

**TRIBHUVAN UNIVERSITY
TRACER STUDY OF GRADUATES FROM
GUPTESHWOR MAHADEV MULTIPLE CAMPUS-2018**



A Tracer Report
Submitted to:
University Grants Commission
Sanothimi, Bhaktapur

Submitted by:
Tracer Study Team
Gupteshwor Mahadev Multiple Campus, Tribhuvan University, Pokhara
12th December, 2019
Pokhara Metropolitan City-17, Nepal

Tracer Study Team
Gupteshwor Mahadev Multiple Campus
Tribhuvan University

Co-ordinator
Rajkumar Subedi

Team Members
Mohan Bhandari
Ramji Prasad Poudel
Lalmani Pokhrel
Rishi Ram Baral

Administrative Support Member
Maheshwor Dhakal

ACKNOWLEDGEMENTS

This tracer study report is a collaborative output of the team as a result of the encouragements and trust of the people directly and indirectly involved in it. We express our gratitude to all those people who helped us

First and foremost, we would like to express our sincere thanks to the Member Secretary of University Grants' Commission (UGC for allowing us the opportunity to conduct the tracing study of our graduates. We are also thankful to the Campus Chief, Dharma Raj Baral, for believing in us and supporting us during the study. We would also like to thank the campus management committee for their continuous support. Special appreciation goes to the chairman of campus management committee Professor Bhupati Kamal Dhakal, PhD. Similarly, the team expresses gratitude to the administrative staffs that have supported during the process of initial correspondence by making the needed information available to us. We are thankful to all the faculty members of Gupteshor Mahadev Multiple Campus for their encouragement and support too.

We extremely feel obliged to all the graduates of the year 2018 for their enthusiastic participation and involvement in providing us the information despite their limited time. The team would also like to thank other graduates for their helping hands and support during the study. Finally, we are particularly obliged to the UGC of Nepal for the financial assistance provided to the study.

Date: December 12th , 2019

**Tracer Study Team
Gupteswor Mahadev Multiple Campus
Tribhuvan University**

EXECUTIVE SUMMARY

Higher education is recognized today as a capital investment and is of paramount importance for economic and social development of the country. Institutions of higher education have the primary responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business, and other professions. Quality higher education is a source of great potential for the socio economic and cultural development of the country. The nation can be transformed into a developed nation within the life time of a single generation.” Factors such as the distinctive nature of higher education institutions, international mobility of students, and teacher’s accessibility of computer based learning pursuit of research and scholarship, globalization of economy, and emerging challenges of the 21st century have a direct impact on the future development of higher education.

Tribhuvan University is the first, pioneer, largest and eldest university of Nepal which provides higher education to the Nepali students. It was founded as the national institution for higher education in 1959. The university has a national wide network of constituent and affiliated campuses /colleges that provide higher education in different disciplines and subjects and produce high level man power for the over all development of the country. It derives its name from the late King Tribhuvan Bir Bikram Shah Dev.

Gupteshwor Mahadev Multiple Campus (GMMC), running under the benefaction of Gupteshwor Mahadev Cave, is the outcome of collective efforts of academic personalities, political activists, religious-minded people and enthusiastic social campaigners, who are dedicated to develop Chhorepatan as the center of academic excellence. Adjacent to the world famous gorgeous Devis Fall, GMMC is situated within the spacious premise of Gupteshwor Mahadve Cave at Pokhara Metropolitan City-17, Chhorepatan. GMMC was established in 2065 which is one of the affiliated campuses of Tribhuvan University that views education as an essential and foremost phenomenon for the overall development of quality human life. GMMC is a public and non-profit making campus which is exclusively devoted towards producing self-reliant individuals for the nation. At present the campus is the home for students from Kaski, Syangja, Parbat and other neighbouring districts. The campus is always

committed to achieve its objective of producing efficient, qualitative and market oriented human resources through academic exposure. Moreover, the campus focuses not only on mere pedagogy but also on seminars, presentations, talk programs and field visits so that students can be acquainted with their probable working environments as well.

The primary objective of this tracing study is to find the current status of the students who have graduated from GMMC at bachelor level in the year 2018. In order to proceed further with the task of tracing study a task force team of faculty members of GMMC that was formulated by the executive committee of the campus was formed. Similarly, for the technological support and data processing the administration of the campus made necessary equipment available to the team. Among all the graduates of the GMMC, the study has considered and taken the Bachelor of Business Studies (BBS) graduates of 2018 batch. Even though, there are other programmes running within the campus like B.Ed, BHM, BIM and MBS, none of the students has graduated from the above mentioned programme, so those programme are not included in the study. The study has incorporated the employment and educational details of the above mentioned batch only.

The survey instrument used for the study was adopted from a semi-structured questionnaire developed which was made available by the University Grant's Commission (UGC), Nepal. The questionnaire included both close-ended and open-ended questions. It also comprised of 6-point Likert Scales on relevancy of the program and also in the major strengths and weaknesses of the institutional program. The study adopts descriptive and analytical research design. It describes current employment status of the graduates and other factors measuring academic quality and job relevancy of the academic programs conducted by GMMC. After the collection of all the filled-up questionnaires, further data entry and processing was conducted. The data processing consisted of editing, coding, data entry and machine editing. Data entry has been carried out mainly using SPSS 20 version software. The study has incorporated and utilized descriptive tools such as frequency, percentages, proportions, mean etc. for general descriptions of study variables. Similarly other statistical tools have been used to conduct further analysis. The outputs for easy interpretation were presented in tables and graphs when necessary.

GMMC, as higher education providing institution is found to be stronger at teacher student relationship, ranges of courses offered, quality of education, relevance of the program in enhancing professional requirements and the teaching learning environment, whereas, the institution is relatively weaker at imparting lab and library facilities. For institutional reform and academic quality enhancement, educational institutions should focus on designing new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality and competency of higher education institutions. Library resources and the infrastructural facilities are also the major elements in improving the academic quality; therefore it is advised to the institution including other higher education institutions to design programs that support its development.

It is recommended for the educational institutions involved in higher studies to emphasize more on designing and developing courses and program offering entrepreneurial skills. Furthermore, it seems more plausible for the government and its representative organizations to foster and include entrepreneurial practices among the graduates. The representation of female and ethnic group also shows some ray of hope in educational sector. Hence, encouraging and supportive environment is much needed for attracting female graduates towards higher education. The government and educational authorities of the country should design more inclusive programs to attract female, scheduled castes and minorities towards higher education.

Most of the graduates do not choose self employed status which signifies that the graduates are not provided practical and entrepreneurial skills.

Skill development, conceptual foundation and academic environment are found to be highly associated with educational quality which finally promotes better work placement opportunities. Therefore, it is suggested to the higher education institutions to invest more of their resources and expertise in improving skill development, conceptual foundation and academic environment in order to prepare workplace or market-oriented graduates possessing sound conceptual foundation as well as job related skills.

TABLE OF CONTENTS

<i>Acknowledgements</i>		<i>i</i>
<i>Executive Summary</i>		<i>ii</i>
<i>Table of Contents</i>		<i>v</i>
<i>List of Tables</i>		<i>vi</i>
<i>List of Figures</i>		<i>vii</i>
<i>Abbreviations</i>		<i>vii</i>
		Page No.
1.	Introduction	1 -9
1.1	Background/Rationale of the Study	1
1.2	Objectives of the Study	7
1.3	Institutional Arrangements to Conduct the Study	7
1.4	Graduate Batch Taken for the Study	7
1.5	Data Collection Instrument and Approach	8
1.6	Scope and Limitations	9
2.	Data Presentation and Analysis	10-27
2.1	Graduates' Characteristics	10
2.2	Employment and Further Study Status of the Graduates	11
2.3	Issues Related to the Quality and Relevance of Programs	17
2.4	Program's Contribution to Graduates Professional and Personal Development	18
2.5	Issues Related to Teaching/Learning, Teacher/Student Relationship and Education Delivery Efficiency	20
2.6	Issues Related to Facilities (Library, Laboratory, Canteen, Urinal and Sports)	21
3.	MAJOR FINDINGS	28-31
3.1	Employment and Further Studies Status of Graduates	28
3.2	Characteristics and Aspirations of Graduates	29
3.3	Quality and Relevance of Academic Programs	30
3.4	Teaching/Learning, Teacher/Students Relationship and Educational Delivery Efficiency	30
3.5	Issues Related to Library, Lab, Canteen, Sports and Urinal Facilities	30
3.6	Other Factors	31
4.	IMPLICATIONS TO INSTITUTIONAL REFORM	32-33
5.	CONCLUSION AND RECOMMENDATIONS	34-35
	<i>References</i>	
	<i>Appendix I: Graduates List of 2018</i>	
	<i>Appendix II: Transcripts of Graduates-2018</i>	
	<i>Appendix III: Filled up Questionnaire of Graduates</i>	

LIST OF TABLES

	Page No.
2.1 Program-wise Distribution of the Graduates	10
2.2 Gender-wise Distribution of the Graduates	10
2.3 Ethnic and Age-wise Distribution of the Graduates	11
2.4 Current Employment Status by Level-wise Graduates	13
2.5 Gender-wise Employment Status of Graduates	13
2.6 Higher Education Status of Unemployed Graduates by Program Type	13
2.7 Designation by Program-Wise Graduates	15
2.8 Gender Wise Rating Based on Problem Solving Skills	19
2.9 Rating Based on Work Placement	19
2.10 Rating Based on Teacher-Student Relationship	20
2.11 Mean Score Evaluation of Major Strength and Weakness	24
2.12 Association between Employment Status and Graduates Characteristics	25

LIST OF FIGURES

	Page No.	
2.1	Current Employment Status of the Graduates	12
2.2	Higher Education Status of Unemployed Graduates	12
2.3	Employment Type of Graduates	14
2.4	Type of Employer Organization	14
2.5	Designation of Employed Graduates	15
2.6	Current Employment Sector of Graduates	16
2.7	Self Employed Sector	16
2.8	Relevance of the Program to Professional Requirement	17
2.9	Rating based on Extra-Curricular Activities	18
2.10	Rating based on Problem Solving Skills	18
2.11	Rating based on Teaching Learning Environment	20
2.12	Rating based on Quality of Education Delivered	21
2.13	Rating based on Library Facility offered by the Institution	22
2.14	Rating based on Lab Facility offered by the Institution	22
2.15	Rating based on Sports Facility offered by the Institution	23
2.16	Rating based on Canteen and Urinal Facilities offered by the Institution	23
2.17	Mean Score of Major Strength and Weakness	25
2.18	Recommendation for Betterment of Institution by Graduates	26
2.19	Contribution to be made by Graduates	27

ABBREVIATIONS

BBS	: Bachelors of Business Studies
BBA	: Bachelor in Business Administration
B.Ed	: Bachelor in Education
BHM	: Bachelor in Hotel Management
BIM	: Bachelor in Information Mangement
GoN	: Government of Nepal
GMMC	: Gupteshwor Mahadeve Multiple Campus
HERP	:Higher Education Reform Project
MBS	: Master of Business Studies
PRT	: Peer Review Team
QAA	Quality Assurance and Accreditation
SHEP	: Second Higher Education Project
SSR	:Self Study Report
TU	: Tribhuvan University
UGC	: University Grants Commission
WTO	: World Trade Organization

CHAPTER I

INTRODUCTION

1.1 Background/Rationale of the Study

Higher education has great importance in the development of a country. But unfortunately, its importance is yet to be realized in developing countries like Nepal. For over two decades, Nepal have been working to uplift her educational standard by providing quality higher education to their citizens but there are many obstacles and hurdles that are emerging. These challenges of quantity, equity, quality, require proper procedure to address in the best manner in the future(Peters 2010).

