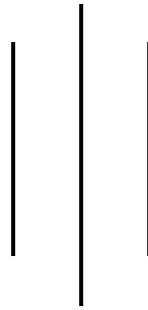


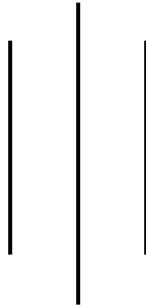
A TRACER STUDY REPORT OF GRADUATES



Graduates Year 2019

Submitted by:

Tracer Study Committee



Submitted to:

Myagdi Multiple Campus

Beni, Myagdi

September
2022

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 task 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 2019 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. The sincere interest of the chairperson of Campus Management Committee, Mr. Somnath Dhungana, for encouragement to accomplish the task is admirable here. 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 assistance campus chief are Mr. Shreedhar Subedi and Pashupatinath Dhakal, administrative staffs, Mrs. Susma Shrestha (EMIS Head), librarian Mrs. Til Kumari Rana and Mr. Rajaram Paudel (Administrative Assistant), in providing the required information is equally significant.

We would also like to thank all the graduate students of 2019 AD for providing their valuable information, suggestion, time and documents for this research.

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.

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Sepetmber, 2022
Myagdi

EXECUTIVE SUMMARY

Myagdi Multiple Campus (MMC) is a community campus established in 2048 B.S (1992 A.D.) MMC has been selected in regional level by UGC under Higher Education Reform Project (HERP). Here, the tracer study of 2019 graduates' batch has been selected for study. The tracer study is explorative which focuses on the graduates passed out in 2019. 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 groups and other caste.

The study shows that the graduate percentage of the girls is higher than that of the boys. Out of 68 graduates, 49 are females and 19 are males. The research shows that only 72.06 percent are females and 27.94 percent of them are males. Out of total 68 graduates, 26 are employed in different organization and two are self-employed. Most of the graduates are still concerned with the private and government services equally. The 69.56% of graduates are not enrolled for their further study.

While studying ethnically, the percentage of *Dalit*, *Janajati* and others cast graduate is 5.89%, 14.71% and 79.4% respectively. The number of graduates included from the faculty of Management, Education and Humanities is 35, 28 and 5 respectively. Most of the graduates view that graduation from this campus plays the major determinant role to develop their career and personal development. The quality of education delivered by the institution has been found to be good.

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ABBREVIATIONS

A. D.	Anno Domini
B.Ed.	Bachelor of Education
B.S.	BikramSambat
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

Magi district, located in Gandaki Province with latitude between '28^o 20-28^o47' north and longitude between '83^o8-83^o20' 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. Magar, Chhetri, Kami, Brahmin, Damai, Chhantyal, Sarki, Thakuri are major inhabitants of this district. Total population of this district is 116641, out of which, 52554 (45.05%) are males and the rest 54818 (54.94%) are females (Preliminary report of national senses 2021). 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 (1992 A.D.) in Beni Bazar. 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), Education (2064), Master of Business Studies (MBS) (2074) and BICTE (2078). The campus has started the processto lunch M. Ed. in English program from 2022. 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 2062/063.

The campus got benefited from UGC's Higher Education Reform Project. 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 has been awarded with QAA certification by UGC Nepal in 2076 BS. There are 943 students studying in the campus where 514 students are in BBS (Female 312 and Male 202), 317 students in B Ed (Female 253 and Male 64), 54 students in BA (Female 29 Male 25), 13 students in BICTE (Female 8 and Male 5) and 45 students in MBS (Male 27 Female 18). Out of the total students, *Janajati* are 149 and *Dalits* are 142. (Campus EMIS report, Paathshala software 8th September, 2022)

'Graduates' in this study indicates the students who completed their bachelor's degree in 2019. The graduates of this campus have been engaged in multiple sectors. 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 general objective of the study is to find out the professional and academic status of graduates in 2019 from this campus.

The specific objectives of the study are as follows:

- To identify the employment and further study status of the graduates.
- To analyze the quality and relevance of the programs.
- To evaluate program's contribution to graduates professional and personal development.
- To appraise the issues related to teaching/learning, teacher/student relationship and education delivery efficiency.
- To examine the issues related to the facilities such as library, laboratory, canteen, sports facilities, and urinal etc.

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 2019(2076) under the faculties of Management, Humanities and Social Sciences and Education have been taken for the study. Among the total 72, only the 68 graduates from the different faculties who have issued their transcript have been studied in this research.

1.5 Data Collection - Instrument and Approach

The data were collected by requesting the graduates of 2019 to fill up the Tracer Study form developed by UGC. To fulfill this task, notice was published in social media. The possible graduates were requested to come to campus through telephone and messenger contact, and the students who were physically distance sent their details and necessary document 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 2019 from MMC. According to the graduates list provided by the campus administration, total 68 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 2019 are used as the subject of analysis. The total number of graduates is 68, among them 35 are from BBS, 28 are from B Ed and 5 from BA. 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

The situation of the graduates according to their current job status is presented in table 2.1.

