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 Masters of Education (M.Ed. in Curriculum and EPM) in 2009 A.D. Similarly, campus got affiliated for MBS program in 2019 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 Masters of Arts (in Sociology) and Masters of Education (in Curriculum). Bachelor in Business Administration (BBA) is 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 31 teaching faculties, 7 non-teaching staff and 663 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 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, 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:

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

ii.   To assess relevancy of study on jobs of graduates of MMC.

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

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

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

1.4 Institutional Arrangements of the Study

A three-member tracer study team was formed by the Campus Management Committee (CMC) meeting of 31 Bhadra, 2076 (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, in 2020 from Marsyangdi Multiple Campus were under this study. Hence taken, the total number of students included in this study is 50.

1.6 Methodology Used

Out of the total graduates of the year 2020 A.D., 50 graduates were selected for the purpose of the study (see annex 1.2 and 1.3). The graduates from B. Ed, BBS, and One Year B.Ed. were taken into consideration. Out of the total sampled graduates, 66 percent were from B.Ed., 26 percent from B.B.S., and 8 percent from One Year B.Ed. program. The data were collected from 1st February to 30th March, 2020.

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 going to achieve.

This study tried to cover all of the graduates passed out in 2020 A.D. 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

Total 50 passed out graduates in the year 2020 A.D. (2077 B.S.), was the sample size and information were collected from them. The following table shows the distribution of respondents on the basis of different academic programs.
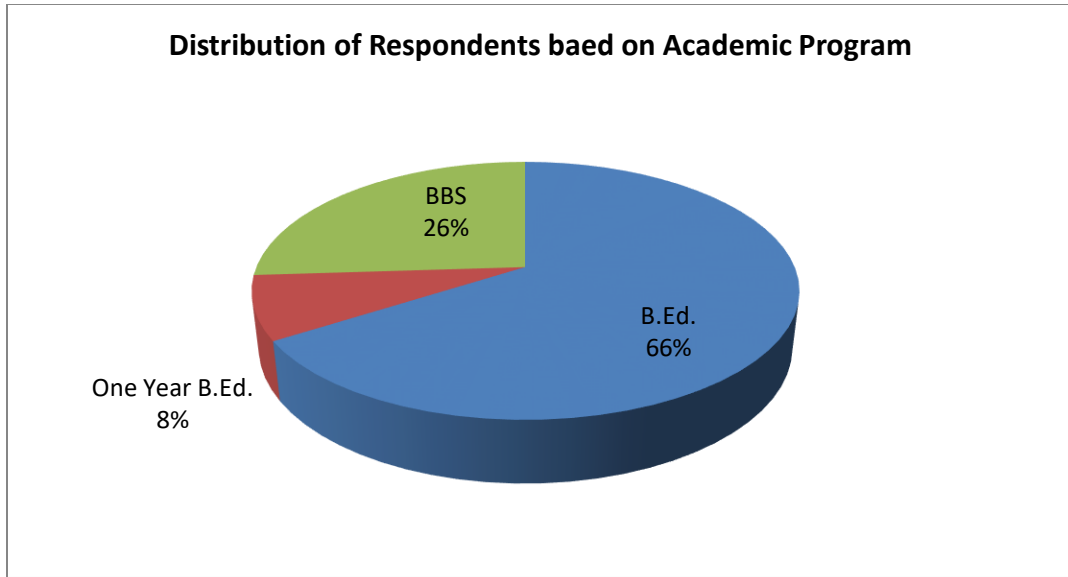
Table 2.1
Distribution of Respondents based on Academic Program

Level	Frequency	Percent	Valid Percent	Cumulative Percent
B.Ed.	33	66	66	66
One Year B.Ed.	4	8	8	74
B.B.S.	13	26	26	100
M.A.	0	0	0	100
M.Ed.	0	0	0	100
Total	50	100	100	

Source: Survey, 2020

Table 2.1 reveals that maximum number of respondents are from B.Ed. i.e. 66 percent. Similarly, 26 percent are from BBS, and 8 percent from students from One Year B.Ed. program. This pattern of respondents has been presented in the pie-chart below

Figure: 2.1

Distribution of Respondents baed on Academic Program

Source: Survey, 2020

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

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.
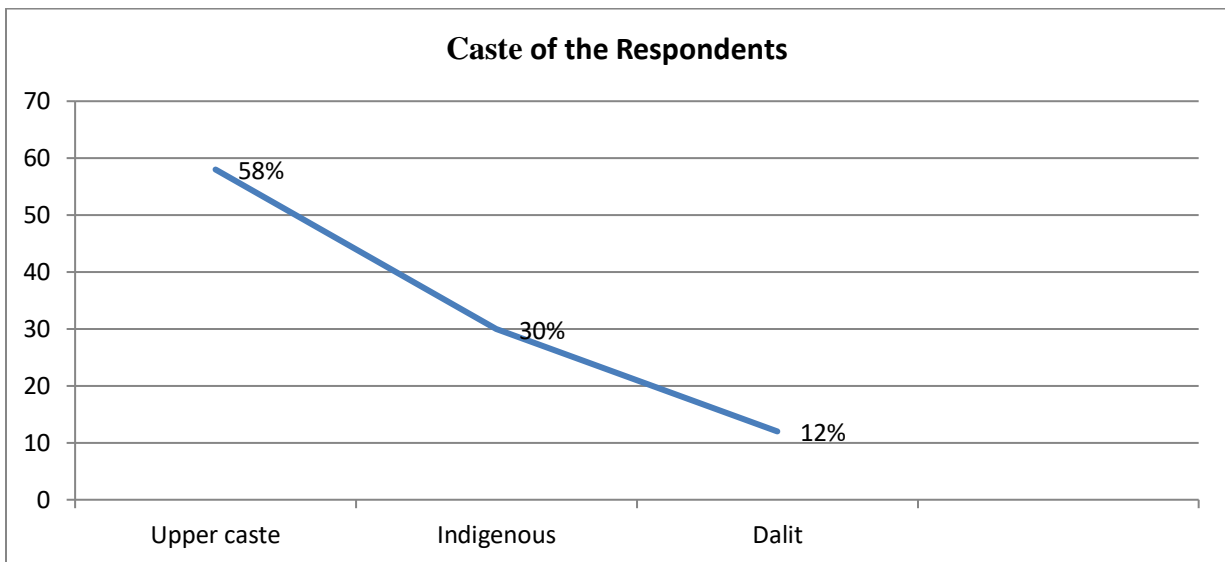
Table: 2.2

