**TRACER STUDY REPORT -2016**

**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 lunched. In the course of expansion, this campus was able to come up with Master of Arts (MA in Sociology) and Master's 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 many Bachelors and two Master's degree program. Bachelor 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 Master's of Arts (in Sociology) and Master's of Education (in Curriculum). Master's 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 ofeach faculty head. It has 35 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 bylaw 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 mainobjective is to provide quality education to the students from the back-warded, disadvantaged and lower middle class society. Its vision is preparing competent humanresources for global markets.

This study traces out facts and information important to figure out the real qualities of thecampus, 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 delivery institutions has 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’ position after completion of the study. In this context, as a campus preparing for QAA, MMC identified the need of this study. This study is very 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 identify the current position of the graduates of MMC after few years of completion of the study. Under the guidelines of this objective, other specific objectives of the study are:

1. 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.
2. To assess relevancy of study on jobs of graduates of MMC.
3. To assess the major strengths and weaknesses of the programs and overall teaching learning environment of MMC.
4. To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of MMC.
5. 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) meeting of 31 Bhadra, 2074(see annex A). The committee organized meetings and decided for field visit(see annex B). Field visits were conducted with the help of teaching faculty, non-teaching staffs, campus administration and the members of tracer committee. The study report was finalized by the tracer study committee by 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 2016 from Marsyangdi Multiple Campus were under this study. Hence taken, the total number of students included in this study (n) is 33.

**1.6 Methodology Used**

Out of the total graduates of the year 2016 A.D., 33 graduates were selected for the purpose of the study (see annex 1.2 and 1.3). The graduates from B. Ed, B.A, BBS, M.A. and M.Ed. were taken into consideration. Of the total sampled graduates, 63.6percent were from B.Ed., 18.2 percent from B.A., 6.1 percent from B.B.S., 6.1 percent from M.A. and 6.1percent from M.Ed. The data were collected from 1st February to 30th March, 2018.

**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 SPPS knowledge and its application. Percentages were computed and recorded for all variables. Bar diagrams and pie charts have been used to present the data.

 **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 are engaged somewhere in others’ institutions, and the higher degree they have achieved or goingto achieve.

This study tried to cover all of the graduates passed out in 2016 A.D. However, due to limited time and resources, only 50.7 percent of the population is covered. The following are the limitation of this study:

1. Some graduates could not respond questionnaire due to language problem as questions are in English.
2. Some graduates have changed cell phone number and email-id.
3. Due to budget constraints, field visits were made limited within Lamjung district.
4. Graduates studying abroad were reluctant to fill questionnaire.
5. This study is completely descriptive. So, any significance test is not used to determine the relationship of variables.
6. 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 65 passed out graduates in the year 2016 A.D. (2073 B.S.), useable data from 33 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. | 21 | 63.6 | 63.6 | 63.6 |
| B.A. | 6 | 18.2 | 18.2 | 81.8 |
| B.B.S. | 2 | 6.1 | 6.1 | 87.9 |
| M.A. | 2 | 6.1 | 6.1 | 94.0 |
| M.Ed. | 2 | 6.1 | 6.1 | 100 |
| Total | 33 | 100 | 100 |  |

*Source: Survey, 2017*

Table 2.1 reveals that out of 33 respondents, maximum respondents are from B.Ed. i.e. 63.5 percent. Similarly 18.2 percent are from BA, 6.1 percent from B.B.S., 6.1 percent from and M.A., 6.1 percent from M.Ed.This pattern of respondents has been presented in the pie-chart below

**Figure: 2.1**

*Source: Survey, 2017*

The above figure shows that most of the respondents are from B.Ed. and the least from BBS.

 **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 | 19 | 57.6 | 57.6 | 57.6 |
| Indigenous | 12 | 36.3 | 36.3 | 93.9 |
| Dalit | 2 | 6.1 | 6.1 | 100 |
| Total | 33 | 100 | 100 |  |

*(Survey, 2017)*

Table 2.2 shows that 57.6 percent respondents are from upper caste (Brahmins and Chhetri), 36.3 percent from indigenous group (Gurung, Tamang, Newar, etc) and the least respondents (6.1 percent) are dalit. The data has also been presented in the following figure.

**Figure: 2.2**

**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 | 22 | 66.7 | 66.7 | 66.7 |
| Male | 11 | 33.3 | 33.3 | 100 |
| Total | 33 | 100 | 100 |  |

*(Source: Survey, 2017)*

The table 2.3 shows that majority of the respondents are female (66.7 percent) whereas the male respondents are only 33.3 percent.

**2.3 Employment Information of Graduates**

This section presents the employment status related information of graduates of MMC passed in 2016 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 | 23 | 69.7 | 69.7 | 69.7 |
| Self-employed | 1 | 3.0 | 3.0 | 72.7 |
| Unemployed | 9 | 27.3 | 27.3 | 100 |
| Total | 33 | 100 | 100 |  |

*(Source: Survey, 2017)*

Table 2.4 shows thatout of total respondents, 69.7 percent are found employed, 3.0 percent are self-employed and27.3 percent are not foundemployed.

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 | 22 | 66.7 | 66.7 | 66.7 |
| Part time | 1 | 3.0 | 3.0 | 69.7 |
| Self employed | 1 | 3.0 | 3.0 | 72.7 |
| Not working and looking for job | 9 | 27.3 | 27.3 | 100 |
| Total | 33 | 100 | 100 |  |

*(Source: Survey, 2017)*

**Figure: 2.3**

**Type of Employment of Respondents**

The above table and figure show that out of total respondents, 67.7 percent are full time, 3.0 percent are part time, 3.0 percent are self-employed and 27.3 percent respondents are still looking for a job as they are unemployed

**2.4 Graduates' Persuasion for Further Study**

This section describes about the further study persuasion of graduates. It presents enrollmentof graduates in higher education in different disciplines in different universities and colleges.

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. | 6 | 75 | 75 | 75 |
| M.A. | 1 | 12.5 | 12.5 | 87.5 |
| L.L.B. | 1 | 12.5 | 12.5 | 100 |
| Total | 8 | 100 | 100 |  |

*(Source: Survey, 2017)*

**Figure: 2.4**

**Graduates' Enrollment in Different Disciplines**

*(Source: Survey, 2017)*

From the above table and figure, it is found that out of 29 bachelor degree holder graduates, only 8 graduates, i.e., 27.58 percent graduates are enrolled for further study whereas 72.41 percent are not enrolled. Out of total enrolled graduates, 75 percent are enrolled in M.Ed., 12.5 percent in M.A. and 12.5 percent in L.L.B. These statistics shows that most of the graduates are enrolled in education discipline for the further study.

**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 institutions 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 | 2 | 6.1 | 6.7 | 6.7 |
| Medium | 3 | 9.1 | 10.0 | 16.7 |
| Satisfactory | 7 | 21.2 | 23.3 | 40 |
| Moderate satisfactory | 12 | 36.3 | 40.0 | 80 |
| Very high | 6 | 18.2 | 20.0 | 100 |
| Total | 30 | 90.9 | 100 |  |

*Note: Out of total respondents 9.1 percent respondents are ignored relevancy of program to professional requirements*

*Source: Survey, 2017*

The above table reveals that out of the total responses relating with the concerned variable,40.0 percent respondents are moderately satisfied and 23.3 percent are just satisfied with the relevancy of the program with their professional requirements. Similarly, 20.0 percent are highly satisfied, 10.0 are perceived medium satisfaction and 6.7 percent are satisfied low. From this analysis it can be said that majority of the respondents are moderately satisfied with the relevancy of the program with their professional requirements. This data can also be presented in figure as below.

