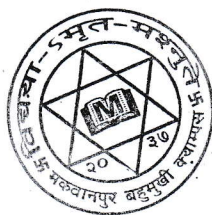


Tracer Study Report 2021



Makawanpur Multiple Campus, Hetauda



June 2023

ACKNOWLEDGEMENTS

Makawanpur Multiple Campus (MMC) would like to acknowledge all the helping hands and contributors who directly and indirectly supported to finalize the report. The task force committee would also like to thank IQAC and campus administration that kindly granted the financial and logistical support from the campus to carry out this study.

Most importantly, the total management committee members are equally grateful who supported and provided the most valuable suggestions.

We are grateful to the University Grants Commission for providing guideline and support to prepare this report.

Last but not the least, the conclusion of the report could not have been achieved without the assistance of all the students who provided their time by filling the questionnaires.

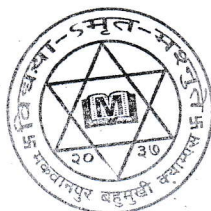
Tracer Study Committee

Mr. Uttam Aryal

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June 2023




Dr. Shankar Prasad Upadhyaya
Campus Chief

EXECUTIVE SUMMARY

The prime objective of this study is to calculate the data on the employability and experiences of the graduates of this campus who have graduated in 2021. The study basically made use of a survey with the provided questionnaire which provides detail information of the students. It mainly includes the names, addresses, employment status, and further study of graduates from the different programs of study in 2021 year of graduation.

This tracer study has been carried out to survey the status of the pass out students and promote a better understanding of the employment of graduates who left the Makawanpur Multiple Campus (MMC) in 2021. The overall objectives of the study are focused on the measurement the quality of the education, their expectation and the outcomes after the completion of the study. Basically it figures out the job placement and consequences of the study.

Makawanpur Multiple Campus holds the confidence of students, parents and stakeholders as most of the graduates leaving MMC had more opportunities to get jobs. Moreover, MMC has also produced qualified graduates to serve current social needs and many of them had opportunities to work in a wide range of occupation such as private sector, government sector, NGOS/INGOs, Financial institutions. In addition to academic achievement, the graduates were trained to have attitude such as problem-solving skills, research skills, learning skills, communication skills, IT skills and team spirit. These qualities are the integral parts of the program offered by MMC.


The study shows that there is a gap after the completion of the study and getting the job because most of the respondents told that there were no job opportunities while some were preparing for their abroad study or further study.



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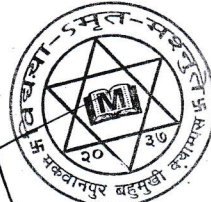
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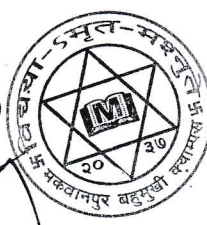

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ABBREVIATIONS

BBS	Bachelor's Degree in Business Studies
BA	Bachelor's Degree in Humanities & Social Sciences
BED	Bachelor's Degree in Education
BSC	Bachelor's Degree in Science & Technology
BBM	Bachelor's Degree in Business Management
CTEVT	Council for Technical Education and Vocational Training
MBS	Master's Degree in Business Studies
MA	Master's Degree in Arts
QAA	Quality Assurance & Accreditation
UGC	University Grants Commission
MMC	Makawanpur Multiple Campus
NGO	Non-Governmental Organization
INGO	International Non-Governmental Organization
EDJ	Educationally Disadvantaged Janajati
TU	Tribhuvan University
PU	Pokhara University



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CHAPTER ONE: INTRODUCTION

1.1 Background/Rationale:

Makawanpur Multiple Campus has been regularly conducting its tracer studies to assess the total outcome of the campus. Tracer studies create one form of study by bringing together certain basic types of information concerning, amongst others, the level of employment, unemployment and underemployment amongst graduates, the correspondence between educational qualifications and employment and the contemporary undergraduate experience they can indicate possible deficits in a given educational program and assist in better planning of the institution.

The Tracer Study of graduate students is developed and administered by the MMC to track graduates' progress in employment, further study, entrepreneurship and civic involvement after graduation. The study also seeks to evaluate the general impact of programs run by the campus. Findings from this study afford invaluable information on graduates' current professional and academic activities and career paths and can be used to support planning initiatives for the delivery of current and future programs and services.

1.2 Objective of the Study

This tracer study has the key objective to determine the employability and the status of employment of Makawanpur Multiple Campus graduate students, in the academic year of 2021. Following are the objectives of this study:

- Discover the profile of the graduates in terms of their degrees, graduates' demographic background as regards to employment rate and status of graduates, categories of the occupational groups that they perform
- Determine the relationship between their present job and the course they finished and know the weakness and strengths of institution.
- Recommend to plan the strategy to solve the issues related to the campus

1.3 Institutional arrangements to conduct the study

Makawanpur Multiple Campus has been carrying out tracer study from 2014 AD. It is essential to study the graduate and make their tracer study to evaluate the overall performance of our education system. The campus executive committee has decided to form the Tracer Study task force to carry out the study. Name list of Tracer Study Task Force has been mentioned before.

1.4 Graduate batch taken for the study

The Graduate batch of 2021 is taken for the study which includes following faculty:

1. Bachelor's Program
 - i. B.B.S.
 - ii. B.A.
 - iii. B.ED.
 - iv. B.C
 - v. BBM
2. Master's Program
 - i. M.B.S.
 - ii. M.A. (English & Sociology)

1.5 Data collection-instruments and approach

This study is conducted on the graduating the degree of 2021. Out of 300 students graduated from MMC in 2021, 131 graduates participated in this study. The respondent profile (refer to Appendix) is broadly representative of the 2021 graduating class. Data was collected through the use of questionnaires with close and open-ended questions. The questionnaire includes data on biographical history, course of study, employment history, knowledge and skills learned during their studies, feedback to improve the quality of the study programs. Students were participated for this study based on their graduation dates. Methods of gathering data included:

- i. E-mail
- ii. Personal interviews by visit
- iii. Personal interviews by phone
- iv. Questionnaire

1.6 Scope and Limitation of the Study

MMC carried out this study to trace the status of graduated students of this campus. It is intended to trace graduates of 2021 as a whole. Because of time limitation and corona pandemic, we could study only limited number of graduates. The campus has developed the mechanism for the tracer studies and it has been given priority by the institution because it is also source of feedback for the programs run by the institution and for further policy making. This study focuses on some areas about the status of graduates. The questionnaire provided to graduates primarily give information about employment type, job status, and further study of graduated students.



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CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

The format of tracer study questionnaire was designed by UGC. The questionnaire was distributed to the students who graduated from MMC. Their responses have been analyzed and presented in the tables and graphs. The data have been analyzed and interpreted in this chapter.

