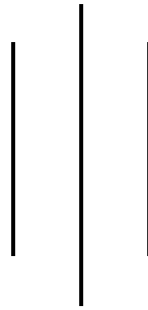


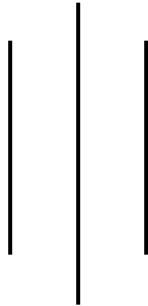
# A TRACER STUDY REPORT OF GRADUATES



**Graduate Year 2020**

*Submitted by:*

Tracer Study Committee



*Submitted to:*

Myagdi Multiple Campus

Beni, Myagdi

November  
2022

## ACKNOWLEDGEMENT

Initially, 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 from 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 task would never have completed without the assistance and sincere response of the graduate passed out in 2020 A.D. The research team would like to consider them as the subject of special thanks. We are hearty grateful for their selfless participation and active role to make this work possible.

We sincerely acknowledge the Campus Management Committee for making decision to do this study. The keen interest of the chairperson of Campus Management Committee, Mr. Somnath Dhungana, for encouragement to accomplish the task. 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 2020 AD for providing their valuable information, suggestion, time and documents for this research.

Eventually, 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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November, 2022  
Myagdi

## EXECUTIVE SUMMARY

Myagdi Multiple Campus (MMC) is a community campus established in 1992 A.D. MMC has been selected in regional level by UGC under Higher Education Reform Project (HERP). Here, the tracer study of 2020 graduates' batch has been selected for study. The tracer study is explorative which focuses on the graduates passed out in 2020. 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. Data were collected through questionnaire and analyzed simple percentages for significance of relationship.

The study found that the graduate percentage of the girls is higher than that of the boys and most of the graduates seem from *Brahmin* and *Kshetri* community. Out of the 70 graduates, 50% are employed among them. Most of the graduates are still concerned with the private and government services. This study also shows that only 16.16% of graduates are enrolled for their further study. It indicates that most of the graduates are not joining for further study. Similarly, the relevancy of program and quality education delivered by the institution has been found to be good. 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

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



## UNIT: I

### INTRODUCTION

#### 1.1 Background of the Study

Myagdi district, located in Gandaki Province with latitude between '28<sup>0</sup> 20-28<sup>0</sup>47' north and longitude between '83<sup>0</sup>8-83<sup>0</sup>20' 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 census 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 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), Education (2064), Master of Business Studies (MBS) (2074) and Bachelor of Information and Communication Technology in Education (BICTE) (2078). The campus has started the process to launch M. Ed. in English program from this 2022 A.D. The campus has covered the students of entire *Myagdi* district and the northern parts of *Parbat* and *Baglung* districts. The campus has made a significant contribution in the periods of nearly three decades trying to impart the quality education to the students of lower and lower middleclass communities. The major economic source of the campus is the students' fee apart from the regular grants of University Grants Commission (UGC) that started from the fiscal year 2062/63.

The campus got benefited from UGC Second Higher Education Project, Scheme 'D'. After the completion of this project, the campus is selected by UGC Nepal for Nurturing Excellence in Higher Education Programme (NEHEP) 2021/22-2025/26. The campus has been awarded by 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 are in B Ed (Female 253 and Male 64), 54 are in BA (Female 29 Male 25), 13 are in BICTE (Female 8 and Male 5) and 45 in MBS (Male 27 Female 18). Out of the total students, *Janajatis* are 149 and *Dalits* are 142. (Campus EMIS report, Paathshala software 8<sup>th</sup>september, 2022)

The graduates of this campus have been engaged in multiple sectors. 'Graduates' in this study indicates the students who completed their bachelor's degree in 2020. 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 2020 from this campus. The specific objectives of the study are as follows:

- To present the status of graduates by faculty under sex and cast.
- To identify the employment and further study status of the graduates.
- To evaluate programs contribution to graduates professional and personal development and quality and relevance of program.
- To appraise issues related to teaching/learning, teacher/student relationship and education delivery efficiency.
- To examine issues related to facilitates such as library, laboratory, canteen, sports, 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 collecting information about the graduates. The TSC and administration contacted the students through public notice, Facebook, email, telephone inquiry, and field visit. The TSC is fully responsible to prepare the report of the study and analyze it. The team worked for nearly one month to complete the research.

### **1.4 Graduate Batch Taken for the Study**

The graduate batches of 2020 (2077) under the faculties of Management, Humanities and Social Sciences and Education have been taken for the study. Among the total 72, only the 70 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 2020 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 documents via email and messenger.