**Figure: 2.5**

**Relevance of Program to Professional Requirements**

*Source: Survey, 2017*

**2.5.2 Ratings based on Extra-curricular Activities**

The following table and figure present the graduates’ perceived ratings on extra-curricular activitiesorganized by the institution.

**Table 2.8**

**Ratings based on Extra-curricular Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | 2 | 6.1 | 6.1 | 6.1 |
| Medium | 2 | 6.1 | 6.1 | 12.2 |
| Satisfactory | 15 | 45.5 | 45.5 | 57.7 |
| Moderate satisfactory | 14 | 42.4 | 42.4 | 100 |
| Very high | - | - | - | - |
| Total | 33 | 100 | 100 |  |

*Source: Survey, 2017*

**Figure: 2.6**

**Ratings based on Extra-curricular Activities**

*Source: Survey, 2017*

The above table and figure show that out of total responses of the variable concerned, 6.1 percent are satisfied low with extra-curricular activities carried out by the institution, 6.1 percent are satisfied medium,45.5 percent aresatisfied,42.4 percent are moderately satisfied, and no respondents is highly satisfied. The data show that the extracurricular activities conducted by the institution are 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 | 1 | 3.0 | 3.4 | 3.4 |
| Medium | 2 | 6.1 | 6.9 | 10.3 |
| Satisfactory | 13 | 39.4 | 44.8 | 55.1 |
| Moderate satisfactory | 11 | 33.3 | 37.9 | 93 |
| Very high | 2 | 6.1 | 6.9 | 100 |
| Total | 29 | 87.9 | 100 |  |

*Note: Out of total respondent 12.12 percent respondents are ignored problem solving ability.*

*Source: Survey, 2017*

The above table shows that out of total respondents, 3.4 percent are satisfied low with problem solving skill they learned from the study, 6.9 percent are satisfied medium,44.8 percent are satisfied, 37.9 percent are moderately satisfied and 6.9 percent are highly 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.

**Figure: 2.7**

**Ratings based on Problem Solving Skill**

*Source: Survey, 2017*

**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 | 2 | 6.1 | 6.4 | 6.4 |
| Medium | 4 | 12.1 | 12.9 | 19.3 |
| Satisfactory | 12 | 36.3 | 38.7 | 58 |
| Moderate satisfactory | 10 | 30.3 | 32.3 | 90.3 |
| Very high | 3 | 9.1 | 9.7 | 100 |
| Total | 31 | 93.9 | 100 |  |

*Note: Out of total respondents 6.1 percent respondents didn't answer it.*

*Source: Survey, 2017*

Regarding work placement/attachment, out of total respondents, 6.4 percent are satisfied low with work placement/attachment potential created by the program of study they completed, 12.9percent are satisfied medium, 38.7 percent are satisfied, 32.3 percent are moderately satisfied, and 9.7percent are highly satisfied. These statistics show that most of the graduates are satisfied with the ability they gained from their study necessary for their work placement/attachment.

The following figure shows ratings on work placement/attachment.

**Figure: 2.8**

**Ratings based on Work Placement/Attachment**

*Source: Survey, 2017*

**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 | - | - | - | - |
| Medium | 2 | 6.1 | 6.1 | 6.1 |
| Satisfactory | 8 | 24.2 | 24.2 | 30.3 |
| Moderate satisfactory | 15 | 45.5 | 45.5 | 75.8 |
| Very high | 8 | 24.2 | 24.2 | 100 |
| Total | 33 | 100 | 100 |  |

*Source: Survey, 2017*

The above table presents the respondents' level of satisfaction in teaching/learning environment. It is found that 6.1 percent graduates are satisfied medium with the teaching/learning environment of the institution. Similarly, 24.4 percent graduates are satisfied, 45.5 percent are moderately satisfied and 24.2 percent are highly satisfied with teaching learning environment. These responses indicate that most of the graduates are satisfied with the teaching learning environment of the institution.

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

**Figure: 2.9**

**Ratings based on Teaching/Learning Environment**

*Source: Survey, 2017*

**2.5.6 Ratings based on Quality of Education Delivered**

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

**Table: 2.12**

**Ratings based on Quality of Education Delivered**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | - | - | - | - |
| Medium | 1 | 3.0 | 3.3 | 3.3 |
| Satisfactory | 6 | 18.2 | 20.0 | 23.3 |
| Moderate satisfactory | 18 | 54.5 | 60.0 | 83.3 |
| Very high | 5 | 15.2 | 16.7 | 100 |
| Total | 30 | 90.9 | 100 |  |

*Note: Out of total respondents, 9.1 percent respondents ignored to answer.*

*Source: Survey, 2017*

The above table presents the quality of education delivered in the institution. Out of the total respondents, 3.3 percent graduates are satisfied medium, 20.0 percent are satisfied, 60.0 percent are moderately satisfied, and 16.7 percent are highly satisfied. 9.1 percent graduates are ignored to answer it. The following figure shows rating on quality of delivery of teaching and non-teaching staffs.

**Figure: 2.10**

**Ratings on Quality of Education Delivered**

*Source: Survey, 2017*

**2.5.7 Rating on Teacher Student Relationship**

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

**Table: 2.13**

**Rating on Teacher Student Relationship**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | - | - | - | - |
| Medium | 1 | 3.0 | 3.0 | 3.0 |
| Satisfactory | 5 | 15.1 | 15.1 | 18.1 |
| Moderate satisfactory | 12 | 36.4 | 36.4 | 54.5 |
| Very high | 15 | 45.5 | 45.5 | 100 |
| Total | 33 | 100 | 100 |  |

*Source: Survey, 2017*

The above table presents the teacher students' relationship of the institution. Out of the total respondents, most of the graduates are experienced very effective teacher student relationship in the institution. Out of total responses, 3.0 percent are satisfied medium, 18.1 percent are satisfied, 36.4 percent are moderately satisfied, and 45.5 percent are highly satisfied with the teacher –students' relationship.

**Figure: 2.11**

**Ratings based on Teacher Student Relationship**

*Source: Survey, 2017*

**2.5.8 Rating based on Library Facility**

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

**Table: 2.14**

**Ratings based on Library Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | - | - | - | - |
| Medium | 1 | 3.0 | 3.0 | 3.0 |
| Satisfactory | 14 | 42.4 | 42.4 | 45.4 |
| Moderate satisfactory | 12 | 36.4 | 36.4 | 81.8 |
| Very high | 6 | 18.2 | 18.2 | 100 |
| Total | 33 | 100 | 100 |  |

*Source: Survey, 2017*

**Figure: 2.12**

**Ratings based on Library Facility**

*Source: Survey, 2017*

The above table and figure clearly show the respondents satisfaction level on library facility of the institution. Out of the total respondents, 3.0 percent graduates are satisfied medium, 42.4 percent are satisfied, 36.4 percent are moderately satisfied and 18.2 percent are 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.

**Table: 2.15**

**Rating based on Lab Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | 2 | 6.1 | 6.9 | 6.9 |
| Medium | 11 | 33.3 | 37.9 | 44.8 |
| Satisfactory | 9 | 27.3 | 31.1 | 75.9 |
| Moderate satisfactory | 7 | 21.2 | 24.1 | 100 |
| Very high | - | - | - |  |
| Total | 29 | 88.4 | 100 |  |

*Note: Out of total respondent 12.12 percent respondents are ignored problem solving ability.*

*Source: Survey, 2017*

The above table presents that majority of the respondents (37.9 percent) are satisfied medium with the lab facility provided by the institution. Similarly, 6.9 percent are satisfied low, 31.1 percent are satisfied, 24.1 percent are moderately satisfied with the lab facility. No respondent is satisfied very high on it. Out of the total, 12.12 percent graduates did not mention their satisfaction level on it.

