

Tracer Study Report
Of
Graduates of the Year 2022
(Revised Version)



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EXECUTIVE SUMMARY

This report serves as the Tracer Study Report (TSR) for graduates of both Undergraduate and Graduate level from FWU, Tikapur Multiple Campus, Tikapur, Kailali, specifically focusing on the year 2022. The graduates belong to Humanities & Social Sciences, Education, and Managements faculties. The primary objective of this report is to explore issues related to the quality and relevance of higher education, with the intention of informing the formulation and adjustment of the institution's strategic plan to align with the needs and expectations of the job market and society.

The report is structured into three chapters for clarity and comprehensive coverage. The introductory chapter sets the stage for the study, outlining its purpose and context. The second chapter delves into the presentation, analysis, and interpretation of data, highlighting the major findings derived from the study. Both quantitative and qualitative research methods were employed, utilizing a piloted questionnaire for interviews. The tracer study notice was disseminated through social media platforms like Facebook, ensuring a wide reach. For those unreachable through social media, contact was established via telephone and email.

Data collection involved face-to-face interviews, telephonic conversations, and email exchanges. The gathered information was precisely compiled, analyzed, and evaluated to form the basis of the final report. The third and concluding chapter summarizes the findings and offers recommendations based on the study's insights. The key goal is to address issues pertaining to the quality and relevance of higher education, fostering improvements that resonate with the expectations of the job market. The report aims to serve as a valuable tool for the ongoing development and adaptation of the campus's strategic plan.

LIST OF ABBREVIATIONS

M	Male
F	Female
E	Employed
U	Unemployed
S	Studying
TMC	Tikapur Multiple Campus
UGC	University Grants Commission
D	Dalit
BC	Brahmin & Chhetri
EDJ	Educationally Disadvantage in Education & Janajati Groups
TSQF	Tracer Study Questionnaire Form
TSR	Tracer Study Report

TABLE OF CONTENTS

ACKNOWLEDGEMENT
EXECUTIVE SUMMARY
ABBREVIATIONS

CHAPTER: ONE	INTRODUCTION	1-5
1.1	Introduction	1
1.2	Objectives of the Study	2
1.3	Institutional Arrangements to Conduct the Study	2
1.4	Graduate Batch taken for the Study	3
1.5	Data Collection - Instruments and Approach	4
1.6	Scope and Limitations of the Study	4
CHAPTER: TWO	DATA PRESENTATION AND ANALYSIS	6-16
2.1	Personal Details of the Graduates	6
2.1.1	The Catchment Area	6
2.1.2	Familiarity with Media and Technology	8
2.1.3	Faculty-wise Parents' Educational and Occupational Status	8
2.2	Employment Status of the Graduates	10
2.3	Comparative Analysis of Graduates of the Years 2020, 2021 & 2022	12
2.4	Strengths and Weaknesses of Institutional Programs	13
2.5	Major Findings	16
CHAPTER: THREE	CONCLUSION AND RECOMMENDATION	17-19
3.1	Conclusion	17
3.2	Recommendation	19
APPENDIX		
Annex: 1	Tracer Study Profile of the year 2022	
Annex: 2	Graduates Status Summary	
Annex: 3	Employment Status	

LIST OF TABLES AND FIGURES

Table 1	5
Table 2	7
Table 3	9
Table 4	10
Table 5	11
Table 6	12
Table 7	12
Table 8	13
Table 9	15
Figure 1	8

1.1 Introduction

Tikapur Multiple Campus (TMC), established in 2058 B.S. (2001 A.D.) as a non-profitable public campus (affiliated to Tribhuvan University), is located in the eastern part of Kailali district within Tikapur Municipality. Since 2075 B.S., TMC has been a constituent campus of Far Western University, solidifying its role as an innovative and leading academic institution in higher education within the Far Western Development region. With a commitment to providing quality education, TMC currently serves around 1500 students from the Mid and Far-Western Development Region. It has been offering education across Management, Education, and Humanities & Social Sciences at both Bachelor and Master levels. TMC takes pride in being the only college in the region to achieve Quality Assurance and Accreditation (QAA) certification twice from the University Grants Commission (UGC) Nepal and is actively working towards its third cycle of certification. This reflects TMC's dedication to maintaining and enhancing educational standards, contributing significantly to the academic landscape in the region.

The Tracer Study Report has been prepared by Far-western University (FWU), Tikapur Multiple Campus, as a part of its regular activities. The report focuses on 108 graduates from the year 2022 covering both undergraduate and graduate level across three streams: management, humanities and social sciences, and education. The report is structured into three main categories within an annex: (i) Faculty-wise profile, (ii) Employment status, and (iii) Profile of graduates pursuing higher education (masters). Each graduate's information has been collected using the Tracer Study Questionnaire Form (TSQF) provided by UGC, Nepal. The TSQF covers personal details, employment information, information on further studies, and other relevant coexisting factors.

Accompanying the TSQF, supporting documents such as transcripts and appointment letters (if applicable) have been attached for thorough documentation. The primary objective of tracing these graduates was to identify issues related to the quality and relevance of higher education. To reach out to the graduates, a notice for the tracer study was disseminated through social media platforms, particularly Facebook. For those who could not be reached through these means, additional efforts were made via telephone and email. Information was collected through face-to-face interviews, telephonic conversations, and email correspondence. The collected data has been compiled, analyzed,

and evaluated to provide insights into the graduates' experiences. Furthermore, the annex provides detailed information about the Tracer Study of 2022 graduates, offering a complete overview of their graduation.

1.2 Objectives of the Study

The overall objectives of this study are to enhance our comprehension of the employment status of 2022 graduates and to discern issues relating to their employment experiences, expectations, and aspirations. The study delves into following objectives:

- Examine the current employment status of the graduates of 2022.
- Find out the nature of programs that the graduates are pursuing subsequent to completing their initial academic programs.
- Analyze the challenges faced by graduates in securing placements within the job market following the completion of their respective programs.
- Relate the experiences and perspectives of graduates as they assess various facets of the educational experience at TMC, including teaching and learning materials, institutional facilities, and curriculum.

