

Marsyangdi Multiple Campus
Besishahar, Lamjung

A Tracer Study Report – 2019
(A Survey Report of the Graduates in the Year 2019)

Submitted to
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Marsyangdi Multiple Campus
Besishahar, Lamjung

Tracer Study Report Team - 2019

Advisor

Hari Babu Thapa, Campus Chief

Coordinator

Binod Neupane, RMC and SAT coordinator

Member

Dambar Bahadur, Admin cum Account Officer

Suryakala Rimal Thapa, Librarian

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Mr. Binod Neupane

Coordinator

Tracer Study Team

Marsyangdi Multiple Campus

Besishahar, Lamjung

EXECUTIVE SUMMARY

This tracer study report has been carried out to find out the position of graduates after they graduated from this campus. It tries to find out the current status of the graduates as their position of the employment, further study, self-employed or looking for the jobs. Moreover, feedback of graduates can be used to improve the quality of the programs and to revise the curricular if deemed necessary. The findings of the studies are used in different areas of higher education quality development, as well as to improve service provided by the higher education institutions. Tracer studies can be considered as a quality assurance tool because these studies investigate upon quality management of teaching and learning, and curricular of the institutions.

This is the fourth tracer study report conducted by covering the sample of graduates passed out in 2019 A.D. It presents the position of graduates of 2019 and their suggestions to improve the teaching learning quality of the campus. The main objective of this study is to explore the position of the graduates after they completed their study.

The study employs a survey design. The study is mainly based on primary data. The source of the primary data was the graduates of 2019 of MMC. Out of the total graduates in the year 2019 18 graduates were selected randomly for the survey. The tool of the data collection used in this study was the questionnaire which is prescribed by the University Grants Commission (UGC) of Nepal. Various methods like field visits, face to face conversation, telephone conversation, and contact through electronic media were used to collect the required data for the study. Members of the tracer study team and non-teaching staff of MMC were employed to contact the respondents. The basic method employed in the analysis of data relates to descriptive analysis, SPSS 25.0 version software was used to process data. Further, percentages for all reported variables were computed for analysis.

The study found that out of total respondents, 55.55% were employed, 11.11% were self-employed and 29.63% were enrolled for further studies, and the rest of the graduates were found looking for the job. Similarly, out of the total graduates enrolled for higher studies, 12.5% got enrollment in M.Ed, 37.5% in M.A. and 50% in MBS, and all of them enrolled in Tribhuvan University. Regarding the perceptions of graduates on different quality measures of programs of MMC and its teaching learning environment in terms of qualitative

ratings, 16.67% of the respondents were satisfied with relevance of the program in professional requirements, 33.33% were satisfied with extra-curricular activities, 44.44% were satisfied with problem solving ability, 27.78% were satisfied with job placement, 27.78% were moderately satisfied with teaching/learning environment, 33.34% were satisfied with quality of education delivered, 33.34% were satisfied with teacher students relationship, 27.78% were satisfied with library facility, 33.34% were satisfied with lab facility, and 16.67% were satisfied with canteen/urinal with lab facility provided by the institution.

ACRONYMS

BA: Bachelor of Arts
BBA: Bachelor of Business Administration
BBS: Bachelor of Business Studies
B.Ed.: Bachelor of Education
B.Sc.: Bachelor of Science
BOD: Board of Directors
CMC: Campus Management Committee
FM: Frequency Modulation
FOM: Faculty of Management
INGO: International Non-Government Organization
MMC: Marsyangdi Multiple Campus
Lab: Laboratory
MA: Master of Arts
MBS: Master of Business Studies
M.Ed.: Master of Education
QAA : Quality Assurance and Accreditation
SPSS : Statistical Package for Social Science
TU: Tribhuvan University
UGC: University Grants Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background

After the restoration of democracy in 1990, the wave of higher education spread throughout the country. Many higher educational institutions established not only in the urban areas, but also in the remote districts. To quench the thirst of higher education, different campuses were established with the collective efforts of social workers, educated intellectuals and local people. Most of the campuses were established as the community campus, and they have been providing higher education. As a result, people in the remote area have access of higher education. The rate of girls and the students from back warded communities have increased in large number.

Marsyangdi Multiple Campus (MMC) is the first and the largest community campus of Lamjung district. Situated at the heart of Besishahar Municipality, MMC was established in 1990 A.D. During its beginning, the campus was run for Proficiency Certificate Level (PCL) of humanities and management in the morning shift supported by the premises of Janabikas Secondary School. In 1993 A.D., MMC began to run Bachelor program in humanities and management in affiliation to Tribhuvan University. In 2002 A.D. and 2003 A.D., the one year B.Ed. and three year B.Ed. program (respectively) were also launched. In the course of expansion, this campus was able to come up with Master of Arts (MA in Sociology) and Masters of Education (M.Ed. in Curriculum and EPM) in 2009 A.D.

MMC is a community based, not-for-profit and TU affiliated campus which is operating four Bachelors and two Master's degree programs. Bachelor's degree programs are- Bachelor of Business studies (BBS), Bachelor of Arts (BA), Bachelor of Education (B.Ed.) and One Year B.Ed. Similarly, the master's degree programs are- Masters of Arts (in Sociology) and Masters of Education (in Curriculum). Masters of Business Studies (MBS) and Bachelor of Business Studies (BBA) are in the pipe line. MMC has established various faculties to manage subject-wise teaching –learning activities of the campus. Each faculty is headed by faculty head responsible to manage the workload, result of the subject and initiate necessary changes for improvement in the faculty. MMC has three major faculties like, Faculty of Education, Faculty of Management, and Faculty of Humanities.

