

**TRIBHUVAN UNIVERSITY
TRACER STUDY OF GRADUATES FROM
GUPTESHWOR MAHADEV MULTIPLE CAMPUS-2017**



A Tracer Report
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Date: April 10th, 2019

Tracer Study Team
Gupteshwor Mahadev Multiple (GMMC)

EXECUTIVE SUMMARY

Education has, at present, been accepted as one of the major determinants for all round development of a country. The quality of education has to be enhanced to produce able, productive, disciplined and socially responsible citizens, and also to create a workforce capable enough to face the challenges of the 21st century. In addition to that the education must be accessible to all. That's why; the concepts of 'education for all' and 'education for development' have become the popular slogans in the country. Educated human resources can generate employment for them and for others simultaneously and they, consequently, help to reduce the level of poverty in the country. Tribhuvan University is the backbone of Nepalese higher education. It holds not only the history of higher education but bears major share for the prosperity and development of higher education of the country. It is full-fledged public university which accounts around ninety percent of student enrollment. It has largest student graduation rate (88.5%), largest staff organization, big physical infrastructure, many teaching hospitals, and a numbers of workshops for engineers, four research centers and many affiliated academic foundations throughout the country. GMMC possesses the belief of conveying recent and scientific education based on social needs, national interest, international norms and latest practices in academic world irrespective of religion, caste, creed, nationality, etc. thereby contributing to the development of human resources of self sustaining teaching learning world. To be very precise, its sole aim is to provide our students, at an affordable cost, with quality education and help them carve out best careers for themselves.

The indicators of academic quality may be graduation rate, learning outcome, academic satisfaction, teaching resources, teaching process, academic governance, curriculum, student diversity and so on, which greatly impact academic standard. 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 second 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. 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 2017.

The study has considered and taken the Bachelor of Business Studies (BBS) and Bachelor of Education (B.Ed) graduates of 2017 batch. The study has incorporated the employment and educational details of the above mentioned batch only. The traced students consist of 23 graduates. 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. 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. 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.

The tracer study results reveal that the academic quality and employment status of the graduates from GMMC, Tribhuvan University is satisfactory. Similarly, 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. The institution is relatively weaker at imparting proper canteen, toilet and extracurricular activities. 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 study reveals that the organization has relatively higher female graduates. However, encouraging and supportive environment is much needed for attracting female graduates towards higher education. On the other side, male graduates seem to be relatively lesser in the institution which reflects that the institution should also attract male graduates and control brain drain problems. 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 education. It is advised to the institution as well as the government to develop and launch different programs to enhance entrepreneurial capacity.

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. The higher educational institutions and government authorities of the country is suggested to focus in the continuous quality improvement of the faculties by organizing skillful training, motivating and encouraging faculties involved to the further higher education and inculcating research skills and activities among them to improve the educational quality.

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. The B.Ed graduates marketability is relatively lower in comparison to BBS level graduates; therefore it is suggested to the institution to enhance the hands-on skills to the B.Ed graduates in order to increase their marketability. Additionally, it seems better if the institution activate more the Job Placement Cell to look after these affairs. It is advised to the institution to manage the work placement programs in cooperation and collaboration with organizations by managing in-institution placements to reduce the average placement time. The study reveals that the institution needs to emphasize on creating effective pedagogical differences that promotes problem solving skills among the students. It is suggested to the institution to incorporate academic practices that equally fosters conceptual knowledge and skill development in the masters program whereas for the bachelors program only the focus on skill development seems significant. Similarly, the institution must focus more on skill development and managing resources for sound academic environment to enhance its academic quality.

Relatively, the B.Ed graduate has less employability in comparison to BBS graduates. To improve and design the qualitative education, the institution is advised to include practical approaches in the pedagogy, similarly, it should also have updated screening of the job market necessity and impart skills and knowledge as per its goal. 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 institution should also have major changes in the teaching pedagogies by involving new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality of master and bachelor level students.

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ABBREVIATIONS

BBS	: Bachelor of Business Studies
B.Ed	: Bachelor in Education
GoN	: Government of Nepal
MBS	: Master of Business Studies
TU	: Tribhuvan University
SHEP	: Second Higher Education Project
GMMC	: Gupteshwor Mahadev Multiple Campus
ICT	: Information and Communication Technology
TU	: Tribhuvan University
UGC	: University Grants Commission
WTO	: World Trade Organization

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the recent years, the worldwide importance given to higher education forced knowledge economy to move towards learning, creative and open economy (Peters 2010). It changed the traditional nexus between higher education and states, and as a result higher education has been considered as a commodity and engine of economic growth. It further increased the importance of higher education which paved way to policy makers to widen the boundary of higher education through national strategy. Consequently, within the last few decades it is seen that higher education has significant private share globally. History of most of the countries from Latin America and East Asia to emerging economy such as South Korea, Taiwan and Malaysia depicts increased enrollment in higher education through private participation (Agarwal, 2007).