(Agarwal, 2007) defines education is a basic need of every society. Today education has become necessary for everyone's life. Survival without education is becoming difficult. A better education system can enhance the social, scientific, and technological improvement of a country. The human resource development of a country depends upon the quality of education imparted in country. Higher education caters to the education in the colleges and universities. It is academically consider suitable to present distinctive feature of two stages for the purpose of clarity of concepts and avoiding duplication. Higher education is admittedly a separate stage quite distinct from primary, secondary, elementary, and higher secondary stage.

Higher education is recognized today as a capital investment and is of paramount importance for economic and social development of the country. Institutions of higher education have the primary responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business, and other professions. Quality higher education is a source of great potential for the socio economic and cultural development of the country. The nation can be transformed into a developed nation within the life time of a single generation.” Factors such as the distinctive nature of higher education institutions, international mobility of students, and teacher's accessibility of computer based learning pursuit of research and scholarship,

globalization of economy, and emerging challenges of the 21st century have a direct impact on the future development of higher education.

The purpose of higher education is not simply to impart knowledge in certain branches of knowledge; it has deeper meaning and objectives. The purpose may be multidimensional and may be termed as personal, social, economical, and cultural. Education and particularly higher education cannot be divorced from its milieu and social context. Religious, moral, historical, and cultural ethos permeates through the fabric of the educational system of a country. Public expectations about access to higher education direct concern about role that universities can play in innovation and economic development (UGC Nepal, 2016).

Tribhuvan University is the first, pioneer, largest and eldest university of Nepal which provides higher education to the Nepali students. It was founded as the national institution for higher education in 1959. The university has a national wide network of constituent and affiliated campuses /colleges that provide higher education in different disciplines and subjects and produce high level man power for the over all development of the country. It derives its name from the late King Tribhuvan Bir Bikram Shah Dev.

The Tribhuvan University started its teaching, research and other academic activities on July 14, 1959 under the Tribhuvan University Act promulgated in the same year. By 1961 it began to offering postgraduate courses in various subjects. The T.U granted recognition to governmental and non-governmental colleges conducting Intermediate and Bachelor level courses of study. Curriculum and reference books of higher education (Intermediate, Bachelor and Masters Level) were prepared, examinations conducted and certificates awarded accordingly.

Tribhuvan University introduced Masters level courses in the faculties like Humanities and Social Sciences, English, Nepali, Sanskrit, Hindi, Political Science, Economics, History and Culture, Geography, Mathematics and Commerce. In 1962 (2018), Masters Level Courses was introduced in Education as well. Masters level courses were

introduced in Physics, Chemistry, Biology and Zoology in 1966 (2022). Similarly, Post graduation in Sanskrit was established in the T.U. in 1970 (2026).

So in order to establish this university, a fixed plan, policy and programs had been prepared. After conducting series of deliberations, the plan was materialized by the government. Similarly the help of the people and the palace was sought. The then Queen mother rendered not only monetary help to the university but also accepted the Chancellorship to accelerate its development at the initial stage. Her chancellorship continued till King Mahendra himself accepted post in 1962 A.D.

HERP (2014) writes that though the T.U. Act has been amended many times (1959, 1971 and 1993), the post of Chancellor was retained by the King till 2007/08. But from the second democratic movement, Prime Minister of Nepal has become the Chancellor while Ministry of Education and Sports is the ex-officio Pro-Chancellor of the university. The central office of the university consists of the offices of the Vice-Chancellor, Rector, Registrar and University Service Commission.

The Vice-Chancellor (VC) is its chief administrative executive and is appointed by Chancellor upon recommendation of a committee. The VC is assisted by the Rector and Registrar. The Act provides almost all administrative authorities to the Vice-Chancellor. The position of the Rector was created to look after the academic matters where as the Registrar is responsible for the fiscal and personnel administration (CEDA, 2007).

The Tribhuvan University has five decisions -making bodies

- (1) The Tribhuvan University Council
- (2) Executive Council
- (3) Academic Council
- (4) Planning Council
- (5) Research co-odination Council (Tribhuvan University, 2003).

The Tribhuvan University Council is the supreme body of the university with overall powers and functions regarding policy, plans, budget, university rules, and formation of special committees and commissions

Executive Council implements and makes operational decisions while the decisions of the University Council accepts donation to the university, grants affiliated to private campuses and makes decisions on appointments. Academic Council makes decision on curriculum, teaching, examination and research. Planning Council has an advisory role of preparing plans (long-term and short-term), developing annual programs and evaluating program implementation. Research Co-ordination Council makes policies about the T.U. research activities. Tribhuvan university is an autonomous institution. It is mainly financed by Government of Nepal. The T.U. consists of four faculties and five institutions, each of which is headed by a Dean.

The amount of the graduates who are able to take part in development according to the relevance of their education can be traced toward the graduates (Tracer Study). The Tracer Study is an approach that enables higher education institutions to gain insight into possible deficiencies in educational processes and learning processes and can be the basis for planning activities for future improvements. The Tracer Students' results can be used by universities to find out the success of the educational process that has been done on their students. Even in competition and accreditation grants programs always require the data of Tracer Study results through graduation waiting parameters, percentage of graduates who have worked, and the first income earned.

Gupteshwor Mahadev Multiple Campus (GMMC), running under the benefaction of Gupteshwor Mahadev Cave, is the outcome of collective efforts of academic personalities, political activists, religious-minded people and enthusiastic social campaigners, who are dedicated to develop Chhorepatan as the center of academic excellence. Adjacent to the world famous gorgeous Devis Fall, GMMC is situated within the spacious premise of Gupteshwor Mahadve Cave at Pokhara Metropolitan City-17, Chhorepatan. GMMC was established in 2065 which is one of the affiliated campuses of Tribhuvan University that views education as an essential and foremost phenomenon for the overall development of quality human life. GMMC is a public and non-profit making campus which is exclusively devoted towards producing self-reliant individuals for the nation. At present the campus is the home for students from Kaski, Syangja, Parbat and other neighbouring districts. The campus is always committed to achieve its objective of

producing efficient, qualitative and market oriented human resources through academic exposure. Moreover, the campus focuses not only on mere pedagogy but also on seminars, presentations, talk programs and field visits so that students can be acquainted with their probable working environments as well.

GMMC possesses the belief of conveying recent and scientific education based on societal needs, national interest, international norms and latest practices in academic world irrespective of religion, caste, creed, nationality, ethnicity, etc. thereby contributing to the development of human resources of self-sustaining teaching learning world. To be precise, our sole aim is to provide our students, at an affordable cost, with quality education and help them carve out best careers for themselves. To be very specific GMMC is dedicated to: Provide qualitative education to needy, poor and marginalized students. Create sound academic environment by highly experienced and qualified teachers who have already gained years of experience in teaching colleges affiliated to Tribhuvan University. Endow with job oriented, productive and skill oriented education. Uplift the educational status of nation through disciplined and qualitative education. Produce self-disciplined, laborious and proficient manpower. Empower self-employment and create job opportunity to unemployed people. Addition of professional and contemporary marketable disciplines, it offers B.Ed,BBS, BHM, BIM and MBS programme. It also plans to run BBA and other programme in the near future. It has already started its accreditation process. The pre-Peer Review Team (PRT) has already started examining the Self Study Report (SSR) and in the process of field visit starting from 28th Poush, 2076.

The rapid expansion of higher education in the country has increased the number of graduates entering into the job markets. This increasing trend of graduates is leading to the high competition in the job market which is ultimately providing array of options to the employment for the new recruitments. Today, longer commitments to formal education programs (Bachelors/Masters degree) are often required for jobs across all sectors. While most jobs require continual learning experiences to stay up to date with the latest developments, many jobs now demand advanced degrees. This includes those related to research (lecturer, statistician, and economist), innovation (petroleum engineer,

physicist), specialization (counselors, social workers) and administration (consultant, investment banker, school principal). To the best of the knowledge of the study team, limited research has been executed in higher education and minimal empirical studies have been found regarding the status and market absorption of the graduates in the job market. Much of the studies have only highlighted the policy challenges and interventions. In this context, the exploration of status of graduates of GMMC, in terms of their absorption scenario in the job market and their employment profile needs to be indentified for better planning of desired academic progresses and this is the sector where this tracing study is highly essential.

Besides this perspective, the implementation of Second Higher Education Project (SHEP), a national higher education reform initiative supported by World Bank since 2007 has aimed to support achievement of the national objective of developing higher education system that can produce professional human resource, with knowledge and technological base, capable of supporting economic growth and social reform towards building a prosperous, harmonious and knowledge based inclusive society (UGC/Annual Report, 2013/2014). This has prominently drawn the attention of the management institutions and universities in the country to better design their curriculum and teaching-learning environment in compliance to the qualitative improvements as required by the job market and dynamisms inside the academic fraternity. Therefore, the assessment of educational standards and quality of the universities and institutions involved in imparting higher education has been essential and tracing studies like this will be more useful to that purpose.

Furthermore, the up-to-date information regarding the placement of graduates of the campus is not available. The campus is unaware about the progresses of the graduates. In this context, this study will explore the current status (employment, entrepreneurial, further education, social involvement, and preferences) and the usefulness of the knowledge, skills and expertise required for the development in further academic and professional life. The study is the third attempt of GMMC towards this aspect. The study will also highlight on the academic and professional issues vital for the university authorities, policy makers, planners and the concerned authorities to appraise the

requirement of higher education in producing globally competent management graduates. Finally, the study may also abridge the distance between the university and its alumni and can provide information in building strong relationship with them and their institutions.