MMC has four distinct building blocks in the area of 17 Ropani area. Besides this, it has purchased 62 Ropani area land for its future academic plan. It has a computer lab, library, cafeteria and seminar hall along with offices of each faculty head. It has 34 teaching faculties, 6 non-teaching staff and 1052 students in different programs. Teaching faculties and non-teaching staffs are recruited and selected according to the law of the campus. The decision of selection committee should be approved by the campus management committee.

MMC has its own clearly defined objectives, vision, mission and strategic plan. Its main objective is to provide quality education to the students from the back-warded, disadvantaged and lower middle class society. Its vision is preparing competent human resources for global markets.

This study traces out facts and information important to figure out the real qualities of the campus, especially in terms of its outputs which may be measured with the help of profile of the pass out students. This report has also thrown some lights on the weaknesses of the institution in the form of recommendations.

1.2 Rationale of the Study

After the restoration of democracy (1990 A.D), the number of higher education delivering institutions have been significantly growing. These institutions have been producing a large number of graduates in each year. However, very few studies have been found to investigate the graduates of Bachelor's & Master's Degree after completion of the study. In this context, as a campus preparing for QAA, MMC identified the need of this study. This study will be helpful to identify the position of graduates of MMC in one hand, and will be fruitful for the initiating changes in teaching-learning methodology, environment and curricular in the other.

1.3 Objectives of the Study

The main objective of this study is to find out the current position of the graduates of MMC after completing their study. Under the guidelines of this objective, other specific objectives of the study are:

- i. To identify the current position of graduates of MMC i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- ii. To assess relevancy of study on jobs of graduates of MMC.

- iii. To assess the major strengths and weaknesses of the programs and overall teaching learning environment of MMC.
- iv. To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of MMC.
- v. To provide feedback for improvement of overall teaching learning environment based on MMC graduates expectations.

1.4 Institutional Arrangements of the Study

A three member tracer study team was formed by the Campus Management Committee (CMC). The committee organized meetings and went for field visit. We took the support of teaching faculty, non-teaching staffs, campus administration and the members of tracer committee to collect data. The study team finalised the tracer study incorporating the suggestions provided by different stakeholders.

1.5 Graduate Batch Taken for the Study

The students who passed Bachelor's degree in Education, Humanities and Management, and those who passed M.A. in sociology and M.Ed. in curriculum in 2019 from Marsyangdi Multiple Campus were under this study. Hence taken, the total number of students included in this study was 18 out of the total graduates in although 27 students got graduation in Bachelor Level in 2076 B.S.2019/ 2076 B.S.

1.6 Methodology Used

Out of the total graduates of the year 2019 A.D., 18 graduates were selected for the survey (see annex 1.2 and 1.3). The graduates from B. Ed, B.A. and BBS were taken into consideration. Of the total sampled graduates, 61.11% were from B.Ed., 11.11% from B.A. and 27.78% from BBS. The data were collected from 2075/10/27 to 2075/11/19 B.S.

1.6.1 Data Collection Instrument: the Questionnaire

The main instrument for the survey was the questionnaire drafted by the UGC, Nepal. The questionnaire included both closed-ended and open-ended questions (see annex 6).

1.6.2 Data Collection Technique

The tracer study committee members and non-teaching staff visited the graduates to fill the questionnaires. The questionnaires were filled up after explaining the purpose of the

study. For this, beside direct visit, telephone conversation and electronic tools like e-mail and messengers were used.

1.6.3 Data Entry Processing and Analysis

Data entry and processing were completed by the professionals having sound SPSS knowledge and its application. Percentages were computed and recorded for all variables. We have presented the data in bar diagrams and pie charts.

1.7 Scope and Limitations of the Study

This study has covered important information about graduates including their employment status, self-employment status, employment experiences in case they were engaged somewhere in others' institutions, and the higher degree they have achieved or going to achieve.

This study tried to cover all of the graduates passed out in 2019 A.D. However, due to limited time and resources, only 66.67% of the graduate was covered. The following are the limitation of this study:

- i. Some graduates could not respond questionnaire due to language problem as questions are in English.
- ii. Some graduates have changed cell phone number and email-id.
- iii. Due to budget constraints, field visits were made limited within Lamjung district.
- iv. Graduates studying abroad were reluctant to fill questionnaire.
- v. This study is completely descriptive. So, any significance test is not used to determine the relationship of variables.
- vi. Most of the respondents refused to provide photocopy of appointment letters and identity cards.

CHAPTER TWO

DATA PRESENTATION AND ANALYSIS

This section has been organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the demographic characteristics of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study of respondents. And the fifth section describes the respondents' perceived ratings on quality measures of MMC.

2.1 Distribution of Respondents

Out of total 27 passed out graduates in the year 2019 A.D. (2076 B.S.), useable data from 18 were collected. The following table shows the distribution of respondents on the basis of different academic programs.