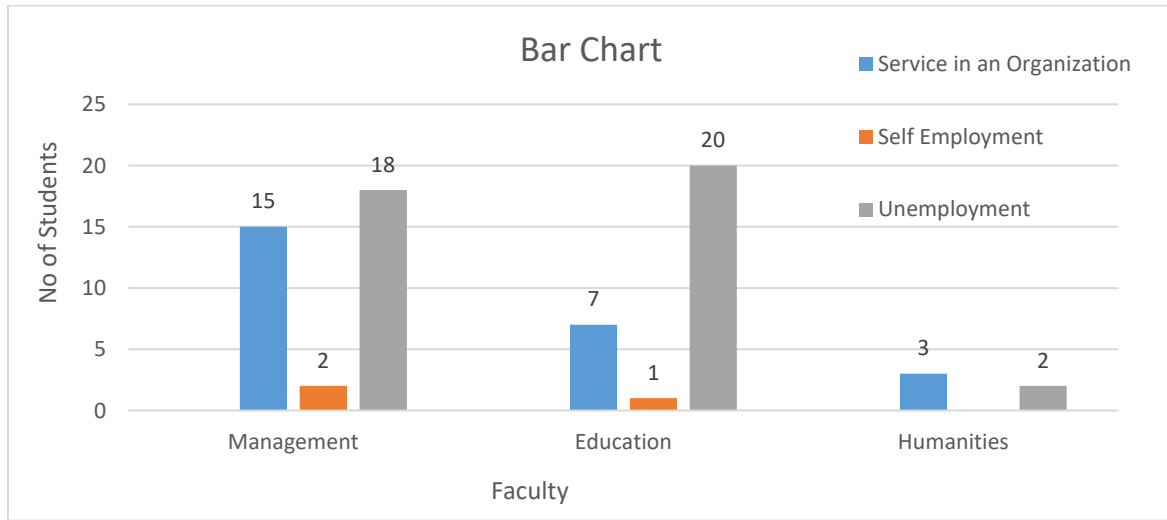
Table 2.1

Faculty wise Employment Status by Types of Employment

Faculty	Types of Employment			Total
	Service in an Organization	Self-Employment	Unemployment	
Management	15	2	18	35
Education	8	0	20	28
Humanities	3	0	2	5
Total	26	2	40	68
% in total	38.23%	2.94%	58.83%	100%

Table 2.1 shows, the status of employment of the graduates. Out of 68 graduates in the year 2019, 26 (38.23%) are engaged in service in an organization, 2 (2.94%) are self-employed and 40 (58.83%) are unemployed. 15 from management, 8 graduates from education and 3 from humanities faculties have been engaged in service sectors of different organization. On the other hand, 2 graduates from humanities, 18 from management and 20 from education are unemployed. The employment status of graduates is also shown in figure 2.1.

Figure 2.1
Status of Employment



2.1.2 Employment Status by Types of Organization

The employment status of the graduates in various sectors is presented below

Table 2.2

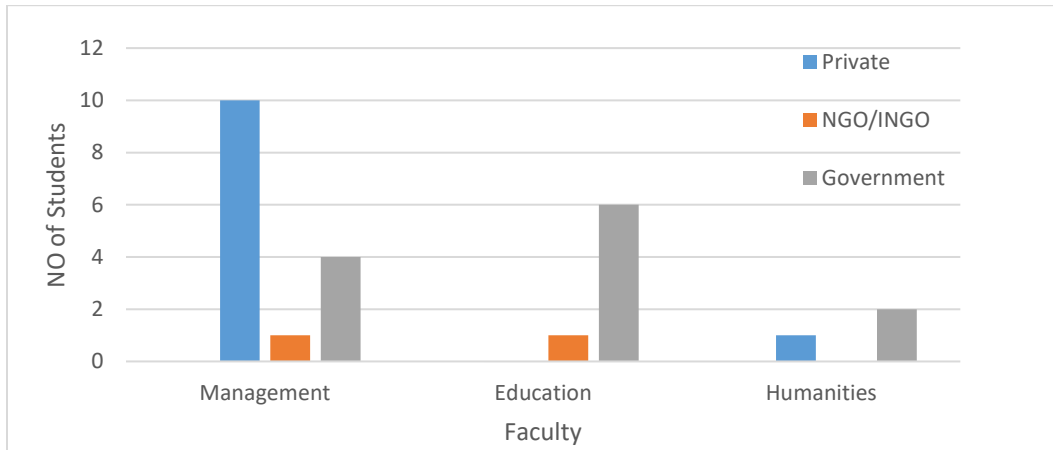
Employment Status by Type of Organization

Faculty	Types of Organization			Total
	Private	NGO/INGO	Government	
Management	10	1	4	15
Education	1	1	6	8
Humanities	1	0	2	3
Total	12	2	12	26
Total in %	46.15%	7.76%	46.12%	100%

Table 2.2 shows that out of 68 graduates, 26 are employed in organizational sectors excluding self-employment. The percentage of graduates employed in private, NGO/INGO and government sectors is 46.15%, 7.7%, and 46.12% respectively. The same fact has been presented in the figure 2.2.

