

A Tracer Study Report
of
Graduates of Salyan Multiple Campus
2074 B.S. (2017 A.D)

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Salyan Multiple Campus
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Salyan Campus, Salyan

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Words from Chairperson

It is a matter of great pleasure for us to hear that Salyan Multiple Campus is conducting 'Tracer Study of graduates' in support of UGC, Nepal Government. Salyan Multiple Campus is the oldest higher academic institution established in the heart of Salyan district, Khalanga, Salyan in 2037 B.S. It is a well- known public campus in Salyan district covering large area such as Ropla, Rukum, Dang ,Surkhet and others nearby districts. Recently, many campuses have been established here in Salyan district.As a result large number of students as well as guardians are greatly benefitted.

Salyan campus is a successful academic institute to produce many genius and talented manpower useful for various sectors of national development. University Grant commission has also been supporting this campus in several aspects for quality enhancement of education. Most of the programs and projects are offered to the campus by UGC based on the performance.

We hope that the tracer study will be a cornerstone for exploring weaknesses of this campus and source of maintaining quality of education providing from this campus and very much helpful for further research works as well.

Chairperson
CMC, Salyan Mutiple Campus
Khalanga Salyan

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We would like to express gratitude to respected chairperson Mr. Topendra Kumar Sharma, Vice chairperson Mr. Chandra Prakash Oli, campus chief Surendra Bahadur Basnet and other members of Campus Management Committee for their valuable suggestions, advice and supports in the preparation of the report. This report would not get this final form without their efforts. The role of Asst. Campus Chief and all campus staffs also remained very pivotal. We are equally grateful to all this team, respondents and other students as well.

We also extend our sincere thanks to administrative body, especially Mr. Himalay Kumar Shrestha and Azad Pardhan. Similarly, we are thankful to Binod Kumar Oli for his valuable support and compilation of this report.

Finally, we are grateful to the University Grants Commission for guidelines and supports to prepare this report.

Man Bahadur Budhathoki
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EXECUTIVE SUMMARY

Tracer study survey explores the position of graduates higher education institution which takes place sometimes after graduations. It is carried out by the education institution to follow the graduates to know about what they are doing with the education they received. Common topics covered in tracer study include question progress, the transition to work entrance, use of learned competencies and current occupation.

Tracer study is important because it finds out the position of graduates after they completed their studies. It tries to search answer to the question like whether they are employed. Self employed or looking for the jobs, weather their study prepared them well for the jobs, whether they use the knowledge and skills they have learned during their studies, and they are joined further studies and whether they adopted other jobs. Moreover feedback of graduates can be used to improve the quality of the programs and to revise the curricular if deemed necessary. The findings of the studies are used in different areas of higher education quality development, as well as improve services provided by the higher education institutions. Traces studies can be considered as a quality assurance tool because these studies investigate upon quality management of teaching and learning, and curricular of the institutions.

SMC conducted its second tracer study of graduates covering sample of graduates passed out since 2074. It conducted second tracer study covering sample of graduates passed out in 2074 B.S. This study presents the position of graduates of 2074 B.S. and their suggestion necessary for the improvement of teaching learning quality of the institution.

The main objective of the study is to identify the position of graduates after they completed their study. Under the guidelines of this objectives, the study has the following specific objectives:

- To identify the current position of graduates of Salyan Campus i.e. whether graduates are employed. Self-employed or still looking for a job or enrolled for further studies.
- To assess relevancy of the study on jobs of graduates of SMC.
- To assess the major strengths and weaknesses of the programs and overall teaching learning environment of SMC.

- To assess contribution of the programmed to shape knowledge, skills and attitudes of the graduates of SMC.
- To provide feedback for improvement of overall teaching learning environment based on SMC graduates expectations.

Methodology

This study is based on primary data. Graduates of 2017 of SMC are the sources of data. There are 32 graduates of 2017 passed year which is considered as universe of the study. The survey instrument used in the study is the tracer study questionnaire which is prescribed by University Grant Commission (UGC) of Nepal. Various methods like field visits, face to face conversation, telephone conversation, contact through electronic media etc are used to collect the required data for the study. Members of tracer study committee and non-teaching staff of SMC are employed to contact the respondents. Considering the study period of 1stFeb. to 24th Mar. 2018 usable data are obtained from 32 graduates.

Results

Distribution of Respondents

Out of total 32 respondents 10 (31.25%) are found from BBS,14(43.75%) from B.Ed. and 8(25%) from B.A.

Demographic Characteristics of Graduates

Out of total respondents,23(71.9%) are from upper caste,8(25%) are from indigenous community and 1(3.1%) are from Dalit caste. All graduates are from Salyan district. This shows that most of graduates of SMC are from rural areas. Regarding gender of respondents 11(34.4%) are female and 21(65.6%) are male

Employment Information of Graduates

Out of total respondents 52.25% are in employment, 6.25% are part time and remaining are looking for the job or further studies or are enrolled for further studies. Out of total employed graduates 52.25% percent are full time jobholder, 6.25% are part –time jobholder and others are in looking for jobs or business.

Graduates are appointed in different areas of employment at assistant level. They appointed in Peivate banks, Nepal Sarkar, Teaching field and other NGOs,. 75% of employed graduates are highly satisfied with their jobs. 6.25% graduates are employed own business.

Graduates Persuasion for the Further Study

Out of total respondents 15.62% are pursuing their further study and preparing for admission masters level. Remaining are waiting for further study near Masters campus Kathmandu, Nepaljung in M.Ed., M.A. & M.B.S

Graduates Responses on Quality Measures of SMC

This study describes perception of graduates on different quality measures of programmed of SMC and its teaching learning environment in terms of quality rating .They made based on their personal knowledge and experience.

Out of 87.5% respondents of sample size 67.85% are satisfied with the range of course offered, out of 87.5 percent sample size 62.3% are satisfied with number of optional subjects . 68.5 percent are satisfied with problem solving ability. They learned from the institution, 72 percent also are satisfied with inter-disciplinary learning approach. 71.9 percent are satisfied with their work placement attachment.68.7 percent are satisfied with teaching/learning environment ,71.8 percent are satisfied with quality of delivery of non-teaching staffs.68.7 percent are satisfied with teacher/student relationship 68.7 percent are satisfied with library facilities provided be the institution. 64.3 percent respondents are satisfied with the relevancy of programs. They studied to their professional requirements, 62.8 percent are satisfied with curricular activities organized by the Institution.

Out of the 100 percent respondents of sample 62.5 percent are satisfied with the relationship between academic knowledge .They gained from the study and their jobs. Out of 100 percent 65.7 percent respondents satisfied with relationship between research skill they learned from the study and the jobs.72 percent are satisfied with the relationship between improved learning efficiency and their jobs. Out of 71.18 percent 80 percent are satisfied with the relationship between communication skill and their jobs. Out of 71.18 percent 76 percent respondents are satisfied with Improved Learning efficiency skill and the jobs.

Conclusion and recommendation

The finding of the study indicates that SMC has been creating strengths in several dimensions of teaching-learning environment in delivering quality education. Similarly the findings also indicates that there is close relationship between what graduates learned from their study and their jobs.

Above data represents that the graduates are found strong relationship between academic knowledge. They learned from their study .communication skill improved from the study, information technology skill learned from the study

ability developed to work in a team and their jobs. Moreover the graduates perceived high rating for ranges of course offered, number of optional subject managed, relevancy of study to their professional requirements, work placement and attachment, teaching/learning environment, quality of delivery of teaching and non-teaching staff ,teaching student relationship and library facilities. This rating indicates that SMC as a leading students relationship in district and success to deliver useful education to the beneficiaries.

TABLE OF CONTENT

ACKNOWLEDGEMENTS	Pages
EXECUTIVE SUMMARY	
CHAPTER I	
1. INTRODUCTION	1
1.1 Background	1
1.2 Salyan Multiple Campus	1-2
1.3 Rationals of the study	2
1.4 Objectives of the Study	2-3
1.5 Institutional Arrangement of the study	3
1.6 Methodology Used	3
1.7 Limitation of the Study	4
CHAPTER II	
2. DATA PRESENTATION ANALYSIS	5
2.1 Distribution of Respondents	5-6
2.2 Demographic Information of Graduates	6-7
2.3 Employment Information of Graduates	7-8
2.4 Graduates Persuasion for Further Studies	8-9
2.5 Academic Rating towards Quality Measures of SMC	9
CHAPTER III	
3. MAJOR FINDINGS	28-29
CHAPTER IV	
4. IMPLICATIONS TO INSTITUTIONAL REFORM	30
CHAPTER V	
5. CONCLUSION AND RECOMMENDATIONS	31
5.1 Conclusion	
5.2 Recommendations	