The history of higher education development in the country is very short but it has been very fast since the establishment of Democracy in 1950s. Prior to the establishment of the Tribhuvan University (TU), some classes were conducted in Kathmandu under the prescribed courses of Patna University. The University conducted examinations with their own question papers and conferred Degree to succeeded students. The TU was established at Kathmandu in 1959. Since then, the TU has taken the sole responsibility of providing higher education in the country. The implementation of multi-university approach has been gradually reducing the overall responsibility of TU providing higher education in the country. However, the TU is, even at present, producing more than 90 percent of the total output of all Universities operating in the country. Recognizing the growing demand for higher education; the extremely low fees in the campuses under TU; and various academic and administration problems faced by it, the National Education Commission Report, 1992 stressed the need of establishing new Universities in the light of growing demand and also recommended the establishment of University Grants Commission (UGC) in order to allocate financial resources to these Universities.

Education has, at present, been accepted as one of the major determinants for all round development of a country. The quality of education has to be enhanced to produce able, productive, disciplined and socially responsible citizens, and also to create a workforce capable enough to face the challenges of the 21st century. In addition to that the education must be accessible to all. That's why; the concepts of 'education for all' and 'education for development' have become the popular slogans in the country. Educated human resources can generate employment for them and for others simultaneously and they, consequently, help to reduce the level of poverty in the country. The first slogan is for primary education and the second is for secondary and higher education. The promotion of higher education in a pragmatic way would lead to a sustained and rapid development of a society or a nation. Empirical evidence indicates the high positive correlation between the educational status and the pace of economic development.

HERP (2014) writes that existing Nepalese curricula primarily focus on examinations which do not foster communication and problem solving skills among students. There is the practice of such programs which have not been revised for quality and relevance for years now. Neither there is proper planning for infrastructure development, nor is utmost care given for the safety of majority of infrastructures constructed in the past. All the above factors and use of substandard materials have caused poor teaching learning environment yielding high failure rate at all level. This has impacted the standard of education negatively (CEDA, 2007).

TU(2018) Tribhuvan University is the backbone of Nepalese higher education. It holds not only the history of higher education but bears major share for the prosperity and development of higher education of the country. It is full-fledged public university which accounts around ninety percent of student enrollment. It has largest student graduation rate (88.5%), largest staff organization, big physical infrastructure, many teaching hospitals, a numbers of workshops for engineers, four research centers and many affiliated academic foundations throughout the country (UGC, 2014).

Tribhuvan University (TU) is the first national institution of higher education in Nepal. It was established in 1959 A.D. The Central Administrative Office and the Central Campus of the university are located on the north eastern facade of Kirtipur an ancient city centre. There are thirty eight central departments and 3 research centers are located at Kirtipur. The university at Kirtipur is spread over an area of 154,77 hectares (2042-5-2 ropanis).

After the second democratic movement of 2006, the Prime Minister of Nepal is the ceremonial chief, the Chancellor of the University, while the Ministry of Education is the Pro-Chancellor. The Vice Chancellor is the Chief Executive of the university. He is assisted by the Rector in academic programmes and the Registrar in financial management and general administration. Tribhuvan University is a non-profit making autonomous institution funded by the Government of Nepal. On January 8, 2013, the government of Nepal has principally agreed to declare Tribhuvan University as the Central University.

Main objectives of TU

The University was established with the following objectives

- To produce skilled manpower essential for the overall development of Nepal.
- To provide quality higher education.
- To carry out research in multiple sectors.
- To preserve and develop the culture and tradition of the nation, and
- To enhance, disseminate and expand the knowledge and research of Arts, Science & Technology and other vocational fields with the changing times.

Gupteshwor Mahadev Multiple Campus (GMMC), running under the patronage of Gupteshwor Mahadev Cave, is the outcome of collective efforts of academic personalities, political activists, religious people and enthusiastic social campaigners, who are dedicated to develop Chhorepatan as the centre of academic excellence. Adjacent to the world famous gorgeous Devis Fall, GMMC is situated within the spacious premises of Gupteshwor Mahadev Cave at Pokhara-17, Chhorepatan.

GMMC, established in 2065, is an affiliated campus of Tribhuvan University which views education as an essential and foremost phenomenon for the overall development of human life. GMMC is a public (non-profit making campus which is exclusively devoted towards producing self reliant individual for the nation. At present the campus is the home for students from Kaski, Syangia, Parbat, Myagdi, Tanahun & dozens of other neighbouring districts.

The Campus is always committed to achieve its objective of producing efficient, qualitative and market oriented human resources. Moreover, the campus focuses not only on mere pedagogy but also on seminars, presentations, talk programmes 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 social needs, national interest, international norms and latest practices in academic world irrespective of religion, caste, creed, nationality, etc. thereby contributing to the development of human resources of self sustaining teaching learning world. To be very precise, its 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

In order to fulfill these objectives and align with the national goal of producing competent individuals supporting the economic growth and socially responsible institution, the campus still needs further academic pruning and sharpening. The concentration of the campus in creating globally competent individual commences from better understanding of the academic and professional progresses of the students and basically such tracing studies in this aspect is highly

contributory. Besides, the experience, review and appraisals of students also become crucial in designing relevant courses and pedagogies as per the requirement of the pupils which not only progresses the academic developments but also assist in promoting desired competencies among the students and that is where the campus was lacking and this kind of tracing studies contributes by large for that purpose.

1.2 Rationale of the Study

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 second 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.

