as gender, ethnic group and other caste.

The study shows that the graduate percentage of the girls is higher than that of the boys. Out of the 66 graduates 33 are employed. Most of the graduates are still concerned with the government service. The quality of education delivered by the institution has been found to be good. The number of graduates not willing to continue further study is high.

Out of 66 graduates, the research shows that only 60 percent are girls and 40 percent of them are boys. While studying ethnically, the percentage of Brahmin, Kshetri, Janajati and Dalit graduates is 39.39, 31.81, 31.6 and 15.15 is respectively. The number of graduates included from the faculty of Humanities, Management and Education is 9, 18 and 39 respectively. Most of the graduates view that graduation from this campus plays the major determinant role to develop their career and personal development.

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*Decision regarding TS work plan*

*Graduate name list as per the annex 1.2 or 1.3*

*Transcripts of 2016*

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## ABBREVIATIONS

A A	Alumni Association
A D	Anno Domini
B.Ed	Bachelor of Education
B.S	Bikram Sambat
BA	Bachelor of Arts
BBS	Bachelor of Business Studies
CBS	Central Bureau of Statistics
DCC	District Co – ordination Committee
EDS	Educationally Disadvantaged Students
F/ Y	Fiscal Year
IT	Information Technology
MMC	Myagdi Multiple Campus
NGO	Non-governmental Organization
RM	Rural Municipality
SNID	Social Network Identity
TSC	Tracer Study Committee
UGC	University Grants Commission



## UNIT: I

### INTRODUCTION

#### 1.1 Background/Rationale of the Study

Myagdi district, located in Province no 4 with latitude between 28020-28040 north and longitude between 82008-80053 east lies between Kaski & Parbat in the east, Baglung, Dolpa and Rukum districts in the south and Mustang district in the north spreading about 2297.06 square Km. People of various castes, ethnic groups and occupational castes i.e. Brahmin, Chhetri, Magar, Newar, Thakali, Gurung, Chhantyal, Kami, Sarki, and Damai are major inhabitants of this district. Total population of this district is 11364. Among them, 51395 are males and rest 62246 is females (CBS 2068). It is composed of six Local levels including one Municipality, Beni and five Rural Municipalities, Mangala, Malika, Dhaulagiri, Raghuganga & Annapurna. Beni Bazar is still the administrative headquarter of this district; where Myagdi Multiple Campus is located.

Myagdi Multiple Campus (MMC) is a community based educational institution established in 2048 B.S (1996 A.D.) with the effort of community people, social workers, intellectuals, various professionals, business entrepreneurs, local institutions and civil society in Beni Bazar, around Myagdi district as well as the people living in Kathmandu migrated from Myagdi. 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 (2058), Management (2063) and Education (2064), Master Degree in Management (2074). 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 middle class communities. The major economic source of the campus is the students' fee apart from the regular grants of University Grants Commission (UGC) that started from the fiscal year 2062/63. Similarly, UGC Secondary Higher Education Project, Scheme 'D', selected MMC for other grants. There are 592 students studying. Out of which 426 are females, 166 males, 60 are EDS and 59 are Dalit.

The graduates of this campus have engaged in multiple sectors. 'Graduates' in this study indicates the students who completed their bachelor's degree in 2016. It is important to identify their employment situation in order to evaluate the standard of the production that will be supportive to make further plans for qualitative education. The study is centralized on: what is the situation of graduate passed 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 for the coming days, on the responded of the stakeholders especially the graduates, this tracer study consists of the lofty magnitude.

## **1.2 Objectives of the study**

The main objectives of the study are as follows:

- To find out the employment and further study status of the graduates.
- To identify the strengths and weakness of the institutional programs and infrastructure of the campus from the perspectives of the graduates.
- To find out the rated quality and relevance of programs by students.

## **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 according to action plan. The administrative staff helped in contacting the students and getting information. The TSC and administration contacted the students through public notice, facebook, 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 2016 (2073) under the faculties of Management, Humanities and Social Sciences and Education are taken for the study. The 66 graduates from the different faculties have been studied in this research.

## **1.5 Data Collection - Instrument and Approach**

The data were collected by requesting the graduates of 2016 to fill up the questionnaire form developed by UGC. To fulfill this task, notice was published, mass media, especially email was used, and the graduates were requested to come to campus through telephone contact.

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

The study has focused on the graduate students from MMC who completed their bachelor's degree in the year 2016. According to the graduates list provided by the campus administration of total 66 graduates from the faculties of Management, Education and Humanities have been involved in the study. Accepting this reality the TSC has strived to prepare the report as accurately as possible.

## 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 2016 are used as the subject of analysis. The total number of graduates is 66, among them 18 are from BBS, 9 are from BA and 39 from B.Ed. The data presentation and analysis of the graduates have been presented and analyzed with the help of tables and figures.