LIST OF TABLE

Table	Title	Page
2.1	Distribution of Respondents based on Academic Programme	5
2.2	Caste of Respondents	6-7
2.3	Gender of the Respondents	7-8
2.4	Current Status of Employment of the Respondents	8-9
2.5	Type of Employment of the Respondents	9-10
2.6	Graduates Enrollment in Different Discipline	10-11
2.7	Graduates Enrollment in Different Universities	11
2.8	Rating of Institutional based on Enhanced Academic Knowledge	12
2.9	Rating of Institution based on problem Solving Skill	12-13
2.10	Rating of Institution based on Improved Research Skill	13-14
2.11	Rating based on Improved Learning Efficiency	14
2.12	Rating based on Improved Communication Skill	14-15
2.13	Rating based on Improved IT Skill	15
2.14	Rating based on Enhanced Team Spirit	16
2.15	Rating based on Range of course offered	16-17
2.16	Rating based on Number of optional Subjects	17-18
2.17	Relevance of program to Professional Requirement	18-19
2.18	Rating on Extra-Curricular Activities	19-20
2.19	Rating based on Problem Solving Ability	20
2.20	Rating on Inter-disciplinary Learning	21-22
2.21	Rating on Work placement/Attachment	22-23
2.22	Rating on Teaching/Learning Environment	23-24
2.23	Rating on Quality of Delivery of Teaching and Non-teaching staffs	24-25
2.24	Rating on Teachers Students Relationship	25-26
2.25	Rating on Library Facility	26-27

LIST OF FIGURE

Figure	Title	Page
2.1	Pie-chart showing Distribution of respondents	6
2.2	Pie-chart showing caste of the respondents	7
2.3	Bar-Diagram showing Gender of respondents	8
2.4	Pie-chart showing current status of employment of respondents	9
2.5	Bar-Diagram Types of employment status.	10
2.6	Bar-Diagram showing range of course offered	17
2.7	Bar Diagram Relevance of program to professional requirements	19

2.8	Bar diagram showing rating on problem Solving Skills	21
2.9	Bar Diagram showing rating on Inter Disciplinary Learning	22
2.10	Pie-chart showing ratings on Work placement/Attachment	23
2.11	Bar diagram showing rating on Quality of Delivery of Staffs	25
2.12	Bar Diagram showing ratings on teacher Students Relationship	26
2.13	Bar Diagram showing rating on library Facilities	27

ACRONYMS

B.Ed : Bachelor of Education

B.A. : Bachelor of Arts

B.B.S : Bachelor of Business Studies

SMC :Salyan Multiple Campus

NGO : Non Government Organization

INGO : International Non Government Organization

IT : Information Technology

UGC : University Grants Commission

TU : Tribhuvan University

M.A. : Master of Arts

M.Ed. : Master of Education

QAA : Quality Assurance and Accreditation

CMC : Campus Management Committee

CHAPTER I

1. INTRODUCTION

1.1 Background

Education can shape the life of people. It is generally perceived as one of most well developed services that make people more conscious and rationale. It is an important indication of national development because development is possible only when the nation can produce skilled human resources and academic scholars. Development histories of Japan and Singapore have already proved that development is possible with human resource in the absence of other natural resources like minerals and oil

Nepal has been practicing the concept of multi-university system to broad national development goals focusing on higher education in recent years. Before 1990 A.D. only two universities were in existence, namely Tribhuvan University (established in 1985) After the restoration of democracy in 1990 A.D. Kathmandu University, purbanchal University and Pokhara University were established and these universities along with TU and MSU have been delivering various academic and technical programs along with the help of many affiliated colleges of different parts of the country. Moreover, government has established some other universities. The above mentioned scenarios proved that tremendous expansion has been taking place in Nepal to deliver higher education during the last two and half decades.

The expansion of higher education delivery university and affiliated colleges have been producing the increasing number of graduates in one hand, and educated unemployed rate has been growing in the country in the another hand . This raises a question that whether the current structure and pattern of higher educational development could serve the community.

1.2 Salyan Multiple Campus, Salyan (SMC)

SMC came into operation in 2037 with the joint efforts of local community, founder professor, social leaders, academics and local organizations namely: Local community members donated startup capital and honored as

SMC is community-based, T.U affiliation not-for-profit campus which is operating many bachelors and Bachelor Degree programs are Bachelor of Business studies (BBS), Bachelor of Education (B.ED.) Bachelor of Arts (B.A) .Master degree has been running .SMC has established various departments to manage subject –wise teaching-learning activities of the campus. Each department is

headed by department head responsible to manage the workload. Result of the subject and initiate necessary changes for improvement in the department. SMC has departments like department of management, department of education and departments of arts.

SMC has five distinct building blocks in the area of 30 Ropani. It has library, Computer lab, cafeteria, hall along with of head of each department. It has 15 teaching staffs, 6 non teaching staff and 393 students in different program. Teaching staff and non-teaching staffs are recruited and selected according to the provision of the campus articles. Under these provisions a selection committee is formed by the campus management committee which is responsible for recruitment and selection of the human resources. The decision of selection committee should be approved by the campus management committee.

SMC has its own clearly defined objectives, vision, mission and strategic plan. Its main objective is to provide quality higher education to the students from the back-warded, disadvantaged and lower middle class society. Its vision is preparing competent human resources for global market.

SMC published Annual report, Campus Bulletin, Brochure, Academic Calendar, teaching practice guide, collection of article, yearly journal activities in the Salyan Multiple Campus Salyan.

1.3 Rationale of the Study

After the restoration of democracy (1990 A.D.), government of Nepal adopted the concept of multi –university. As a result, higher education delivery institutions have been significantly growing. These institutions have been producing a large number of graduates in each year. However, very few studies have been found to investigate the graduates position after completion of the study. SMC identified the need of this study. Which is very helpful to identify the position of graduates of SMC in one hand, and will be fruitful for the initiating changes in teaching-learning methodology, environment and curricular in the other.

1.4 Objective of the Study

- To identify the current position of graduates of SMC i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies
- To assess relevancy of study on jobs of graduates of SMC
- To assess the major strengths and weaknesses of the programs and overall teaching learning environment of SMC

- To assess contribution of the program to shape knowledge, skills and attitude of the graduates of SMC
- To provide feedback for improvement of overall teaching learning environment based on SMC graduates expectations

1.5 Institutional Arrangements of the study

SMC meeting of SMC dated 25th of Jan. 2019 formulated the tracer study committee of three members (see annex A). The committee organized meetings and decided for field visit (see annex D) Field visit were conducted with the help of teaching faculty. Non-teaching staffs, campus administration and the members of tracer committee.

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

1.6 Methodology used

Graduates passed out on 2074 B.S. were selected for the purpose of the study. Graduates from BBS, BA, B.Ed. were taken into consideration. Out of 79 passed out graduates, 32 responses were collected (see annex C) of the total 31.25 percent were from BBS, 25 percent from BA, 43.75 percent from B.Ed. The data were collected from 1st Feb. to 24th Mar. 2019.

1.6.1 Data collection Instrument: the Questionnaire

The survey instrument is the tracer study questionnaire drafted by the UGC, Nepal which is slightly modified. The questionnaire included both closed-ended and open-ended questions(see annex B)

1.6.2 Data collection Technique

The graduates were mainly requested by tracer study committee members and non –teaching staff to fill the questionnaires through direct visit, telephone, face book post, messenger and e-mail

1.6.3 Data, entry, Processing Analysis

Data entry and processing were completed by the professionals having sound SPSS knowledge and its application. Percentages are computed and recorded for all variables.

Also, bar diagrams and pie charts used to present the data.

1.7 Limitations of the study

This study tried to cover all of the graduates passed out in 2074 B.S. However, due to limited time and resources, only 40.5 percent of the population are covered. The following are the limitation of this study :

- some graduates are not responded questionnaire due to language problem as question are in English.
- Some graduates are changed cell phone number and email-id.
- Due to budget constraints, field visits are limited within the remote area
- Graduates studying abroad were reluctant to fill questionnaire
- This study is completely descriptive. So, any significance test is not used to determine the relationship of variables.
- Most of the respondents refused to provide photocopy of appointment letters and identity cards.

CHAPTER II

2. DATA PRESENTATION AND ANALYSIS

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the demographic characteristics of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study of respondents. And the fifth section describes the respondents perceived ratings on quality measures of SMC

2.1 Distribution of Respondents

Out of 79 passed out graduates during 2017 A.D.(2074), useable data from 32 are collected. The following table shows the distribution of respondents on the basis of different academic programs.