1.3 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 2017. The study also comprises of the following specific objectives:

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

1.4 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. Funding assistance of the UGC has been supportive in managing and organizing the resources needed to conduct the study efficiently.

1.5 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) and Bachelor of Education (B.Ed) graduates of 2017 batch. The study has incorporated the employment and educational details of the above mentioned batch only.

1.6 Methodology

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 2017. Out of the total graduates passed in the year 2017, only 23 graduates were taken as the sample for the study.

1.6.1 Data Collection Instrument

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.

1.6.2 Data Collection Procedure

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 Vibe 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 23 graduates who passed bachelor level study in the year 2017

1.6.3 Data Processing and Analysis

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.

1.7 Scope and Limitations

The study is primarily based on quantitative research approach. This study has incorporated only the graduate batch of BBS and B.Ed of 2017. 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. Despite various efforts to trace out the graduates and minimize non-response rate, higher number of the graduates remained untraced (primarily due to their recent foreign country visit for employment or higher studies), 9% of the questionnaire were unusable due to high missing data, and 5% of the graduates demonstrated non-response behavior.

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. 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, 82.6 percent were BBS students and only 17.4 percent from B.Ed. It depicts graduates from management education reflecting the attraction of students in management education. Most of the students prefer to study management.

Table 2.1 Program-wise Distribution of the Graduates

Program	Frequency	Percent	Cumulative Percent
BBS	19	82.6	82.6
B-Ed	4	17.4	100.0
Total	23	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 87 percent and only 13 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.

Table 2.2 Gender-wise Distribution of the Graduates

Gender	Frequency	Percent	Cumulative Percent
Male	3	13.0	13.0
Female	20	87.0	100.0
Total	23	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 69.6 percent followed by 17.4 percent belonging to the Chhetri, 8.7 percent from scheduled caste and only 4.3 percent from 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 23 years with the percentile of 39.1 percent hold the majority representation. Secondly, the age of 22 years and 24 years has the representation of 21.7 percent each. The age group of 27 years accounts for 13 percent and only 4.3 percent representing age group of more than 29 among the list of students. This depicts that majority of the students pursuing higher education are of the youth age.

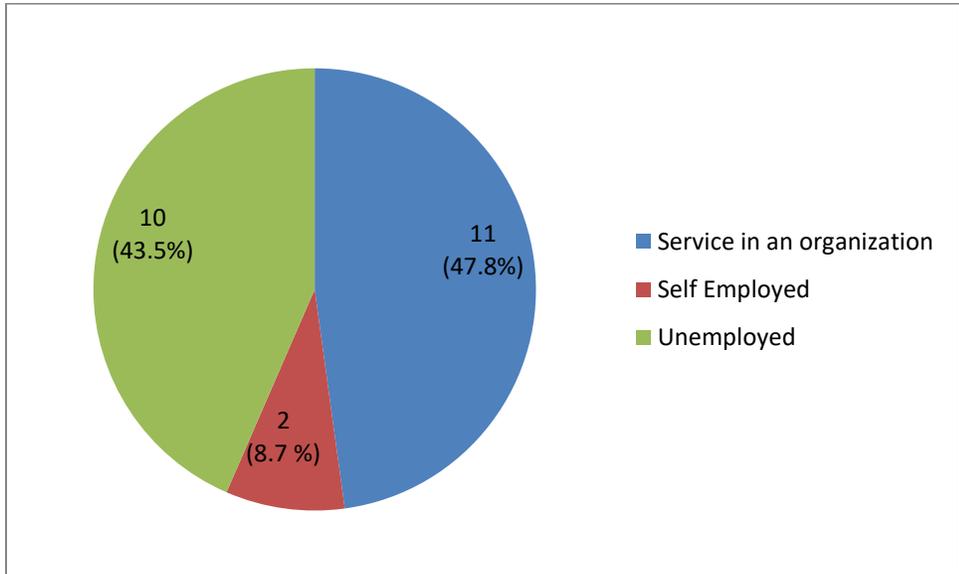
Table 2.3 Ethnic and Age-wise Distribution of the Graduates

Ethnicity	Frequency	Percent	Age	Frequency	Percent
Brahmin	16	69.6	22.00	5	21.7
Chhetri	4	17.4	23.00	9	39.1
Indigenous	1	4.3	24.00	5	21.7
Scheduled Caste	2	8.7	27.00	3	13.0
-	-		29.00	1	4.3
Total	23	100	Total	23	100.0

2.2 Employment 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 47.8 percent of graduates serve in the organization. Similarly, 43.5 percent are unemployed and only 8.7 percent are self employed. This status reveals that most of the graduates are employed after their graduation. Among those, most of the graduates serve in the organization. However, more than 50 percent are either unemployed or self employed.