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

##### 2.1.1 Status of Employment of the Graduates

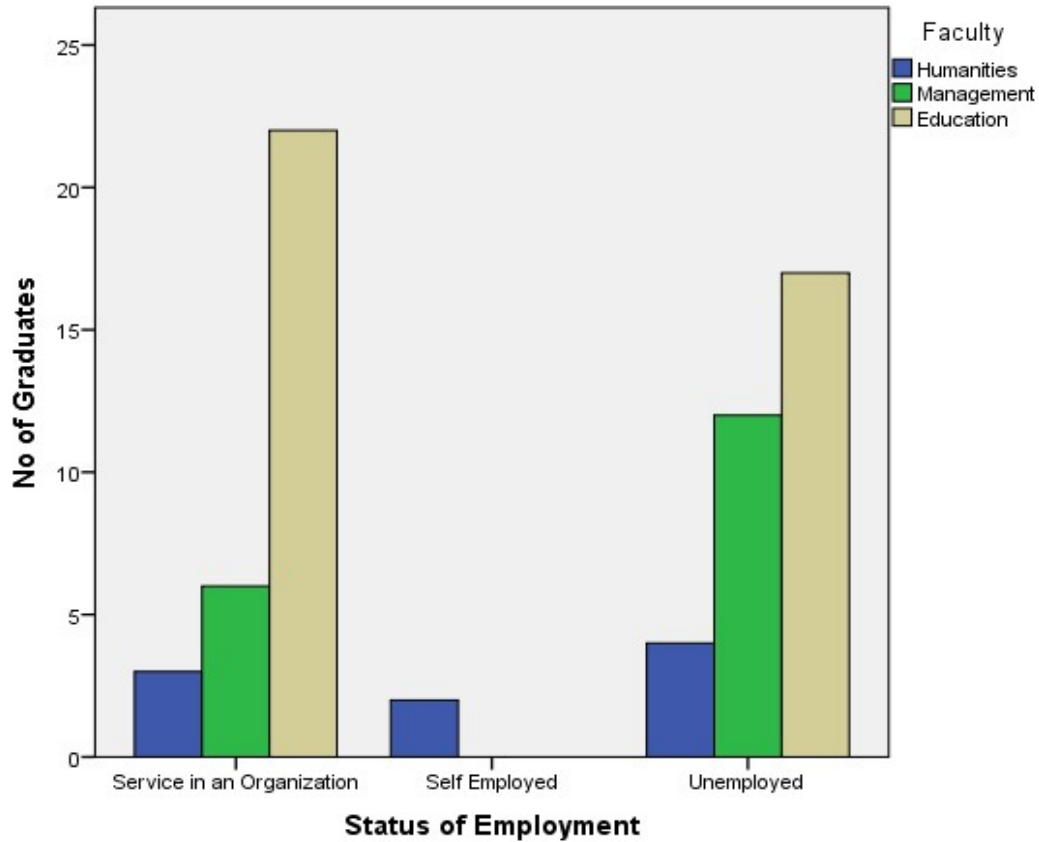
Only 50 percent of the graduates are found to be employed in different sectors, particularly in school/NGO/Financial field and some of them are able to grasp opportunity in government sector. Almost all of them are doing full time job according to their specialization. Those who are not holding job have gone for further study and foreign employment. The situation of the graduates according to their current job status is presented in table No. 2.1.

**Table No. 2.1**  
**Status of Employment**

Status of Employment	Faculty			Total
	Humanities	Management	Education	
Service in an Organization	3	6	22	31
Self Employed	2	0	0	2
Unemployed	4	12	17	33
Total	9	18	39	66

Table No. 2.1 shows, out of 66 graduates in the year 2016, 31 are engaged in service in an organization, 2 are self employed and 33 are unemployed. 3 graduates from humanities, 6 from management and 22 from education faculties have been engaged in service sectors of different organization. Similarly, only 2 graduates are found to be self employed. On the other hand, 4 graduates from humanities, 12 from management and 17 from education are unemployed. The employment status of graduates is also shown in figure No. 2.1.

**Figure No. 2.1  
Status of Employment**



### 2.1.2 Employment Status by Types of Organization

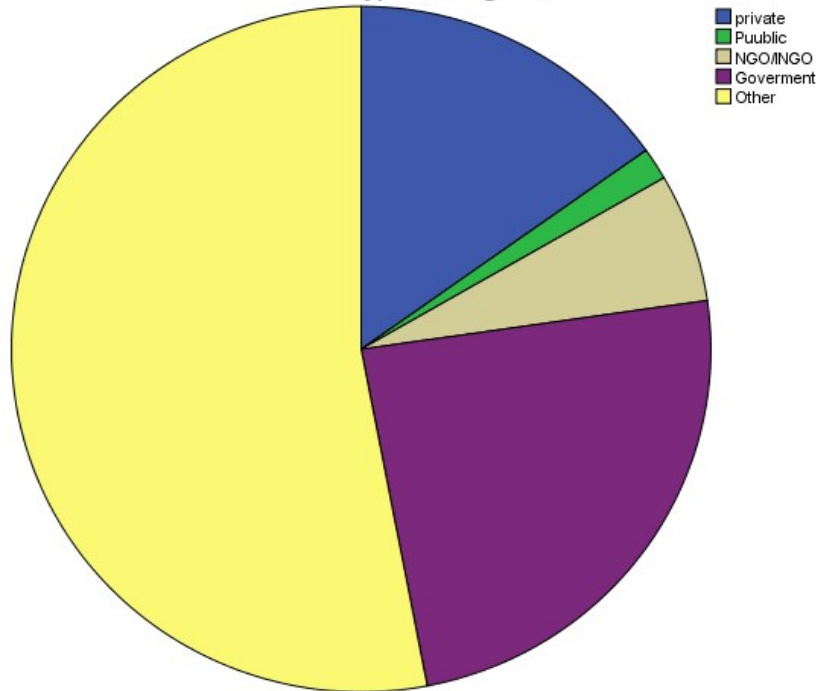
Table No. 2.2 shows the employment status of the graduates in various sectors.

**Table No.2.2  
Employment Status by Types of Organization**

Sectors	Frequency	Percent	Valid Percent	Cumulative Percent
Private	9	13.6	30.0	30.0
Public	1	1.5	3.3	33.3
NGO/INGO	4	6.1	13.3	46.7
Government	16	24.2	53.3	100.0
Total	30	45.5	100.0	
Other	36	54.5		
Total	66	100.0		

Table No. 2.2 shows that out of 66 graduates, 30 are employed in organizational sectors. The numbers of graduates employed in private, public, NGO/INGO and government sectors is 9, 1, 4 and 16 respectively. The same fact has been presented in the figure No. 2.2 too.

