

Tracer Study Report

2080 BS (2023 AD)



Submitted by

Kailali Multiple Campus
Dhangadhi, Kailali
Phone No 091-521223, 526293
Email: kmckailali@gmail.com,
Website: www.kailalicampus.edu.np

Submitted to

University Grants Commission
Sanothimi, Bhaktapur

2023

R. Bhatta



Acknowledgments

The tracer study team would like to extend its sincere appreciation to the individuals and organizations whose support was indispensable in the completion of this report.

First of all, we are grateful to the University Grants Commission (UGC), Sanothimi, Bhaktapur for providing the platform for this study in the QAA process. In the process of collecting the data, the campus administration supported us in every step. We are very grateful to the campus chief Prof. Toya Raj Bhatta and head of the QAA committee Dr. Rajendra Bir Chand for providing us valuable guidance and insights. We would also like to extend our gratitude to the dedicated campus faculties and administrative staff for their willingness to share ideas and provide valuable feedback in the process of preparing this report.

Most importantly, the tracer study team would like to thank the students who were involved in the data collection process and responded with the necessary information while preparing this report. Finally, we are grateful to all the stakeholders who directly or indirectly contributed to the completion of this report.

Thank you.

Tracer Study Team

Coordinator: Thakur Prasad Dhungel

Member: Yadav Bahadur Kadal (PhD)

Member: Deepak Raj Pant

Member: Gunananda Pant

Member: Bashudev Bist

Member: Dil Bahadur Dhimi

Member: Mausam Jung Kunwar

R Bhatta



Executive Summary

Kailali Multiple Campus (KMC), established in 2037 BS, has grown into one of Nepal's largest government campuses with a focus on providing higher education to the educationally deprived people in Kailali district and beyond. Through a tracer study, KMC seeks to understand the trajectories of its recent graduates and improve the quality of education and services it offers.

The study provides valuable insights into the outcomes of KMC's education, guiding efforts to align programs with students' evolving needs and aspirations. Findings and recommendations from the study can enhance the institution's quality assurance and development.

KMC's history is marked by accolades, including Quality Assurance and Accreditation (QAA) certificates from the University Grants Commission (UGC). In 2015, KMC achieved a significant milestone by being ranked number one among community campuses selected for the Higher Education Reform Project (HERP).

The vision of KMC is to be a prestigious institution of higher education in Nepal, committed to academic excellence and access to diverse educational opportunities. Its mission is to provide affordable access to higher education and transform it into an educational hub for the Far-western province and the nation as a whole.

Key priority areas for KMC include physical infrastructure development, faculty development, academic excellence, program extension, academic autonomy, institutional capacity development, student welfare, campus-community linkage, and financial resource development and management.

The tracer study is an integral part of KMC's ongoing efforts to assess and enhance its education and services. By addressing the weaknesses identified in the study, KMC aims to fulfill the expectations of its recent graduates and stay aligned with the ever-evolving trends in education. Ultimately, KMC strives to prepare students for successful careers and contribute to the advancement of the Far-Western region and the nation as a whole.

← R Bhatta



Acronyms/Abbreviations

- AD: Anno Domini
BA: Bachelor of Arts
BBA: Bachelor of Business Administration
BBM: Bachelor of Business Management
BBS: Bachelor of Business Studies
B.Ed.: Bachelor of Education
BS: Bikram Sambat
B.Sc.: Bachelor of Science
CSIT: Computer Science and Information Technology
FM: Frequency Modulation
GTS: Graduate Tracer Study
HERP: Higher Education Reform Project
INGO: International Non-Government Organization
KMC: Kailali Multiple Campus
Lab: Laboratory
LLB: Bachelor of Legislative Law
MA: Master of Arts
MBA: Master in Business Administration
MBS: Master in Business Studies
M.Ed.: Master of Education
MoU: Memorandum of Understanding
NGO: Non-governmental Organization
QAA: Quality Assurance and Accreditation
TU: Tribhuvan University
UGC: University Grants Commission

← R Bhatta



TABLE OF CONTENTS

SN	Titles <i>Title Page</i>	Page No
	<i>Acknowledgments</i>	i
	<i>Executive Summary</i>	ii
	<i>Acronyms/Abbreviations</i>	iii
	TABLE OF CONTENTS	iv
	LIST OF TABLES	v
CHAPTER I		
Introduction		1
1.1	KMC at a Glance	2
1.2	The Rationale of the Study	7
1.3	Objectives of the Study	7
1.4	Institutional Arrangements of the Study	8
1.5	Methodology	9
1.6	Limitations of the Study	9
CHAPTER II		
Data Presentation and Analysis		10
2.1	Gender-Wise Distribution of Graduates	10
2.2	District Wise Distribution of Graduates	11
2.3	Program-Wise Distribution of Graduates	12
2.4	Current Status of Employment of the Graduates	14
2.5	Types of Employment in the Organization	15
2.6	Caste-Wise Distribution of Graduates	16
2.7	Relevance of the Program to Professional (Job) Requirements	17
2.8	Extracurricular Activities	18
2.9	Problem-Solving Ability	19
2.10	Work Placement/Internship	20
2.11	Teaching/Learning Environment	21
2.12	Lab Facility	22
2.13	Sport Facility	23
2.14	Canteen /Urinals Facility	24
2.15	Campus Environment	25

← R Bhatta



CHAPTER III		
Major Findings		27
<hr/>		
CHAPTER IV		
Implications to the Institutional Reform		29
<hr/>		
CHAPTER V		
Conclusion and Recommendations		
<hr/>		
5.1	Conclusions	30
5.2	Recommendations	30
	References	
	Annex: TRACER STUDY QUESTIONNAIRE	

R. Bhatta



LIST OF TABLES

T N	Titles	Page No
2.1	Gender of the Respondents	10
2.2	Places of the Respondents	11
2.3	Program-Wise Distribution of the Respondents	12
2.4	Current Status of the Respondents	14
2.5	Employment Organizations of the Respondents	15
2.6	Castes of the Respondents	16
2.7	The Ratings Based on Relevance of the Program to the Job	17
2.8	The Ratings Based on Extracurricular Activities	18
2.9	The Ratings Based on Problem-Solving Ability	19
2.10	Table 2.10 The Ratings Based on Work Placement/Internship	20
2.11	Table 2.11 The Ratings Based on Teaching/Learning Environment	21
2.12	The Ratings Based on Lab Facility	22
2.13	The Ratings Based on Sport Facility	23
2.14	The Ratings Based on Canteen /Urinal Facility	24
2.15	The Ratings Based on Campus Environment	25

← Bhatta



CHAPTER I

Introduction

Let us think of education as the means of developing our greatest abilities, because in each of us, there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

-John F. Kennedy

Universities and other academic institutions have a primary mission to provide a high standard of education to their students. Alongside this, their goal is to prepare their graduates for successful careers in a competitive job market which has become even more critical in the current world due to job scarcity and intense competition. To gain insights into the current status of our recent graduates, Kailali Multiple Campus (KMC) has conducted a tracer study. With the help of this study, the campus aims to know the impact of its action plan on the lives of graduates in society.

Since the tracer study is one of the empirical and effective studies to find out valuable information about such graduates, this study equally hopes to do the same. Maintaining the objectives of tracer studies Schomburg says, "Graduates (and employer surveys) constitute one form of study which can provide valuable information for evaluating the results of education and training of a specific institution of higher education. The information may be used for further development of the institution in the quality assurance" (p.11). Keeping such objectives in view, KMC has conducted the tracer study of its graduates far and wide preparing the questionnaires and administrating them in different ways.

Focusing on the importance of tracer studies Egesah Omar Badiru and Mary Wahome say:

University Graduates Tracer Studies (GTS) are commonly becoming a recognizable practice worldwide. Graduate tracer studies involve the identification and follow-up of graduates from higher education institutions (HEIs) worldwide spurred by the need to give careful consideration to how graduates view the experiences they underwent during their degree study and their transition to the job market. (174)

← R Bhatta



Marinating such essence of tracer studies, KMC thoroughly conducted one in its graduates dispersed in different locations. Their responses were collected; when possible we met them in person for that purpose. We equally collected their responses online.

KMC should be the greatest beneficiary of the results of its tracer survey, especially in terms of utilizing the feedback from graduates to address the felt weaknesses in the study programs and services. Study facilities, conditions, provisions, and infrastructures will be improved to uplift the further programs and academic services in the days to come as per the demand and aspiration of our further graduates depending upon the responses collected in the study.

Despite multiple challenges and limitations, the institution is on track and many things are yet to be improved towards quality assurance. The graduates, our would-be guardians, and our well-wishers have expected many more on the part of KMC. It is more so because of the demand of the new trend in education and need to be fulfilled accordingly.