Caste of the Respondents

Caste	Frequency	Percent	Valid Percent	Cumulative Percent
Upper caste	29	58	58	58
Indigenous	15	30	30	88
Dalit	6	12	12	100
Total	50	100	100	

Table 2.2 shows that 58 percent respondents are from upper caste (Brahmins and Chhetri), 30 percent from indigenous group (Gurung, Tamang, Newar, etc.) and the least respondents (12 percent) are from Dalit community. The data has also been presented in the following figure.

Figure: 2.2

Caste of the Respondents

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	33	66	66	66
Male	17	34	34	100
Total	50	100	100	

The table 2.3 shows that majority of the respondents are female (66 percent) whereas the male respondents are only 34 percent.

2.3 Employment Information of Graduates

This section presents the employment status related information of graduates of MMC passed in 2020 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	33	66	66	66
Self-employed	4	8	8	74
Unemployed	13	26	26	100
Total	50	100	100	

(Source: Survey, 2020)

Table 2.4 shows that out of total respondents, 66 percent are found employed, 8 percent are self-employed and 26 percent are not found employed.

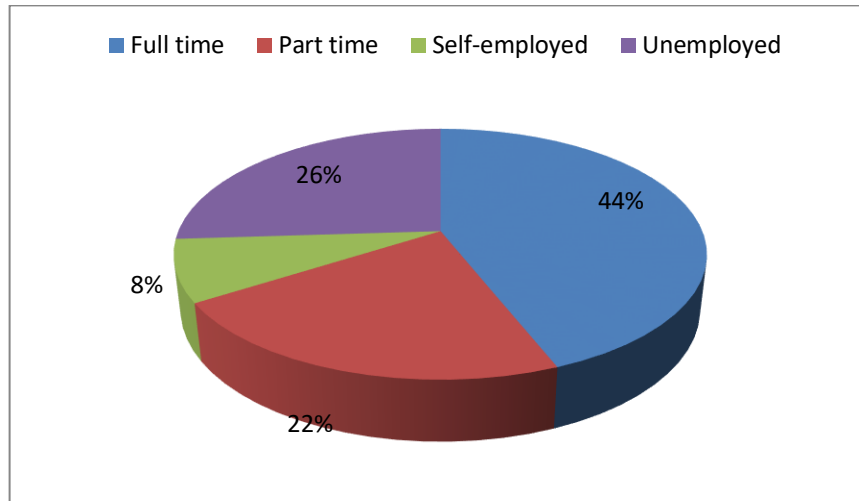The following table shows the type of employment of the respondents:

Table: 2.5

Type of Employment of the Respondents

Employment types	Frequency	Percent	Valid Percent	Cumulative Percent
Full time	22	44	44	44
Part time	11	22	22	66
Self employed	4	8	8	74
Not working and looking for job	13	26	26	100
Total	50	100	100	

(Source: Survey, 2020)

Figure: 2.3

Type of Employment of Respondents

The above table and figure show that out of total respondents, 44 percent are full time, 22 percent are part time, 8 percent are self-employed and 26 percent respondents are still looking for a job as they are unemployed

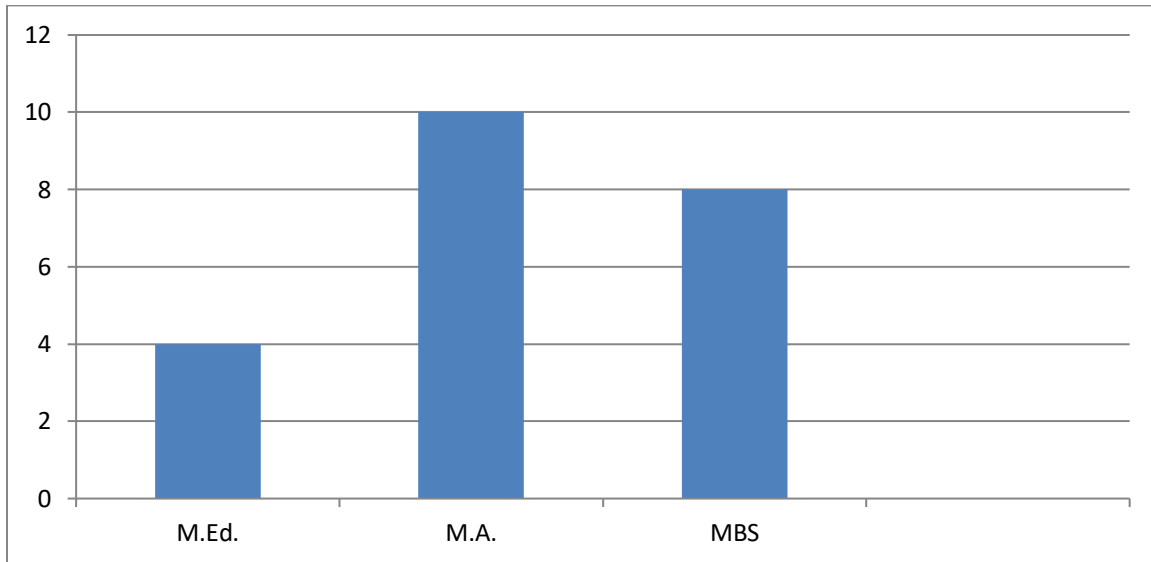## 2.4 Graduates' Persuasion for Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of 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	4	4	4
M.A.	5	10	10	14
MBS	4	8	8	22
Total	11	22	22	