The following figure also illustrates the rating based on lab facility of the institution.

**Figure: 2.13**

**Rating based on Lab Facility**

*Source: Survey, 2017*

**2.5.10Rating based on Sports Facility**

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

**Table: 16**

**Rating based on Sports Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | - | - | - | - |
| Medium | 5 | 15.2 | 15.2 | 15.2 |
| Satisfactory | 18 | 54.5 | 54.5 | 69.7 |
| Moderate satisfactory | 8 | 24.2 | 24.2 | 93.9 |
| Very high | 2 | 6.1 | 6.1 | 100 |
| Total | 33 | 100 | 100 |  |

*Source: Survey, 2017*

The above table presents that 15.2 percent respondents are satisfied medium, 54.5 percent are satisfied, 24.2 percent are moderately satisfied, and 6.1 percent are satisfied very high with the sports facility. The data shows that majority of the respondents are satisfied with the sports facility provided by the institution.

The following figure also shows the rating based on sports facility of the institution.

**Figure: 2.14**

**Rating based on Sports Facility**

**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: 17**

**Rating based on Canteen/Urinals Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | - | - | - | - |
| Medium | 3 | 9.1 | 9.7 | 9.7 |
| Satisfactory | 13 | 39.4 | 41.9 | 51.6 |
| Moderate satisfactory | 12 | 36.3 | 38.7 | 90.3 |
| Very high | 3 | 9.1 | 9.7 | 100 |
| Total | 31 | 93.9 | 100 |  |

*Note: Out of total respondents, 6.1 percent respondents are ignored to answer it.*

*Source: Survey, 2017*

The above table shows that 9.7 percent respondents are satisfied medium, 41.9 percent are satisfied, 38.7 percent are moderately satisfied, and 9.7 percent are satisfied very high. The data shows that the majority of the graduates are satisfied with the canteen/urinal facility provided by the institution. Out of them, 6.1 percent respondents ignored to answer it.

The following figure also presents the rating based on canteen/ urinals facility.

**Figure: 2.15**

**Rating based on Canteen/Urinals Facility**

*Source: Survey, 2017*

**CHAPTER THREE**

**MAJOR FINDINGS**

**3.1 Major Findings**

This study is based on descriptive research deign. It focuses on the study the graduates of 2016 A.D. including their employment status, further study and their perception and level of satisfaction on different academic programs, extracurricular activities, 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 graduates are from education discipline as 63.6 percent respondents were from B.Ed.
2. Out of the total graduates, 27.8 percent are found enrolled for further study. Out of the total enrolled graduates in further study, 75 percent are enrolled in education discipline whereas 12.5 are in humanities and 12.5 are in law.
3. Out of the total respondents, 57.6 percent are found from upper caste, 36.3 percent are from indigenous group and 6.1 percent from lower caste.
4. Out of total respondents, 66.7 percent are female and 33.3 percent are male.
5. Out of total employed graduates, 66.7 percent are full time jobholder whereas 3.0 percent are found as part time employees and 3.0 percent are self-employed.
6. Regarding job designation, most of the graduates are working in assistant level.
7. The graduates are found working in school, health center, NGOs and private company.
8. Most of the graduates (i.e. 45.5 percent of the total respondents) are satisfied with extracurricular activities, 44.8 percent are satisfied with problem solving ability, 38.7 percent are satisfied with work placement, 45.5 are moderately satisfied with teaching/learning environment, 60.0 percent are moderately satisfied with quality of education delivered, 45.5 percent are satisfied very high with teacher students relationship, 42.4 percent are satisfied with library facility, 37.9 percent are satisfied medium, 54.5 percent are satisfied with sports facility and 41.9 percent are satisfied with canteen/urinal with lab facility provided by the institution.

**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 are completed their degree from the discipline ofeducation, and very low number of graduates has 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 2016 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., 27.58 percent) are enrolled for further study and all of them are enrolled in TU. Out of them 66.6 percent are enrolled in education.
2. Most of respondents are from upper caste, urban area and female gender.
3. Most of the graduates are found (i.e. 66.7 percent) working as full time employees whereas a few (i.e. 3.0 percent of each) are found as part time employees and self-employed.
4. The graduates are found working in school, health center, NGOs and private company.
5. Majority of the employed respondents are found very strong relationship between knowledge they enhanced from the study and their jobs.
6. Most of the graduates (i.e. 45.5 percent of the total respondents) are satisfied with extracurricular activities, 44.8 percent are satisfied with problem solving ability, 38.7 percent are satisfied with work placement, 45.5 are moderately satisfied with teaching/learning environment, 60.0 percent are moderately satisfied with quality of education delivered, 45.5 percent are satisfied very high with teacher students relationship, 42.4 percent are satisfied with library facility and 37.9 percent are satisfied medium with lab facility provided by the institution.
7. 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.

8. Some graduates have provided suggestions to add the extracurricular activities.

**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 and Development Department. The resources to carry out this research should be allocated sufficiently. For example, a competent employee should be assigned with this rigorous job who 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 be given priority to initiate such courses that prepare graduates to start their 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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**TRACER STUDY REPORT -2017**

**EXECUTIVE SUMMARY**

This tracer study report has been carried out to find out the position of graduates after they completed their studies. It is important to every educational institutions as it tries to search answer of questions like whether they are employed, self employed or looking for the jobs, whether their study prepare them well for the jobs, whether they use the knowledge and skills they have learned during their studies. 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. Traces 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 first tracer study report conducted by covering the sample of graduates passed out in 2017 A.D. It presents the position of graduates of 2017 and their suggestions necessary for the improvement of teaching learning quality of the institution.

The main objective of this study is to identify the position of graduates after they completed their study. Under the guidelines of this objective, the study has the following specific objectives:

• 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.

 • To assess the relevancy of study on jobs of graduates of MMC.

• To assess the major strengths and weaknesses of the programs and overall teaching learning environment of MMC.

• To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of MMC.

 • To provide feedback for improvement of overall teaching learning environment based on MMC graduates expectations.

**Methodology**

This study is mainly based on primary data. The source of the primary data was the graduates of 2017 of MMC. Out of 40 graduates of 2017 passed year which is considered as universe of the study, data was collected from 25 graduates. The tool of the data collection used in this study was the questionnaire which is prescribed by University Grant Commission (UGC) of Nepal. Various methods like field visits, face to face conversation, telephone conversation, contact through electronic media etc are used to collect the required data for the study. Members of tracer study committee 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 17.0 version software is used to process data. Further, percentages for all reported variables are computed for analysis.

**Results**

 **Distribution of Respondents**

Out of the total 25 respondents, 24 percent were found from B.Ed., 8 percent from B.A., 32 percent from BBS, 12 percent from M.A., and 24 percent from M.Ed. (see annex 1.2 and 1.3).

**Demographic Characteristics of Graduates**

Out of the total respondents, 56 percent were from upper caste, 36 percent were from indigenous community, and 4 percent from low caste and 4 percent from Madhesi

**Employment Information of Graduates**

Out of total respondents, 68 percent are in employment, 12 percent are self-employed and 20 percent are unemployed and looking for the jobs or further studies or are enrolled for further studies. There are 17 employed graduates. Cent percent are full time job holders. Graduates are appointed in different areas of employment at officer level as well as assistant level. They are appointed in schools, health centers, NGOs, Bank, Financial Co-operatives, Projects etc.

**Graduates Persuasion for Further Study**

Out of the total respondents, 24 percent are pursuing their further study and rest of other are not getting enrollment in master degree. All of them have got enrollment in Tribhuwan University of Nepal. Out of total enrolled graduates, 33.33 percent got enrollment in M.Ed, 33.33 percent in M.A. & 33.33 percent in MBS

**Graduates' Responses on Quality Measures of MMC**

This study describes perceptions of graduates on different quality measures of programs of MMC and its teaching learning environment in terms of qualitative ratings they made based on their personal knowledge and experience.