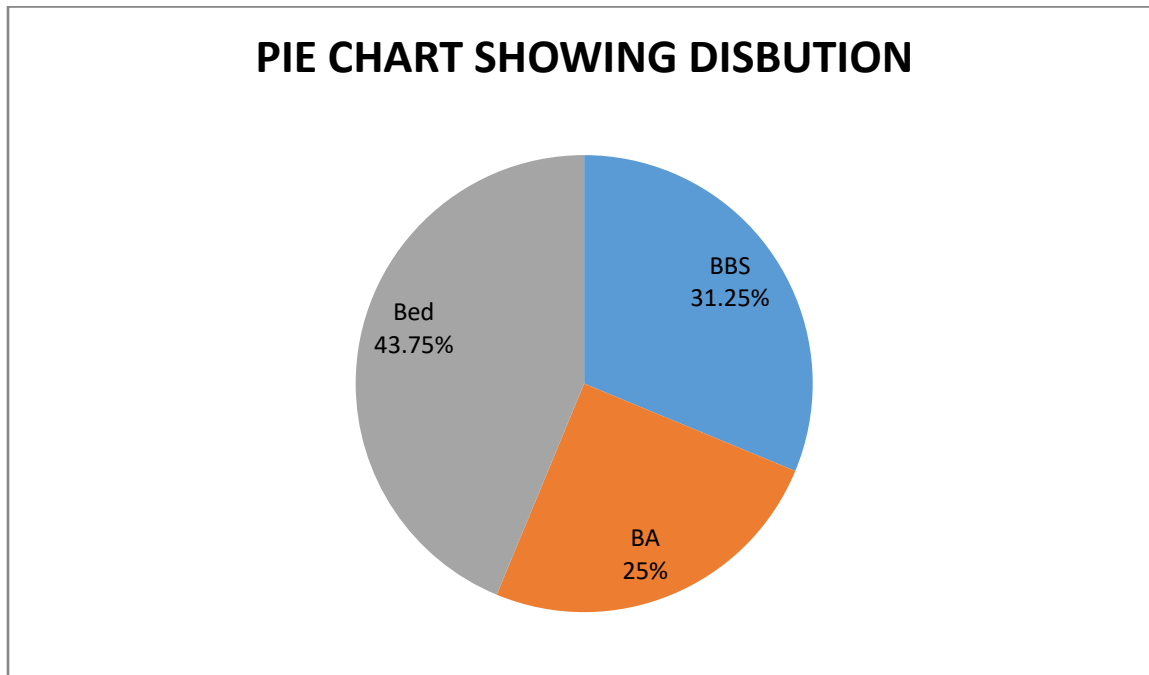
Table 2.1

Distribution of Respondents based on Academic Program

	Frequency	percent	valid percent	cumulative percent
Valid BBS	10	31.25%	31.25%	31.25%
BA	8	25%	25%	56.25%
B.Ed.	14	43.75%	43.75%	100
Total	32	100	100	

Table 2.1 reveals that out of 32 respondents, maximum respondents are from B.Ed. i.e. 43.37 percent. Similarly 31.25 percent are from BBS, 25 percent from BA. This pattern of respondents is presented in the pie-chart below:

Figure2.1



The above figure shows that most of the respondents are B.Ed.

2.2 Demographics Information of Graduates

This section presents the demographic characteristics of the respondents on the basis of responses of graduates. It describes caste of respondents, place of residence and gender of respondents.

The following table presents of the respondents

Table : 2.2

Caste of the Respondents

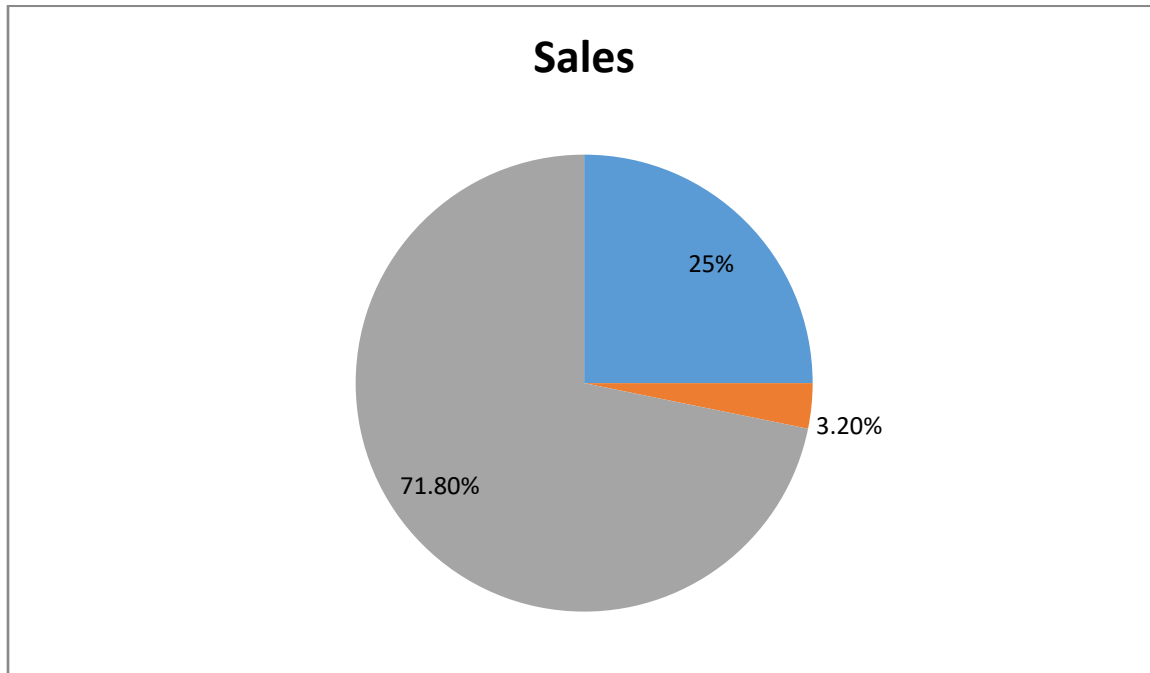
	Frequency	percent	valid percent	cumulative percent
upper caste	15	71	71	71
Indigenous	3	14.5	14.5	85.5
Dalit	3	14.5	14.5	100
Total	21	100	100	

Table 2.2 shows that maximum are upper caste and minimum Indigenous and Dalit caste. Upper caste category includes Brahmins, Thakuri and Chetry. Indigenous caste includes Newar, Maharjan and

Budhamagar. And lower caste includes dalit, sunar and Kami. Out of total respondents,21

The following Figure shows caste of the respondents

Figure 2.2



The above figure shows that 71.8% respondents are from upper caste and 25% respondents from Dalit are from

The following table presents gender of the respondents

2.3 Employment Information of Graduates

This section presents the employment status related information of graduates SMC passed in 2016 A.D. The following table shows the current status of the respondents

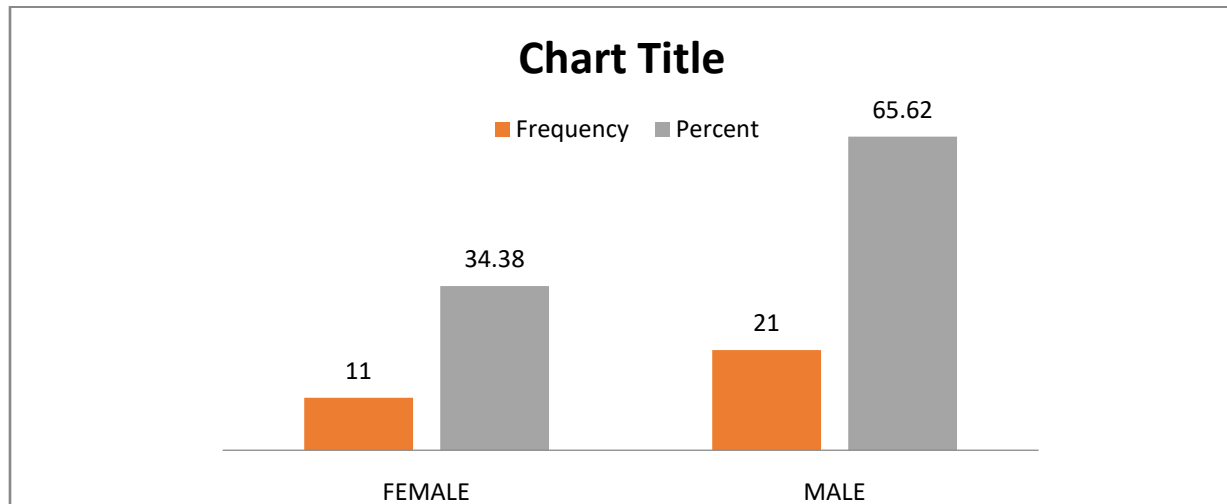
Gender of the Respondents

	Frequency	percent	valid percent	cumulative percent
Female	11	52	52	52
Male	10	47	47	100
Total	21	100	100	

The above table presents that out of total respondents 52 percent female are graduated whereas 47 percent male students are graduated from the institution.

The following figure shows Gender of Respondents

Figure 2.3



The above figure shows that more male students are graduated than female students.