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

The study has focused on the graduate students who completed their bachelor's degree in the year 2020 from MMC. According to the graduates list provided by the campus administration, total 70 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 2020 are used as the subject of analysis. The chapter presents the data obtained from the tracer study questionnaire. Data presentation and analysis is done for employment status of the graduates, issues related to the characteristics, expectations and aspirations of the graduates and employment experience of graduates. The chapter also presents status of educational quality and relevance of higher education and impact of the academic programs on graduates' personal development.

The total 70 graduates are taken for this study. Among them 30 are from BBS, 25 are from B Ed and 15 are from BA. The data presentation and analysis of the graduates have been presented and analyzed with the help of tables and figures.

#### 2.1 Status of Graduates

##### 2.1.1 Gender and Faculty-wise Status of Graduates

Table 2.1 shows the gender wise graduates under different faculties.

Table 2.1

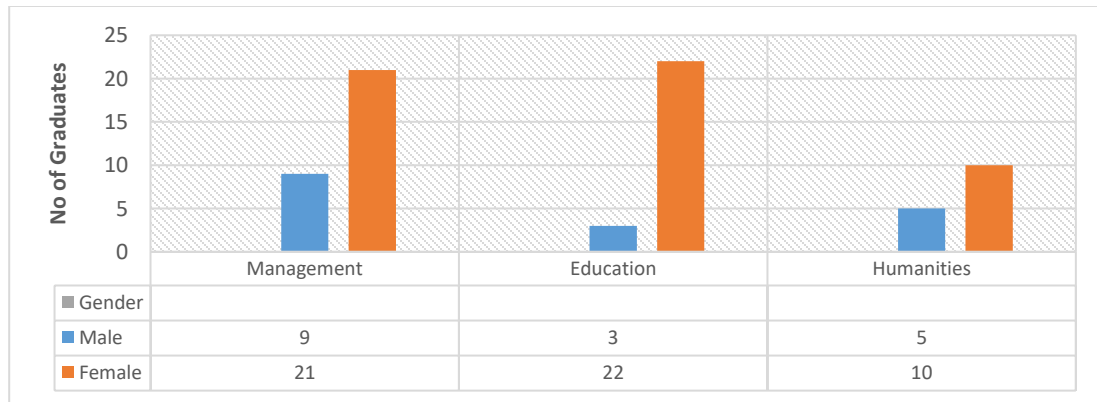
*Gender Status of Graduates*

Faculty		Gender		Total
		Male	Female	
Management	Count	9	21	30
	% of Total	12.9%	30.0%	42.9%
Education	Count	3	22	25
	% of Total	4.3%	31.4%	35.7%
Humanities	Count	5	10	15
	% of Total	7.1%	14.3%	21.4%
Total	Count	17	53	70
	% of Total	24.3%	75.7%	100.0%

The table 2.1 illustrates the sex and faculty-wise composition of students. It reveals that among the graduates taken for the study 42.9% percent graduates are from management, 35.7% of graduates are from education and only 21.4% percent from Humanities.

Similarly, among the total graduates, 75.7% are female and 24.3% are male. This shows that the female students are more attracted towards the higher education in their locality whereas males seem to prefer to study outside the locality. It also reveals the women empowerment in education sector as well as the indirect gender preferences in terms of investment in academic sector.

**Figure2.1**  
**Gender Status of Graduates**



### 2.1.2 Status of Caste by Faculty

Table 2.2 shows the caste wise graduates under different faculties.