Figure 2.1 Current Employment Status of Graduates



The figure 2.2 shows the current employment or 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 43.5 percent of the unemployed, 70 percent of students were found pursuing further higher studies in the country and remaining 30 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

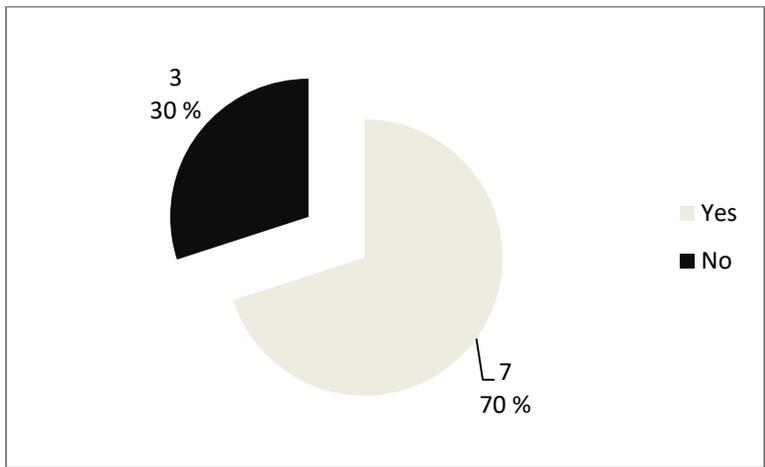


Table 2.4: Current Employment Status by Program-Wise Graduates

Program		Service in an organization	Self Employed	Unemployed	Total
BBS	Frequency	9	2	8	19
	%	47.4%	10.5%	42.1%	100.0%
B-ED	Frequency	2	0	2	4
	%	50.0%	0.0%	50.0%	100.0%
Total		11	2	10	23
%		47.8%	8.7%	43.5%	100.0%

The table 2.4 exhibits the employment status of the graduates as per program passed by the graduates. Regarding the BBS level students, 47.4 percent are employed in service organization, 10.5 % percent are self employed and remaining 42.1 percent are unemployed. It reflects that even though the graduates had passed the bachelor level, majority of the BBS graduates are employed. With reference to B.Ed graduates 50 % are employed in service organization and 50 % are unemployed. Overall, with the total number of students BBS students are employed.

Table 2.5: Gender-wise Employment Status of Graduates

Gender		Service in an organization	Self Employed	Unemployed	Total
Male	Frequency	2	0	1	3
	%	66.7%	0.0%	33.3%	100.0%
Female	Frequency	9	2	9	20
	%	45.0%	10.0%	45.0%	100.0%
Total	Frequency	11	2	10	23
	%	47.8%	8.7%	43.5%	100.0%

The table 2.5 exhibits the gender-wise employment status of the graduates. Out of the total female graduates, 45 percent are providing service in an organization, 45 percent is unemployed and only 10 percent are self employed. On the other hand, 66.7 percent of male graduates were employed in an organization, 33.3 % percent were unemployed and none of them were self employed. This reflects that male graduates are comparatively getting more employment opportunity compared to male graduates. However, comparing with the number of graduates, female graduate's employment status is overwhelming. Even though, the government frames the

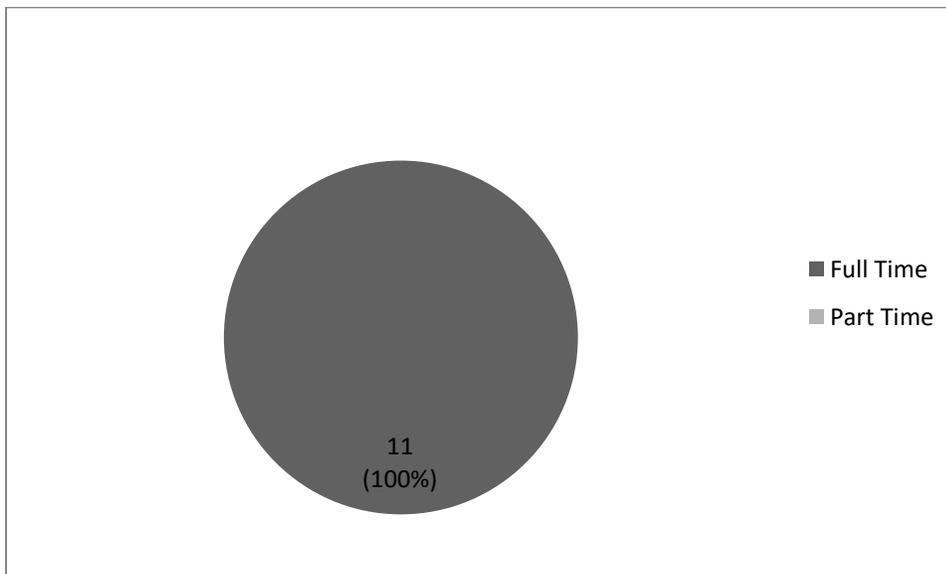
policy to provide reservation for female employment. The female graduates of this institution are not taking the advantage of the government policy.