**Figure No. 2.2**  
**Employment Status by**  
**Types of Organization**



### 2.1.3 Status of Further Study

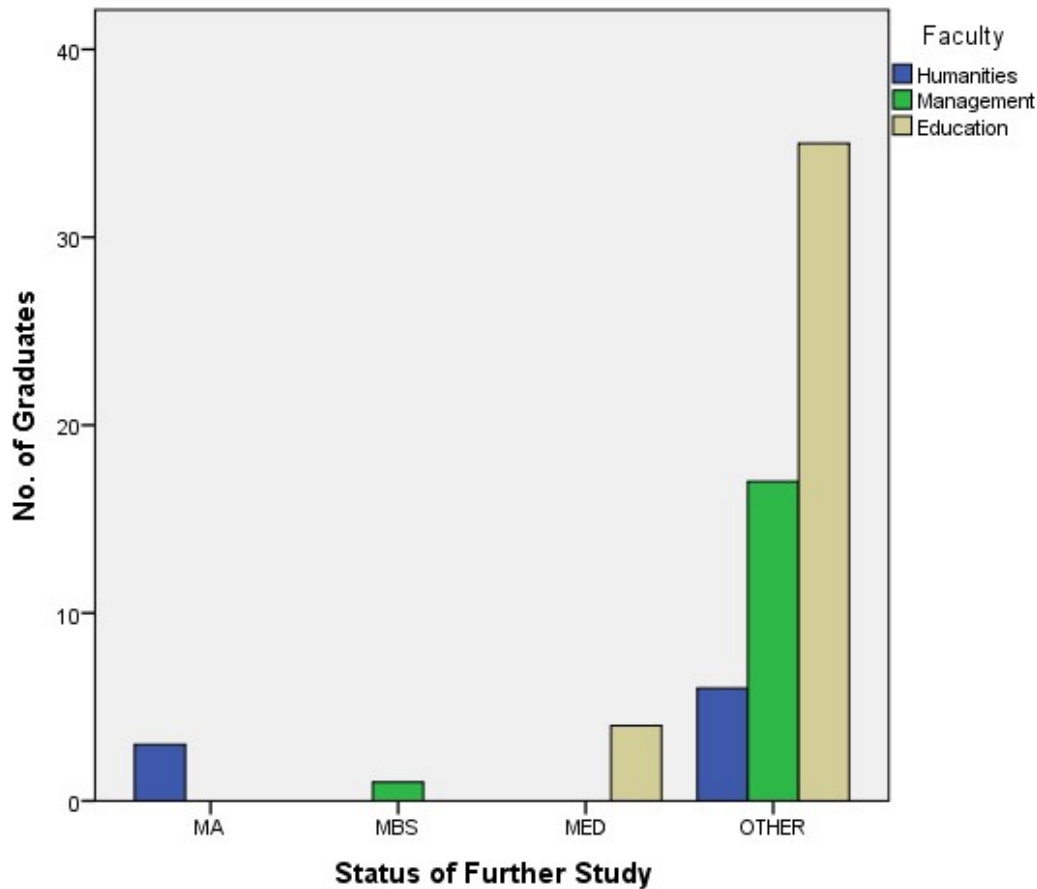
Some of the graduates have been found continuing their further study after their graduation. Table No. 2.3 shows the status of graduates by further study.

**Table No. 2.3**  
**Graduates Status by Further Study**

Levels of Further Study	Faculty			Total
	Humanities	Management	Education	
MA	3	0	0	3
MBS	0	1	0	1
MED	0	0	4	4
OTHER	6	17	35	58
Total	9	18	39	66

Table no.2.3 shows the status of graduates by further study. Out of the 66 graduates 8 graduates are engaged in further study. The number of graduates studying MA, MBS and M,Ed. is 3, 1, and 4 respectively. 3 graduates from Humanities, 1 from management have joined for further study. The same fact has been presented in the figure No.2.3 too.

**Figure No. 2.3**  
**Graduates status by Further Study**



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

### 2.2.1 Status of Quality of Education Delivered

The quality of education delivered by the campus as expressed by most of the graduates is good and very good. Table No.2.5 shows the quality of education delivered by this campus.

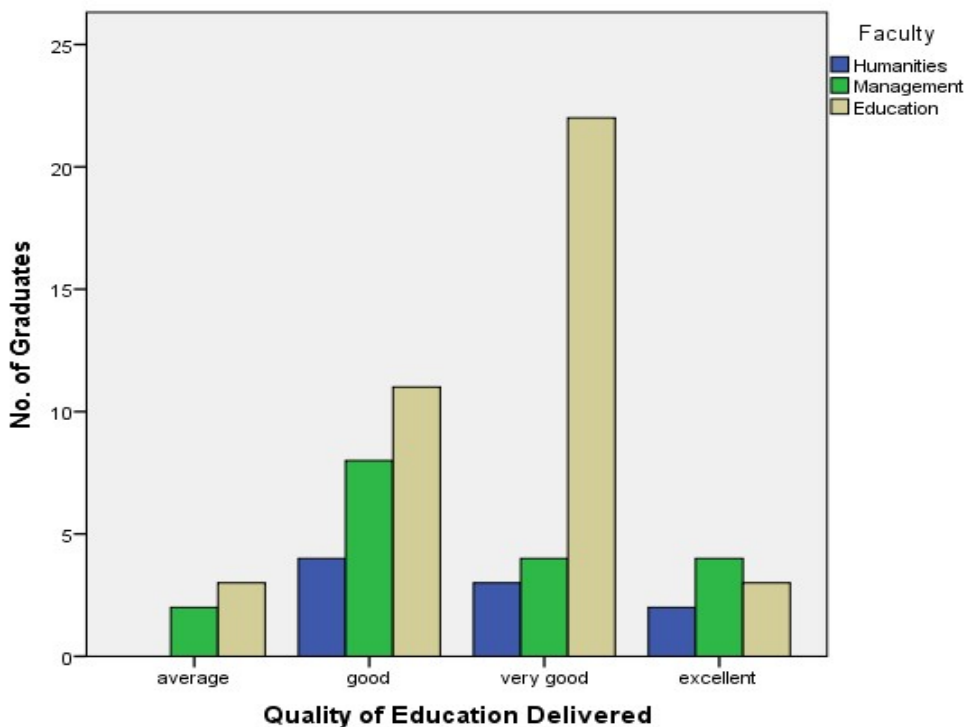
The relevancy of quality education provided by the campus as per graduates' opinion is shown in table No. 2.4

**Table No. 2.4**  
**Quality of Education Delivered**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Average	0	2	3	5
Good	4	8	11	23
Very Good	3	4	22	29
Excellent	2	4	3	9
Total	9	18	39	66

Table No. 2.4 shows the relevance of the program to their professional requirement. Out of 66 graduates, most of them have opined the program as good and very good. From the faculty of Humanities 4 graduates have rated as Good, 3 very good and 2 excellent. According to the graduates rating of Management faculty, 2 have rated as average, 8 good, 4 very good and 4 as excellent. Similarly, the graduates from Education faculty, 3 have rated as average, 11 good, 22 very good and 3 excellent. The same fact has been presented in the figure No.2.4 too.