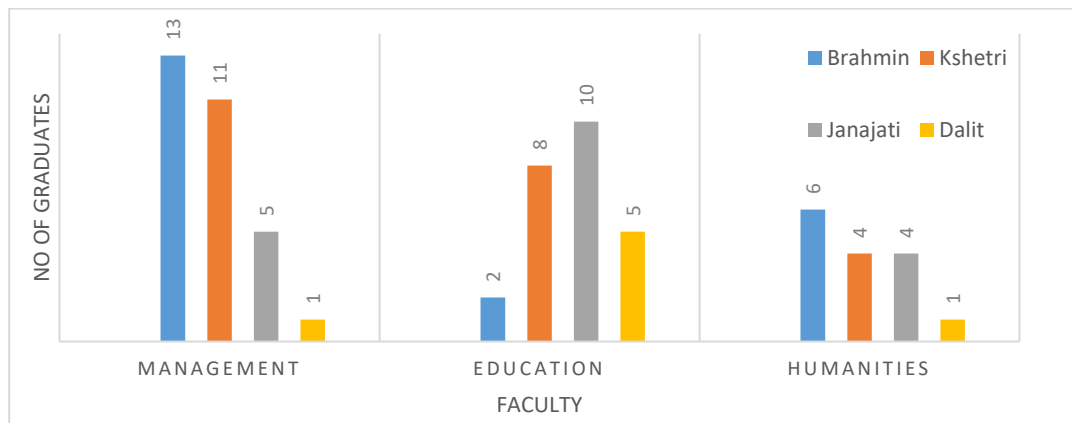
Table 2.2

*Status of Caste by Faculty*

Faculty		Cast				Total
		Brahmin	Kshetri	Janajati	Dalit	
Management	Count	13	11	5	1	30
	% of Total	18.6%	15.7%	7.1%	1.4%	42.9%
Education	Count	2	8	10	5	25
	% of Total	2.9%	11.4%	14.3%	7.1%	35.7%
Humanities	Count	6	4	4	1	15
	% of Total	8.6%	5.7%	5.7%	1.4%	21.4%
Total	Count	21	23	19	7	70
	% of Total	30.0%	32.9%	27.1%	10.0%	100.0%

The Table 2.2 shows the faculty-wise ethnic distribution of the graduates, taken during the study. The table depicts that among the students the ethnic groups belonging to *Kshetri* community has higher composition of 32.9 percent followed by 30 percent belonging to the *Brahmin* 27.1 percent from *Janajati* community and only 10 percent from Indigenous community. This portrays the scenario that the upper castes/ethnicities have still prioritized higher education rather than the scheduled castes. This contradicts with the higher education policy of government which is focused in increasing the representation of minorities. The employment status of cast by faculty is also shown in figure 2.2.

**Figure 2.2**  
**Status of Caste by Faculty**



## 2.2 Employment and Further Study Status of the Graduates

### 2.2.1 Status of Employment of the Graduates

The situation of the graduates according to their current job status is presented in table 2.3.

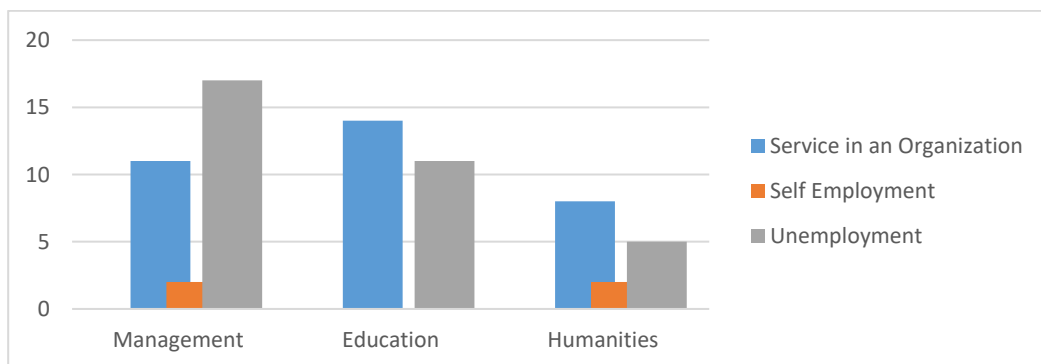
Table 2.3

*Faculty wise Employment Status by Types of Employment*

Faculty		Service in an Organization	Self Employment	Unemployment	Total
Management	Count	11	0	19	30
	% of Total	15.7%	0%	27.2%	42.9%
Education	Count	14	0	11	25
	% of Total	20.0%	0.0%	15.7%	35.7%
Humanities	Count	8	2	5	15
	% of Total	11.4%	2.9%	7.1%	21.4%
Total	Count	33	2	35	70
	% of Total	47.1%	2.9%	50%	100.0%

Table 2.3 shows, the status of employment of the graduates. Out of 70 graduates in the year 2020, 33 (47.1%) are engaged in service in an organization, 2 (2.9%) are self-employed and 35 (50%) are unemployed. 11 graduates from management, 14 from education and 8 from humanities faculties have been engaged in service sectors of different organization. On the other hand, 19 graduates from management, 11 from education and 5 from humanities are unemployed. This status reveals that so many graduates are still unemployed after their graduation. The employment status of graduates is also shown in figure 2.3.

**Figure 2.3**  
**Status of Employment**



### 2.2.2 Employment Status by Types of Organization

Table 2.4 shows the employment status of the graduates in various sectors.

Table 2.4

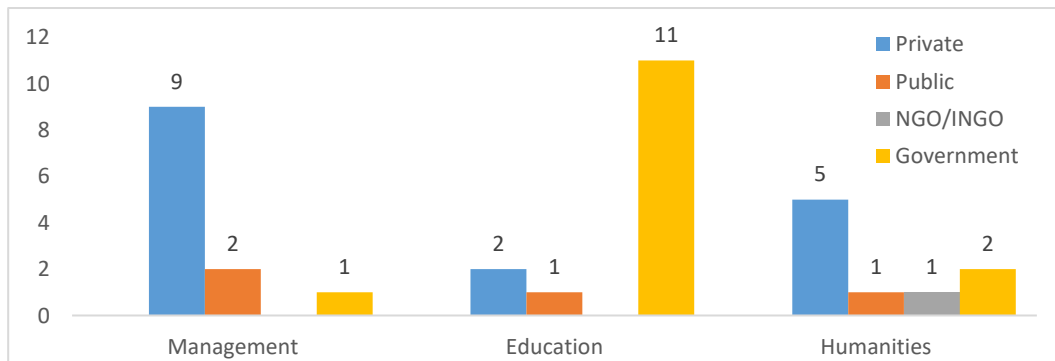
*Employment Status by Type of Organization*

