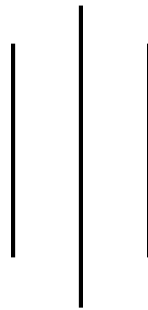


**A TRACER STUDY REPORT OF GRADUATES
BATCH 2018**

Submitted by:

Myagdi Multiple Campus

Beni Bazaar, Myagdi



Submitted to:

University Grants Commission

Sanothimi, Bhaktapur

For the Fulfillment of Requirement of Performance Grants (DLI-2)

Provided by University Grants Commission

December
2019

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 graduates 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 graduate, passed out in 2018 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, Mr. Balkrishna Subedi, for making us active is remarkable. The encouragement and frequent inquiry about the progress of the study by the campus chief, Mr. Tikaram Sapkota, is also noticeable. The active participation of Assistant Campus Chief, Mr. Shreedhar Subedi for his non-stop assistance on the completion of this work is also praiseworthy. We are thankful to Mr. Gorakh Bahadur G.C., the QAA Focal Person, for his continuous assistance and cooperation to complete this task. Similarly, the role of administrative staffs in providing the required information is equally significant.

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

Tracer Study Research Committee

Co-ordinator : Mr. Pashupatinath Dhakal, Assistant Campus Chief

Member : Mr. Bholanath Ghimire, HoD, Humanities

Member : Mr. Narayan Prasad Subedi, HoD, Management

December, 2019

Myagdi

EXECUTIVE SUMMARY

Myagdi Multiple Campus (MMC) is a community campus 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 2018 graduates' batch has been selected to study. The tracer study is explorative which focuses on the graduates passed out in 2018. 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 programs' contribution to graduates for 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 65 graduates 34 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 65 graduates, 25 are males and 40 are females. The research shows that only 61.54 percent are females and 38.46 percent of them are males. While studying ethnically, the percentage of *Dalit*, *Janajati* and others graduates is 9.23, 26.15 and 64.62 respectively. The number of graduates included from the faculty of Humanities, Management and Education is 14, 26 and 25 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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ABBREVIATIONS

AA	Alumni Association
A. D.	Anno Domini
B.Ed.	Bachelor of Education
B. S.	<i>Bikram Sambat</i>
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
ICT	Information Communication Technology
IT	Information Technology
QAA	Quality Assurance and Accreditation
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 Gandaki Province 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. *Brahamin, Chhetri, Magar, Newar, Thakali, Gurung, Chhantyal, Kami, Sarki, and Damai* are major inhabitants of this district. Total population of this district is 111364, out of which, 51395 are males and the rest 62246 are females (CBS 2068). It is composed of six local levels including one Municipality, (Beni) and five Rural Municipalities, (Mangala, Malika, Dhaulagiri, Raghuganga and 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 migrating 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 1997 A.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 of Business Studies (MBS) (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 Second Higher Education Project, Scheme 'D', selected MMC for other grants. The campus has recently completed QAA cycle for QAA certification. There are 641 (latest *Pathashala* software record) students

studying in different faculties, out of which 450 are females and 191 males. Out of the total students 119 are EDJ, 75 are *Dalit* and one *Muslim*.

The graduates of this campus have engaged in multiple sectors. 'Graduates' in this study indicates the students who completed their bachelor's degree in 2018. 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 quality education. 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 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 weaknesses 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 making an action plan. The administrative staff helped in contacting the students and getting information. 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 2018 (2075) under the faculties of Management, Humanities and Social Sciences and Education have been taken for the study. Among the total 76, only the 65 graduates from the different faculties who have taken their transcript have been studied in this research.

1.5 Data Collection - Instrument and Approach

The data were collected by requesting the graduates of 2018 to fill up the Tracer Study 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 2018. According to the graduates list provided by the campus administration, total 65 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 2018 are used as the subject of analysis. The total number of graduates is 65, among them 26 are from BBS, 14 are from BA and 25 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

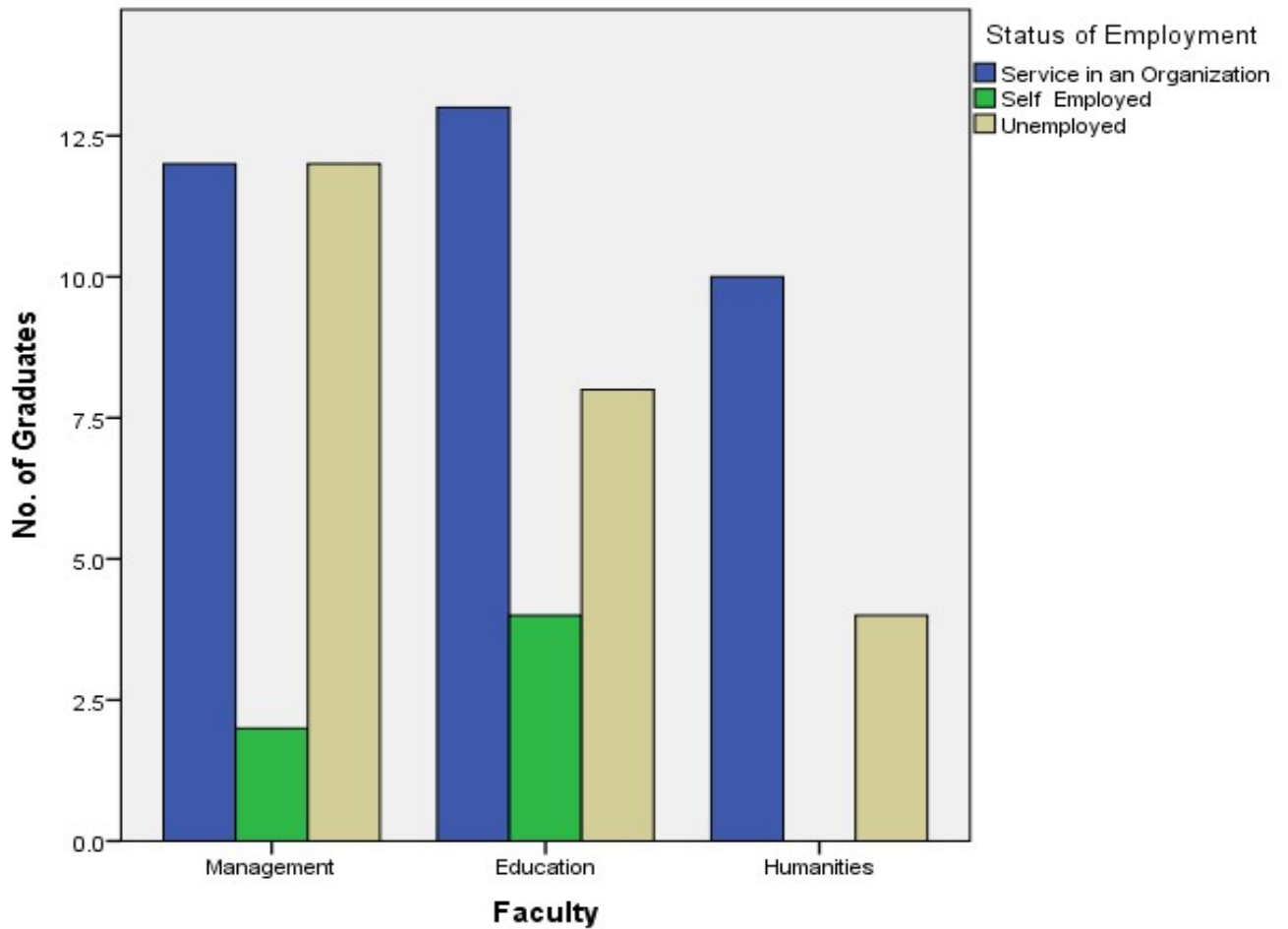
Only 63.07 percent of the graduates are found to be employed in different sectors, particularly in school/NGO/Financial field and some of them are able to grasp opportunity in government sector. Almost all of them are doing full time job according to their specialization. Those who are not holding job 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