Out of sample size 25 respondents 52% of the respondents are satisfied with relevance of the program in professional requirements, 48% are safisfied with extra-curricular activities, 56% are satisfied with problem solving ability, 56% are satisfied with job placement, 40% are moderately satisfied with teaching/learning environment, 48% are satisfied with quality of education delivered, 40% are satisfied with teacher students relationship, 36% are satisfied with library facility, 36% are satisfied with Hotel Management Lab facility. 52% are satisfied with sports facility and 44% are satisfied with canteen/urinal with lab facility provided by the institution.

**Conclusions and Recommendations**

The findings of the study indicate that MMC has been creating strengths in several dimensions of teaching-learning environment in delivering quality education. Similarly the findings also indicate that there is close relationship between what graduates learned from their study and their jobs.

This study explores that 68 percent of sample size are in employment at different institution ranging from schools, health centers, NGOs, Bank,Financial Co-operatives, Projects and son on. Out of the employed graduates (i.e. 100 percent of respondents) are in full time job holders at officer level as well as assistant level.

The graduates are found satisfied with relevancy of study to their professional requirements, work placement and attachment, teaching/learning environment, quality of delivery of teaching and non-teaching staff, teaching student relationship and library laboratory facilities. This rating indicates that MMC as a leading public multiple campus, is striving to deliver useful education to the beneficiaries.

The 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.

 The campus should be given priority to initiate such courses that prepare graduates to start their business. The campus should initiate the non-credit vocational courses and training to produce skilled students saleable in job markets. Job-placement of graduates should be facilitated through assisting them in searching and joining the jobs.

**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 lunched. In the course of expansion, this campus was able to come up with Master of Arts (MA in Sociology) and Master's 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 program. 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- Master's of Arts (in Sociology) and Master's of Education (in Curriculum). Master's 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 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 is very 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 identify the current position of the graduates of MMC after few years of completion of the study. Under the guidelines of this objective, other specific objectives of the study are:

1. 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.
2. To assess relevancy of study on jobs of graduates of MMC.
3. To assess the major strengths and weaknesses of the programs and overall teaching learning environment of MMC.
4. To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of MMC.
5. 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) meeting of 16 Magh, 2075(see annex A). The committee organized meetings and decided for field visit. Field visits were conducted with the help of teaching faculty, non-teaching staffs, campus administration and the members of tracer committee. The study report was finalized by the tracer study committee by 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 2017 from Marsyangdi Multiple Campus were under this study. Hence taken, the total number of students included in this study is 25 although 39 students got graduation in Bachelor and Master Level in 2074 B.S.

**1.6 Methodology Used**

Out of the total graduates of the year 2017 A.D., 25 graduates were selected for the purpose of the study (see annex 1.2 and 1.3). The graduates from B. Ed, B.A, BBS, M.A. and M.Ed. were taken into consideration. Of the total sampled graduates, 24% were from B.Ed., 8% from B.A., 32% from B.B.S., 12% from M.A. and 24% from M.Ed. 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 SPPS knowledge and its application. Percentages were computed and recorded for all variables. Bar diagrams and pie charts have been used to present the data.

 **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 are engaged somewhere in others’ institutions, and the higher degree they have achieved or goingto achieve.

This study tried to cover all of the graduates passed out in 2017 A.D. However, due to limited time and resources, only 64.1% of the graduate is 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 39 passed out graduates in the year 2017 A.D. (2074 B.S.), useable data from 25 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. | 6 | 24 | 24 | 24 |
| B.A. | 2 | 8 | 8 | 32 |
| B.B.S. | 8 | 32 | 32 | 64 |
| M.A. | 3 | 12 | 12 | 76 |
| M.Ed. | 6 | 24 | 24 | 100 |
| Total | 25 | 100 | 100 |  |

*Source: Survey, 2019*

Table 2.1 reveals that out of 25 respondents, maximum respondents are from B.B.S i.e. 32%. Similarly 8% are from BA, 24%from B.Ed, 12%from and M.A., 24%from M.Ed.This pattern of respondents has been presented in the bar diagram below

**Figure: 2.1**

*Source: Survey, 2019*

The above figure shows that most of the respondents are from B.B.S. and the least 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 | 14 | 56 | 56 | 56 |
| Indigenous | 9 | 36 | 36 | 92 |
| Dalit | 1 | 4 | 4 | 96 |
| Madhesi | 1 | 4 | 4 | 100 |
| Total | 25 | 100 | 100 |  |

*(Source: Survey, 2019)*

Table 2.2 shows that 56% respondents are from Upper caste (Brahmins and Chhetri), 36% from Indigenous group (Gurung, Tamang, Newar, etc) and the least respondents (4%) are Dalit and Madhesi respectively. The data has also been presented in the following pie -chart.

**Figure: 2.2**

*(Source: Survey, 2019)*

**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 | 10 | 40 | 40 | 40 |
| Male | 15 | 60 | 60 | 100 |
| Total | 25 | 100 | 100 |  |

*(Source: Survey, 2019)*

The table 2.3 shows that majority of the respondents are male (60 % ) whereas the female respondents are only 40%.

**2.3 Employment Information of Graduates**

This section presents the employment status related information of graduates of MMC passed in 2017 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 | 17 | 68 | 68 | 68 |
| Self-employed | 3 | 12 | 12 | 80 |
| Unemployed | 5 | 20 | 20 | 100 |
| Total | 25 | 100 | 100 |  |

*(Source: Survey, 2019)*

Table 2.4 shows that out of total respondents, 68% are found employed, 12% are self-employed and 20% are 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 | 17 | 68 | 68 | 68 |
| Part time | 0 |  |  | 68 |
| Self employed | 3 | 12 | 12 | 80 |
| Not working and looking for job | 5 | 20 | 20 | 100 |
| Total | 25 | 100 | 100 |  |

*(Source: Survey, 2019)*

**Figure: 2.3**

**Type of Employment of Respondents**

*(Source: Survey, 2019)*

The above table and figure show that out of total respondents, 68% are full time, 12% are self-employed and 20% respondents are still looking for a job as they are 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. | 2 | 33.33 | 33.33 | 33.33 |
| M.A. | 2 | 33.33 | 33.33 | 66.66 |
| M.B.S. | 2 | 33.33 | 33.33 | 100 |
| Total | 6 | 100 | 100 |  |

*(Source: Survey, 2019)*

**Figure: 2.4**

**Graduates' Enrollment in Different Disciplines**

*(Source: Survey, 2019)*

From the above table and figure, it is found that out of 27 bachelor degree holder graduates, only 6 graduates, i.e., 22.22 % graduates are enrolled for further study whereas 77.78% are not enrolled. Out of total enrolled graduates, 33.33% are enrolled in M.Ed., 33.33% in M.A. and 33.33% in M.B.S.

**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 | 1 | 4 | 4 | 4 |
| Medium | 4 | 16 | 16 | 20 |
| Satisfactory | 13 | 52 | 52 | 72 |
| Moderate satisfactory | 6 | 24 | 24 | 96 |
| Very high | 1 | 4 | 4 | 100 |
| Total | 25 | 100 | 100 |  |

*Source: Survey, 2019*

The above table reveals that out of the total responses relating with the concerned variable, 24 percent respondents are moderately satisfied and 52 percent are just satisfied with the relevancy of the program with their professional requirements. Similarly, 4 percent are highly satisfied, 16 are perceived medium satisfaction and 4 percent are satisfied low. From this analysis it can be said that majority of the respondents are satisfied with the relevancy of the program with their professional requirements. This data can also be presented in figure as below.