Faculty		Types of Organization				Total
		Private	Public	NGO/INGO	Government	
Management	Count	9	2	0	1	12
	% of Total	25.7%	5.7%	0.0%	2.9%	34.3%
Education	Count	2	1	0	11	14
	% of Total	5.7%	2.9%	0.0%	31.4%	40.0%
Humanities	Count	5	1	1	2	9
	% of Total	14.3%	2.9%	2.9%	5.7%	25.7%
Total	Count	16	4	1	14	35
	% of Total	45.7%	11.4%	2.9%	40.0%	100.0%

Table 2.4 shows that only 35 graduates (50%) out of total graduates are employed in different organizational sectors excluding self-employment. Out of total 35 employed graduates are engaged in private, public, NGO/INGO and government sectors is 45.7%, 11.4%, 2.9% and 40 % respectively. It reflects that, majority of the management graduates are employed in private sector and majority of education graduates employed in government sector specially teaching field. The same fact has been presented in the figure 2.4.

**Figure 2.4**

**Employment Status by Type of Organization**





### 2.2.3 Graduate Status of Further Study

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

Table 2.5 shows the status of graduates' further study.

Table 2.5

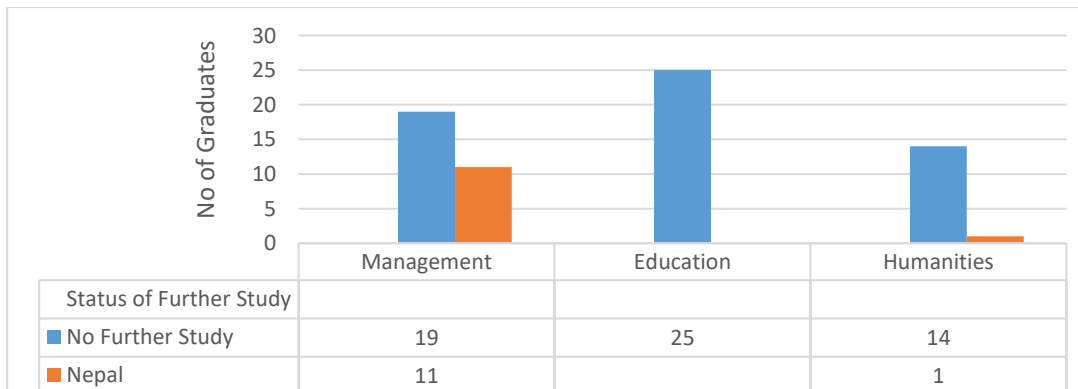
*Graduate Status of Further Study*

Faculty		Status of Further Study		Total
		No Further Study	Nepal	
Management	Count	19	11	30
	% of Total	27.1%	15.7%	42.9%
Education	Count	25	0	25
	% of Total	35.7%	0.0%	35.7%
Humanities	Count	14	1	15
	% of Total	20.0%	1.4%	21.4%
Total	Count	58	12	70
	% of Total	82.9%	17.1%	100.0%

Table 2.5 shows the status of graduates by further study. Out of the 70 graduates, only 12 (17.1%) graduates are engaged in further study in Nepal. Among them 11 (15.7%) graduates from management and one (1.4%) from humanities have continued their study. On the other hand, 58 (82.9%) graduates are not joined for further study. The same fact has been presented in the figure 2.5 too.

**Figure 2.5**

**Graduate Status of Further Study**



## 2.3 Issues Related to the Quality and Relevance of Programs and Programs Contribution to Graduates Professional and Personal Development

### 2.3.1 Status of Quality of Education Delivered

The relevancy of quality education provided by the campus as per graduates' opinion is shown in table 2.6.

