

Tracer Study Report

2082 BS (2025 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

2025

Acknowledgments

The tracer study team wishes to express its gratitude to the individuals and organizations whose support was indispensable for the preparation of this report.

We express our gratitude to the University Grants Commission (UGC), Sanothimi, Bhaktapur for providing the platform for this study in the QAA process. The college administration provided support at every stage of data collection. We sincerely thank the campus chief Prof. Toya Raj Bhatta and the head of the QAA committee Dr. Rajendra Bir Chand for their invaluable guidance and insights. We express our gratitude to the committed campus faculty and administrative personnel for their readiness to share insights and offer helpful comments during the preparation of this report.

The tracer study team extends its profound gratitude to the students who participated in the data collection process and provided the necessary information for the preparation of this report. Finally, we extend our gratitude to all stakeholders who contributed, directly or indirectly, to the completion of this study.

Thank you very much.

Tracer Study Team

Coordinator: Thakur Prasad Dhungel (M.Phil.)

Member: Yadav Bahadur Kadal (PhD)

Member: Deepak Raj Pant (M.Phil.)

Member: Gunananda Pant

Member: Bashudev Bist (PhD)

Member: Dil Bahadur Dhami

Member: Mausam Kunwar

Executive Summary

This tracer study was conducted to assess the employment status, academic relevance, and institutional effectiveness where 256 graduates of Kailali Multiple Campus (KMC) responded from the 2023 pass out group. Tracer studies are globally recognized tools to evaluate graduate outcomes and align academic offerings with labor market demands. In Nepal, the University Grants Commission (UGC) has made such studies an integral part of its quality assurance process, particularly under the Higher Education Reforms Project (HERP). KMC, a leading institution in the Far-Western region, has consistently contributed to the expansion of higher education by offering a diverse range of undergraduate and postgraduate programs in management, education, science, humanities, law, and forestry. The study utilized a structured questionnaire and data collection via emails, social media, online surveys, and field visits. Findings revealed varying employment statuses, with many graduates engaged in jobs, self-employment, or further studies. Most respondents indicated that their academic programs supported their knowledge and skills development, though areas for improvement were noted, especially in practical exposure, resource access, and career guidance. The study implies the need for continuous curriculum updates, enhanced teaching-learning resources, better alumni engagement, and stronger institutional-industry linkages. Despite challenges like limited reach, reliance on self-reported data, and methodological constraints, the study offers some insights for quality enhancement and informed decision-making. It concludes that while KMC is progressing well in fulfilling its educational mission, ongoing reforms are essential to further improve graduate employability and institutional relevance in a dynamic and competitive job market.

← 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
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	Page No
	<i>Title Page</i>	
	<i>Acknowledgments</i>	i
	<i>Executive Summary</i>	ii
	<i>Acronyms/Abbreviations</i>	iii
	<i>TABLE OF CONTENTS</i>	iv-v
	<i>LIST OF TABLES</i>	vi
 CHAPTER I		
	Introduction	1
1.1	KMC at a Glance	1
1.2	The Rationale of the Study	6
1.3	Objectives of the Study	7
1.4	Institutional Arrangements of the Study	7
1.5	Methodology	8
1.6	Limitations of the Study	8
 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	13
2.5	Types of Employment in the Organization	14
2.6	Caste-Wise Distribution of Graduates	15
2.7	Relevance of the Program to Professional (Job) Requirements	16
2.8	Extracurricular Activities	17
2.9	Problem-Solving Ability	18
2.10	Work Placement/Internship	19
2.11	Teaching/Learning Environment	20
2.12	Lab Facility	21
2.13	Sport Facility	22
2.14	Canteen /Urinals Facility	24

← Bhagat



2.15	Campus Environment	25
2.16	Library Facility	26
2.17	Teacher Student Relationship	27
2.18	Quality of Education	28

CHAPTER III

Major Findings	29
-----------------------	-----------

CHAPTER IV

Implications to the Institutional Reform	30
---	-----------

CHAPTER V

Conclusion and Recommendations

5.1	Conclusions	31
5.2	Recommendations	31

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	13
2.5	Employment Organizations of the Respondents	14
2.6	Castes of the Respondents	15
2.7	The Ratings Based on Relevance of the Program to the Job	16
2.8	The Ratings Based on Extracurricular Activities	17
2.9	The Ratings Based on Problem-Solving Ability	18
2.10	Table 2.10 The Ratings Based on Work Placement/Internship	19
2.11	Table 2.11 The Ratings Based on Teaching/Learning Environment	20
2.12	The Ratings Based on Lab Facility	21
2.13	The Ratings Based on Sport Facility	22
2.14	The Ratings Based on Canteen /Urinal Facility	24
2.15	The Ratings Based on Campus Environment	25
2.16	Library Facility	26
2.17	Teacher Student Relationship	27
2.18	Quality of Education	28

← R Bhatta



CHAPTER I

Introduction

Tracer studies have become an important mechanism for evaluating the outcomes of higher education and determining the alignment between academic programs and labor market requirements. These studies track the progression of graduates into the workforce and offer insights into their employment status, job relevance, further education, and overall satisfaction with their academic experiences (Millington, 2001; Schomburg, 2003). Globally, tracer studies are used to assess institutional performance and improve curriculum development by identifying gaps between educational training and employment needs (Schomburg & Teichler, 2006).

In the context of Nepal, the University Grants Commission (UGC) has institutionalized tracer studies as a core element of its quality assurance and accreditation framework. The UGC encourages constituent and affiliated campuses to conduct such studies regularly to ensure accountability, improve academic programs, and foster graduate employability (UGC Nepal, 2020). This aligns with Nepal's broader goals under the Higher Education Reforms Project (HERP) to enhance quality, equity, and relevance in the higher education sector (UGC Nepal, 2015).

Kailali Multiple Campus (KMC), a well-known and well-established institution in the Far-Western region of Nepal, has played a key role in expanding access to higher education for students from diverse socio-economic and ethnic backgrounds. As part of its commitment to continuous improvement and responsiveness to market demands, this tracer study investigates the experiences of KMC alumni. Specifically, it aims to assess their employment status, the relevance of academic programs to their current careers, the challenges faced during the transition to the job market, and their feedback on the academic and other skills acquired during their studies.

The outcomes of this study are expected to support institutional self-assessment, guide curriculum enhancement, and provide evidence-based recommendations to align teaching-learning practices with the evolving demands of the labor market and society.

1.1 KMC at a Glance

Since 2037 BS, Kailali Multiple Campus has been one of the leading institutions 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 either Kathmandu or India for further studies after their school education. 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. 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 the Far-Western Region. Now, KMC is 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.

← R Bhatta



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,
- 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)
	BHM	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)

← R Bhatta



Departments	Programs	Duration
	M.Ed. (CPL)	2-Year (Semester system)
	M.Ed. (Health Education)	2-Year (Semester system)
	M.Ed. (Nepali)	2-Year (Semester system)
	P.B.Ed.(1 Year B.Ed.)	1-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)

Enrollment Trend: From 2019/20 to 2023/24

Level	Programme	2019/20	2020/21	2021/22	2022/23	2023/24
Bachelor	BBS	2,838	2559	3055	2450	1552
	BA	1,433	1553	2080	1711	935
	BALLB	-	44	88	138	238
	BED	1,005	1004	1259	1203	1245
	BED-CSIT	-	26	58	80	20
	BSc	227	192	224	190	215
	BSC-CSIT	-	47	90	137	200
	BBM	274	197	197	137	-
	BBA	51	136	216	293	378
	B.Sc. Forestry	-	-	-	-	73
	BHM	-	-	-	-	20
	1-Year BED/ P.B.Ed.	34	-	-	-	111
	Sub Total (A)	5,862	5754	7267	6339	4987
Master	MBS	414	253	236	131	122
	MED	117	114	73	65	118
	MA	194	189	141	222	218
	MBA/MBA-E	10	10	22	24	29
	Sub Total (B)	735	566	472	442	487
Grant total	A + B	6,597	6324	7739	6781	5474

← Bhaite



Faculty and Staff

KMC is renowned for its qualified, experienced faculty members and administrative staff. It currently has 89 full-time teaching staff supported by 26 administrative staff (3 officers and 26 non-officer levels).

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, purifiers in different blocks for pure drinking water, departmental library in each departments 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
6	Block E	20 Rooms	Administrative sections, Library, MBA/BBA
7	Management and BHM Block	15 Rooms	MBA, MBS and BHM
8	Forestry Block	10 Rooms	B.Sc. Forestry
9	Hostel Building	14 Rooms	
10	Cottages	10 Rooms	
11	FM station	2 Rooms	
12	Library	4 Rooms	
13	Canteen	3 Rooms	
14	Sports Ground	3	
15	Labs	7	
16	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.