Faculty	Status of Employment			Total
	Service in an Organization	Self Employed	Unemployed	
Management	12	2	12	26
Education	13	4	8	25
Humanities	10	0	4	14
Total	35	6	24	65

Table No. 2.1 shows, out of 65 graduates in the year 2018, 35 are engaged in service in an organization, 6 are self-employed and 24 are unemployed. 10 graduates from humanities, 12 from management and 13 from education faculties have been engaged in service sectors of different organization. On the other hand, four graduates from humanities, 12 from management and 8 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

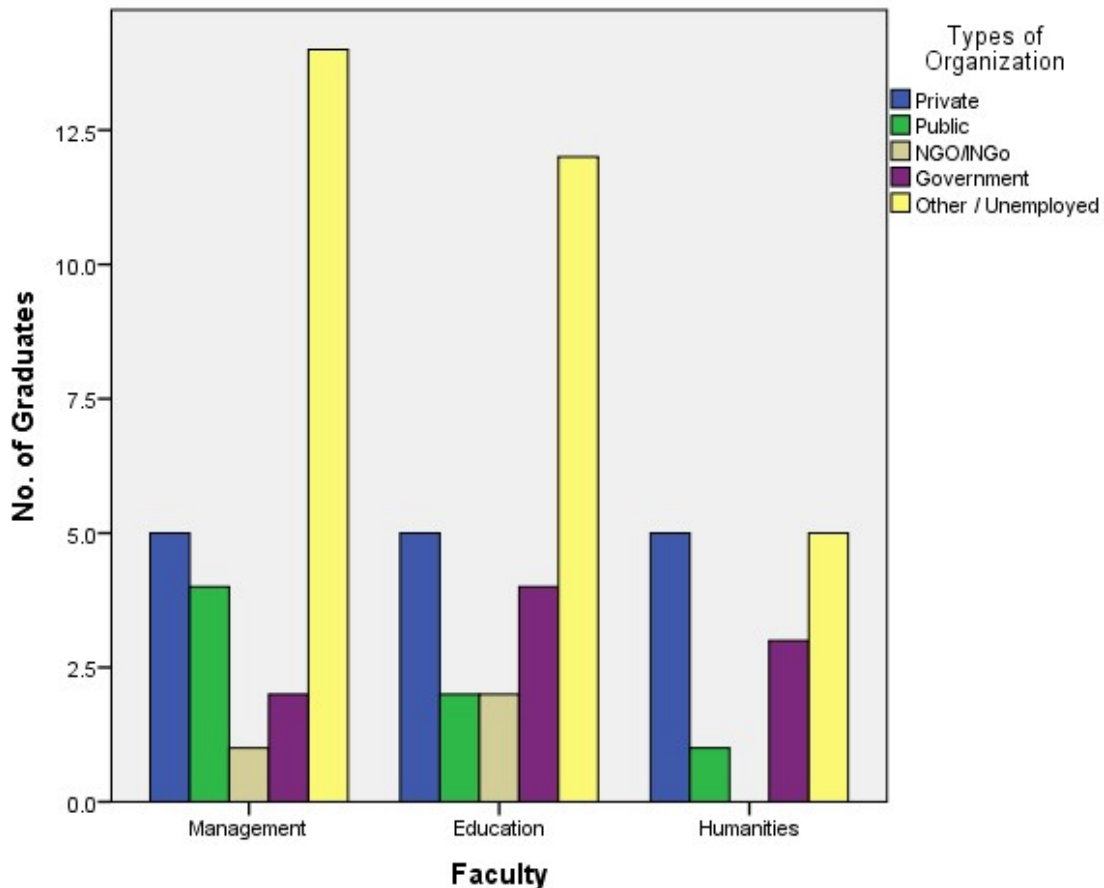
Table No. 2.2 shows the employment status of the graduates in various sectors.

Table No. 2.2
Employment Status by Type of Organization

Faculty	Types of Organization					Total
	Private	Public	NGO / INGO	Government	Other / Unemployed	
Management	5	4	1	2	14	26
Education	5	2	2	4	12	25
Humanities	5	1	0	3	5	14
Total	15	7	3	9	31	65

Table No. 2.2 shows that out of 65 graduates, 34 are employed in organizational sectors excluding self-employment. The numbers of graduates employed in private, public, NGO/INGO and government sectors is 15, 7, 3 and 9 respectively. The same fact has been presented in the figure No. 2.2, too.