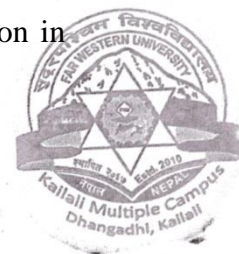
With the diverse benefits of tracer studies in mind, Kailali Multiple Campus (KMC) conducted a comprehensive study. The research committee members personally ventured into the field at various intervals to gather responses for the study. They then employed a range of mathematical tools to analyze the empirical data and draw their conclusions.

1.1 KMC at a Glance

Since 2037 BS, Kailali Multiple Campus has been one of the best institutions of higher education, and it thoroughly fulfilled the opportunity of higher education in the Far-Western region. Before the establishment of Kailali Multiple Campus (KMC), most of the students of this region had to go to Kathmandu or India for further studies after their SLC. The people of Kailali, thus, took initiation to establish KMC in 2037 BS. KMC has now become one of the largest government campuses of Nepal with more than six thousand students. Since its establishment, KMC has produced thousands of scholars with sound academic skills who have been serving in several sectors within the country and beyond.

It was an autonomous, community-based, and non-profit organization established to provide higher education to the educationally backward areas of the country. Affiliated to Tribhuvan University, the college became the center of excellence in higher education and proved itself a reliable institution for more than four decades due to its quality education, adequate physical infrastructures, affordable fees, and convenient location in

← Bhaite



the Far-Western Region. But KMC became a constituent campus of Far Western University after signing the **MoU** with the university in 2077.

For the last forty-four years, the college has set several landmarks in the educational history of not only the Far-Western Region but of the country as a whole and beyond. For its quality education and excellent performance in the field of knowledge creation, the college was awarded twice with a Quality Assurance and Accreditation (QAA) certificate by the University Grants Commission (UGC) in the years **2012 and 2018 AD**. A new milestone was added in the history of Kailali Multiple Campus in December 2015, when the campus was ranked number one by the UGC among the 60 community campuses selected for the Higher Education Reform Project (HERP) under the assistance of the World Bank.

Vision

Kailali Multiple Campus intends to be a prestigious autonomous academic institution of higher education in Nepal committed to academic excellence by providing access to educational opportunities in different branches of knowledge to the people and continuing efforts envisioning KMC as a center of educational excellence.

Mission

The mission of Kailali Multiple Campus is to provide affordable access to higher education in different disciplines of knowledge. With a view to the aim of evolving the campus into a center of excellence, the campus aspires to be an educational hub in the province through continued focus on academic autonomy, and program extension in technical and non-technical disciplines and continues to be an accredited institution of higher education in Nepal.

Strategic Goals

To achieve the mission, the campus will strive to achieve some specific strategic goals such as:

- Program extension in line with the educational demands of the Far Western Region,
- continued efforts toward quality education and all-round development of the students,
- maintain accreditation status,

← R. Bhattar



- improve internal efficiency,
- achieve sustainability by expanding the financial resource base, and
- Maintain its status as a socially responsible educational institution cementing good relations with the community.

Academic Programs

At present KMC offers the following academic programs of Far Western University:

Academic Programs

Departments	Programs	Duration
Management	BBS	4-Year Semester system
	BBA	4-Year Semester system
	MBS	2-Year Semester system
	MBA	2-Year Semester system
Humanities	B.A./ B.S.W.	4-Year Semester system
	M.A. (Nepali)	2-Year Semester system
	M.A. (Economics)	2-Year Semester system
	M.A. (Sociology)	2-Year Semester system
	M.A. (Political Science)	2-Year Semester system
	M.A. (English)	2-Year Semester system
	M.A. (Development Studies)	2-Year Semester system
Education	B.Ed.	4-Year Semester system
	B.Ed. (CSIT)	4-Year Semester system
	M.Ed. (TESOL)	2-Year Semester system
	M.Ed. (CPL)	2-Year Semester system
	M.Ed. (Health Education)	2-Year Semester system
	M.Ed. (Nepali)	2-Year Semester system
Science	B.Sc. (Physical Group)	4-Year Semester system
	B.Sc. (Biology Group)	4-Year Semester system
	B.Sc. (CSIT)	4-Year Semester system
Law	B.A.LLB	5-Year Semester system
NRM	B.Sc. (Forestry)	4-Year Semester system

← Bhaite



Enrollment Trend: From 2018/19 to 2022/23

Level	Programme	2018/19	2019/20	2020/21	2021/22	2022/23
Bachelor	BBS	2,870	2,838	2559	3055	2450
	BA	1,248	1,433	1553	2080	1711
	BALLB	-	-	44	88	138
	BED	889	1,005	1004	1259	1203
	BED-CSIT	-	-	26	58	80
	BSc	197	227	192	224	190
	BSC-CSIT	-	-	47	90	137
	BBM	274	274	197	197	137
	BBA	52	51	136	216	293
	1-Year BED	24	34	-	-	-
	Sub Total (A)	5,554	5,862	5754	7267	6339
Master	MBS	343	414	253	236	131
	MED	129	117	114	73	65
	MA	195	194	189	141	222
	MBA/MBA-E	15	10	10	22	24
	Sub Total (B)	682	735	566	472	442
Grant total	A + B	6,236	6,597	6324	7739	6781

Trend of the Graduated Students

Year-Wise Trend

Year	Total	Female	EDJ	Dalit	Madheshi
2017/18	398	197	85	7	0
2018/19	695	341	174	18	6
2019/20	620	297	118	10	0
2020/21	596	282	136	18	0
2021/22	555	261	116	18	0

Faculty and Staff

KMC is renowned for its qualified, experienced faculty members and administrative staff. It currently has 75 full-time teaching staff supported by 25 administrative staff (3 officers and 22 non-officer levels).

R. Bhatta



Existing Physical Facilities and Teaching-Learning Resources

The physical facilities of the campus are expanded into 27 bighas of land with different buildings, cafeteria, science lab, computer lab, geography lab, health and sports center, hostel, deep tube-well for clean drinking water, and 62.5 KV generator for regular power supply. KMC has several plans underway for the expansion of physical facilities and learning resources.

1	Land	27 Bigha	
2	Block A	24 Rooms	Faculty of Management
3	Block B	27 Rooms	Faculty of Humanities
4	Block C	13 Rooms	Faculty of Education
5	Block D	28 Rooms	Faculty of Science/BBM
6	Block E	20 Rooms	Administrative sections, Library, MBA/BBA
7	Hostel Building	14 Rooms	
8	Cottages	10 Rooms	
9	FM station	2 Rooms	
10	Library	4 Rooms	
11	Canteen	3 Rooms	
12	Sports Ground	3	
13	Labs	7	
14	Powerhouse	1	

Library

The College provides updated and well-equipped library facilities. It has a wide collection of books and an e-library.

Computer Lab

The Campus computer lab is technically well-equipped with branded computers and unlimited internet access to the students.

Laboratory

The College has a well-equipped science laboratory. It has the necessary equipment and support facilities. The laboratory is accessible for practical courses for the students of Physics, Chemistry, Botany, and Zoology as required by the curriculum.

← Bhaite



Cafeteria

The Campus cafeteria serves meals and snacks to the students, faculty, and staff at reasonable prices.

Sports Facilities

Sufficient facilities for various sports such as football, cricket, badminton, basketball, table tennis, etc. are available within the campus premises. Besides outdoor games, the campus also provides many indoor activities for the students.

FM Studio

For transmission and dissemination of educational materials and providing laboratory support to mass communication students, KMC FM 104.6 MHz is in operation.

Co-curricular and Extra-curricular Activities

Besides curricular activities, KMC incorporates several co-curricular and extra-curricular activities to discover the talents of students and get the exposure necessary to the competitive world. Seminars, cultural programs, quiz contests, debates, creative writing and presentations, welcome and farewell programs, field visits, excursion tours, etc. are frequently conducted.

1.2 The Rationale of the Study

The rationale of this tracer study is to study and find out the employability of the graduates who passed out from KMC in 2019-2022 AD. This study expects to comprehend the quality of higher education at the campus. It also tries to identify the conditions under which the graduates are employed and to figure out how their areas of work are related to the programs offered by the campus. Additionally, the present study is expected to inform the relevance of the current academic programs at the campus in the current market demands.

This tracer study has been carried out to assess the quality of the academic programs of Kailali Multiple Campus. The students, who graduated in the year 2019-2022 in Bachelor's and Master's Levels, were traced.

1.3 Objectives of the Study

The main objectives of this tracer study are to identify the employment status of the graduates from Kailali Multiple Campus (passed out in 2019-2022) and explore the status of the quality and relevance of different academic programs offered by the institution.