← Bigha



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.

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 2023 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.

← R Bhatta



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 2023 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 2023) and explore the status of the quality and relevance of different academic programs offered by the institution. 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:

- i. To identify the contribution of different academic programs of the institution to the graduates passed out in 2023 considering graduates' diversity.
- ii. To assess the current position of the graduates in terms of employment, self-employment, and further study status.
- iii. To assess the contribution of the institution in shaping the knowledge, skills, and attitudes of the graduates in terms of different quality measures and relevance of the programs.
- iv. To survey the opinion of graduates relating to the quality of education delivered and the teacher-student relationship.
- v. To explore the attitude of the graduates toward the learning resources and facilities of the institution.
- vi. To identify the areas of reform.

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. The study report was finalized by the tracer study committee by incorporating the suggestions provided by different stakeholders.

← R Bhatta



Tracer Study Committee:

Coordinator: Thakur Prasad Dhungel (M.Phil.)

Member: Yadav Bahadur Kadal (PhD)

Member: Deepak Raj Pant (M.Phil.)

Member: Gunananda Pant

Member: Bashudev Bist (PhD)

Member: Dil Bahadur Dhimi

Member: Mausam Kunwar

1.5 Methodology

The population of this tracer study constituted the scholars who graduated in 2023 from KMC. We succeeded in collecting 256 questionnaire forms. The graduates from bachelor's and master's degrees were taken into consideration. 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

- i. Despite the attempt of this study to cover the maximum number of graduates who passed out in 2023, only 256 could be covered.

RBhagat



- ii. The study surveyed only the 2023 graduating class, limiting the ability to compare outcomes over time or analyze trends across different groups.
- iii. Contacting all alumni was challenging. Outdated and incomplete contact information caused many emails/calls to fail, leading to low response rates.
- iv. Employment and study outcomes were based solely on graduates' own reports. They may misremember dates or overstate success which can undermine data accuracy.
- v. Certain groups and programs were not captured. For example, recently launched courses with no graduates were excluded.
- vi. The use of only a structured questionnaire (with no in-depth interviews or external data validation) constrained the depth and robustness of the findings. In particular, key data-quality issues (such as testing reliability and validity) were not addressed, leaving potential biases unchecked.

← R Bhatta



CHAPTER II

Data Presentation and Analysis

2.1 Gender-Wise Distribution of Graduates

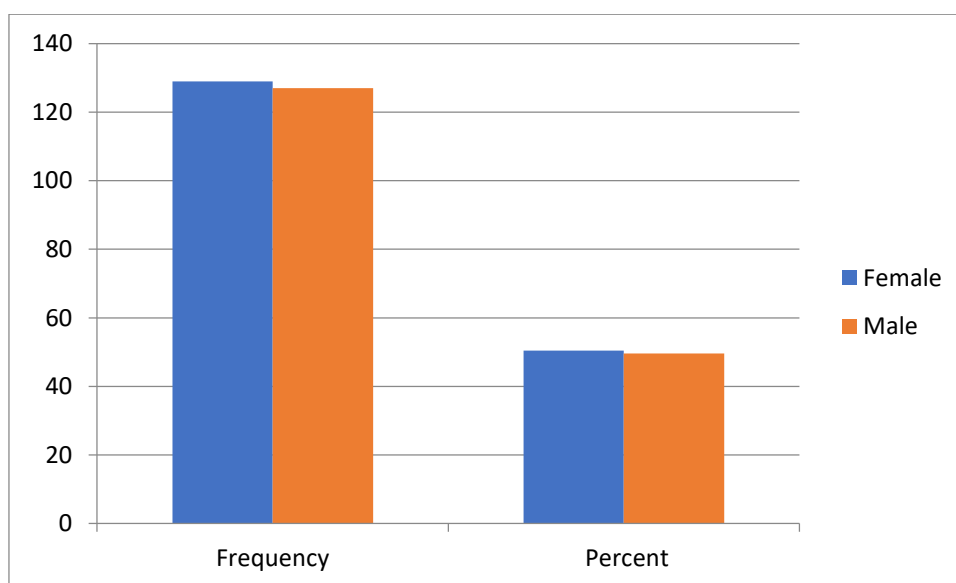
Table 2.1

Gender of the Respondents

Gender	Frequency	Percent
Female	129	50.4
Male	127	49.6
Total	256	100

Source: Survey, 2025

Figure 2.1



The table and bar graph together present the gender distribution of graduates who participated in the 2023 tracer study at Kailali Multiple Campus. Out of a total of 256 respondents, 129 were female (50.4%) and 127 were male (49.6%). This indicates a nearly equal representation of both genders, with a slight predominance of female graduates. The bar graph visually supports these figures, showing marginally taller bars for females in both the frequency and percentage categories. This balanced gender participation reflects KMC's inclusive educational environment and equitable access to higher education. The close proportions also suggest that gender was not a significant differentiating factor in graduate engagement during this period.

← R Bhatta



2.2 District Wise Distribution of Graduates

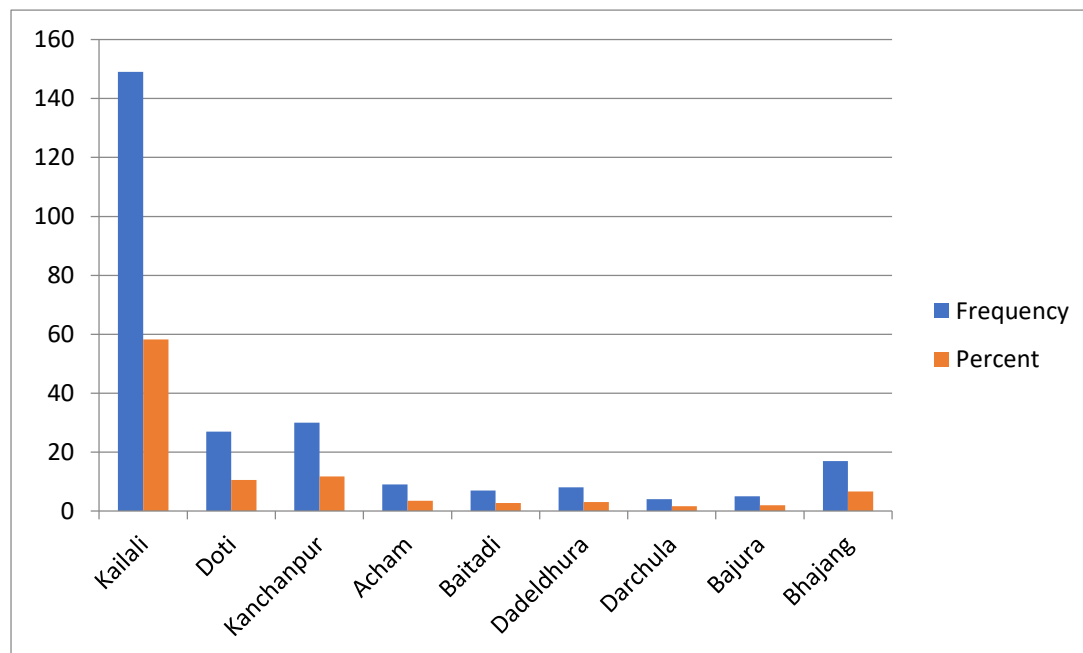
Table 2.2

Places of the Respondents

District	Frequency	Percent
Kailali	149	58.2
Doti	27	10.5
Kanchanpur	30	11.7
Acham	9	3.5
Baitadi	7	2.7
Dadeldhura	8	3.1
Darchula	4	1.6
Bajura	5	2
Bhajang	17	6.6
Total	256	100

Source: Survey, 2025

Figure 2.2



The table and bar graph illustrate the geographical distribution of graduates from various districts who participated in the 2023 tracer study. A majority of respondents, 149 out of 256 (58.2%), were from Kailali district, highlighting the campus's strong local enrollment. This is followed by Kanchanpur with 30 graduates (11.7%) and Doti with 27 graduates (10.5%).

← Bhagat



Other districts such as Bajhang (6.6%), Achham (3.5%), Dadeldhura (3.1%), Baitadi (2.7%), Bajura (2%), and Darchula (1.6%) had comparatively smaller representations.

The bar graph reinforces this data visually, showing a significantly taller bar for Kailali in both frequency (blue) and percent (red), with the remaining districts represented by much shorter bars. This distribution reflects the campus's primary influence within Kailali while also drawing a notable portion of students from surrounding hill and far-western districts. The data highlights KMC's regional importance and its role in expanding higher education access across the Far-Western Province of Nepal.