**Figure: 2.5**

**Relevance of Program to Professional Requirements**

*Source: Survey, 2019*

**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 | - |  |  |  |
| Medium | 5 | 20 | 20 | 20 |
| Satisfactory | 12 | 48 | 48 | 68 |
| Moderate satisfactory | 7 | 28 | 28 | 96 |
| Very high | 1 | 4 | 4 | 100 |
| Total | 25 | 100 | 100 |  |

*Source: Survey, 2019*

**Figure: 2.6**

**Ratings based on Extra-curricular Activities**

*Source: Survey, 2019*

The above table and figure show that out of total responses of the variable concerned, 48 percent are satisfied with extra-curricular activities carried out by the institution, 28 percent are moderately satisfied 20 percent are medium and 4 percent are highly satisfied. The data show that the extracurricular activities conducted by the institution are 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 | - | - | - | - |
| Medium | 4 | 16 | 16 | 16 |
| Satisfactory | 14 | 56 | 56 | 72 |
| Moderate satisfactory | 07 | 28 | 28 | 100 |
| Very high | - | - | - | - |
| Total | 25 | 100 | 100 | - |

*Source: Survey, 2019*

The above table shows that out of total respondents, 56 percent are satisfied with problem solving skill they learned from the study, 16 percent are satisfied medium and 28 percent are 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.

**Figure: 2.7**

**Ratings based on Problem Solving Skill**

*Source: Survey, 2019*

**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 | - | - | - | - |
| Medium | 3 | 12 | 12 | 12 |
| Satisfactory | 14 | 56 | 56 | 68 |
| Moderate satisfactory | 06 | 24 | 24 | 92 |
| Very high | 02 | 8 | 8 | 100 |
| Total | 25 | 100 | 100 | - |

*Source: Survey, 2019*

Regarding work placement/attachment, out of total respondents, 56% are satisfied with work placement/attachment potential created by the program of study they completed, 12% are satisfied medium, 24% are satisfied moderately and 8% are highly satisfied. These statistics show that most of the graduates are satisfied with the ability they gained from their study necessary for their work placement/attachment.

The following figure shows ratings on work placement/attachment.

**Figure: 2.8**

**Ratings based on Work Placement/Attachment**

*Source: Survey, 2019*

**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 | - | - | - | - |
| Medium | 5 | 20 | 20 | 20 |
| Satisfactory | 7 | 28 | 28 | 48 |
| Moderate satisfactory | 10 | 40 | 40 | 88 |
| Very high | 3 | 12 | 12 | 100 |
| Total | 25 | 100 | 100 | - |

*Source: Survey, 2019*

The above table presents the respondents' level of satisfaction in teaching/learning environment. It is found that 20% graduates are satisfied medium with the teaching/learning environment of the institution. Similarly, 28% graduates are satisfied, 40% are moderately satisfied and 12% are highly satisfied with teaching learning environment. These responses indicate that most of the graduates are satisfied with the teaching learning environment of the institution.

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

**Figure: 2.9**

**Ratings based on Teaching/Learning Environment**

*Source: Survey, 2019*

**2.5.6 Ratings based on Quality of Education Delivered**

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

**Table: 2.12**

**Ratings based on Quality of Education Delivered**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | - | - | - | - |
| Medium | 1 | 4 | 4 | 4 |
| Satisfactory | 12 | 48 | 48 | 52 |
| Moderate satisfactory | 11 | 44 | 44 | 96 |
| Very high | 01 | 4 | 4 | 100 |
| Total | 25 | 100 | 100 | - |

*Source: Survey, 2019*

The above table presents the quality of education delivered in the institution. Out of the total respondents, 4% graduates are satisfied medium, 48% are satisfied, 44% are moderately satisfied, and 4% are highly satisfied. The following figure shows rating on quality of delivery by teaching and non-teaching staffs.

**Figure: 2.10**

**Ratings on Quality of Education Delivered**

*Source: Survey, 2019*

**2.5.7 Rating on Teacher Student Relationship**

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

**Table: 2.13**

**Rating on Teacher Student Relationship**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | - | - | - | - |
| Low | - | - | - | - |
| Medium | 2 | 8 | 8 | 8 |
| Satisfactory | 8 | 32 | 32 | 40 |
| Moderate satisfactory | 10 | 40 | 40 | 80 |
| Very high | 5 | 20 | 20 | 100 |
| Total | 25 | 100 | 100 | - |

*Source: Survey, 2019*

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 responses, 8% are satisfied medium, 32% are satisfied, 40% are found moderately satisfied, and 20% are highly satisfied with the teacher –students' relationship.

**Figure: 2.11**

**Ratings based on Teacher Student Relationship**

*Source: Survey, 2019*

**2.5.8 Rating based on Library Facility**

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

**Table: 2.14**

**Ratings based on Library Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 1 | 4 | 4 | 4 |
| Low | - | - | - | 4 |
| Medium | 5 | 20 | 20 | 24 |
| Satisfactory | 9 | 36 | 36 | 60 |
| Moderate satisfactory | 9 | 36 | 36 | 96 |
| Very high | 1 | 4 | 4 | 100 |
| Total | 25 | 100 | 100 | - |

*Source: Survey, 2019*

**Figure: 2.12**

**Ratings based on Library Facility**

*Source: Survey, 2019*

The above table and figure clearly show the respondents satisfaction level on library facility of the institution. Out of the total respondents, 4% graduates have experienced low in quality, 5% are satisfied medium, 36% are satisfied, 36% are moderately satisfied and 4% are 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.

**Table: 2.15**

**Rating based on Hotel Management Lab Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 1 | 4 | 4 | 4 |
| Low | 2 | 8 | 8 | 12 |
| Medium | 6 | 24 | 24 | 36 |
| Satisfactory | 7 | 28 | 28 | 64 |
| Moderate satisfactory | 9 | 36 | 36 | 100 |
| Very high | 0 | - | - | - |
| Total | 25 | 100 | 100 | - |

*Source: Survey, 2019*

The above table presents that majority of the respondents (36%) are moderately satisfied with the lab facility provided by the institution. Similarly, 28% are satisfied , 6% are satisfied medium, 8% have found low and 4% 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.

**Figure: 2.13**

**Rating based on Lab Facility**

*Source: Survey, 2019*

**2.5.10Rating based on Sports Facility**

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

**Table: 16**

**Rating based on Sports Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 1 | 4 | 4 | 4 |
| Low | 2 | 8 | 8 | 12 |
| Medium | 3 | 12 | 12 | 24 |
| Satisfactory | 13 | 52 | 52 | 76 |
| Moderate satisfactory | 5 | 20 | 20 | 96 |
| Very high | 1 | 4 | 4 | 100 |
| Total | 25 | 100 | 100 |  |

*Source: Survey, 2019*

The above table presents that 12% respondents are satisfied medium, 52% are satisfied, 20% are moderately satisfied, and 4% are highly satisfied with the sports facility. Similarly, 4% have found very low and 8% have found low quality in sports facility provided by the institution. The data shows that majority of the respondents are satisfied with the sports facility provided by the institution.

The following figure also shows the rating based on sports facility of the institution.

**Figure: 2.14**

**Rating based on Sports Facility**

*Source: Survey, 2019*

**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: 17**

**Rating based on Canteen/Urinals Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 1 | 4 | 4 | 4 |
| Low | 2 | 8 | 8 | 12 |
| Medium | - | - | - | - |
| Satisfactory | 11 | 44 | 44 | 56 |
| Moderate satisfactory | 9 | 36 | 36 | 92 |
| Very high | 2 | 8 | 8 | 100 |
| Total | 25 | 100 | 100 |  |

*Source: Survey, 2019*

The above table shows that 44% respondents are satisfied with the canteen/ Urinal facility provided by the campus.36% are moderately satisfied, 8% are highly satisfied, whereas 4% dislike the canteen facility and 8% dislike the urinal facility. The data shows that the majority of the graduates are satisfied with the canteen/urinal facility provided by the institution.