2.1 Employment status of the graduates

Out of total 300 passed out graduates on 2021 AD (2078 BS), we have collected 131 tracer questionnaire. The following table shows the distribution of the respondents on the basis of employment status of the respondents.

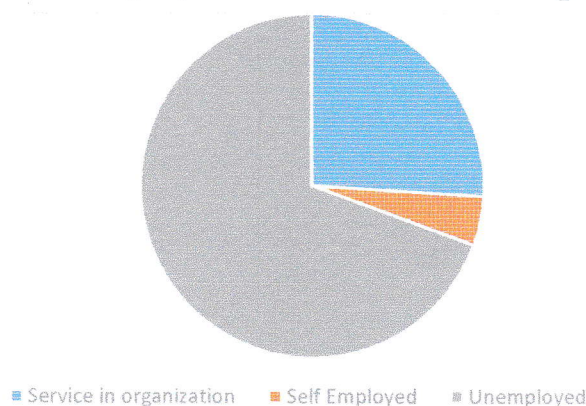
Table 2.1: Employment Status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	employed	34	26.0	26.0	26.0
	Unemployed	91	69.5	69.5	95.4
	self-employed	6	4.6	4.6	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.1 reveals that out of 131 respondents, 26 percent are employed, 4.6 percent are self-employed and 69.5 percent are unemployed. This shows that less than average are employed while more than average are unemployed and very few are self-employed. The reason behind the high percentage of an unemployed graduate is that the consequence of corona and economic crisis in the country and the most of them have been continuing their higher study.

Figure 2.1: Employment Status of the Respondents



The following table presents types of employer's institution.



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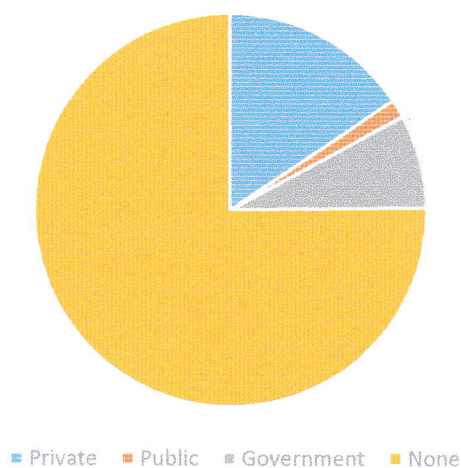
Table 2.2: Types of Employer's Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	97	74.0	74.0	74.0
	GOV	10	7.6	7.6	81.7
	NGO	2	1.5	1.5	83.2
	PRI	20	15.3	15.3	98.5
	PUB	2	1.5	1.5	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.2 indicates that out of the total employed graduated, 15.3 percent are found employed in private, 1.5 percent in public, 7.6 in Government. This shows the most of the graduates are found employed in government institutions whereas very few are in NGO/INGO institutions, ie 1.5.

The following figure shows types of employers' institution of the respondents.

Figure 2.2: Types of Employer's Institution


The following table shows types of the respondents:

Table 2.3: Types of Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		98	74.8	74.8	74.8
	Full Time	30	22.9	22.9	97.7
	part time	3	2.3	2.3	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.3 explores that almost all the employed respondents have found working as full time. Only few students are working in the part time job.


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The following table presents designation of the respondents at the work place:

Table 2.4: Respondents' Designation in the Employment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	102	77.9	77.9	77.9
Acc cum admin	1	.8	.8	78.6
Accountant	1	.8	.8	79.4
Asst	8	6.1	6.1	85.5
ASST. LECTURER	1	.8	.8	86.3
FINANCE OFFICE	1	.8	.8	87.0
HR-Exceutive	1	.8	.8	87.8
Jawan	1	.8	.8	88.5
Ju. Ass.	5	3.8	3.8	92.4
kharidar	1	.8	.8	93.1
OWNER	1	.8	.8	93.9
sub accountant	1	.8	.8	94.7
Teacher	7	5.3	5.3	100.0
Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.4 shows that out of total employed, 6.1 percent are found in the position of assistant, 5.3 percent are teachers, 2.4 percent are in managerial levels, 0.8 percent lecturer, 0.8 percent are owner, .8 percent are trainer/coordinator and remaining 1.18 percent each are personal security, supervisor and volunteer. The statistics shows that larger portion of the respondents have found working as assistant level.

2.2 Graduates' Status of Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of graduate in higher education in different disciplines in different universities.

The following table shows graduates' enrollment in different programs:

Table 2.5: Graduates' Enrollment in Different Disciplines

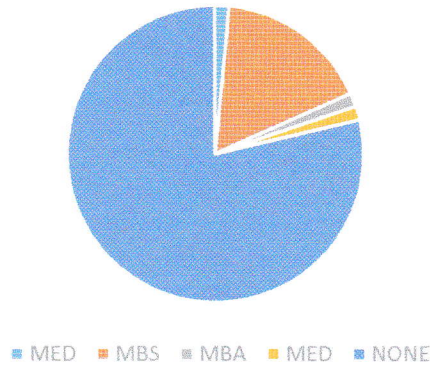
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	103	78.6	78.6	78.6
MA	2	1.5	1.5	80.2
MBA	2	1.5	1.5	81.7
MBS	22	16.8	16.8	98.5
MED	2	1.5	1.5	100.0
Total	131	100.0	100.0	

Source: Field Survey 2021

From the table above, it is found that 22.4 percent of total graduates are enrolled in further study. Out of total graduates, 16.8 percent enrolled in MBS, 1.5 percent each in MA, and 1.5 percent in MED and MBA. The above statistic shows that most of the graduates are enrolled in management discipline for the further study indicating popularity of management study.

The following figure present graduates' enrollment in different disciplines:

Figure 2.3: Graduates' Enrollment in Different Disciplines



The following table shows graduates' universities for the further study.

2.3 Profile of Graduates

This section presents profile of the graduates on the basis of their gender, caste, place of residence and programs they completed. The following table shows gender wise distribution of the respondents.

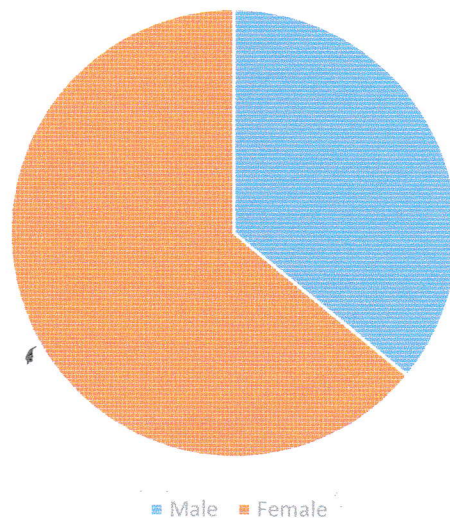
Table 2.6: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	47	35.9	35.9	35.9
	Female	84	64.1	64.1	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

The above table shows that out of total respondents, 64.1 percent are found female and 35.9 percent are male. This statistics shows that female respondents are more than male.

Figure 2.4: Gender of the Respondents



The following table presents caste of the respondents.



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Table 2.7: Caste of the Respondents

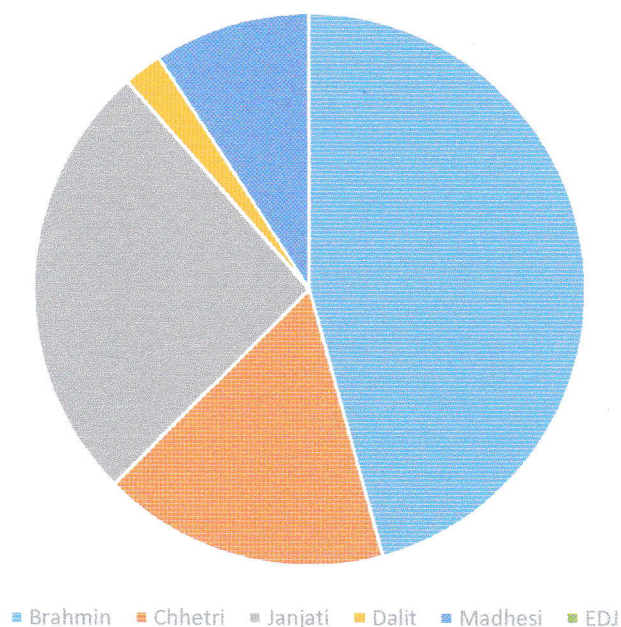
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Brahmin	60	45.8	45.8	45.8
	Chhetri	22	16.8	16.8	62.6
	Janajati	34	26.0	26.0	88.5
	Dalit	3	2.3	2.3	90.8
	Madhesi	12	9.2	9.2	100.0
	Total	131	100.0	100.0	


Source: Field Survey 2021

Table 2.7 shows that the majority of respondents represent from *Bramhan* caste with 45.8 percent, *Educationally Disadvantages Janajati* with 26 percent, *Chhetri* with 16.8 percent, *Madhesi* with 9.2 percent, *Dalit* 2.3 percent. This shows that the largest portion of respondents consist from *Brahman*, *EDJ*, *Janajti*, and *Chhetri* community.

The following figure shows different caste of respondents.

Figure 2.5: Caste of Respondents




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The following table present place of residence of the respondents.

Table 2.8: Place of Residence of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bara	12	9.2	9.2	9.2
	Chitwan	2	1.5	1.5	10.7
	Kathmandu	2	1.5	1.5	12.2
	Makawanpur	102	77.9	77.9	90.1
	Mugu	1	.8	.8	90.8
	Okhaldhunga	1	.8	.8	91.6
	Parsa	1	.8	.8	92.4
	Rautahat	4	3.1	3.1	95.4
	Sarlahi	2	1.5	1.5	96.9
	Siraha	2	1.5	1.5	98.5
	Sunsari	1	.8	.8	99.2
	Udaypur	1	.8	.8	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.8 presents that out of total respondents, 77.9 percent are found from Makawanpur, 9.2 percent from Bara, 3.1 from Rautahat, 1.5 percent from Kathmandu, 1.5 percent from Chitwan, 1.5 percent from Sarlahi, and .8 percent from Mugu, Okhaldhunga, and Parsa. This shows the major sources of students are from Makawanpur, Bara and Rautahat.

The following table shows different graduates programs completed by the respondents.

Table 2.9: Program wise Distribution of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBS	57	43.5	43.5	43.5
	MBS	9	6.9	6.9	50.4
	BA	10	7.6	7.6	58.0
	B ED	6	4.6	4.6	62.6
	B SC	11	8.4	8.4	71.0
	MA	13	9.9	9.9	80.9
	BBM	25	19.1	19.1	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Out of total respondents, 43.5 percent are found from BBS, 9.9 percent from MA, 6.9 percent from MBS, 8.4 percent from BSC, 4.6 percent from BED, 7.6 percent from BA. This shows that more than average respondents completed their graduates and postgraduates from management programs.

2.4 Graduates' Rating towards Quality Measures of MMC

This section deals with the graduates' perceived value regarding quality measure of different aspects of the institution. It shows the ratings of graduates on different variables of the

institution relating with its quality education delivery mechanism. This study includes eleven specific variables to evaluate the institution strengths and weaknesses from the perspective of graduates.

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

Table 2.10: Rating based on Relevance of the Programs to Professional Jobs

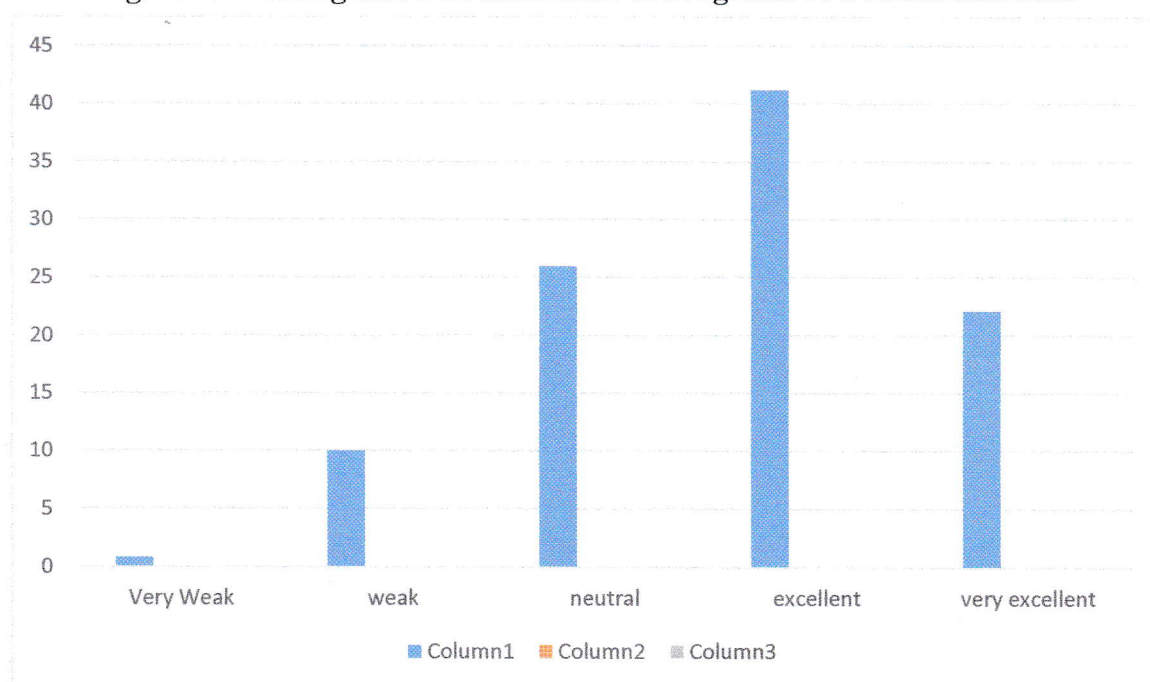
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	.8	.8	.8
	Weak	13	9.9	9.9	10.7
	Neutral	34	26.0	26.0	36.6
	Excellent	54	41.2	41.2	77.9
	Very Excellent	29	22.1	22.1	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.10 shows that out of total respondents, 22.1 percent highly satisfied, 41.2 percent are satisfied and 10.7 percent are dissatisfied with the relevancy of the program to professional jobs. This shows that almost all of the respondents are satisfied with the relationship between professional jobs and programs they completed.

The following figure shows the ratings of graduates on strength of the institution in terms of relevance of program to their professional jobs.

Figure 2.6: Rating based on Relevance of Programs to Professional Jobs



The following table shows graduates' ratings based on extra-curricular activities.

Table 2.11: Rating based on Extra-Curricular Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	7	5.3	5.3	5.3
	Weak	23	17.6	17.6	22.9
	Neutral	37	28.2	28.2	51.1
	Excellent	49	37.4	37.4	88.5
	Very Excellent	15	11.5	11.5	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.11 shows that, 11.5 percent are highly satisfied, 37.4 percent are satisfied, 28.2 percent are moderately satisfied and 22.9 percent are dissatisfied with the extracurricular activities of the institution. It indicates more than 70 percent respondents are satisfied with the extracurricular activities of the institution.

Figure 2.7: Rating based on Extra-Curricular Activities

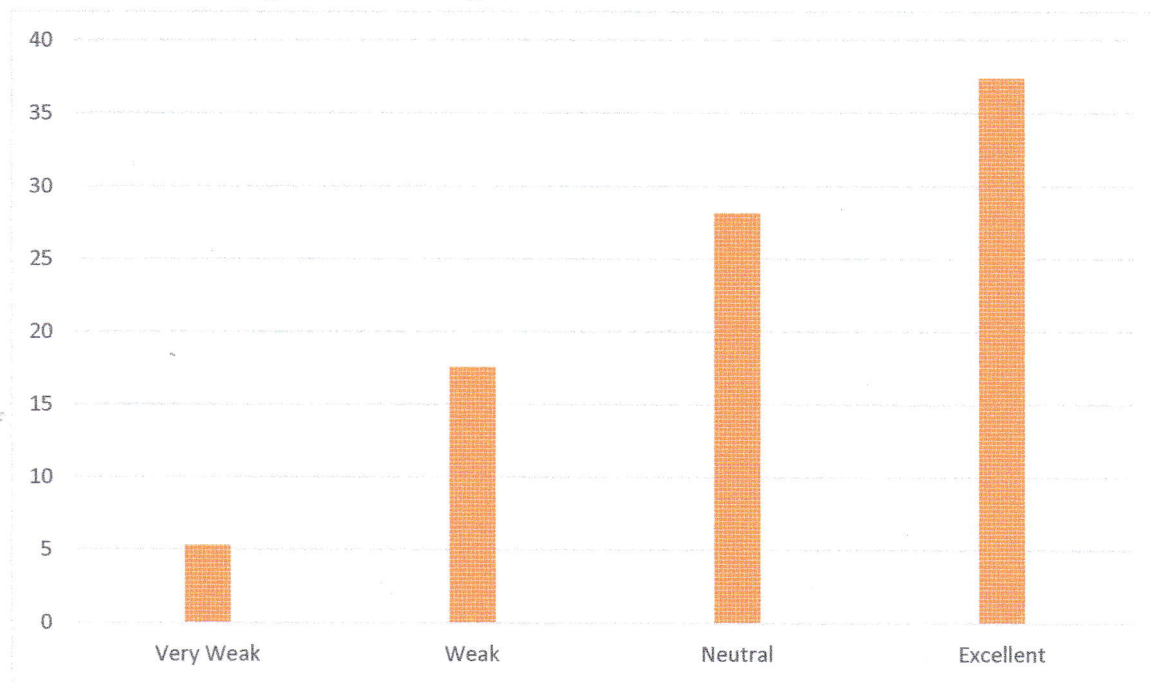


Table 2.12: Rating based on Problem Solving Ability

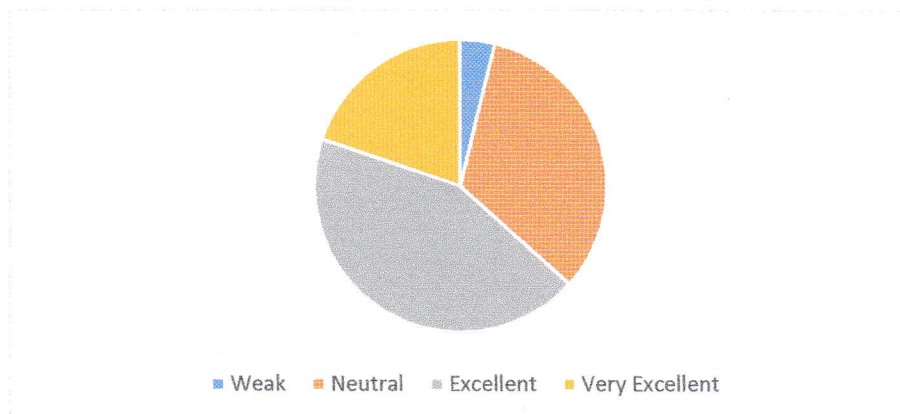
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weak	5	3.8	3.8	3.8
	Neutral	43	32.8	32.8	36.6
	Excellent	57	43.5	43.5	80.2
	Very Excellent	26	19.8	19.8	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.12 indicates that 19.8 percent are highly satisfied, 43.5 percent are satisfied, 32.8 are moderately satisfied, 3.8 percent are dissatisfied with the problem solving ability they learned

from the program. The table shows almost all the respondents are satisfied with the problem solving ability learned from the program.

Figure 2.8: Rating based on Problem Solving Ability



The following figure shows rating of the respondents on problem solving skill they learned from the program.

Table 2.13: Rating based on Work Placement/Attachment/Internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	7	5.3	5.3	6.1
	Weak	12	9.2	9.2	15.3
	Neutral	42	32.1	32.1	47.3
	Excellent	53	40.5	40.5	87.8
	Very Excellent	16	12.2	12.2	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.13 reveals out of total respondents, 12.2 percent are highly satisfied, 40.5 percent are satisfied 32.9 percent are moderately satisfied and 14.5 are dissatisfied with the work placement/attachment/internship after completion of the study. This indicates that almost all of the respondents are satisfied with work placement/attachment/internship.



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Figure 2.9: Rating based on Work Placement/Attachment/Internship

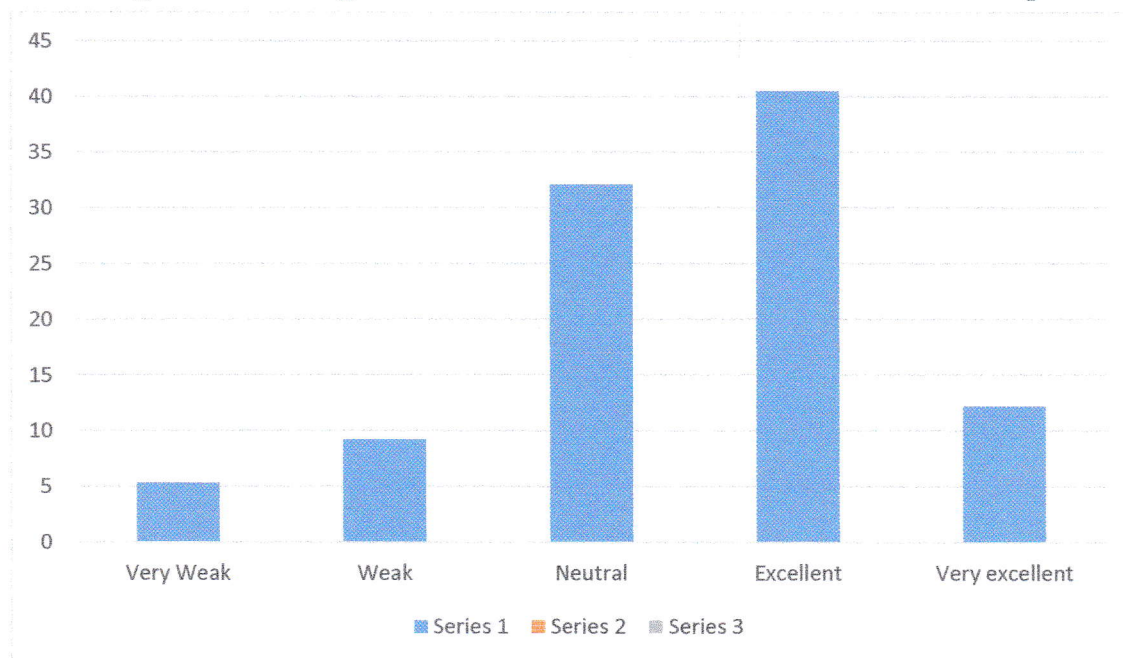


Table 2.14: Rating based on Teaching/Learning Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weak	10	7.6	7.6	7.6
	Neutral	35	26.7	26.7	34.4
	Excellent	57	43.5	43.5	77.9
	Very Excellent	29	22.1	22.1	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

The above table reveals out of the total respondents 22.1 percent are highly satisfied, 43.5 percent are satisfied, 26.7 percent are moderately satisfied and 7.6 percent are dissatisfied with the teaching/learning environment of the institution. This statistic shows that almost all of the respondents are satisfied with the teaching/learning environment of the institution.

Figure 2.10: Rating based on Teaching/Learning Environment

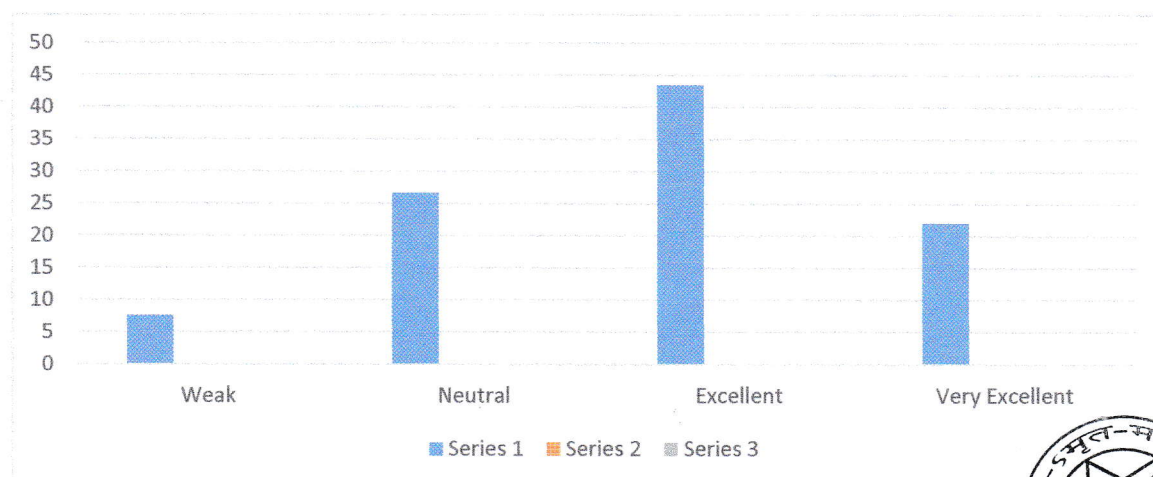
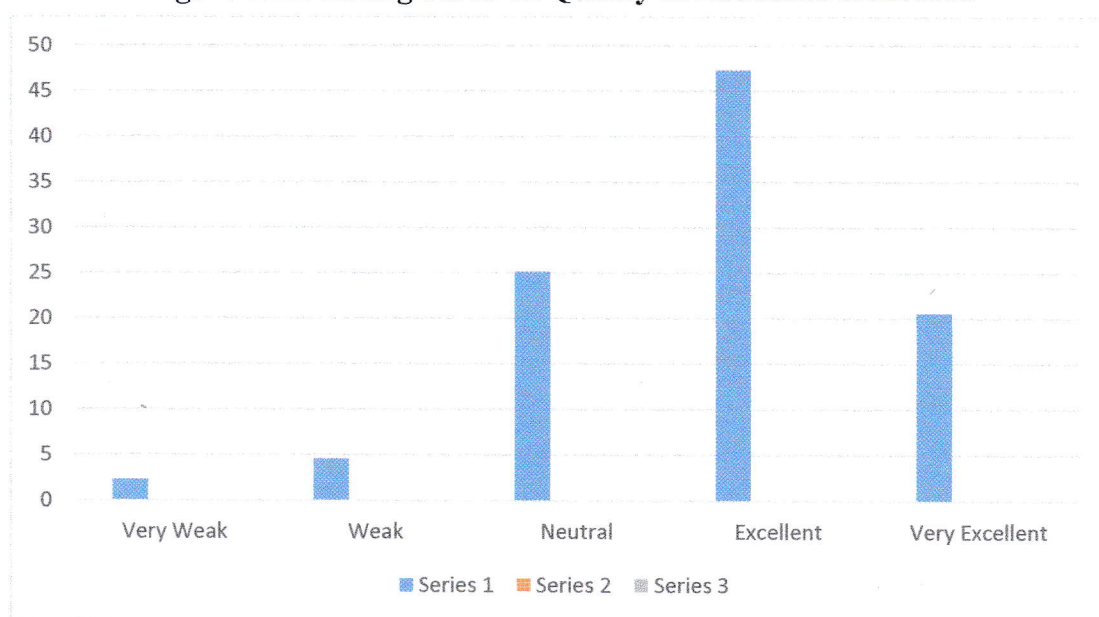


Table 2.15: Rating based on Quality of Education Delivered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	3	2.3	2.3	2.3
	Weak	6	4.6	4.6	6.9
	Neutral	33	25.2	25.2	32.1
	Excellent	62	47.3	47.3	79.4
	Very Excellent	27	20.6	20.6	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.15 reveals that out of the total respondents, 20.6 percent are highly satisfied, 47.3 percent are satisfied, 25.2 percent moderately satisfied and 6.9 percent are dissatisfied with the quality of education delivered by the institution. It indicates that more than 90 percent respondents are satisfied with the quality of education delivered by the institution

Figure 2.11: Rating based on Quality of Education Delivered

The following figure shows rating on quality of Education Delivered:

Table 2.16: Rating based on Teacher Student Relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	.8	.8	.8
	Weak	11	8.4	8.4	9.2
	Neutral	31	23.7	23.7	32.8
	Excellent	57	43.5	43.5	76.3
	Very Excellent	31	23.7	23.7	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.16 shows that out of total respondents 23.7 percent are highly satisfied, 43.5 percent are satisfied, 23.7 percent moderately satisfied and 9.2 percent are dissatisfied with the

teacher student relationship of the institution. It reveals that almost all of the respondents are satisfied with the teacher student relationship during their study.

Figure 2.12: Rating based on Teacher Student Relationship

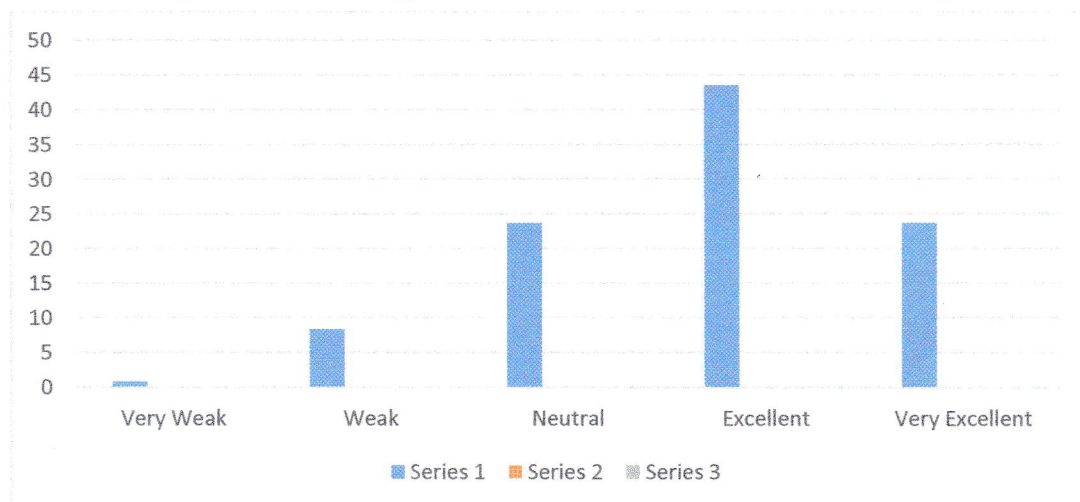


Table 2.17: Rating based on Library Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	.8	.8	.8
	Weak	13	9.9	9.9	10.7
	Neutral	37	28.2	28.2	38.9
	Excellent	61	46.6	46.6	85.5
	Very Excellent	19	14.5	14.5	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.17 shows that out of total respondents 14.5 percent are highly satisfied, 46.6 percent are satisfied, 28.2 percent moderately satisfied and 10.7 percent are dissatisfied with the library facility of the institution. It reveals that almost all of the respondents are satisfied with the library facility of the institution.





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Figure 2.13: Rating based on Library Facility

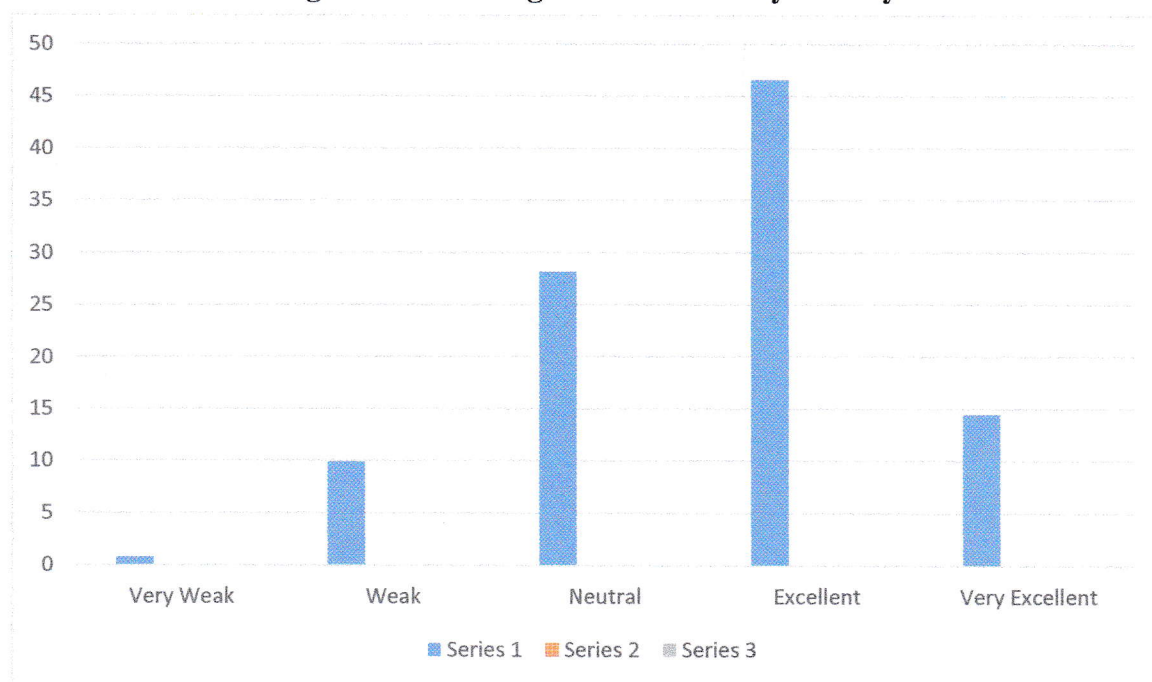


Table 2.18: Rating Based on Lab Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	.8	.8	.8
	Weak	19	14.5	14.5	15.3
	Neutral	40	30.5	30.5	45.8
	Excellent	56	42.7	42.7	88.5
	Very Excellent	15	11.5	11.5	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.18 shows that out of total respondents 11.5 percent are highly satisfied, 42.7 percent are satisfied, 30.5 percent moderately satisfied and 15.3 percent are dissatisfied with the lab facility of the institution. It reveals that more than average respondents are satisfied with the lab facility of the institution.





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Figure 2.14: Rating based on Lab Facility

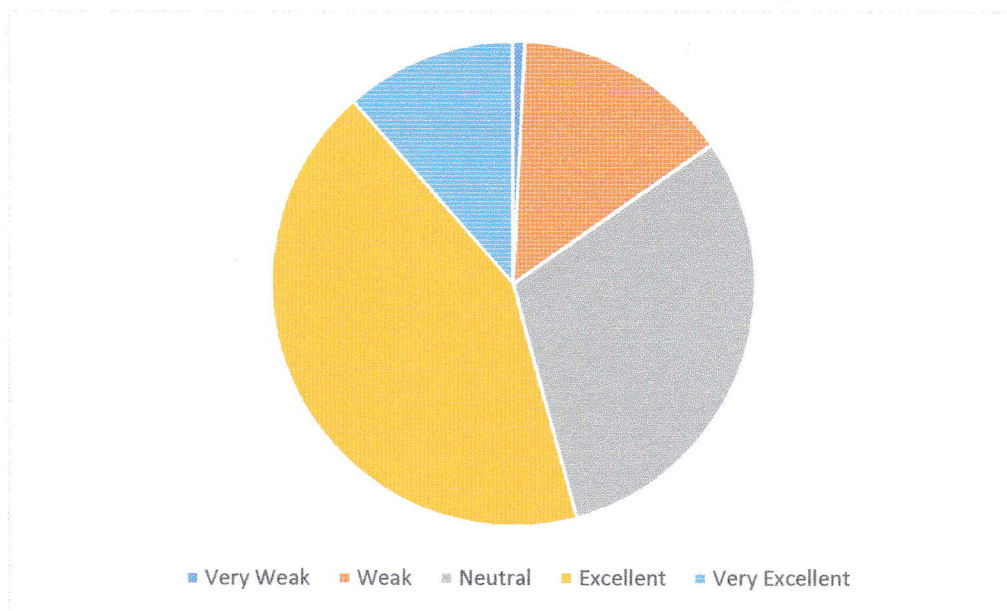


Table 2.19: Rating based on Sports Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	.8	.8	.8
	Weak	5	3.8	3.8	4.6
	Neutral	56	42.7	42.7	47.3
	Excellent	51	38.9	38.9	86.3
	Very Excellent	18	13.7	13.7	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.19 demonstrates that out of total respondents 13.7 percent are highly satisfied, 38.9 percent are satisfied, 42.7 percent moderately satisfied and 4.6 percent are dissatisfied with the sports facility of the institution. It reveals that respondents are fully satisfied with the sports facility of the institution.





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Figure 2.15: Rating based on Sports Facility

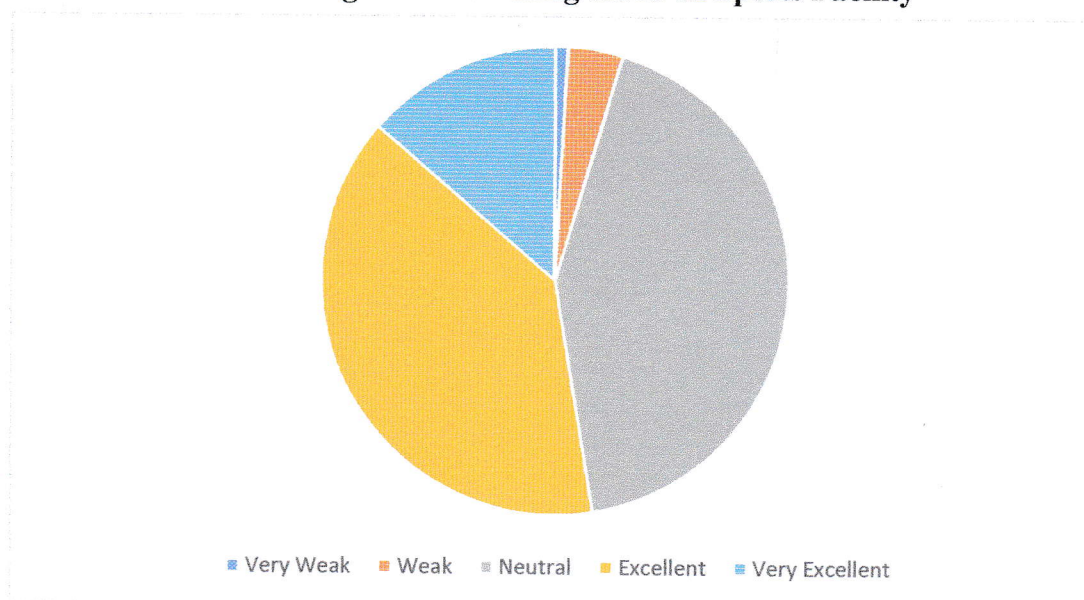


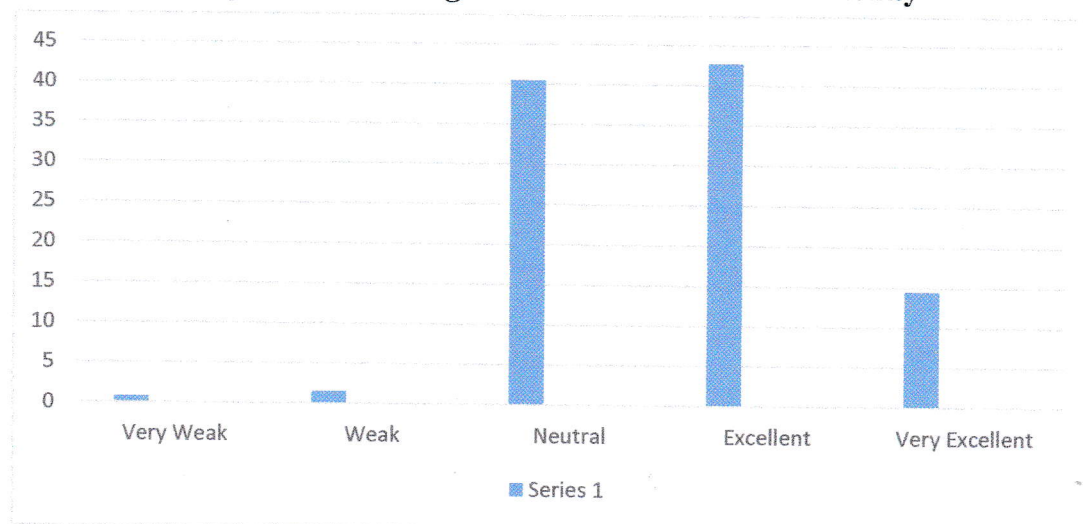
Table 2.20: Rating based on Canteen/Urinal Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	.8	.8	.8
	Weak	2	1.5	1.5	2.3
	Neutral	53	40.5	40.5	42.7
	Excellent	56	42.7	42.7	85.5
	Very Excellent	19	14.5	14.5	100.0
	Total	131	100.0	100.0	

Source: Field Survey 2021

Table 2.20 shows that out of total respondents 14.5 percent are highly satisfied, 42.7 percent are satisfied, 40.5 percent moderately satisfied and 2.3 percent are dissatisfied with the canteen/urinal facility of the institution. It reveals that almost all of the respondents are satisfied with the canteen/urinal facility of the institution.

Figure 2.15: Rating based on Canteen/Urinal Facility



CHAPTER THREE: MAJOR FINDINGS

This tracer study is primarily based on descriptive research design. It focuses on exploring employment and further study status of the graduates. It also analyzes the ratings of the graduates on several teaching learning dimension: relevance of program to the professional jobs, extra-curricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, quality of education delivered, teacher student relationship, library, lab, sports and canteen/urinal. The major findings of the study are described as below:

- Majority of the graduates are instantly working in private organization in assistant level as full time employees. Government jobs also seems major attraction for the graduates as study indicates good number of graduates are involved in government jobs after private sectors. The statistics shows a very few are self-employed but gradually increasing. This suggests that the program of MMC has more relevance with entrepreneurship and more job oriented rather than encouraging them to be self-employed.
- Most of the graduates are enrolled in Tribhuvan University in management program for their further study which suggests popularity of management study.
- Overall teaching learning environment of MMC seems improving than the past years. It can be the influence of the trainings and the skill development conferences organized by the campus. The study shows that out of the total graduates, more than average graduates are satisfied to the relevance of the program to professional jobs, extra-curricular activities, problem solving ability, work placement/attachment/internship and sports facility. It indicates that the institution is gradually growing in the progress of the students desire fulfilment.
- The finding of study indicates that teaching learning environment, quality of education delivered and teacher student relationship are proved to be strong as more than average graduates are satisfied with these variables.
- The study finds high numbers of female are graduated from the institution. It also shows that largest portion of the graduates represent from *Bramhin*, *EDJ*, *Chhetri* and *Janajati*, very few of *Dalit* and *Madhesi*.
- The study states that Makawanpur Multiple Campus is the prime and desired destination for the higher study for the students from the district and the neighboring districts.
- The study finds that graduates are satisfied with the library and the lab facility. It needs to be further well-equipped. Graduates are highly satisfied with canteen/urinal facility of the institution.
- Though it is not presented in the study, most of the students preferred to study abroad for their higher education.



CHAPTER FOUR: IMPLICATION TO INSTITUTIONAL REFORM

Tracer study can be a tool to enhance education policy of the institution, as they are the experienced graduates of the institution. It helps to identify how effective our teaching has become to make our students competent in the market. It also helps to make necessary corrections in the policy and programs of the institution.

MMC has been contributing to match supply of human resources with demand of the economy since its establishment as an average graduates and postgraduates were found employed. However, this study found some of the areas of improvements that need to be executed in the future.

The study revealed that very few graduates and postgraduates were self-employed. It indicates that current academic programs are not sufficient to prepare entrepreneurs. The institution should prepare and implement curriculum for entrepreneurship development. This study covers various aspects of the institution, programs and the impact on personal development of the graduates. More than average graduates were found dissatisfied with the relevance of the program for their professional job, work placement/attachment/internship. This finding need exploring and implementing curriculum that would be helpful to reduce their dissatisfaction. Likewise, more than average graduates were found dissatisfied with problem solving ability they learned from their study. The intuition requires correcting measures to address this situation by incorporating case method into pedagogy. The feedback from the respondents helps to figure out the strength and the weakness of the academic programs, and helps the administration in implementation of different policies for institutional reform. The academic committee of this campus studies the data and makes decisions which are further endorsed by the management committee if the committee finds it better for institutional reform.



There is a permanent tracer study unit at the campus. The advantage of setting of unit is that it can integrate information with tracer studies right across to education system. To improve policy making decision on education, tracer study needs to be organized as part of the activities of the institution, and the information generated from them should be regularly analyzed into the policy making process.



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CHAPTER FIVE: CONCLUSION

The findings presented in this report represent a source of rich feedback for the institution and provide some insightful indication from the students for the improvement of the delivery of the quality services to the students. The final report concludes that the present status of the campus is satisfactory and needs to be drastically improved to bring change in the recent scenario of the campus.


It provides valuable information on their employment status and earnings, entrepreneurial pursuits, community involvement and further study. It facilitates feedback from graduates about the extent to which desired learning outcomes have been achieved, and also assesses overall quality of the program offered by the campus. Results from this study are intended to be implemented to strengthen the programs and activities to improve the overall quality of the institution.



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CHAPTER SIX: RECOMMENDATIONS

In order to improve the quality of education and create the effectiveness of academic programs, a number of recommendations have been drawn which are given below:

1. Teaching learning activities should be made more practical so that our graduates will feel easier for job in the market.
2. More priority should be given to job placement services and career guidance.
3. It is necessary to provide more professional skills along with theoretical education.
4. Provide scholarship to needy students so that they can continue their study.
5. Extra-curricular activities and sports facility should be given priority.
6. Students should be encouraged to be self-employed.
7. Explore curriculum that would be helpful for producing competent entrepreneurs.
8. Policy should be checked to retain the successful students in the higher education in Nepal.
9. The variety of courses and program should be planned and launched to provide multiple options to the students.


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