2.3 Program-Wise Distribution of Graduates

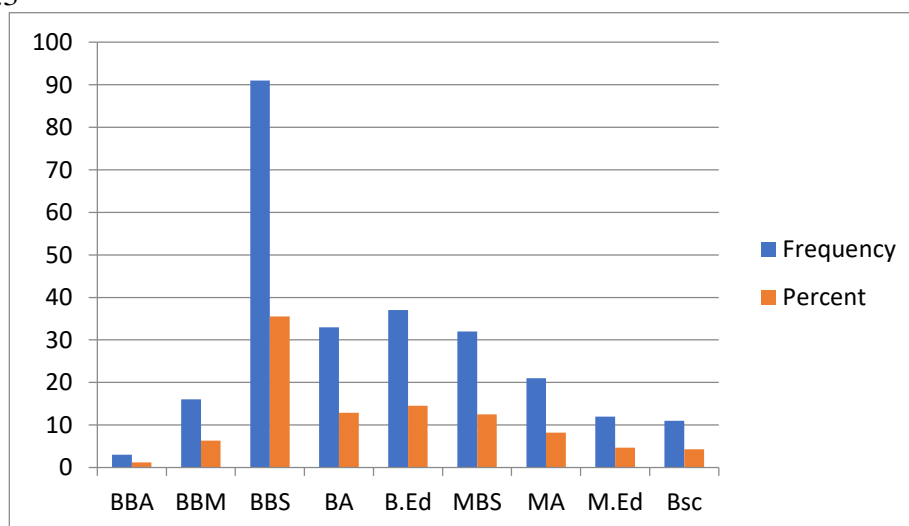
Table 2.3

Program-Wise Distribution of the Respondents

Program	Frequency	Percent
BBA	3	1.2
BBM	16	6.3
BBS	91	35.5
BA	33	12.9
B.Ed.	37	14.5
MBS	32	12.5
MA	21	8.2
M.Ed.	12	4.7
B.Sc.	11	4.3
Total	256	100

Source: Survey, 2025

Figure 2.3



← Bhangte



The data above presents the distribution of graduates from various academic programs at KMC who participated in the 2023 tracer study. Among the total 256 respondents, the highest proportion of graduates came from the Bachelor of Business Studies (BBS) program, with 91 graduates accounting for 35.5% of the total. This is followed by Bachelor of Education (B.Ed.) with 37 graduates (14.5%), Bachelor of Arts (BA) with 33 graduates (12.9%), and Master of Business Studies (MBS) with 32 graduates (12.5%). Other programs include Master of Arts (MA) with 21 graduates (8.2%), Bachelor of Business Management (BBM) with 16 graduates (6.3%), Master of Education (M.Ed.) with 12 graduates (4.7%), Bachelor of Science (B.Sc.) with 11 graduates (4.3%), and Bachelor of Business Administration (BBA) with 3 graduates (1.2%). This distribution highlights BBS as the most popular academic program at KMC, while also reflecting the campus's diversity in offering programs across business, education, arts, and science at both bachelor's and master's levels.

2.4 Current Status of Employment of the Graduates

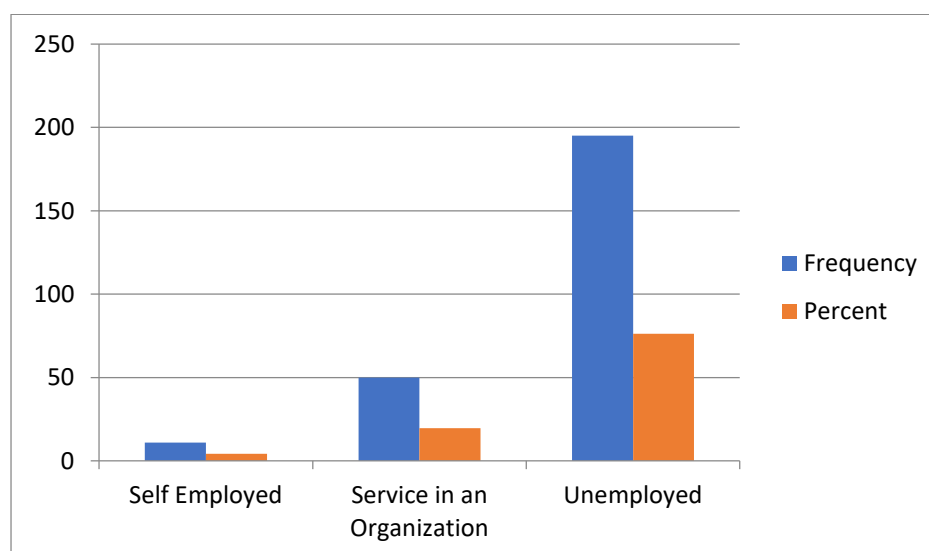
Table 2.4

Current Status of the Respondents

Types of Employment	Frequency	Percent
Self Employed	11	4.3
Service in an Organization	50	19.5
Unemployed	195	76.2
Total	256	100

Source: Survey, 2025

Figure 2.4



← Bhagha



The table and accompanying figure illustrate the employment status of graduates as recorded in the 2023 tracer study. Out of 256 respondents, a substantial majority—195 graduates (76.2%)—reported being unemployed at the time of the survey. In contrast, 50 graduates (19.5%) were engaged in organizational employment, and a small portion—11 graduates (4.3%)—identified as self-employed.

These findings highlight the dominance of the unemployed. The data suggests a critical need for stronger career support mechanisms, entrepreneurial guidance, and job market alignment within the institution. It also indicates a gap between academic completion and employment readiness or opportunity, underscoring the importance of interventions to improve graduate employability.

2.5 Employment Organization of the Respondents

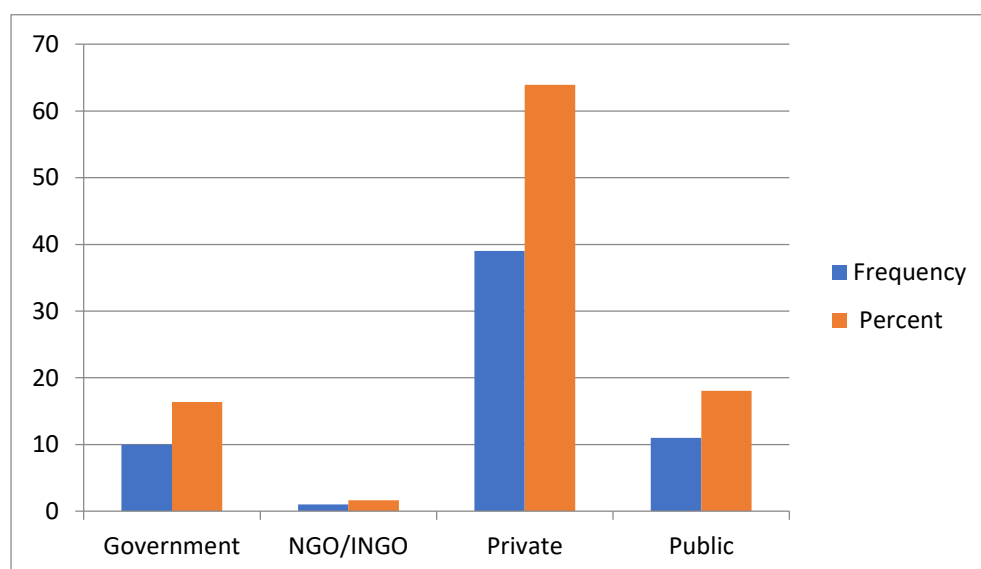
Table 2.5

Employment Organizations of the Respondents

Types of Organization	Frequency	Percent
Government	10	16.39
NGO/INGO	1	1.64
Private	39	63.93
Public	11	18.03
Total	61	100

Source: Survey, 2025

Figure 2.5



← Bhagat



The table and accompanying graph present the types of organizations where employed graduates were working, based on data from the 2023 tracer study. Out of 61 employed respondents, the majority, 39 graduates (63.93%), were working in the private sector, making it the dominant employment destination. This is followed by public organizations employing 11 graduates (18.03%), and government offices with 10 graduates (16.39%). Only 1 graduate (1.64%) was employed in an NGO/INGO.

The graph visually reinforces this data, with the tallest bar representing private sector employment, while other sectors are depicted with significantly shorter bars. This distribution indicates that many KMC graduates are finding job opportunities in the private sector, reflecting either the limited availability or competitiveness of government and NGO/INGO positions. It also suggests a growing role of the private sector in absorbing graduates.