Table : 2.4

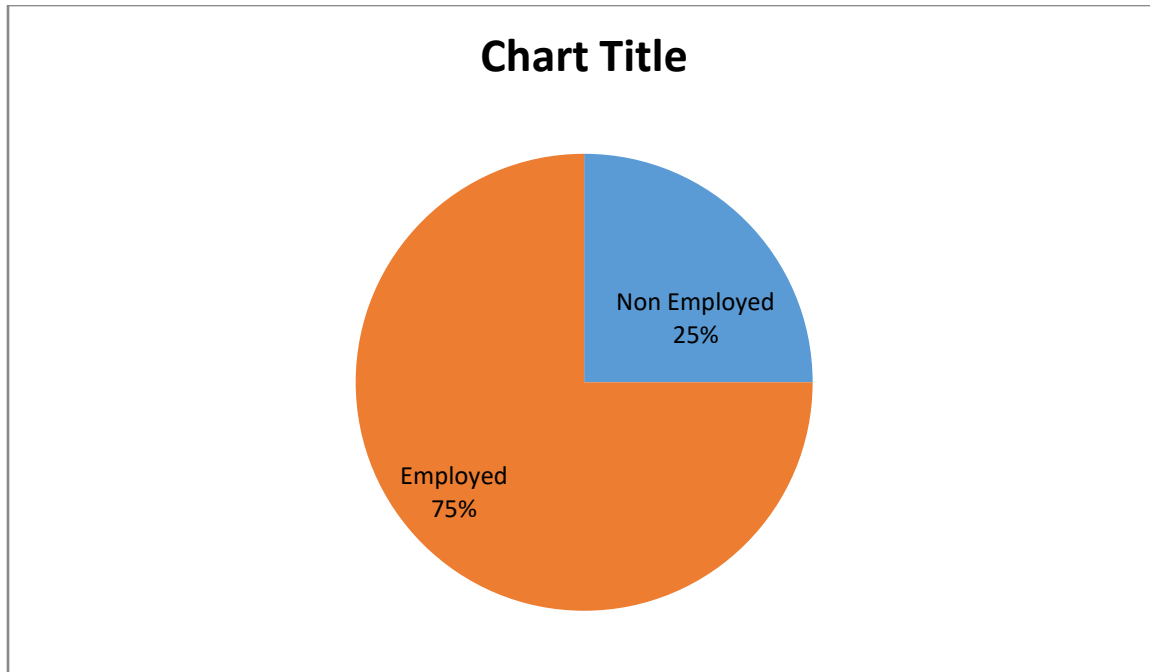
Current Status of Employment of Respondents

	Frequency	percent	valid percent	Cumulative Percent
Employed	24	75	75	75
Non employed	8	25	25	100
Total	32	100	100	

Table 2.4 shows that out of total respondents, 75 percent are found employed and 25 percent are not employed.

The following figure shows employment status of respondents.

Figure 2.4



The above figure shows that 75 percent respondents are employed and 25 percent of respondents are unemployed. The following table shows type of employment of the respondents.

Table : 2.5

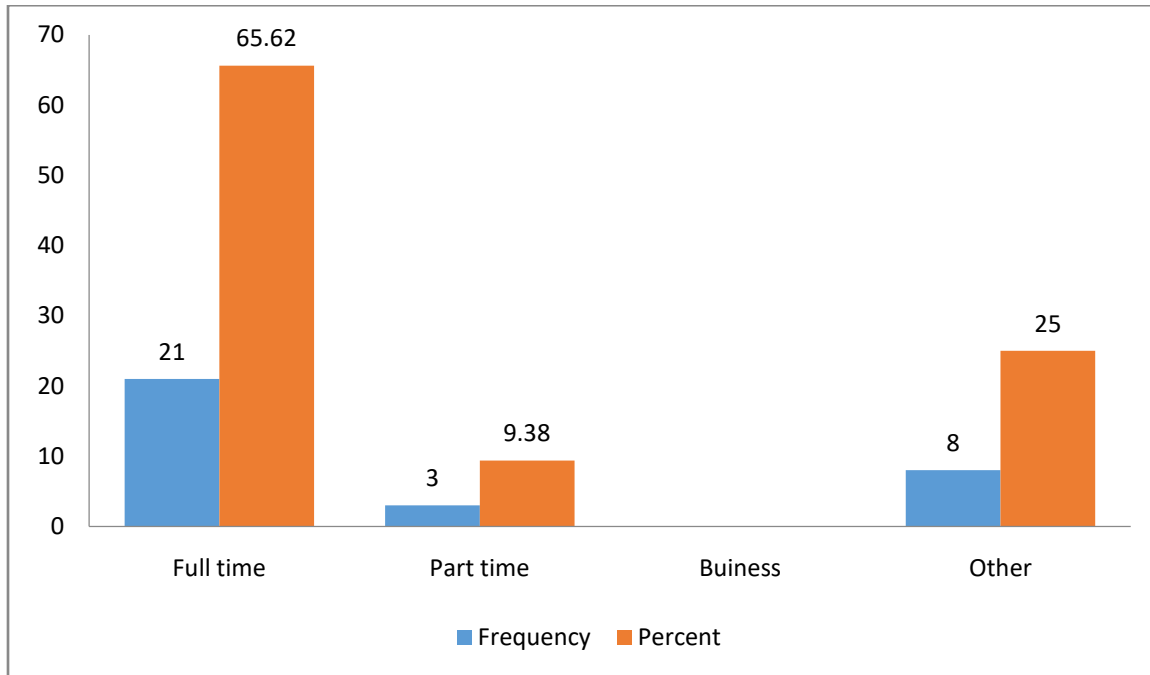
Type of Employment of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Full time	21	65.62	65.62	65.62
Part Time	3	9.38	9.38	75
Business				
Other	8	25	25	100
Total	32	100	100	

The above table shows that out of total respondents 65.62 percent respondents are full time jobholder and others are engaged different professions.

The following figure shows type of employment.

Figure 2.5



From the figure, It is found that out of total respondents ,full time respondents are 65.62 percent and others are part time and engaged in different works.

2.4 Graduates Persuasion for Further Study

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

The following table shows graduates enrollment programs :

Table : 2.6

Graduates Enrollment in Different Disciplines

	Frequency	percent	valid percent	Cumulative Percent
Valid M.Ed.	3	9.37	9.37	9.37
M.A	2	6.25	6.25	15.62
Missing	27	84.38	84.38	100
Total	32	100	100	

From above table, It is found that only 15.62 percent of total graduates are enrolled in further study where 84.38 percent are not enrolled. Out of total enrolled graduates 9.37 percent are enrolled in M.Ed. and 6.25 percent are enrolled in M.A.

Table 2.7

Graduates Enrollment in Different Universities

	Frequency	Percent	Valid Percent	Cumulative Percent
TU	5	15.62	15.62	15.62
Other university of Nepal				
Missing System	27	84.38	84.38	100
Total	32	100	100	

Out of total enrollment graduates in further study 15.62 percent are enrolled in TU and no one is enrolled in other university. Many respondents are not enroll any university, they are waiting enroll in district campus if master degree class will be started.

2.5 Academic Rating towards Quality Measures of SMC

This section deals with the graduates perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the institutions strengths and weaknesses from the point of graduates. Moreover, this study considers seven specific variables to evaluate the effectiveness of the programs of study of the institution.

The following table presents the rating of respondents on relationship between academic knowledge they learned from the study and their jobs.

Table : 2.8

Rating based on Enhanced Academic Knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	2	6.25	6.25	6.25
Not good	2	6.25	6.25	12.5
Not relevant	4	12.5	12.5	25
Indifferent	4	12.5	12.5	37.5
Good	8	56.25	56.25	93.75
Very much	2	6.25	6.25	100
Total	32	100	100	

The above table shows that out of total respondents 56.25 percent responded the relationship between academic knowledge enhanced from the study and their jobs. Out of them 6.25 percent experienced very strong relationship between academic knowledge enhanced and the job. And 12.5 percent are satisfied with the relationship. Similarly 12.5 percent are indifferent with the relationship. And 12.5 percent are experienced no relevancy between knowledge from the study and the jobs. Thus more than average respondents are benefitted from the academic knowledge enhanced by the institution at their work place.

The following table shows the rating of institution based on the relationship between problem solving skill learned by the graduates and their jobs

Table : 2.9

Rating of Institution based on Problem Solving Skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not all	2	6.25	6.25	6.25
Not good	2	6.25	6.25	12.5
Not relevant	2	6.25	6.25	18.75
Indifferent	5	15.6	15.6	34.35
Good	17	53.15	53.15	87.90
Very Much	4	12.5		100
Total	32	100	100	

Out of 100 percent of total, The above table indicators that 12.5 percent are highly satisfied with the relationship between problem solving skill learned from the study and their jobs. 53.15 percent are found good relationship . Moreover 15.6 percent are indifferent with the relationship and 6.25 percent are experienced no relevancy between the two variables. In this way, the statistics indicate that more than average respondents learned problem solving skill from the study that using their jobs.The following table shows the rating of institution based on the relationship between research skill they learned from the study and their jobs.

Table : 2.10

Rating of Institution based on Improved Research Skill

	Frequency	Percent	Valid percent	Cumulative Percent
Valid Not at all	1	3.12	3.12	3.12
Not good	3	9.38	9.38	12.50
Not relevant	2	6.25	6.25	18.76
Indifferent	2	6.25	6.25	25
Good	21	65.62	65.62	90.62
Very much	3	9.38	9.38	100
Total	32	100	100	

From the above table, it is found that responded this variable. Among them,9.38 percent are highly satisfied with the research skill they learned from the institution, 65.62 percent are satisfied with the relationship between research skill learned and the jobs,6.25 percent are indifferent with the relationship,6.25 percent perceived no relevancy between research skill learned and their jobs. This kind of data indicate that mor than average respondents are satisfied with the research skill learned from program of study they completed.