By addressing these objectives, the study purposes to provide valuable insights that can inform strategies for future improvements in teaching and learning methods, institutional facilities, and curriculum design. This holistic approach will contribute to a inclusive understanding of the post-graduation landscape and help enhance the overall educational experience for future graduates.

1.3 Institutional Arrangements to Conduct Study

TMC, the constituent campus of Far Western University has been chosen through a nationwide competition by the University Grants Commission (UGC) to participate in the Higher Education Reform Program. Following its selection, TMC has actively engaged in several assigned tasks, with the preparation of the Graduates Tracer Study Report being one of them. The Graduates' Tracer Study 2022 has expected to be a crucial component in meeting the prerequisites for the third cycle of Quality Assurance and Accreditation (QAA) certification from the UGC.

1.4 Graduate Batch Taken for the Study

TMC has taken the graduates (undergraduate/bachelor and Graduate level) of 2022 for the Tracer Study, ranging to the faculties of Humanities, Management and Education. Out of 108 graduates, 93 were in its earlier submitted study and 15 are added in the recently revised version of the Tracer Study.

1.5 Data Collection-Instruments and Approach

The focus of this revised Tracer Study centers on evaluating the quality of higher education services provided to students, examining the employment conditions of graduates, and exploring the role of their education in their job-seeking endeavors. Moreover, the study aims to assess the alignment of graduates' areas of work with the programs offered by the college. It is anticipated that the findings will contribute to identifying the relevance of programs to current market demands, conducting a thorough analysis of the strengths and weaknesses of college programs, and establishing connections between education/training and labor market needs.

To gather the necessary information, a combination of quantitative and qualitative methods was employed for data collection. A carefully piloted questionnaire was used for interviews to ensure the retrieval of accurate and relevant information. The Tracer Study subcommittee compiled the list of graduates from the year 2022. The notification for the tracer study was disseminated through various channels, including social media, Facebook, email, and telephone.

Consequently, the collected information underwent comprehensive compilation, analysis, and evaluation. The final report was then accurately prepared to provide a cohesive and coherent presentation of the study's outcomes, aiming to enhance our understanding of the employability conditions of the graduates.

1.6 Scope and Limitations of the Study

This study focused on the graduates of 2022 of TMC from both undergraduate and graduate level. The total traced graduates of the year 2022, were 108. The traced graduates comprised the main three faculties' viz. Education, Management, and Humanities & Social Sciences. Specifically, regarding graduates of undergraduate level, there were 10 graduates from the Faculty of Education, 47 from the Faculty of Management, and 20 from the Faculty of Humanities and Social Sciences. Similarly, graduates of master's level from Education faculty were 6, from Humanities and Social

Sciences were 7, and from Management were 18. To be more specific, the total traced graduates of the year 2022 are presented in the following tables.

Table:1

2022						
Undergraduate			Graduate			Grand Total
Management	Humanities	Education	Management	Humanities	Education	108
47	20	10	18	7	6	
Total=77			Total=31			

To be more specific, it applied the following limitations:

- The tracer study exclusively targeted the graduates from TMC (both graduate and undergraduate level) of the year 2022.
- The research was conducted within a constrained timeframe and with a limited budget.
- Only those graduates who had been in contact were included in the study.
- Data collection primarily relied on face-to-face interviews, using Likert scale, supplemented by social media email, and telephone communication.

2.1 Personal Details of the graduates

In the revised tracer study of graduates from 2022, a total of 108 graduates were surveyed, an increase from the initial 93. These graduates span across multiple faculties and degree levels, including undergraduate (Bachelor's degree) and graduate (Master's degree) programs within Humanities and Social Sciences, Education, and Management.

For Bachelor's Degree graduates, the Humanities and Social Sciences faculty has 20 graduates, predominantly in the B.A. program. Most graduates are continuing their education, with several already employed. A few, marked with special identifiers, belong to disadvantaged or minority groups such as EDJ (Educationally Disadvantaged and Janjati), Dalits, and Muslims. In the Education faculty (10 graduates), the majority are studying further, with only one currently employed. Similarly, the Management faculty boasts the largest cohort with 47 BBS graduates, of which many are continuing their studies, a smaller number are employed, and several remain unemployed. Notably, a few students have opted for overseas opportunities or plan to migrate abroad for employment.

Moving to Master's Degree graduates, the Humanities and Social Sciences faculty has 7 M.A. graduates, with a mixed status of employment, unemployment, and further studies. Graduates in this faculty also include members of disadvantaged groups. The Education faculty at the graduate level includes 6 M.Ed. graduates, among whom half are employed, and the rest are unemployed or pursuing further study. The Management faculty holds the highest number of graduate-level students with 18 MBS graduates. Many are employed, though a significant number remain unemployed or are preparing to go abroad.

This analysis highlights the diverse career and study trajectories of the 2022 graduates across various faculties and degrees. The data suggests a blend of outcomes, with many graduates either employed or pursuing further studies, while some still seek employment or overseas opportunities. The inclusion of disadvantaged groups reflects an effort toward inclusive education, as evidenced by the EDJ, Dalit, and Muslim representation. This diversity of backgrounds and post-graduation paths demonstrates both challenges and progress in employment opportunities and further education access among these recent graduates. To substantiate the above interpretation, the following tables become more reliable.

Table 2: Gender & Caste-wise Profile

2022																													
Undergraduate															Graduate														
Management					Humanities					Education					Management					Humanities					Education				
M	F	E D J	D	B C	M	F	E D J	D	B C	M	F	E D J	D	B C	M	F	E D J	D	B C	M	F	E D J	D	B C	M	F	ED J	D	BC
19	28	18	2	22	7	13	16	0	4	1	9	8	0	2	9	9	6	0	12	3	4	6	0	1	4	2	4	0	2
Total=47					Total=20					Total=10					Total=18					Total=7					Total=6				
Total = 77															Total =31														
Grand Total = 108																													

Abbreviations:

M: Male **F:** Female **EDJ:** Educationally Disadvantage & Janajati
D: Dalit **BC:** Brahmin & Chhetri

The data above provides a gender and caste-wise breakdown of undergraduate and graduate students across three disciplines: Management, Humanities, and Education, as of 2022. Each discipline is divided by gender (Male, Female) and caste categories: Educationally Disadvantaged & Janajati (EDJ), Dalit (D), and Brahmin & Chhetri (BC).