1.2 Objectives of the Study

The primary objective of this tracing study is to find the current status of the students who have graduated from GMMC at bachelor level in the year 2018. The study also comprises of the following specific objectives:

- To examine the issues related to characteristics and aspirations of the graduates.
- To assess the current employment status of the graduates.
- To explore the issues related to quality and relevance of higher education.
- To evaluate the differences in employment status of the graduates by gender, ethnicity, program type, and other socio-demographic characteristics.
- To identify key factors necessary for improvement of academic quality of GMMC.

1.3 Institutional Arrangements to Conduct the Study

In order to proceed further with the task of tracing study a task force team of faculty members of GMMC that was formulated by the executive committee of the campus was formed. Similarly, for the technological support and data processing the administration of the campus made necessary equipment available to the team. Besides that stationery supports for printing the questionnaire and other related tasks were also supported by the institution. The administration also supported the team by providing the necessary preliminary informational details regarding the graduates taken for the study. They also provided the initial communication facilities. Similarly, the help from experts for data processing was made as and when necessary. Funding assistance of the UGC has been supportive in managing and organizing the resources needed to conduct the study efficiently.

1.4 Graduate Batch Taken for the Study

Among all the graduates of the GMMC, the study has considered and taken the Bachelor of Business Studies (BBS) graduates of 2018 batch. Even though, there are other programmes running within the campus like B.Ed, BHM, BIM and MBS, none of the

students has graduated from the above mentioned programme, so those programme are not included in the study. The study has incorporated the employment and educational details of the above mentioned batch only.

1.5 Data Collection Instrument and Approach

The survey instrument used for the study was adopted from a semi-structured questionnaire developed which was made available by the University Grant's Commission (UGC), Nepal. The questionnaire included both close-ended and open-ended questions. It also comprised of 6-point Likert Scales on relevancy of the program and also in the major strengths and weaknesses of the institutional program. The questionnaire comprised of different items divided mainly into six sections namely: the personal information which included personal details, employment information comprising of employment status, further study details, suggestions and recommendations for the betterment of institution, contribution for betterment and finally contact addresses of graduates studying in the same year.

The study adopts descriptive and analytical research design. It describes current employment status of the graduates and other factors measuring academic quality and job relevancy of the academic programs conducted by GMMC. Furthermore, it aims to indentify determinants of educational quality and its impact on job placement of the graduates. This is a survey of the students who have graduated from GMMC in 2018. Out of the 23 graduates passed in the year 2018, only 16 graduates were taken as the sample for the study.

The data of the study has been collected through the self-administered structured questionnaire provided by the UGC. The questionnaire was emailed to the students' email account right after the correspondence details of the graduates were made available to the team. The students were requested to fill-up the questionnaire and send to the team via electronic means. Then some of the bachelor graduates who were pursuing further study at GMMC were administered with the questionnaire in person. Furthermore, referral of the students and guardian's, social media such as Face book, Skype and Viber has also been considered as a reliable medium to get the data in case of difficulty in

having direct contact with students. Similarly, online form was developed and asked the graduates to fill up.

In the same manner, to cope with late responses or delayed responses from the graduates, initially a detail list of students' response was prepared and telephone interview was conducted among the students who had delayed responses or also with them who were generally out of the place and nation. To our utmost effort, the team requested the employed graduates to submit the copy of appointment letters, but all of them refused to comply with it because of the organizational confidentiality. Despite different measures undertaken to trace out the graduates and increase response rate, the final sample comprised of only 16 graduates who passed bachelor level study in the year 2018

After the collection of all the filled-up questionnaires, further data entry and processing was conducted. The data processing consisted of editing, coding, data entry and machine editing. Data entry has been carried out mainly using SPSS 20 version software. The study has incorporated and utilized descriptive tools such as frequency, percentages, proportions, mean etc. for general descriptions of study variables. Similarly other statistical tools have been used to conduct further analysis. The outputs for easy interpretation were presented in tables and graphs when necessary.

1.6 Scope and Limitations

The study is primarily based on quantitative research approach. This study has incorporated only the graduate batch of BBS of 2018. Since none of the students graduated from B.Ed, BIM, BHM and MBS in the year 2018, the study excludes the students from the programme mentioned above. The study has mainly explored the dimensions of higher education as available through the questionnaire forwarded by the UGC and thus the findings may not be reflective to the holistic or wide-array of the higher education in Nepal. The study incorporates only the specific dimension of students perception so other aspects is not covered in the study.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

The chapter presents the data obtained from the tracer study questionnaire. Data presentation and analysis is done for employment status of the graduates, issues related to the characteristics, expectations and aspirations of the graduates and employment experience of graduates, issues related to teaching learning environment and issues related to facilities such as library, laboratory, canteen, sports facilities and urinals. The chapter also presents status of educational quality and relevance of higher education and impact of the academic programs on graduates' personal development.

2.1 Graduates' Characteristics

The table 2.1 illustrates the program-wise composition of students. It reveals that among the graduates taken for the study, 100 percent were BBS students. It depicts graduates from management education reflecting the attraction of students in management education. Student's aspiration is towards management stream.

Table 2.1 Program-wise Distribution of the Graduates

Program	Frequency	Percent	Cumulative Percent
BBS	16	100	100
Total	16	100.0	

The Table 2.2 depicts the gender-wise distribution of the graduates from GMMC. It shows that most of the graduates are female which comprises 81.2 percent and only 18.8 percent are male. This shows that the female students are more attracted towards the higher education. It also reveals the women empowerment in education sector too. However, it also reflects the male students non interested towards higher education.

Table 2.2 Gender-wise Distribution of the Graduates

Gender	Frequency	Percent	Cumulative Percent
Male	3	18.8	18.8
Female	13	81.2	100.0
Total	16	100.0	

The Table 2.3 is the combined presentation of the ethnic distribution and age-wise distribution of the students, taken during the study. The table depicts that among the students the ethnic group belonging to Brahmin community has higher composition of 68.8 percent followed by 18.8 percent belonging to the Chhetri, 12.5 percent from scheduled caste and none of them belonging to Indigenous community. This portrays the scenario that the upper castes/ethnicities have still prioritized higher education rather than the scheduled castes and other. This contradicts with the higher education of policy of government which is focused in increasing the representation of minorities. Similarly, the graduates of age 22 and 23 years with the percentile of 31.3 percent each hold the majority representation. Secondly, the age of 24 has the representation of 25 percent. The age group of 27 and 29 years accounts for 6.3 percent each. This depicts that majority of the students pursuing higher education are of the youth age.

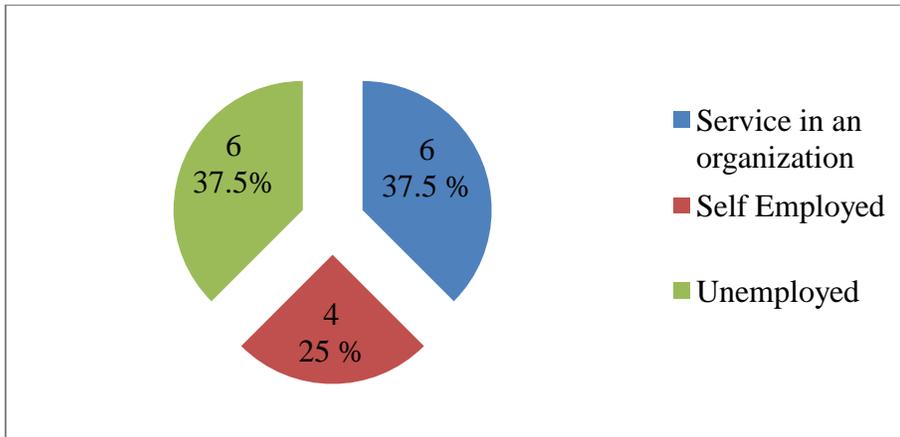
Table 2.3 Ethnic and Age-wise Distribution of the Graduates

Ethnicity	Frequency	Percent	Age	Frequency	Percent
Brahmin	11	68.8	22.00	5	31.3
Chhetri	3	18.8	23.00	5	31.3
Indigenous	0	0	24.00	4	25
Scheduled Caste	2	12.5	27.00	1	6.3
-	-		29.00	1	6.3
Total	16	100	Total	16	100.0

2.2 Employment and Further Study Status of the Graduates

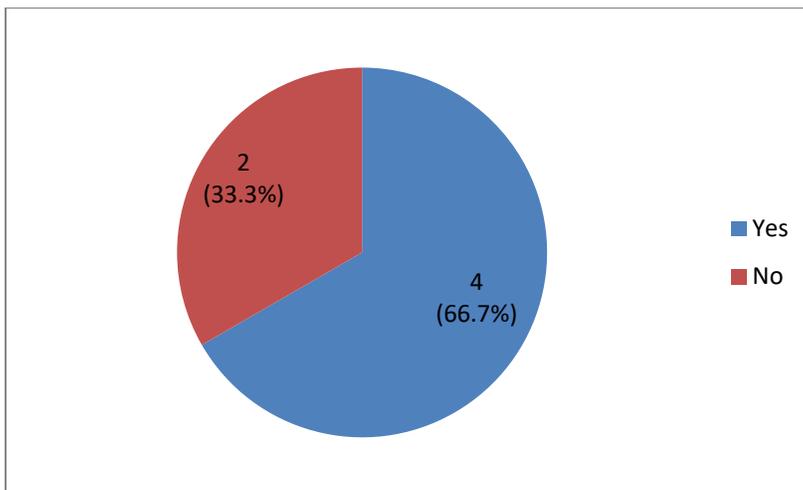
The figure 2.1 depicted below shows the current employment status of the graduates of the campus. The figures in the parentheses indicate the percentage composition of the students. It portrays that with the representation of 37.5 percent of graduates serve in the organization. Similarly, 37.5 percent are unemployed and 25 percent are self employed. This status reveals that most of the graduates are employed after their graduation either by serving in the organization or self employed themselves.

Figure 2.1 Current Employment Status of Graduates



The figure 2.2 shows the engagement status of unemployed graduates of the campus in the higher/further studies. The figures in the parentheses indicate the percentage composition of the students. It is found that among the 37.5 percent of the unemployed, 66.7 percent of students were found pursuing further higher studies within and outside the country and remaining 33.3 percent were found to be the actual unemployed graduates. This reveals that even though the graduates are unemployed, they are pursuing further studies.