The following figure also presents the rating based on canteen/ urinals facility.

**Figure: 2.15**

**Rating based on Canteen/Urinals Facility**

*Source: Survey, 2019*

**CHAPTER THREE**

**MAJOR FINDINGS**

**3.1 Major Findings**

This study is based on descriptive research deign. It focuses on the study the graduates of 2017 A.D. including their employment status, further study and their perception and level of satisfaction on different academic programs, extra-curricular activities, 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 are from management discipline i.e. 32%.

2. Out of the total graduates, 24% are found enrolled for further study. Out of them, 33.33% are enrolled in Education, 33.33% are in Humanities and Social Sciences and 33.33% are in Management discipline .

3. Out of the total respondents, 56% are found from upper caste, 36% are from indigenous group, 4% from lower caste and 4% from Madhesi.

4. Out of total respondents, 40% female and 60% are male.

5. Out of total employed graduates, 68% are full time job holder whereas 12% are found self-employed and 20% are not working means looking for appropriate job.

6. Regarding job designation, most of the graduates are working in third class officer and assistant level as well.

7. The graduates are found working in school, health center, NGOs, Bank, Financial Co-operatives, projects and so on.

8. Out of 39 graduates in the year 2074 B.S., only 25 respondents were available. Out of 25 respondents, 52% are satisfied with the relevance of the program to professional requirement,48% are satisfied with extra-curricular activities, 56% are satisfied with problem solving ability, 56% are satisfied with job placement, 40% are satisfied with teaching/learning environment, 48% are satisfied with the quality of education delivered, 40% are moderately satisfied with teacher students relationship, 36% are satisfied with library facility, 52% are satisfied with sports facility and 44% are 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 2017 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.24% are enrolled for further study.

2. Most of respondents are from upper caste, rural area and male gender.

3. Most of the graduates i.e. 68% are found working as full time employees whereas a few (i.e. 12%) are self- employed and 20% are unemployed.

4. The graduates are working in school, health center, NGOs,Banks, Financial Co-operatives and Projects .

5. 48% 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 & 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 and Development Department. The resources to carry out this research should be allocated sufficiently. For example, a competent employee should be assigned with this rigorous job who 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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**TRACER STUDY REPORT-2018**

**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 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 lunched. In the course of expansion, this campus was able to come up with Master of Arts (MA in Sociology) and Master's 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:- Master's of Arts (in Sociology) and Master's of Education (in Curriculum). Master's 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 in 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 Ropanis. Besides this, it has purchased 62 Ropani land area for its future academic plan. It has a computer lab, library, cafeteria and seminar hall along with offices of each faculty head. It has 31 teaching faculties, 6 non-teaching staff and 608 students in Bachelor to Master Level with different programs. Teaching faculties and non-teaching staffs are recruited and selected by the law of the campus(Campus Bidhan-2047). 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 delivery institutions has 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’ position after completion of the study. In this context, as a campus preparing for QAA(As per the guideline of UGC), MMC identified the need of this study. This study is very 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 identify the current position of the graduates of MMC after few years of completion of the study. Under the guidelines of this objective, other specific objectives of the study are:

1. 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.
2. To assess relevancy of study on jobs of graduates of MMC.
3. 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 five member tracer study team was formed by the Campus Management Committee (CMC) meeting of 22 Shrawan,2076(see annex A).

The committee organized meetings and decided for the action plan including field visit(see annex B). Field visits were conducted with the help of teaching faculty, non-teaching staffs, campus administration and the members of tracer committee. The study report was finalized by the tracer study committee 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 2018 from Marsyangdi Multiple Campus were under this study. Hence taken, the total number of passed out students included in this study (n) is 45.

**1.6 Methodology Used**

Out of the total 45 graduates in the year 2018 A.D., 28 graduates were selected for the purpose of the study (see annex 1.1 and 1.2). The graduates from B. Ed, B.A, BBS, M.A. and M.Ed. were taken into consideration. Out of the total sampled graduates, 50% were from B.Ed., 10.71% from B.A., 25% from B.B.S., 7.14% from M.A. and 7.14% from M.Ed. The data were collected from 2076 Bhadra 2nd to 2076 Ashwin 30.

**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 ).

**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 SPPS knowledge and its application. Percentages were computed and recorded for all variables. Bar diagrams and pie charts have been used to present the data.

 **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 the case that they are engaged somewhere in other institutions, and the higher degree that they have achieved or going to achieve.

This study tried to cover all of the graduates passed out in 2018 A.D. However, due to limited time and resources, only 62.22% of the total graduates is covered. The following are the limitation of this study:

1. Some graduates could not respond questionnaire due to language problem as questions are in English.
2. Some graduates have changed cell phone number and e-mail-ID.
3. Due to budget constraints, field visits were made limited within Lamjung district.

iv. Graduates studying abroad were reluctant to fill questionnaire.

1. This study is completely descriptive. So, any significance test is not used to determine the relationship of variables.
2. 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 45 passed out graduates in the year 2018A.D. (2075 B.S.), useable data from 28 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. | 14 | 50 | 50 | 50 |
| B.A. | 3 | 10.72 | 10.72 | 60.72 |
| B.B.S. | 7 | 25 | 25 | 85.72 |
| M.A. | 2 | 7.14 | 7.14 | 92.86 |
| M.Ed. | 2 | 7.14 | 7.14 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

Table 2.1 reveals that out of 28 respondents, maximum respondents are from B.Ed. i.e. 50%. Similarly 10.72% are from BA, 25% from B.B.S., 7.14% from and M.A., 7.14% from M.Ed.This pattern of respondents has been presented in the bar diagram below

**Figure: 2.1**

*Source: Survey, 2019*

The above figure shows that most of the respondents are from B.Ed. and the least from Master's Degree.(MA-Sociology & MEd-Curriculum)

 **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 | 5 | 17.86 | 17.86 | 17.86 |
| Indigenous | 17 | 60.71 | 60.71 | 78.57 |
| Dalit | 6 | 21.43 | 21.43 | 100 |
| Total | 28 | 100 | 100 |  |

*(Survey, 2019)*

Table 2.2 shows that 17.86% respondents are from upper caste (Brahmins and Chhetri), 60.71% from indigenous group (Gurung, Tamang, Newar, etc) and dalit respondents (21.43%) . The data has also been presented in the following pie-chart below.

**Figure: 2.2**

**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 | 22 | 78.58 | 78.58 | 78.58 |
| Male | 6 | 21.42 | 21.42 | 100 |
| Total | 28 | 100 | 100 |  |

*(Source: Survey, 2019)*

The table 2.3 shows that majority of the respondents are female (78.58%) whereas the male respondents are only 21.42%.

**2.3 Employment Information of Graduates**

This section presents the employment status related information of graduates of MMC passed in 2018 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 | 19 | 67.86 | 67.86 | 67.86 |
| Self-employed | 1 | 3.57 | 3.57 | 71.43 |
| Unemployed | 8 | 28.57 | 28.57 | 100 |
| Total | 28 | 100 | 100 |  |

*(Source: Survey, 2019)*

Table 2.4 shows that out of total 28 respondents, 67.86% are found employed, 3.57% are self-employed and 28.57% are not 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 | 18 | 64.29 | 64.29 | 64.29 |
| Part time | 1 | 3.57 | 3.57 | 67.86 |
| Self employed | 1 | 3.57 | 3.57 | 71.43 |
| Not working and looking for job | 8 | 28.57 | 28.57 | 100 |
| Total | 28 | 100 | 100 |  |

*(Source: Survey, 2019)*

**Figure: 2.3**

**Type of Employment of Respondents**

The above table and pie-chart shows that out of total 28 respondents, 64.29% are full time, 3.57% are part time, 3.57% are self-employed and 28.57% respondents are still looking for a job as they are unemployed

**2.4 Graduates' Persuasion for Further Study**

This section describes about the further study persuasion of graduates. It presents enrollmentof graduates in higher education in different disciplines in different universities and colleges.