Figure 2.2

Employment Status by Type of Organization



2.1.3 Status of Further Study of Graduate

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

Table 2.3 shows the status of graduates by further study.

Table 2.3

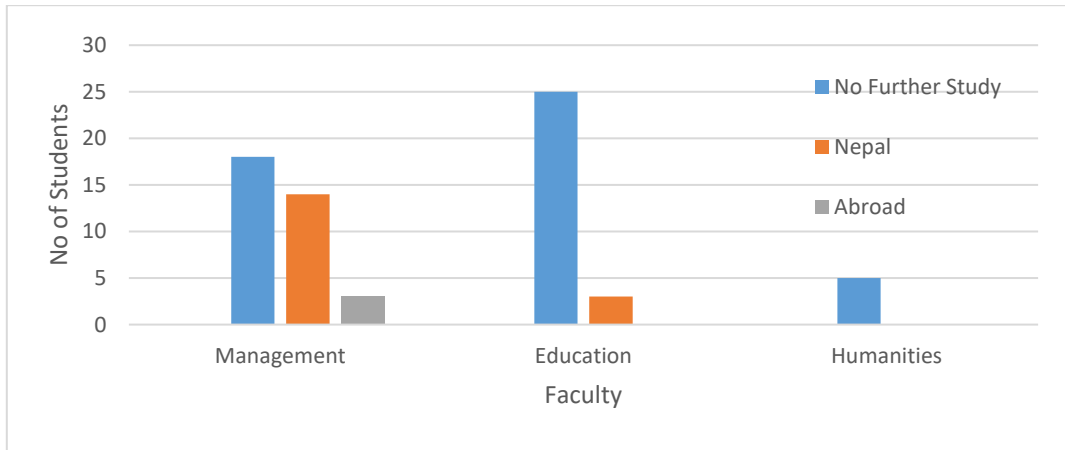
Status of Further Study of Graduate

Faculty	No Further Study	Nepal	Abroad	Total
Management	18	14	3	35
Education	25	3	0	28
Humanities	5	0	0	5
Total	48	17	4	68
Total in %	70.58%	25%	5.89%	100%

Table 2.3 shows the status of graduates by further study. Out of the 68 graduates, 21 graduates are engaged in further study. Out of total graduates engaged in further study, 17 in Nepal and four in abroad. On the other hand, 48 (70.58%) graduates are not joined for further study. The same fact has been presented in the figure 2.3 too.

Figure 2.3

Graduate Status of Further Study



2.2 Issues Related to the Quality and Relevance of Programs

2.2.1 Status of Quality of Education Delivered

The relevancy of quality education provided by the campus as per graduates' opinion is shown in table 2.4.

Table 2.4

Quality of Education Delivered

Quality of Education * Faculty Crosstabulation

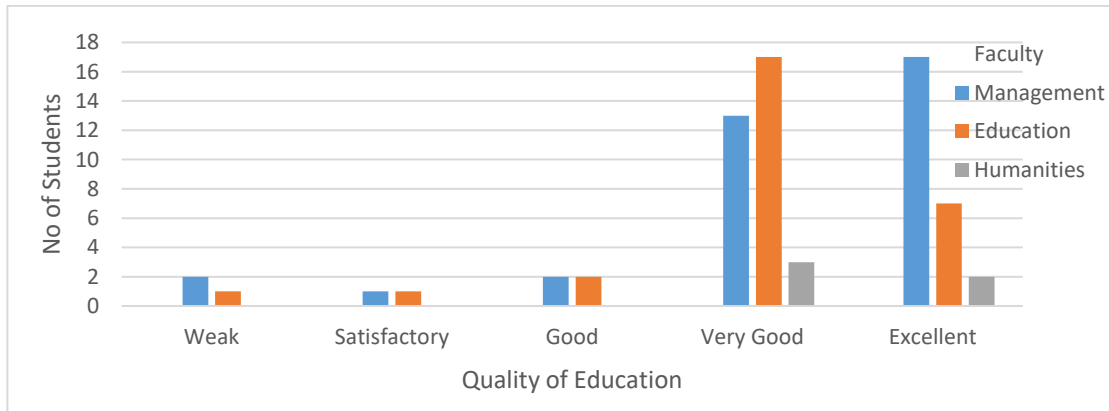
Count		Faculty			Total
		Management	Education	Humanities	
Quality of Education	Weak	2	1	0	3
	Satisfactory	1	1	0	2
	Good	2	2	0	4
	Very Good	13	17	3	33
	Excellent	17	7	2	26
Total		35	28	5	68

Table 2.4 shows the quality of education delivered. Out of 68 graduates, most of them have opined that the program as very good and excellent. From the faculty of Management 17 graduates have rated excellent, 13 as very good, two as good, one as satisfactory and 2 rated as weak. According to the graduates' rating of Education faculty, 17 have rated as very good, 7 as

excellent, two as good and one as satisfactory. Similarly, out of the graduates from Humanities faculty, 3 have rated as very good and 2 as excellent. In conclusion, most of the graduates gave their opinion to the quality of education provided by the campus as very good and excellent. The same fact has been presented in the figure 2.4.