**Figure No. 2.4**  
**Quality of Education Delivered**





## 2.2.2 Relevance of the Program to the Professional Requirement

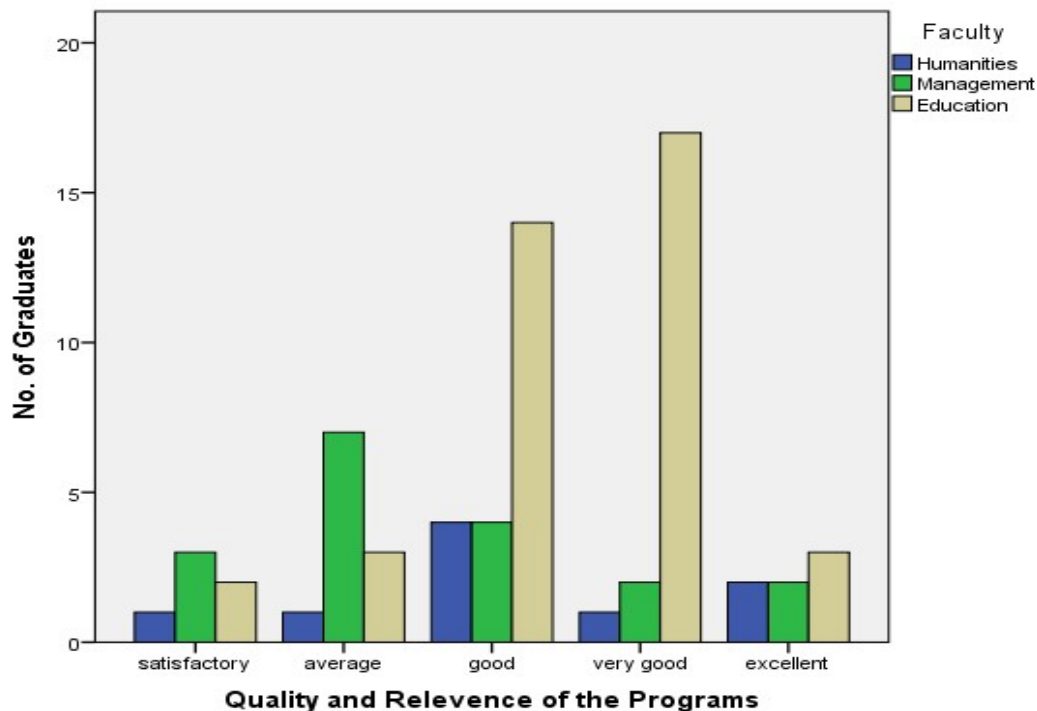
Table no. 2.5 shows the relevance of the program to the professional requirement of the graduates.

**Table No. 2.5**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Satisfactory	1	3	2	6
Average	1	7	3	11
Good	4	4	14	22
Very Good	1	2	17	20
Excellent	2	2	3	7
Total	9	18	39	66

Table No. 2.5 shows the quality of education delivered. Out of 66 graduates, most of them have stated that the quality of education delivered is good and very good. The same fact has been presented in the figure No.2.5 too

**Figure No. 2.5**  
**Relevance of the Program**



## 2.3 Programs Contribution to Graduates Professional and Personal Development (By gender/ethnicity/caste/etc; program wise e.g. Management, Humanities & Education)

### 2.3.1 Sex Status of Graduates by Faculty

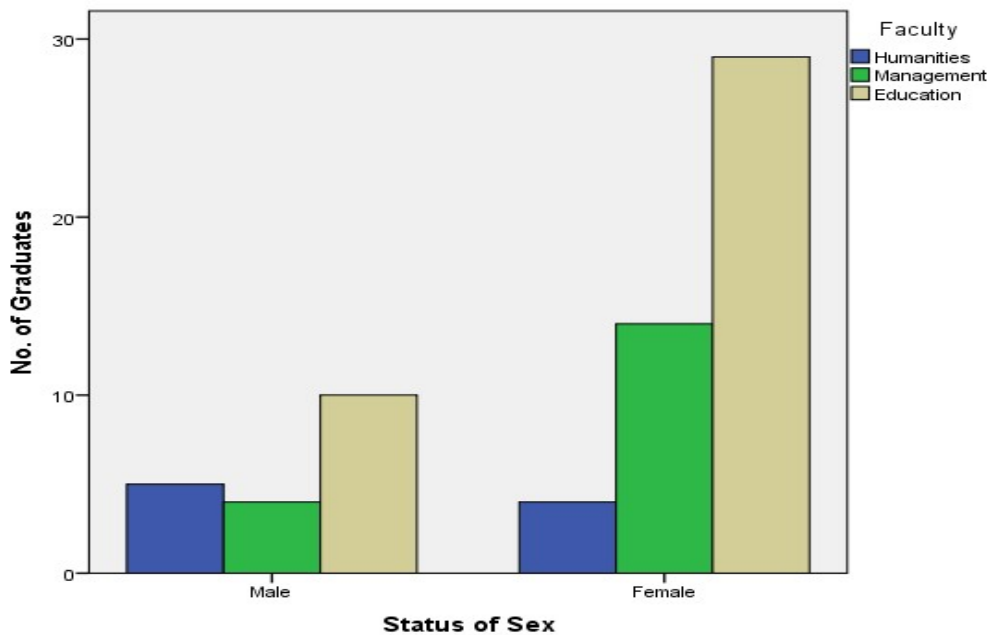
Table no. 2.2 shows the sex wise graduates under different faculties.

**Table No. 2.6**  
**Sex / Gender Status of Graduates**

Sex/Gender	Faculty			Total
	Humanities	Management	Education	
Male	5	4	10	19
Female	4	14	29	47
Total	9	18	39	66

Table No.2.2 shows the sex wise distribution of the graduates in each faculty. The number of male graduates in the faculties of Humanities, Management and Education is 5, 4, and 10 respectively whereas the number of female graduates in the same faculties is 4, 14 and 29 respectively. The total number of male is 19 and the total number of female graduates is 47. The fact has been shown in the figure no. 2.2 too.