The following table shows on rating based improved learning efficiency.

Table : 2.11

Rating based on Improved Learning Efficiency

	Frequency	Percent		Cumulative Percent
Valid Not at all	2	8	8	8
Not good	1	4	4	12
Not relevant	2	8	8	20
Indifferent	2	8	8	28
Good	13	52	52	80
Very much	5	20	20	100
Total	25	71.18	100	

Note : Out of total respondents 21.82 percent respondents ignored learning efficiency.

The above table shows that and of 71.18 percent of total respondents 20 percent are very much satisfied with the relationship between learning efficiency and the jobs,52 are satisfied,8 percent are indifferent with the relationship,8 percent are not found any relationship between the variables. This study indicates that more than average graduates are satisfied with the relationship between learning efficiency and the jobs.

The following table shows the rating of institution based the relationship between communication skill learned by the graduates and their jobs.

Table : 2.12

Rating based on Improved Communication Skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all	1	4	4	4
Not good	1	4	4	8
Not relevant	1	4	4	12
Indifferent	2	8	8	20
Good	1	60	60	80
Very much	5	20	20	100
Total	25	71.18	100	

Note :Out of total respondents 21.82 percent respondents ignored communication skill.

The above table shows that out of 71.18 percent of total respondents,20 percent are highly satisfied with the relationship between communication skill learned and the jobs,60 percent are satisfied with the relationship. These statistics indicate that half of the respondents are able to improve their communication skill during their stay at the institution which they are considered useful in their jobs.

The following table shows the rating of institution based on the relationship between improved IT skill learned by the graduates and their jobs.

Table : 2.13

Rating based on Improved IT Skill

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Not at all	1	4	4	4
Not Good	2	8	8	12
Not relevant	2	8	8	20
Indifferent	1	4	4	24
Good	17	68	68	92
Very much	2	8	8	100
Total	25	78.18	100	

Note : Out of total respondents 21.82 percent respondents ignored IT skill.

The above table presents that out of 78.18 percent of total respondents,8 percent are highly satisfied with the relationship between IT skill learned and their jobs,68 percent are satisfied with the relationship. Moreover 4 percent are indifferent with the relationship and 8 percent are unable to find any relationship between the variables. These data indicates that less than averages respondents are satisfied with the IT skill they learned from the program of study they completed.

The following table shows the rating of institution based on the relationship between ability to work in a team and use of this ability at the work place,

Table : 2.14

Rating based on Enhanced Team Spirit

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Not at all	1	3.84	3.84	3.84
Not Good	1	3.84	3.84	7.68
Not relevant	2	7.70	7.70	15.38
Indifferent	2	7.70	7.70	23.08
Good	15	57.7	57.7	80.78
Very much	5	19.22	19.22	100
Total	26	81.75	100	

Note : Out of total respondents 18.75 percent respondents ignored the enhanced team spirit.

The above table presents that out of 81.25 percent of total respondents, 19.22 percent are satisfied very much with the relationship between ability to work in a team they learned and their jobs, 57.7 percent are satisfied with the relationship. Further 7.70 percent are indifferent and 7.70 percent are experienced no tenancy between the variables.

The following table presents the rating of the graduates on range of course by the institution.

Table : 2.15

Rating based on Range of Course Offered

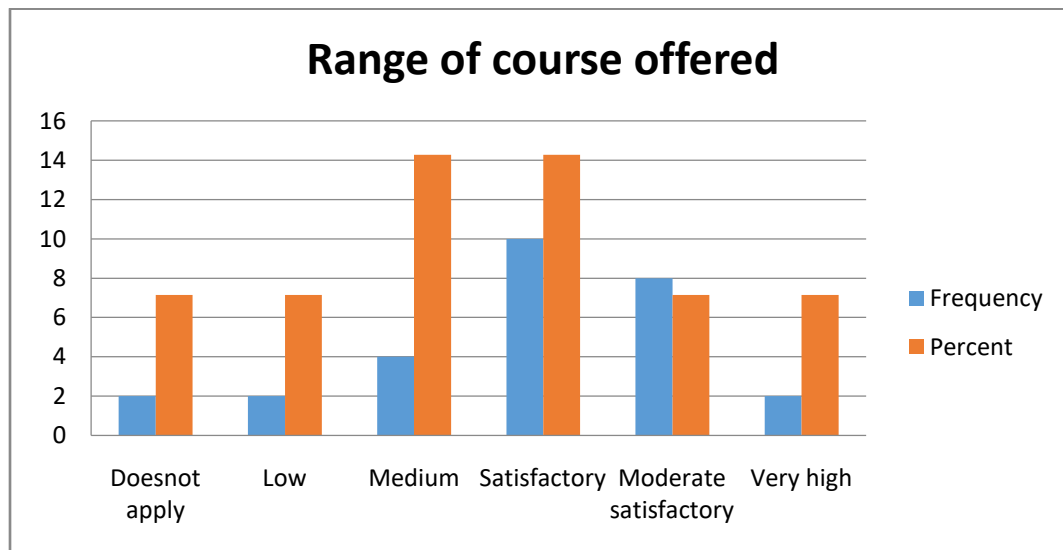
	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	2	7.14	7.14	7.14
Low	2	7.14	7.14	14.28
Medium	4	14.28	14.28	28.56
Satisfactory	20	35.71	35.71	64.27
Moderate satisfactory	8	25	25	90.27
Very high	2	7.14	7.14	100
Total	28	87.5	100	

Note : Out of total respondents 12.5 percent respondents ignored range of course offered.

Out of total respondents in the above variable, the table presents that 7.14 percent graduates are highly satisfied, 25 percent are moderately satisfied and 25.71 percent are satisfied with the course offered by the institution. 14.28 percent have medium and 14.28 percent have low level of satisfaction with the courses. This is shown in the bar diagram below.

Figure 2.6

Bar Diagram showing Range of course offered



The following table presents the graduates perceived rating on number of optional subjects managed by the institution.

Table : 2.16

Rating based on Number of Optional Subjects

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	3	10.7	10.7	10.7
Low	4	16.30	16.30	27
Medium	3	10.7	10.7	37.7
Satisfactory	8	28.6	28.6	66.3
Moderate satisfactory	8	28.6	28.6	94.9
Very high	2	5.1	5.1	100
Total	28	87.5	100	

Note : Out of total respondents 12.5 percent respondents ignored range of course offered.

The above table shows that out of total respondents, 5.1 percent are highly satisfied with number of optional subject managed by the institution, 28.6 percent are moderately satisfied, 28.6 percent are satisfied. These statistics show that most of the graduates seem satisfied with the course offered by the SMC.

The following table presents the graduates perceived rating on the program to their professional requirements

Table : 2.17

Relevance of the Program to Professional Requirements

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	1	3.57	3.57	3.57
Low	3	10.71	10.71	14.28
Medium	6	21.42	21.42	37.7
Satisfactory	8	25	25	60.7
Moderate satisfactory	8	25	25	85.7
Very high	2	14.3	14.3	100
Total	28	87.5	100	

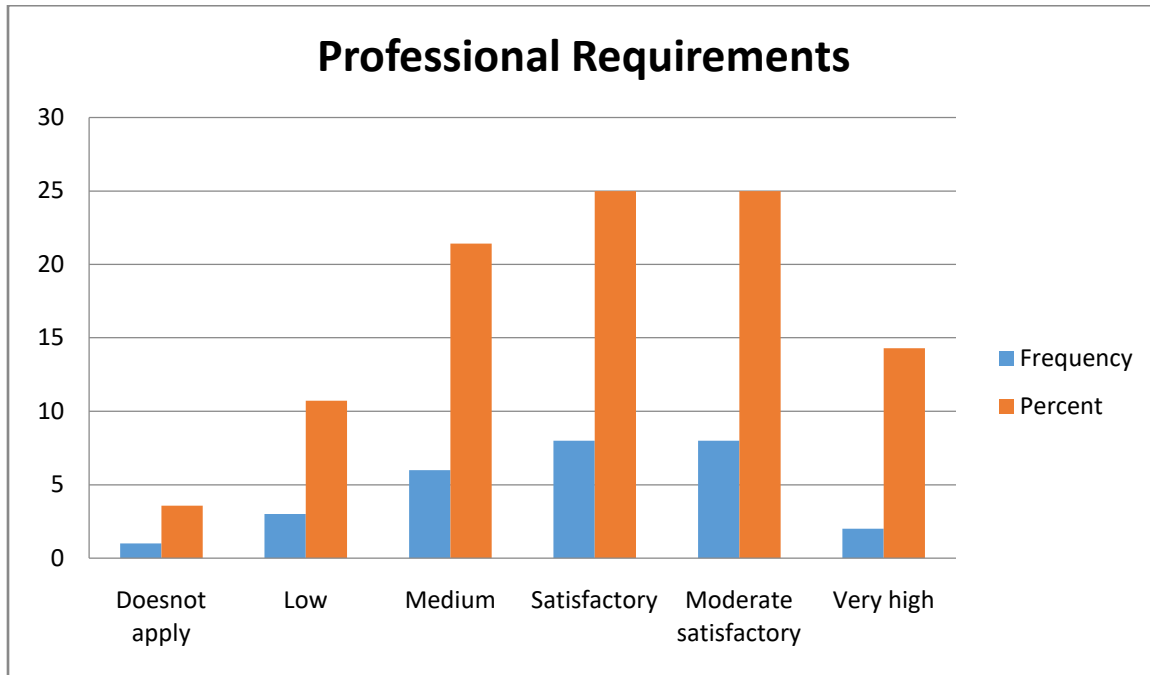
Note : Out of total respondents 12.5 percent respondents ignored relevancy of program to professional requirements.