At the undergraduate level in Management, there are 19 males and 28 females, with caste representation showing 18 in EDJ, 2 in Dalit, and 22 in BC. Humanities undergraduates include 7 males and 13 females, with a caste breakdown of 16 EDJ, none in Dalit, and 4 in BC. In Education, there are 9 males and 8 females, with 8 in EDJ, none in Dalit, and 2 in BC.

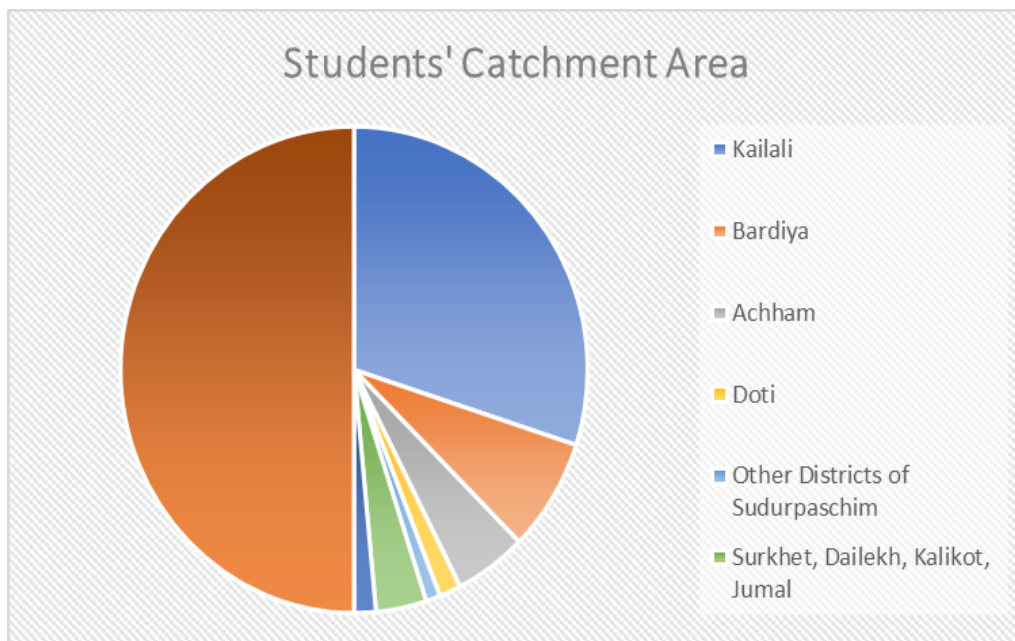
For graduate students, Management has 9 males and 9 females, with 6 in EDJ, none in Dalit, and 12 in BC. Humanities graduate students consist of 3 males and 4 females, with 6 in EDJ, none in Dalit, and 1 in BC. In Education, graduate students include 4 males and 2 females, with 4 in EDJ, none in Dalit, and 2 in BC.

Summing across categories, undergraduate students total 77, with 47 in Management, 20 in Humanities, and 10 in Education. Graduate students total 31, with 18 in Management, 7 in Humanities, and 6 in Education. The overall grand total is 108 students, reflecting a distribution across gender, caste, and educational levels. The data highlights variation in caste representation, with BC caste members being more prominent in the graduate Management program, while the EDJ category is more evenly distributed across other disciplines and levels.

2.1.1 The Catchment Area

TMC has been providing higher education courses to the students surrounding the region of (eastern part) Kailali, Bardia, Achham, Surkhet district and so on. The study team had a question regarding students' personal information that included their residence, familiarity with media and technology, parents' educational and occupational back ground. It shows that more than 60.0% of the graduates were from Kailali, 15% students from Bardiya, 10% from Achham, 3% from Doti, 2% form other districts of Sudurpaschim Province, 7% from Surkhet, Dailekh, Kalikot, Jumal and 3% of graduates were from the rest of the districts. The aforesaid interpretation has shown in the following pie chart.

Figure 1



2.1.2 Familiarity with media and technology

Regarding the familiarities with media and technology among the graduates, it was observed that almost all the graduates had familiarity with media and technology. However, 3 graduates of the were found having no email and Facebook Id out of total 108 graduates. The table below provides detail information on faculty wise use of email and social media users of the years 2022.

Table 3: Faculty-wise Email and social Media Users

Year	Level	Program	Email/Facebook		Total
			Yes	No	
2022	Undergraduate	BBS	35	2	47
		BA	19	1	20
		BED	10	0	10
	Graduate	MBS	18	0	18
		MA	7	0	7
		MED	6	0	6
Total			108	3	108

Source: Tracer Study Survey 2021& 2022

In 2022, the use of email and social media among students across various programs provides insights into their communication preferences. Among undergraduates, the Bachelor of Business Studies (BBS) program had the highest number of email and Facebook users, with 35 students indicating usage and only two opting out, from a total of 47. The Bachelor of Arts (BA) program saw similar trends, with 19 students using email or social media, and just one student not. In the Bachelor of Education (BED) program, all 10 students reported using email or social media. At the graduate level, a similar pattern of high engagement with email and social media emerged. In the Master of Business Studies (MBS) program, all 18 students indicated usage, while the Master of Arts (MA) and Master of Education (MED) programs had all students (7 and 6, respectively) using email or Facebook. Across both levels, only three students out of 108 did not use email or Facebook, reflecting a strong adoption rate of these platforms among both undergraduate and graduate students. This high level of engagement, especially in professional programs such as BBS and MBS, may reflect the increasing integration of digital communication tools in academic and career-oriented contexts.

2.1.3 Faculty-wise Parents' Educational and Occupational Status

The total traced parents of the year 2022 were 108.