Table 2.6: Higher Education Status of Unemployed Graduates by Program Type

Program Completed		Higher Study		Total
		Yes	No	
BBS	Frequency	6	2	8
	%	75.0%	25.0%	100.0%
B-ED	Frequency	1	1	2
	%	50.0%	50.0%	100.0%
Total	Frequency	7	3	10
	%	70.0%	30.0%	100.0%

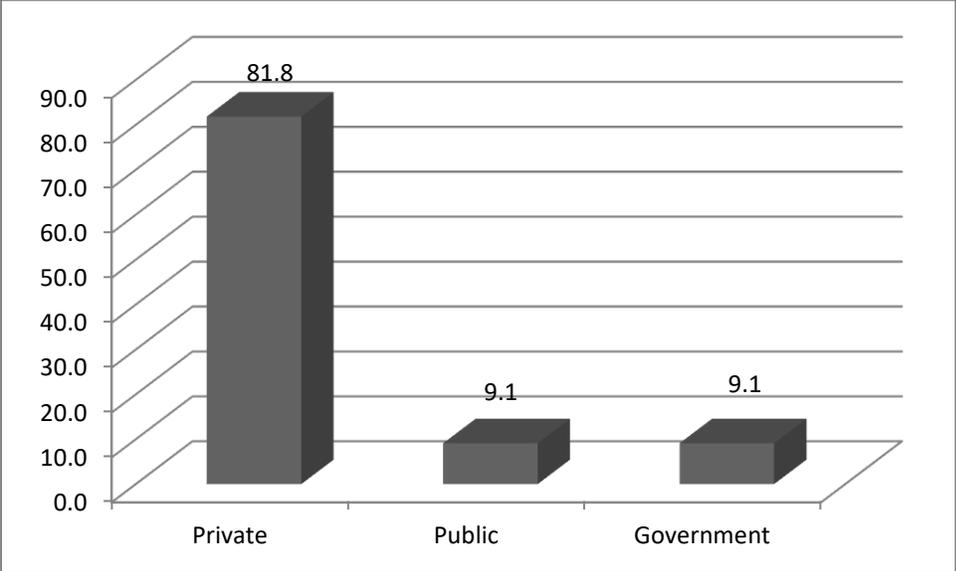
The table 2.6 included above discloses the actual unemployment status of the graduates. It actually depicts the educational/engagement status of the graduates as per the program. It shows that among the unemployed BBS graduates, 75 % are pursuing further study and only 25 percent are not pursuing further study. Similarly, out of the total two unemployed graduates of B.Ed, 50 % each are pursuing and not pursuing further study. All these figures indicate that BBS graduates are eager of joining further study. This indicates that graduates are mostly 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. 100 percent of the employed graduates are serving on full time basis. This reveals that most of our employed occupy better employment type and job security. None of the employed graduates are serving on part time basis.

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 majority of the graduates are employed in the private organizations, having percentage composition of 90 percent, followed by 9.1 percent of the graduates employed at government organization and public organization. This implies that most of our graduates are absorbed and have preferences towards private organizations.

Figure 2.5: Designation of Employed Graduates (in %)

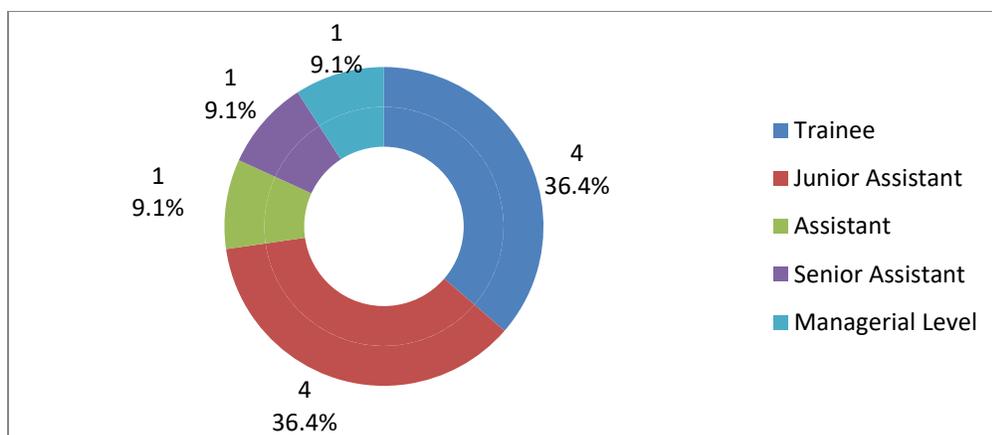


Figure 2.5 included above reveals the level of employment of the graduates working in the organizations. It shows that majority of the employed graduates, i.e. 36.4 percent each as trainee and junior assistant level. Similarly, percentile composition of graduates according to position constitutes 9.1 percent each in assistant, senior assistant and managerial level. The figure reveals that there exists less number of graduates working in the top level positions of the organizations. It means that the graduates getting employed are occupied and have placed themselves in the trainee level inside the organizations.