Figure No. 2.2
Employment Status by Type of Organization



2.1.3 Status of Further Study

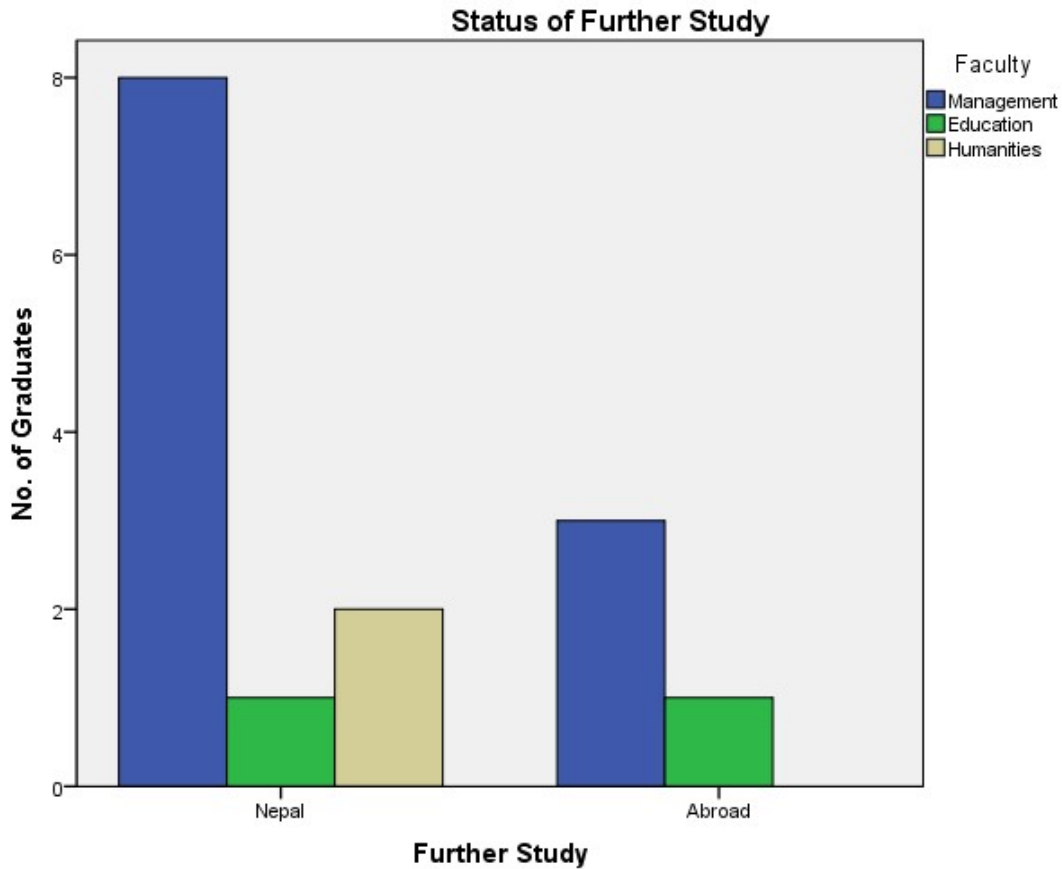
Some of the graduates have been found continuing their further study after their graduation. Table No. 2.3 shows the status of graduates by further study.

Table No. 2.3
Graduate Status by Further Study

Further Study	Faculty			Total
	Management	Education	Humanities	
Nepal	8	1	2	11
Abroad	3	1	0	4
Total	11	2	2	15

Table No.2.3 shows the status of graduates by further study. Out of the 65 graduates 15 graduates are engaged in further study. Three graduates from management and one from education have continued their abroad study. The same fact has been presented in the figure No.2.3 too.

Figure No. 2.3



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.

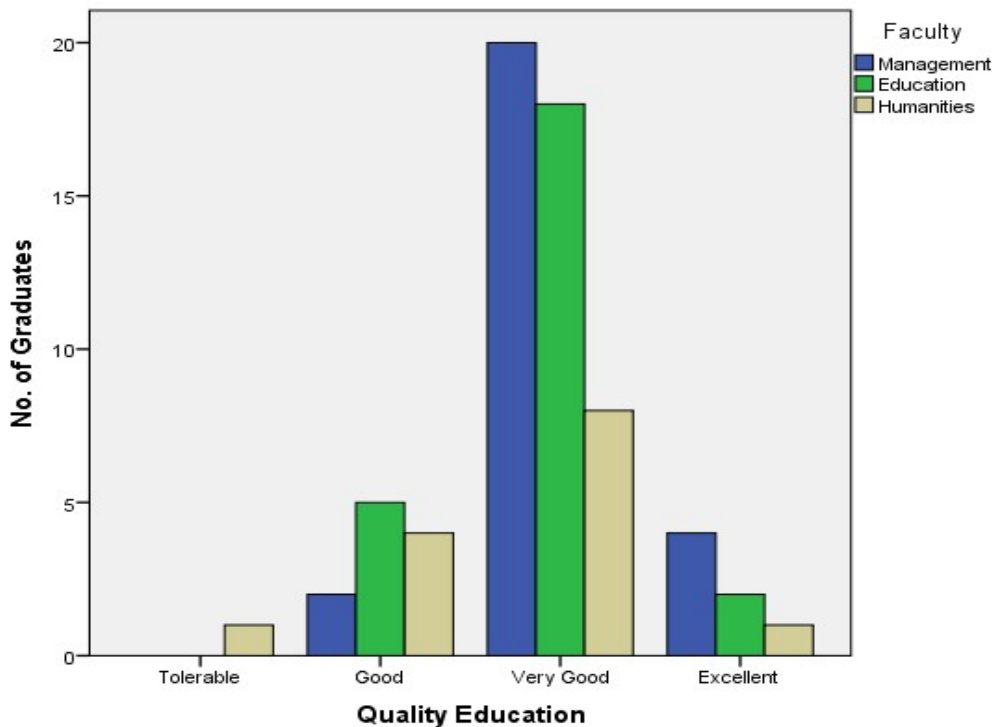
The relevancy of quality education provided by the campus as per graduates' opinion is shown in table No. 2.4