**Figure No. 2.6**  
**Sex Status of Graduates**



### 2.3.2 Status of Caste by Faculty

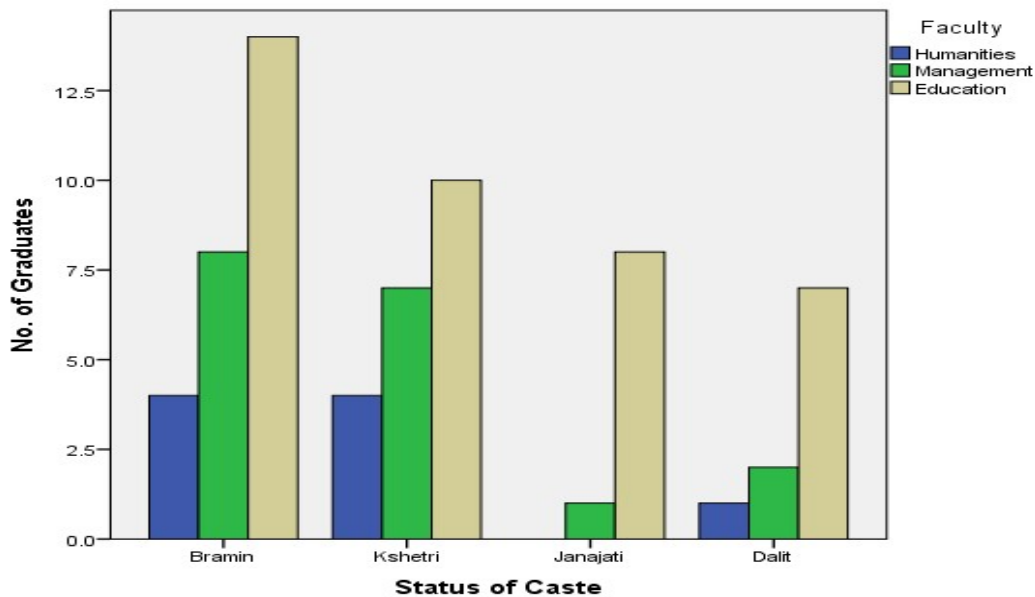
Table no. 2.7 shows the caste wise graduates under different faculties

**Table No. 2.7**  
**Status of Caste**

Caste	Faculty			Total
	Humanities	Management	Education	
Brahmin	4	8	14	26
Kshetri	4	7	10	21
Janajati	0	1	8	9
Dalit	1	2	7	10
Total	9	18	39	66

Table no. 2.7 shows the caste wise graduates under different faculties, the number of Brahmin in the faculties of Humanities, Management and Education is 4, 8 and 14 respectively. In the same way the number of Kshetri in the same faculties is 4,7 and 10 respectively. Similarly the number of Janajati in faculties of Management & Education is 1 and 8 respectively. There is no Janajati graduates in Humanities. The number of Dalit in the three faculties is 1,2 and 7 respectively. The number or Janajati and Dalit graduates are higher in the faculty of Education than in other faculties. The total no of graduates of from Brahmin is 26, Kshetri 21, Janajati 9 and Dalit 10 out of the grand total 66.

**Figure No. 2.7**  
**Status of Caste byFaculty**



## 2.4 Issues Related to Teaching/learning, Teacher/student Relationship and Education Delivery Efficiency.

The issues concerned with teaching learning environment, teacher students relationship and education delivery efficiency have been studied on the basis of the experience of the graduates. The experience of the graduates regarding teaching learning environment is shown in table No. 2.8.

### 2.4.1 Teaching Learning Environment

**Table No: 2.8**

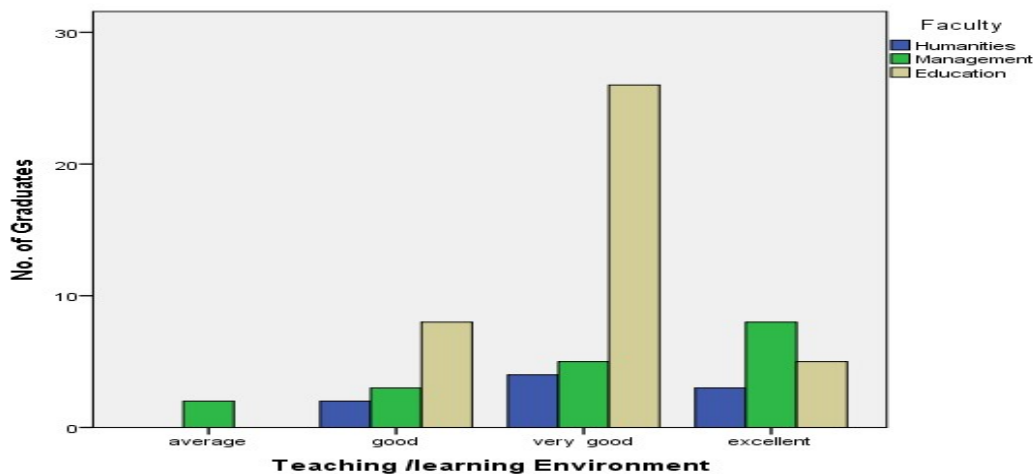
**Teaching / Learning Environment**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Average	0	2	0	2
Good	2	3	8	13
Very Good	4	5	26	35
Excellent	3	8	5	16
Total	9	18	39	66

Table No. 2.8 shows the experience of the graduates regarding teaching learning environment. More than 35 of the graduates state that the teaching learning environment of the campus is very good and 16 of the graduates state that the environment is excellent. The same fact has been depicted in figure No. 2.8. Majority of the students from Education faculty state that the teaching learning environment is very good. 8 of the graduates out of 18 in the faculty of management state that teaching learning environment is excellent.

**Figure No. 2.8**

**Teaching /learning Environment**



### 2.4.2 Teacher Student Relationship

The experience of the graduates regarding teacher students relationship is shown in table no. 2.9