(Source: Survey, 2020)

Figure: 2.4

Graduates' Enrollment in Different Disciplines

(Source: Survey, 2020)

From the above table and figure, it is found that only 22 percent bachelor degree graduates enrolled for further study in this campus. Out of them, 4 percent enrolled in M.Ed., 10 percent in M.A. and 8 percent in MBS. These statistics shows that most of the graduates are enrolled in Humanities and Social Science (Sociology) discipline for the further study in this campus.

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

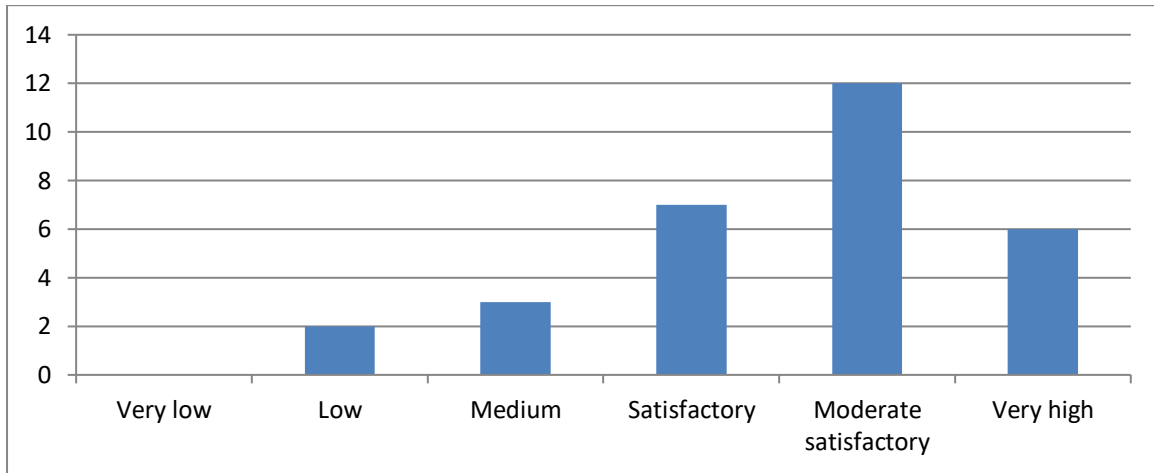**Relevance of the Program to Professional Requirements**

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	2	6.6	6.6	6.6
Medium	3	10	10	16.6
Satisfactory	7	23.4	23.4	40.0
Moderate satisfactory	12	40	40	80.0
Very high	6	20	20	100.0
Total	30	100	100	

Note: Out of total respondents, 40 percent respondents ignored to answer the relevancy of program to professional requirements

Source: Survey, 2020

The above table reveals that out of the total responses relating with the concerned variable, 40.0 percent respondents are moderately satisfied and 23.4 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 6.6 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, 2020

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.
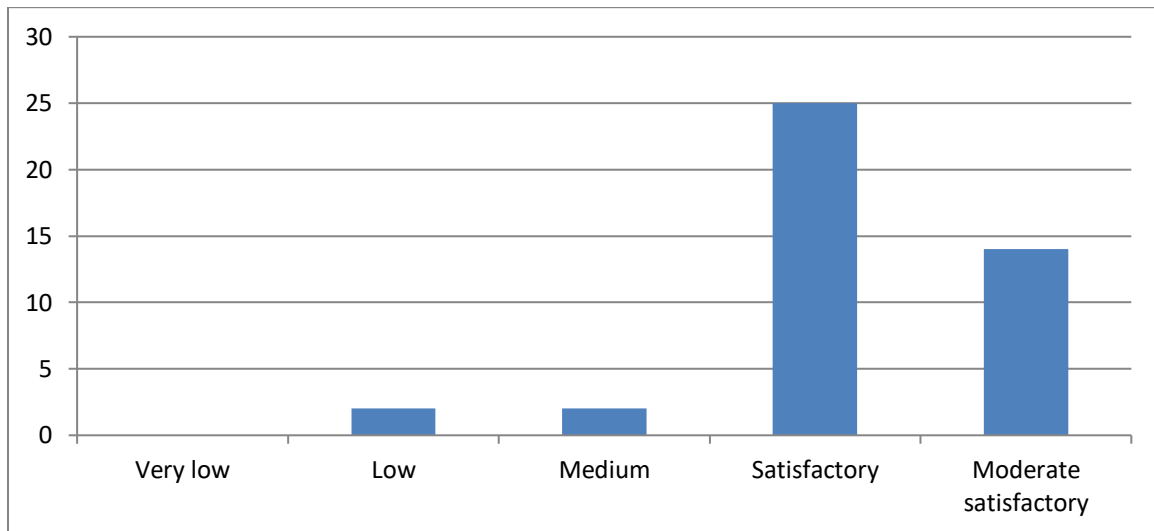
Table 2.8