Figure 2.2: Higher Education Status of Unemployed Graduates



The table 2.4 exhibits the employment status of the graduates as per program passed by the graduates. Regarding the BBS level students, 37.5 percent are employed in service organization, 37.5 percent are unemployed and remaining 25 percent are unemployed. It reflects that even though the graduates had passed the bachelor level, majority of the BBS graduates are employed.

Table 2.4: Current Employment Status by Program

Program		Service in an organization	Self Employed	Unemployed	Total
BBS	Frequency	6	4	6	19
	%	37.5%	25%	37.5%	100.0%
	Total	6	4	6	19
	%	37.5%	25%	37.5%	100.0%

Table 2.5: Gender-wise Employment Status of Graduates

Gender	Frequency and %	Service in an organization	Self Employed	Unemployed	Total
Male	Frequency	3	0	0	3
	%	100.00%	0.00%	0.00%	100.00%
Female	Frequency	3	4	6	13
	%	23.10%	30.80%	46.20%	100.00%
Total	Frequency	6	4	6	16
	%	37.50%	25.00%	37.50%	100.00%

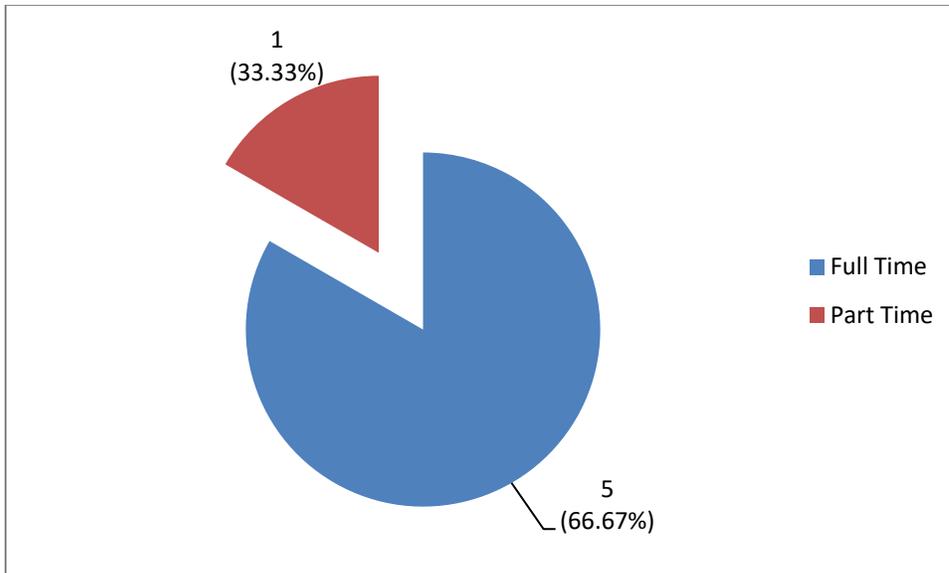
The table 2.5 exhibits the gender-wise employment status of the graduates. Out of the total male graduates, 100 percent are providing service in an organization. On the other hand, 23.10 percent of female graduates were employed in an organization, 30.80 percent were self employed and 46.20 percent are unemployed. This reflects that male graduates are comparatively getting more employment opportunity compared to female graduates. However, comparing with the number of graduates, female graduate's employment status is overwhelming. Even though, the government frames the policy to provide reservation for female employment. The female graduates of this institution are not taking the advantage of the government policy. The positive aspects of the female graduates are that they are self employed in dominant percentage.

Table 2.6: Higher Education Status of Unemployed Graduates by Program

Program	Frequency and %	Higher Study		Total
		Yes	No	
BBS	Frequency	4	2	6
	%	66.67 %	33.3 %	100.00%
Total	Frequency	4	2	6
	%	66.67 %	33.3 %	100.00%

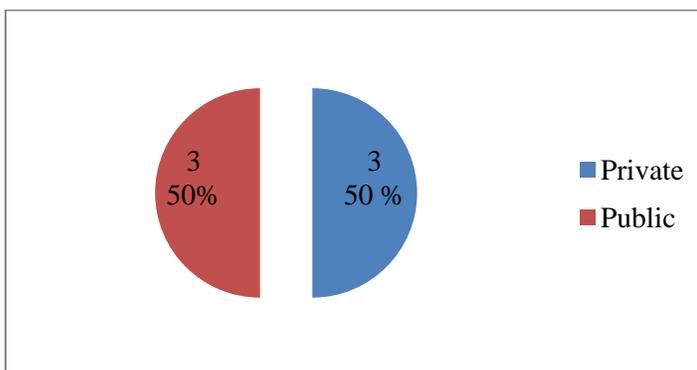
The table 2.6 included above discloses the actual educational status of unemployment graduates. It actually depicts the educational/engagement status of the graduates as per the program. It shows that among the unemployed BBS graduates, 66.67 % are pursuing further study and only 33.3 percent are not pursuing further study.

Figure 2.3: Employment Type of Graduates



The above figure 2.3 depicts the type of employment the graduates are involved in various employed organizations. 66.67 percent of the employed graduates are serving on full time basis and remaining 33.33 percent are working on part time basis. This reveals that most of our employed occupy better employment type and job security because of their full time status.

Figure 2.4: Type of Employer Organization (%)



The figure 2.4 included above reveals the type of the organizations the employed graduates work. It portrays that equal percentage of the graduates work in private and public organization. None of the graduates are working in other organization other than private and public organization.

Figure 2.5: Designation of Employed Graduates (in %)

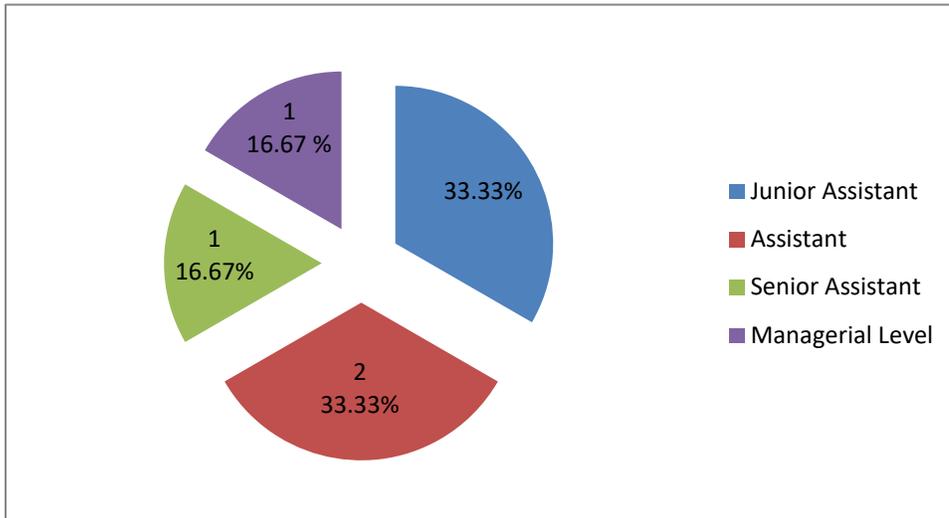


Figure 2.5 included above reveals the level of employment of the graduates working in the organizations. It shows that majority of the employed graduates, i.e. 33.33 percent each are holding the designation of junior assistant and assistant. Similarly, percentile composition of graduates according to position constitutes 16.67 percent each in senior assistant and managerial level. It means that the graduates getting employed are occupied and have placed themselves in the assistant level and only few are holding the post of managerial level inside the organizations.

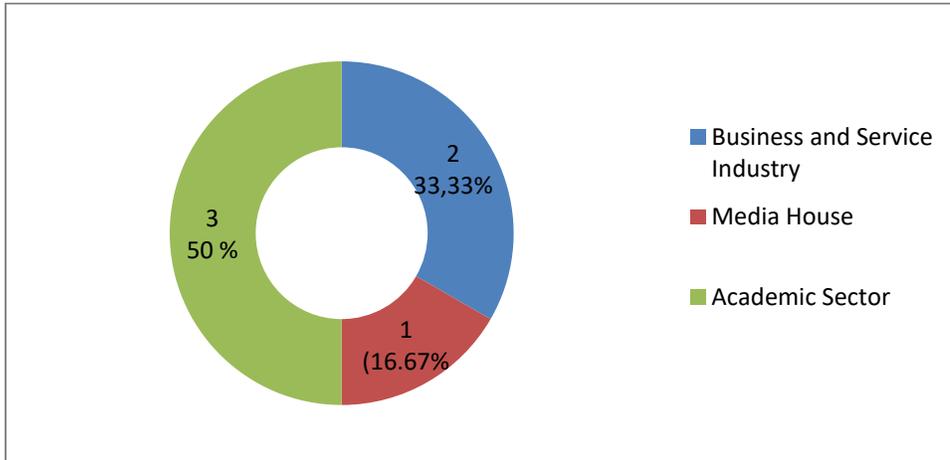
Table 2.7: Designation by Program-Wise Graduates

Program		Designation				Total
		Junior Assistant	Assistant	Senior Assistant	Managerial Level	
BBS	Frequency	2	2	1	1	6
	%	33.30%	33.30%	16.70%	16.70%	100.00%
	Frequency	2	2	1	1	6
	%	33.30%	33.30%	16.70%	16.70%	100.00%

The table 2.7 included above displays the level of employment of students as per the level they have attended in the institution. It is apparent by the table that a larger portion of BBS graduates with the representation of 33.33 percent each are employed as a junior

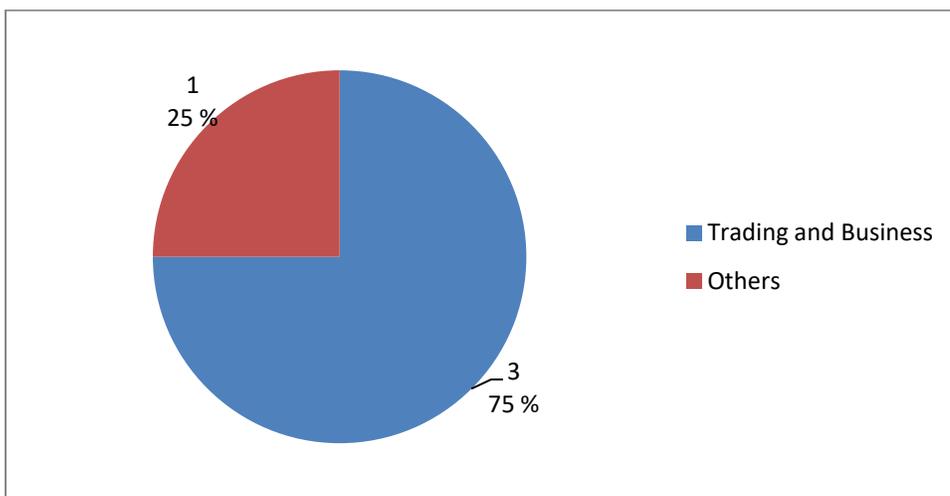
assistant and assistant. Similarly, 16.70 percent each are employed as senior assistant and managerial level. This demonstrates that most the BBS graduates opt for lower level post rather than managerial post.