**Table 2.6**

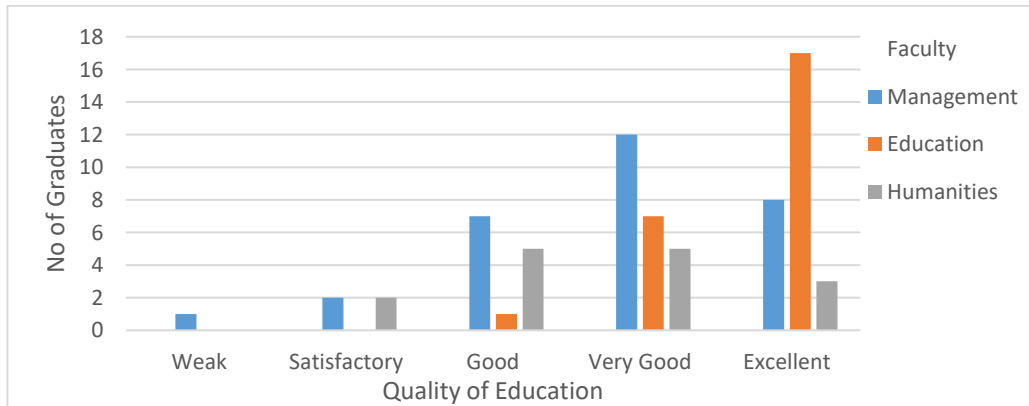
*Quality of Education Delivered*

Response of Graduates		Faculty			Total	Percentage
		Management	Education	Humanities		
Quality of Education	Weak	1	0	0	1	1.43%
	Satisfactory	2	0	2	4	5.71%
	Good	7	1	5	13	18.57%
	Very Good	12	7	5	24	34.29%
	Excellent	8	17	3	28	40.00%
Total		30	25	15	70	100%

Table 2.6 shows that most of the graduates rated positively towards quality of education delivered. Out of total graduates 40 percent rated as excellent and 34.29 percent as very good. It indicates that, most of them have opined the program as excellent and very good. This rating clearly shows that the graduates are satisfied with the quality of education delivered by the institution. The same fact has been presented in the figure 2.6.

**Figure 2.6**

**Quality of Education Delivered**



### 2.3.2 Relevance of the Program to the Professional Requirement

Table 2.7 shows the relevancy of the program to the professional requirement of the graduates.

Table 2.7

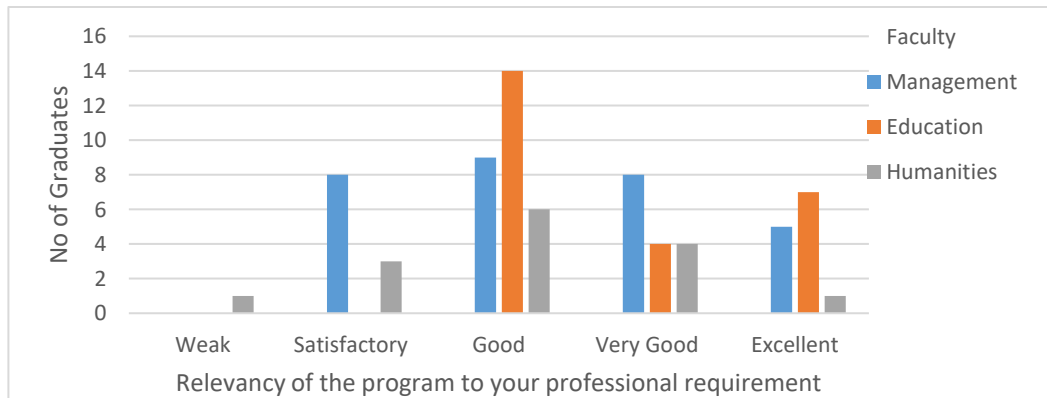
*Relevance of the Program to the Professional Requirement*

Response of Graduates		Faculty			Total	Percentage
		Management	Education	Humanities		
Relevancy of the program	Weak	0	0	1	1	1%
	Satisfactory	8	0	3	11	16%
	Good	9	14	6	29	41%
	Very Good	8	4	4	16	23%
	Excellent	5	7	1	13	19%
Total		30	25	15	70	100%

Table 2.7 shows the relevance of the program to professional requirement for the graduates. It is apparently clear through the table that with the highest percentage representation of 41.0 percent each illustrates that majority of the graduate's express good opinion on the relevance of the program. Similarly, only one 1.0 percentage of graduate reacted that the program offered to them did not help in their professional work. It means to say that theoretical knowledge was to transform into practical field. It can be revealed that the program has some relevance to the program in their practical field. The same fact has been presented in the figure 2.7.