Ratings based on Extra-curricular Activities

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	2	4.65	4.65	4.65
Medium	2	4.65	4.65	9.3
Satisfactory	25	58.13	58.13	67.43
Moderate satisfactory	14	32.57	32.57	100
Very high	-	0	0	100
Total	43	100	100	

Source: Survey, 2020

Note: Out of total respondents, 14 percent respondents ignored to answer on extra-curricular activities as they were not regular to the service.

Figure: 2.6

Ratings based on Extra-curricular Activities

Source: Survey, 2020

The above table and figure show that out of total responses to the variable concerned, 4.65 percent are satisfied low with extra-curricular activities carried out by the institution, 4.65 percent are satisfied medium, 58.13 percent are satisfied, 32.57 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.

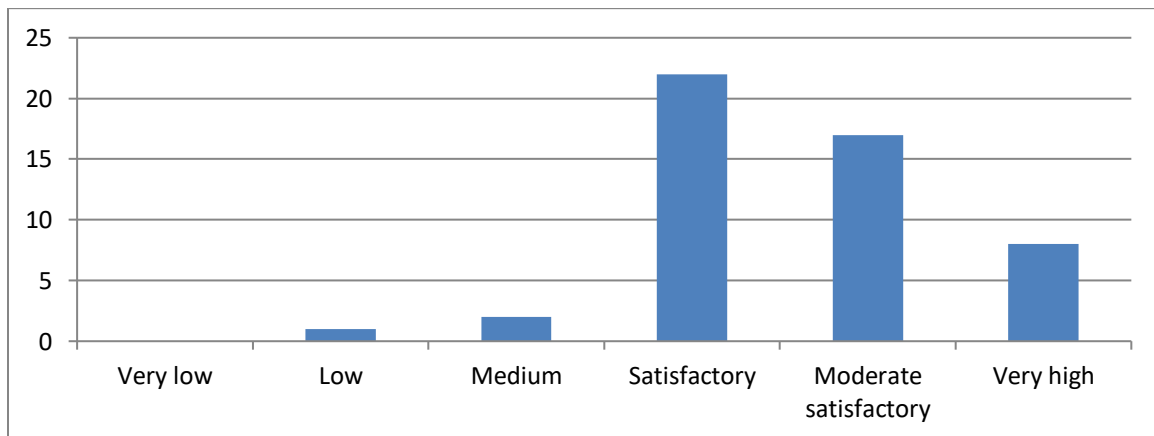**Table: 2.9**

Ratings based on Problem Solving Ability

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	1	2	2	2
Medium	2	4	4	6
Satisfactory	22	44	44	50
Moderate satisfactory	17	34	34	84
Very high	8	16	16	100
Total	50	100	100	

Source: Survey, 2020

The above table shows that out of total respondents, 2 percent are satisfied low with problem solving skill they learned from the study, 4 percent are satisfied medium,44 percent are satisfactory. 34 percent are moderately satisfied and 16 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, 2020

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

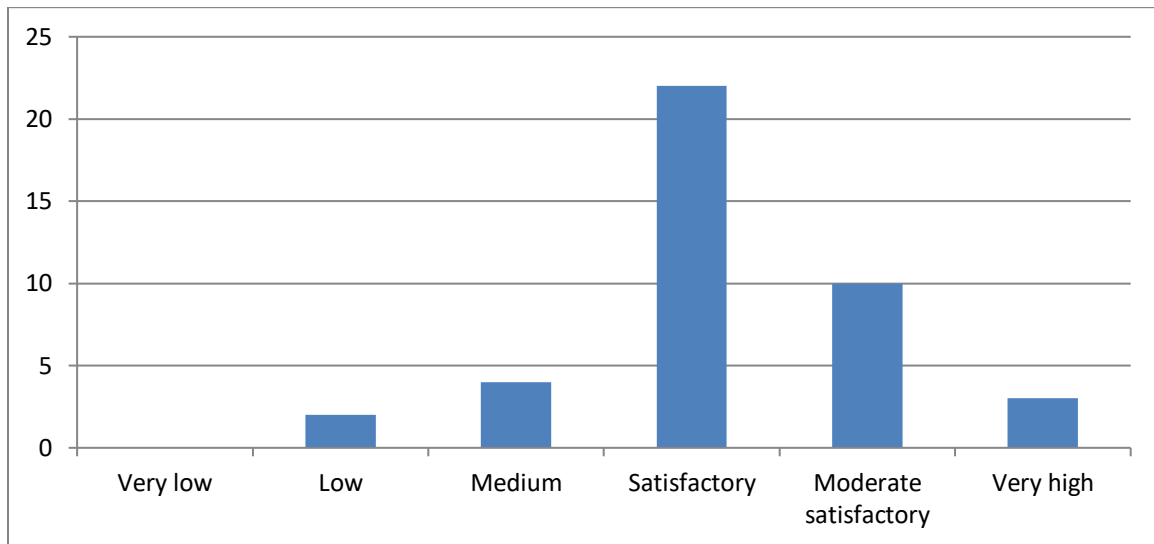**Ratings based on Work Placement/ Attachment**

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	2	4.88	4.88	4.88
Medium	4	9.75	9.75	14.63
Satisfactory	22	53.66	53.66	68.29
Moderate satisfactory	10	24.39	24.39	92.68
Very high	3	7.32	7.32	100
Total	41	100	100	

Note: Out of total respondents, 18 percent respondents didn't answer it.