The above table reveals that out of total respondents relating with the concerned variable, 3.57 percent graduates are unknown about the variable in question, 10.71 percent are satisfied low, 21.42 percent are perceived medium satisfaction. 25 percent are satisfied, 25 percent are moderately satisfied and 14.3 percent are highly satisfied with the relevancy of the programme with their professional requirements. From these statistics it can be said that more than half of the respondents are satisfied with the relationship.

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

Figure : 2.7

Relevance of Program to Professional Requirements



Above figure shows that more respondents are Moderate satisfactory level.

The following table presents the graduates perceived rating on extra-curricular activities.

Table 2.18

Rating based on Extra-curricular Activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	3	9.3	9.3	9.3
Low	3	9.3	9.3	18.6
Medium	6	18.6	18.6	37.2
Satisfactory	10	31.25	31.25	68.5
Moderate satisfactory	7	21.8	21.8	90.3
Very high	3	9.7	9.7	100
Total	32	93	100	

Note : Out of total respondents 7 percent respondents ignored extra-curricular activities

The above table shows that out of total respondents 9.3 percent are not satisfied with extra –curricular activities carried out by the institution, 9.3 percent are satisfied low, 18.6 percent are satisfied medium, 31.25 percent are satisfied, 21.8 percent are moderately satisfied ,9.7 percent are highly satisfied . These statistics show that more than average respondents are satisfied with extra-curricular activities organized by the institution.

The following table presents the graduates perceived rating on problem solving ability they learned from the study

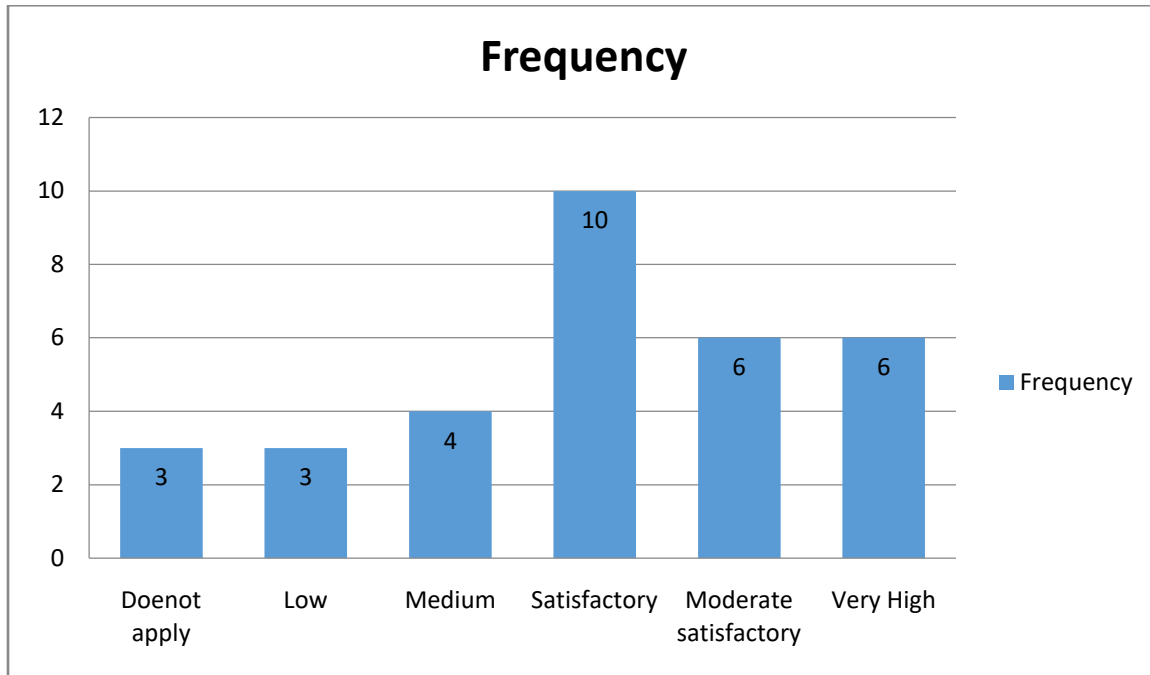
Table : 2.19
Rating based on Problem Solving Ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	3	9.4	9.3	9.4
Low	3	9.4	9.3	18.7
Medium	4	12.5	12.5	31
Satisfactory	10	31.3	31.3	62.4
Moderate satisfactory	6	18.6	18.6	81.4
Very high	6	18.6	18.6	100
Total	32	100	100	

The above table shows that out of total respondents.9.4 percent are not satisfied with problem solving skill they learned from the study,9.4 percent are satisfied low,12.5 percent are satisfied medium 31.3 percent are satisfied,18.6 percent are moderate satisfied and 18.6 percent are highly satisfied. These statistics indicates that graduates are learned problem solving skill from the study. this is shown by the figure .

Figure : 2.8

Rating based on Problem Solving Skill



The following table shows rating on inter disciplinary approach of the institution

Table 2.20

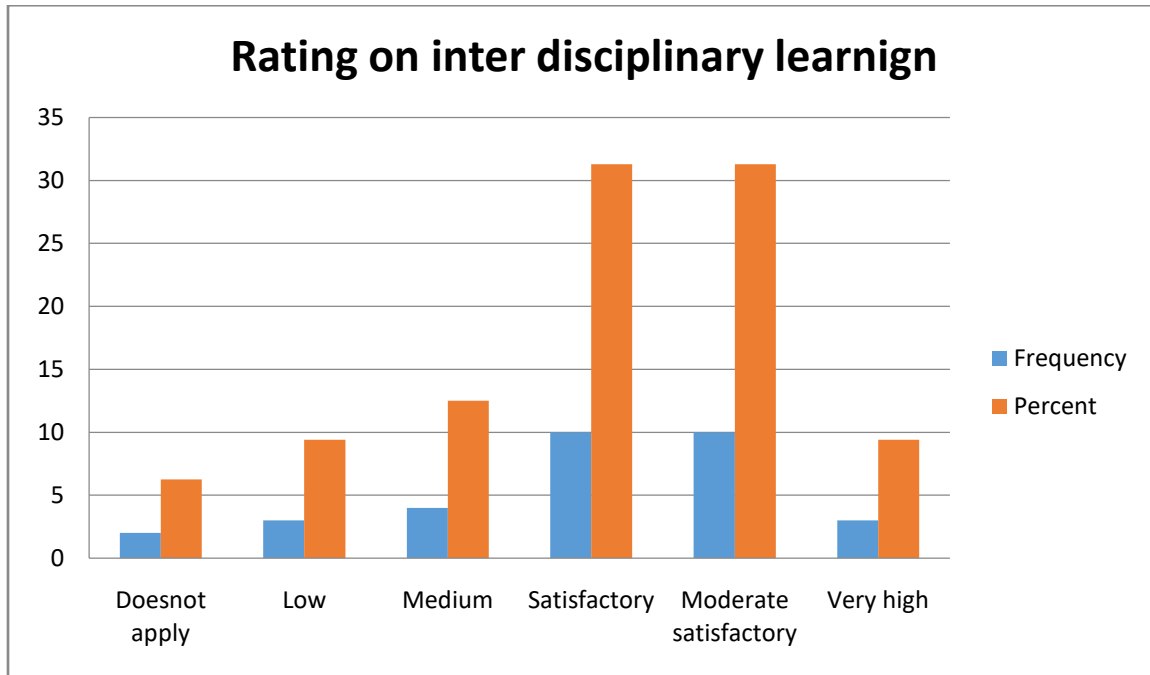
Rating based on Inter Disciplinary Learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	2	6.25	6.25	6.25
Low	3	9.4	9.4	15.65
Medium	4	12.5	12.5	28.15
Satisfactory	10	31.3	31.3	59.45
Moderate satisfactory	10	31.3	31.3	90.6
Very high	3	9.4		100
Total	32	100	100	

The above table indicates that out of total responses on the variable concerned,6.25 percent are not satisfied with inter disciplinary learning approach of the institution,9.4 graduates are low ,12.5 percent are medium satisfaction.31.5 percent are satisfactory level,9.4 percent got highly satisfied.