Table No. 2.4
Quality of Education Delivered

Quality Education	Faculty			Total
	Management	Education	Humanities	
Tolerable	0	0	1	1
Good	2	5	4	11
Very Good	20	18	8	46
Excellent	4	2	1	7
Total	26	25	14	65

Table No. 2.4 shows the relevance of the program to their professional requirement. Out of 65 graduates, most of them have opined the program as very good and good. From the faculty of Humanities four graduates have rated as good, eight very good and one as excellent. According to the graduates' rating of Management faculty, 20 have rated as very good, two as good and four as excellent. Similarly, out of the graduates from Education faculty, five have rated as good, 18 very good and two as 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

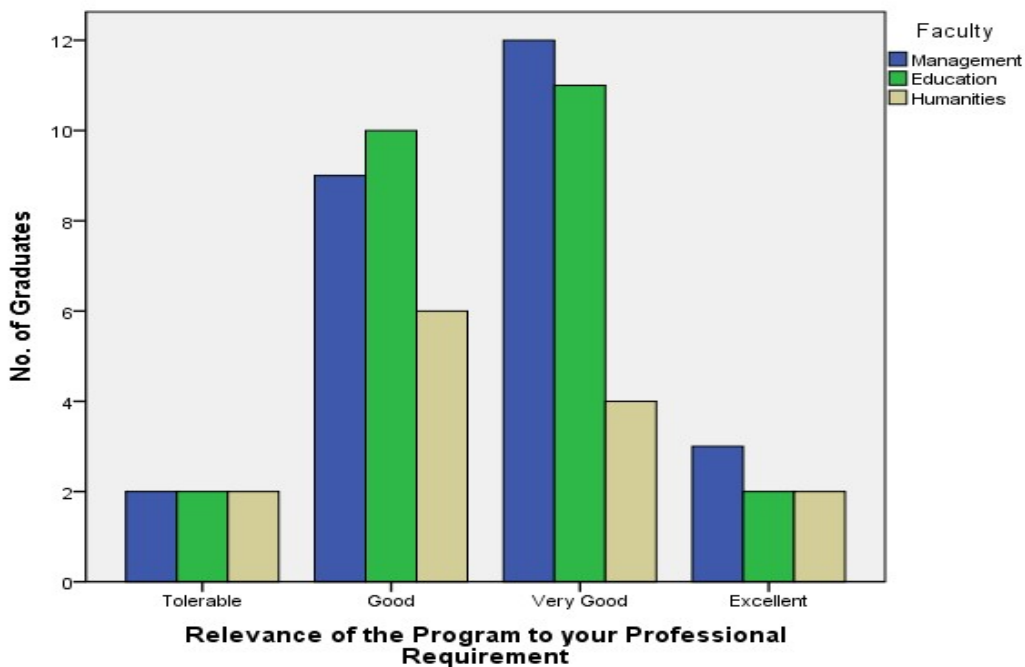
Table No. 2.5 shows the relevance of the program to the professional requirement of the graduates.

Table No. 2.5
Relevance of the Program to the Professional Requirement

Relevance of the Program to your Professional Requirement	Faculty			Total
	Management	Education	Humanities	
Tolerable	2	2	2	6
Good	9	10	6	25
Very Good	12	11	4	27
Excellent	3	2	2	7
Total	26	25	14	65

Table No. 2.5 shows the quality of education delivered. Out of 65 graduates, most of them have stated that the quality of education delivered is very good and good. The same fact has presented in the figure No.2.5 too.

Figure No. 2.5
Relevance of the Program to the Professional Requirement



2.3 Programs Contribution to Graduates Professional and Personal Development

2.3.1 Sex Status of Graduates by Faculty

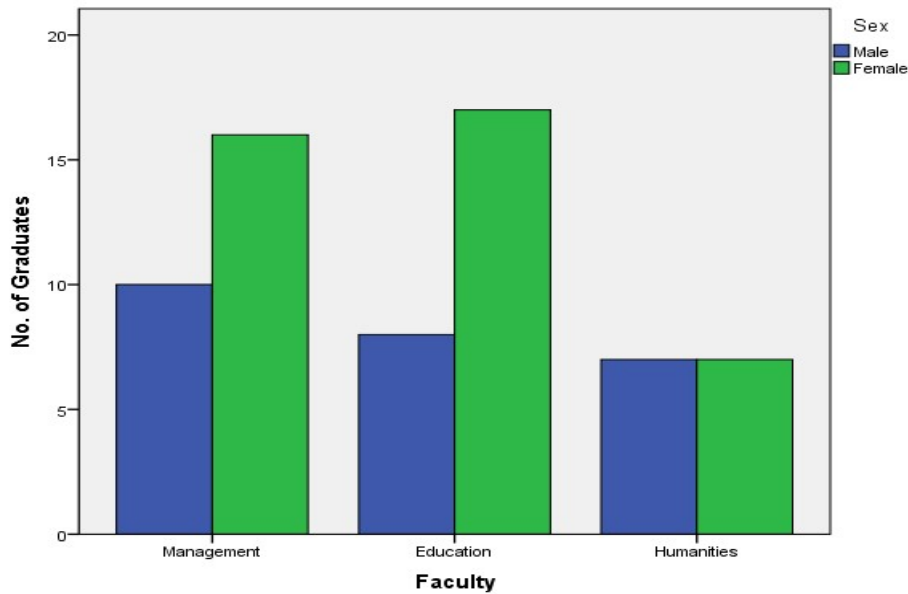
Table No. 2.6 shows the sex wise graduates under different faculties.

Table No. 2.6
Sex Status of Graduates

Faculty	Sex		Total
	Male	Female	
Management	10	16	26
Education	8	17	25
Humanities	7	7	14
Total	25	40	65

Table No.2.6 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 7, 10, and 8 respectively whereas the number of female graduates in the same faculties is 7, 16 and 17 respectively. The total number of male is 25 and the total number of female graduates is 40. The fact has been shown in the figure No. 2.6 too.