Source: Survey, 2020

Regarding work placement/attachment, out of total sample size, 9 students (18%) didn't answer it. Out of the remaining respondents, 4.88 percent are satisfied low with work placement/attachment potential created by the program of study they completed, 9.75 percent are satisfied medium, 53.66 percent are satisfied, 24.39 percent are moderately satisfied, and 7.32 percent 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, 2020

2.5.5 Rating based on Teaching/Learning Environment

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

Table: 2.11

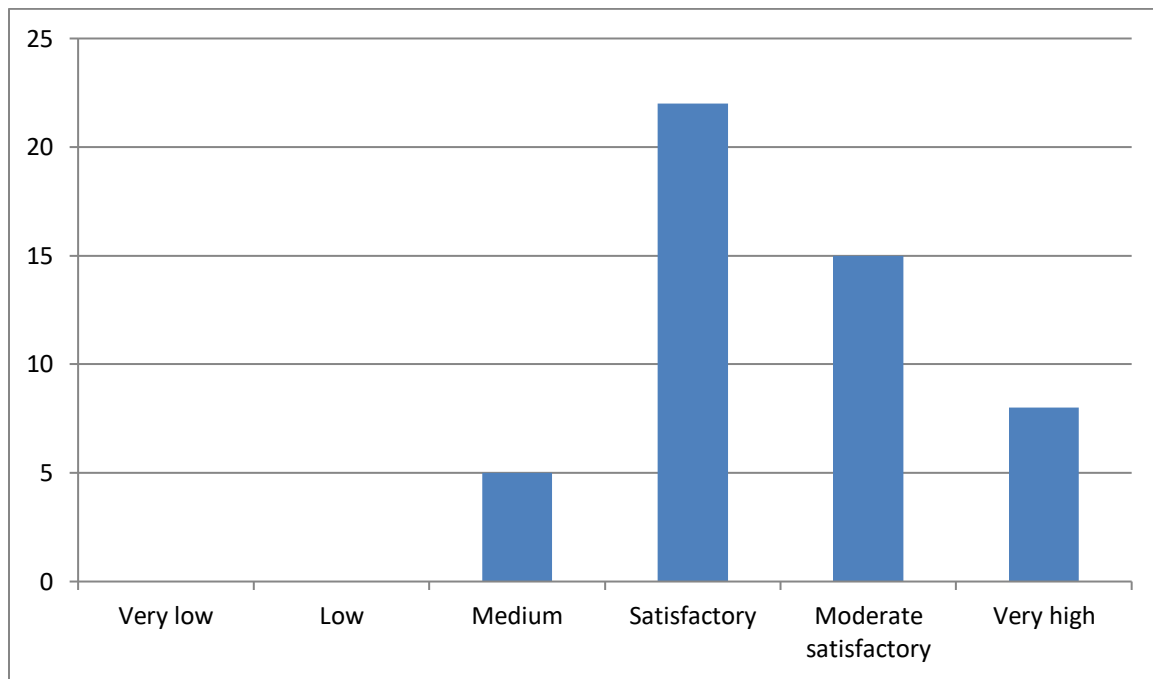**Ratings based on Teaching/Learning Environment**

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	-	-	-	-
Medium	5	10	10	10
Satisfactory	22	44	44	54
Moderate satisfactory	15	30	30	84
Very high	8	16	16	100
Total	50	100	100	

Source: Survey, 2020

The above table presents the respondents' level of satisfaction in teaching/learning environment. It is found that 10 percent graduates are satisfied medium with the teaching/learning environment of the institution. Similarly, 44 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, 2020

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.
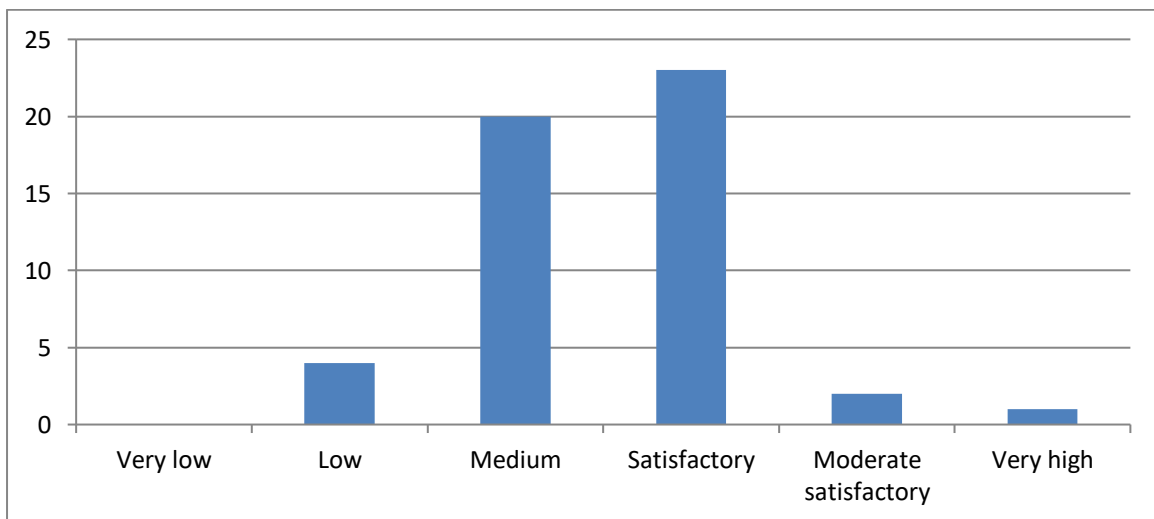
Table: 2.12
Ratings based on Quality of Education Delivered