Table 4: Parent's Educational and Occupational Status

Indicators	Types	Total Number	Percentage	Remarks
Education	Literate	60	59.1%	
	Illiterate	14	10.7%	
	SLC & above	34	30.1%	
	Total	108	100%	
Occupation	Agriculture	70	65.5%	
	Business	15	15%	
	Foreign employment	16	13.9%	
	Other	7	5.3%	
	Total	108	100	

Source: Tracer Study Survey 2022

The data in Table 4 provides insights into the educational and occupational status of 108 parents traced in 2022. Education-wise, the majority (59.1%) are literate, though this category does not specify the highest educational level. A smaller portion, 10.7%, are illiterate, while 30.1% have achieved an education at the School Leaving Certificate (SLC) level or higher. This indicates that over half of the parents have basic literacy, but fewer than a third have progressed to higher educational qualifications, suggesting that educational attainment is modest overall.

Occupationally, the largest segment of parents (65.5%) are engaged in agriculture, reflecting a strong rural or agrarian base. Business and foreign employment comprise 15% and 13.9%, respectively, indicating a shift towards non-traditional sectors for some. A small portion (5.3%) are involved in other occupations, suggesting limited diversification beyond primary industries like agriculture. This pattern of occupational distribution might influence socio-economic conditions, as reliance on agriculture typically provides lower income stability compared to business or foreign employment. The data thus suggests a population where educational attainment and occupation are largely grounded in primary industries, with a modest shift toward business and foreign work.

2.2 Employment Status of the Graduates

Among 108 traced graduates, only 20 were found employed whereas 88 were found to be unemployed, 44 of them were found to be pursuing higher studies, 3 of the students have gone to

foreign country for job. The table given below shows the detailed employment and further study status of the graduates.

Table 5: Employment Status and Further Study of the Graduates 2022

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	47	19	28	20	2	1	46	22
BA	20	7	13	16	0	6	14	10
B. Ed	10	1	9	8	0	2	8	8
MBS	18	9	9	5	0	4	14	0
MA	7	3	4	7	0	3	4	0
M.Ed	6	4	2	4	0	3	3	0
Grand Total	108	43	65	59	2	20	88	40

Source: Tracer Study Survey 2022

The employment and further study status of the 2022 graduates across undergraduate and graduate levels presents a mixed picture. Out of a total of 108 graduates, 43 are male and 65 are female, with the majority coming from the Education and Janajati (EDJ) category, and only two graduates from the Dalit group. Among these graduates, 20 have secured employment, with a significant number from MBS (4) and BBS (1). Notably, the BA program has the highest number of unemployed graduates (12), and overall, 88 graduates are seeking employment. Furthermore, 40 graduates are continuing their studies, with the BBS program accounting for 22 of them. Graduate-level programs like MA and M.Ed show a stronger employment-to-unemployment ratio, with very few graduates choosing to pursue further studies. Overall, the data indicates that a considerable proportion of graduates are unemployed or pursuing further education, especially within undergraduate programs.

2.3. Comparative analysis of Graduates of the year 2020, 2021 and 2022

The graduation rates for 2020, 2021, and 2022 show an upward trend, with improvements in various indicators such as employment outcomes, caste, gender, and the pursuit of further education. The tables below provide a detailed comparison of these aspects across the three years.

Table 6: Status of the graduates of the year 2020

Faculty	Total Number of Graduates Approached	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
Management	33	17	16	11	4	2	31	13
Humanities	16	8	8	8	1	1	15	4
Education	3	2	1	1	0	1	2	2
Grand Total	52	27	25	20	5	4	48	19

Source: Tracer Study Survey 2020

Table 7: Status of the graduates of the year 2021

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	31	23	8	12	2	3	29	8
BA	15	4	11	8	0	4	11	5
B. Ed	12	1	11	5	0	2	10	5
MBS	7	2	5	4	1	0	7	0
MA	8	5	2	4	0	5	3	0
M.Ed	10	5	5	0	0	2	8	0
Grand Total	83	40	42	33	3	16	68	18

Source: Tracer Study Survey 2021

Table 8: Status of the graduates of the year 2022

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	47	19	28	20	2	1	46	22
BA	20	7	13	16	0	6	14	10
B. Ed	10	1	9	8	0	2	8	8
MBS	18	9	9	5	0	4	14	0
MA	7	3	4	7	0	3	4	0
M.Ed	6	4	2	4	0	3	3	0
Grand Total	108	43	65	59	2	20	88	40

Source: Tracer Study Survey 2022

The data as with the tables above show that the year from 2020, 2021, and 2022 shows an upward trend in graduation rates, with progressive improvements across employment outcomes, educational continuity, gender representation, and inclusion of underrepresented groups. In 2020, a total of 52 graduates were traced, with 4 employed, 48 unemployed and 19 continuing their further study, indicating a strong employment focus. By 2021, the number of graduates surveyed rose to 83, of whom 16 were employed, 68 were unemployed and 18 were engaged in further studies, highlighting increased overall graduation and employment rates. The upward trend continued into 2022, with 108 graduates, 20 were employed, 88 were unemployed and a notable rise in those pursuing further studies (40) in the comparison of previous years. Additionally, there is a clear increase in the representation of female graduates over time, with 25 females in 2020, 42 in 2021, and 65 in 2022. Ethnic diversity also improved, with EDJ (Economically Disadvantaged Janajati) representation climbing from 20 in 2020 to 33 in 2021, and reaching 59 in 2022. While Dalit representation was limited, it remained consistent, with two individuals in 2022. The data illustrates a positive trend across multiple metrics, demonstrating not only growth in the graduate population but also improvement in employment outcomes and inclusivity efforts across caste and gender.

2.4. Strengths and Weaknesses of the Institutional Programs

The graduates were also asked about the strength and weakness of the courses offered to them. The two (2) graduates out of 3 from the Faculty of Education said that courses offered to them was

good enough to meet the demands of the market and cope with the changing time, whereas one (1) said that it was weak and not good enough. Similarly, 70.5% students from the Faculty of management and 69.02% of graduates from Faculty of Humanities and Social Sciences responded the course as good enough.