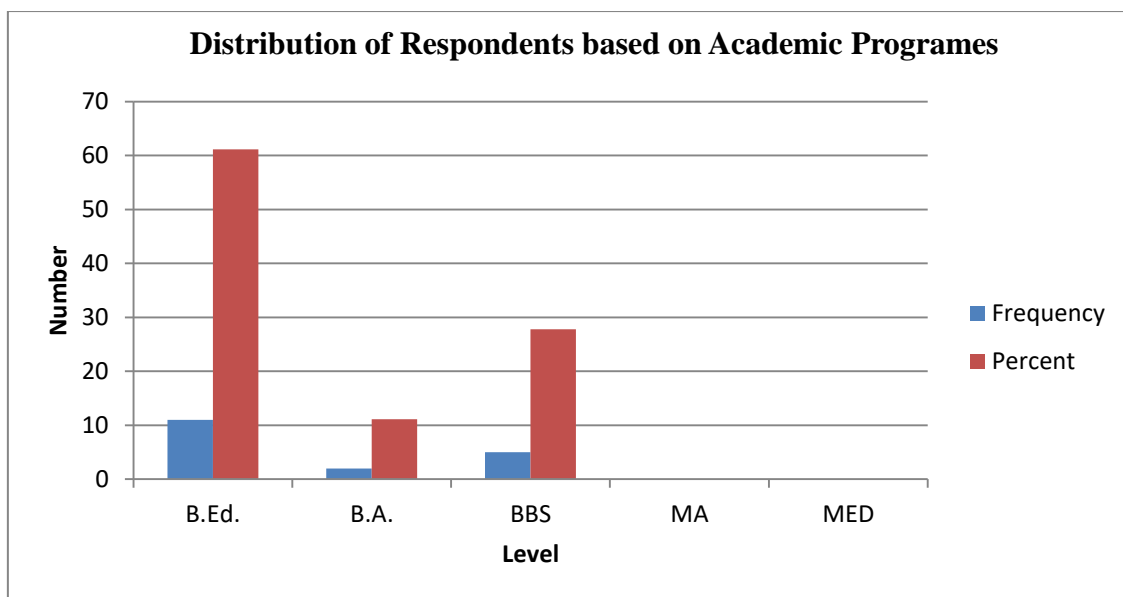
Table 2.1
Distribution of Respondents based on Academic Program

Level	Frequency	Percent	Valid Percent	Cumulative Percent
B.Ed.	11	61.11	61.11	61.11
B.A.	2	11.11	11.11	72.22
B.B.S.	5	27.78	27.78	100
M.A.	0	0	0	0
M.Ed.	0	0	0	0
Total	18	100	100	

(Source: Survey, 2021)

Table 2.1 reveals that out of 18 respondents, maximum respondents were from B.Ed. i.e. 61.11%. Similarly 11.11% were from BA, 27.78% from BBS, This pattern of respondents has been presented in the bar diagram below

Figure: 2.1



(Source: Survey, 2021)

The above figure shows that most of the respondents were from B.Ed. and the least were from B.A.

2.2 Demographic Information of Graduates

This section presents the demographic characteristics of the respondents on the basis of responses of the graduates. It describes caste of respondents, place of residence and gender of respondents.

2.2.1 Distribution of the Respondents in terms of Caste

The respondents were selected from different castes. The following table presents the caste of the respondents.

Table: 2.2
Caste of the Respondents

Caste	Frequency	Percent	Valid Percent	Cumulative Percent
Upper caste	11	61.11	61.11	61.11
Indigenous	4	22.22	22.22	83.33
Dalit	3	16.67	16.67	100
Madhesi	0	0	0	
Total	18	100	100	

(Source: Survey, 2021)

Table 2.2 shows that 61.11% respondents were from Upper caste (Brahmins and Chhetri), 22.22% were from Indigenous group (Gurung, Tamang, Newar, etc) and the least respondents (16.67%) were Dalit. The data has also been presented in the following pie - chart.

2.2.2 Gender Wise Distribution of Respondents

The following table presents gender of the respondents.

Table 2.3
Gender of the Respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	14	77.77	77.77	77.77
Male	4	22.23	22.23	100
Total	18	100	100	

(Source: Survey, 2021)

The table 2.3 shows that majority of the respondents were female (77.77%) whereas the male respondents were only 22.23%.

2.3 Employment Information of Graduates

This section presents the employment status related information of graduates of MMC passed in 2019 A.D. The following table shows the current status of the respondents.

Table: 2.4
Current Status of Employment of Respondents

Status of employment	Frequency	Percent	Valid Percent	Cumulative Percent
Employed	10	55.55	55.55	55.55
Self-employed	2	11.11	11.11	66.66
Unemployed	6	33.34	33.34	100
Total	18	100	100	

(Source: Survey, 2021)

Table 2.4 shows that out of total respondents, 55.55% were found employed, 11.11% were self-employed and 33.34% were found unemployed.