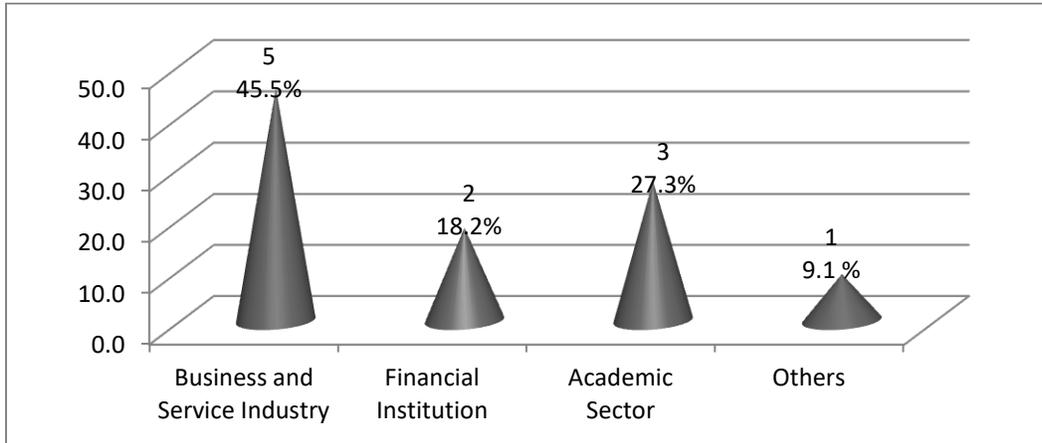
Table 2.7: Designation by Program-Wise Graduates

Program		Designation					Total
		Trainee	Junior Assistant	Assistant	Senior Assistant	Managerial Level	
BBS	Frequency	2	4	1	1	1	9
	%	22.2%	44.4%	11.1%	11.1%	11.1%	100.0%
B-Ed	Frequency	2	0	0	0	0	2
	%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total	Frequency	4	4	1	1	1	11
	%	36.4%	36.4%	9.1%	9.1%	9.1%	100.0%

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 44.4 percent are employed as a junior assistant. Similarly, 22.2 percent are employed as trainee. 11.1 percent each are holding the assistant, senior assistant and

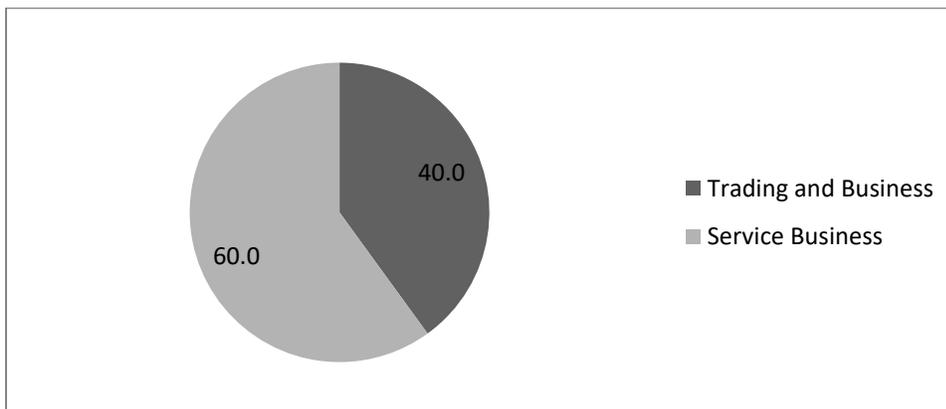
managerial level. On the other hand, B.Ed students are completing holding the position of trainee.

Figure 2.6: Current Employment Sector of Graduates (in %)



The figure 2.6 presented above depicts the employment type of the graduates involved in working at several organizations. It is apparently clear through the figure that with the highest percentage representation of 45.5 percent, most of our graduates are found to be absorbed by business and service industry. Secondly, academic sector with the representation of 27.3 percent employed, 18.2 percent are involved in financial institution and remaining 9.1 percent are employed in other sector. This means that the concentration of most of the graduates to work primarily is the business and industry sector, followed by other organizations have less absorption of our graduates. Preference is also given to the academic sectors by employed graduates.

Figure 2.7: Self Employed Sector (in %)



The above figure 2.7 depicts the sector graduates are involved as self employed status. Majority of the self employed graduates of 60 percent are involved in service business and remaining 40 percent in trading business. It indicates that most of the self employed graduates want to be an entrepreneur in productive service providing business sector.

2.3 Quality and Relevance of Higher Education

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 43.5 percent each illustrates that majority of the graduate’s express strong or very strong opinion on the relevance of the program. Around 90 percent our graduates believe that the program offered to them did help in their professional wok. It means to say that theoretical knowledge was transform into practical field. It can be revealed that the program have some relevance to the program in their practical field.