Figure 2.4

Quality of Education Delivered



2.2.2 Relevance of the Program to the Professional Requirement

The opinion of the graduates to the relevancy of the program to their professional requirement is presented below.

Table 2.5

Relevance of the Program to the Professional Requirement

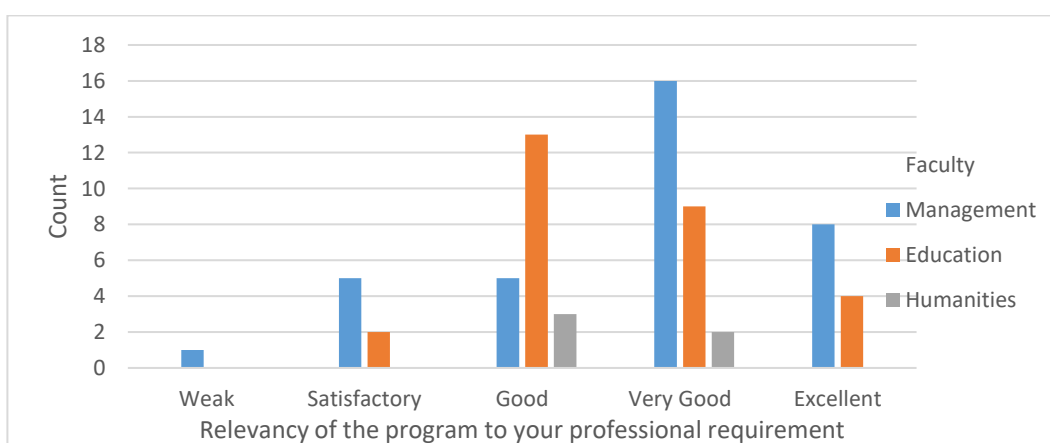
Relevancy of the program to your professional requirement * Faculty Crosstabulation

Count		Faculty			Total
		Management	Education	Humanities	
Relevancy of the program to your professional requirement	Weak	1	0	0	1
	Satisfactory	5	2	0	7
	Good	5	13	3	21
	Very Good	16	9	2	27
	Excellent	8	4	0	12
Total		35	28	5	68

Table 2.5 shows the relevance of the program to their professional requirements. Out of 68 graduates, most of them have opined the program as very good and good. From the faculty of Humanities 3 graduates have rated as good and 2 as very good. According to the graduates' rating of Management faculty, 8 have rated as excellent, 16 as very good, five as good, 5 as satisfactory and 1 as weak. Similarly, out of the graduates from Education faculty, 4 have rated as excellent, 9 as very good, 13 as good and 2as satisfactory. The same fact has been presented in the figure 2.5.

Figure 2.5

Relevance of the Program to the Professional Requirement



2.3 Programs Contribution to Graduates Professional and Personal Development

Gender wise graduates under different faculties are as follows;

Table 2.6

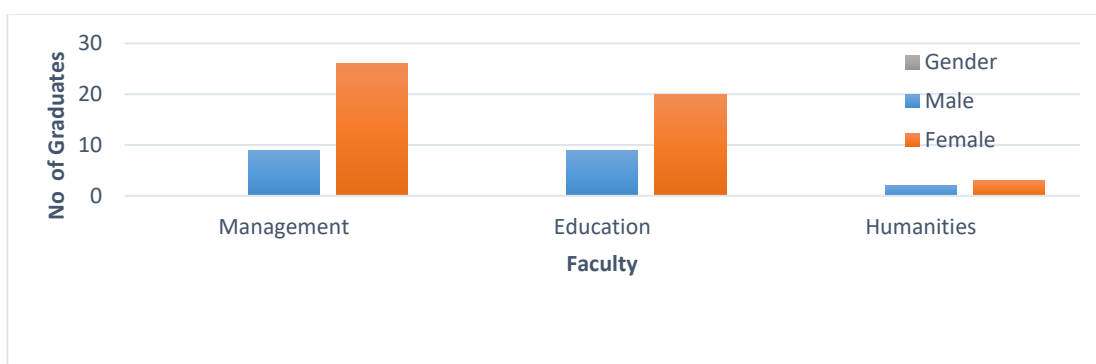
GenderStatus of Graduates

Faculty	Gender		Total
	Male	Female	
Management	9	26	35
Education	8	20	28
Humanities	2	3	5
Total	19	49	68
Total in %	27.94%	72.06%	100%

Table 2.6 shows the gender wise distribution of the graduates in each faculty. The number of male graduates in the faculties of Management, Education and humanities is 9, 8, and 2 respectively whereas the number of female graduates in the same faculties is 26, 20 and 3 respectively. It indicates that, out of total 72.06% of female and 27.94% of male are graduated from this campus in 2019 AD. The fact has been shown in the figure 2.6.