← R. Bhatta



This study aims to explore the interface between the programs of the institution and the employment prospects of the graduates to provide necessary inputs to make the programs more professional and market-oriented. To achieve the main objectives, the following specific objectives have been formulated:

- a. to identify the contribution of different academic programs of the institution to the graduates passed out in 2019-2022 in terms of gender, ethnicity, geographical location, academic programs, etc.,
- b. to assess the current position of the graduates in terms of employment, self-employment, and further study status,
- c. to assess the contribution of the institution to shaping the knowledge, skills, and attitudes of the graduates in terms of different quality measures and relevance of the programs,
- d. to survey the opinion of graduates relating to the quality of education delivered and teacher-student relationship,
- e. to explore the attitude of the graduates toward the learning resources and facilities of the institution, and,
- f. to identify the areas of reform and suggest further improvement to satisfy the expected learning outcomes.

1.4 Institutional Arrangements of the Study

The administrative body of KMC formulated the tracer study committee of seven members. The committee organized its meetings and decided on different ways of data collection including field visits. Field visits were conducted by the committee members in different locations. The study report was finalized by the tracer study committee by incorporating the suggestions provided by different stakeholders.

Tracer Study Committee:

Coordinator: Thakur Prasad Dhungel

Member: Yadav Bahadur Kadal (PhD)

Member: Deepak Raj Pant

Member: Gunananda Pant

Member: Bashudev Bist

Member: Dil Bahadur Dhami

Member: Mausam Jung Kunwar

R. Bhatta



1.5 Methodology

The population of this tracer study constituted the scholars who graduated in 2019-2022 from KMC. We succeeded in collecting 306 questionnaire forms. The graduates from bachelor's and master's degrees were taken into consideration. Every respondent did not respond to every question in the survey. Data for the survey was collected through the administration of the KMC Graduate Tracer Questionnaire. The students were identified based on their graduation dates. The method of gathering data included:

- Email,
- Facebook Messenger,
- WhatsApp
- field visit, and
- online survey tools.

While gathering data, the questionnaire was divided into sections designed to collect information in the following areas:

- personal information of the graduates,
- the current employment situation, including changes since graduating,
- students' personal experiences,
- impact of graduate education on professional development, personal development, and level of income and employment, and
- suitability of the academic programs of the college.

1.6 Limitations of the Study

Despite the attempt of this study to cover the maximum number of graduates who passed out in 2019-2022, only 306 could be covered. In the process of data entry in the SPSS system, due to the lack of complete information in the questionnaire forms, it became difficult for us to fill in all the information of the students in the system. Some graduates did not respond to all the questions in the questionnaire either due to language problems, or they were unwilling to present all answers for various reasons. It also became difficult to contact and fill up the forms from the students who were abroad. Only a few of them responded via the online entry system.

← R Bhatta



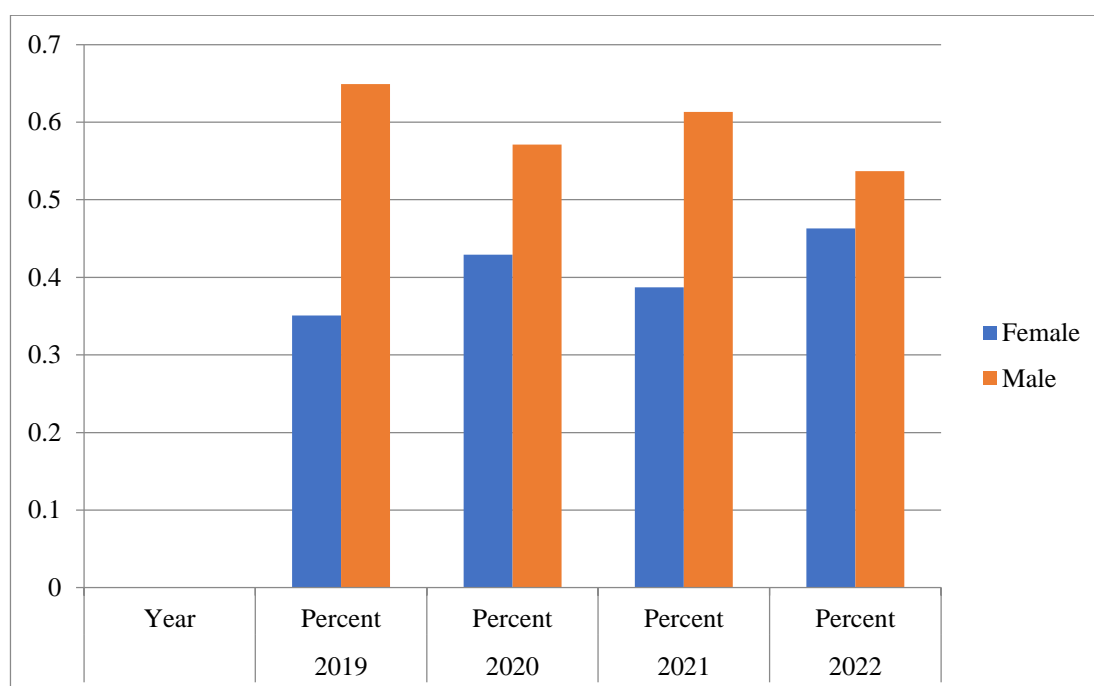
CHAPTER II

Data Presentation and Analysis

2.1 Gender-Wise Distribution of Graduates

Table 2.1
Gender of the Respondents

Gender	2019		2020		2021		2022	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	13	35.10	27	42.90	43	38.70	44	46.30
Male	24	64.90	36	57.10	68	61.30	51	53.70
	37	100.00	63	100.00	111	100.00	95	100.00



The table depicts a gender-wise distribution of graduates for the years 2019, 2020, 2021, and 2022. In 2019, there were 37 graduates traced in the study out of which 13 were female (35.10%) and 24 were male (64.90%). This data indicates a slight gender variation with a higher number of male graduates. In 2020, there was a total of 63 graduates who were traced, of which 27 were female (42.90%) and 36 were male (57.10%). The gender gap remained, with a majority of male graduates, but the percentage of female graduates increased from the previous year. In 2021, the number of traced graduates was 111, with 43 females (38.70%) and 68 males (61.30%). This year saw a widening gender gap, as the percentage of female graduates decreased. Finally, in 2022, there were 95 traced

← Bhaite



graduates, with 44 female (46.30%) and 51 male (53.70%). The data for this year indicates a closing gender gap, with the percentage of female graduates reaching its highest point in the four years. Overall, the data reveals the gender diversity in the graduating students. While there was an initial gender imbalance, the percentage of female graduates gradually increased, showing progress towards a more balanced representation over the four years.

2.2 District Wise Distribution of Graduates

Table 2.2
Places of the Respondents

Districts	2019		2020		2021		2022	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Accham	0	0.00	2	3.17	5	4.50	2	2.11
Bajhang	0	0.00	3	4.76	5	4.50	10	10.53
Baitadi	1	2.70	2	3.17	6	5.41	2	2.11
Bajura	0	0.00	0	0.00	5	4.50	1	1.05
Dadeldhura	2	5.41	1	1.59	3	2.70	2	2.11
Darchula	0	0.00	0	0.00	2	1.80	2	2.11
Dhading	1	2.70	0	0.00	0	0.00	0	0.00
Doti	3	8.11	12	19.05	8	7.21	4	4.21
Kailali	29	78.38	37	58.73	72	64.86	61	64.21
Kanchanpur	1	2.70	6	9.52	5	4.50	11	11.58
	37	100.00	63	100.00	111	100.00	95	100.00

The table presents a district-wise distribution of graduates for the years 2019, 2020, 2021, and 2022, providing both the number of graduates and the percentage breakdown for each district. In 2019, Kailali stood out with the highest number of graduates, making up a substantial 78.38%. Doti also had a notable representation, accounting for 8.11% of graduates. Other districts, including Baitadi, Dhading, and Dadeldhura, showed moderate representation. Accham, Bajhang, Bajura, Darchula, and Kanchanpur districts had nominal and no representation. The year 2020 saw an increase in the number of graduates, with Kailali maintaining a prominent presence at 58.73%. Doti continued to have a substantial representation, increasing to 19.05%. Kanchanpur also saw an increase, with 9.52% representation. Baitadi, Dadeldhura, and Dhading districts maintained minimal representation, while Accham, Bajhang, Bajura, and Darchulad

← R Bhatta



small representations in the graduating class. In 2021, the number of graduates expanded significantly, with Kailali once again leading at 64.86%. Doti continued to have a substantial presence at 7.21%. Baitadi and Kanchanpur maintained their representation at 5.41% and 4.50%, respectively. Accham, Bajhang, Dadeldhura, Darchula, and Dhading, began to have more pronounced representation, indicating a broader diversity of districts among the graduates. In 2022, Kailali maintained its leading position, accounting for 64.21% of the graduates. Doti had a notable representation at 4.21%. Kanchanpur also continued to be represented, with 11.58%. Accham, Bajhang, Baitadi, Dadeldhura, Darchula, and Dhading continued to have a lesser presence in the graduating class.