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. | 2 | 66.67 | 66.67 | 66.67 |
| M.A. | 1 | 33.33 | 33.33 | 100 |
| Total | 3 | 100 | 100 |  |

*(Source: Survey, 2019)*

**Figure: 2.4**

**Graduates' Enrollment in Different Disciplines**

*(Source: Survey, 2019)*

From the above table and diagram, it is found that out of 35 bachelor degree holder graduates, only 3 graduates, i.e., 8.57% graduates are enrolled for further study whereas 91.43% are not enrolled. Out of total enrolled graduates, 66.67% are enrolled in M.Ed., and 33.33% in M.A. These statistics shows that most of the graduates are enrolled in education discipline for the further study.

**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 institutions 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 | 1 | 3.57 | 3.57 | 3.57 |
| Low | 6 | 21.43 | 21.43 | 25.0 |
| Medium | 5 | 17.86 | 17.86 | 42.86 |
| Satisfactory | 8 | 28.57 | 28.57 | 71.43 |
| Moderate satisfactory | 8 | 28.57 | 28.57 | 100 |
| Very high | 0 | 0 | 0 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

The above table reveals that out of the total respondent relating with the concerned variable,28.57% respondents are moderately satisfied and 28.57% are just satisfied with the relevancy of the program with their professional requirements. Similarly, 17.86% are medium satisfaction,21.43% are satisfied low and 3.57% respondent are very low satisfied. From this analysis it can be said that majority of the respondents are moderately satisfied with the relevancy of the program with their professional requirements. This data can also be presented in bar diagram as below.

**Figure: 2.5**

**Relevance of Program to Professional Requirements**

*Source: Survey, 2019*

**2.5.2 Ratings based on Extra-curricular Activities**

The following table and figure present the graduates’ perceived ratings on extra-curricular activitiesorganized by the institution.

**Table 2.8**

**Ratings based on Extra-curricular Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 1 | 3.57 | 3.57 | 3.57 |
| Low | 4 | 14.28 | 14.28 | 17.85 |
| Medium | 7 | 25 | 25 | 42.85 |
| Satisfactory | 9 | 32.15 | 32.15 | 75 |
| Moderate satisfactory | 6 | 21.43 | 21.43 | 96.43 |
| Very high | 1 | 3.57 | 3.57 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

**Figure: 2.6**

**Ratings based on Extra-curricular Activities**

*Source: Survey, 2019*

The above table and figure show that out of total respondents of the variable concerned, 3.57% are satisfied very low with extra-curricular activities carried out by the institution, 25% are satisfied medium,32.15% are satisfied, 21.43% are moderately satisfied, and 3.57% are highly satisfied with the extra curricular activities carried by the institution.The data show that the extra curricular activities conducted by the institution are 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** |
| Ignored | 3 | 10.71 | 10.71 | 10.71 |
| Very low | 0 | 0 | 0 | 10.71 |
| Low | 2 | 7.14 | 7.14 | 17.85 |
| Medium | 8 | 28.57 | 28.57 | 46.42 |
| Satisfactory | 10 | 35.71 | 35.71 | 82.13 |
| Moderate satisfactory | 4 | 14.30 | 14.30 | 96.43 |
| Very high | 1 | 3.57 | 3.57 | 100 |
| Total | 28 | 100 | 100 |  |

*Note: Out of total respondent 10.71% respondents ignored the question on problem solving ability.*

*Source: Survey, 2019*

The above table shows that out of total 28 respondents, 7.14% are satisfied low with problem solving skill that they learned from the study, 28.57% are satisfied medium,35.71% are satisfied, 14.30% are moderately satisfied and 3.57% are highly 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.

**Figure: 2.7**

**Ratings based on Problem Solving Skill**

*Source: Survey, 2019*

**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** |
| Ignored | 1 | 3.57 | 3.57 | 3.57 |
| Very low | 0 | 0 | 0 | 3.57 |
| Low | 4 | 14.29 | 14.29 | 17.86 |
| Medium | 14 | 50 | 50 | 67.86 |
| Satisfactory | 1 | 3.57 | 3.57 | 71.43 |
| Moderate satisfactory | 8 | 28.57 | 28.57 | 100 |
| Very high | 0 | 0 | 0 | 100 |
| Total | 28 | 100 | 100 |  |

*Note: Out of total respondents 3.57% respondents didn't answer it.*

*Source: Survey, 2019*

Regarding work placement/attachment, out of total 28 respondents, 14.29% are satisfied low with work placement/attachment potential created by the program of study they completed, 50% are satisfied medium, 3.57% are satisfied and 28.57% are moderately satisfied. These statistics show that most of the graduates are satisfied medium with the ability they gained from their study necessary for their work placement/attachment.

The following figure shows ratings on work placement/attachment.

**Figure: 2.8**

**Ratings based on Work Placement/Attachment**

*Source: Survey, 2019*

**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 | 0 | 0 | 0 | 0 |
| Low | 1 | 3.57 | 3.57 | 3.57 |
| Medium | 5 | 17.86 | 17.86 | 21.43 |
| Satisfactory | 12 | 42.86 | 42.86 | 64.29 |
| Moderate satisfactory | 9 | 32.14 | 32.14 | 96.43 |
| Very high | 1 | 3.57 | 3.57 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

The above table presents the respondents' level of satisfaction in teaching/learning environment. It is found that 3.57% are low satisfied, 17.86% graduates are satisfied medium with the teaching/learning environment of the institution. Similarly, 42.86% graduates are satisfied, 32.14% are moderately satisfied and 3.57% are highly satisfied with teaching learning environment. These responses indicate that most of the graduates are satisfied with the teaching learning environment of the institution.

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

**Figure: 2.9**

**Ratings based on Teaching/Learning Environment**

*Source: Survey, 2019*

**2.5.6 Ratings based on Quality of Education Delivered**

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

**Table: 2.12**

**Ratings based on Quality of Education Delivered**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 0 | 0 | 0 | 0 |
| Low | 2 | 7.14 | 7.14 | 7.14 |
| Medium | 6 | 21.43 | 21.43 | 28.57 |
| Satisfactory | 11 | 39.29 | 39.29 | 67.86 |
| Moderate satisfactory | 6 | 21.43 | 21.43 | 89.29 |
| Very high | 3 | 10.71 | 10.71 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

The above table presents the quality of education delivered in the institution. Out of the total 28 respondents, 7.14% are low satisfied,21.43% graduates are satisfied medium, 39.29% are satisfied, 21.43% are moderately satisfied, and 10.71% are highly satisfied. The following figure shows rating on quality of delivery of teaching and non-teaching staffs.

**Figure: 2.10**

**Ratings on Quality of Education Delivered**

*Source: Survey, 2019*

**2.5.7 Rating on Teacher Student Relationship**

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

**Table: 2.13**

**Rating on Teacher Student Relationship**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 0 | 0 | 0 | 0 |
| Low | 2 | 7.14 | 7.14 | 7.14 |
| Medium | 7 | 25 | 25 | 32.14 |
| Satisfactory | 10 | 35.72 | 35.72 | 67.86 |
| Moderate satisfactory | 7 | 25 | 25 | 92.86 |
| Very high | 2 | 7.14 | 7.14 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

The above table presents the teacher students' relationship of the institution. Out of the total 28 respondents, most of the graduates are experienced very effective teacher student relationship in the institution. Out of total responses, 7.14% are low satisfied,25% are satisfied medium, 35.72% are satisfied, 25% are moderately satisfied, and 7.14% are highly satisfied with the teacher –students' relationship.