Figure 2.7

**Relevance of the Program to the Professional Requirement**



## 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 table2.8.

Table: 2.8

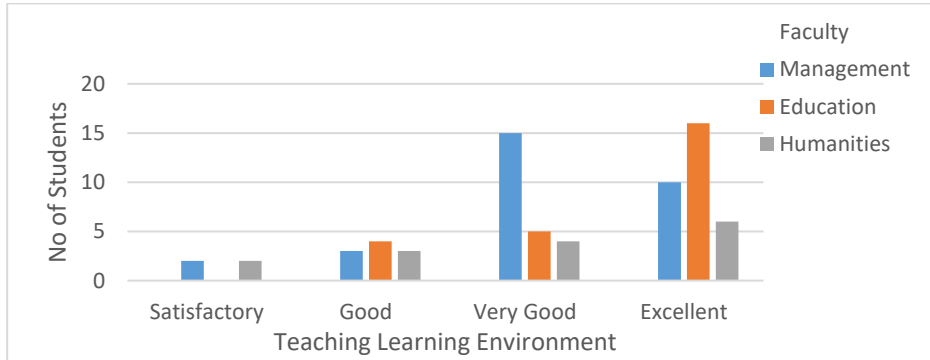
#### *Teaching / Learning Environment*

Response of Graduates		Faculty			Total	Percentage
		Management	Education	Humanities		
Teaching Learning Environment	Satisfactory	2	0	2	4	5.71%
	Good	3	4	3	10	14.29%
	Very Good	15	5	4	24	34.29%
	Excellent	10	16	6	32	45.71%
Total		30	25	15	70	100.00%

Table 2.8 shows the experience of the graduates regarding teaching learning environment. 45.71% of the graduates state that the teaching learning environment of the campus is excellent and 34.29% of the graduates state that the environment is very good. More than 60% of the students from Education and 33% of the graduates from Management and humanities faculty state that, the teaching learning environment is excellent. Similarly, 14.2%, and 5.71% graduates rated as good and satisfactory in teaching learning environment of campus.

The same fact has been depicted in figure2.8.

**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.

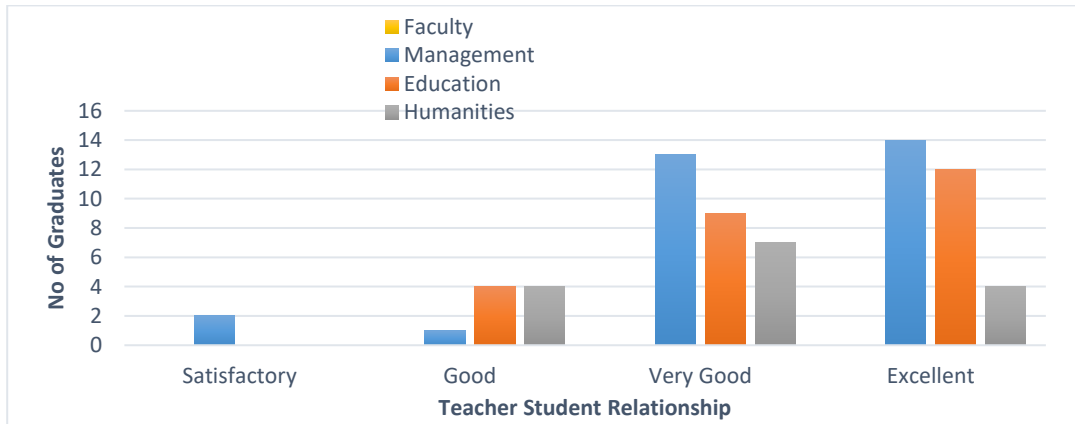
**Table 2.9**  
**Status of Teacher Students' Relationship**

Response of Graduates		Faculty			Total	Percentage
		Management	Education	Humanities		
Teacher-Student Relationship	Satisfactory	2	0	0	2	2.86%
	Good	1	4	4	9	12.86%
	Very Good	13	9	7	29	41.43%
	Excellent	14	12	4	30	42.86%
<b>Total</b>		<b>30</b>	<b>25</b>	<b>15</b>	<b>70</b>	<b>100.00%</b>

Table 2.9 shows the experience of the graduates regarding teacher students' relationship. 42.86% of the graduates state that the teacher students' relationship is excellent. 41.43% of the graduates state the relationship as being very good. Similarly 12.86% of graduates rated as good and only 2.86% graduate state as satisfactory. In short, all of graduates react their experience about the teacher student relationship in this campus is above the level of satisfactory. 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.