The graduates were also asked about the strengths and weakness of the number of optional subjects taught to them 52.45% of them replied that the optional subjects offered to them were good where as 33% of the students replied that the course was weak enough to meet the requirements of the market and the rest of the graduates remained silent. The graduates were also asked about the relevance of the program to meet their professional requirements. 50 % of the students responded that the program was good to meet their professional requirements. Whereas, 25% said that it was better. 24.1 % of the student told that courses offered to them were weaker in terms of meeting the demands of their professional requirements.

The graduates were also asked about the strengths and weakness of the number of extra-curricular activities conducted by the institution as the part of its educational program. 56 % of the respondents replied that the number of extra- curricular activities conducted by the campus as the part of its educational program were good and useful also, where as 40.1% of the students replied that the extra- curricular activities were better. However, 2.8% of the respondent replied that they were weaker

The study also tried to find out the views of graduates regarding their study experiences at TMC and its support to their employment as well as their expectation and aspirations. It also asked them about strength and weakness of the campus regarding the development of the problem-solving skill.55.5 % of the respondent replied that it was better where as 38.07% told that it was just good enough. Only a few of them replied that it was weaker. The graduates were also asked about the strengths and weakness of TMC in terms its focus on inter disciplinary learning. 58% of the respondent replied that it was better whereas 29.15% told that it was just good enough.

The graduates were also asked about the strengths and weaknesses of the campus in terms its effectiveness on their Work placement/attachment after the completion of the program. 55% of the respondent replied that it was better where as 28 % told that it was just good enough. The study also attempted to find out the views of graduates regarding their study experiences at TMC and its strength and weaknesses in terms of teaching /learning environment offered by the institution.57.24 % of the respondent replied that it was better where as 20.5% told that it was just excellent one good enough. Only a few (2.1%) replied that it was weaker.

Further, the graduates were also asked about the strengths and weakness of the quality of education offered to them under various streams. 52% of the respondents replied that the quality of the education offered to them were better where as 26% of the students replied that the quality of the education delivered was good enough to meet the requirements of the market.

The study also attempted to find out the views of graduates regarding their study experiences at TMC and the strength and weakness in terms of student teacher relationship. The graduates were also asked about the teacher student relation at TMC. 52.8% of the respondents replied that the student teacher relationship was better where as 26.7% of the students replied that the student teacher relationship was good enough. Only 21% student replied that the student teacher relationship was excellent.

The graduates were also asked about the strengths and weakness of the campus in terms of its library and lab services. 40% of the respondent replied that it was better where as 46.7% told that it was not good enough.

The study endeavored to find out the views of graduates regarding their study experiences at TMC and its support to their employment as well as their expectation and aspirations towards the institutions. They were also asked about their suggestions regarding the educational services offered, about their skill, experience and knowledge gathered at TMC contributing to their jobs, further study and at other related carriers. The majority of the respondents' suggestions are given in the table below.

Table 9: Suggestions/recommendations for the betterment of Institution

Suggestions/Recommendations	No. of Responses	Percent
Increment of range of courses	61	56.48
Technical education	30	27.78
Improve library	17	15.74
Total	108	

Source: Tracer Study Survey 2020

The above data highlights key areas for institutional improvement, based on feedback from 108 graduates. The most significant suggestion, with 61 responses (56.48%), is the expansion of the range of courses. This majority preference suggests that the institution may need to diversify its program offerings to meet students' evolving educational and career needs. A broader curriculum could attract

a wider array of students and better prepare graduates for a variety of fields. The second most frequent recommendation, cited by 30 respondents (27.78%), is to emphasize technical education. This points to a potential demand for more hands-on, skills-based training that aligns with industry requirements and technological advancements. Finally, 17 respondents (15.74%) mentioned improving the library. Although the smallest percentage, this recommendation indicates the need to enhance resources that support academic research and self-study, possibly by updating collections or incorporating more digital resources. Addressing these three areas could significantly improve the institution's appeal, resources, and alignment with the job market. Moreover, the graduates' other suggestion includes:

- Learning should relate to their needs and requirements
- There should be the fix quota system for the enrollment
- Teacher should be accountable towards the students
- There should be the connection between academic and industrial requirements.
- The college must introduce short term professional courses
- Focus should be provided to skilled based education.
- Technical and practical education should be introduced.

2.5. Major Findings

The tracer study for the 2022 graduates of TMC, encompassing 108 participants from undergraduate and graduate programs across three main faculties—Education, Management, and Humanities & Social Sciences—revealed distinct trends. The Faculty of Management saw the highest undergraduate turnout with 47 graduates, followed by Humanities with 20, and Education with 10. Similarly, at the graduate level, Management had 18 graduates, Humanities 7, and Education 6. Demographically, over 60% of graduates were from Kailali district, with the remainder spread across nearby regions. Interestingly, about 98% of graduates actively used email or social media, indicating a high level of digital engagement.

The study also examined the educational and occupational backgrounds of the graduates' parents, finding that 59.1% were literate, while the primary occupation for 65.5% of parents was agriculture. Regarding the employment and further education status of graduates, 20 were employed, while 88 continued to pursue further studies. Suggestions for TMC's improvement focused on expanding the course range (56.48%), introducing more technical education (27.78%), and enhancing library facilities (15.74%). These findings underscore a demand for diversified educational offerings and improved resources to support graduate employability and academic pursuits.

3.1 Conclusion

The tracer study of 2022 graduates from TMC provides an insightful analysis into the demographic, educational, and occupational backgrounds of graduates and their families, while identifying areas for institutional improvement. TMC serves a diverse student population in Nepal, drawing primarily from the Kailali district (over 60%), with others from Bardia, Achham, and surrounding regions. This geographical distribution reflects TMC's reach into rural and semi-urban communities, addressing educational needs in the western part of Nepal's Sudurpaschim Province.

Gender, caste, and program-level data reveal that the majority of graduates are female (65 out of 108) and a significant number belong to the Educationally Disadvantaged & Janajati (EDJ) caste category. Programs in Management, Humanities, and Education are represented at both undergraduate and graduate levels, with Management showing the highest enrollment numbers. The caste distribution indicates a higher representation of EDJ students, while the Brahmin and Chhhetri (BC) category is more prominent in graduate Management programs. The study also demonstrates that the EDJ category remains well-distributed across other fields, reflecting TMC's efforts to provide access to a broader demographic.