**Table No: 2.9**

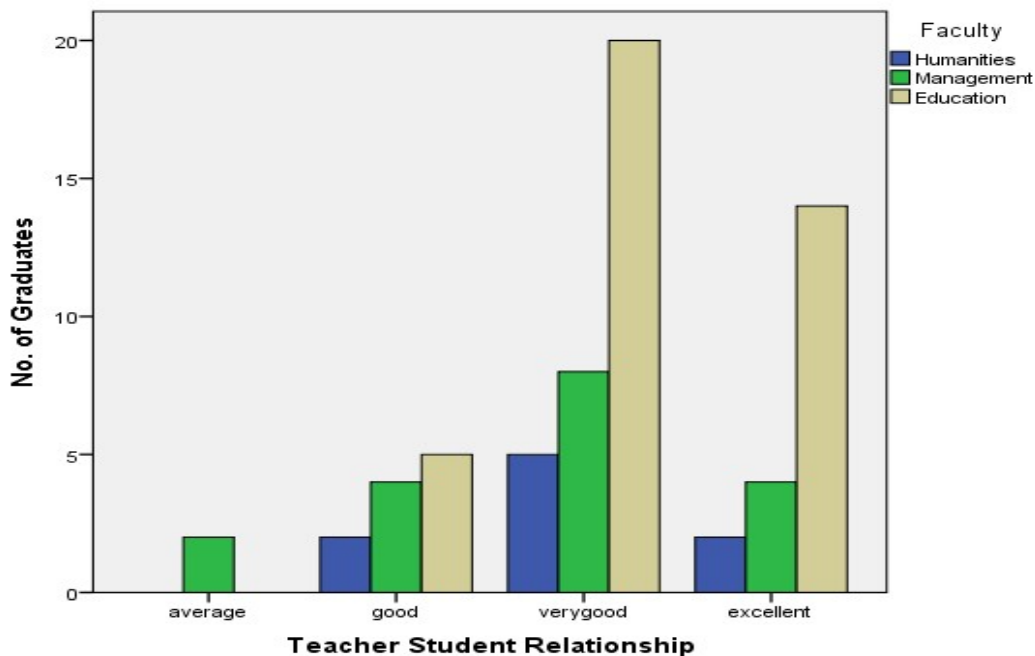
**Teacher Student Relationship**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Average	0	2	0	2
Good	2	4	5	11
Very good	5	8	20	33
Excellent	2	4	14	20
Total	9	18	39	66

Table no. 2.9 shows the experience of the graduates regarding teacher students' relationship. 33 of the graduates state that the teacher students' relationship is very good. 20 of the graduates state the relationship as being excellent. About half of the graduates from each faculty state that the teacher student relationship is very good. The same fact has been presented in figure no. 2.9 too.

**Figure No. 2.9**

**Status of Teachers Students' Relationship**



## 2.5 Issues Related to Facilitates such as Library, Laboratory, Canteen, Sports, and Urinal etc.

The issues related to facilities such as library, lab, canteen, sports facilities, urinals etc. have also been analyzed on the basis of the responses of the graduates.

### 2.5.1 Library Facility

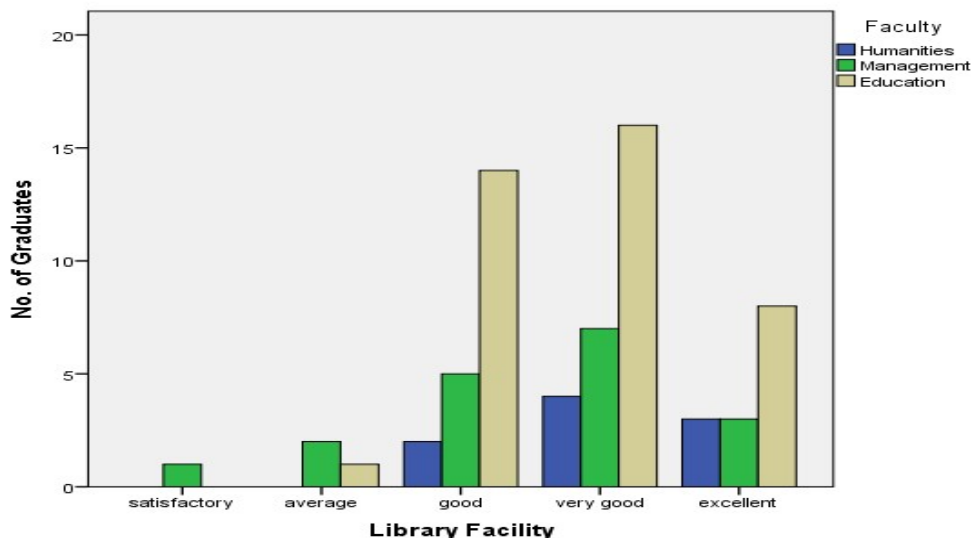
The experience of the graduates regarding facility of the library is shown in the table no. 2.10

**Table No: 2.10**  
**Library Facility**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Satisfactory	0	1	0	1
Average	0	2	1	3
Good	2	5	14	21
Very good	4	7	16	27
Excellent	3	3	8	14
Total	9	18	39	66

Table no. 2.10 shows the responses of the graduates about library facility. 27 of the graduates express the library facility as being very good. 14 of the graduates express that the facility is excellent and 4 of the graduates state that the library facility is below average. 39 to 44 percent graduates from each faculty state that the library facility is very good. The same fact has been shown in the figure 2.10.

**Figure No. 2.10**  
**Library Facility**



## 2.5.2 Lab Facility

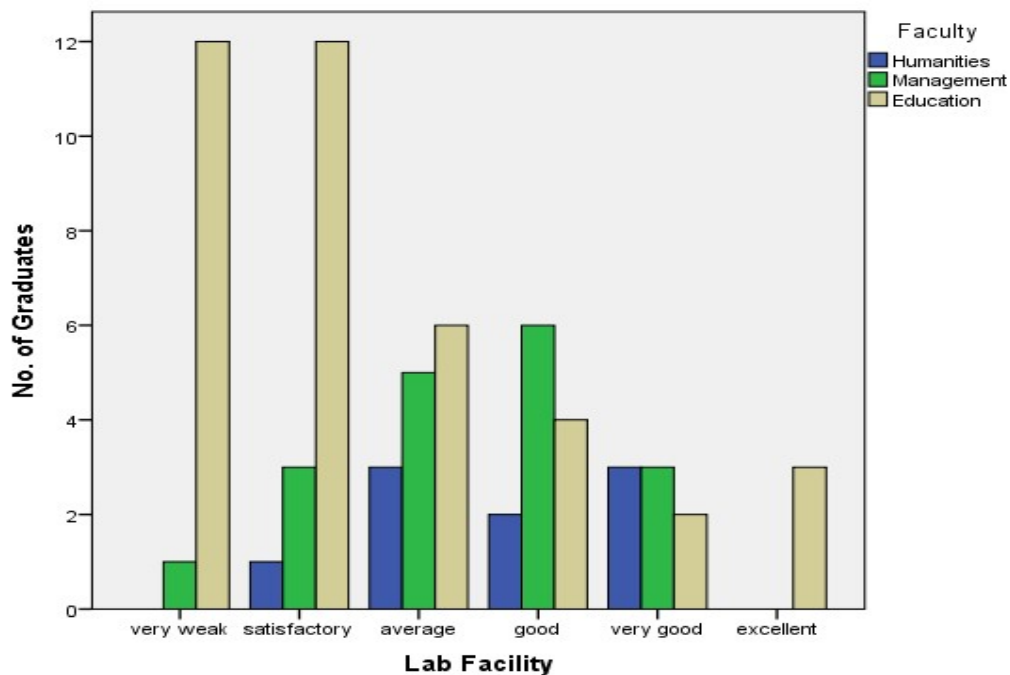
Table no. 2.11 shows the experience of the graduates regarding lab facility for example computer lab.