Figure 2.6

Gender Status of Graduates



2.3.2 Status of Caste by Faculty

Table 2.7 shows the caste wise graduates under different faculties

Table 2.7

Status of Caste by Faculty

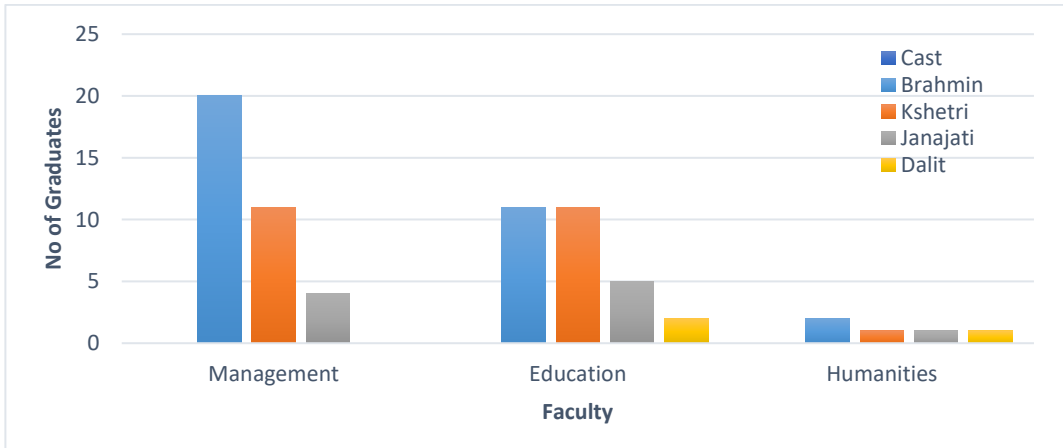
Faculty	Cast				Total
	Brahmin	Kshetri	Janajati	Dalit	
Management	21	11	5	0	35
Education	10	10	5	2	28
Humanities	2	1	1	1	5
Total	33	22	10	3	68
Total in %	46.58%	32.35%	14.71%	5.06%	%100

Table 2.7 shows the caste wise graduates under different faculties, out of total 68 graduates, the number of *Dalit* in the faculties of Management, Education and Humanities is 0, 2 and

1 respectively. Similarly, the number of *Janjati* in Management, Education and Humanities is 5, 5 and 1 respectively. The number of others which includes *Brahmin, Chhetri* in Management, Education and Humanities is 30, 20 and 3 respectively. In conclusion, 78 percentage of graduates are from Kshetri and Brahmin community. The same fact is displayed in figure 2.7.

Figure 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 student relationship and education delivery efficiency have been studied on the basis of the experience of the graduates.

2.4.1 Teaching Learning Environment

The experience of the graduates regarding teaching learning environment is shown in table 2.8.

Table: 2.8

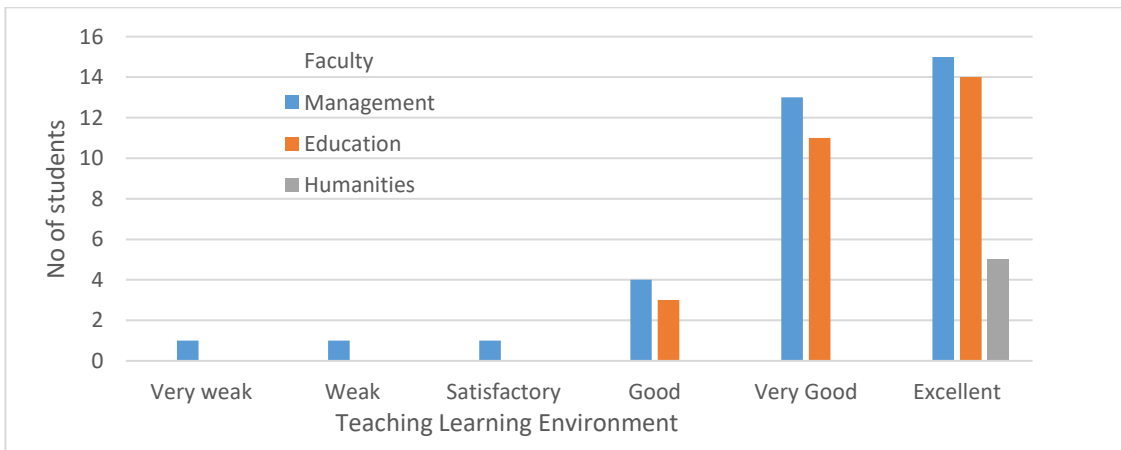
Teaching / Learning Environment

Teaching Learning Environment	Faculty			Total
	Management	Education	Humanities	
Very Weak	1	0	0	1
Weak	1	0	0	1
Satisfactory	1	0	0	1
Good	4	3	0	7
Very Good	13	11	0	24
Excellent	15	14	5	34
Total	35	28	5	68

Table 2.8 shows the experience of the graduates regarding teaching learning environment. 34 of the graduates state that the teaching learning environment of the campus is excellent and 24 of the graduates state that the environment is very good. More than 85% of the students from Management and Education faculty state that, the teaching learning environment is excellent and all of the graduates from humanities responded as excellent. In conclusion, most of the students are satisfied with campus's teaching learning environment. The same fact has been depicted in figure 2.8.