The following table shows the type of employment of the respondents:

Table: 2.5
Type of Employment of the Respondents

Employment types	Frequency	Percent	Valid Percent	Cumulative Percent
Full time	10	55.55	55.55	55.55
Part time	2	11.11	11.11	66.66
Self employed				
Not working and looking for job	6	33.34	33.34	100
Total	18	100	100	

(Source: Survey, 2021)

The above tables show that out of total respondents, 55.55% were full time, 11.11% were part time-employed and 33.34% respondents were still looking for a job as they were unemployed

2.4 Graduates' Persuasion for Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in Tribhuvan University, Nepal. The following table shows graduates' enrollment in different programs:

Table: 2.6
Graduates' Enrollment in Different Disciplines

Enrollment in	Frequency	Percent	Valid Percent	Cumulative Percent
M.Ed.	1	12.5	12.5	12.5
M.A.	3	37.5	37.5	50
M.B.S.	4	50	50	100
Total	8	100	100	

(Source: Survey, 2021)

From the above table, it is found that out of 27 bachelor degree holder graduates, only 8 graduates, i.e., 29.62 % graduates were enrolled for further study whereas 70.38% were not enrolled. Out of total enrolled graduates, 12.5% were enrolled in M.Ed., 37.5% in M.A. and 50% in MBS respectively.

2.5 Academic Ratings towards Quality Measures of MMC

This section deals with the graduates' perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the institutional strengths and weaknesses from the point of view of graduates.

2.5.1 Relevance of the program to their Professional (Job) Requirements

The following table presents the graduates' perceived ratings on relevance of the program to their professional requirements.

Table: 2.7

Relevance of the Program to Professional Requirements

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	12	66.67	66.67	66.67
Medium	1	5.55	5.55	72.22
Satisfactory	03	16.67	16.67	88.89
Moderate satisfactory	0	0	0	88.89
Very high	2	11.11	11.11	100
Total	18	100	100	

Source: Survey, 2021

The above table reveals that out of the total responses relating with the concerned variable, 66.67 percent respondents were low satisfied and 5.55 percent were medium satisfied with the relevancy of the program with their professional requirements. Similarly, 11.11 percent were highly satisfied, 16.67 were perceived satisfaction. From this analysis it can be said that majority of the respondents were low satisfied with the relevancy of the

program with their professional requirements. This data can also be presented in figure as below.

2.5.2 Ratings based on Extra-curricular Activities

The following table and figure present the graduates' perceived ratings on extra-curricular activities organized by the institution.

Table 2.8
Ratings based on Extra-curricular Activities

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-			
Low	6	33.33	33.33	33.33
Medium	5	27.78	27.78	61.11
Satisfactory	6	33.33	33.33	94.44
Moderate satisfactory	1	5.56	5.56	100
Very high	0	0	0	100
Total	18	100	100	

(Source: Survey, 2021)

The above table and figure show that out of total responses of the variable concerned, 33.33 percent were satisfied with extra-curricular activities carried out by the institution, 5.56 percent were moderately satisfied 33.33 percent were low satisfied and 27.78 percent were medium satisfied. The data show that the extracurricular activities conducted by the institution were satisfactory for the graduates.

2.5.3 Ratings based on Problem Solving Ability

The following table presents the graduates' perceived ratings on problem solving ability they learned from the study.

Table: 2.9
Ratings based on Problem Solving Ability

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	5	27.78	27.78	27.78
Medium	3	16.67	16.67	44.45
Satisfactory	8	44.44	44.44	88.89
Moderate satisfactory	2	11.11	11.11	100
Very high	-			100
Total	18	100	100	-

(Source: Survey, 2021)

The above table shows that out of total respondents, 44.44 percent were satisfied with problem solving skill they learned from the study, 16.67 percent were satisfied medium and 27.78 percent were low satisfied and 11.11 percent were moderately satisfied. The data show that most of the graduates have learned problem solving skill from the study. The response of the respondents on problem solving skill is shown in figure as below.

2.5.4 Rating based on Work Placement/Attachment

The following table shows ratings on work placement/attachment possibility of the graduates after completion of the study.

Table: 2.10
Ratings based on Work Placement/ Attachment

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	7	38.89	38.89	38.89
Medium	2	11.11	11.11	50
Satisfactory	5	27.78	27.78	77.78
Moderate satisfactory	2	11.11	11.11	88.89
Very high	02	11.11	11.11	100
Total	18	100	100	-

(Source: Survey, 2021)

Regarding work placement/attachment, out of total respondents, 38.89% were low satisfied with work placement/attachment potential created by the program of study they completed, 11.11% were satisfied medium, 11.11% were satisfied moderately 11.11% were highly satisfied and 27.78 were satisfied. These statistics show that most of the graduates were satisfied with the ability they gained from their study necessary for their work placement/attachment.

2.5.5 Rating based on Teaching/Learning Environment

The following table shows ratings on teaching/learning environment of the institution.

Table: 2.11

Ratings based on Teaching/Learning Environment

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	5	27.78	27.78	27.78
Medium	6	33.33	33.33	61.11
Satisfactory	5	27.78	27.78	88.89
Moderate satisfactory	2	11.11	11.11	100
Very high	0	0	0	100
Total	18	100	100	-

(Source: Survey, 2021)