Figure 2.6: Current Employment Sector of Graduates



The figure 2.6 presented above depicts the employment sector of the graduates involved in several organizations. It is apparently clear through the figure that with the highest percentage representation of 50 percent working in academic sector. Similarly, 33.33 percent are working in business and service industry and only 16.67 percent are working in media house. This demonstrates that out of the employed graduates, most of them want to serve in academic sector.

Figure 2.7: Self Employed Sector



The above figure 2.7 depicts the sector on which the self employed graduates are involved. Majority of the self employed graduates of 75 percent are involved in service business and remaining 25 percent in other sectors. It indicates that most of the self employed graduates want to be an entrepreneur and want to expand their business.

2.3 Issues Related to the Quality and Relevance of Programs

The quality and relevancy of the programs to the graduates is an important factor contributing to academic excellence. Those factors are described below

The figure 2.8 depicted below shows the relevance of the program to professional requirement for the graduates. It is apparently clear through the figure that with the highest percentage representation of 50 percent illustrates that majority of the graduate's express as excellent opinion on the relevance of the program. 37.5 percent rated as very strong and only 12.5 percent as strong. Overall, the graduates believe that the program offered by the campus is relevant to their professional requirement too.

Figure 2.8: Relevance of the Program to Professional Requirement (in %)

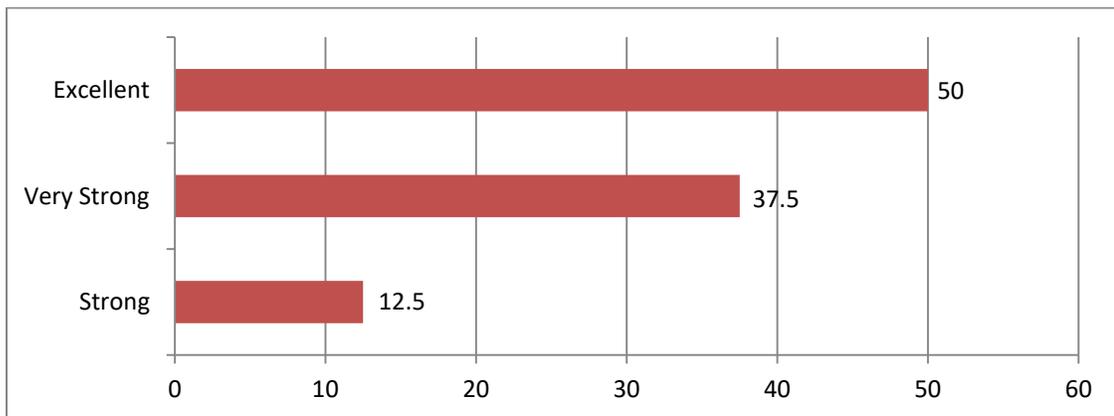
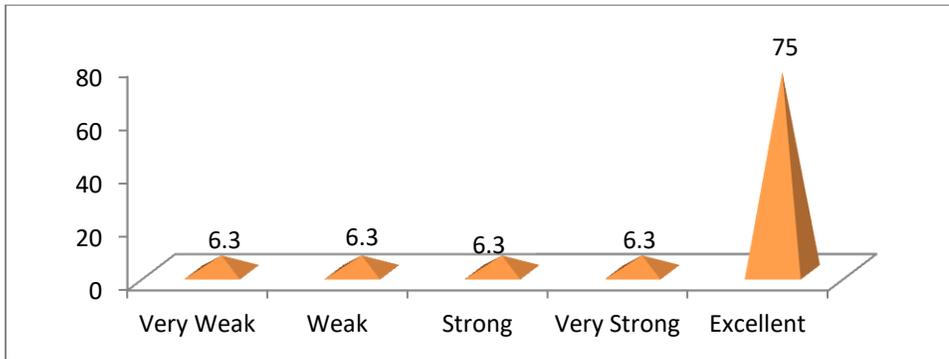


Figure 2.9 presented below depicts the graduated response to the extra curricular activities offered by the institution. Majority of the graduates comprising of 75 percent believe that the institution has provided excellent extra curricular facilities. The students rated very strong , strong, weak and very weak comprising 6.3 percent each.

Figure 2.9: Rating based on Extra-Curricular Activities (in %)



The extra curricular activities provided by the organization are relevant for the students. It indicates that a part of providing teaching learning activities, the organization is also successful in providing other activities to the students.

2.4 Program's Contribution to Graduates Professional and Personal Development

It is important to identify the whether or not the programs contributed to graduates professional and personal development. In order to identify it the following major factors were considered

Figure 2.10: Rating based on Problem Solving Skills (in %)

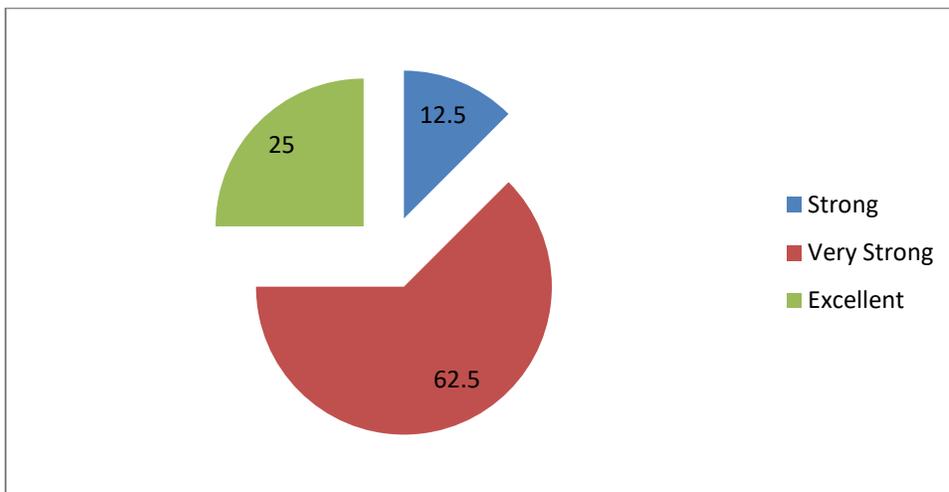


Figure 2.10 presented above depicts the graduates response to the problem solving skills offered by the institution. Around 62.5 percent of the graduates believe that the institution opined as very strong, 25 percent as excellent and remaining 12.5 percent as strong. None of the graduates opined as weak and very weak. It indicates that the institution should

was successful in providing problem solving skills to the graduates so that it has helped them in personal and professional field.

Table 2.8 Genderwise rating based on Problem Solving Skills

<i>Problem Solving Skills</i>	<i>Frequency and %</i>	<i>Gender</i>		<i>Total</i>
		Male	Female	
Strong	<i>f</i>	1	1	2
	<i>%</i>	33.30%	7.70%	12.50%
Very Strong	<i>f</i>	2	8	10
	<i>%</i>	66.70%	61.50%	62.50%
Excellent	<i>f</i>	0	4	4
	<i>%</i>	0.00%	30.80%	25.00%
Total	<i>f</i>	3	13	16
	<i>%</i>	100.00%	100.00%	100.00%

Table 2.8 depicts the genderwise rating of graduates towards problem solving skills. 66.70 percent of the male graduates rated as problem skills was very and remaining 33.30 percent rated as strong. On the other hand, 61,50 percent of the female rated as very strong, 30.80 percent as excellent and only 7.70 percent rated as strong. It demonstrates that female tends that the problem solving skills better compared to male graduates.

Table 2.9: Rating based on Work Placement

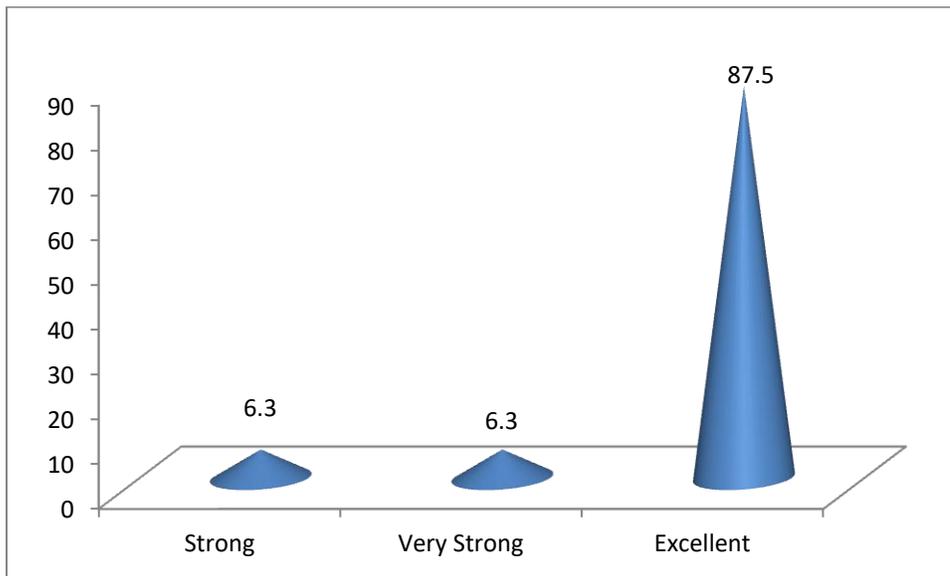
<i>Rating</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Very Weak	1	6.3	6.3
Weak	1	6.3	12.5
Strong	1	6.3	18.8
Very Strong	6	37.5	56.3
Excellent	7	43.8	100
Total	16	100	

Table 2.9 illustrated above demonstrates that most of the graduates believe that the institution does not have effective work placement policy. Around 80 percent of the graduates have rated it as very strong, excellent and strong. Remaining 20 percent believe that the institution is not successful in launching the work placement policy and internship facility. However, it is very important for the institution administration to on making the internship and work placement facility more effective.