Figure 2.8

Teaching / Learning Environment



2.4.2 Teacher Student Relationship

The experience of the graduates regarding teacher student relationship is shown in table 2.9.

Table 2.9

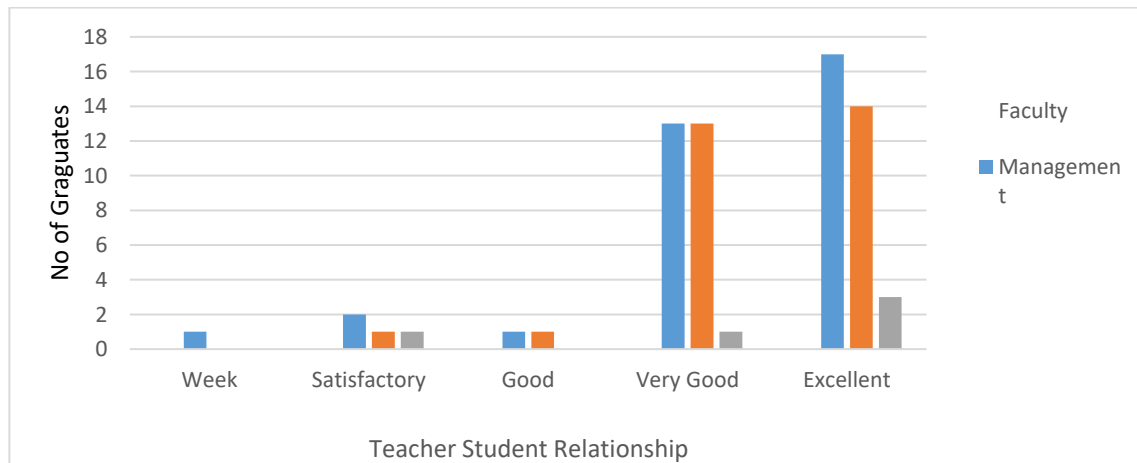
Status of Teacher Students' Relationship

Teacher Student Relationship	Faculty			Total
	Management	Education	Humanities	
Weak	1	0	0	1
Satisfactory	2	0	1	3
Good	3	1	0	4
Very Good	12	13	1	26
Excellent	17	14	3	34
Total	35	28	5	68

Table 2.9 shows the experience of the graduates regarding teacher students' relationship. Out of total 68 graduates, 34 of the graduates state that the teacher students' relationship is excellent. 26 of the graduates state the relationship as being very good. It indicates 50 percent of the graduate state that the teacher student relationship is excellent. The same fact has been presented in figure 2.9.

Figure 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 2.10.

Table: 2.10

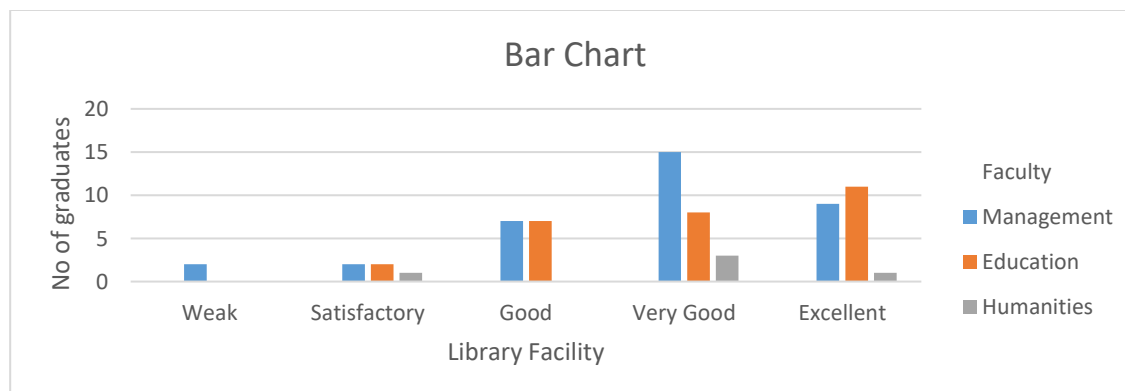
Library Facility

Library Facility	Faculty			Total
	Management	Education	Humanities	
Weak	2	0	0	2
Satisfactory	2	2	1	5
Good	7	7	0	14
Very Good	15	8	3	26
Excellent	9	11	1	21
Total	35	28	5	68

Table 2.10 shows the responses of the graduates about library facility. 21 of the graduates express the library facility as being excellent. 26 of the graduates express that the facility is very good and 14 of the graduates state that the library facility is good. The same fact has been shown in the figure 2.10.