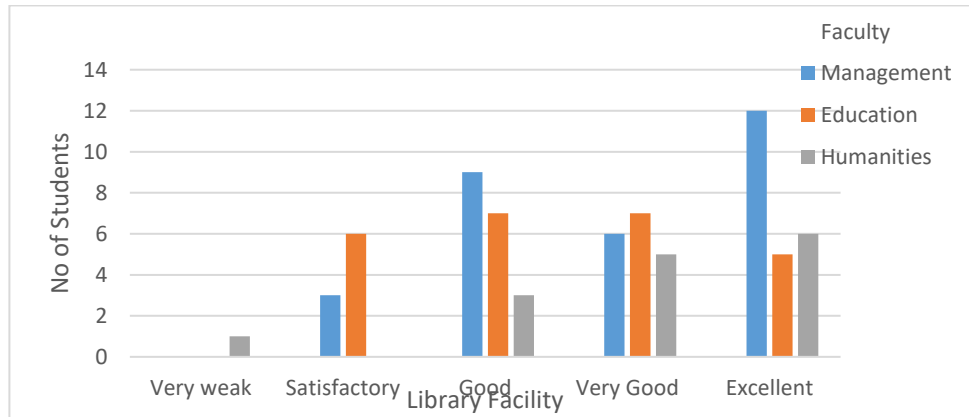
Table: 2.10  
*Library Facility*

Response of Graduates	Faculty			Total	Percentage
	Management	Education	Humanities		
Very weak	0	0	1	1	1.43%
Satisfactory	3	6	0	9	12.86%
Good	9	7	3	19	27.14%
Very Good	6	7	5	18	25.71%
Excellent	12	5	6	23	32.86%
Total	30	25	15	70	100.00%

Table 2.10 shows the responses of the graduates about library facility. Out of total 70 graduates, 32.86% graduates express the library facility as being excellent, 25.71% express as very good, 27.14% rated as good and 12.86% satisfactory. But 1.43% graduates are not satisfied with library facility provided by campus. Table 2.10 also shows that most of the

graduates from management and humanities faculty are more satisfied than graduates from education. 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

#### *Lab Facility*

Response of Graduates	Faculty			Total	Percentage
	Management	Education	Humanities		
Very weak	4	4	3	11	15.71%
Weak	5	4	1	10	14.29%
Satisfactory	7	3	3	13	18.57%
Good	8	8	1	17	24.29%
Very Good	3	6	5	14	20.00%
Excellent	3	0	2	5	7.14%
<b>Total</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>70</b>	<b>100.00%</b>

Table 2.11 shows the experience of the graduates regarding computer lab facility. Among the total students of graduates, 15.71% graduates' state as very weak, 14.29% as weak, 18.57% are satisfactory, 24.29% as good, 20% as very good and 7.14% excellent. It indicates that the institution should more improve in lab facility to increase the satisfaction of students.

The same fact has been shown in the figure 2.11

**Figure 2.11**  
**Lab Facility**



### 2.5.3 Sports Facility

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

Figure 2.12  
*Status of Sports Facility*

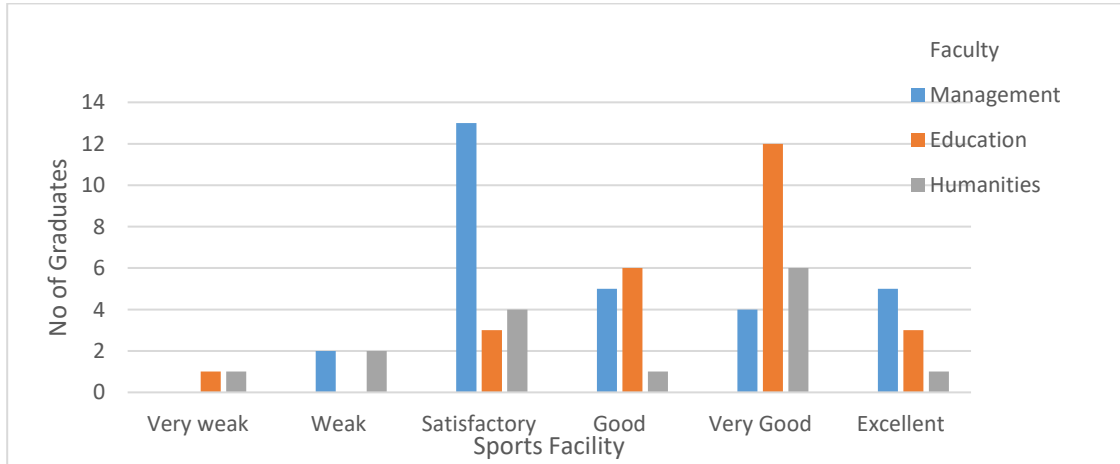
Response of Graduates	Faculty			Total	Percentage
	Management	Education	Humanities		
Very weak	1	1	1	3	4.29%
Weak	2	0	2	4	5.71%
Satisfactory	13	3	4	20	28.57%
Good	5	6	1	12	17.14%
Very Good	4	12	6	22	31.43%
Excellent	5	3	1	9	12.86%
<b>Total</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>70</b>	<b>100.00%</b>

Table 2.12 shows the reaction of the graduates regarding sports facility. Out of 70 graduates, 12.86% of the graduates state that the sports facility is excellent, 31.43% as very good. 17.14% of the graduates agree that the facility is good. And 28.57%, 5.71% and 4.29% graduates state that the sport facility is satisfactory, weak and very weak respectively. Majority of the



graduate's states that they are satisfied with the sports facility provided by campus. The same fact is shown in the figure 2.12.