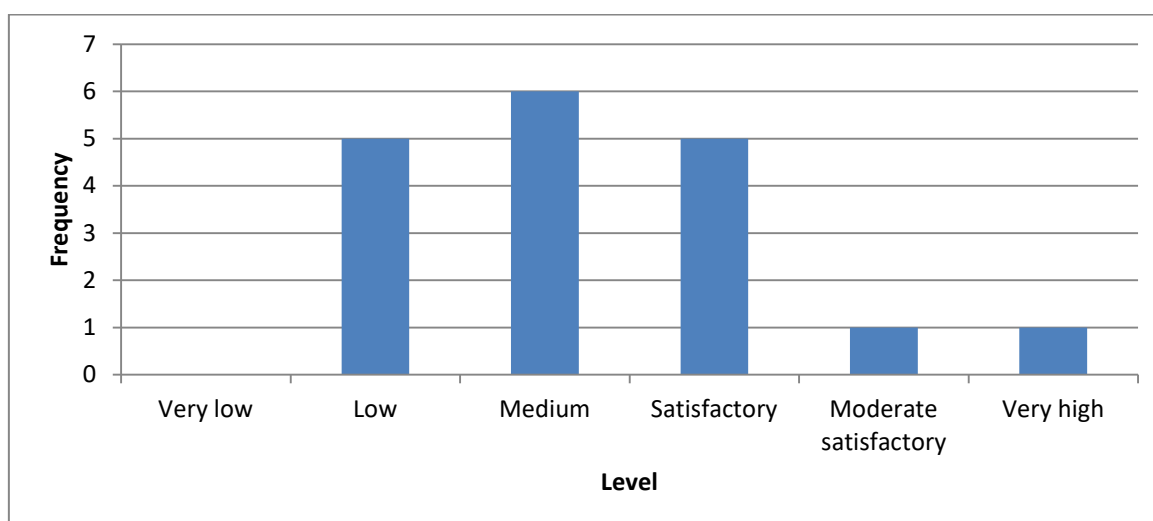
The above table presents the respondents' level of satisfaction in teaching/learning environment. It is found that 27.78% graduates were low satisfied medium with the teaching/learning environment of the institution. Similarly, 33.33% graduates are medium satisfied, 27.78% were satisfied and 11.11% were moderately satisfied with teaching learning environment. These responses indicate that most of the graduates were satisfied with the teaching learning environment of the institution.

The following figure shows ratings on teaching/learning environment of the institution.

2.5.6 Ratings based on Quality of Education Delivered

The following figure shows ratings on quality of delivery of teaching and non-teaching staffs of the institution.

Figure: 2.2
Ratings on Quality of Education Delivered



(Source: Survey, 2021)

The above figure presents the quality of education delivered in the institution. Out of the total respondents, 27.78% graduates were low satisfied, 33.34% were medium satisfied, 27.78% were satisfied, and 5.55% were moderately satisfied and 5.55% were highly satisfied.

2.5.7 Rating on Teacher Student Relationship

The following table shows ratings on teacher student relationship in the institution.

Table: 2.12
Rating on Teacher Student Relationship

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	5	27.78	27.78	27.78
Medium	5	27.78	27.78	55.56
Satisfactory	6	33.33	33.33	88.89
Moderate satisfactory	2	11.11	11.11	100
Very high	0	0	0	100
Total	18	100	100	-

(Source: Survey, 2021)

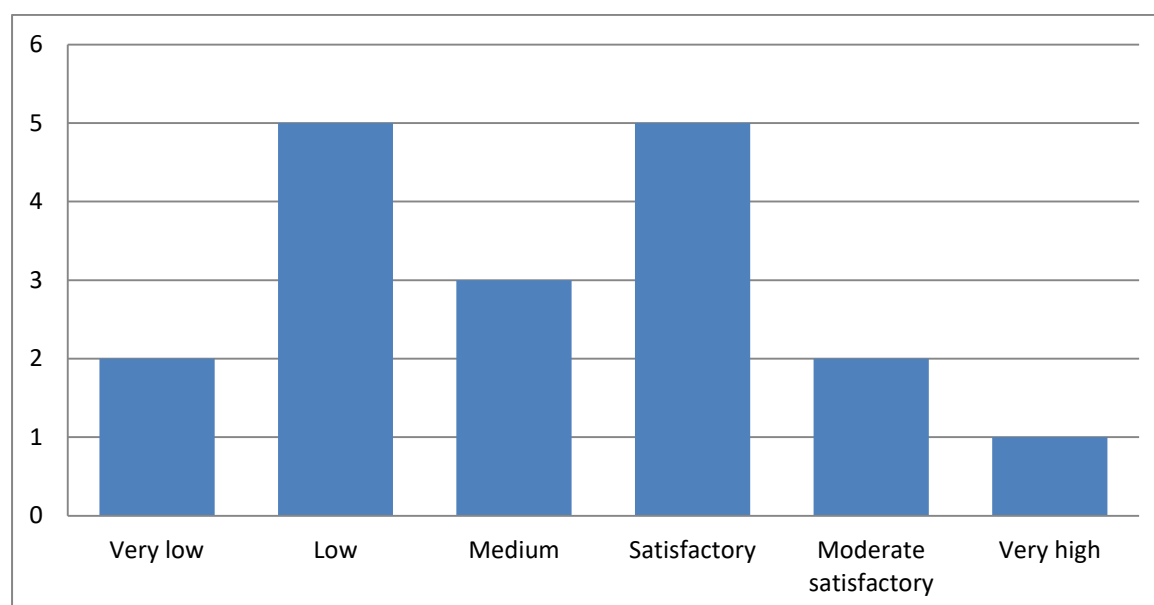
The above table presents the teacher students' relationship of the institution. Out of the total respondents, most of the graduates have experienced very effective teacher student relationship in the institution. Out of total respondents, 27.78% were low satisfied, 27.78 % are medium satisfied, 33.33% were satisfied, 11.11% were found moderately satisfied with the teacher-students relationship. The data shows that majority of the graduates were satisfied with the teacher-students relationship.