Digital literacy among graduates appears high, with 98% using email or social media, pointing toward strong adoption of digital platforms across academic and professional domains. However, digital engagement could be further leveraged for employment purposes, as only a small percentage of graduates (25%) were found to be employed at the time of the study. Of the total graduates, 20 have secured employment, with most positions held by Management graduates, while others in Humanities and Education have continued further studies. The BBS program accounts for the highest number of students pursuing additional education, suggesting a need to bolster career support within this field to improve employment outcomes.

The educational and occupational background of parents provides additional context for the socio-economic circumstances of TMC students. The majority of parents (59.1%) are literate, with 30.1% achieving an educational level equivalent to or higher than the School Leaving Certificate (SLC). Despite these figures, a considerable number of parents are engaged in agriculture (65.5%), which often offers less income stability compared to other fields. The prevalence of agricultural work among graduates' families could influence graduates' career aspirations, especially if employment opportunities within more secure and financially rewarding sectors are limited.

Feedback from graduates on the strengths and weaknesses of TMC's programs highlights key areas for development. Over 50% of respondents expressed satisfaction with the quality of education and the relevance of courses to professional requirements. A significant number, however, indicated the need for improvements, particularly in terms of course variety, technical and practical skills, and library facilities. Over half of the respondents (56.48%) recommended expanding course offerings, suggesting that the current programs may not fully align with evolving student needs and market demands. Introducing more technical and hands-on educational options (suggested by 27.78% of respondents) would also better equip graduates with industry-relevant skills. These recommendations indicate a clear student preference for a curriculum that better bridges academic knowledge with practical, job-ready competencies.

Further insights from graduates reveal the necessity of strengthening the institution's resources, specifically the library and laboratory facilities. The library, cited by 15.74% of respondents as needing improvement, remains a vital component for student learning and academic success. Enhancements to the library and the integration of digital resources could provide students with more comprehensive access to knowledge and research materials, contributing positively to their educational experiences.

The study also underlines the importance of fostering strong student-teacher relationships and interdisciplinary learning, with graduates generally expressing satisfaction in these areas. A majority rated their experience in student-teacher relationships as "better" or "good enough," while 57.24% considered the learning environment supportive. Nonetheless, opportunities exist for TMC to cultivate a more dynamic, interdisciplinary framework to further encourage critical thinking and problem-solving skills.

In summary, the tracer study offers a multi-faceted view of TMC's strengths and areas for growth. TMC has established a commendable foundation in extending higher education to rural and disadvantaged communities, with high digital engagement and a generally favorable student-teacher relationship. However, the findings reveal a strong demand for expanded program offerings, technical education, and improved library facilities. By addressing these recommendations, TMC could further enhance its academic appeal, equip students with practical skills, and potentially improve employment outcomes for graduates. Through targeted improvements, TMC has the potential to better serve its diverse student body and respond to the shifting demands of Nepal's educational and economic landscapes.

3.2 Recommendations

The Tracer Study Team conducted a comprehensive examination of the graduates from the undergraduate to graduate level of 2022. This study researched into various aspects, including students' personal information, parental educational and occupational backgrounds, and employability of the graduates, job satisfaction, and an evaluation of the effectiveness of college programs, courses, and library and lab services, along with collecting feedback. Based on the findings presented in the Tracer Study report, the following recommendations have been put forth:

The task of Tracer Study should make an integral part of teaching learning program in future.

- The Strategic Plan of TMC should incorporate the suggestions made on Tracer study Report.
- The college should promote wide range professional courses, field-based learning, counseling etc.
- The EDJs and Dalit students should be offered more incentives to bring them into the mainstream of the nation.
- TMC should make its software-based record keeping system more effectively.
- TMC should enhance its library facilities connecting with technology.
- The campus should intensify the relationship between parent-teacher and teacher-students.
- TMC should include teacher's self- assessment /appraisal plan and students feedback collection mechanism as a part of teaching learning
- The provision of students counseling service should be given higher priorities.
- UGS needs to improve its Tracer Study form/questionnaire to incorporate more information related to unemployed and the studying ones.

APPENDIX

Annex: 1 Tracer Study Profile of the Year 2022 (Humanities, Education and Management) Total Graduates (108)

The total graduates of the year 2022 in its previous tracer study were 93 in numbers but in this revised form, 15 more graduates are included. The overall glimpse of graduates has shown as follows.

The added graduates (15):

S. N.	Name of Students	Sex	EDJ	D	M	Faculty	Status
1.	Binita Chaudhari	F	√	-	-	BA	Studying
2	Ramesh Kathariya	M	√	-	-	B.Ed.	Unemployed
3	Kamal Kumari Bista	F	-	-	-	B.Ed.	Employed (letter yet to get)
4	Babita Bist	F	-	-	-	BBS	Unemployed
5	Menka Timilsena	F	-	-	-	BBS	Studying
6	Puspa Kumari Joshi	F	-	-	-	BBS	Unemployed
7	Sita Dhami	F	-	-	-	BBS	Unemployed
8	Birendra Chaudhary	F	√	-	-	BBS	Unemployed
9.	Binod Chudahry	M	√	-	-	BBS	Unemployed
10	Sushila Rawal	F	-	-	-	BBS	Gone Japan as a worker
11	Bhawan Jaisi	M	-	-	-	BBS	Unemployed
12	Dharmika Dhungana	F	-	-	-	BBS	Unemployed
13	Manju Neupane	F	-	-	-	BBS	Employed (letter yet to get)
14.	Ritu Jaisi	F	-	-	-	BBS	Unemployed
15.	Sitashma Kumari Kathariya	F	√	-	-	MBS	Planning to go Abroad

- 1. Graduation Year: 2022, Level: Undergraduate/Bachelor Degree, Faculty: Humanities and Social Sciences (B.A, Total=20) Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and Janjati),D=Dalit, M=Muslim**