2.6 Caste-Wise Distribution of Graduates

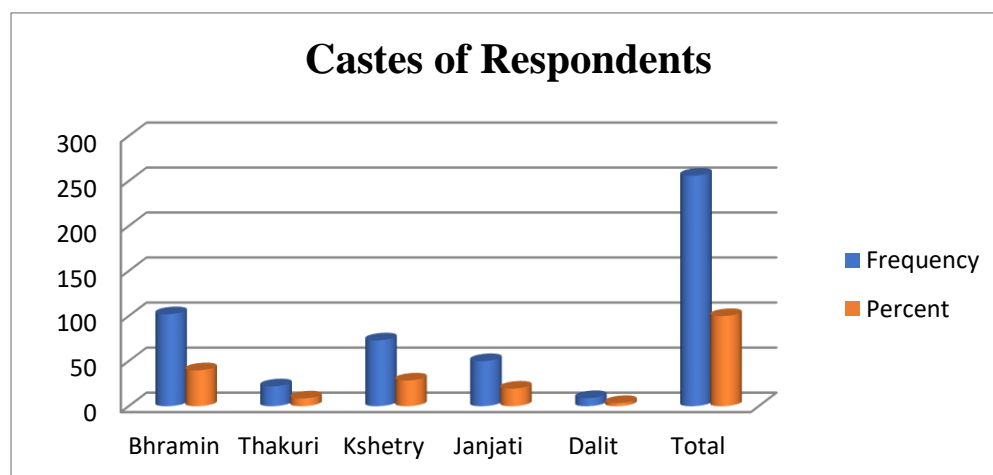
Table 2.6

Castes of the Respondents

Caste	Frequency	Percent
Bhramin	102	39.8
Thakuri	22	8.6
Kshetry	73	28.5
Janjati	50	19.5
Dalit	9	3.5
Total	256	100

Source: Survey, 2025

Figure 2.6



← Bhramin



The table and bar graph illustrate the caste-wise distribution of graduates from Kailali Multiple Campus as recorded in the 2023 tracer study. Among the total 256 respondents, the highest representation is from the Brahmin community, accounting for 102 graduates (39.8%), followed by Kshetri graduates with 73 (28.5%), and Janjati with 50 graduates (19.5%). Thakuri students made up 8.6% (22 graduates), while Dalit graduates were the least represented with 9 individuals (3.5%). This distribution highlights the social composition of KMC's graduate community, suggesting a need to strengthen inclusive educational strategies, especially to enhance participation from underrepresented groups like Dalits and Janjatis.

2.7 Relevance of the Program to Professional (Job) Requirements

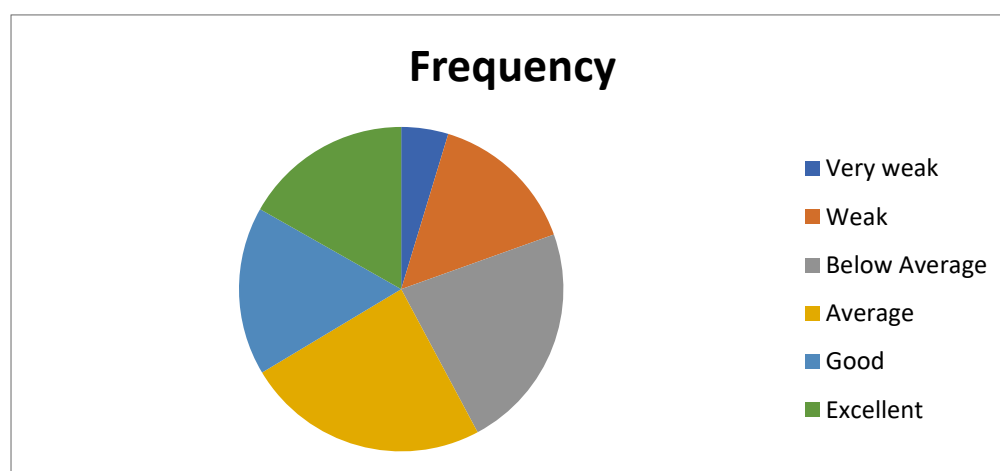
Table 2.7

The Ratings Based on Relevance of the Program to the Job

Relevance	Frequency	Percent
Very weak	12	4.7
Weak	38	14.8
Below Average	58	22.7
Average	62	24.2
Good	43	16.8
Excellent	43	16.8
Total	256	100

Source: Survey, 2025

Figure 2.7



The table and pie chart present the graduates' perceptions of the relevance of their academic programs to their current employment or career goals. Among the 256 respondents, the highest number, 62 graduates (24.2%), rated the relevance as average,

← R. Bhatta



followed by 58 graduates (22.7%) who considered it below average. Equal proportions, 43 graduates each (16.8%), rated the relevance as good and excellent, indicating a mixed but somewhat positive perception. Meanwhile, 38 graduates (14.8%) felt the relevance was weak, and 12 (4.7%) rated it as very weak. This spread reflects that while a considerable portion of graduates find their education relevant to some degree, a significant number perceive a disconnect between their academic learning and practical application in the job market. The findings highlight the importance of aligning curriculum design with labor market needs and enhancing practical, career-oriented components in academic programs.

2.8 Extracurricular Activities

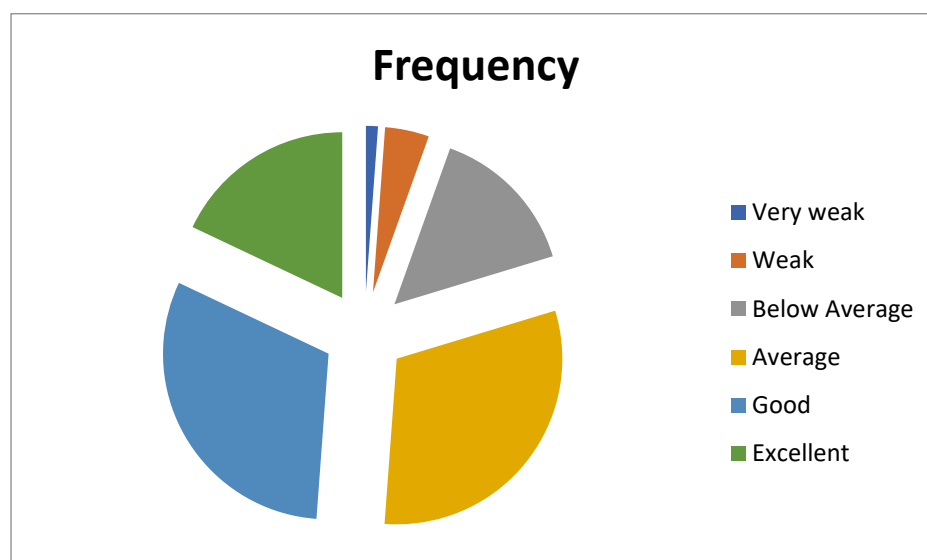
Table 2.8

The Ratings Based on Extracurricular Activities

Extracurricular Activities	Frequency	Percent
Very weak	3	1.2
Weak	11	4.3
Below Average	38	14.8
Average	79	30.9
Good	79	30.9
Excellent	46	18
Total	256	100

Source: Survey, 2025

Figure 2.8



← R Bhatta



The table and pie chart illustrate the graduates' evaluation of extracurricular activities offered by Kailali Multiple Campus. Out of 256 respondents, the highest number, 79 graduates (30.9%), rated extracurricular activities as average, and an equal number (30.9%) considered them good, indicating a balanced perception. Additionally, 46 graduates (18%) rated them as excellent, showing that nearly half the respondents viewed the extracurricular offerings positively.

On the other hand, 38 graduates (14.8%) perceived the activities as below average, while smaller proportions 11 (4.3%) and 3 (1.2%) rated them as weak and very weak, respectively. Overall, the data suggest that while a significant number of graduates appreciate the extracurricular opportunities provided by KMC, there is still room for improvement in diversifying and strengthening such programs to further enhance students' holistic development, engagement, and practical skills.