Figure : 2.9

Rating on Inter Disciplinary Learning



The following table shows ratings on work placement/attachment possibility of the graduates after completion of the study

Table : 2.21

Rating based on Work Placement/Attachment

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	2	6.30	6.3	6.3
Low	3	9.4	9.4	15.7
Medium	4	12.5	12.5	38.2
Satisfactory	9	28.1	28.1	56.3
Moderate satisfactory	10	31.3	31.3	87.4
Very high	4	12.5	12.5	100
Total	32	100	100	

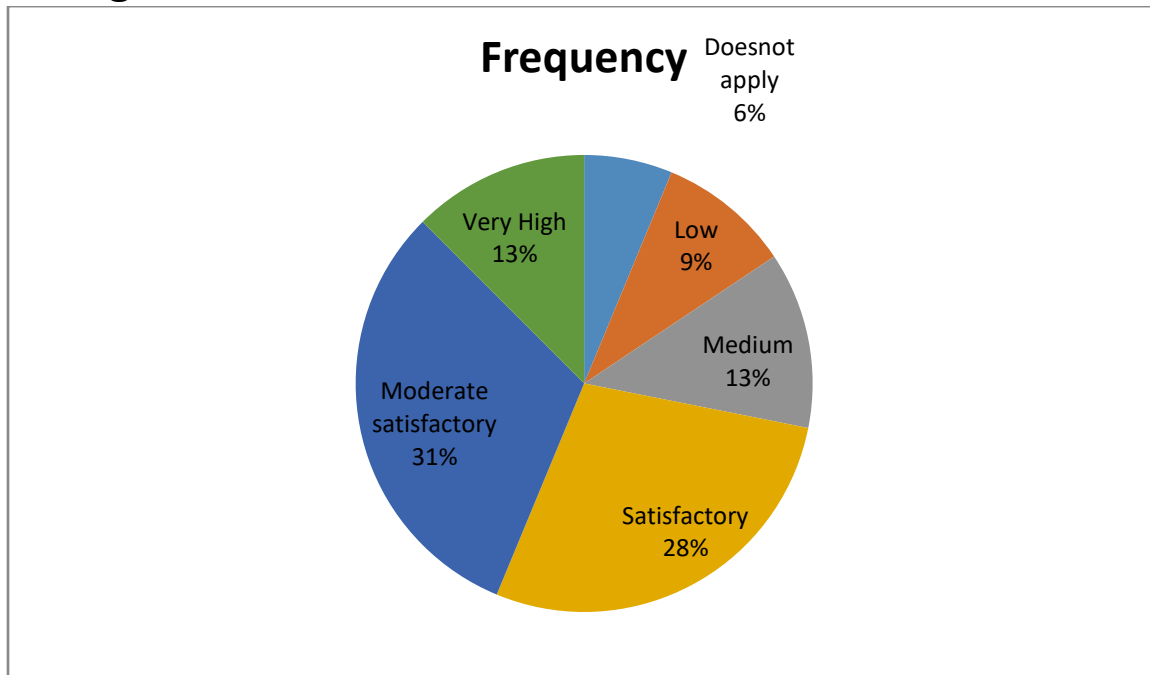
Note : Out of total respondents 14 percent respondents are ignored work placement/attachment.

Regarding work placement/attachment, out of total respondents, 6.3 percent are not satisfied with work placement/attachment potential created

by the program of study they completed, 9.4 percent are satisfied low, 12.5 percent are satisfied medium, 28.1 percent are satisfied, 31.3 percent are moderate satisfactory level and 12.5 percent are highly satisfied. These statistics show that most of the graduates are satisfied with the ability they gained from their study necessary for their work placement/attachment.

The following figure shows ratings on work placement /attachment

Figure : 2.10
Rating based on Work Placement/Attachment



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

Table : 2.22
Rating based on Teaching /learning Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	2	6.2	6.2	6.2
Low	4	12.5	12.5	18.7
Medium	4	12.5	12.5	31.2
Satisfactory	8	25	25	56.2
Moderate satisfactory	10	31.2	31.2	87.5
Very high	4	12.5	12.5	100
Total	32	100	100	

Note : Out of total respondents 14 percent respondents are ignored teaching learning environment.

From the table it can be said that out of total responses of the variable concerned,6.2 percent graduates are unknown about the variable in question,12.5 percent are satisfied low,12.5 percent are medium 25 percent are satisfied.31.2 percent are moderately satisfaction and 12.5 percent are highly satisfied with teaching learning environment. These responses indicates that most of the graduates are satisfied with the teaching learning environment of the institution.

The following table shows rating on quality of teaching and non teaching staffs of the institution

table : 2.23

Rating based on Quality of Delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	4	12.5	12.5	12.5
Low	3	9.4	9.4	21.9
Medium	2	6.3	6.3	28.2
Satisfactory	10	31.2	31.2	59.4
Moderate satisfactory	8	25	25	84.4
Very high	5	15.6	15.6	100
Total	32	100	100	

Note : Out of total respondents 9 percent respondents ignored quality of delivery.

From the above table, it can be said that out of total respondents,12.5 percent are not satisfied.9.4 percent are low,6.3 percent are medium,31.2 percent are satisfied. 25 percent are moderately satisfaction and 15.6 percent are highly satisfied.

The following figure shows rating on quality of delivery of teaching and non teaching staffs.

Figure : 2.11

Rating on Quality of Delivery of Staffs



The following table shows rating on teacher students relationship in the institution.

Table : 2.24

Rating based on Teacher Student Relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	2	6.3	6.3	6.3
Low	4	12.5	12.5	18.8
Medium	4	12.5	12.5	31.3
Satisfactory	10	31.2	31.2	62.5
Moderate satisfactory	8	25	25	87.5
Very high	4	12.5	12.5	100
Total	32	100	100	

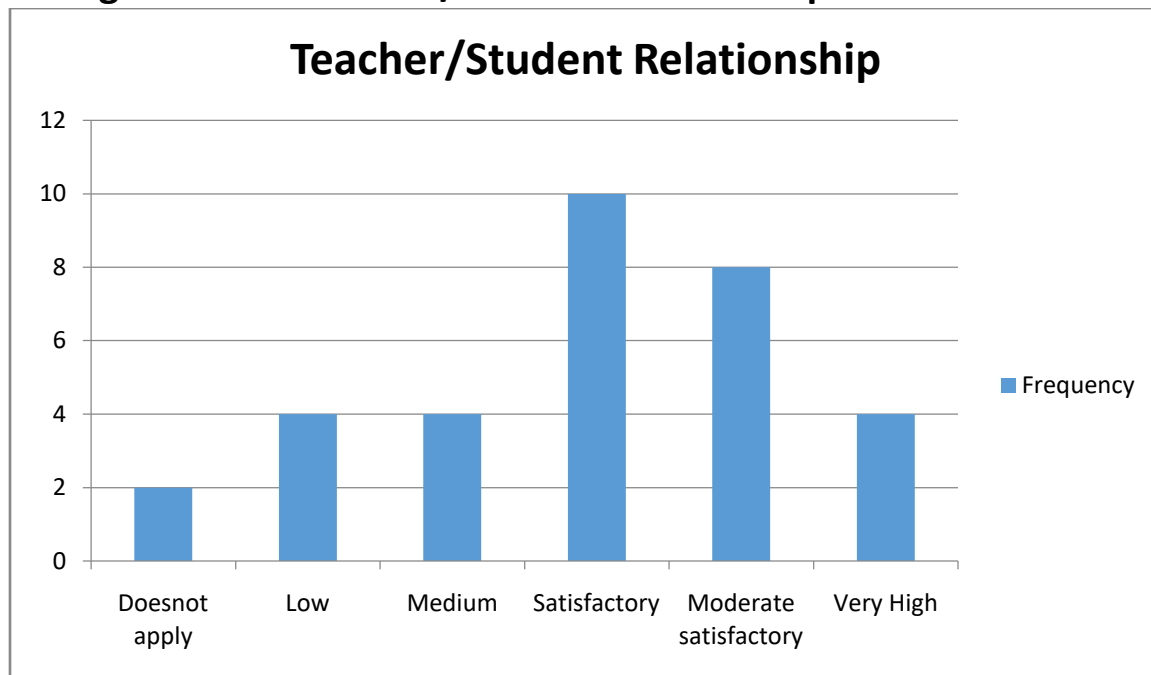
Note : Out of total respondents 9 percent respondents ignored teacher students relationship.

The above table shows that out of total respondents, most of the graduates are experienced very effective teacher students relationship in the

institution .Out of total responses,6.3 percent are not satisfied,12.5 percent are satisfied low,12.5 percent are satisfied medium,25 percent are moderately satisfied,and 12.5 percent are highly satisfied with the teaching/learning environment of the institution.

The following figure shows rating on teacher/student relationship in the institution.

Figure : 2.12
Rating based on Teacher/Student Relationship



The following table shows rating on library facilities provided by the institution.