2.5 Issues Related to Teaching/Learning, Teacher/ Student Relationship and Education Delivery Efficiency

The higher education institution should focus on teaching/learning environment. Besides this, the insitution should also focus on teacher/student relationship and education delivery. These factors contributes for educational excellence. Those factors are demonstrated below

Figure 2.11: Rating based on Teaching Learning Environment (in %)



From the above figure 2.11, it can be said that out of total responses of the variable concerned, 87.5 percent rates the teaching learning environment as excellent, followed by 6.3 percent each as very strong and strong. Majority of the graduates states that they are satisfied with the teaching learning environment of the institution. This illustrates that the institution is successful in providing teaching learning environment to its students.

Table 2.10: Rating based on Teacher-Student Relationship

Rating	Frequency	Percent	Cumulative Percent
Very Strong	7	43.8	43.8
Excellent	9	56.3	100
Total	16	100	

The above table 2.10 presents that out of total respondents, most of the graduates believe that there is cordial environment for teacher-students relationship. Among the graduates,

56.3 percent of the graduates opined that there is excellent relationship between teachers and students and remaining 43.8 percent as very strong and non of them opined as weak or very weak. It shows that there is a cordial relationship between student and teachers in the college.

Figure 2.12: Rating based of Quality of Education Delivered (in %)

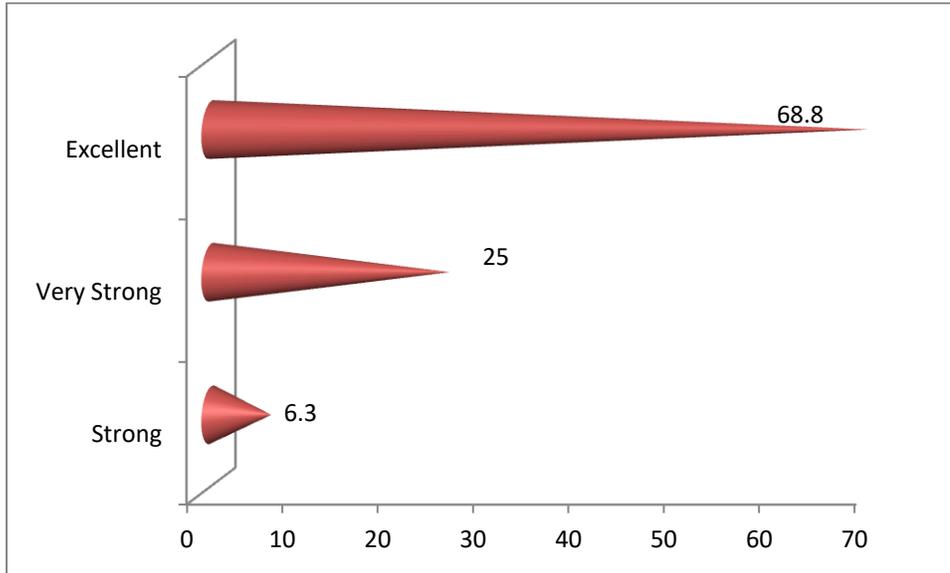


Figure 2.12 demonstrates that most of the graduates rated positively towards quality of education delivered comprising of 68.8 percent as excellent, 25 percent as very strong and remaining 6.3 percent as strong respectively. This rating clearly shows that the graduates are satisfied with the quality of education delivered by the institution.

2.6 Issues Related to Facilities(Library, Laboratory, Canteen, Urinal and Sports)

Proper facilities like urinal, library, laboratory, canteen and sports facilities are important for students physical, hygiene and other relevant development. These issues falls under infrastructural facilities provided by the organization. Those factors are explained below

Figure 2.13: Rating based on Library Facility offered by the Institution (in %)

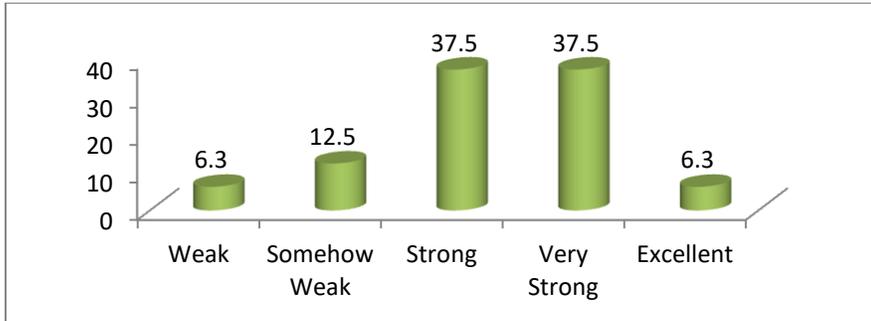


Figure 2.13 depicts the response of graduates towards library facilities provided by the institution. Almost 81 percent of the graduates believe that the library facilities provided by the institution are satisfactory. Only 21 percent of the graduates have a level of dissatisfaction towards library facilities provided by the organization. This figure indicates that the college is successful in providing proper library facilities to its graduates.

Figure 2.14: Rating based on Lab Facility offered by the Institution (in %)

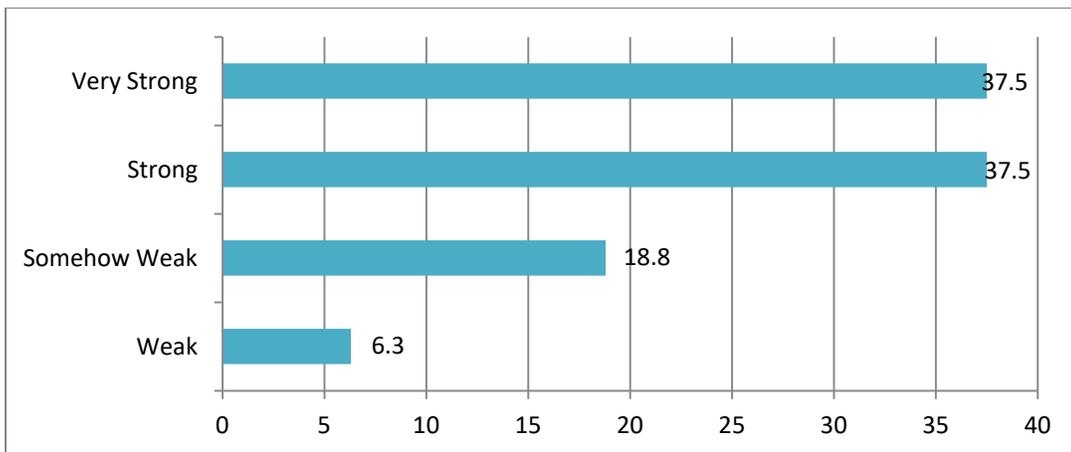


Figure 2.14 depicts the response of graduates towards lab facilities provided by the institution. Almost 75 percent of the graduates believe that the lab facilities provided by the institution are satisfactory. Only 25 percent of the graduates have a level of

dissatisfaction towards lab facilities provided by the organization. This figure indicates that the college is successful in providing proper lab facilities to its graduates.

Figure 2.15: Rating based on Sports Facility offered by the Institution (in %)

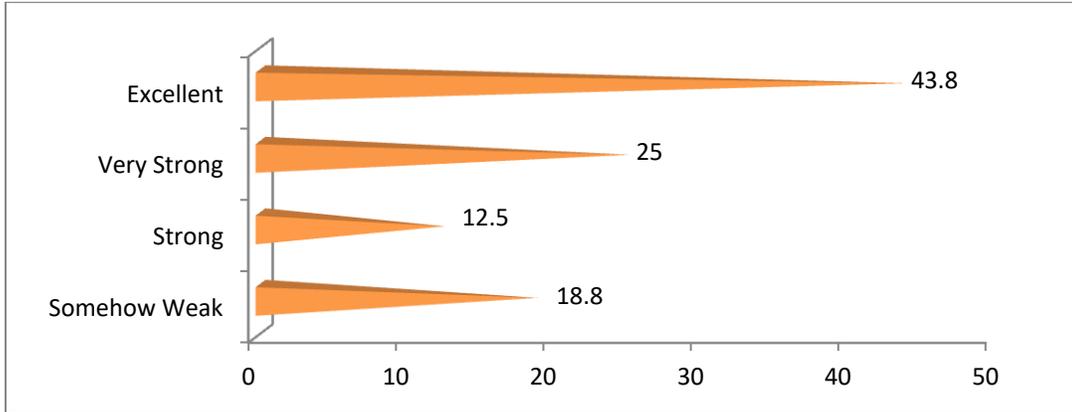


Figure 2.15 depicts the response of graduates towards sports facilities provided by the institution. Almost 81 percent of the graduates believe that the sports facilities provided by the institution are satisfactory. Only 19 percent of the graduates have a level of dissatisfaction towards sports facilities provided by the organization. This figure indicates that the college is successful in providing proper sports facilities to its graduates.

Figure 2.16: Rating based on Canteen and Urinal Facilities Offered by the Institution (in %)

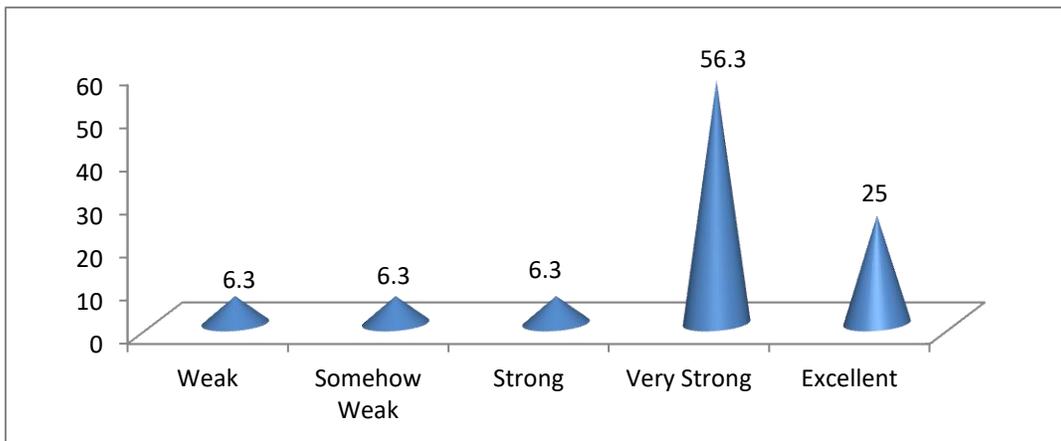


Figure 2.16 depicts the response of graduates towards canteen/urinal facilities provided by the institution. Almost 87 percent of the graduates believe that the canteen/urinal

facilities provided by the institution are excellent. Only 13 percent of the graduates have a level of dissatisfaction towards canteen/urinal facilities provided by the organization. This figure indicates that the college is successful in providing proper canteen/urinal facilities to its graduates.

Table 2.11: Mean Score Evaluation of Major Strength and Weakness

<i>Factors</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
Relevance of the Program to your Professional Requirements	16	3	5	4.38	0.72
Extracurricular Activities	16	0	5	4.25	1.57
Problem Solving	16	3	5	4.13	0.62
Work Placement/Internship	16	0	5	3.94	1.48
Teaching Learning Environment	16	3	5	4.81	0.54
Quality of Education Delivered	16	3	5	4.63	0.62
Teacher Student Relationship	16	4	5	4.56	0.51
Library Facility	16	1	5	3.25	1.00
Lab Facility	16	1	4	3.06	0.93
Sports Facility	16	2	5	3.94	1.18
Canteen Facility	16	1	5	3.88	1.09

The table 2.11 and figure 2.17 display the mean score evaluations of the items used for assessing the major strengths and weaknesses of the institutional program the students have attended. Mean score of 4.82 in teaching learning environment exhibits the major strength off the institution. Similarly, the quality of education delivered, teacher student relationship, relevance of the program, problem solving skills, work placement, sports facility and canteen facility 4.63, 4.56, 4.25, 34.13, 3.94, 3.94, and 3.88 respectively indicate that most of the students agree that these components are also the major strengths of the institution. Other mean scores are relatively around 3 indicating that the students do not think that other factors are the strength of the organization and those factors need improvement in the future. Specially, the lowest score of 3.06 for lab facility indicates that the students are facing problems in their study due to improper lab and library facility.

Figure 2.17: Mean Score of Major Strength and Weakness

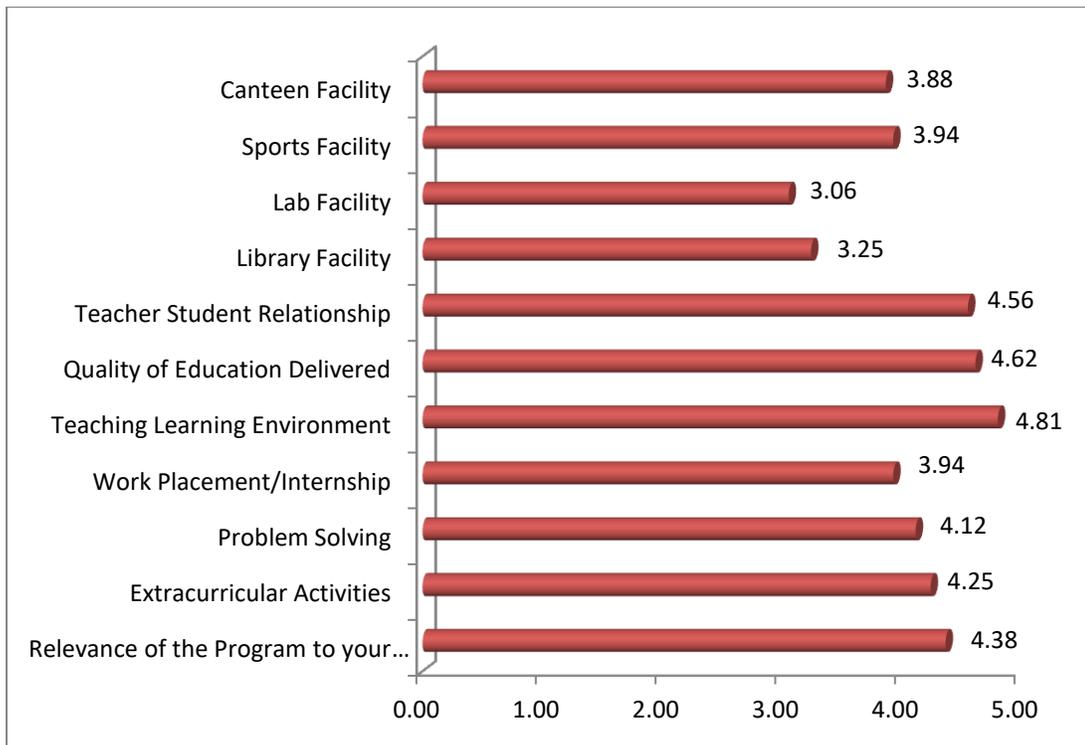


Table 2.12: Association between Employment Status and Graduates' Characteristics

Graduates Characteristics	Service in an Organization	Self Employed	Unemployed	χ^2	Sig	Cramer's V
Gender						
Male	100%	0	0	6.154*	0.046	.620
Female	23.1%	30.8%	46,2%			
Ethnicity						
Brahmin	27.3%	36.4%	36.4%	2.990	.560	.306
Chhetri	66.7%	0	33.3%			
Indigenous	0	0	0			
Scheduled Caste	50%	0	50%			
Age Group						
22.00	0	0	100%	12.905	.115	.635
23.00	75%	25%	0%			
24.00	42.9%	28,6%	28.6%			
25.00	0	100%	0			
26.00	0	0	100			

**It is significant at 5 % level of confidence*

Table 2.12 shows the output of cross-tabulation and chi-squared test undertaken to analyze the association between graduates personal career development and socio-demographic characteristics. The result reveals that there is association between gender and current employment status of the graduates. The chi square value of 6.154 is significant at 5 % level of confidence.

In case of association between ethnicity and employment status the chi-square value is insignificant which reveals that there is no association between ethnicity and employment opportunity. All graduates of diverse ethnicity have similar employment status. The chi square value of 2.990 is not significant

Lastly, according to the age of graduates there is no association between age group and current employment status of graduates as the chi square value of 12.905 is not significant.

Figure 2.18: Recommendation for Betterment of Institution by Graduates (in %)

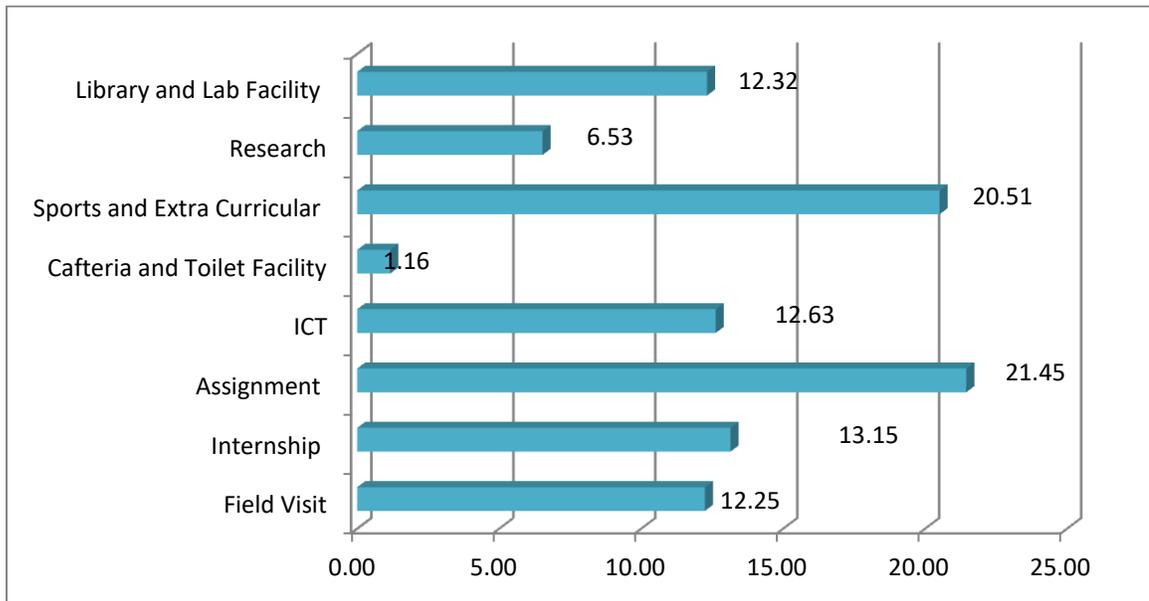


Figure 2.18 exhibits the suggestions made by the passed out graduates for improvement of the academic environment of the institution. Most of the graduates (21.45 %) have suggested assignment to students by the teacher for the betterment of the organization. Suggestions has also been given to the campus on different aspects like sports and extra curricular activities, internship, ICT ,library and lab facility, field visit, research and cafeteria and toilet facility contributing 20.51, 13.15, 12.63, 12.32, 12.25, 6.53 and 1.16

percent respectively. They suggested that the institution is not properly managing these facilities which are indirectly affecting their academic quality, too. Graduates has also advised better research opportunity for sports and extra curricular and assignment to students by the teacher for the betterment of the institution.

Figure 2.19: Contribution to be made by Graduates (%)

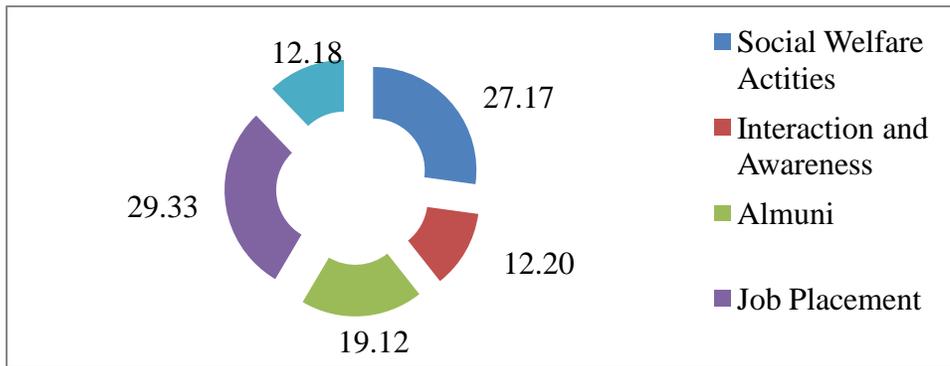


Figure 2.19 represent how the graduates could contribute for the betterment of the institution. Majority of the graduates (29.33%) believe that they could contribute for job placement for the upcoming graduates. They also believe that they contribute towards the institution through social welfare activities (27.17%). Similarly, 19.12 percent, 12.20 percent and 12.18 percent respectively graduates opined that they will help the institution through alumni formation, interaction and awareness program and participation in the Quality Accreditation activities.

CHAPTER III

MAJOR FINDINGS

This section discusses the major findings of the study derived from analysis of the data. The key findings related to employment status of the graduates, their characteristics, issues related to quality and relevance of higher education, and contribution of education to graduate's personal development are presented in the following sections.