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Gansh Kumar Chaudhary	M	√	-	-	BA	Unemployed
2	Ashok Chaudhary	M	√	-	-	BA	Employed
3	Hikmat Kumar Dhami	M	-	-	-	BA	Employed
4	Deepak Bahadur Saud	M	-	-	-	BA	Employed
5	Birendra Chaudhary	M	√	-	-	BA	Studying MA
6	Basudev Chaudhary	M	√	-	-	BA	Studying
7	Jug Bahadur Tharu	M	√	-	-	BA	Employed
8	Uma Kumari Bhagoriya	F	√	-	-	BA	Employed/studying
9	Harikala Kumari Bajgai	F	-	-	-	BA	Studying

10	Janaki Dhungana	F	-	-	-	BA	Studying
11	Sabita Chaudhary	F	√	-	-	BA	Employed
12	Archana Kumari Chaudhary	F	√	-	-	BA	Employed
13	Dina Chaudhary	F	√	-	-	BA	Studying
14	Pabitra Chaudhary	F	√	-	-	BA	Studying
15	Amrita Chaudhary	F	√	-	-	BA	Studying
16	Saraswati chaudhary	F	√	-	-	BA	Studying
17	Sarda Chaudhary	F	√	-	-	BA	Studying
18	Mankala Kumari Chaudhary	F	√	-	-	BA	Deputy Mayor, Rajapur
19	Rima Chaudhry	F	√	-	-	BA	Employed/studying
20	Binita Chaudhari	F	√	-	-	BA	Studying

2. Graduation Year: 2022, Level: Bachelor Degree, Faculty: Education (ED, Total:10)

Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and Janjati),D=Dalit.

M=Muslim,

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Pabitra Chaudhary	F	√	-	-	B.Ed.	Studying
2	Saraswati Kathariya	F	√	-	-	B.Ed.	Studying
3	Resham Chaudhary	F	√	-	-	B.Ed.	Studying
4	Sarita Kumari Baidya	F	√	-	-	B.Ed.	Studying
5	Sushmita kumari Tharu	F	√	-	-	B.Ed.	Studying
6	Amrita Tharu	F	√	-	-	B.Ed.	Studying
7	Saskrita Dhakal	F	-	-	-	B.Ed.	Studying
8	Anju Chaudhary	F	√	-	-	B.Ed.	Studying in U.K (London)
9.	Ramesh Kathariya	M	√	-	-	B.Ed.	Unemployed
10.	Kamal Kumari Bista	F	-	-	-	B.Ed.	Employed (appointment letter yet to get)

3. Graduation Year: 2022, Level: Bachelor Degree, Faculty: Managements (BBS, Total=47)

Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and Janjati),D=Dalit

M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Ram Pawan Dangaura	M	√	-	-	BBS	Studying
2	Aman Khadka	M	-	-	-	BBS	MBS studying
3	Rajesh Chaudhary	M	√	-	√	BBS	Studying

4	Rajesh Tharu	M	√	-	-	BBS	Employed/studying
5	Amar Dangaura	M	√	-	-	BBS	Employed
6	Suya Prakash Tharu	M	√	-	-	BBS	Employed
7	Keshar Kalel	M	-	-	-	BBS	Unemployed
8	Yam raj Saud	M	√	-	-	BBS	Studying
9	Aditya Neupane	M	√	-	-	BBS	Unemployed
10	Laxman Kandel	M	-	-	-	BBS	Unemployed
11	Tika ram Chaudhary	M	√	-	-	BBS	Unemployed
12	Tapendra Aidi	M	-	-	-	BBS	Studying
13	Hari Prasad Bohara Jaishi	M	-	-	-	BBS	Studying
14	Naresh Khanal	M	-	-	-	BBS	Studying
15	Ram Bahadur Nepali	M	-	-	-	BBS	Studying
16	Jiban Kumar Khadka	M	-	-	-	BBS	Studying
17	Bibek Chaudhary	M	√	-	-	BBS	Studying
18.	Babita Bist	F	-	-	-	BBS	Unemployed
19.	Menka Timilsena	F	-	-	-	BBS	Studying
20.	Puspa Kumari Joshi	F	-	-	-	BBS	Unemployed
21.	Sita Dhama	F	-	-	-	BBS	Unemployed
22.	Birendra Chaudahry	F	√	-	-	BBS	Unemployed
23.	Binod Chudahry	M	√	-	-	BBS	Unemployed
24.	Sushila Rawal	F	-	-	-	BBS	Gone Japan as a worker
25.	Bhawan Jaisi	M	-	-	-	BBS	Unemployed
26.	Dharmika Dhungana	F	-	-	-	BBS	Unemployed
27.	Manju Neupane	F	-	-	-	BBS	Employed (appointment letter yet to get)
28	Ritu Jaisi	F	-	-	-	BBS	Unemployed
29	Radhika Saud	F	-	-	-	BBS	Unemployed
30.	Anita Kumari Pun	F	√	-	-	BBS	Unemployed
31	Farida Saud	F	-	-	-	BBS	Unemployed
32	Anju Chaudhary	F	√	-	-	BBS	Studying
33	Binita Nayak	F	-	√	-	BBS	Unemployed
34	Kiran Shahi	F	-	-	-	BBS	Korea
35	Lalita Chaudhary	F	√	-	-	BBS	Unemployed
36	Sarita Kumari Chaudhary	F	√	-	-	BBS	Unemployed
37	Kamala Jaishi	F	-	-	-	BBS	Studying
38	Nirmala Dhama	F	-	-	-	BBS	Studying abroad
39	Urmila Chaudhary	F	√	-	-	BBS	Studying
40	Pratima Chaudhary	F	√	-	-	BBS	Studying
41	Bina Kumari Khatri	F	-	-	-	BBS	Studying

42	Radha Bhattarai	F	-	-	-	BBS	Studying
43	Hima Devkota	F	-	-	-	BBS	Studying
44	Kalpana Tamatta	F	-	√	-	BBS	Studying
45	Anisha Kumari Chaudhary	F	√	-	-	BBS	Studying
46	Rushma Tharu	F	√	-	-	BBS	Studying
47	Sabita Tharu	F	√	-	-	BBs	Studying