Table : 2.25
Rating based on Library

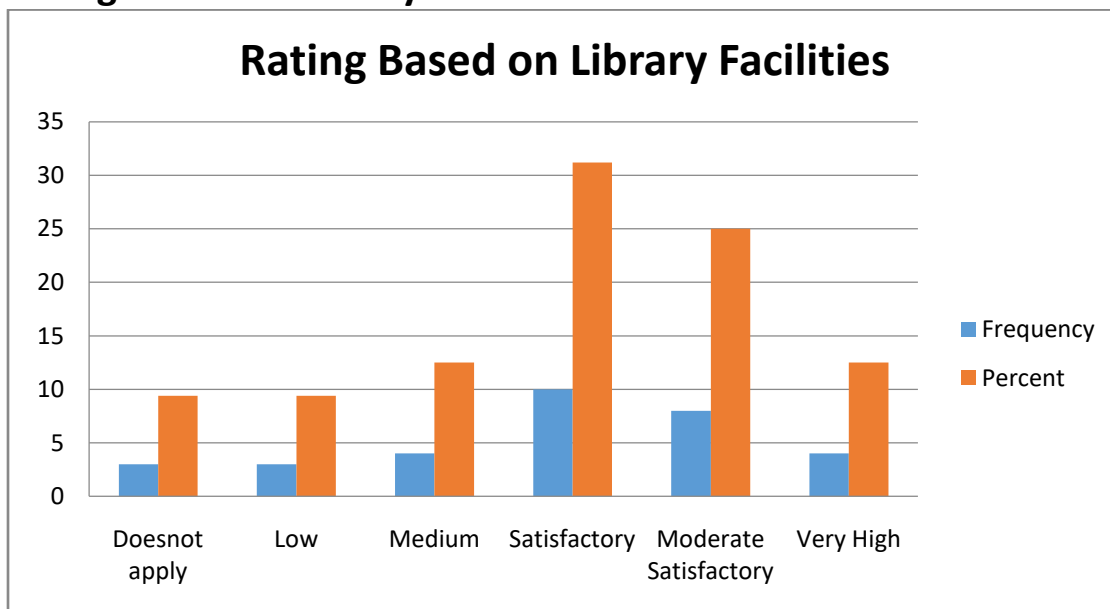
	Frequency	Percent	Valid Percent	Cumulative Percent
Doesnot apply	3	9.4	9.4	9.4
Low	3	9.4	9.4	18.8
Medium	4	12.5	12.5	31.3
Satisfactory	10	31.2	31.2	62.5
Moderate satisfactory	8	25	25	87.5
Very high	4	12.5	12.5	100
Total	32	100	100	

Note : Out of total respondents all are participated in rating based library facilities

The above table represents that most of graduates are satisfied with the library facilities of the institution. Out of the total respondents 9.4 percent are satisfied low,12.5 percent have medium satisfaction. 31.2 percent are satisfied, 25 percent are moderately satisfied,12.5 percent are very much satisfied with library facilities of the institution.

The following figure shows rating on library facilities provided by the institution.

Figure: 2.13
Rating based on Library Facilities



The above figure shows that most of respondents are satisfied with library facilities provided by the institution.

CHAPTER III

3. MAJOR FINDINGS

This study is based on descriptive research design. It focuses on identifying relevancy of the program of study to the jobs and relationship between academic knowledge, problem solving skill, research skill, learning efficiency, communication skill, IT skill, and ability to work in a team learned from the program of study and the jobs. It also analyzes the rating of the graduates on many teaching –learning dimension of the institution like range of course offered, number of optional subject, relevance of program to the professional requirements, extra-curricular activities, problem solving, inter disciplinary meaning work placement/attachment, teaching/learning environment, quality of delivery of teaching and non teaching staff, teacher student relationship and library facilities. The major findings of the study are described as follows.

- Out of 87.51 percent respondents of sample size 67.85 percent are satisfied with the range of course offered,
- Out of 87.5 percent sample size 62.3 percent are satisfied with number of optional subjects 68.5 percent are satisfied with problem solving ability. They learned from the institution,
- 72 percent also are satisfied with inter-disciplinary learning approach.
- 71.9 percent are satisfied with their work placement attachment.
- 68.7 percent are satisfied with teaching/learning environment ,
- 71.8 percent are satisfied with quality of delivery of non-teaching staffs. 68.7 percent are satisfied with teacher/student relationship.
- 68.7 percent are satisfied with library facilities provided by the institution.
- 64.3 percent respondents are satisfied with the relevancy of programs. They studied to their professional requirements,
- 62.8 percent are satisfied with curricular activities organized by the institution.
- Out of 100 percent respondents of sample 62.5 percent are satisfied with the relationship between academic knowledge .They gained from the study and their jobs.
- Out of 100 percent 65.75 percent respondents got are satisfied with relationship between research skill they learned from the study and the jobs.
- 72 percent are satisfied with the relationship between improved learning efficiency and their jobs.
- Out of 71.18 percent 80 percent are satisfied with the relationship between communication skill and their jobs.

- Out of 78.18 percent 76 percent respondents are satisfied with Improved Learning efficiency skill and the jobs.

CHAPTER IV

4. IMPLICATIONS TO INSTITUTIONAL REFORM

As a leading community college, SMC has been striving delivering quality education to the society. This is proved by the job placement of the graduates and enrollment of the graduates in different universities. This study indicates that the institution should initiate certain reforms in particular areas in the future. The study shows that most of graduates are completed their degree from the discipline of Education; therefore required institutional reforms should be initiated to attract more students in the discipline like B.Ed., B.A. and B.B.S.

The caste-wise composition of graduates does not seem inclusive and very few percent respondents are found lower caste and indigenous communities. In this situation The institution needs to initiate appropriate policies eg. Scholarship, Girls Hostel and Extra class. The result of the study shows that research skill learned from the programme of study is not adequate for the graduates so Campus needs to initiate such teaching/learning methodologies and education policies.

The result of the study clearly indicates that graduates are not satisfied with IT skill and Improved Learning Efficiency in this context Campus should be established IT friendly education system.

CHAPTER V

5. RECOMMENDATIONS

This study makes available such the information that identifies current position of the graduates and their views for improvements of the program of study in terms of teaching/learning environment and curricular. In the context of SMC, the following recommendations have been given.

- The Campus should priority to initiate such courses that prepare graduates to choose and start their job or business.
- The Campus should run extra class and enhance library facilities.
- IT courses should be added in of all faculties
- Job-placement of graduates should be facilitated through assisting them in searching and joining the job.
- Priority should be given to develop research skill the graduates from the side of campus.
- Students' regularity in the campus should be maintained by different policies.

BIBLIOGRAPHY

SMC(Various Years bulletin)

SMC (SMC Broacher)

ANNEX A

TRACER STUDY COMMITTEE

S.N.	Name	Designation	Committee	Remarks
1	Mr.Man Bahadur Budhathoki	Ass. Professor	Coordinator	
2	Mr. Surendar Bahadur Basnet	Lecture	Advisor	
3	Parashmani Thapa	Lecture	Member	
4	Binod Kumar Oli	Lecture	Member	
5	Azad Pradhan	Computer Operator	Member	

ANNEX B

A LIST OF RESPONDENTS

S.N.	Name	Faculty	Ethnicity	Job holder or not	Institution	Male / Female
1	Anju KHand	BBS	Other	Yes	Sidda Kumakha Rural Municipality	F
2	Dipesh Shah	BBS	Other	Yes	Himalayan Bank, Salyan	M
3	Birendra Oli	BBS	Other	Yes	Bangladesh Bank, Salyan	M
4	Shanta Paudel	BBS	Other	Yes	Janata Bank, Salyan	F
5	Laxmi Budhathoki	BBS	Other	No		F
6	Sita Khatri	BBS	Other	No		F
7	Susmita Pradhan	BBS	EDJ	Yes	Megha Bank, Kathmandu	F
8	Tilak Nepali	BB S	Dalit	Yes	RRN, Salyan	M
9	Sanima Shrestha	BBS	EDJ	No		F
10	Sajan Shrestha	BBS	EDJ	Yes	Audit Form	M
11	Bhagiratha Chand Thakuri	BA	Other	Yes	Nepal Police	M
12	Kamala D.C	BA	Other	Yes	Gov. office	F
13	Mahesh Giri	BA	Other	Yes	Nepal Police	M
14	Prakash D.C	BA	Other	Yes	Nepal Police	M
15	Shankar Budhathoki	BA	Other	No		M
16	Sushil Upadhaya	BA	Other	No		
17	Tika Kumari Chalaune	BA	Other	Yes	NGO	F
18	Umesh Prasad Upadhaya	BA	Other	No		M
19	Iswory Bhattarai	BEd	Other	Yes	School	M
20	Kamala Chand	BEd	Other	Yes	School	F
21	Krishna Bdr Bist	BEd	Other	Yes	School	M
22	Mahendra Budha	BEd	Other	Yes	School	M
23	Laxman Basnet	BEd	Other	Yes	School	M
24	Prakash Budha	BEd	Other	No		
25	Pramod Bhandari	BEd	Other	Yes	Salyan Yatayat	M
26	Rajib Budha	BEd	Other	Yes	School	M
27	Ramesh Chand	BEd	Other	No		
28	Salikram Neupane	BEd	Other	Yes	Nepal Police	M
29	Sunita Rawat	BEd	Other	NO		
30	Tilak Shrestha	BEd	EDJ	Yes	Nepal Police	M
31	Tulsi Rana	BEd	Other	Yes	School	M
32	Rara Tijal	BEd	Other	No		