Overall, the data reflects a progression in the geographical diversity of graduating students over the four years. While Kailali consistently remained the district with the highest representation, the other districts began to have more significant and varied representation, indicating a more diverse pool of graduates.

2.3 Program-Wise Distribution of Graduates

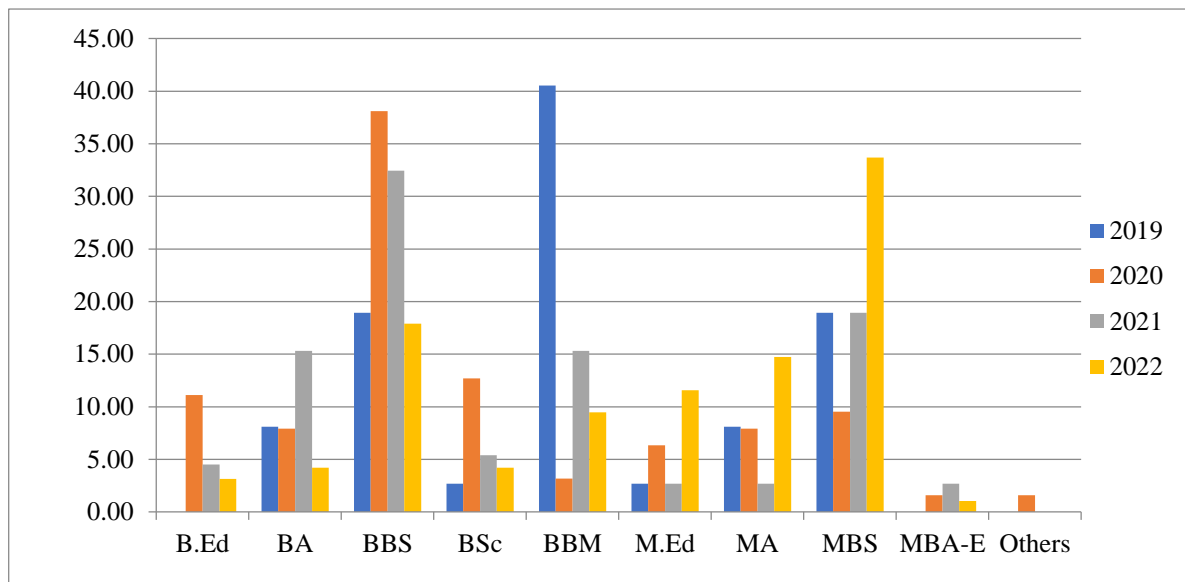
Table 2.3

Program-Wise Distribution of the Respondents

Program	2019		2020		2021		2022	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
B.Ed.	0	0.00	7	11.11	5	4.50	3	3.16
BA	3	8.11	5	7.94	17	15.32	4	4.21
BBS	7	18.92	24	38.10	36	32.43	17	17.89
BSc	1	2.70	8	12.70	6	5.41	4	4.21
BBM	15	40.54	2	3.17	17	15.32	9	9.47
M.Ed.	1	2.70	4	6.35	3	2.70	11	11.58
MA	3	8.11	5	7.94	3	2.70	14	14.74
MBS	7	18.92	6	9.52	21	18.92	32	33.68
MBA-E	0	0.00	1	1.59	3	2.70	1	1.05
Others	0	0.00	1	1.59	0	0.00	0	0.00
	37	100.00	63	100.00	111	100.00	95	100.00

← Bhaite





The table gives an outline of the program-wise dissemination of graduates across four sequential years from 2019 to 2022. In 2019, among traced students, the BBM program was the most preferred, representing a substantial 40.54% of the graduating class. Other programs had varying levels of representation, with BBS at 18.92%, MA and MBS both at 18.92% and BA at 8.11%. Some programs, such as B.Ed. and MBA-E, had no graduates, while others, like BSc and M.Ed., had modest representation. In 2020, BBS emerged as high passed ratio program, making up 38.10% of the graduates. The B.Ed. program found its footing with 11.11%, and BA maintained its presence with 7.94%. However, the BBM program experienced a significant decline, representing only 3.17%. The MBA-E program and "Others," both account for 1.59% of graduates. In 2021, the BBS program continued to be popular at 32.43%, while the BA program witnessed substantial growth, representing 15.32% of graduates. The BBM program also rebounded to 15.32%, while some programs, like B.Ed., M.Ed., and Others, had decreased representation. In 2022, the MBS program took the lead with a substantial 33.68% representation. The MA program also gained prominence at 14.74%. The B.Ed. program, though starting at 11.11% in 2020, saw a gradual decrease to 3.16%. Meanwhile, the M.Ed. program experienced a significant increase to 11.58%. The MBA-E program and "Others" maintained minimal representation.

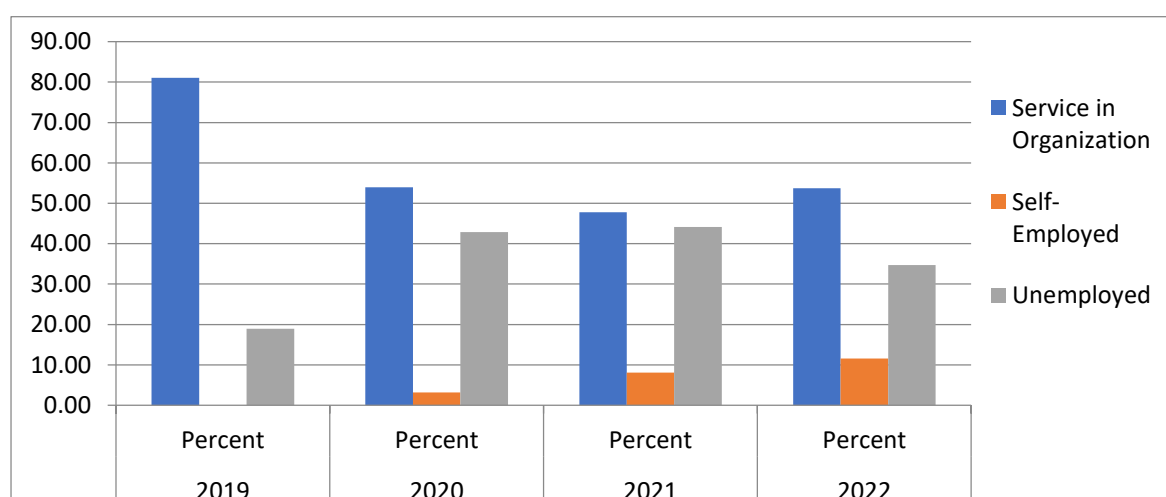
← Bhaite



2.4 Current Status of Employment of the Graduates

Table 2.4
Current Status of the Respondents

Year/Current Employment Status	2019		2020		2021		2022	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Service in Organization	30	81.08	34	53.97	53	47.75	51	53.68
Self-Employed	0	0.00	2	3.17	9	8.11	11	11.58
Unemployed	7	18.92	27	42.86	49	44.14	33	34.74
	37	100.00	63	100.00	111	100.00	95	100.00



The table shows the employment statuses of traced graduates over four years, spanning from 2019 to 2022. These employment statuses are divided into three primary categories: "Service in Organization," "Self-Employed," and "Unemployed." In 2019, a significant majority of the individuals (81.08%) were engaged in formal employment, indicating a relatively stable job market. The number of self-employed individuals was negligible, while 18.92% were unemployed.

However, 2020 brought about notable shifts. Although the number of individuals in formal employment increased to 34, the percentage declined to 53.97%. Self-employment and unemployment both rose, with 3.17% becoming self-employed and 42.86% experiencing unemployment. In 2021, the number of individuals in formal employment increased further to 53, but the percentage decreased slightly to 47.75%. Self-employment became 8.11% and unemployment remained high at 44.14%. By 2022, the percentage of individuals in formal employment increased to 53.68%, reflecting a growing trend. Self-employment also continued to rise, with 11.58%, while unemployment decreased to 34.74%.