2.5.8 Rating based on Library Facility

The following table and the figure show ratings on library facility provided by the institution.

Figure: 2.3

Ratings based on Library Facility



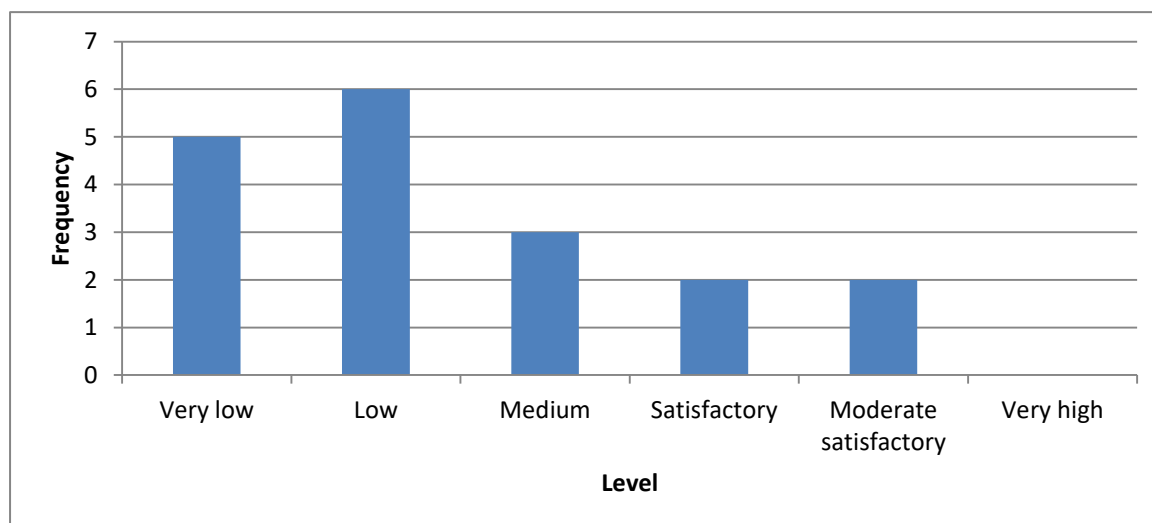
(Source: Survey, 2021)

The above figure clearly shows the respondents satisfaction level on library facility of the institution. Out of the total respondents, 11.11% graduates have experienced low in quality, 27.78% were low satisfied, 16.67% were medium satisfied, 27.78% were satisfied and 11.11% were moderately satisfied and 5.55% were highly satisfied. The data shows that majority of the graduates are satisfied with the library facility provided by the institution.

2.5.9 Rating based on Lab Facility

The following table shows the rating based on lab facility of the institution.

Figure: 2.4
Rating based on Hotel Management Lab Facility



(Source: Survey, 2021)

The above figure presents that majority of the respondents' i.e.33.34% were low satisfied with the lab facility provided by the institution. Similarly, 11.11% were satisfied, 11.11% were found moderately satisfied with the lab facility provided by the institution. 16.66% were satisfied medium, 27.78% have found very low quality with the lab facility. No respondent is satisfied very high on it. The following figure also illustrates the rating based on lab facility of the institution.

2.5.10 Rating based on Sports Facility

The following table shows the rating based on sports facility provided by the institution.

Table: 13
Rating based on Sports Facility

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	2	11.11	11.11	11.11
Low	8	44.44	44.44	55.55
Medium	5	27.78	27.78	83.33
Satisfactory	1	5.56	5.56	88.89
Moderate satisfactory	2	11.11	11.11	100
Very high	0	0	0	0
Total	18	100	100	

(Source: Survey, 2021)

The above table presents that 11.11% respondents were very low satisfied, 44.44% were low satisfied, 27.78% were medium satisfied, 5.56% were satisfied and 11.11% were moderately satisfied with the sports facility. The data shows that majority of the respondents are low satisfied with the sports facility provided by the institution.

2.5.14 Rating based on Canteen/Urinals Facility

The following table presents the rating based on canteen/ urinals facility of the provided by the institution.

Table: 14
Rating based on Canteen/Urinals Facility

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	2	11.11	11.11	11.11
Low	8	44.44	44.44	55.55
Medium	5	27.78	27.78	83.33
Satisfactory	3	16.67	16.67	100
Moderate satisfactory	0	0	0	0
Very high	0	0	0	0
Total	18	100	100	

(Source: Survey, 2021)

The above table shows that 16.67% respondents were satisfied with the canteen/ Urinal facility provided by the campus. 44.44% were low satisfied, 27.78% were medium satisfied, whereas 11.11% disliked the canteen and urinal facility. The data shows that the majority of the graduates are satisfied with the canteen/urinal facility provided by the institution.