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	4	8	8	4
Medium	20	40	40	48
Satisfactory	23	46	46	94
Moderate satisfactory	2	4	4	98
Very high	1	2	2	100
Total	50	100	100	

Source: Survey, 2020

The above table presents the quality of education delivered in the institution. Out of the total respondents, 40 percent graduates are medium satisfied whereas 8% showed low satisfaction. 46 percent are satisfied, 4 percent are moderately satisfied, and 2 percent 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, 2020

2.5.7 Rating on Teacher Student Relationship

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

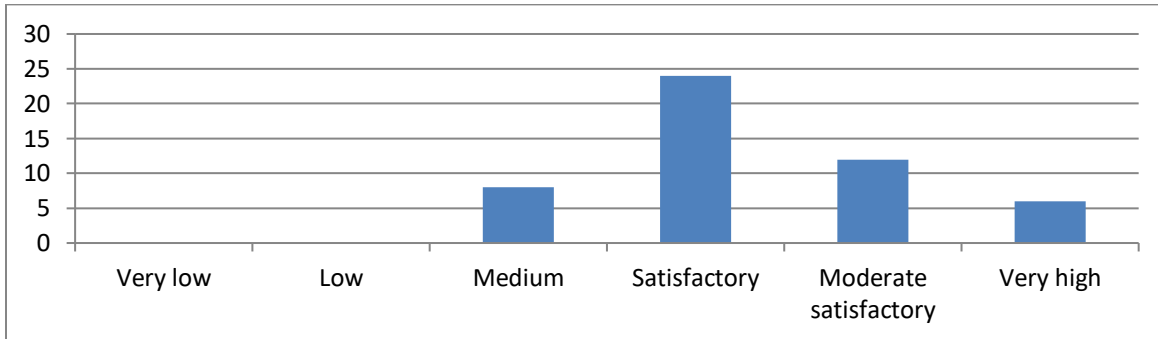**Table: 2.13**

Rating on Teacher Student Relationship

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	-	-	-	-
Medium	8	16	16	16
Satisfactory	24	48	48	64
Moderate satisfactory	12	24	24	88
Very high	6	12	12	100
Total	50	100	100	

Source: Survey, 2020

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 percent are satisfied medium, 24 percent are satisfied, 12 percent are moderately satisfied, and 6 percent are highly satisfied with the teacher –students' relationship.

Figure: 2.11

Ratings based on Teacher Student Relationship

Source: Survey, 2020

2.5.8 Rating based on Library Facility

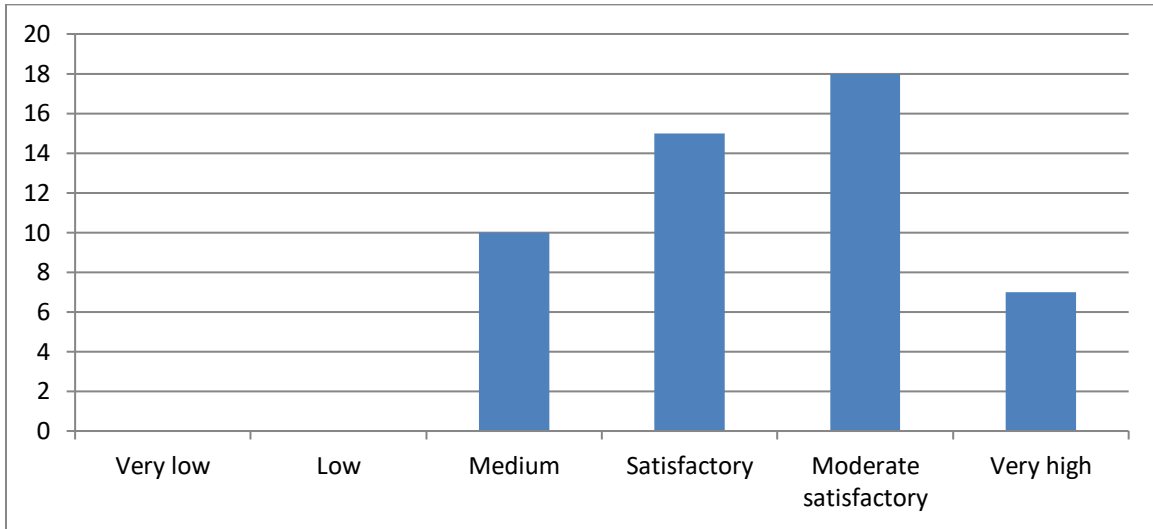The following table and the figure show ratings on library facility provided by the institution.