1. Graduation Year: 2022, Level: Graduate/Master Degree Faculty: Humanities and Social Sciences (MA, Total= 7)

Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and Janjati),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Pawan Kumar Chaudhary	M	√	-	-	MA	Unemployed
2	Bishnu Prasad Chaudhary	M	√	-	-	MA	Employed
3	Suman Kumar Chaudhary	M	√	-	-	MA	Employed
4	Santoshi Kumari Chaudhary	F	√	-	-	MA	Unemployed
5	Sapana Shetty	F	-	-	-	MA	Unemployed
6	Riju Chukaha Chaudhary	F	√	-	-	MA	Employed
7	Santa Chaudhay	F	√	-	-	MA	Unemployed

2. Graduation Year: 2022, Level: Graduate/Master Degree Faculty: Education (ED, Total=6)

Status: E=Employed, U=Unemployed S= Studying,*=EDJ (Educationally Disadvantage and Janjati),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Nirpa Raj Bhandari	M	-	-	-	M.Ed.	Employed
2	Hem raj Chaudhary	M	√	-	-	M.Ed.	Unemployed
3	Laxiram Chaudhary	M	√	-	-	M.Ed.	Unemployed
4	Ganesh Chaudhary	M	√	-	-	M.Ed.	Employed
5	Shushma Chaudhary	F	√	-	-	M.Ed.	Employed
6	Kalpana Kumari Budha	F	-	-	-	M.Ed.	Unemployed

3. Graduation Year: 2022, Level: Graduate/Master Degree Faculty: Management (MBS. Total=18) Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and Janjati),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Maniram Chaudhary	M	√	-	-	MBS	Unemployed
2	Birendra Prasad Joshi	M	-	-	-	MBS	Employed
3	Karam Bir Chaudhary	M	√	-	-	MBS	Employed
4	Durga Prasad Joshi	M	√	-	-	MBS	Unemployed
5	Dhan Bahadur Chaudhary	M	√	-	-	MBS	Employed
6	Pawan Pant	M	-	-	-	MBS	Employed
7	Chandra Prasad Giri	M	-	-	-	MBS	Employed
8	Yogendra Dhungana	M	-	-	-	MBS	Unemployed
9	Dilip Chaudhary	M	√	-	-	MBS	Unemployed
10	Nutan Timilsina	F	-	-	-	MBS	Employed
11	Kunta Devkota	F	-	-	-	MBS	Unemployed
12	Khem Kumari Rawal	F	-	-	-	MBS	Unemployed
13	Menuka Bhandari	F	-	-	-	MBS	Unemployed
14	Kamala Khatri	F	-	-	-	MBS	Unemployed
15	Nisha Joshi	F	-	-	-	MBS	Unemployed
16	Karishma Bam	F	-	-	-	MBS	Employed
17	Saraswati Bist	F	-	-	-	MBS	Unemployed
18.	Sitashma Kumari Kathariya	F	√	-	-	MBS	Planning to go Abroad

Annex-2 Graduates Status Summary

Summary of the Year 2022	
<u>Graduates status summary</u> <ul style="list-style-type: none">• Traced Graduates :108• Employed: 20 (Appointment letters of the two newly added (out of 15) graduates are yet to get.)• Unemployed: 88• Graduates pursuing further Study: 44• Male: 43• Female: 65• EDJ: 58• Dalit: 2	<u>Students enrolled in Master Degree in various Institutions/Campuses</u> <ul style="list-style-type: none">• FWU, Tikapur Multiple Campus, Tikapur Kailali• Trichand Campus,KTM• Central Department of Management• Shankardev Multiple Campus, Kathmandu• NCC College, Katmandu• Achham Multiple Campus, Mangalsen Achham• Rastriya Collage Sukhakda, Kailali
Total Graduates of the Years 2022 = 108	

Annex-3 Employment Status**Graduates of the Years 2022**

S.N.	Name	Faculty	Institutions\Address	Designation	Types
1	Uma Kumari Bhagoriya	BA	Sathi Hospital and research center PLT. Tikapur	HA	Private
2	Ashok Chaudhry	BA	Garden English Boarding School Tikapur	Asst. Principal	Private
3	Sabita Chaudhary	BA	Garden English Boarding School Tikapur	Teacher	Private
4	Rima Chaudahry	BA	Tikapur Municipality	Assistant	Contract
5	Hikamt Bahadur Dhami	BA	New Light Vision English Boarding School Tikpur Kailali	Principal	Private (Appointment letter yet to get)
6	Dipak Bahadur Suad	BA	Ghattedanda Basic School Mellekh Achham	Teacher	Government
7	Surya Prakash Tharu	BBS	Unique Nepal Laghubitta Bardiya	Field Asst.	Private
8	Bishnu Prasad Chaudahry	MA	Nepal Bidhut Pradhikaran Tikapur	Meter Reader	Government
9	Suman Chaudhray	MA	High Court Tulshipur	Nayab Subba	Government
10	Karam Bir Kathariya	MBS	Janata secondary school Kaialai	Teacher	Government
11	Birendra Prasad Joshi	MBS	Siddhnath higher secondary school Kanchanpur	Teacher	Government
12	Dhan Bahadur Chaudhary	MBS	Tikpaur Multiple Campus	Parttime Teacher	Contract
13	Karishma Bam	MBS	Ganesh Baba School Tikapur	Accountant	Private
14	Nirpa Raj Bhandari	M.Ed	Bhrikuti Lower secondary school Kaiali	Teacher	Government
15	Ganesh Chaudhary	M.Ed	Social Development office, Bajura	Bini	Government
16	Pawan Pant	MBS	Dolkha Higher Secondary School, Dolkha	Teacher	Government (appointment letter yet to get)

17	Jung Bahadur Tharu	BA	Tikapur Polytechnique Institutes Tikapur Kaialli	Store Keeper	Government (Appointment letter yet to get)
18	Riju Chukaha Chaudhary	MA	Bhajani Municipality	Ward Sachip	Gov. (Appoint letter yet to get)
19	Tapendra Aidi	BBS	New Light Education Home, Tikapur	Teacher	Employed
20	Manju Neupane	BBS	Sathi Hospital, Tikapur, Kailali	Accountant	Appointment letter yet to get