Figure 2.10

Library Facility



2.5.2 Lab Facility

Table 2.11 shows the experience of the graduates regarding lab facility for example computer lab.

Table 2.11

Status of Lab Facility

Lab Facility	Faculty			Total
	Management	Education	Humanities	
Very Weak	5	3	0	8
Weak	6	6	0	12
Satisfactory	9	5	1	15
Good	5	4	2	11
Very Good	6	4	2	12
Excellent	4	6	0	10
Total	35	28	5	68

Table 2.11 shows the experience of the graduates regarding computer lab facility. Among the total students of graduates, eight graduates state as very weak, 12 as weak, 15 are satisfactory, 11 as good, 12 as very good and 10 excellent.

The same fact has been shown in the figure 2.11

Figure 2.11

Status Lab Facility



2.5.3 Sports Facility

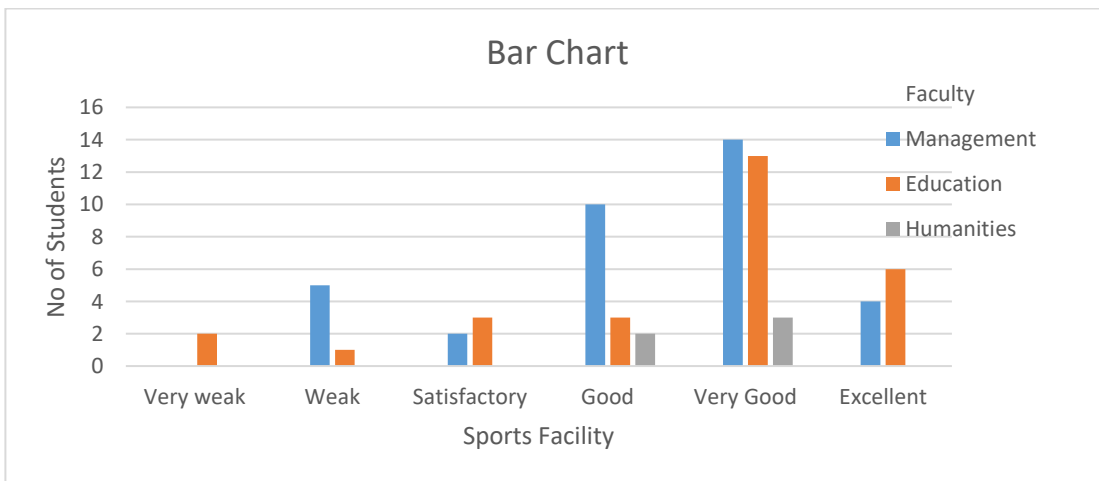
Table 2.12 shows the experience of the graduates regarding sports facility.

Table 2.12
Status of Sports Facility

Sports Facility	Faculty			Total
	Management	Education	Humanities	
Very Weak	0	2	0	2
Weak	5	1	0	6
Satisfactory	2	3	0	5
Good	10	3	2	15
Very Good	14	13	3	30
Excellent	4	6	0	10
Total	35	38	5	68

Table 2.12 shows the experience of the graduates regarding sports facility. Among 68 graduates ten graduates state that the sports facility is excellent, 30 as very good. 15 of the graduates agree that the facility is good. And 5, 6 & 2 graduates state that the sport facility is satisfactory, weak and very weak respectively. The same fact is shown in the figure 2.12

Figure 2.12
Sports Facility



2.5.4 Status of Canteen/Urinals Facility

Table 2.13 shows the experience of the graduates regarding the facilities – canteen, urinals etc.

Table 2.13

Canteen / Urinals Facility

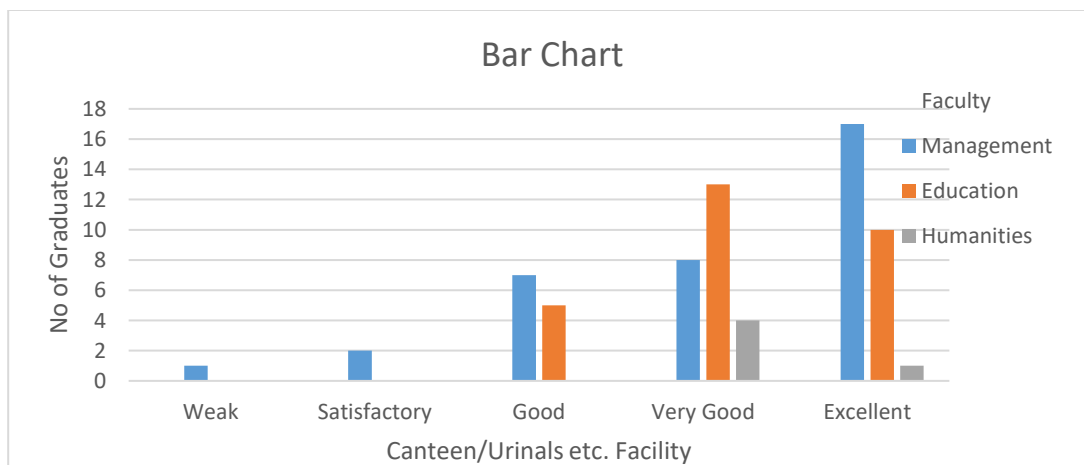
Canteen/Urinals etc. Facility	Faculty			Total
	Management	Education	Humanities	
Weak	1	0	0	1
Satisfactory	2	0	0	2
Good	7	5	0	12
Very Good	8	13	4	25
Excellent	17	10	1	28
Total	35	28	5	68