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

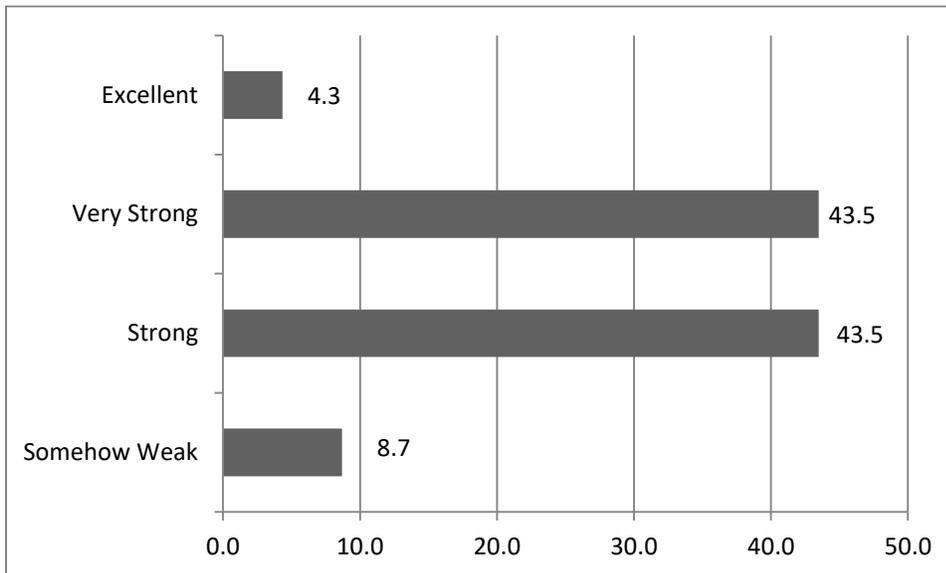
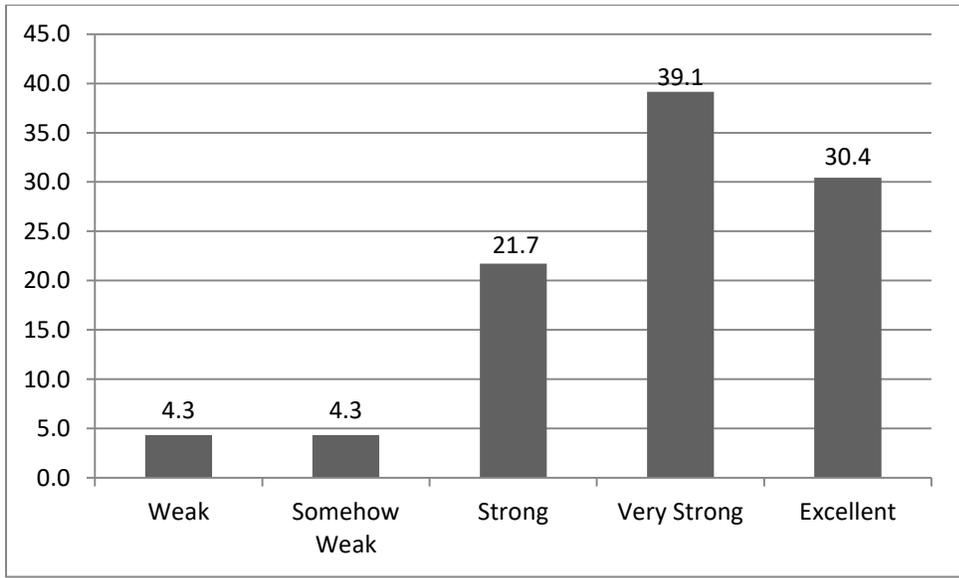


Figure 2.9 presented below depicts the graduated response to the extra curricular activities offered by the institution. Around 39.1 percent of the graduates believe that the extra curricular facilities provided by the institution is very strong followed by 30.3 percent as excellent, 21.7 percent as strong. Only 4.3 percent each opined as somehow weak and weak. It shows that the graduates are satisfied with the extra curricular activities offered by the institution.

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.

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

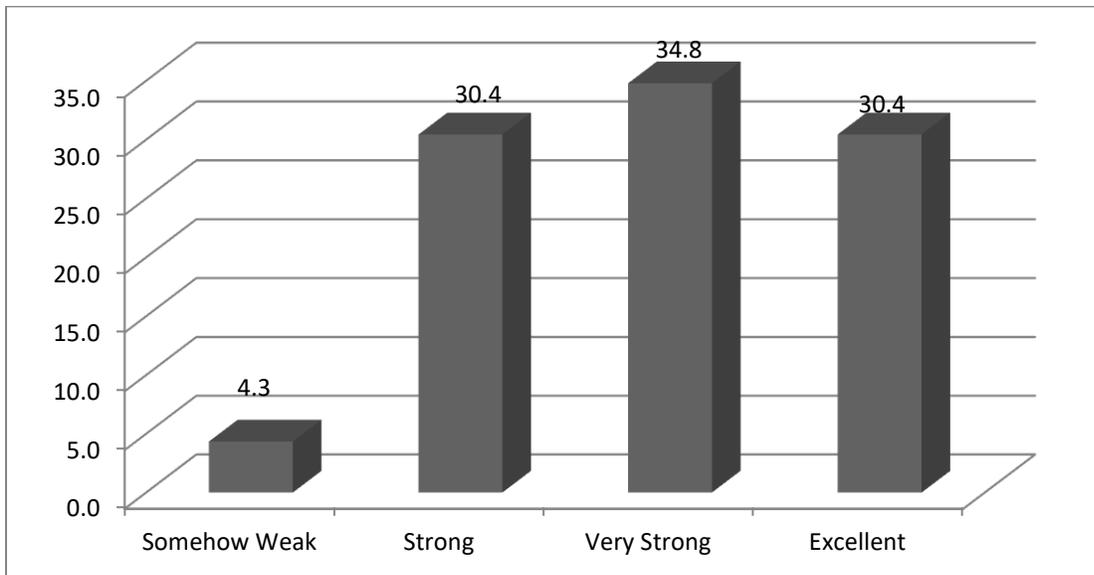


Figure 2.10 presented above depicts the graduates response to the problem solving skills offered by the institution. Around 34.8 percent of the graduates believe that the institution opined as very strong, 30.4 percent as strong and 30.4 percent as excellent. Only 4.3 percent opined as somehow weak. Majority of the graduates (94%) feels that the education quality has enhanced their