← Bhaite



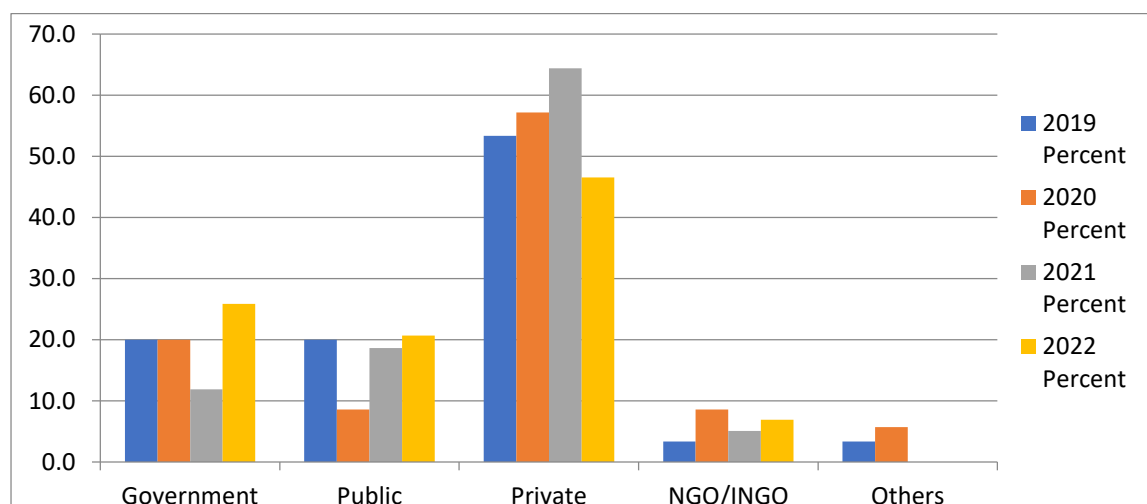
These fluctuations in employment status suggest a dynamic job market, influenced by various factors such as economic conditions, individual choices, and opportunities. The data highlights the importance of adaptability and diversified career paths in response to changing employment landscapes.

2.5 Types of Employment in the Organization

Table 2.5

Employment Organizations of the Respondents

Year/Types of Organization	2019		2020		2021		2022	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Government	6	20.00	7	20.00	7	11.86	15	25.86
Public	6	20.00	3	8.57	11	18.64	12	20.69
Private	16	53.33	20	57.14	38	64.41	27	46.55
NGO/INGO	1	3.33	3	8.57	3	5.08	4	6.90
Others	1	3.33	2	5.71	0	0.00	0	0.00
	30	100.00	35	100.00	59	100.00	58	100.00



The data table provided offers a comprehensive overview of the organizational landscape of traced graduates from 2019 to 2022, classified into various categories, including "Government," "Public," "Private," "NGO/INGO," and "Others." Government organizations displayed stability in their numbers, ranging from 6 to 15 graduates, while their percentage from 20% in 2019 to 25.86% in 2022. In contrast, public organizations saw fluctuations in their counts and a steady decline in their percentage share. Private organizations consistently dominated the landscape, with their numbers growing from 16

← R Bhatta



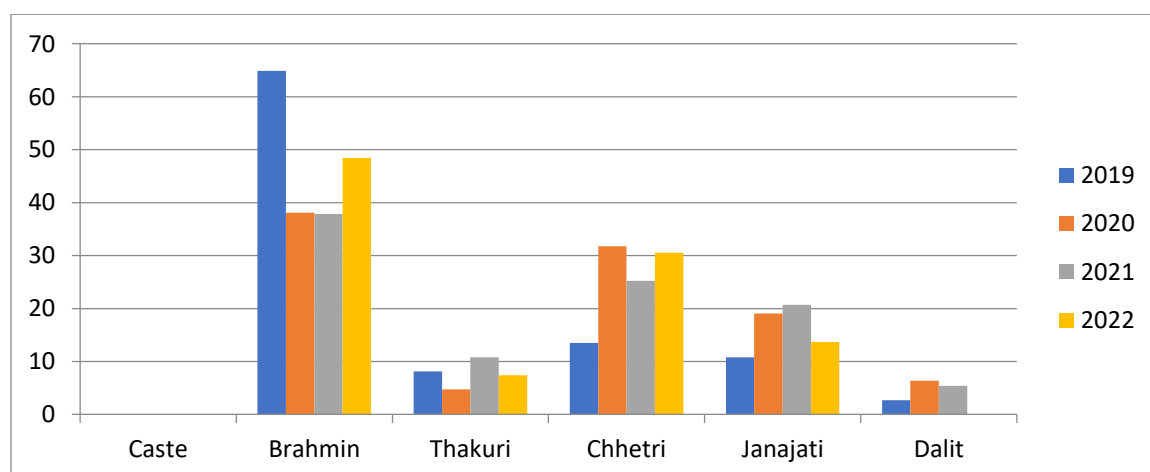
to 38 in 2021 before slightly decreasing to 27 in 2022. However, their percentage share increased from 53.33% in 2019 to 64.41% in 2021 and then dipped to 46.55% in 2022. Meanwhile, the NGO/INGO sector experienced incremental growth, both in terms of numbers and percentage, with its share expanding from 3.33% in 2019 to 6.90% in 2022. The "Others" category exhibited a minimal presence, eventually disappearing from the dataset. This data underscores the dynamic and evolving nature of the organizational landscape over these four years, with private entities being the dominant force, while the NGO/INGO sector showed a gradual increase.

2.6 Caste-Wise Distribution of Graduates

Table 2.6

Castes of the Respondents

Caste	2019		2020		2021		2022	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Brahmin	24	64.86	24	38.10	42	37.84	46	48.42
Thakuri	3	8.11	3	4.76	12	10.81	7	7.37
Chhetri	5	13.51	20	31.75	28	25.23	29	30.53
Janajati	4	10.81	12	19.05	23	20.72	13	13.68
Dalit	1	2.70	4	6.35	6	5.41	0	0.00
	37	100.00	63	100.00	111	100.00	95	100.00



The table provides a year-wise distribution of graduates by caste. In 2019, the distribution of graduates by caste revealed a predominant presence of the Brahmin, constituting a significant majority at 64.86% of the graduating class. The Thakuri, Chhetri, and Janajati were also represented, although with smaller percentages. The Thakuri made up 8.11% of

← R. Bhatta



the graduates, the Chhetri accounted for 13.51%, and the Janajati represented 10.81%. The Dalit had the smallest representation with 2.70%.

The year 2020 saw shifts in the caste distribution. The Brahmin continued to be the largest group with 38.10%. The Chhetri witnessed significant growth, representing 31.75% of the graduates. The Thakuri, Janajati, and Dalit maintained their representation, with the Thakuri at 4.76%, the Janajati at 19.05%, and the Dalit at 6.35%. In 2021, the Brahmin again remained the largest group with 37.84%. The Chhetri had a presence of 25.23%. The Thakuri and Janajati maintained their representation, with the Thakuri at 10.81% and the Janajati at 20.72%. However, the Dalit saw a decrease in representation to 5.41%. In 2022, the Brahmin once again constituted the largest group, making up 48.42% of the graduates. The Chhetri represented at 30.53%. The Thakuri and Janajati were present with slightly lower percentages. And, the Dalit had no representation among the traced graduating students this year.

This way, this data highlights shifting patterns in the caste distribution of graduates over the four years among traced students. The study shows that the Brahmin consistently maintained a substantial presence, and the Chhetri witnessed significant growth in 2020, becoming the second-largest group. The Thakuri and Janajati showed fluctuations in their representation but remained consistent in their presence. The Dalit had representation until 2021 but was absent from the graduating class in 2022. This data provides insights into changes in the demographics of graduating students to promote diversity and inclusivity within educational settings.

2.7 Relevance of the Program to Professional (Job) Requirements

Table 2.7

The Ratings Based on Relevance of the Program to the Job

Year/Relevance	2019		2020		2021		2022	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Very Weak	1	2.70%	0	0.00%	5	4.50%	2	2.10%
Weak	2	5.40%	4	6.30%	7	6.30%	11	11.60%
Below Average	2	5.40%	8	12.70%	20	18.00%	16	16.80%
Average	8	21.60%	19	30.20%	34	30.60%	14	14.70%
Good	14	37.80%	17	27.00%	24	21.60%	22	23.20%
Excellent	10	27.00%	15	23.80%	21	18.90%	30	31.60%
	37	100%	63	100.00%	111	99.90%	95	100.00%

← R Bhatta



This data, now, shows the effectiveness of education for the graduates in their professional requirements. In 2019, the distribution of program relevance displayed a diversity of ratings. Notably, the "Good" and "Excellent" categories collectively represented the majority of assessments at 64.8%, indicating that the program was perceived as highly relevant. There was a small percentage classified as "Very Weak" (2.7%), which suggests room for improvement.

The year 2020 witnessed significant growth in the "Average" and "Good" categories, with "Average" surging from 21.6% to 30.2%. It's worth noting that the "Very Weak" category received no assessments this year, indicating an improved perception of program relevance.

The year 2021 depicted an increase in the "Below Average" category, which rose from 12.7% in 2020 to 18%, indicating a more critical assessment of program relevance. The "Good" and "Excellent" categories saw a decrease in their percentages, suggesting a shift in the perceived quality of the program. In 2022, the "Excellent" category regained prominence at 31.6%, surpassing the other relevance categories. The "Good" category also rebounded to 23.2%, indicating a recovery in the perceived program relevance. In summary, the data reveals fluctuations in the perceived relevance of the program over the years. The "Average" and "Good" categories maintained a consistently significant presence, while the "Very Weak" category was rarely noted.