Figure No. 2.6
Sex Status of Graduates



2.3.2 Status of Caste by Faculty

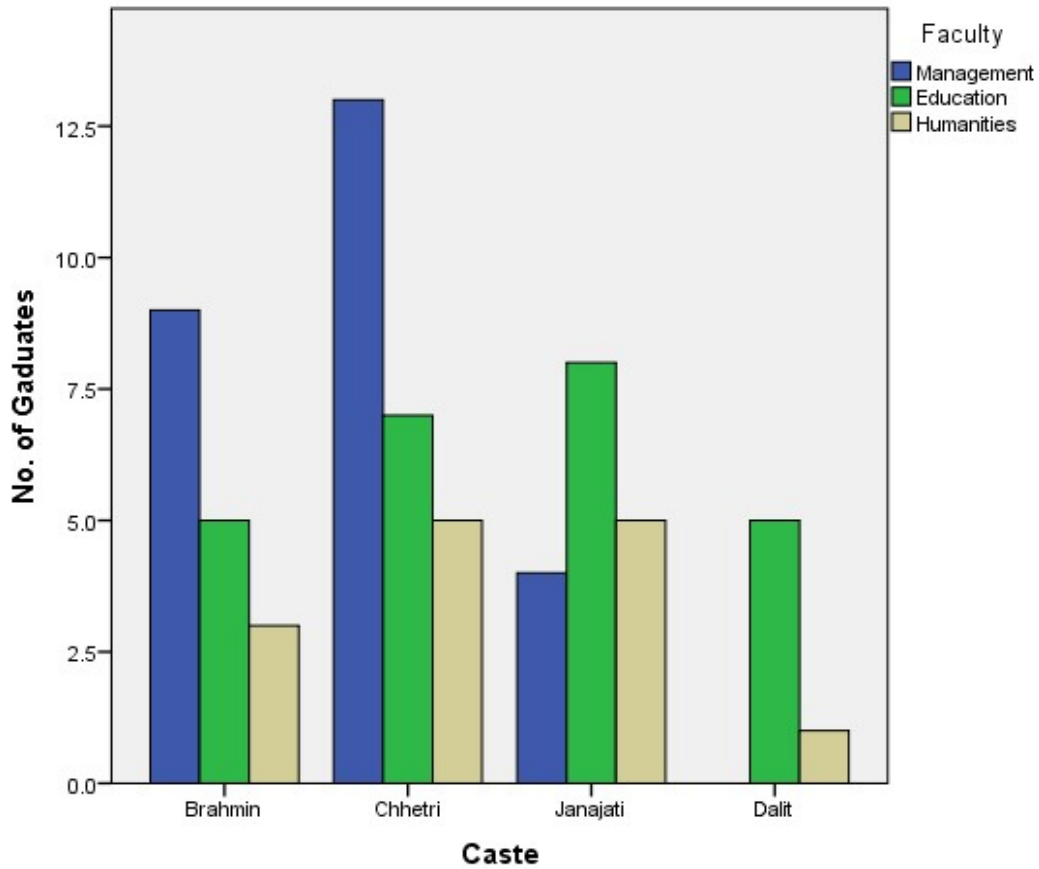
Table No. 2.7 shows the caste wise graduates under different faculties.

Table No. 2.7
Status of Caste by Faculty

Caste	Faculty			Total
	Management	Education	Humanities	
Brahmin	9	5	3	17
Chhetri	13	7	5	25
Janajati	4	8	5	17
Dalit	0	5	1	6
Total	26	25	14	65

Table No. 2.7 shows the caste wise graduates under different faculties, the number of *Dalit* in the faculties of Humanities, Management and Education is 1,0 and 5 respectively. Similarly the number of *Janjati* in faculties of Humanities, Management & Education is 5, 4 and 8 respectively. There is no *Dalit* graduate in Humanities. The number of others which includes *Brahmin*, *Chhetri* etc in the Humanities, Management and Education faculties is 3,9 and 5 respectively. The number of *Janjati* and *Dalit* graduates is higher in the faculty of Education than in other faculties. The same fact is displayed in figure No. 2.7.

Figure No. 2.7
Status of Caste by Faculty



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 shows graduates' rating on campus' teaching / learning environment.

Table No: 2.8

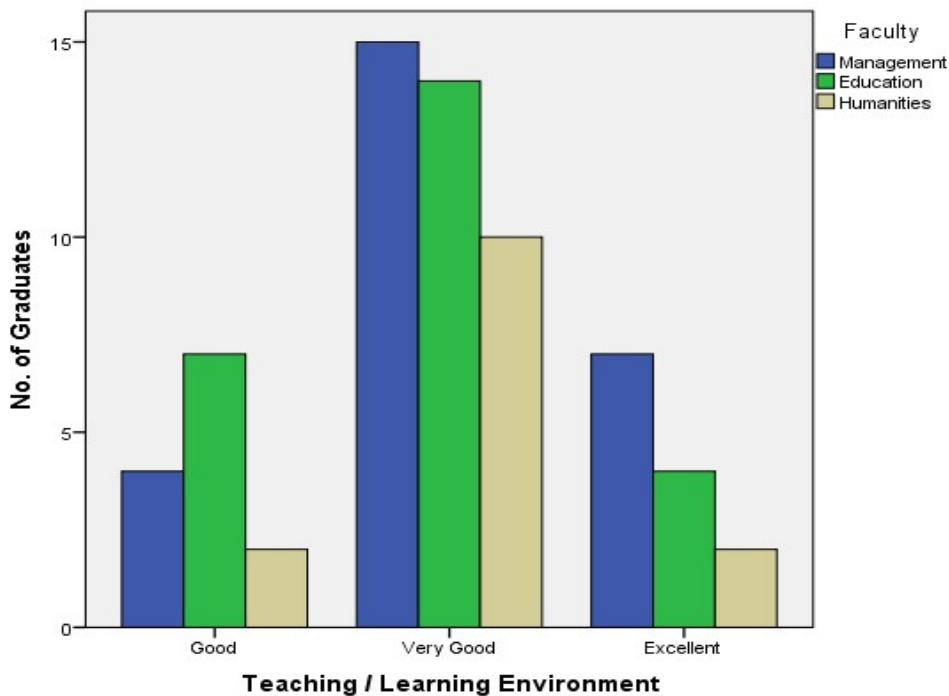
Teaching / Learning Environment

Teaching / Learning Environment	Faculty			Total
	Management	Education	Humanities	
Good	4	7	2	13
Very Good	15	14	10	39
Excellent	7	4	2	13
Total	26	25	14	65

Table No. 2.8 shows the experience of the graduates regarding teaching learning environment. 39 of the graduates state that the teaching learning environment of the campus is very good and 13 of the graduates state that the environment is excellent. More than two-third of the students from Education faculty state that, the teaching learning environment is very good and excellent. 15 of the graduates out of 26 in the faculty of management state that teaching learning environment is very good. The same fact has been depicted in figure No. 2.8.