3.1. Employment and Further Studies Status of Graduates

- The study reveals that 37.5 percent of the institution graduates are employed and serving in different organization, 25 percent are self employed and started their own business and remaining 37.5 percent of the graduates are unemployed. It indicates that majority of the graduates are employed. However, the figures are not overwhelming.
- Among the unemployed 66.7 percent are pursuing higher studies. Only 33.33 percent of the unemployed graduates are not pursuing further study. Overall, unemployed graduates are engaged in study.
- Among the unemployed BBS graduates 37.5 percent are serving in the organization, 25 percent are self employed and remaining 37.5 percent are unemployed. It shows that majority of the management students are pursuing further studies.
- Among the unemployed graduates from BBS programme, 66.67 percent are pursuing further study and only 33.3 percent are not pursuing further study.
- Among the employed graduates, 50 percent each work in private and public organization respectively.
- Among the employed, 66.67 percent work on full time basis and remaining 33.33 percent works on part time basis.
- Among the employed graduates, 33.33 percent each as junior assistant and assistant post. 16.67 percent each are employed in senior assistant and managerial level. It shows that less number of graduates are employed at managerial level. The study revealed that majority of the graduates get employment opportunity after their study period.

- The gender-wise employment status reveals that 100 percent of the male graduates are employed in service organization but in case of female graduates, 46.20 percent are unemployed, 30.80 percent are self employed and remaining 23.10 percent serves in the organization.
- Out of the employed graduates, 50 percent each work in private and public organization.
- The study revealed that 50 percent of the graduates work in academic sector, 33.33 percent in business and service industry and remaining 16.67 percent works in media houses.
- It is apparent that a larger portion of BBS graduates with the representation of 33.33 percent each are employed as a junior assistant and assistant level. Similarly, 16.67 percent each work in senior assistant and managerial level post.
- Among the graduates opting for self employment, 75 percent are engaged in trading and business sector and remaining 25 percent in other occupation.

3.2. Characteristics and Aspirations of Graduates

- 81.2 percent of the graduates are female and the remaining 18.8 percent of them are male. It indicates that most of the graduates are female.
- According to program wise distribution, 100 percent has completed BBS and none of them are from B.Ed and other programme
- Ethnic distribution of the graduates reveals that Brahmin has higher composition of 68.8 percent followed by 18.8 percent belonging to the Chhetri, 12.5percent as schedule caste
- Age distribution of graduates reveals that, the graduates of age 22 and 23 contributes 31.3 percent each followed by 25 percent of age 24 and 24. The graduate of age 27 and 29 are less with the percentile contribution of 6.3 percent each.
- The analysis of the unstructured questions of tracer study questionnaire asking for recommendations for improvement of the organization reveal that most of the graduates suggested that the institution should impart research, contribute investment in library and lab facility, extracurricular activities, internship and

field visit. The higher percentile of 21.45 percent graduates suggested that the institution should focus on giving assignment to the students.

3.3. Quality and Relevance of Academic Programs

- Around 99 percent of the graduates believe that the program offered to them did help in their professional work.
- Around 81.3 percent of the graduates are satisfied with the extra curricular facilities provided by the institution, only 12.6 believe that these facilities are weak.

3.3. Graduates Professional and Personal Development

- Almost 100 percent of the graduates opined strong believe that institution education has enhanced the problem solving skills of the graduates.
- Around 87 percent of the graduates have rated that the institution is efficient in delivering work placement facility. Remaining 13 percent believe that the institution is not efficient in providing workplace facility.

3.4 Teaching/Learning, Teacher/Student Relationship and Educational Delivery Efficiency

- 56.3 percent rates the teaching learning environment as excellent and remaining 43.8 percent as very strong. None of them opined the teaching learning environment as weak and very weak.
- Among the graduates, almost 56.3 percent of the graduates opined that there is excellent relationship between teachers and remaining 43.8 percent believe that the teacher student relationship as very strong and strong.
- Most of the graduates rated positively towards quality of education delivered comprising of 68.8 percent as excellent and 25 percent as very strong and remaining 6.3 percent as strong respectively.

3.5. Issues Related to Library, Lab, Canteen, Sports and Urinal Facilities

- Almost 81 percent of the graduates believe that the library facilities provided by the institution are satisfactory. Only 21 percent of the graduates have a level of dissatisfaction towards library facilities provided by the organization.

- Almost 75 percent of the graduates believe that the lab facilities provided by the institution are satisfactory. Only 25 percent of the graduates have a level of dissatisfaction towards lab facilities provided by the organization.
- Almost 81 percent of the graduates believe that the sports facilities provided by the institution are satisfactory. Only 19 percent of the graduates have a level of dissatisfaction towards sports facilities provided by the organization.
- Almost 87 percent of the graduates believe that the canteen/urinal facilities provided by the institution are excellent. Only 13 percent of the graduates have a level of dissatisfaction towards canteen/urinal facilities provided by the organization

3.6 Other Factors

- Mean score of 4.82 in teaching learning environment exhibits the major strength off the institution. Similarly, the quality of education delivered, teacher student relationship, relevance of the program, problem solving skills, work placement, sports facility and canteen facility 4.63, 4.56, 4.25, 34.13, 3.94, 3.94, and 3.88 respectively indicate that most of the students agree that these components are also the major strengths of the institution. Other mean scores are relatively around 3 indicating that the students do not think that other factors are the strength of the organization and those factors need improvement in the future. Specially, the lowest score of 3.06 for lab facility indicates that the students are facing problems in their study due to improper lab and library facility.
- There is significant association between gender and employment status of graduates with the chi square value of 6.154 which is significant at 5 % level of confidence. However, there is no association with respect to ethnicity and age group as the chi square is not significant.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

Based on the study findings, this section offers recommendations to the study institution some key issues and areas to focus on in order to improve its quality of education. It also provides suggestions on improvement of academic environment, teaching pedagogy, curriculum, skill development, better job placement of its graduates, faculty quality, infrastructural improvement, and other major policy formulation and organizational reform dimensions. Specifically, following implications for academic improvement, policy formulation and reform are indentified from the study findings:

- It is advised to institution to have more appealing programs such as scholarships and other related encouragement programs to increase the access of scheduled castes and minorities in higher education.
- Since the percentage of self-employed graduates is relatively lower, the institution should promote and formulate policies to enhance the entrepreneurial spirit among the graduates.
- The BBS graduates marketability is higher; therefore it is suggested to the institution to enhance the hands-on skills to the graduates to other programs in order to increase their marketability. Additionally, it seems better if the institution restructure the Job Placement Cell to look after these affairs.
- It is advised to the institution to develop modality to support the students exchange program for academic progress.
- The study results suggest that the institution need to make further attempt to address the problem solving skills of the graduates.
- It is suggested to the institution to incorporate academic practices that equally fosters conceptual knowledge and skill development in the BBS program.
- Similarly, the institution must focus more on skill development and managing resources for sound academic environment to enhance its academic quality.

- It is recommended to the institution to structure new non credit courses in order to increase the employability of graduates.
- It is advised to the institution to launch job and entrepreneurial non credit courses too.
- The institution also needs to further develop the library resources and other infrastructural facilities along with good toilet, water facility and cleanliness in order to improve academic quality.
- The institutions also need to take into account the new pedagogical teaching learning methodology in order to address the need of the academic excellence.
- The organization need to further enhanced the canteen facility
- It is also advised to the institution to focus more on internship opportunity, assignment to students and frequent field visit opportunity to students.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

The tracer study results reveal that the academic quality and employment status of the graduates from GMMC, Tribhuvan University is not satisfactory. However, the academic programs of the institution are found to be successful in imparting sound conceptual foundation and job related skills to the students. The employment status of its graduates is satisfactory and most of the graduates are pursuing further study. It reflects the positive aspect of the institution regarding the employability of its graduates. The programs offered by the institution are found contributory in imparting personal and professional requirements of the graduates

GMMC, as higher education providing institution is found to be stronger at teacher student relationship, ranges of courses offered, quality of education, relevance of the program in enhancing professional requirements and the teaching learning environment, whereas, the institution is relatively weaker at imparting lab and library facilities. For institutional reform and academic quality enhancement, educational institutions should focus on designing new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality and competency of higher education institutions. Library resources and the infrastructural facilities need further improvement in order to improving the academic quality.

Government should also seek partnership with other stakeholders to explore possibilities and avenues to empower job seekers who have passion for self-employment through established initiatives like seed-funding and start-up capital for organized groups of job seekers for example youth groups, women groups or cooperatives with viable business ideas developed with support from the Government entrepreneurship training.

It is recommended for the educational institutions involved in higher studies to emphasize more on designing and developing courses and program offering entrepreneurial skills. Furthermore, it seems more plausible for the government and its representative organizations to foster and include entrepreneurial practices among the graduates. The

representation of female graduates shows the empowerment of women in education. However, the educational institution and other organization need to further introduce women participation programme. It is also advised to the government to introduce new scheme and programmes so that women and schedule caste graduates are attracted to study and retention of them is possible. The higher percentage of graduates who are unemployed and not pursuing further higher study shows the darken side of education in Nepal. These need to be addressed as soon as possible by the concerned authority.

REFERENCES

- Higher Education Reform Project. (2014). *Environmental Management Framework for Higher Education Reform Project Nepal*. Kathmandu: Higher Education Reform Project.
- Agarwal, P. (2007). *Privatization And Internationalization Of Higher Education In The Countries Of South Asia: An Empirical Analysis*. Retrieved From http://saneinetwork.net/files/08_07.pdf 10/15/2012
- Centre for Economic Development and Administration.(2007). *Financing the Higher Education in Nepal*. Kritipur, Kathmandu: Centre for Economic Development and Administration, Trivuwani University.
- Tribhuvan University.(2018). Homepage/about us. Accessed on <http://tribhuvan-university.edu.np/about-us/> 04/02/2018
- Peters, A., M. (2010). Three Forms of Knowledge Economy: Learning, Creativity and Openness. *British Journal of Educational Research*, 58(1), 67-68.
- Prospectus .(2018). *Prospectus of Gupteshwor Mahadev Multiple Campus Chhorepatan, Pokhara*
- University Grants Commission. (2014). *Education Management information System: Report on Higher Education 2012/13(2069/70BS)*. Bhaktapur: University Grants Commission.
- Flaherty, E. W., and Morell J. A. 1978. Evaluation: Manifestation of a new field. *Evaluation and Program Planning* 1: 1-10
- Morell, J. (1978). Follow-up research as an evaluation strategy (Theory and Methodology). *Hand book of Vocational Education Evaluation*.
- Coates, H. (2010). Defining and Monitoring Academic Standard in Australian Higher Education. *Higher Education Management and Policy Volume 22/1*, 01-17.