2.8 Extracurricular Activities

Table 2.8
The Ratings Based on Extracurricular Activities

Year/Extracurricular Activities	2019		2020		2021		2022	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Very Weak	1	2.70	2	3.20	5	4.50	3	3.20
Weak	3	8.10	3	4.80	10	9.00	11	11.60
Below Average	2	5.40	11	17.50	18	16.20	17	17.90
Average	4	10.80	8	12.70	15	13.50	13	13.70
Good	18	48.60	23	36.50	48	43.20	35	36.80
Excellent	9	24.30	16	25.40	15	13.50	16	16.80
	37	100.00	63	100.00	111	100.00	95	100.00

The data in the table provides an analysis of the perceived quality of extracurricular activities. In 2019, the distribution of extracurricular activities revealed a diverse range of ratings, with "Good" being the dominant category at 48.6%, suggesting that the majority

← R Bhatta



of respondents considered the activities to be of high quality. Nevertheless, there were also indications of perceived lower quality, with the "Very Weak" and "Weak" categories accounting for 2.7% and 8.1%, respectively.

The year 2020 saw some variations in the data, with "Good" still representing the most significant category but with a slight decrease in percentage. The "Weak" and "Very Weak" categories showed a modest increase, indicating a perception of lower quality in some aspects of the extracurricular activities. In 2021, the "Good" category remained dominant, accounting for 43.2%, but there was a notable rise in the "Below Average" category, which increased from 16.2% in 2020 to 17.9%. This may reflect a more critical assessment or a shift in the quality of the activities. In 2022, the "Good" category remained the most prominent at 36.8%. The "Below Average" category continued to hold a significant share, at 17.9%. It's noteworthy that the "Weak" and "Very Weak" categories, although relatively small in percentage, experienced an increase compared to the previous year.

In summary, the data indicates fluctuations in the perceived quality of extracurricular activities over the years. "Good" remains the most significant category, indicating a generally favorable perception. However, there is evidence of a shift in assessment, particularly in the rise of "Below Average" ratings in 2021 and 2022, suggesting the need for a closer examination of the quality of these activities.

2.9 Problem-Solving Ability

Table 2.9
The Ratings Based on Problem-Solving Ability

Year/Problem	2019		2020		2021		2022	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Very Weak	0	0	0	0	1	0.9	2	2.1
Weak	2	5.4	1	1.6	10	9	5	5.3
Below Average	5	13.5	8	12.7	18	16.2	16	16.8
Average	6	16.2	23	36.5	31	27.9	29	30.5
Good	12	32.4	18	28.6	27	24.3	21	22.1
Excellent	12	32.4	13	20.6	24	21.6	22	23.2
	37	100%		100%	111	100%	95	100%

← R Bhatta



The provided data offers a detailed picture of campus authorities' problem-solving abilities across the years 2019, 2020, 2021, and 2022. In 2019, no individuals were categorized as "Very Weak," while 5.4% fell into the "Weak" category. A total of 13.5% were classified as "Below Average," 16.2% as "Average," and a significant proportion, 32.4%, was distributed across both the "Good" and "Excellent" categories.

The year 2020 saw a minimal change in the "Very Weak" and "Weak" categories, with only 1.6% in the "Weak" category. The "Below Average" category increased to 12.7%, while "Average" significantly expanded to 36.5%. The "Good" and "Excellent" categories remained substantial, with 28.6% and 20.6% of individuals, respectively. In 2021, the "Very Weak" category was 0.9%, while the "Weak" category expanded to 9%. The "Below Average" category retained a percentage of 16.2%, while "Average" was at 27.9%. The "Good" and "Excellent" categories remained significant, accounting for 24.3% and 21.6% of individuals, respectively. Finally, in 2022, the "Very Weak" category saw a further increase to 2.1%, while "Weak" increased to 5.3%. The "Below Average" category was at 16.8%, and "Average" was at its highest with 30.5%. The "Good" and "Excellent" categories maintained a notable presence, constituting 22.1% and 23.2% of individuals.

2.10 Work Placement/Internship

Table 2.10

The Ratings Based on Work Placement/Internship

Work placement/ Internship	2019		2020		2021		2022	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Weak	0	0.00%	3	4.80%	6	5.40%	7	7.40%
Weak	4	10.80%	5	7.90%	12	10.80%	6	6.30%
Below Average	0	0.00%	6	9.50%	18	16.20%	17	17.90%
Average	10	27.00%	19	30.20%	28	25.20%	25	26.30%
Good	16	43.20%	21	33.30%	30	27.00%	18	18.90%
Excellent	7	18.90%	9	14.30%	17	15.30%	22	23.20%
	37	100.00%	63	100.00%	111	100.00%	95	100.00%

In 2019, the distribution of work placements and internships leaned heavily towards the "Good" and "Average" categories, accounting for a significant percentage of the placements. No placements were categorized as "Very Weak" or "Below Average," and

← R Bhatta



the majority of placements fell within the "Good" category at 43.20%, while "Average" placements constituted 27.00%. "Weak" and "Excellent" placements had moderate representation at 10.80% and 18.90%, respectively. In 2020, the distribution became more diversified, with placements spread across a broader range of categories. "Good" placements continued to be prominent, making up 33.30% of the total, closely followed by "Average" placements at 30.20%. Notably, there were placements in the "Very Weak," "Weak," and "Below Average" categories, making up 4.80%, 7.90%, and 9.50%, respectively. "Excellent" placements constituted 14.30% of the total.

The year 2021 saw a shift in the distribution of placements. The "Good" and "Average" categories remained prevalent, but there was a notable increase in placements in the "Weak," "Below Average," and "Excellent" categories. "Weak" placements increased to 10.80%, "Below Average" placements rose to 16.20%, and "Excellent" placements increased to 15.30%. "Good" placements were at 27.00%, and "Average" placements accounted for 25.20%. In 2022, the distribution of placements remained fairly balanced. "Below Average," "Average," and "Excellent" categories represented a substantial portion of the placements at 17.90%, 26.30%, and 23.20%, respectively. "Good" placements made up 18.90% of the total, while "Weak" and "Very Weak" placements had lower representation at 6.30% and 7.40%, respectively.

2.11 Teaching/Learning Environment

Table 2.11

The Ratings Based on the Teaching/Learning Environment

Teaching/ Learning Environment	2019		2020		2021		2022	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Weak	1	2.70	1	1.60	3	2.70	2	2.10
Weak	0	0.00	0	0.00	5	4.50	4	4.20
Below Average	0	0.00	3	4.80	10	9.00	11	11.60
Average	5	13.50	10	15.90	22	19.80	15	15.80
Good	13	35.10	21	33.30	38	34.20	21	22.10
Excellent	18	48.60	28	44.40	33	29.70	42	44.20
Total	37	100.00	63	100.00	111	100.00	95	100.0

In 2019, the distribution of teaching/learning environments demonstrated a considerable emphasis on higher-quality environments. The majority of environments fell into the

← R Bhatta



"Good" (35.10%) and "Excellent" (48.60%) categories, indicating that a significant portion of learning settings were perceived as effective. There were very few environments categorized as "Very Weak" (2.70%), and no environments were classified as "Weak" or "Below Average." In 2020, the distribution became more diverse. The "Excellent" environment continued to be well-represented (44.40%), with a significant portion of the "Good" environment (33.30%). A minor increase in the "Average" environment (15.90%) was observed. There was a limited representation of a "Very Weak" environment (1.60%), and no environment was classified as "Weak."

The year 2021 witnessed some changes in the distribution of teaching/learning environments. While the "Good" (34.20%) and "Excellent" (29.70%) environments remained prominent, there was an increase in the number of environments rated as "Weak" (4.50%) and "Below Average" (9.00%). The "Very Weak" category also saw a minor increase to 2.70%. In 2022, the distribution of teaching/learning environments became more balanced across the categories. "Excellent" environment remained significant at 44.20%, and the "Good" category was still well-represented at 22.10%. "Below Average" environment saw an increase to 11.60%, and there was also a presence of a "Weak" (4.20%) and a "Very Weak" (2.10%) environment.