2.9 Problem-Solving Ability

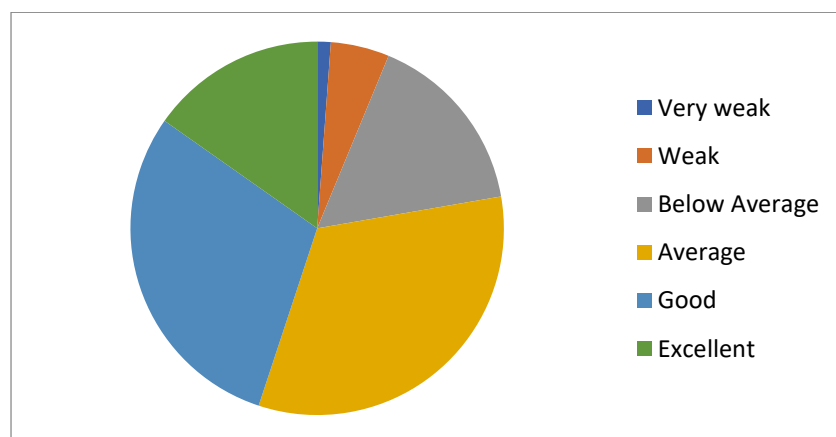
Table 2.9

The Ratings Based on Problem-Solving Ability

Problem Solving	Frequency	Percent
Very weak	3	1.2
Weak	13	5.1
Below Average	41	16
Average	84	32.8
Good	76	29.7
Excellent	39	15.2
Total	256	100

Source: Survey, 2025

Figure 2.9



← R Bhatta



The table and pie chart present the graduates' self-assessment of problem-solving skills developed during their time at Kailali Multiple Campus. Among 256 respondents, the largest group, 84 graduates (32.8%), rated their problem-solving skills as average, followed by 76 graduates (29.7%) who considered them good, and 39 graduates (15.2%) who rated them excellent. Together, these responses indicate that a majority of graduates feel moderately to highly confident in their problem-solving abilities.

Meanwhile, 41 graduates (16%) rated their skills as below average, and a smaller number rated them as weak (13 graduates, 5.1%) or very weak (3 graduates, 1.2%).

2.10 Work Placement/Internship

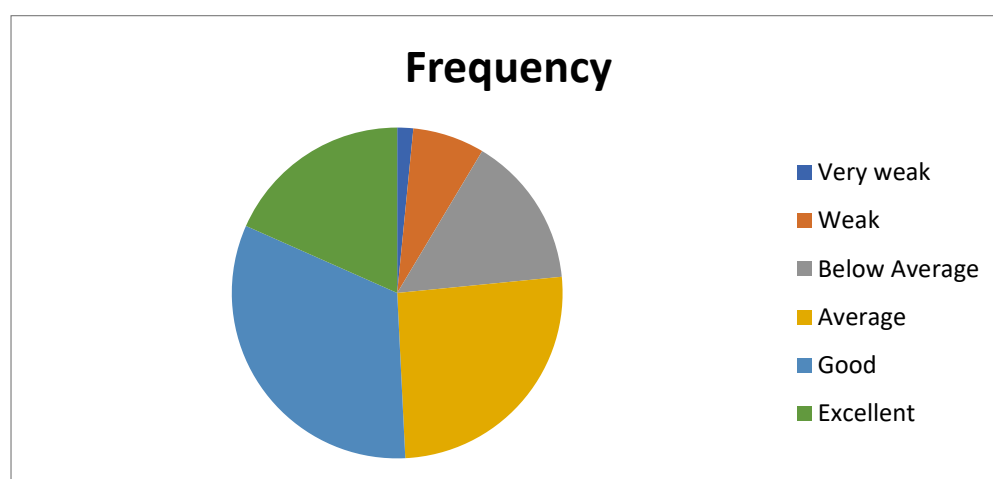
Table 2.10

The Ratings Based on Work Placement/Internship

Placement	Frequency	Percent
Very weak	4	1.6
Weak	18	7
Below Average	38	14.8
Average	66	25.8
Good	83	32.4
Excellent	47	18.4
Total	256	100

Source: Survey, 2025

Figure 2.10



The table and chart present graduates' perceptions of placement support provided by Kailali Multiple Campus. Among the 256 respondents, the highest proportion, 83 graduates (32.4%), rated the campus's placement services as good, followed by 66 graduates (25.8%) who considered them average, and 47 graduates (18.4%) who rated

← Bhagha



them excellent. These figures indicate that a significant majority of graduates hold a positive view of KMC's efforts in facilitating employment opportunities.

On the other hand, 38 graduates (14.8%) viewed the placement support as below average, while 18 graduates (7%) and 4 graduates (1.6%) considered it weak and very weak, respectively. Overall, the data suggest that KMC has made considerable progress in supporting graduates' job placement, though there is still scope to strengthen its placement mechanisms. Enhanced industry linkages, career counseling, and internship programs could further improve students' transition from academic life to the workforce.

2.11 Teaching/Learning Environment

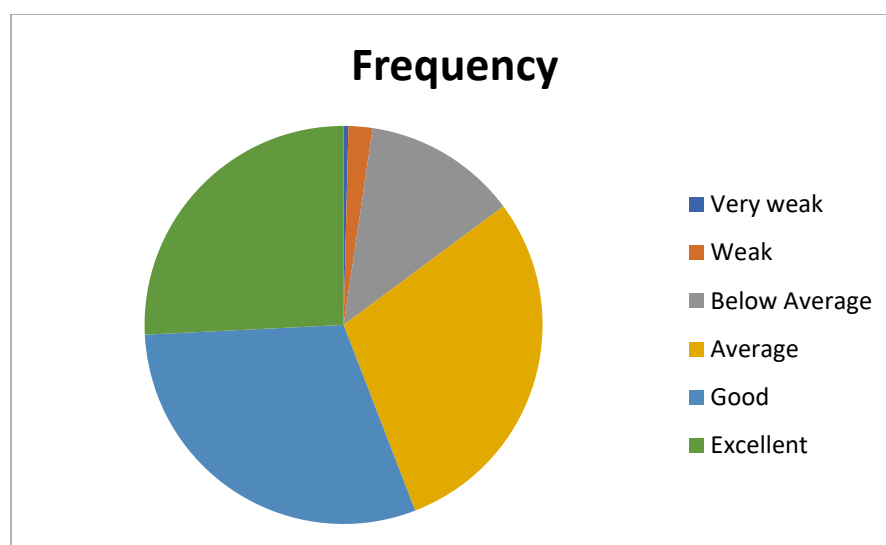
Table 2.11

The Ratings Based on the Teaching/Learning Environment

Teaching/Learning Environment	Frequency	Percent
Very weak	1	0.4
Weak	5	2
Below Average	32	12.5
Average	75	29.3
Good	77	30.1
Excellent	66	25.8
Total	256	100

Source: Survey, 2025

Figure 2.11



The data on the teaching and learning environment reflects a range of opinions among the 256 respondents. Only 1 person (0.4%) rated the environment as very weak, while 5

← R Bhatta



respondents (2%) considered it weak. A slightly larger group of 32 individuals (12.5%) felt the environment was below average. More respondents rated it as average, with 75 participants (29.3%) choosing this option. Positive feedback comes from 77 people (30.1%) who described the environment as good, and 66 respondents (25.8%) rated it excellent. Overall, the majority of respondents, over 85 percent, rate the teaching and learning environment from average to excellent, showing a generally favorable perception with many appreciating the quality of this environment, though a small portion still sees room for improvement.

2.12 Lab Facility

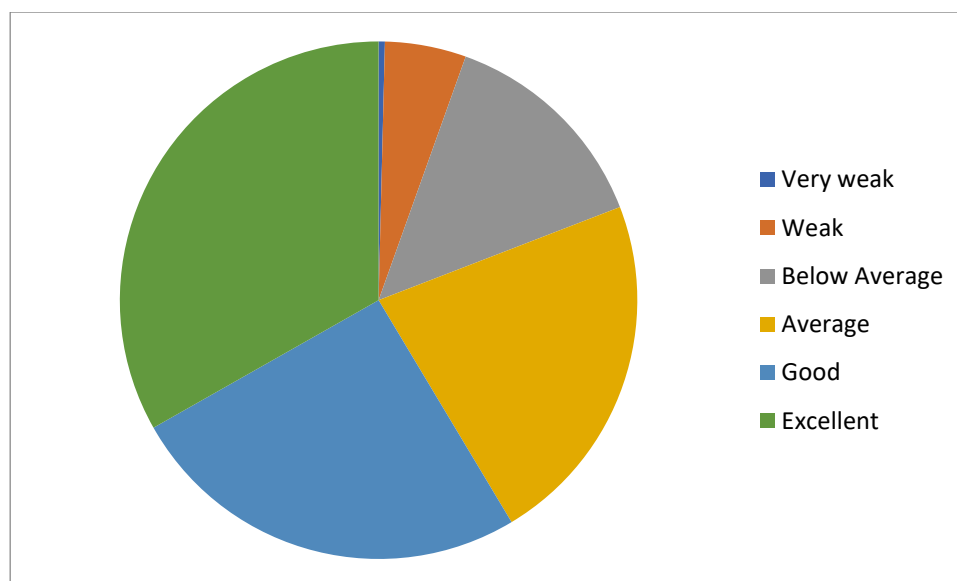
Table 2.12

The Ratings Based on Lab Facility

Lab Facility	Frequency	Percent
Very weak	1	0.4
Weak	13	5.1
Below Average	35	13.7
Average	57	22.3
Good	65	25.4
Excellent	85	33.2
Total	256	100

Source: Survey, 2025

Figure 2.12



← R Bhatta



The table and chart show the graduates' evaluation of the lab facilities available at Kailali Multiple Campus. Out of 256 respondents, the highest number, 85 graduates (33.2 percent), rated the lab facilities as excellent, followed by 65 graduates (25.4 percent) who considered them good. Another 57 graduates (22.3 percent) viewed the facilities as average. These figures indicate that a majority of respondents held a favorable opinion about the campus's lab infrastructure.