**Table No: 2.11**  
**Lab Facility**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Very Weak	0	1	12	13
Satisfactory	1	3	12	16
Average	3	5	6	14
Good	2	6	4	12
Very Good	3	3	2	8
Excellent	0	0	3	3
Total	9	18	39	66

Table no. 2.11 shows the experience of the graduates regarding computer lab facility. 39 out of 66 graduates state that the lab facility is not good. 43 graduates from all the faculty state that the lab facility is below average. The same fact has been shown in the figure 2.11.

**Figure No. 2.11**  
**Lab Facility**



### 2.5.3 Sports Facility

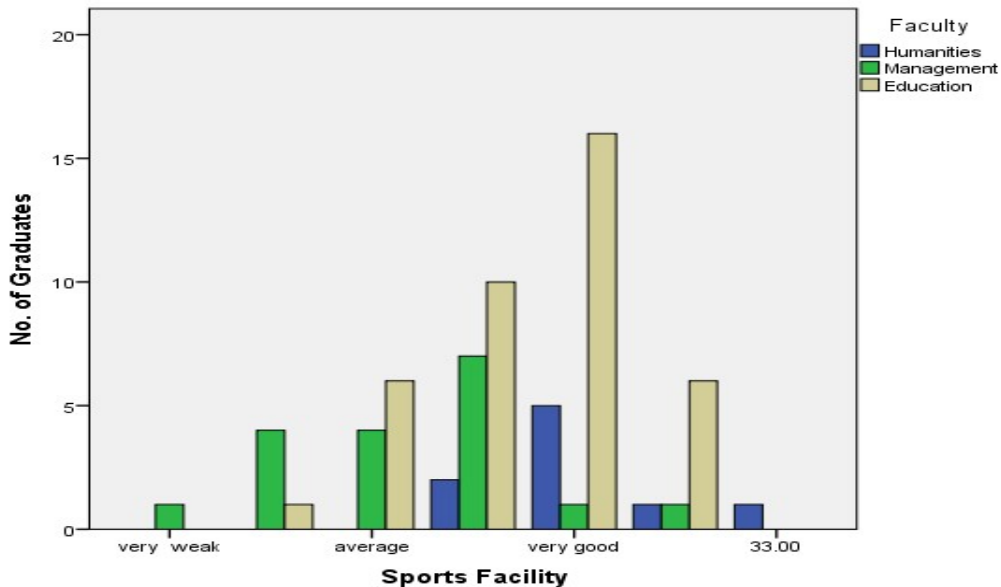
Table no.2.12 shows the experience of the graduates regarding sports facility.

**Table No: 2.12**  
**Sports Facility**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Very Weak	0	1	0	1
Satisfactory	0	4	1	5
Average	0	4	6	10
Good	3	7	10	20
Very Good	5	1	16	22
Excellent	1	1	6	8
Total	9	18	39	66

Table no. 2.12 shows the experience of the graduates regarding sports facility. More than one third of the graduates state that the sports facility is very good. 20 of the graduates agree that the facility is good. All the graduates from the faculty of Humanities state that the sports facility is above good whereas 50% of the graduates from Management and 82% graduates from the Education state that sports facility is above good. The same fact is shown in the figure no.2.12

**Figure No. 2.12**  
**Sports Facility**





### 2.5.4 Canteen/Urinals Facility

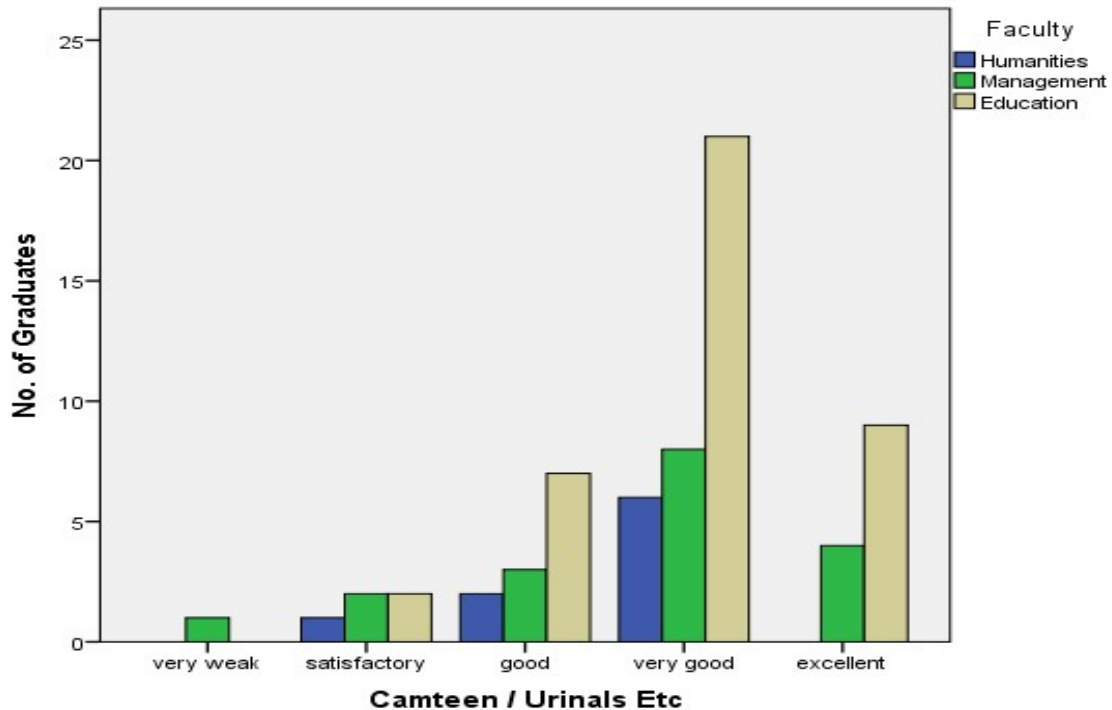
Table no.2.13 shows the experience of the graduates regarding the facilities – canteen, urinals etc.