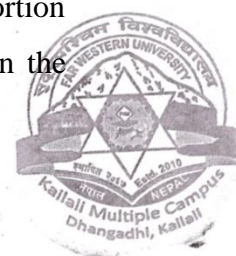
2.12 Lab Facility

Table 2.12
The Ratings Based on Lab Facility

Lab Facility	2019		2020		2021		2022	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Weak	4	10.80	11	17.50	13	11.70	8	8.40
Weak	2	5.40	4	6.30	8	7.20	6	6.30
Below Average	2	5.40	3	4.80	17	15.30	15	15.80
Average	10	27.00	17	27.00	35	31.50	21	22.10
Good	14	37.80	17	27.00	24	21.60	27	28.40
Excellent	5	13.50	11	17.50	14	12.60	18	18.90
	37	100.	63	100	111	100	95	100

In 2019, the distribution of lab facilities showed a notable variety in quality. The "Good" category (37.80%) had the highest representation, indicating that a substantial proportion of the facilities were considered good. There were also considerable placements in the

← R Bhatta



"Average" category (27.00%). The "Very Weak" and "Weak" categories, though present, accounted for a smaller percentage (10.80% and 5.40% respectively). The "Below Average" category constituted 5.40% of the total, while the "Excellent" category was at 13.50%. In 2020, there was a shift in the distribution of lab facilities. The "Good" and "Average" categories remained substantial, at 27.00% each, but the "Excellent" category increased to 17.50%. There were some facilities categorized as "Weak" (6.30%) and "Very Weak" (17.50%), which were not present in those numbers in 2019. The "Below Average" category accounted for 4.80% of the total.

In 2021, the distribution of lab facilities continued to change. The "Good" category (21.60%) remained substantial, as did the "Average" category (31.50%). "Excellent" facilities decreased slightly to 12.60%. However, the "Weak" and "Below Average" categories saw an increase to 7.20% and 15.30% respectively. The "Very Weak" category was still present, although it accounted for 11.70%. In 2022, the distribution of lab facilities was well-balanced. "Good" facilities were prominent at 28.40%, and "Average" facilities made up 22.10%. The "Excellent" category increased to 18.90%. There were facilities classified as "Weak" (6.30%) and "Very Weak" (8.40%), with the "Below Average" category also having a notable representation at 15.80%.

2.13 Sport Facility

Table 2.13
The Ratings Based on Sport Facility

Sports Facility	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Weak	0	0.00	3	4.80	4	3.60	4	4.20
Weak	2	5.40	4	6.30	14	12.60	12	12.60
Below Average	3	8.10	10	15.90	14	12.60	9	9.50
Average	11	29.70	11	17.50	33	29.70	25	26.30
Good	10	27.00	22	34.90	27	24.30	25	26.30
Excellent	11	29.70	13	20.60	19	17.10	20	21.10
	37	100	63	100	111	100	95	100

The table provides the responses from graduates regarding the sports facilities. In 2019, a significant number of graduates (29.70%) rated the facilities as "Average," while a similar percentage (27.00%) considered them "Good." The "Excellent" category also had a substantial representation, with 29.70% of graduates indicating high satisfaction. There was a smaller representation of graduates in the "Below Average" and "Weak" categories at 8.10% and 5.40%, respectively. The "Very Weak" category had no graduates. In 2020,

← Bhaite



the data showed some changes in the assessment of sports facilities. The "Good" category witnessed an increase to 34.90%, becoming the most frequently chosen rating. The "Excellent" category retained 20.60%. The "Average" category remained consistent at 17.50%. The "Weak" and "Below Average" categories saw increases to 6.30% and 15.90%, respectively. The "Very Weak" category had minimal representation at 4.80%.

In 2021, the data continued to reflect varying levels of satisfaction. The "Good" category maintained its position as the most chosen rating at 24.30%. The "Average" category also remained consistent at 29.70%. The "Excellent" category saw a slight decrease to 17.10%. The "Below Average" and "Weak" categories maintained 12.60% and 12.60% respectively. The "Very Weak" category was rated at 3.60%. In 2022, the assessment of sports facilities exhibited stability. The "Good" category remained the most frequently chosen rating at 26.30%. The "Average" category maintained its representation at 26.30%. The "Excellent" category increased slightly to 21.10%.

The "Below Average" and "Weak" categories continued to have moderate representation at 9.50% and 12.60% respectively. The "Very Weak" category retained its minimal representation at 4.20%.

This way, the data reveals a pattern of increasing satisfaction with sports facilities over the years, with more graduates rating the facilities as "Good" or "Excellent." The "Average" category also showed consistency, indicating a baseline level of satisfaction. Graduates who rated the facilities as "Below Average" or "Weak" decreased over the years. The "Very Weak" category remained the least chosen, suggesting that a vast majority of graduates expressed satisfaction with the available sports facilities.

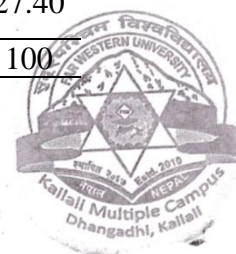
2.14 Canteen /Urinals Facility

Table 2.14

The Ratings Based on the Canteen / Urinals Facility

Canteen/ Urinal Facility	2019		2020		2021		2022	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Weak	1	2.70	0	0.00	1	0.90	4	4.20
Weak	0	0.00	6	9.50	10	9.00	5	5.30
Below Average	1	2.70	5	7.90	13	11.70	8	8.40
Average	10	27.00	11	17.50	26	23.40	23	24.20
Good	13	35.10	22	34.90	45	40.50	29	30.50
Excellent	12	32.40	19	30.20	16	14.40	26	27.40
	37	100	63	100	111	100	95	100

← R Bhatta



In 2019, the distribution of canteen and urinal facilities showed that the majority of facilities were in the "Good" category (35.10%), indicating that a significant portion of these facilities was considered of good quality. The "Excellent" category was also well-represented at 32.40%. There was a smaller representation of facilities in the "Average" category (27.00%), and "Below Average" and "Very Weak" facilities accounted for 2.70% and 2.70% respectively. The "Weak" category had no representation in this year.

In 2020, "Good" facilities continued to be substantial at 34.90%, while the "Average" category increased to 17.50%. "Excellent" facilities bore 30.20%. The "Weak" category emerged with a 9.50% representation, and "Below Average" facilities accounted for 7.90%. "Very Weak" facilities had no representation this year.

In 2021, "Good" facilities (40.50%) were prominent, with "Average" facilities (23.40%) following closely. "Excellent" facilities decreased to 14.40%. The "Below Average" and "Weak" categories both increased to 11.70% and 9.00%, respectively. "Very Weak" facilities remained at 0.90%. In 2022, the distribution of facilities remained balanced. "Good" facilities were still significant at 30.50%, and "Average" facilities accounted for 24.20%. "Excellent" facilities increased to 27.40%. "Weak" and "Very Weak" facilities were represented at 5.30% and 4.20%, respectively, and "Below Average" facilities made up 8.40%.

2.15 Campus Environment

Table 2.15

The Ratings Based on Campus Environment

Year/Campus Environment	2019		2020		2021		2022	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Weak	0	0.00%	0	0.00%	2	1.80%	2	2.10%
Weak	0	0.00%	2	3.20%	8	7.20%	1	1.10%
Below Average	1	2.70%	0	0.00%	6	5.40%	6	6.30%
Average	3	8.10%	6	9.50%	9	8.10%	7	7.40%
Good	7	18.90%	14	22.20%	20	18.00%	16	16.80%
Excellent	26	70.30%	41	65.10%	66	59.50%	63	66.30%
	37	100.00%	63	100.00%	111	100.00%	95	100.00%

← R Bhaṅga



In 2019, a significant majority of the traced graduates found the campus environment "Excellent" (70.30%). There was a minor representation of "Good" (18.90%) and "Average" (8.10%). Nothing was categorized as "Very Weak," "Weak," or "Below Average." In 2020, the distribution remained consistent with "Excellent" 65.10% and an increase in "Good" 22.20%. "Average" saw an uptick at 9.50%. There were a few "Weak" responses (3.20%), but no "Very Weak" or "Below Average" responses were reported.

In 2021, the distribution of campus environment continued to emphasize "Excellent" environment (59.50%). The "Good" environment remained significant at 18.00%, and the "Average" environment was at 8.10%. The "Weak" category increased to 7.20%, and "Below Average" appeared at 5.40%. There were no "Very Weak" in this year. In 2022, the "Excellent" environment remained the highest at 66.30%, with the "Good" environment at 16.80%. "Average" environment was at 7.40%. There were "Weak" and "Very Weak" environments at 1.10% and 2.10%, respectively, and the "Below Average" environment constituted 6.30%.