Figure No. 2.8

Teaching /learning Environment



2.4.2 Teacher Student Relationship

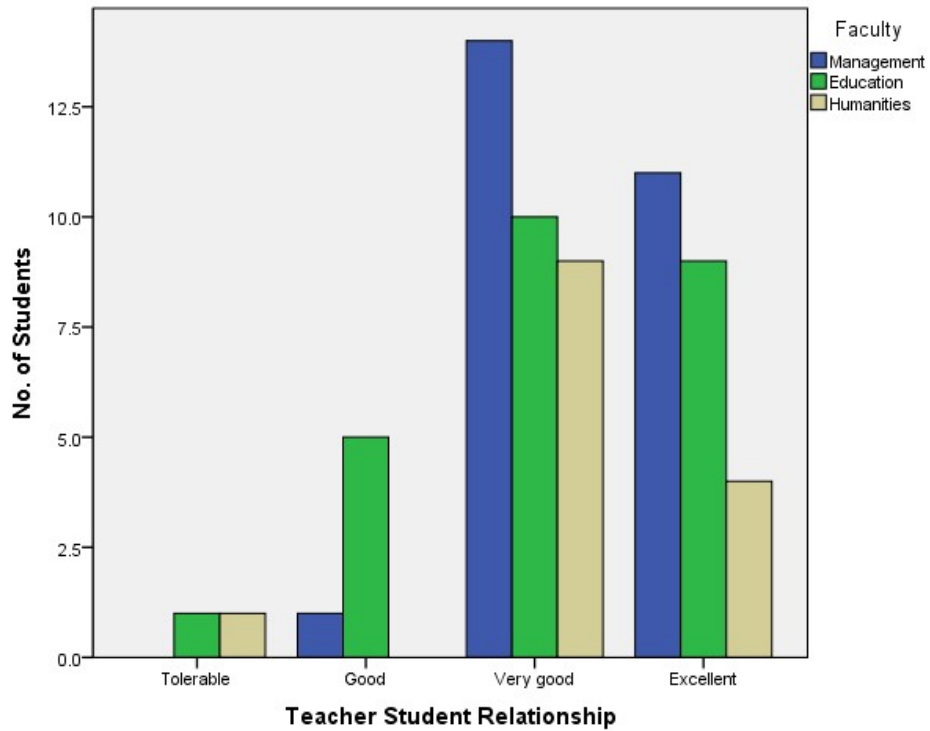
The experience of the graduates regarding teacher students relationship is shown in table No. 2.9.

Table No: 2.9
Status of Teacher Students' Relationship

Teacher Student Relationship	Faculty			Total
	Management	Education	Humanities	
Tolerable	0	1	1	2
Good	1	5	0	6
Very good	14	10	9	33
Excellent	11	9	4	24
Total	26	25	14	65

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. 24 of the graduates state the relationship as being excellent. 37 percent of the graduates state that the teacher student relationship is excellent. 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

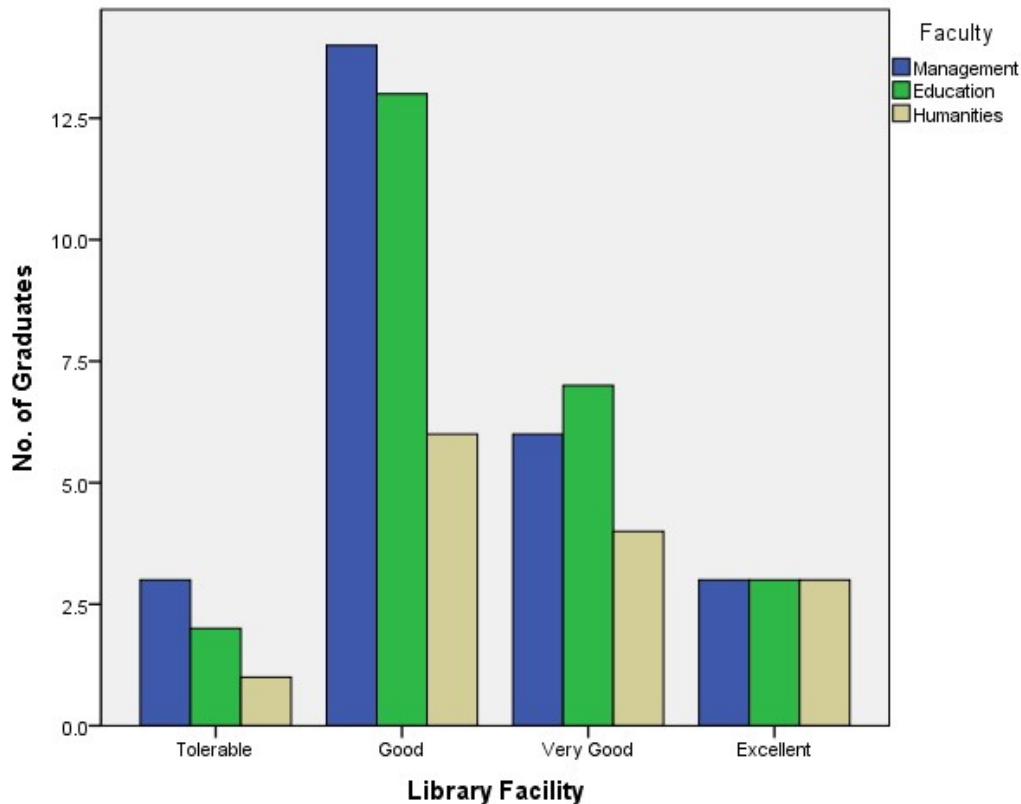
The experience of the graduates regarding facility of the library is shown in the table No. 2.10.