Table: 2.14

Ratings based on Library Facility

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	-	-	-	-
Medium	10	20	20	20
Satisfactory	15	30	30	50
Moderate satisfactory	18	36	36	86
Very high	7	14	14	100
Total	50	100	100	

Source: Survey, 2020

Figure: 2.12

Ratings based on Library Facility

Source: Survey, 2020

The above table and figure clearly show the respondents satisfaction level on library facility of the institution. Out of the total respondents, 20 percent graduates are satisfied medium, 30 percent are satisfied, 36 percent are moderately satisfied and 14 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 Computer Lab Facility

The following table shows the rating based on Computer lab facility provided by the campus. There are 20 desktop computers in computer lab means to say 20 students can get access at a time. Computer lab remains open during 6:00am to 9:30 am and 10:30 am to 2:30pm every except Saturday and Public Holidays. Interested can easily get access to use except social sites.

Table: 2.15

Rating based on Computer Lab Facility

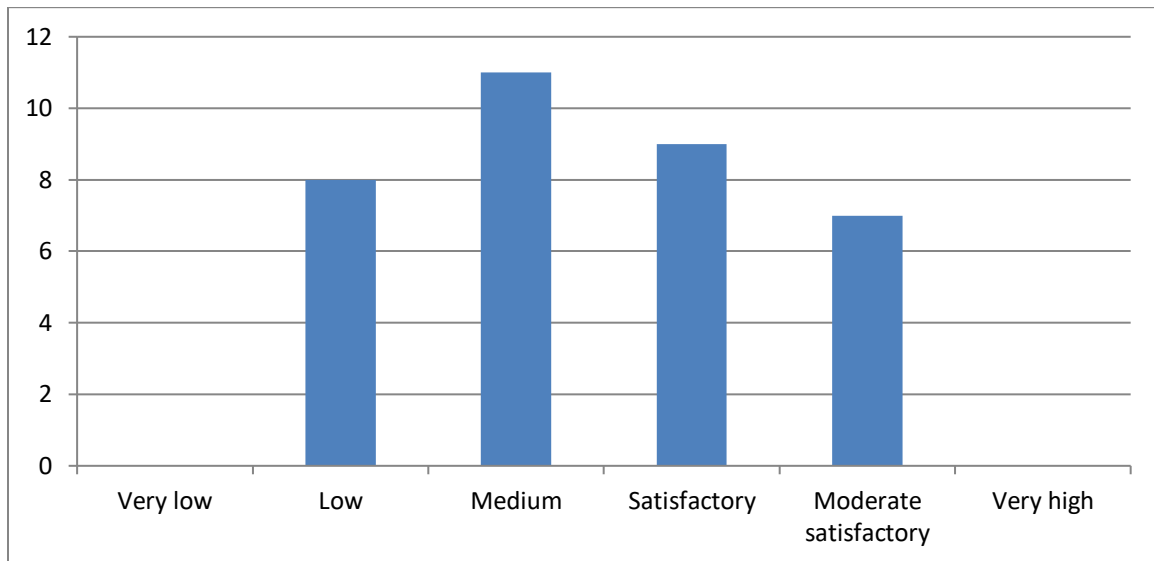| Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	8	22.86	22.86	22.86
Medium	11	31.43	31.43	54.29
Satisfactory	9	25.71	25.71	80
Moderate satisfactory	7	20	20	100
Very high	-	0	0	100
Total	35	100	100	

Note: Out of total sample size, 30 percent respondents have ignored to answer on computer lab facility.

Source: Survey, 2020

The above table presents that majority of the respondents (31.43 percent) are satisfied medium with the computer lab facility provided by the institution. Similarly, 22.86 percent are satisfied low, 25.71 percent are satisfied, 20 percent are moderately satisfied with the lab facility. No respondent is satisfied very high on it. Out of the total, 30 percent graduates did not mention their satisfaction level on it.

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

Figure: 2.13

Rating based on Computer Lab Facility

Source: Survey, 2020

2.5.10 Rating based on Sports Facility

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

Table: 16
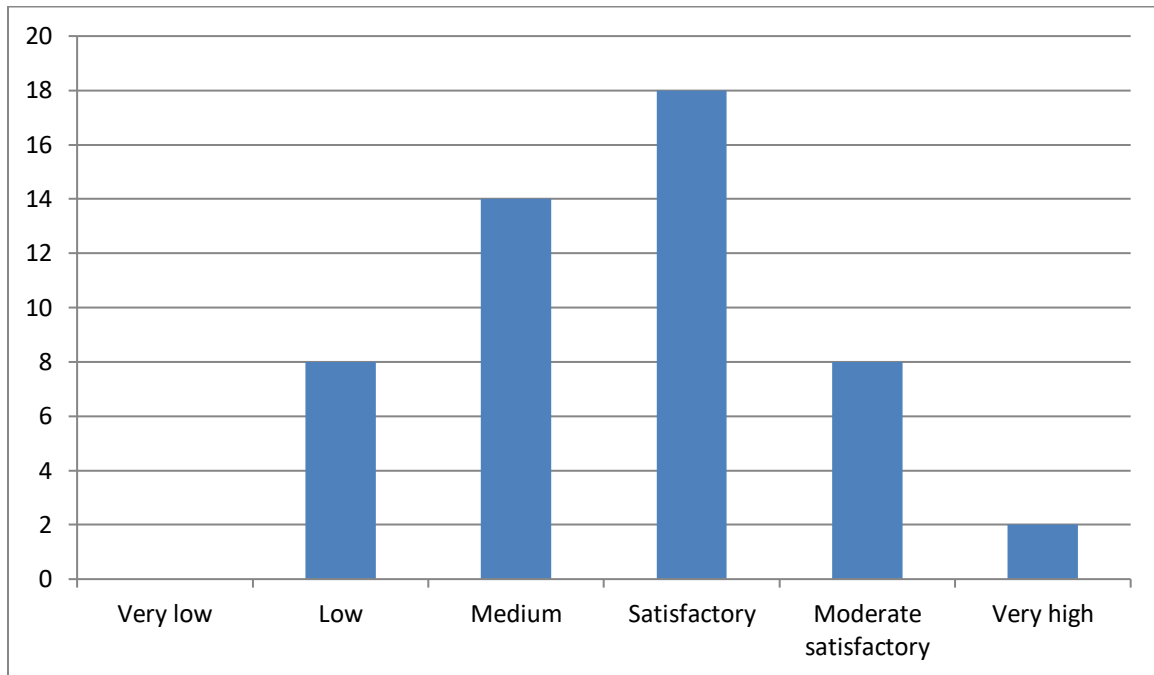
Rating based on Sports Facility