**Table No: 2.13**  
**Canteen / Urinals Etc**

Levels of Rating	Faculty			Total
	Humanities	Management	Education	
Very Weak	0	1	0	1
Satisfactory	1	2	2	5
Average	2	3	7	12
Good	6	8	21	35
Very Good	0	4	9	13
Excellent				
Total	9	18	39	66

Table no. 2.13 shows the experience of the graduates regarding the facilities – canteen, urinal etc. More than half of the total graduates state that the facility of canteen/urinals is very good. Nearly 13 of graduates mark the facility as being excellent. Out of 39 graduates 21 state that the facility of Canteen and Urinal is very good. The same fact is shown in the figure no.2.13

**Figure No. 2.13**  
**Canteen / Urinals Etc**



## **UNIT: III**

### **MAJOR FINDINGS**

#### **3.1 Employment and Further Study Status of the Graduates**

The status of employment of graduates after their graduation has been found 50% in humanities, 33% in management and 56% in education faculty. Only 2 graduates are self employed from humanities faculty. 24.2% of the employed graduates are engaged in government job especially in educational sectors, 13.6% are in private sectors. Most of the graduates have not joined to further study. The reason behind low status of further study may be female graduates and no access of master's level in locality which needs further research.

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

The major findings derived from the tracer study about the quality of education deliver are:

1. The graduates from the education faculty have given higher rate than other two faculties.
2. 56.41% of graduates from education faculty have rated 'very good' whereas less than 50% of graduates from humanities and management rated as 'good'.

The response of graduates regarding relevance of program to their professional requirement is good. Out of 66, 22 graduates have rated as good, 6 graduates rated as 'satisfactory' and 7 graduates rated as 'excellent'.

#### **3.3 Programs Contribution to Graduates Professional and Personal Development (By gender/ethnicity/caste/etc; program wise e.g. Management, Humanities & Education, time ser comparison)**

The number of female graduates is more than two times higher than the male graduates. The female graduates seem to have been benefitted more than the male ones. However, in the faculty of Humanities the number of male is slightly higher than female.

#### **3.4 Issues Related to Teaching/learning, Teacher/student Relationship and Education Delivery Efficiency.**

The teaching learning environment of the campus seems to be very good according to the graduates because out of 66, 35 graduates have rated very good. However, faculty wise

findings differ to each other. Graduates from management rated the environment as excellent whereas graduates from education rated 'very good'. Half of the graduates from humanities rated 'very good' and one third rated 'excellent'. The complaint of the total graduates is negligible.

This study has found equal rating of graduates under different faculties regarding to the teacher students relationship. Most of the graduates from each faculty have rated as 'very good' in this issue.

### **3.5 Issues Related to Facilitates such as Library, Laboratory, Canteen, Sports Facilities, and Urinal etc.**

The facility of the library has been rated by the graduates as very good. Very good of 27, excellent of 14, good of 21, average of 3 and satisfactory of 1 graduates' responses have been found out of 66 graduates.

Regarding to the facility of lab, especially computer lab, the graduates' responses have been found to be satisfactory though the campus lacks modern computer lab.

The highest scores in rating the facility of sports provided by the campus are very good and good from the 22 and 19 graduates respectively.

It has been found that the rating of the graduates regarding the facilities – canteen, urinal etc. is very good. This is the response of 35 out of the total number.

It has been found that most of the physical facilities provided by the institution are rated as well equipped.

## UNIT: IV

### IMPLICATIONS TO INSTITUTIONAL REFORM

The heart of the research should be based on problem finding and diagnostic approach. Based on whole tracer study process, the TSC has identified the following implications for institutional reform:

- The larger number of unemployed graduates guide to the institution for the coordination with local employers.
- The institution should conduct career classes for the graduates.
- Motivational classes regarding to the further study for the graduates is necessary.
- The present educational programs seem to be irrelevant throughout the nation Therefore this campus has to prioritize new educational programs relevant to the area.
- The question upon the quality education granted by institution should be addressed immediately by enhancing the scoring level of marks.
- To improve the poor condition of self employment the campus should run periodical classes about entrepreneurship.
- The teacher needs refreshment training to deliver efficient education to the graduates.
- Traditional teaching method should be revised.
- It needs improvement mainly in lab and library.
- The student-centered method based on authentic as well as non-authentic texts must be used to expose the students into the interdisciplinary areas.
- The research will help the institution to make a plan to reform the immediate shortcomings.
- Need of enhancing Information Technology and Research Skills.
- The administration will be conscious in delivering the services to the stakeholders in time accurately.
- Campus has to focus on making plans to uplift the level of ethnic group to include them in the pass out ratio like others.
- This study will help to build up the provision for ensuring access to academically eligible, poor and disadvantaged students.
- It will be guideline for ensuring academic calendar and its implementation strictly.
- It will suggest the local level as well as provincial policy maker to make plans for reforming the educational system in order to address the students studying in remote district like Myagdi.

- 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.
- It will support in promoting the passed out ratio of graduates if the shortcomings identified in this research are addressed thoroughly.

## UNIT: V

### CONCLUSION AND RECOMMENDATION

To sum up, this tracer study research is expected to be the milestone to reform the problems of the institution. It is just an initiation of stepping forward towards the advanced educational goals. The attitudes, suggestions, feedback and comments given by the graduates will be remarkable royal road to catch the destination. The study has established the relationship between the graduates and this campus. The campus has come to know the attitudes and recommendations of her own graduates. As a mother institution, the campus is in the key position to keep in touch among the graduates. The response of the graduates to the question about the contribution to their institution compels 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.

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 education policy.

- Need to coordinate with employers to set the priorities.
- Implementation of modern teaching methodology with hi fi lab.
- Let the teachers access to the further study e.g. M Phil and PHD.
- Let the teacher encourage having extra degree in relevant subjects.
- Let the women graduates encourage to empower themselves.
- Provide need based practical education.
- Manage frequent refreshment trainings to the teachers, staff and students.
- Focus on research based field visits, sharing experiences.
- Proper use of modern technology for empowering the students to face the challenging pace of life.
- Let the students excess the Information Technology (IT) to be familiar with modern globalization.
- Need of making policy that could be accessible to the students living in complex geographical areas and conventional cultural community.