**Figure 2.12**  
**Status of 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*

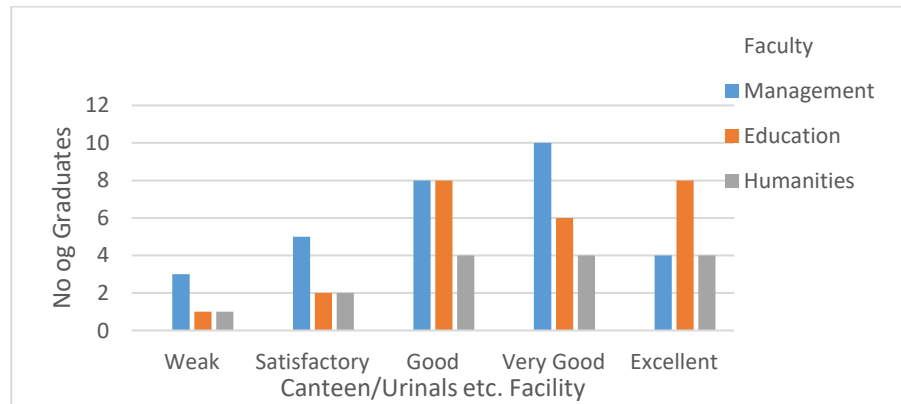
Response of Graduates		Faculty			Total	Percentage
		Management	Education	Humanities		
Canteen/Urinals etc. Facility	Weak	3	1	1	5	7.14%
	Satisfactory	5	2	2	9	12.86%
	Good	8	8	4	20	28.57%
	Very Good	10	6	4	20	28.57%
	Excellent	4	8	4	16	22.86%
Total		30	25	15	70	100.00%

Table 2.13 shows the experience of the graduates regarding the facilities of canteen/urinal. Out of 70 graduates, 22.86% state that the facility of canteen/urinals is excellent and 28.57% is very good, 28.57% of graduates mark the facility as being good, 2.86% satisfactory and

remaining 7.14% state 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**

This section discusses the major findings of the study derived from analysis of the data. The key findings related to employment status of the graduates, their characteristics, issues related to quality and relevance of program, contribution of education to graduate's personal development, teacher-student relationship, quality education delivery and different facilities provided by campus are presented in the following:



- b. Around 85 percent of the graduates have believed that the institution is efficient in delivering work placement facility. Remaining 15 percent complaint that the institution is not efficient in providing work placement facility. They suggested that the campus needs to facilitate the students for work placement after the graduation.
- c. Around 90 percent of the graduates believe that institution has enhanced the problem-solving skills of the graduates. Only 10 percent believe that it did not enhance their problem-solving skills.

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

The teaching learning environment of the campus seems to be very good according to the graduates. Out of 70, 45.71% graduates have rated excellent, 34.29% remarked very good and 14.29 % responded good. The complaint of the total graduates is not noticeable.

Among the graduates, 42.86% of the graduates opined that there is excellent relationship between teachers and students. 41.43% and 12.86% believe that the teacher student relationship as very good and good. It shows that there is a cordial relationship between student and teachers in the college.

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

In total, around 98% of the graduates are satisfied with the library facility and 70% of the graduates satisfied with the lab facilities, however 30% graduates are not satisfied with lab facility and they suggested that it need improvement on it.

Regarding the sports and extracurricular facility provided by the campus, more than 95% graduates satisfied with the sports and extracurricular facility. It indicates that most of the graduates are satisfied although the campus needs to improve such facilities.

Similarly, more than 92% graduated students have rated higher value regarding canteen and urinals facility. This implies that the facility of canteen and urinals is well in the campus.

In conclusion, most of the graduates have given higher value to the physical facility provided by the campus. It indicates that almost physical facility of campus is good. But some facility like lab, need to be improved.

## **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 help the ethnic groups to continue their study and uplift their academic level to increase their pass out ratio.

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

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

- Coordination with employers to set the priorities.
- Implementation of modern teaching methodology with full ICTs.
- Provision of teacher's access to the further study e.g. M.Phil and PHD.
- Train the students to access the job after graduation.

- As the number of female students is considerably higher, it shows the necessity of women empowerment programmes in the campus.
- Launch market-driven academic programs that increases the employability of the graduates.
- Strengthen the guru-disciple relationship.
- Manage frequent refreshment trainings for the teachers, staff and students.
- Use modern technology for empowering the students to face the challenging pace of life.