Table 2.13 shows the experience of the graduates regarding the facilities of canteen/urinal. Out of 68 graduates 28 state that the facility of canteen/urinals is excellent. 25 of graduates mark the facility as being very good, 12 good and remaining 2 and 1 graduates rated as satisfactory and weak. This implies that the facility of canteen and urinals is well in the campus.

The same fact is shown in the figure 2.13

Figure 2.13

Canteen / Urinals



UNIT: III

MAJOR FINDINGS

3.1 Employment and Further Study Status of the Graduates

The number of employment of graduates after their graduation has been found 28 including self-employed, which is 41.17% of total graduates. In management, 15 graduates are found employed in different service organization and 2 graduates are engaged in self-employment. Similarly, in education, 8 graduates are employed in service sector and. In humanities, 3 graduates out of 5 are found employed in service organization. Out of total graduates, 26 are employed in service organization. Among them 12 (46.15%) graduates are in private organization, 2 (7.69%), graduates in NGO/INGO sector and 12 (46.15%) graduates are employed in government services.

The status of further study of graduates found in this study is: 17 students (25 % of total graduates) joined for further study in Nepal and 3 students (4.4% of total graduates) are moved abroad for further study. The reason behind low status of further studies of graduates under education and humanities faculty may be no access of master's level 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. Out of 68 graduates, 26 have rated as 'excellent', 33 rated as 'very good', 4 and 2 rated as 'good' and 'satisfactory' respectively.
- b. More than 95.5% of the graduates from each faculty have rated above the level of satisfactory. Most of the graduates regarding relevancy of program on the basis of their professional requirement is above the level of satisfactory.

3.3 Programs' Contribution to Graduates Professional and Personal Development

- a. Out of 68 graduates, 49 are females which is 72.06% of total graduates. It shows that the number of female graduates is higher than the male graduates in each faculty. The female graduates seem to have been benefitted more than the male ones.
- b. While analyzing caste wise status, out of 68, 31 graduates are *Brahmins*, 22 *Chhetris*, 10 from *Janajati* and 4 are *Dalits*. Most of the graduates are found from *Brahmin* and *Kshetri* community.

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

Out of 68, 34 graduates have rated excellent, 24 are very good and 7 responded good. The complaint of the total graduates is negligible. The teaching learning environment of the campus seems to be very good according to the graduates.

Similarly, out of 68, 34 graduates have rated excellent, 26 very good and 4 responded as good. According to graduates, it seems that, the relationship of teacher/student is good in the campus.

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 excellent by the 21 graduates, very good by 26 graduates and good by 14 graduates out of 68.

Regarding the facility of lab, especially computer lab, 48 graduates' responses have been found to be above the satisfactory and 20 graduates are not satisfied. It indicates that most of the graduates are satisfied although the campus needs to improve its lab facility.

The highest scores in rating the facility of sports provided by the campus are very good, good and excellent from the 30, 12 and 11 graduates respectively. It reveals that, most of the graduates have good responses in sports facility provided by the campus.

Out of 68, 30, 15 and 10 graduates have been rated good, very good and excellent on rating scale regarding the facility of canteen, urinal etc. In conclusion (88.2 %) graduates satisfied with canteen and urinal facility provide by the campus.

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 objectives of the research should be based on problems, finding and diagnostic approach. 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 resource 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 for policy reform.
- The objective of 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 uplift the level of ethnic groups to increase their pass out ratio.
- The institution should conduct professional skill development trainings for the graduates.
- 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 well 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 stakeholders 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 sum up, 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 for further improvements. The attitudes, suggestions, feedbacks and comments given by the graduates will be remarkable blueprints to catch the destination. The study has established the relationship between the graduates and the campus. 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 ICTs.
- Provision of teacher's access to the further study e.g. M.Phil. and PHD.
- Train the female students to access the job after graduation.
- Provide market need based practical education.
- Manage frequent refreshment trainings for the teachers, staff and students.
- Use modern technology for empowering the students to face the challenging pace of life.