Table No: 2.10
Library Facility

Library Facility	Faculty			Total
	Management	Education	Humanities	
Tolerable	3	2	1	6
Good	14	13	6	33
Very Good	6	7	4	17
Excellent	3	3	3	9
Total	26	25	14	65

Table No. 2.10 shows the responses of the graduates about library facility. 33 of the graduates express the library facility as being good. 17 of the graduates express that the facility is very good and 9 of the graduates state that the library facility is excellent. The same fact has been shown in the figure No. 2.10.

Figure No. 2.10
Library Facility



2.5.2 Lab Facility

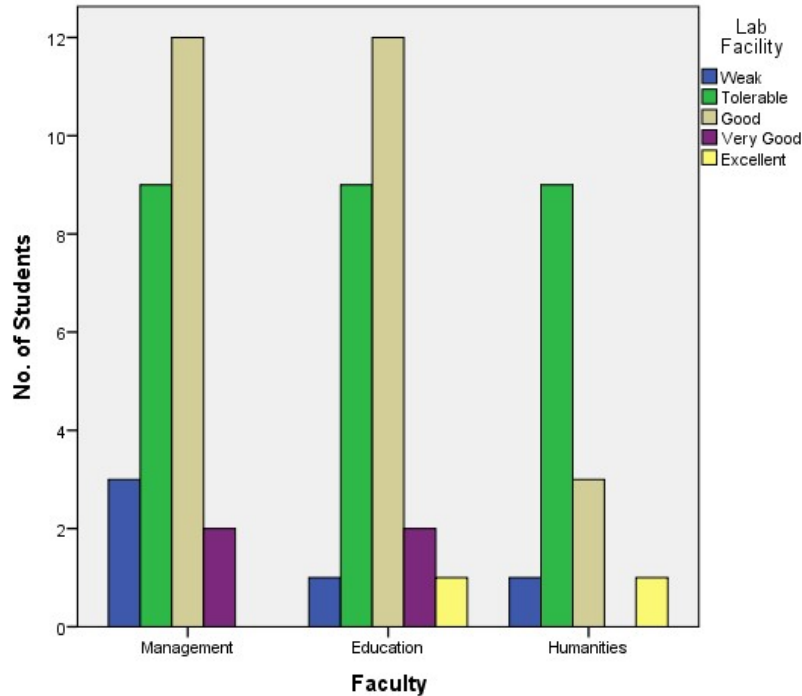
Table No. 2.11 shows the experience of the graduates regarding lab facility for example computer lab.

**Table No: 2.11
Lab Facility**

Faculty	Lab Facility					Total
	Weak	Tolerable	Good	Very Good	Excellent	
Management	3	9	12	2	0	26
Education	1	9	12	2	1	25
Humanities	1	9	3	0	1	14
Total	5	27	27	4	2	65

Table No. 2.11 shows the experience of the graduates regarding computer lab facility. 27 graduates' state that the lab facility is tolerable and good, four are very good and five is weak. The same fact has been shown in the figure No. 2.11.

**Figure No. 2.11
Lab Facility**



2.5.3 Sports Facility

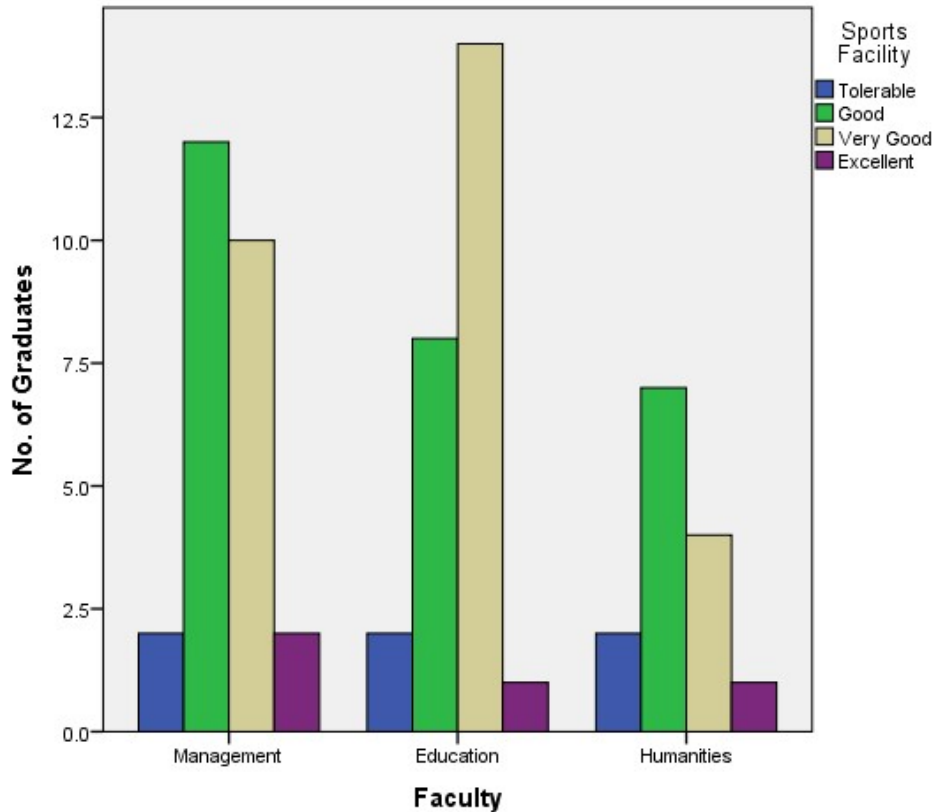
Table No.2.12 shows the experience of the graduates regarding sports facility.