On the lower end of the scale, 35 graduates (13.7 percent) rated the facilities as below average, while only 13 graduates (5.1 percent) and 1 graduate (0.4 percent) rated them as weak and very weak, respectively. The pie chart visually reinforces this distribution, with the largest segments representing excellent and good ratings and much smaller sections for the lower categories.

Overall, the combined data reflect a generally positive perception of the lab facilities at KMC, suggesting that the campus has made significant investments in practical and technical infrastructure. However, the presence of some below average and weak responses highlights the importance of maintaining and upgrading labs regularly to meet evolving academic and technological standards.

2.13 Sport Facility

Table 2.13

The Ratings Based on Sport Facility

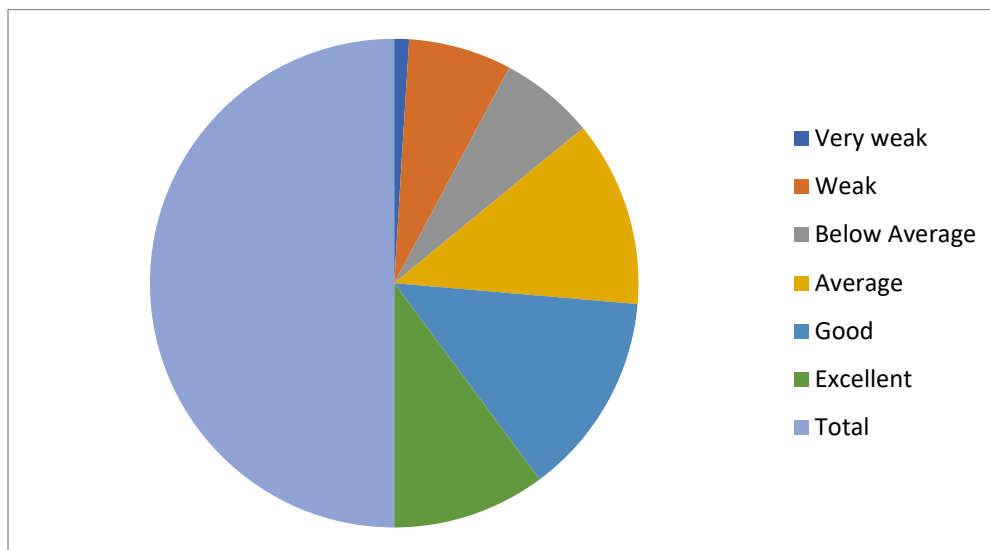
Sports Facility	Frequency	Percent
Very weak	5	2
Weak	35	13.7
Below Average	32	12.5
Average	63	24.6
Good	69	27
Excellent	52	20.3
Total	256	100

← R Bhatta



Source: Survey, 2023

Figure 2.13



The table and corresponding figure illustrate the graduates' feedback on the sports facilities at Kailali Multiple Campus. Among the 256 respondents, the highest number, 69 graduates (27 percent), rated the sports facilities as good, followed closely by 63 graduates (24.6 percent) who considered them average. Additionally, 52 graduates (20.3 percent) viewed the facilities as excellent, indicating that a majority of students had a favorable perception of the sports infrastructure available on campus.

On the other hand, 32 graduates (12.5 percent) rated the sports facilities as below average, while 35 graduates (13.7 percent) and 5 graduates (2 percent) marked them as weak and very weak, respectively. The figure visually supports the tabular data, showing larger sections for good, average, and excellent ratings, and comparatively smaller sections for the lower categories.

Overall, the data suggest that while the sports facilities at KMC are generally well-regarded by graduates, there remains a portion of students who believe there is room for improvement. These insights can help guide future investments and planning in sports and recreational infrastructure.

← R Bhatta



2.14 Canteen /Urinals Facility

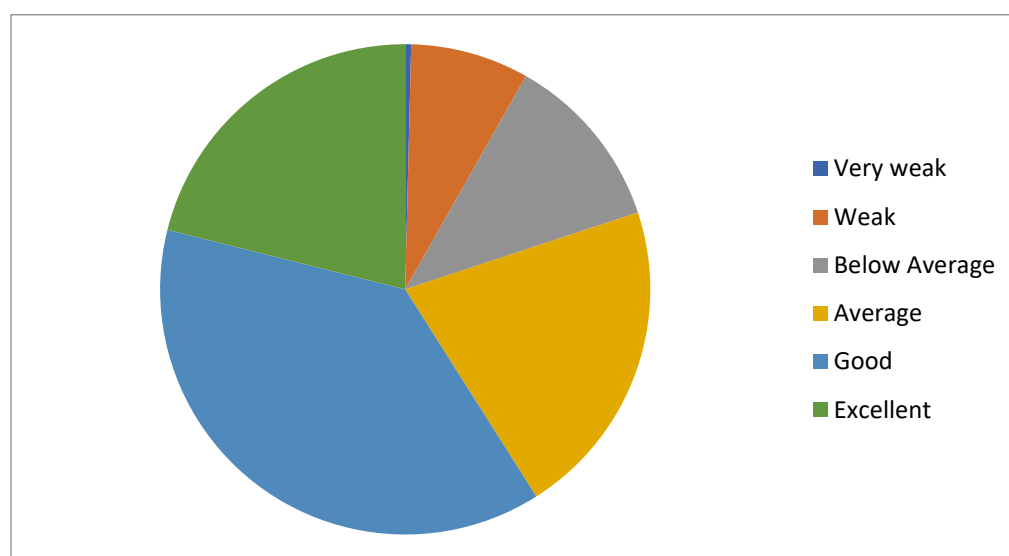
Table 2.14

The Ratings Based on the Canteen / Urinals Facility

Canteen Facility	Frequency	Percent
Very weak	1	0.4
Weak	20	7.8
Below Average	30	11.7
Average	54	21.1
Good	97	37.9
Excellent	54	21.1
Total	256	100

Source: Survey, 2025

Figure 2.14



The table and chart present the graduates' evaluation of the canteen and urinal facility at Kailali Multiple Campus. Out of 256 respondents, the highest proportion, 97 graduates (37.9 percent), rated the canteen services as good. This is followed by 54 graduates (21.1 percent) who considered the services average and another 54 (21.1 percent) who rated them excellent. These responses indicate that a majority of graduates had a positive impression of the canteen facility.

Meanwhile, 30 graduates (11.7 percent) rated the canteen as below average, while 20 (7.8 percent) and 1 respondent (0.4 percent) viewed it as weak and very weak, respectively.

← R Bhatta



The accompanying chart supports these findings by visually highlighting the larger proportion of graduates expressing satisfaction with the facility.

Overall, the data suggest that the canteen services at KMC are largely appreciated by the students, although a small number of responses reflect the need for further improvements in quality, variety, or hygiene. These insights can help the institution identify areas for enhancement to better meet the expectations of its student community.