CHAPTER THREE

MAJOR FINDINGS

3.1 Major Findings

This study is based on descriptive survey research design. It focuses on the study the graduates of 2019 A.D. including their employment status, further study and their perception and level of satisfaction on different academic programs, extra-curricular activities, and facilities provided by the institution, quality of education delivered, teachers-students relationship, relevance of program to the professional requirements, problem solving ability, etc. The major findings of the study are described as follows:

1. Majority of the respondent graduates were from education stream i.e. 61.11%.
2. Out of the total graduates, 29.63% were found enrolled for further study. Out of them, 12.5% were enrolled in Education, 37.5% were in Humanities and Social Sciences and 50% were in Management discipline.
3. Out of the total respondents, 61.11% were found from upper caste, 22.22% were from indigenous group, 16.67% from lower caste (Dalit).
4. Out of total respondents, 77.77% female and 22.23% were male.
5. Out of total employed graduates, 55.55% were full time job holder whereas 11.11% were found self-employed and 33.34% was not working means looking for appropriate job.
6. Regarding job designation, most of the graduates were working in third class officer and assistant level as well.
7. The graduates were found working in school, health center, NGOs, Bank, Financial Co-operatives, projects and so on.
8. Out of 27 graduates in the year 2076 B.S., only 18 respondents were available. Out of 18 respondents, 16.67% were satisfied with the relevance of the program to professional requirement. 33.33% were satisfied with extra-curricular activities, 44.44% are satisfied with problem solving ability, 27.78% were satisfied with job placement, 27.78% are satisfied with teaching/learning environment, 33.34% were satisfied with the quality of education delivered, 33.34% were satisfied with teacher students relationship, 27.78% were satisfied with library facility, 44.44% were low satisfied with sports facility and 16.67% were satisfied with canteen/urinal with lab facility provided by the campus.

CHAPTER FOUR

IMPLICATIONS TO INSTITUTIONAL REFORM

4.1 Implications to Institutional Reform

As a leading community campus of Lamjung district, MMC has been striving for delivering quality education to the society. However, there requires several reforms for the institutional development of MMC. This systematic act of collecting and analyzing the situation of pass out students to their employment status to their present designation led the campus know how the programs were and what else to be reformed.

The study shows that most of the graduates have completed their degree from the discipline of education, and very low number of graduates have completed their degree from management discipline; therefore special focus should be given to improve the pass rate of management students. Similarly, the number of graduates going for further study is also found very low. The campus should lunch some motivational programs to motivate them for their further study.

The result of the study shows that research skill learned from the program of study is not adequate for the graduates. So, the institution needs to initiate such teaching/learning methodologies and course that would enable students to enhance the research skill. Innovative ideas, suggestions, and complaints are considered as an essence to transform MMC itself into a more value-centered public institution. Such valuable feedbacks, though they were to be reviewed and analyzed on subjective base, were gathered through this Tracer Study. This study, thus we think, is imperative to conduct persistently.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

This study describes the position of graduates passed out during 2019 A.D. and their level of satisfaction about the campus. The following are the major conclusion based on the findings of the study.

1. A very low number of the graduates, i.e. 29.63% were enrolled for further study.
2. Most of respondents are from upper caste, rural area and female gender.
3. Most of the graduates i.e. 55.55% were found working as full time employees whereas a few (i.e. 11.11%) were self- employed and 34.34% were unemployed or looking for the appropriate jobs.
4. The graduates are working in school, health center, NGOs, Banks, Financial Co-operatives and Projects.
5. 16.67% of the respondents found the relevance of the program to their professional requirement.
6. The study indicates the institutional strengths of the MMC in the areas of inter-disciplinary approach of learning, and quality of delivery of teaching faculty and non-teaching staff.
7. Some graduates have provided suggestions to add the extra-curricular activities as per the time and situation.

5.2 Recommendations

On the basis of the conclusion drawn in this study, some of the recommendations have been forwarded to the stakeholders:

1. MMC should conduct this type of study under its full-fledged Research Management Cell (RMC). The resources to carry out this research should be allocated sufficiently. For example, a competent employee should be assigned with this rigorous job that must be responsible to collect data over the months and assist in publication.
2. The Tracer Study has given several fruitful information as feedback to the campus, especially which can be used for further improvement in the quality of teaching learning process. Therefore, it should be conducted on the regular basis and the

department of Research and Development of UGC should consistently persuade to conduct this study more scientific (valid, reliable, and objective) and deeper.

3. The campus should give priority to initiate such courses which help graduates to start their own business.
4. The campus should initiate the non-credit vocational courses and training to produce skilled students saleable in job markets.
5. Job placement of graduates should be facilitated through assisting them in searching and joining the jobs.
6. Necessary reforms should be initiated to attract students in streams of study like B.A., and master's degree.
7. Academic audit should be conducted to evaluate effectiveness of the institution.
8. The campus should try to conduct the census covering all the passed out graduates to obtain the complete data and comprehensive results.

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Third Year**Pass: %**

Subject	Year		Year		Year		Year		Year		Year		Year		Remarks
	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	

Fourth Year**Pass: %**

Subject	Year		Year		Year		Year		Year		Year		Year		Remarks
	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	

Graduated Year:Passed Percentage: Passed Division:.....