**Figure: 2.11**

**Ratings based on Teacher Student Relationship**

*Source: Survey, 2019*

**2.5.8 Rating based on Library Facility**

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

**Table: 2.14**

**Ratings based on Library Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Ignored | 4 | 14.29 | 14.29 | 14.29 |
| Very low | 0 | 0 | 0 | 14.29 |
| Low | 1 | 3.57 | 3.57 | 17.86 |
| Medium | 6 | 21.43 | 21.43 | 39.29 |
| Satisfactory | 9 | 32.14 | 32.14 | 71.43 |
| Moderate satisfactory | 5 | 17.86 | 17.86 | 89.29 |
| Very high | 3 | 10.71 | 10.71 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

**Figure: 2.12**

**Ratings based on Library Facility**

*Source: Survey, 2019*

The above table and figure clearly show the respondents' satisfaction level on library facility of the institution. Out of the total 28 respondents, 14.29% respondents ignored to answer the question, 3.57% are low satisfied, 21.43%graduates are satisfied medium, 32.14% are satisfied, 17.86% are moderately satisfied and 10.71% are 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.

**Table: 2.15**

**Rating based on Lab Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 3 | 10.71 | 10.71 | 10.71 |
| Low | 6 | 21.43 | 21.43 | 32.14 |
| Medium | 14 | 50 | 50 | 82.14 |
| Satisfactory | 4 | 14.29 | 14.29 | 96.43 |
| Moderate satisfactory | 1 | 3.57 | 3.57 | 100 |
| Very high | 0 | 0 | 0 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

The above table presents that 10.71% of the respondents are very low satisfied, 21.43% are low satisfied, majority of the respondents (50%) are satisfied medium,14.29% are satisfied and 3.57% are moderately satisfied with the lab facility provided by the institution. The following figure also illustrates the rating based on lab facility of the institution.

**Figure: 2.13**

**Rating based on Lab Facility**

*Source: Survey, 2019*

**2.5.10Rating based on Sports Facility**

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

**Table: 16**

**Rating based on Sports Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Very low | 2 | 7.14 | 7.14 | 7.14 |
| Low | 2 | 7.14 | 7.14 | 14.28 |
| Medium | 13 | 46.43 | 46.43 | 60.71 |
| Satisfactory | 7 | 25 | 25 | 85.71 |
| Moderate satisfactory | 4 | 14.29 | 14.29 | 100 |
| Very high | 0 | 0 | 0 | 100 |
| Total | 28 | 100 | 100 |  |

*Source: Survey, 2019*

The above table presents that 7.14% are very low and low satisfied equally, 46.43% respondents are satisfied medium, 25% are satisfied, 14.29% are moderately satisfied with the sports facility. The data shows that majority of the respondents are satisfied medium with the sports facility provided by the institution.

The following figure also shows the rating based on sports facility of the institution.

**Figure: 2.14**

**Rating based on Sports Facility**

*Source: Survey, 2019*

**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: 17**

**Rating based on Canteen/Urinals Facility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Satisfaction level** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative****Percent** |
| Ignored | 3 | 10.71 | 10.71 | 1071 |
| Very low | 1 | 3.57 | 3.57 | 14.28 |
| Low | 4 | 14.29 | 14.29 | 28.57 |
| Medium | 10 | 35.71 | 35.71 | 64.28 |
| Satisfactory | 5 | 17.86 | 17.86 | 82.14 |
| Moderate satisfactory | 4 | 14.29 | 14.29 | 96.43 |
| Very high | 1 | 3.57 | 3.57 | 100 |
| Total | 28 | 100 | 100 |  |

*Note: Out of total 28 respondents, 10.71% respondents ignored to answer it.*

*Source: Survey, 2019*

The above table shows that3.57% respondents are very low satisfied, 14.29% are low satisfied, 35.71% respondents are satisfied medium, 17.86% are satisfied, 14.29% are moderately satisfied, and 3.57% are highly satisfied. The data shows that the majority of the graduates are satisfied medium with the canteen/urinal facility provided by the institution.

The following figure also presents the rating based on canteen/ urinals facility.

**Figure: 15**

**Rating based on Canteen/Urinals Facility**

*Source: Survey, 2019*

**CHAPTER THREE**

**MAJOR FINDINGS**

**3.1 Major Findings**

This study is based on descriptive research deign. It focuses on the study the graduates of 2018 A.D. including their employment status, further study and their perception and level of satisfaction on different academic programs, extracurricular activities, 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 graduates are from education discipline as 50% respondents were from B.Ed.

2. Out of the total graduates, 10.71% are found enrolled for further study. Out of the total enrolled graduates in further study, 66.67% are enrolled in education discipline and 33.33% are in humanities .

3. Out of the total 28 respondents, 17.86% are found from upper caste, 60.71% are from indigenous community and 21.43% are from lower caste.

4. Out of total 28 respondents, 78.58% are female and 21.42% are male.

5. Out of total employed graduates, 64.29% are full time jobholder whereas 3.57% are found as part time employees, 3.57% are self-employed and 28.57% are in search of work/job.

6. Regarding job designation, most of the graduates are working in senior to assistant level.

7. The graduates are found working in school, health center, NGOs and private company.

8. Out of the total 28 respondents, 28.57% are satisfied and moderately satisfied equally with the relevance of the program provided by the institution. Most of the graduates (i.e. 32.15% of the total 28 respondents) are satisfied with extracurricular activities, 35.71% are satisfied with problem solving ability, 28.57% are moderately satisfied with work placement, 42.86% are satisfied with teaching/learning environment, 39.29% are satisfied with quality of education delivered, 35.72% are satisfied with teacher students relationship, 32.14% are satisfied with library facility, 50% are satisfied with lab facility, 46.43% are satisfied with sports facility and 35.71% are satisfied with canteen/urinal with lab facility provided by the institution.

**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, it 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 has 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 pursuing 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 2018 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.10.71%) are enrolled for further study and all of them are enrolled in TU. Out of them 66.67% are enrolled in education and 33.33% are in humanities and social sciences (Sociology).

2. Most of respondents are from indegineous, rural area and female gender.

3. Most of the graduates are found (i.e. 64.29%) working as full time employees whereas a few (i.e. 3.57% each) are found as part time employees and self-employed.

4. The graduates are found working in school, health center, NGOs and private company.

5. Majority of the employed respondents are found very strong relationship between knowledge they enhanced from the study and their jobs.

6. Out of the total 28 respondents, 28.57% are satisfied and moderately satisfied equally with the relevance of the program provided by the institution. Most of the graduates (i.e. 32.15% of the total 28 respondents) are satisfied with extracurricular activities, 35.71% are satisfied with problem solving ability, 28.57% are moderately satisfied with work placement, 42.86% are satisfied with teaching/learning environment, 39.29% are satisfied with quality of education delivered, 35.72% are satisfied with teacher students relationship, 32.14% are satisfied with library facility, 50% are satisfied with lab facility, 46.43% are satisfied with sports facility and 35.71% are satisfied with canteen/urinal with lab facility provided by the institution.

7. 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.

8. Some graduates have provided suggestions to add the extracurricular activities.

**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 and Development Department. The resources to carry out this research should be allocated sufficiently. For example, a competent employee should be assigned with this rigorous job who 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 be given priority to initiate such courses that prepare graduates to start their 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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