2.15 Campus Environment

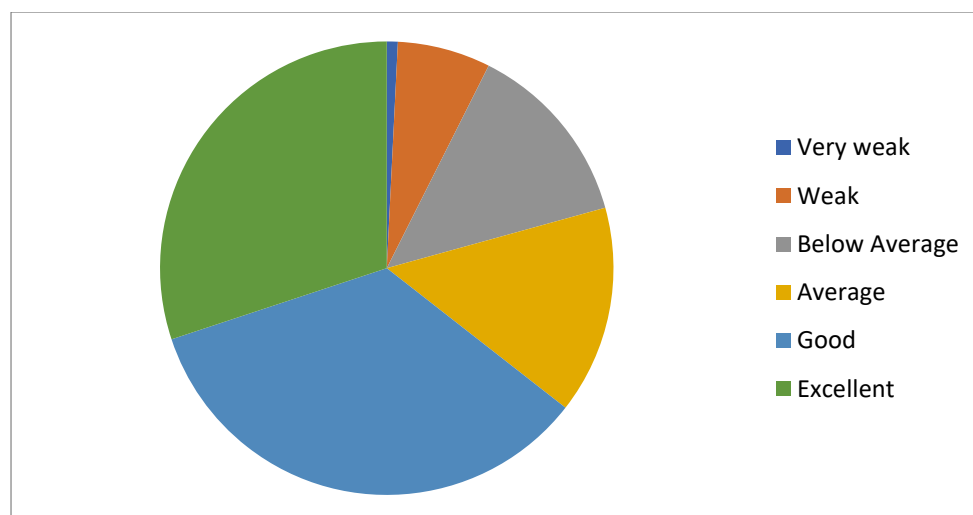
Table 2.15

The Ratings Based on Campus Environment

Campus Environment	Frequency	Percent
Very weak	2	0.8
Weak	17	6.6
Below Average	34	13.3
Average	38	14.8
Good	88	34.4
Excellent	77	30.1
Total	256	100

Source: Survey, 2025

Figure 2.15



The data on the campus environment shows varying levels of satisfaction among the respondents. Out of a total of 256 participants, only a small portion, 2 individuals (0.8%), rated the campus environment as very weak, while 17 respondents (6.6%) considered it weak. A slightly higher number, 34 people (13.3%), felt the environment was below average. Meanwhile, 38 participants (14.8%) rated it as average. The majority of

← R Bhatta



respondents expressed a positive view, with 88 individuals (34.4%) describing the campus environment as good and 77 (30.1%) rating it excellent. This indicates that overall, most respondents perceive the campus environment favorably, with more than 64 percent rating it either good or excellent, suggesting a generally positive atmosphere on campus.

2.16 Library Facility

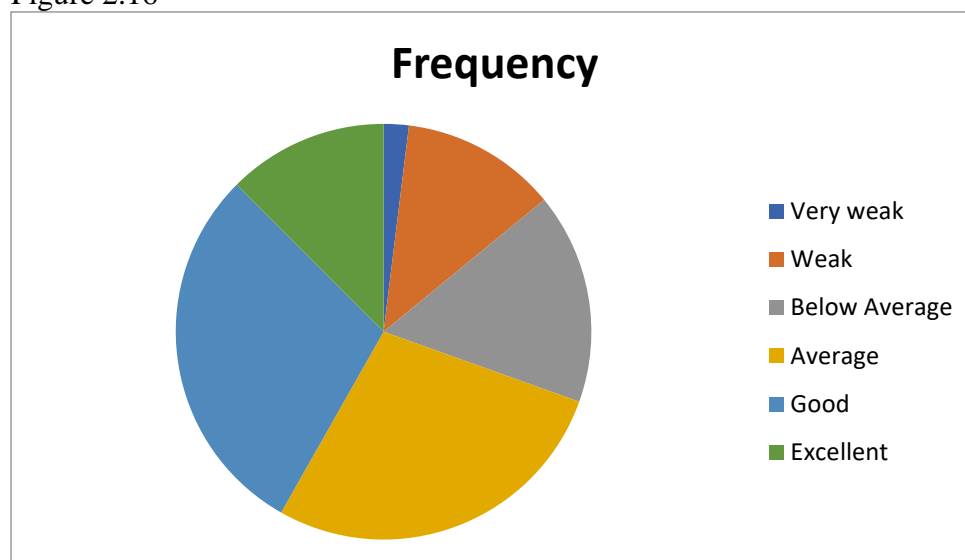
Table 2.16

Rating of Library Facility

Library Facility	Frequency	Percent
Very weak	5	2
Weak	31	12.1
Below Average	42	16.4
Average	71	27.7
Good	75	29.3
Excellent	32	12.5
Total	256	100

Source: Survey, 2025

Figure 2.16



The data regarding the library facility shows a range of opinions among the 256 respondents. A small number, 5 people (2%), rated the library facility as very weak, while 31 respondents (12.1%) considered it weak. Another 42 individuals (16.4%) felt the facility was below average. More respondents rated it as average, with 71 participants (27.7%) choosing this option. Positive feedback comes from 75 people (29.3%) who

← R. Bhatta



described the library facility as good, and 32 respondents (12.5%) rated it excellent.

Overall, the majority of students seem moderately satisfied with the library, as more than half of them (about 69.5%) rated the facility from average to excellent, though there is still room for improvement to increase the number of higher ratings.

2.17 Teacher Student Relationship

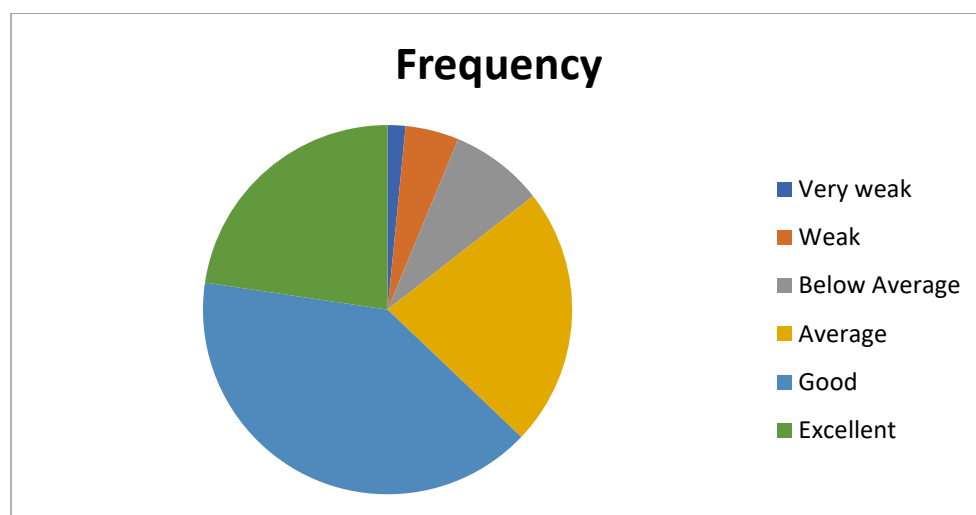
Table 2.17

Rating of Teacher Student Relationship

Teacher Student Relationship	Frequency	Percent
Very weak	4	1.6
Weak	12	4.7
Below Average	21	8.2
Average	58	22.7
Good	103	40.2
Excellent	58	22.7
Total	256	100

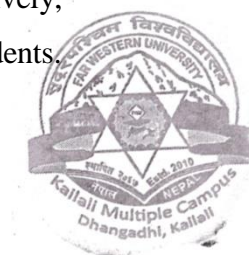
Source: Survey, 2025

Figure 2.17



The data on teacher-student relationship reflects a generally positive perception among the 256 respondents. Only a few, 4 individuals (1.6%), rated the relationship as very weak, and 12 respondents (4.7%) considered it weak. A slightly larger group of 21 people (8.2%) rated it below average. More than one-fifth of the respondents, 58 individuals (22.7%), viewed the relationship as average. The majority expressed favorable opinions, with 103 respondents (40.2%) rating it good and another 58 (22.7%) rating it excellent. This means that over 60 percent of participants perceive the teacher-student relationship positively, indicating a generally strong and supportive connection between teachers and students.

← R Bhatta



2.18 Quality of Education

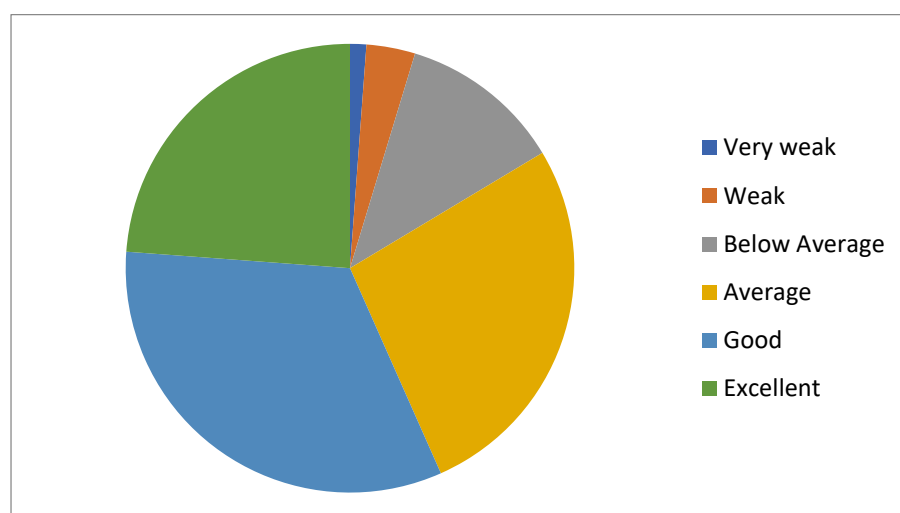
Table 2.18

Rating of Quality of Education

Quality of Education	Frequency	Percent
Very weak	3	1.2
Weak	9	3.5
Below Average	30	11.7
Average	69	27
Good	84	32.8
Excellent	61	23.8
Total	256	100

Source: Survey, 2025

Figure 2.18



The data on the quality of education shows a range of perceptions among the 256 respondents. A very small number, 3 individuals (1.2%), rated the quality as very weak, and 9 respondents (3.5%) considered it weak. Meanwhile, 30 people (11.7%) felt the quality was below average. A larger portion, 69 participants (27%), rated the quality of education as average. Positive views are reflected by 84 respondents (32.8%) who rated it good and 61 individuals (23.8%) who considered it excellent. Overall, the majority of respondents, nearly 57 percent, perceive the quality of education as good or excellent, suggesting a generally favorable evaluation, while around 40 percent view it from below average to average, indicating there is still potential for improvement.