Character Certificate Issued Date: Transcript Issued Date:

ANNEX 2**Campus Name: Marsyangdi Multiple Campus****Address:- Besishahar-7, Lamjung****GRADUATES LIST 2019**

Level: Bachelor					1st Year		2nd Year		3rd Year		4th Year		Graduate Year
S.No	Name	Program	TU Reg.No.	Adm. Year	Exam	Passed	Exam	Passed	Exam	Passed	Exam	Passed	
1	Alina Bohara	Humanities	6-2-286-71-2014	2014	2860005	2019	2860001	2016	2860006	2018			2019
2	Bijaya Thapa	Humanities	9-2-286-9-2011	2014	2860002	2015	2860002	2016	2860002	2019			2019

Campus Name: Marsyangdi Multiple Campus**Address:- Besishahar-7, Lamjung****GRADUATES LIST 2019**

Level: Bachelor					1st Year		2nd Year		3rd Year		4th Year		Graduate Year
S.No	Name	Program	TU Reg.No.	Adm. Year	Exam	Passed	Exam	Passed	Exam	Passed	Exam	Passed	
1	Akash Khatri	Management	7-2-286-204-2015	2015	2860002	2016	702860001	2017	702860001	2018	702860021	2019	2019
2	Kumar Aryal	Management	7-2-286-132-2015	2015	2860037	2016	702860081	2018	702860061	2019	702860025	2019	2019
	Parbati BK	Management	7-2-286-57-2014	2014	702860118	2017	702860097	2018	702860073	2018	702860049	2019	2019
3	Pooja Danai	Management	7-2-286-152-2015	2015	702860119	2017	702860038	2017	702860073	2019	702860030	2019	2019
4	Sobita Ghimire	Management	7-2-118-35-2014	2014	702860140	2017	702860091	2017	702860085	2019	702860058	2019	2019
5	Sandip Gurung	Management	7-2-286-160-2015	2015	702860090	2018	702860108	2018	702860077	2019	702860034	2019	2019

Campus Name: Marsyangdi Multiple Campus

Address:- Besishahar-7, Lamjung

GRADUATES LIST 2019

Level: Bachelor					1st Year		2nd Year		3rd Year		4th Year		Graduate Year
S.No	Name	Program	TU Reg.No.	Adm. Year	Exam	Passed	Exam	Passed	Exam	Passed	Exam	Passed	
1	Apsara Aryal	Education	9-2-286-4-2015	2015	2860024	2016	2860044	2017	2860039	2018	2860021	2019	2019
2	Ash Kashi Gurung	Education	9-2-286-6-2015	2015	2860102	2017	2860073	2018	2860001	2018	2860041	2019	2019
3	Babita Bhandari	Education	9-2-286-82-2014	2014	2863002	2019	2863005	2018	2863004	2018			2019
4	Indra Adhikari	Education	9-2-286-79-2012	2012	902860048	2014	2863011	2019	2860061	2017			2019
5	Jyoti Gurung	Education	9-2-286-27-2015	2015	2860063	2016	2860084	2018	2860021	2018	2860005	2019	2019
6	Krishna Rawal	Education	9-2-286-31-2015	2015	2860033	2016	2860052	2017	2860047	2018	2860028	2019	2019
7	Pratikshya BK	Education	9-2-286-49-2015	2015	2860038	2016	2860057	2017	2860078	2019	2860033	2019	2019
8	Roshni BK	Education	9-2-286-65-2015	2015	2860013	2016	2860035	2017	2860008	2018	2860047	2019	2019
9	Shiva Thapa	Education	9-2-286-78-2015	2015	2860047	2016	2860061	2017	2860056	2018	2860037	2019	2019
10	Sita Kumari Ghale	Education	9-2-286-44-2014	2014	2861061	2017	2863024	2019	2863061	2018			2019
11	Sunita Magrati	Education	9-2-286-80-2013	2013	2860143	2016	2860219	2017	2863026	2019			2019

TRACER STUDY QUESTIONNAIRE

Any other, please specify: ID:

B. EMPLOYMENT INFORMATION:**1 Current Employment Status:**

☐ Service in an organization ☐ Self Employed ☐ Unemployed

In case of **Service in an organization**: Employer's Details (of the organization you are currently working for):

- i. Name of the Organization:
- ii. Type of Organization: ☐ Private ☐ Public ☐ NGO/INGO ☐ Government ☐ Other:
- iii. Address:
- iv. Phone Number: Email:
- v. Employment Type: ☐ Full time ☐ Part time
- vi. Designation:

In the case of **Self Employment**:

- i. Starting Year: ii. Type of work / profession:

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 0-5) Excellent = 5 Very Weak = 0

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements						
2	Extracurricular activities						
3	Problem solving ability						
4	Work placement / attachment / internship						
5	Teaching / Learning environment						
6	Quality of education delivered						
7	Teacher Student relationship						
8	Library facility						
9	Lab facility						
10	Sports facility						
11	Canteen / Urinals etc						
12	Other strengths / weaknesses (please specify)						

C. IF PURSUING FURTHER STUDY:

Enrolment Year: (Year/Month)

Program: Level:

Campus/University:

Campus/University Address:

D. Please provide your suggestions/recommendations for the betterment of your institution:

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E. What contribution/s you can provide to the institution for its betterment?

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F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name: Contact No / Email ID / SNID:

2. Name: Contact No / Email ID / SNID:

3. Name: Contact No / Email ID / SNID:

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

.....
Signature of the graduate

G. TO BE FILLED BY THE CAMPUS (Please fill all the given information):

Academic Information of Graduate:

Program Completed: Level:

Registration Number: Campus Roll No:

Passed Year: *(Passed year in transcript)*

Verified by:

Name: Designation:

H. Task Team Leader:

Name: Mobile No.

Email: Signature:

Campus Stamp:

