

**MADHYABINDU MULTIPLE CAMPUS**  
**KAWASOTI, NAWALPUR**

# **TRACER STUDY**

**(PASSED BATCH 2018)**

*A Report Submitted to:*

**University Grants Commission**

**Sanothimi, Bhaktapur**

Kawasoti, Nawalpur

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## ACKNOWLEDGEMENT

Tracer study is a major evaluation tool to measure both effectiveness and quality of training programs. Outcome and impact of any type of training programs are not constant over time. Fluctuations of such impacts can occur and be observed in labour market. Tracer study is, therefore, an essential technique to get information about periodic fluctuations on both employability of graduates and demand of labour market over time. It also provides crucial information for policy makers or planners whether to continue or modify or terminate the existing training programs.

It gives us an immense pleasure in placing on record our deep appreciation and sincere gratitude to all those who have directly or indirectly contributed to this research study entitled “*Tracer Study of the Graduate students in MMC in 2018.*” It’s our privilege to have MMC management team which encouraged and supported us in this genuine initiative. We would like to express our gratitude to the campus chief, assistant campus chiefs, department heads and all teaching faculties as well as non-teaching personnel. Special thanks go to public campus association for their valuable suggestion and inspiration. We also want to remember our valuable alumni association, regular students, all the guardians and the stakeholders for their help and continuous support which enabled to complete this survey successfully.

Lastly, we are grateful to University Grants Commission (UGC) for providing guideline and support to prepare this report.

Tracer Study Task  
Team

## EXECUTIVE SUMMARY

Madhyabindu Multiple Campus (MMC) is one of the community-based campus affiliated to TU. At present, the institute has been operating graduate level curricular programs: Master in Business studies (semester system), Master in education, Bachelor in Education (4 years), Bachelor in Arts (3 years), Bachelor in Business Studies (4 years), and Bachelor in Business Accounting (semester system).

This Tracer Study covers the graduates of students batched from 2018. In this study, total 109 graduates traced, and only 56 were included in analyses purpose. Data for this tracer study collected through a structured self-reporting questionnaire. The questionnaire consisting of four main headings i.e., trainee details, strengths and weakness of MMC system, support finding job to graduates, employment status of graduates before taking curricular program and after graduation as developed by UGC. To capture more depth information both of closed and open-ended questions were included in the questionnaire.

This survey explores the position of higher education graduates, which takes place sometimes after graduation. It is carried out by the education institution to follow the graduates to know about what they are doing with the education and training they received. This study may be used for minimizing the possible defects in the provided educational programme in terms of content, delivery and relevance as well as for the future development of the institution.

MMC conducted its first tracer study of graduates covering sample of graduates passed out in 2015 to find out the employment status expectations and aspirations, employment experience, quality and relevance of higher education, and their contribution to graduates and personal development. It is third tracer study covering sample of graduates passed out in 2018. This study presents the position of graduates of 2018 and their suggestions necessary for the improvement of teaching learning activities of this institution.

This study is made using questionnaire formatted by University Grants Commission (UGC), Nepal, which provided the personal details, program of study, job satisfaction level, further study, employment status, and relevance of former study, expectations, and their experiences. The students who are out of country were connected through social media, e-mail or internet.

Out of total graduates 48.21% of graduates have been pursuing further study and 51.79% have not been pursuing further study. Most of the graduates (58.33%) were from Management and 25% from Humanities faculty pursuing further study, which was followed by Education Faculty (16%). In total, 48.21% of graduates were undertaking further studies. Among them most of the graduates (77.78%) were enrolled in MBS which is followed by M. Ed. (14.81%). 32.14% of the graduates suggested for library facility, 21.43% advised for vehicle facility,

19% recommended for regular outdoor activities as well adding the new program in the campus, and only 10.71% suggested for improvement of canteen facility. Most of the graduates (48.21%) have shown their intention to provide suggestion for the betterment of the campus, which is followed by volunteer service and advice (25%).

The report shows that 48.21% of the total graduates were involved in various kinds of employment. Among employed graduate, male employed (72.77%) were and female employed also (36.84%). Out of the total respondent out of 56 respondents, in Management Faculty 9 graduates were male and 25 graduates were female. Similarly, 5 graduates were male and 9 graduates were female in Education Faculty and 4 graduates were male and 4 graduates were female in Humanities faculty.

It also found that only 48.21% of respondent were undertaking further studies, after they completed graduate and post graduate. Among the total respondents 77.78% were enrolled in MBS, 14% were in M.Ed., and 7.14% enrolled in MA. Most of the graduates put their views of high level of satisfaction regarding the teaching learning environment, teacher student relationship, library facility and canteen/urinals.

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## **ABBREVIATIONS**

MMC	Madhyabindu Multiple Campus
BBA	Bachelor in Business Administration
BBS	Bachelor in Business Studies
BA	Bachelor in Arts
B.Ed.	Bachelor in Education
MBS	Master's in Business Studies
M.Ed.	Master's in Education
MA	Master's in Arts
CMC	Campus Management Committee
HERP	Higher Education Reform Project
UGC	University Grants Commission
QAA	Quality Assurance and Accreditation
NGO	Non-Government Organization
INGO	International Non-Government Organization
No.	Number



# CHAPTER I

## INTRODUCTION

### 1.1 Background

In addressing the emerging and complex nature and challenges of the 21st century, higher education stands out as one of the major keys to cope with reforms. Through its essential functions of instruction, research, extension and production, higher education makes-up a vital and strategic part in development. Graduate survey results are important for analysis of relationship between higher education and work. Moreover, such surveys provide quantitative structural data on employment and career, the character of work and related competencies, and information on the professional orientation, and experiences of their graduates. Additionally, the collected data is an important indicator of the quality of higher education. In Nepal, the Commission on Higher Education requires all Higher Education Institutions to conduct a tracer study and is equally reflected as one of the required documents by any higher education accrediting body such as the University Grants Commission of Nepal. By conducting a survey on the cohort of graduates from a specific institution, profession, discipline, level of education, their employment characteristics, competencies and skills development, and have a comparative analysis, the information gained from these can be used by the graduate's alma mater and other education stakeholders for curriculum development and other emerging reforms.

Madhyabindu Multiple Campus (MMC) was established with the active participation of local community including social workers, teachers, educationists, academics and social organizations. It is a community-based campus established in 2006 AD (2063 BS) with non-profit motive. Geographically, it is located exactly at the center-point of east west highway of Nepal. MMC is an autonomous institution in every respect. However, as a TU affiliated Campus, MMC is governed by the TU's academic rules and regulations, curricula and examination. It has own premises of 0-0-10.5 (10.5 Kathha) area with three distinct building blocks. Within these physical infrastructures, MMC has 39 teaching faculty members (31 full timers and 8 part timers) and 865 Students in different programs. MMC has offered programs like Bachelor of Business Studies (BBS), Bachelor of Arts (BA), Bachelor of Business Administration (BBA),

Bachelor of Education (BEd), Master of Business Studies (MBS), and Master of Education in Nepali and Health (MEd).

MMC has a provision of campus senate as a central governing agency of the institution and it has 17 members Campus Management Committee (CMC) which is responsible for the overall execution of its policies and programs.

MMC has clearly defined its goals, objectives and standards including background information, vision, mission and strategic plan. MMC has a community campus and operates under the management committee elected by the community people. The campus is a nonprofit and philanthropic organization, devoted to provide quality education to the students from the back-warded and disadvantaged society. The campus aims to bring forth highly qualified, well-disciplined human resource. MMC is endeavored to expand and strengthen the academic and job-oriented programs with clearly defined practicable plans, programs and implementing strategies.

MMC has functional jurisdiction with objectives of extending institution of higher education to quality education, research and center of excellence. It defines its vision to be a deemed university accommodated by its mission to extent the facilities and easy excess of higher education at an affordable cost and to establish the campus as one of the reputed academic centers of the nation. Furthermore, it purposes to produce quality manpower to fulfill the demand of the country and abroad.

## **1.2 Rationale of Tracer Study**

The Graduate Tracer Study is aimed at generating data that shall be used by institutional and national policy makers. The results can help the higher education institutions in developing curricula, deciding on program offerings, staffing patterns, faculty development and others. At the national level, policy makers can be guided by the results in deciding on budget priorities, how to develop assistance programs can be developed for Higher Education Institutions and how to redirect the course of higher education.

Tracer studies on graduates can appropriately provide valuable information for evaluating the results of the education and training of a specific institution of higher education. It collects essential information concerning the employment profile of graduates, their undergraduate experience, the first and current jobs of graduates and the relevance of their educational background and skills required in their job.

The world in which we live in is constantly changing and there are many challenges to be faced. For this purpose, we must be conscious and take necessary steps to ensure that the graduates and post graduates from the institution are of high quality and competitive. Thinking that, this survey (tracer study) has been carried out in the academic year 2018. The study aimed at getting the perceptions and opinions of every graduated student of all faculties (BBS, B.A, B.Ed., MBS and M.Ed.) of higher learning in the institution.

Based on the valuable feedbacks that the students provide with through this research, the institution will get more accurate sketch of their learning environment. This in turn will help us to identify weaknesses that would be remedied in a more strategic manner. The campus also hopes the students will continue to assist in the future in providing opinion through follow up questionnaires which we hope to build a workforce to greater caliber that can assist in the progress of the campus.

### **1.3 Objectives of the Study**

The purpose to this tracer study was to track the destinations of graduates and gain insight into the value of MMC programmes. MMC desires to get to know, what the students of the institution think about the programs, facilities provided by the campus, and the overall teaching learning strategies gone through while the students were studying and the type of job students are being involved as well as how they are being adjusted in their working environment after graduation and post-graduation. Students' valuable suggestions and feedbacks can make a significant change to the institution and to improve the standard of higher education.

### **1.4 Institutional Arrangements to Conduct the Study**

After being selected in Higher Education Reform Project (HERP), MMC realized the importance of tracer study of the students for the overall development of the campus. For this regard, it developed a form in suggestive draft provided by University Grants Commission (UGC). The pass out students of academic year 2018, were divided in groups of each faculties and departments. All the faculty members were handed the responsibilities to collect the information asked in developed format of campus. The feedback of overseas students was collected through internet via electronic media if possible. This study used a combination of qualitative and quantitative research methods and techniques. The qualitative research approach involved in interviewing

graduates using questionnaire based on the format provided by UGC and the quantitative research approach involved collecting and analyzing of numerical data through SPSS survey instrument.

In order to carry out the tracer study, the Campus Management Committee formed three members committee. The members of the committee are as follows.

Coordinator: Bishnu Prasad Lamsal, Ph.D.

Member: Mr. Chet Narayan Sapkota

Member: Mr. Yam Narayan Chalise

As per the instruction of CMC, campus administration promptly organized meetings of the committee. And tracer study committee finalized questionnaire with the help of relevant consulting agencies. Field work has been carried out through collaborative efforts of all the faculties, non-teaching staffs, and campus administration and tracer study committee. Report has been finalized by the committee by incorporating the suggestions provided by different stakeholders and dissemination seminar.

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

For the purpose of this study graduates passed out and students who have taken character certificate of graduation in the academic year 2018 have been taken into consideration. This study initially tried to conduct the census of all students who had graduated from MMC in 2018, of all faculties (BBS, B.A, B.Ed, MBS and M.Ed.).

### **1.6 Data Collection Instrument and Approach**

The survey instrument was adapted from a questionnaire drafted by University Grants Commission Nepal, and it was slightly modified in its layout for the ease of handling. Some additional information of the graduates was also incorporated in the questionnaire such that the MMC graduates could also be contacted easily in the days to come. The questionnaire included both close-ended and open-ended questions. The questionnaire divided into five sections namely: student's personal information, first employment information, current employment status, past job experience, employer's verification, further study status, student's college records and other qualitative information section.

In many cases, questionnaires were sent through e-mail and were returned to study team after being filled up. For this purpose, an official e-mail account was also used (info@madhyabindu.edu.com). Furthermore, where direct contact or e-mail identities of the graduates were not available, a reliable source (mainly guardians' information or from the peer group) has also been incorporated to get the information of MMC graduates. In addition to the above-mentioned approach we also used the social networking sites as face-book by which the study team was able to get the information from their peer group. Similarly, couples of telephone calls and face book post have been made to requesting to fill up a questionnaire in time.

The primary data had been collected from the students who passed bachelor and masters' level in 2018. The questionnaire had been filled up by the students themselves and those who were out of country and reach were connected through social media, email or internet.

### **1.7 Scope and Limitations of the Study**

This tracer study extends to the graduates who enrolled and finished their course in 2018. The questionnaire was related to the academic programs and activities run by the campus. It was limited within and programs, teaching learning activities and expectations of the students from the campus. The limitations of this tracer study were as follows:

- This study was limited only the students who passed bachelor and masters' level in the academic year 2018.
- Those students who were not in touch of this tracer study through various median were not mentioned.
- It focuses of the investigation was concerned on the contentions of tracing the graduates' employment and or whether their acquired skills and competencies during their college, were significant and relevant to their occupations upon employment.
- All the recommendation of the study might not be useful for other academic institutions to be followed.
- It includes the students who have taken out transcript in Masters' Level in 2018.

## CHAPTER II

### DATA PRESENTATION AND ANALYSIS

#### 2.1 Employment Status of the Graduates

The total graduates from Humanities, Management and Education faculties in 2018 AD were 109. Out of 109 graduates, only 56 graduates had filled the forms of tracer study. The others (53 graduates) were out of contact and, they were not included in this study. Among the 56 graduates, 27 were found employed in different sectors. Faculty-wise employment of the graduates is given below.

##### 2.1.1 Employed graduates from each faculty

The following table shows the employed graduates from each faculty.

**Table 2.1: Employed Graduates from Each Faculty**

Faculty	No. of Respondents			No. of Employed			% Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Education	5	9	14	5	6	11	100	66.67	78.57
Management	9	25	34	6	6	12	66.67	24	35.29
Humanities	4	4	8	2	2	4	50	50	50
Total	18	38	56	13	14	27	72.77	36.84	48.21

**Figure 2.1 Employed Graduates from Each Faculty**

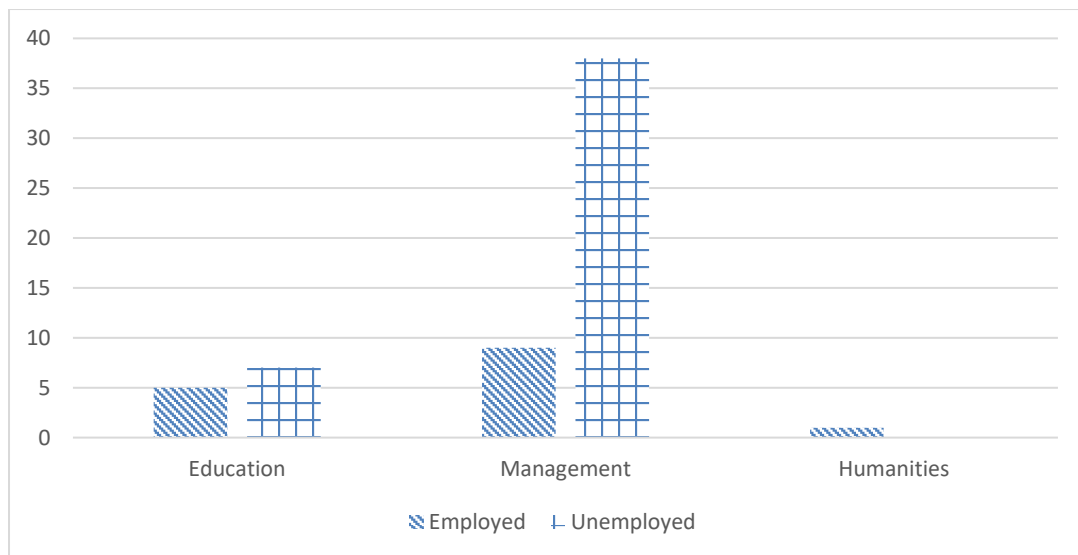


Table 2.1 shows that 56 graduates were asked about their current position with regard to paid work. A good number of MMC graduates, i.e. 27 (48.21%) graduates were involved in various kinds of employment. Calculating the gender ratio of employment of graduates, 13 (72.77%) male and 14 (36.84%) female are being employed in various sectors. Similarly, the highest percentages of employed graduates are from Education Faculty. From this faculty 11 students are employed and least number of employed graduates is only 4 from faculty of Humanities and social sciences.

### 2.1.2 Employed graduates by type of organization

The employed graduates in terms of type of organization are shown as below:

**Table 2.2: Employed Graduates by Type of Organization**

	Management	%	Education	%	Humanities	%
Private	3	25.00	2	18.18	2	50
Public	5	41.67	2	18.18	0	0
NGO/INGO	0	0.00	0	0.00	0	0
Government	4	33.33	7	63.64	2	50
Total	12	100.00	11	100.00	4	100

**Figure 2.2 Employed Graduates by Type of Organization**

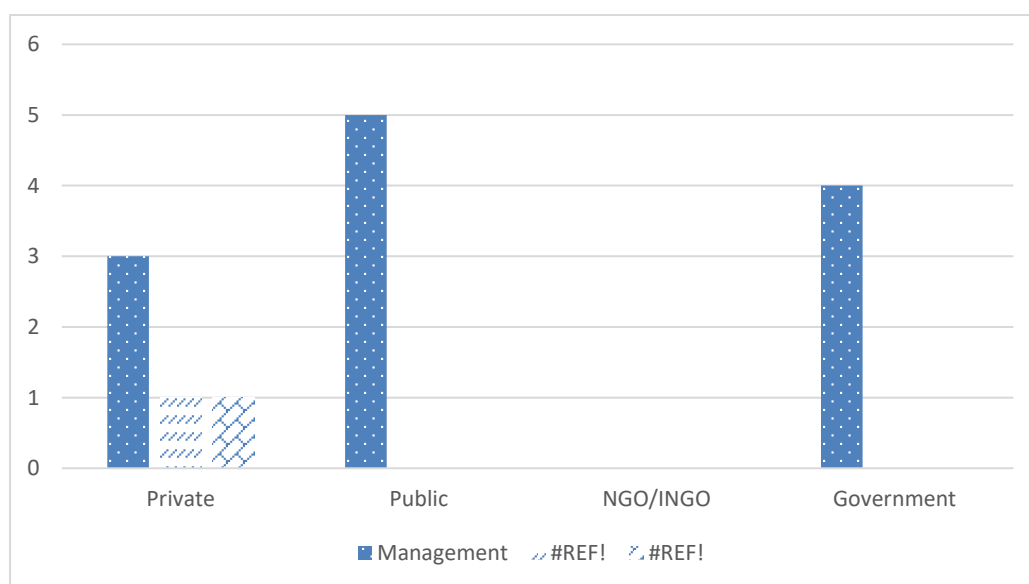


Table 2.2 shows that out of total graduates 48.21% are employed and rests are unemployed. Out of total graduates' 25.93% percent have got employment in

public companies, 25.93% percent have got employment in private companies. None of the MMC graduate's employment rate in NGO/INGO is but government service is 48.15% percent and very few no. of graduates is engaged in business immediately after graduation.

### 2.3 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

It analyses the characteristics of graduates (age, gender, ethnicity etc.) and their socio-economic background in terms of their parents' educational background and occupation.

#### 2.3.1 Gender wise proportion from each faculty

The gender wise proportions of all respondents from each faculty are presented below:

**Table 2.3: Gender Wise Proportion from Each Faculty**

Faculty	Male	%	Female	%	Total	%
Management	9	26.47	25	73.53	34	60.71
Education	5	35.71	9	64.29	14	25.00
Humanities	4	50.00	4	50.00	8	14.29
Total	18	32.14	38	67.86	56	100.00

**Figure 2.3 Gender Wise Proportions for Each Faculty**

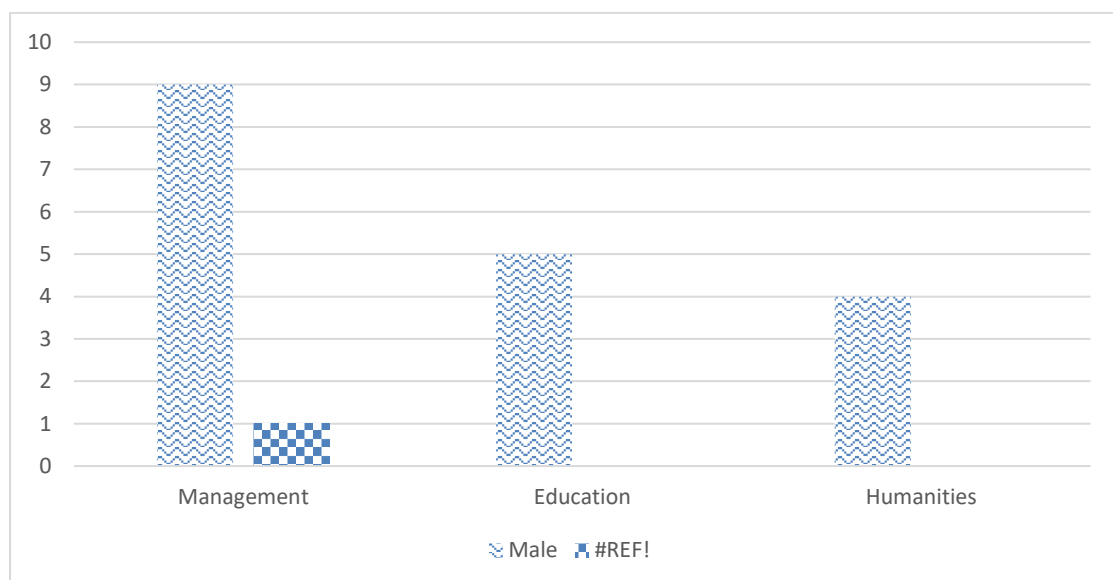




Table 2.3 presents that out of 56 respondents, in Management Faculty 9 graduates (26.47%) were male and 25 graduates (73.53%) were female. Similarly, 5 graduates (35.71%) were male and 9 graduates (64.29%) were female in Education Faculty and 4 graduates (50%) were male and 4 graduates (50%) were female in Humanities faculty.

### 2.3.2 Proportion of respondent group by age group

The age wise proportions of all respondents from each faculty are presented below:

**Table 2.4: Age Wise Proportion of the Respondents**

Age	Male	%	Female	%	Total	%
Belo 25	10	55.56	26	68.42	36	64.29
26 - 30	8	44.44	10	26.32	18	32.14
31 - 35	0	0.00	2	5.26	2	3.57
36 & above	0	0.00	0	0.00	0	0.00
Total	18	32.14	38	67.86	56	100.00

**Figure 2.4 Age Wise Proportion of the Respondents**

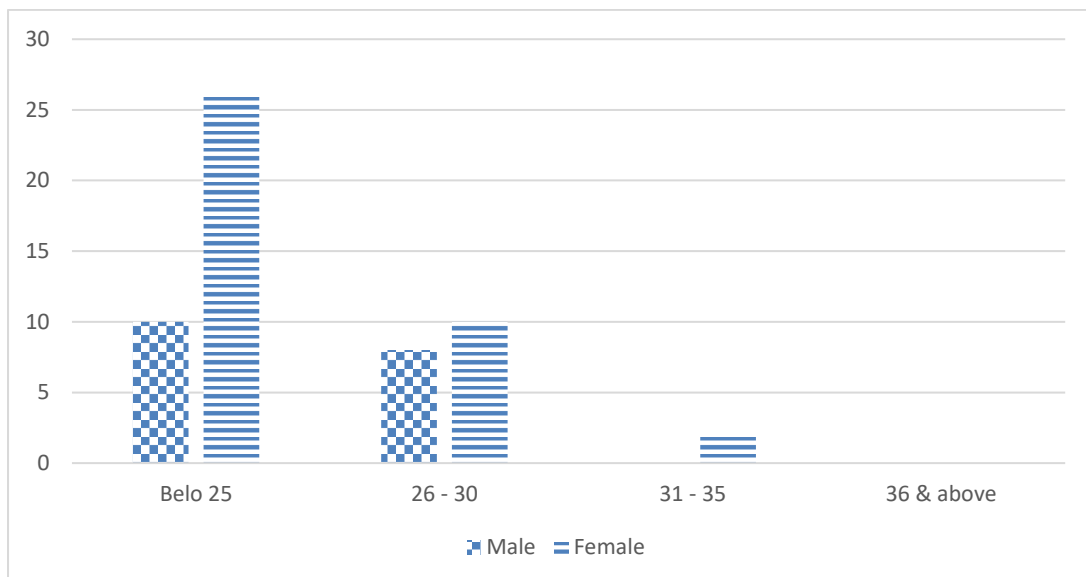


Table 2.4 indicates that out of 56 respondents 64.29% graduates belonged to the age of below 25 years, 32.14% belonged to the age of 26-30 years, 3.57% graduates to the age of 31-35 and no one graduates belonged to the age above 36 years.

## 2.4 Issues Related to the Quality and Relevance of Program

### 2.3.1 Graduates response on strengths & weakness of the institutional program

Graduates were asked to assess the quality and relevance of their study programs in terms of eleven indicators, relevance of the program to your professional (job) requirement, Extracurricular activities, Problem solving ability, Work placement/attachment/internship, Teaching/learning environment, Quality of education delivered, Teacher student relationship, Library facility, Lab facility, Sports facility, Canteen/urinal etc. Each indicator had a range of six ratings; excellence = 5, very weak = 0 (5, 4, 3, 2, 1, 0). Regarding the betterment of the institution, the suggestions provided by the graduates are presented below:

**Table 2.5 Graduates' Response on strengths & weakness of the institutional program**

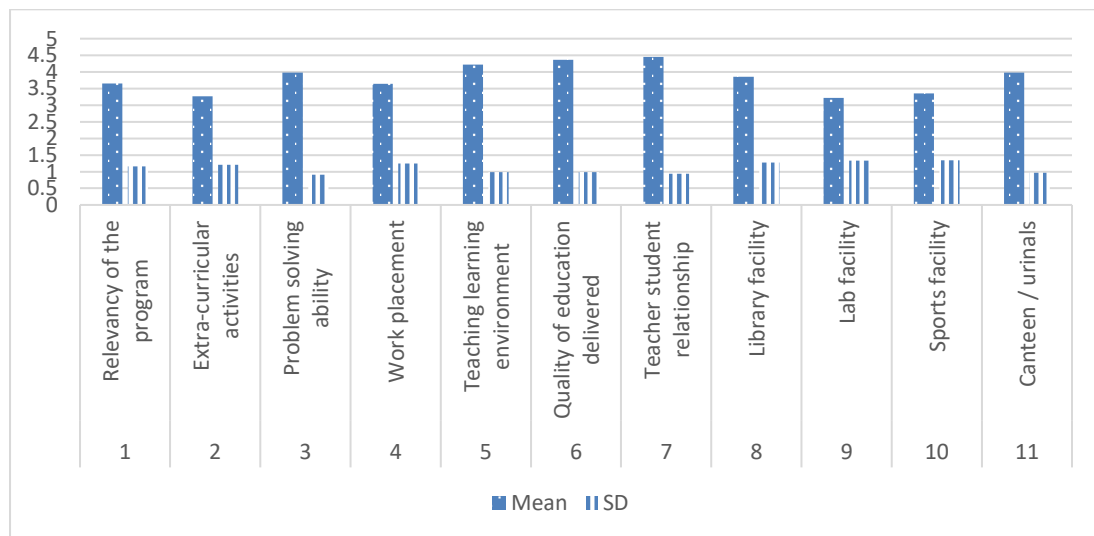
SN	Statement	Mean	SD
1	Relevancy of the program	3.65	1.16
2	Extra-curricular activities	3.27	1.21
3	Problem solving ability	3.98	0.91
4	Work placement	3.64	1.25
5	Teaching learning environment	4.22	0.99
6	Quality of education delivered	4.36	0.99
7	Teacher student relationship	4.45	0.94
8	Library facility	3.85	1.27
9	Lab facility	3.22	1.33
10	Sports facility	3.35	1.34
11	Canteen / urinals	3.98	0.97

Table 2.5 indicates the major strengths and weaknesses of the relevancy of institutional programs, extra-curricular activities, problem-solving ability teaching/learning environment, teacher student relationship, library facility and canteen/urinals, Quality of education delivered, lab facility and sports facility. This shows that the highest mean 4.45 and lowest standard deviation of teacher student relationship is only 0.94 which is regarded as highly satisfactory. On the same level

the mean (4.36) and SD (0.99) of quality of education delivered. Students are not much satisfied with extra-curricular activities in which SD is 1.21. Most of the students did not satisfied with sports facility. The standard deviation of sports facility is 1.34 which is very high in the table. Similarly, students are much satisfied in teaching learning environment (mean 4.22 and SD 0.99). Lab facility (Mean 3.22 and SD 1.33), and canteen/urinals (Mean 3.98 and SD 0.97). Participants show their satisfaction in teacher students' relationship, quality of education delivered and teaching environment.

Major strengths and weakness are presented in the following diagram.

**Figure 2.5 Graduates' Response on strengths & weakness of the institutional program**



## 2.5 Programs' Contribution to Graduates' Professional and Personal Development

### 2.5.1 Pursuing further study of graduates

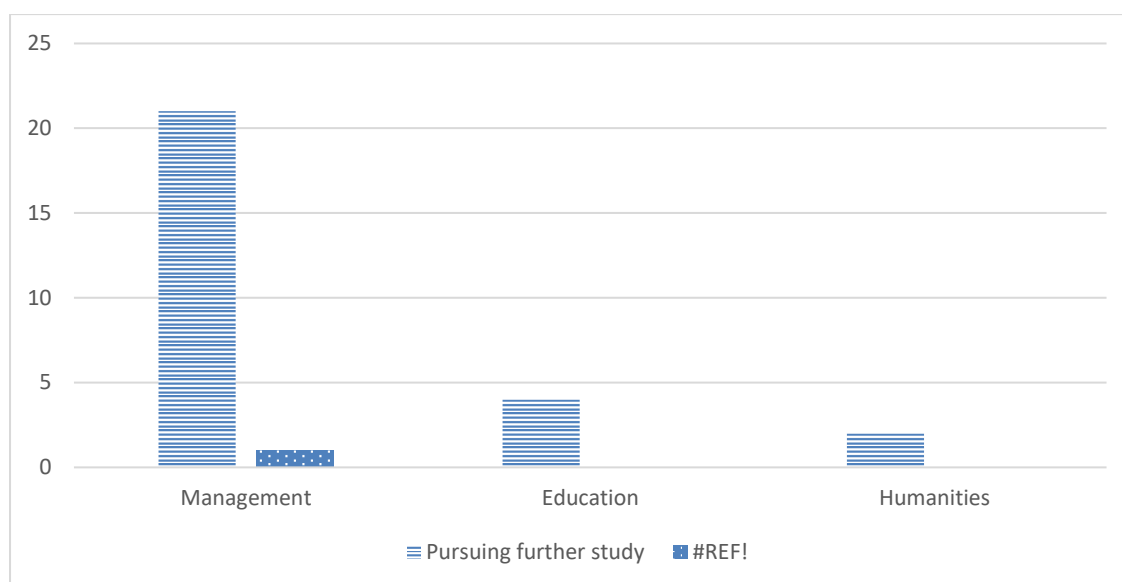
The graduates pursuing further study of graduates are presented below:

**Table 2.6 Pursuing Further Study of Graduates**

Faculty	Total graduates	%	Pursuing further study	%	Not pursuing further study	%
Management	34	60.71	21	58.33	13	41.67
Education	14	25.00	4	16.00	10	84.00
Humanities	8	14.29	2	25.00	6	75.00
Total	56	100.00	27	48.21	29	51.79

Table 2.6 shows that out of total 34 graduates, 21 graduates (58.33%) were pursuing further study and 13 graduates (41.67%) were not pursuing any further study in Management Faculty. Similarly, 4 graduates (16%) were pursuing further study and 10 graduates (84%) were not pursuing further study in Education Faculty. And 27% were pursuing further study and 6 graduates (75%) were not pursuing further study in Humanities Faculty. Out of total 56 respondents 27 (48.21%) were pursuing and 29 (51.79%) were not pursuing further study. Table 2.10 can be presented in the following diagram.

**Figure 2.6 Pursuing Further Study of Graduates**



## 2.5.2 Graduates undertaking further studies

The graduates undertaking further studies are presented below:

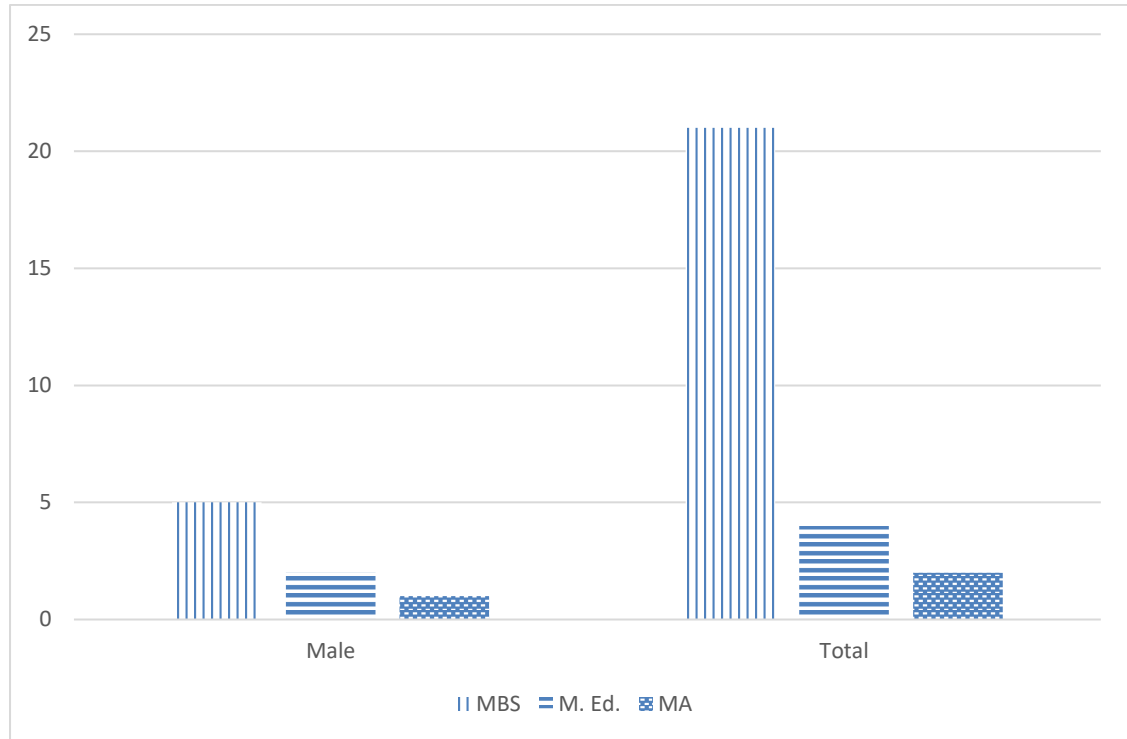
**Table 2.7 Graduates Undertaking Further Studies**

Program	Male	%	Female	%	Total	%
MBS	5	18.52	16	59.26	21	77.78
M. Ed.	2	7.41	2	7.41	4	14.81
MA	1	3.70	1	3.70	2	7.41
Total	8	29.63	19	70.37	27	100.00

Table 2.7 shows that out of 56 respondents 48.21% of respondents were currently undertaking further studies. Among the all 21 graduates (77.78%) were enrolled in

MBS, 14.81% in M.Ed. and 7.41% of them were found in MA. The study revealed that 18.52% of male and 59.26% of female respondents from management faculty were enrolled in MBS. Equally percentages of male and female graduates were enrolled in M.Ed. Similarly, equal percentage of male graduates was enrolled in MA. It can be presented in the following diagram also.

**Figure 2.7 Graduates Undertaking Further Studies**



### 2.5.3 Suggestion for betterment of institution

The graduates' suggestions for betterment of institution are presented below:

**Table 2.8 Suggestion for betterment of institution**

Faculty	Vehicle	%	ECA	%	Library	%	Canteen	%	Other	%
Management	9.00	26.47	7.00	20.59	11.00	32.35	2.00	5.88	5.00	14.71
Education	2.00	14.29	2.00	14.29	5.00	35.71	3.00	8.82	2.00	14.29
Humanities	1.00	12.50	2.00	25.00	2.00	25.00	1.00	12.50	2.00	25.00
Total	12.00	21.43	11.00	19.64	18.00	32.14	6.00	10.71	9.00	16.07

**Figure 2.8 Suggestion for betterment of institution**

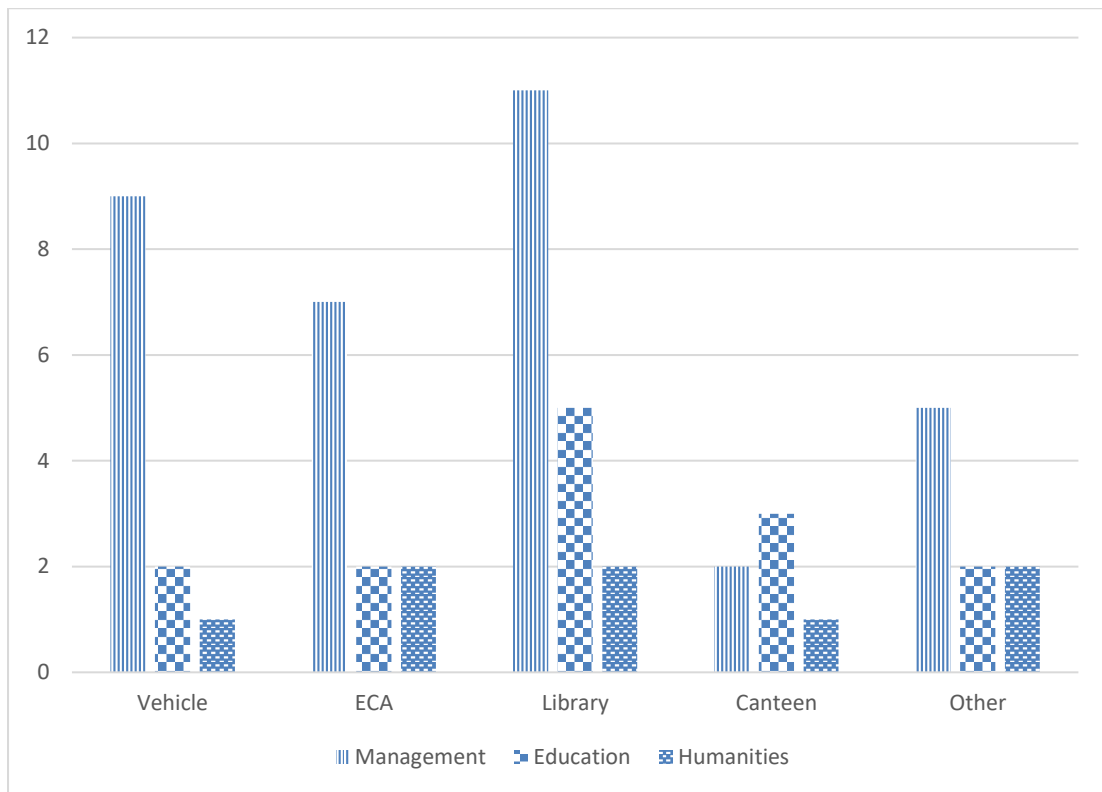


Table 2.8 shows the suggestions for betterment of the institution. Among total students, 19.62% suggest for extra-curricular activities (ECA), 16.07% suggested for regular outdoor activities as well adding the new program in the campus. Similarly, 32.14% suggest for library facility, 21.43% suggest for vehical facility and 10.71% provided their views for the improvement of canteen.

#### 2.4.4 The contributions of the graduates

The contributions that the graduates may provide to the institution for its betterment are shown below:

**Table 2.9 Contributions of the Graduates**

Faculty	Donation	%	Suggestion	%	Volunteer	%	Others	%
Management	4	11.76	16	47.06	8	23.53	6	17.65
Education	1	7.14	7	50.00	5	35.71	1	7.14
Humanities	3	37.50	4	50.00	1	12.50	0	0.00
Total	8	14.29	27	48.21	14	25.00	7	12.50

**Figure 2.9 Contributions of the Graduates**

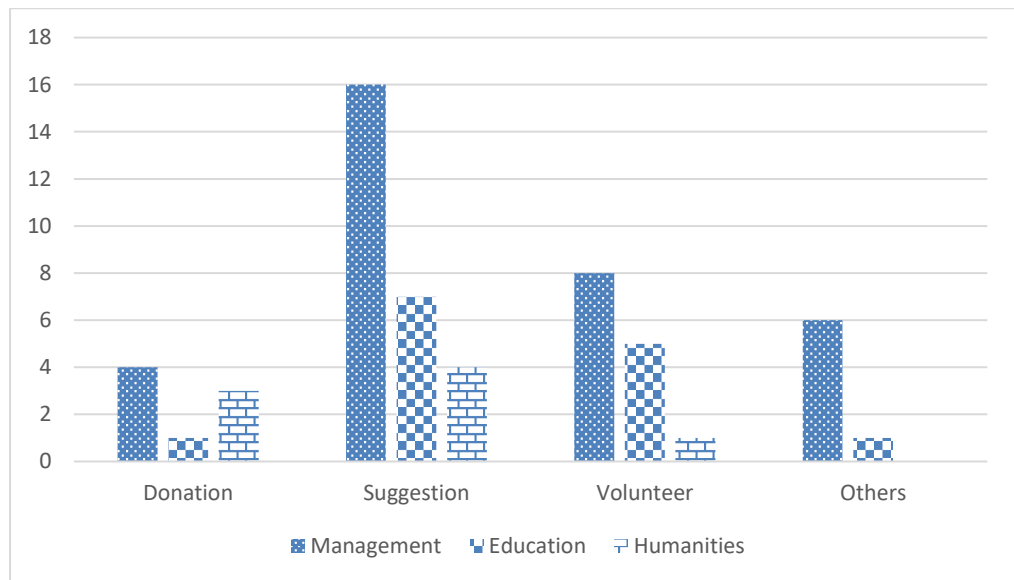


Table 2.9 shows that regarding their contribution, 8 graduate (14.29%) have shown their intention to provide donation as much as he/she can, 27 (48.21%) graduates have shown their intentions to give necessary suggestions and advices, whereas 14 (25%) graduates have intended to contribute in different sectors; such as volunteer service and publicity etc. and other 7 graduates found other kinds of contribution such as to improve social relation etc.

## CHAPTER III

### MAJOR FINDINGS

The main objective of the study was to find out the employment status of the graduates. On the basis of the analysis of the relevant data obtained from the respondents, major findings have been drawn. The main results obtained from the analysis of the data have been discussed in the following sections.

#### 3.5 Employment Status of the Graduates

Major findings related to employment status of the graduates are as follows:

- Out of 56 graduates in the year 2018, 27 (48.21%) were found to be employed.
- The highest number of employed graduates were from Management Faculty and lowest numbers of employed were in Humanities Faculty.
- Of total respondent, male graduate securing employment was observed higher (72.77%) than female graduates (36.84%).
- Out of total employed graduates, highest percentage (48.15%) of the graduates were found to be involved in government sector job and lowest percentage (0%) of graduates were involved in NGO/INGO.
- Out of the total number of graduates, it was found that female graduates (38) were more than male graduates (18).
- Proportion of unemployed graduates were found to be more percentage (64.71%) in Management Faculty than other faculties.

#### 3.6 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

- Out of total respondent female graduates (67.86%) were more than the male graduates (32.14%).
- In total, 64.29% of the graduates belonged to the age below 25 years, 32.14% graduates between 26 - 30 and only 3.57% graduates were at the age of 31 - 35.

#### 3.7 Issues Related to the Quality and Relevance of Program

- High level of satisfaction was observed regarding the teacher student relationship, quality of education delivered and teaching learning



environment, canteen / urinals, problem solving ability, and library facility respectively.

- A moderate degree of satisfaction was observed on relevancy of the program, work placement.

### **3.8 Programs' Contribution to Graduates' Professional & Personal Development**

- Out of total graduates 48.21% of graduates have been pursuing further study and 51.79% have not been pursuing further study.
- Most of the graduates (58.33%) were from Management and 25% from Humanities faculty pursuing further study, which was followed by Education Faculty (16%).
- In total, 48.21% of graduates were undertaking further studies. Among them most of the graduates (77.78%) were enrolled in MBS which is followed by M. Ed. (14.81%).
- 32.14% of the graduates advised for library facility, 21% of the graduates for vehicle, 19.64% recommended for regular outdoor activities as well adding the new program in the campus, and only 10.71% suggested for improvement of canteen facility.
- Most of the graduates (48.21%) have shown their intention to provide suggestion for the betterment of the campus, which is followed by volunteer service and advice (25%).

## CHAPTER IV

### IMPLICATIONS TO INSTITUTIONAL REFORM

#### 4.1 Implications

The finding provides copious data to reveal the condition of the graduates. From the study of the finding, some implications can be drawn. The finding of the study has indicated number of sectors which need immediate reformations. The finding can be implied to institutional reform in the following sectors.

- The employment ratio is not horribly low, but the institution should take some steps to increase the opportunities for the graduates, who are seeking employment.
- Extension of job placement and attachment service.
- Extension of extra-curricular activities.
- Addition of new subjects, programs and faculties in different levels.
- Workshops and seminars for teachers to develop their professional and research skills to improve the quality of their delivery.
- Respondents are not fully satisfied with the attempts made to relevance of the program to their professional (job) requirement, problem solving ability. So, action plans and implementation seem urgent to gain students' favor.
- It should emphasize on practical and contextualized learning strategies, so that students can build their competencies in real work conditions.
- The focus should be on practical research knowledge and skills particularly in applied researches.
- MMC has to pay attention for the overall development of students providing extra-curricular activities to the students.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

MMC was established in 2006 in participation of local community, including social workers, teachers, educationists, academics and social organizations. Having own premises, building and sufficient infrastructure, accredited from UGC Nepal, MMC has been offering quality education in various fields such as Management, Humanities, and Education of bachelor and master level. This study has explored the situation of MMC. The expansion of higher education has increased the number of graduates entering into job market in Nepal and abroad. In this context, the status of graduates of MMC needs to be identified. The students graduated in 2018 in various streams in this campus have been considered as respondents. The interesting conclusions can be drawn based on the findings of the study.

The result of the study shows that proportionate respondents are taken from every stream. However, maximum graduates during study period were found from management stream. It was also concluded that, maximum no. of graduates represents upper caste, urban area and female. Similarly, parents of graduates have medium level (secondary/ intermediate) of education. By profession, parents of graduates are involved somewhere in generating revenue either in business or in employment. From the finding of the study of graduates (48.21%) are involved in job market.

This study was carried out to find out employment condition and response of the graduates from this campus. The study covered bachelor programs from three faculties including two programs in Masters' Level. This study covered only 56 graduates out of 109 total graduates in the academic year 2018. Other graduates could not be traced for various reasons. Questionnaire was the main tool for the collection of data.

The findings show that 48.21% of the total graduates were involved in various kinds of employment. Among employed graduate, male employed (72.77%) were and female employed also (36.84%).

Most of the graduates put their views of high level of satisfaction regarding teacher student relationship, quality of education delivered, library facility, canteen / urinals, teaching learning environment, lab facility, sports facility work placement, problem solving and extra-curricular activities.

It was also found that majority of the respondents have shown their intention to provide suggestion for the betterment of the campus. It is very difficult to attribute the number of unemployed graduates solely to the quality of education in an academic institution.

## **5.2 Recommendations**

On the basis of the findings of the study, it is concluded that MMC has to bring immediate changes in different sectors, including its infrastructures; library, seminar hall and others to fulfill the desires of the students. Therefore, the following recommendations are forwarded to the concerned authorities to manage facilities in the campus as desired:

- Majority of the graduates are involved in private sector organization. The programs of Faculty of Humanities, Management and Education should be critically reviewed. Serious consideration should be made about the job placement of those graduates in other sectors also.
- Improvement of quality of teaching-learning process using student- centered teaching method.
- Improvement of the qualities of graduates to meet the demands of the market.
- Workshops and seminars for teachers should be organized on a regular basis in order to improve the quality of education from the campus.
- Increasing relationship with different organizations for work placement by producing qualitative man-power.
- Attempts should be made to increase the participation and capacity of employment sources surrounding the campus, so that they can support students who are under graduation.
- Finding the ways of utilizing local resources as much as possible to support the campus to bring its sustainability.
- Orientation programs and workshops on professional skills should be organized in order to support the graduates in job placement.
- There must be necessary encouragement to the graduates to be self-employed.