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	8	16	16	16
Medium	14	28	28	44
Satisfactory	18	36	36	80
Moderate satisfactory	8	16	16	96
Very high	2	4	4	100
Total	50	100	100	

Source: Survey, 2020

The above table presents that 16 percent respondents are low satisfied. 28 percent respondents are satisfied medium, 36 percent are satisfied, 16 percent are moderately satisfied, and 4 percent are highly satisfied 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

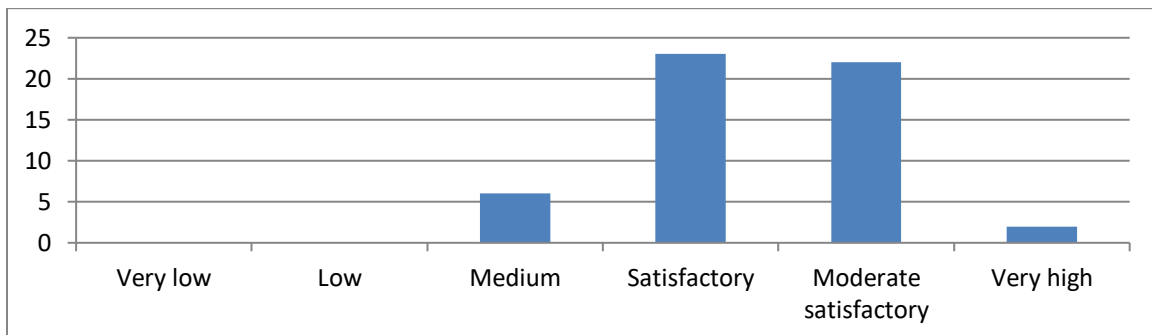**Rating based on Canteen/Urinals Facility**

Satisfaction level	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	-	-	-	-
Low	-	-	-	-
Medium	3	6	6	6
Satisfactory	23	46	46	52
Moderate satisfactory	22	44	44	96
Very high	2	4	4	100
Total	50	100	100	

Source: Survey, 2020

The above table shows that 6 percent respondents are satisfied medium, 46 percent are satisfied, 44 percent are moderately satisfied, and 4 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.

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

Figure: 15

Rating based on Canteen/Urinals Facility

Source: Survey, 2020

CHAPTER THREE

MAJOR FINDINGS

3.1 Major Findings

This study is based on descriptive research deign. It focuses on the study the graduates of 2020 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 66 percent respondents were from B.Ed.
2. Out of the total graduates, 22 percent are found enrolled for further study. Out of the total enrolled graduates in further study, 4 percent are enrolled in education discipline whereas 10 are in humanities and 8% in MBS.
3. Out of the total respondents, 58 percent are found from upper caste, 30 percent are from indigenous group and 12 percent from lower caste.
4. Out of total respondents, 66 percent are female and 34 percent are male.
5. Out of total employed graduates, 44 percent are full time job holder whereas 22 percent are found as part time employees and 8 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. 58.13 percent of the total respondents) are satisfied with extracurricular activities, 44 percent are satisfied with problem solving ability, 68.29 percent are satisfied with work placement, 44 are satisfied with teaching/learning environment, 46 percent are satisfied with quality of education delivered, 48 percent are satisfied with teacher students relationship, 36 percent are moderately satisfied with library facility, 54.29 percent are satisfied medium with computer lab facility provided by the institution, 36 percent are satisfied with sports facility and 46 percent are satisfied with canteen/urinal facility provided by the institution.

CHAPTER FOUR

IMPLICATIONS TO INSTITUTIONAL REFORM

4.1 Implications to Institutional Reform

As a leading community campus in 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 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 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., 22%) are enrolled for further study and all of them are enrolled in TU. Out of them 10%-MA, 4%-M.Ed. and 8% in MBS.
2. Most of respondents are from upper caste, urban area and female gender.
3. Most of the graduates are found (i.e. 44%) working as full-time employees whereas 22% are found as part time employees and 8% self-employed.
4. The graduates are found working in school, health center, NGOs and private institutions.
5. Majority of the employed respondents are found very strong relationship between knowledge they enhanced from the study and their jobs.
6. The study indicates the institutional strengths 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. Priority should be given to initiate such courses that prepare graduates to start their business self.

4. The campus should initiate the non-credit vocational courses and training to produce skilled students, saleable jobs in 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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