← R Bhatta



CHAPTER III

Major Findings

- i. The gender distribution among respondents is nearly equal, with 50.4% female and 49.6% male out of 256 total respondents.
- ii. Most respondents come from the Kailali district, accounting for 58.2%, followed by Kanchanpur at 11.7% and Doti at 10.5%, with the rest from various other far-western districts.
- iii. The majority of graduates are from the BBS program, representing 35.5%, followed by B.Ed. (14.5%), BA (12.9%), and MBS (12.5%), while other programs have smaller shares.
- iv. A high unemployment rate is evident, with 76.2% of graduates currently unemployed, 19.5% employed in organizations, and 4.3% self-employed.
- v. Among employed graduates, most work in the private sector (63.93%), with fewer in the public sector (18.03%), government (16.39%), and NGO/INGO (1.64%).
- vi. In terms of caste distribution, Brahmins make up 39.8%, Kshetriyas 28.5%, Janajatis 19.5%, and Dalits 3.5% of the respondents.
- vii. Regarding program relevance to job requirements, 33.6% rated it as good or excellent, 24.2% as average, and 42.2% as below average or weaker, indicating a need to better align the curriculum with job demands.
- viii. A majority of graduates (79.8%) rated their participation in extracurricular activities as average or above, though 20.2% gave below-average ratings, suggesting room for improvement.
- ix. About 77.7% of respondents perceive their problem-solving ability as average or better, while 22.3% feel it is below average or weaker.
- x. Work placement and internship experiences are rated average or better by 70.3% of respondents, with 29.7% indicating below average or weaker experiences, highlighting a need for enhanced practical training.
- xi. Program content relevance received average or better ratings from 77.9%, but 22.8% rated it below average or weaker, emphasizing the need for curriculum updates.
- xii. Graduates recommend strengthening practical training (35.2%), increasing internship opportunities (21.1%), revising the curriculum (16.8%), enhancing career counseling (13.3%), and expanding extracurricular activities (13.7%).
- xiii. Overall, there is balanced gender and district representation among graduates, but a high unemployment rate indicates challenges in the job market, with graduates calling for improved practical exposure, updated curricula, and better career support.

← Bhaite



CHAPTER IV

Implications to the Institutional Reform

The findings of the tracer study conducted at Kailali Multiple Campus point toward several critical implications for institutional reform aimed at improving graduate outcomes and overall institutional effectiveness. One of the primary areas for reform is the revision of academic curricula to ensure alignment with market demands by incorporating more practical and skill-oriented components such as internships, project work, and case studies. Graduates expressed a lack of adequate career guidance and placement services, highlighting the need for establishing a dedicated Career Development and Alumni Relations Cell to provide career counseling, mentorship, and job placement support. Furthermore, the study emphasizes the importance of formalizing alumni networks to maintain long-term engagement, gather curriculum feedback, and create opportunities for current students through internships and motivational sessions. Strengthening linkages with local industries, government agencies, and development organizations is equally vital to enhance practical exposure and job readiness. Graduates also pointed out deficiencies in campus infrastructure and learning resources, suggesting a need for investment in updated books, digital tools, and modern classroom facilities. The integration of soft skills, digital literacy, and entrepreneurial training into the academic and extracurricular framework is essential to foster holistic student development. Moreover, regular monitoring mechanisms and feedback systems should be institutionalized to assess program effectiveness and inform continuous quality improvements. In conclusion, to enhance the employability of its graduates and remain responsive to evolving labor market demands, KMC must implement strategic institutional reforms that address curriculum relevance, student support services, alumni engagement, industry collaboration, and infrastructure development.

← R Bhatta



CHAPTER V

Conclusion and Recommendations

5.1 Conclusions

The tracer study conducted among the graduates of Kailali Multiple Campus offers a comprehensive overview of the institution's performance in preparing students for the labor market and broader societal engagement. The findings indicate that while a considerable number of graduates have been able to secure employment and pursue further studies, there are significant areas where the campus needs improvement. A recurring theme among respondents was the need for enhanced practical exposure, industry linkage, and soft skills development, suggesting that the current academic curriculum may not fully align with the demands of the competitive job market. Additionally, many graduates highlighted a lack of sufficient career counseling, internship opportunities, and job placement services during their academic tenure, which negatively affected their transition from academic life to professional careers.

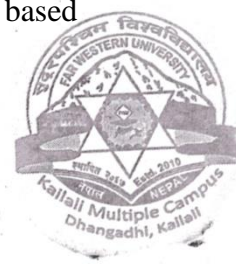
Despite these challenges, the positive reflections on faculty support, classroom engagement, and affordability demonstrate that the institution has a solid foundation upon which to build. However, to truly meet the evolving expectations of students and the labor market, the campus must prioritize curricular reforms that emphasize market-relevant skills, entrepreneurship, digital literacy, and applied knowledge. Moreover, institutional mechanisms for continuous feedback collection from alumni, employers, and other stakeholders should be established to inform policy and programmatic adjustments regularly.

The implications of this study are clear: Kailali Multiple Campus must initiate targeted institutional reforms to ensure that it not only maintains its relevance but also enhances its capacity to contribute meaningfully to local and national development. Strengthening the quality of education, aligning academic programs with market demands, and improving support services for students and graduates will be crucial. Through such reforms, the institution can foster a more dynamic, responsive, and inclusive higher education environment that empowers graduates to thrive in diverse professional and academic settings.

5.2 Recommendations

To enhance the overall quality and relevance of Kailali Multiple Campus and better prepare its graduates for the evolving job market, recommendations are proposed based

← R. Bhatta



on the findings of the tracer study. These recommendations focus on curriculum improvement, industry collaboration, student support, skill development, alumni involvement, infrastructure enhancement, governance, and institutional planning. The recommendations are as follows:

- i. The campus should regularly update its academic programs by incorporating feedback from industry experts and alumni to ensure the curriculum practical and market-oriented.
- ii. Establish stronger partnerships with local industries and organizations to provide students with internship opportunities and real-world exposure before graduation.
- iii. Develop a dedicated career services unit that offers guidance on job search strategies, resume building, and organizes job fairs to improve graduate employment rates.
- iv. Integrate training on essential soft skills, communication, and entrepreneurship into academic and co-curricular activities to enhance students' employability.
- v. Actively involve alumni as mentors and guest speakers to create networking opportunities and gather valuable feedback for continuous program improvement.
- vi. Invest in modernizing classrooms, expanding digital resources, and improving internet access to support effective teaching and learning.
- vii. Promote transparent and participatory management practices to enhance accountability and foster a culture of continuous improvement among faculty and staff.
- viii. Implement a systematic strategic planning framework with regular monitoring to ensure that reforms are effectively executed and sustained over time.

← R. Bhatta



References

- Kailali Multiple Campus. (2023). *Tracer study report*. Kailali.
- Millington, C. (2001). *The use of tracer studies for enhancing relevance and marketability in tertiary education*. UNESCO International Institute for Educational Planning.
<https://unesdoc.unesco.org/ark:/48223/pf0000124704>
- Schomburg, H. (2003). *Handbook for graduate tracer studies*. Centre for Research on Higher Education and Work, University of Kassel.
<https://www.researchgate.net/publication/42792225>
- Schomburg, H., & Teichler, U. (2006). *Higher education and graduate employment in Europe: Results of graduate surveys from twelve countries*. Springer.
<https://doi.org/10.1007/1-4020-4187-1>
- University Grants Commission (UGC) Nepal. (2015). *Higher Education Reforms Project: Project implementation plan*. Bhaktapur: UGC Nepal.
- University Grants Commission (UGC) Nepal. (2020). *Tracer study guideline (Revised)*. Bhaktapur: UGC Nepal.

← R. Bhakta



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

12. In the case of **Self Employment**:

i. Starting Year:

ii. Type of work / profession:

← Bhagha



13. 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

← Bhagat