Table No: 2.12
Sports Facility

Faculty	Sports Facility				Total
	Tolerable	Good	Very Good	Excellent	
Management	2	12	10	2	26
Education	2	8	14	1	25
Humanities	2	7	4	1	14
Total	6	27	28	4	65

Table No. 2.12 shows the experience of the graduates regarding sports facility. 28 of the graduates state that the sports facility is very good. 27 of the graduates agree that the facility is good. Four graduates state that the sport facility is excellent. The same fact is shown in the figure No.2.12

Figure No. 2.12
Sports Facility



2.5.4 Canteen/Urinals Facility

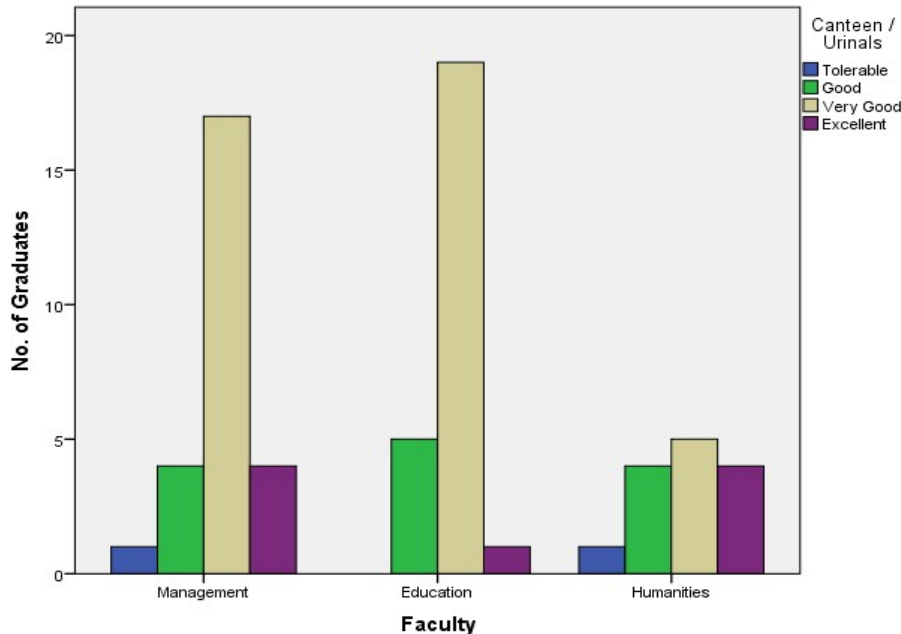
Table No.2.13 shows the experience of the graduates regarding the facilities – canteen, urinals etc.

**Table No: 2.13
Canteen / Urinals**

Faculty	Canteen / Urinals				Total
	Tolerable	Good	Very Good	Excellent	
Management	1	4	17	4	26
Education	0	5	19	1	25
Humanities	1	4	5	4	14
Total	2	13	41	9	65

Table No. 2.13 shows the experience of the graduates regarding the facilities – canteen, urinal etc. 63.07 percent of the total graduates’ state that the facility of canteen/urinals is very good. Nine of graduates mark the facility as being excellent. Out of 65 graduates 13 state that the facility of Canteen and Urinal is good. This implies that the facility of canteen and urinals is good in the campus. The same fact is shown in the figure No.2.13

**Figure No. 2.13
Canteen / Urinals**



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 71.42% in humanities, 53.84% in management and 68% in education faculty. Four from education faculty and two from management faculty are self-employed. 13.84% of the employed graduates are engaged in government job especially in educational and banking sectors, 23.07% are in private sectors. 23.07% of the graduates have joined further studies. The reason behind low status of further studies may be female graduates and no access of master's level in each faculty in the locality. The fact 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 delivered are:

- a. More than 81.53% of the graduates from each faculty have given higher rate for quality of education delivered.
- b. The response of graduates regarding relevance of program to their professional requirement is above very good. Out of 65, 25 graduates have rated as 'good', 27 graduates rated as 'very good' and 7 graduates rated as 'excellent'.

3.3 Programs Contribution to Graduates Professional and Personal Development

The number of female graduates is higher than the male graduates in the faculty of management and education. The female graduates seem to have been benefitted more than the male ones. However, in the faculty of Humanities the number of female and male graduate is equal. While analyzing caste wise status, out of 65, 25 graduates are *Chhetri*, 17 graduates from *Brahmin* and *Janajati* each and six are *Dalit*.

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 65, 39 graduates have rated very good, 13 graduates have rated excellent and good each. The complaint of the total graduates is negligible.

This study has found that out of 65, 33 graduates have rated the relationship as very good and 24 as excellent.

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

The facility of the library has been rated as good by the 33 graduates, very good by 17 graduates and excellent by 9 graduates out of 65.

Regarding the facility of lab, especially computer lab, the graduates' responses have been found to be tolerable and good. It indicates that the campus needs to improve its computer lab. The highest scores in rating the facility of sports provided by the campus are very good and good from the 28 and 27 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 41 out of the total number.

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

UNIT: IV

IMPLICATIONS TO INSTITUTIONAL REFORM

The goal of the research should be based on problems, finding and diagnostic approach. This study has identified the following implications for institutional reform:

- The larger number of unemployed graduates guides the institution for the coordination with local employers for additional training.
- The institution should conduct career classes for the graduates.
- Motivational classes regarding the further study for the graduates is necessary.
- The present educational programs should be made more relevant and practical as per the need and demand of the time and interest of the students.
- The question upon the quality education granted by institution should be addressed immediately by enhancing the scoring level of marks.
- To improve the level of self-employment the campus should run periodical classes about entrepreneurship development.
- The refreshment trainings for the teachers need to be continued to deliver efficient education to the graduates.
- Traditional teaching method should be revised.
- Computer lab and library need to be modernized.
- 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 activities of the faculties should be increased to promote and make a plan to reform the immediate shortcomings.
- Need of enhancing Information Technology and Research Skills.
- The campus should be further conscious in delivering the services to the stakeholders timely and accurately.
- Campus has to focus on making plans to uplift the level of ethnic group to increase their pass out ratio.
- This study will help to build up the provision for ensuring access to academically eligible but poor and disadvantaged students.
- It will be guideline for ensuring academic calendar and its implementation strictly.
- 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.

- 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 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 sum up, this tracer study research is expected to be the milestone to mitigate the shortcomings 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 its 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.

- Coordination with employers to set the priorities.
- Implementation of modern teaching methodology with full ICT.
- Provision of teachers' access to the further study e.g. M Phil and PHD.
- Train the female students to access the job after graduation.
- Provide need based practical education.
- Manage frequent refreshment trainings for the teachers, staff and students.
- Focus on research based field visits and sharing experiences.
- Use modern technology for empowering the students to face the challenging pace of life.