← Bhaite



CHAPTER III

Major Findings

- Over the four years, there was a gradual increase in the percentage of female graduates, indicating progress toward a more balanced gender representation.
- In 2022, the gender gap decreased slightly, with 46.30% female graduates and 53.70% male graduates.
- Kailali consistently had the highest representation among districts in four years.
- Districts such as Accham, Bajhang, Baitadi, Dadeldhura, Darchula, and Dhading began to have a noticeable presence in the graduating class, indicating increased geographical diversity.
- The distribution of graduates across different programs varied from year to year, with changing preferences.
- The data indicates a dynamic employment landscape over the four years, with fluctuations in the percentage of graduates employed in service organizations, self-employment, and unemployment.
- By 2022, there was an improvement in the employment landscape, with a higher percentage of graduates employed in service organizations, a rising trend in self-employment, and a decrease in unemployment.
- Government organizations displayed stability in their numbers, with an increase in their percentage share over the four years, reaching 25.86% in 2022.
- Private organizations consistently dominated the landscape, and the NGO/INGO sector experienced growth, reaching 6.90% in 2022.
- The Brahmin consistently maintained a significant presence among graduates across all four years. In 2022, the Brahmin represented the largest group with 48.42% of the graduates.
- The Chhetri witnessed significant growth in 2020, becoming the second-largest group at 31.75%, and continued to maintain a prominent presence in the following years. The Thakuri, Janajati, and Dalit also displayed variations in their representation over the years, with the Dalit eventually having no representation among the traced graduating students in 2022.
- In 2021, the program's relevance to professional (job) requirements faced a critical assessment, with the "Below Average" category rising to 18%, and the "Good" and "Excellent" categories declining. This finding suggests the need for program adjustments to align more closely with the evolving demands of the job market.

← R. Bhatta



- Across all four years, the "Good" category consistently represented the highest-rated quality of extracurricular activities, indicating a favorable perception among graduates. However, in 2021 and 2022, there was a noticeable increase in the "Below Average" category, suggesting a potential need for improvement in the quality and diversity of these activities.
- In 2020, the "Excellent" category experienced a significant increase, indicating an improvement in graduates' problem-solving abilities. This may reflect positive developments in the education program, enhancing students' critical thinking and analytical skills.
- The year 2021 saw a notable increase in the "Below Average" category for work placements/internships, rising to 16.20%.
- In 2022, the "Weak" and "Very Weak" categories emerged in the assessment of teaching/learning environment, with 6.30% and 2.10%, respectively. This indicates a decline in the quality of the environment, which is a significant concern for educational institutions and may require attention and improvement.
- Throughout the years, the "Good" category consistently represented a significant proportion of lab facilities, while the "Excellent" category also had notable representation. The data suggests that lab facilities generally meet the expectations of graduates and provide a positive learning environment.
- In the analyzed data, graduates' assessments of sports facilities demonstrated increasing satisfaction over the years, with more graduates rating the facilities as "Good" or "Excellent." The consistently high satisfaction levels indicate the positive impact of the available sports facilities on graduates' experiences.
- The percentage of canteen and urinal facilities in the "Weak" and "Below Average" categories increased significantly in 2021—to 9.00% and 11.70%, respectively. This implies that there might have been problems with these facilities' quality in that particular year.
- The "Very Weak" and "Weak" categories for library facilities saw significant growth in 2021, accounting for 9.00% and 2.70% of all library facilities, respectively. This suggests that, in comparison to other years, the caliber of library amenities declined during that particular year.
- From 2019 through 2022, most of the alumni who could be tracked down evaluated the campus atmosphere as "Excellent." The range of the percentage was still large, 59.50% to 70.30%. This result implies that throughout this time, the school atmosphere was largely well-regarded and upheld in the graduates' eyes.

← R Bhatta



CHAPTER IV

Implications to the Institutional Reform

As a leading academic institution in Far Western Province, KMC has been delivering quality education, and students get job placement and enrollment in different places. However, there are many things to do to ensure and maintain the quality of education since many of the respondents were found not satisfied with all variables analyzed in this study. Thus, this study directs that the institution should initiate certain reforms in particular areas in the future.

The study shows some dissatisfaction among graduates regarding the quality of education. So, the college should focus on improving teaching methods, faculty development, and overall educational resources. Graduates' feedback on job placement shows that the institution should strengthen its ties with industries, provide internship opportunities, and offer career counseling to enhance the employability of its graduates.

The graduates have also raised their concerns about the adequacy of different facilities. So, the college should consider investing in infrastructure improvements. This could include upgrading laboratories, libraries, sports facilities, and other resources to meet the needs and expectations of students. The college should also establish an alumni network to facilitate ongoing communication, gather feedback, and involve graduates in mentorship programs or guest lectures to provide valuable insights to current students.

In the areas of challenges faced by graduates, whether academic, personal, or career-related, the college should establish counseling services, academic advising, and mentorship programs to enhance the overall student experience. As the study reveals disparities in the representation of different demographic groups, the college should consider implementing initiatives to promote diversity and inclusion. This could involve targeted recruitment strategies, scholarship programs, and cultural awareness initiatives.

Moreover, technology is the backbone of modern society. So, the college should invest in digital learning resources, online courses, and other technological tools to enhance the learning experience. Physical facilities of toilets or urinals, facilities for sports, other extra-curricular activities, canteen, lab, and library need improvements.

← R Bhatta



CHAPTER V

Conclusion and Recommendations

5.1 Conclusions

In conclusion, the thorough examination of data collected over four years has revealed several significant trends and patterns among the institution's number of graduating students. The result covers a wide range of topics, including changes in program preferences, employment trends, and demographics as well as changing views on campus facilities and academic excellence. The data shows a progressive shift in the direction toward more gender-balanced students. Furthermore, a rise in geographical diversity is indicative of the institution's expanding influence. Program preferences show how students' academic interests are dynamic, while changes in employment status show how the job market is always changing. The information also identifies areas that require focus and enhancement, including facility, quality, extracurricular activities, and program relevancy. Despite several obstacles, the institution's dedication to offering a great educational experience is demonstrated by the recurrently high ratings of the campus environment and several academic aspects. In a nutshell, the findings of the study can act as a guide for upcoming plans and projects, guaranteeing that the college will be able to adjust and prosper in the always-shifting field of higher learning.

5.2 Recommendations

The tracer study provides information about the current position of the graduates and their views on improvements of the programs in terms of teaching/learning environment and extracurricular activities. In the context of KMC, the following recommendations have been offered:

- The institution should continue to enhance employment prospects for graduates. Collaborate with industries to provide internships, job placement opportunities, and career development support.
- The institution should promote inclusivity and diversity by ensuring equal opportunities for students from all castes and ethnic backgrounds, and implement policies to promote diversity.
- The institution should invest in improving the quality and diversity of extracurricular activities to engage students in a wider range of activities.
- The institution should implement pedagogical methods that encourage critical thinking and analytical skills development.
- The institution should address the perceived decrease in the quality of work placements/internships by working closely with industry partners.
- The institution should take immediate steps to address the declining quality of the teaching and learning environment.
- The institution should address concerns regarding the quality of the canteen, urinal, and library facilities.

← Bhaite



References

Badiru, E.O. and Wahome, M. (2016). Conducting graduate tracer studies for quality assurance in East African universities: A focus on graduate students voices on quality culture. *Journal of Education and Practice*, Vol. 7, No. 6, pp. 174-181.

Kennedy, J.F. (1961). Proclamation 3422. American Education Week. www.presidency.ucsb.edu/node/270159

Schomborg, H. (2003). *Handbook for graduate tracer studies*. International Center for Higher Education Research, University of Kassel, Germany.

Tracer study report. (2018). Kailali Multiple Campus, Dhangadhi.

← R Bhatta



Annex: TRACER STUDY QUESTIONNAIRE

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activities you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept **strictly confidential**. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience. Thank you for your kind cooperation and support.

Regards,
Campus Chief
Kailali Multiple Campus, Dhangadhi, Kailali
Email: kmckailali@gmail.com

1. Name:
2. Present Address:
3. Permanent Address :
4. Gender: Male Female
5. Date of Birth (Day/Month/Year)
6. Programme Completed:
 Bache: B.Ed. BA BBS B.Sc. BBM
 Master's : M.Ed. MA MBS MBA-E Other:
7. Passed Year (as per transcript's Passed Year):
8. Phone/Mobile No:/.....
9. Email ID:/.....
 Electronic Social Network ID:
 Facebook: Twitter:
10. Current Employment Status:
 Service in an organization Self Employed Unemployed
11. In case of **Service in an organization**: Employer's Details (of the organization you are currently working for):
 - i. Name of the Organization:
 - ii. Type of Organization: Private Public NGO/INGO Government Other:
 - iii. Address:
 - iv. Phone Number:
 - v. Email:
 - vi. Employment Type: Full time Part time
 - vii. Designation/Post:
 - viii. If you are in a job, how were you selected?
 PSC/TSC Organization Exam Other
13. In the case of **Self Employment**:
 - i. Starting Year:
 - ii. Type of work / profession:

← Bhaite



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

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

15. If you are pursuing further study

Enrolment Year:

Programme:

Level:

Campus/University:

.....

Signature of the graduate

Thank you for your kind cooperation and support.

Campus Stamp:

Far Western University

KAILALI MULTIPLE CAMPUS

[A QAA Certified Institution]

Dhangadhi, Kailali (Nepal)

Phone No.: 091-521223; Website: www.kailali.fwu.edu.np E-mail: kmckailali@gmail.com, kailali@fwu.edu.np

R Bhatta