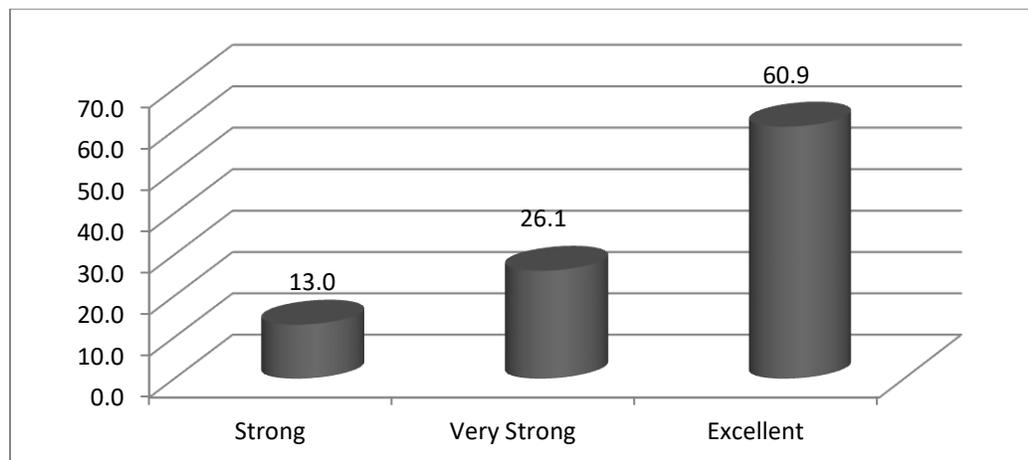
problem solving ability. It indicates that the institution should provide practical based problem solving skills enhancement programs for its graduates.

Table 2.8: Rating based on Work Placement

Work Placement	Frequency	Percent	Cumulative Percent
Weak	1	4.3	4.3
Somehow Weak	3	13.0	17.4
Strong	2	8.7	26.1
Very Strong	10	43.5	69.6
Excellent	7	30.4	100.0
Total	23	100.0	

Table 2.8 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.

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, 60.9 percent rates the teaching learning environment as excellent, followed by 26.1 percent and 13 percent as very strong and strong respectively. 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 2.9: Rating based on Teacher-Student Relationship

	Frequency	Percent	Cumulative Percent
Strong	1	4.3	4.3
Very Strong	3	13.0	17.4
Excellent	19	82.6	100.0
Total	23	100.0	

The above table 2.9 presents that out of total respondents, most of the graduates believe that there is cordial environment for teacher-students relationship. Among the graduates, 82.6 percent of the graduates opined that there is excellent relationship between teachers and students, 13 percent as very strong and only 4.3 percent as strong relationship. 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 %)

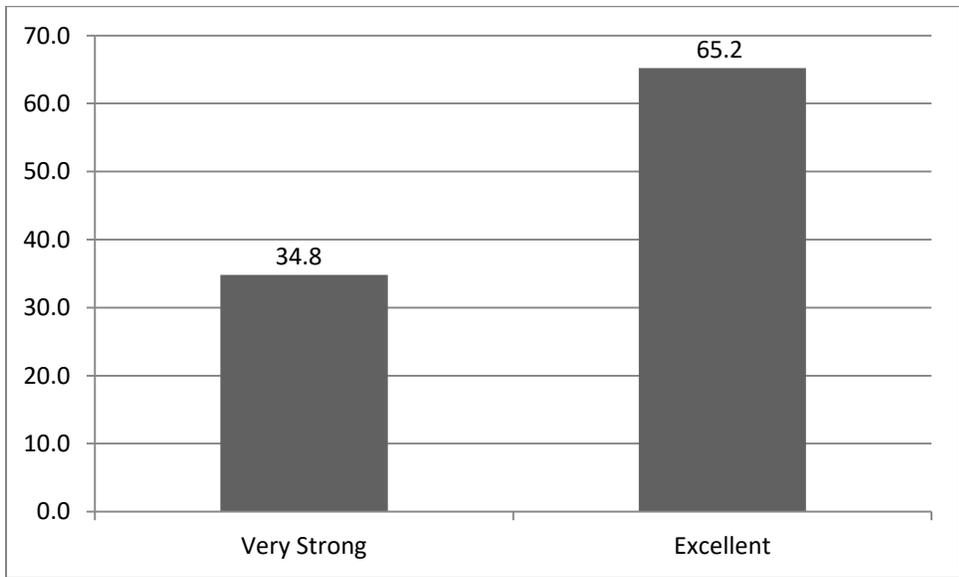


Figure 2.12 demonstrates that most of the graduates rated positively towards quality of education delivered comprising of 65.2 percent as excellent and very strong. This rating clearly shows that the graduates are satisfied with the quality of education delivered by the institution.

Figure 2.13 depicts the response of graduates towards toilet and canteen facilities provided by the institution. Almost 51 percent of the graduates believe that the toilet and canteen facilities provided by the institution are not satisfactory. Only 49 percent of the graduates have a level of

satisfaction towards these facilities. This figure indicates that the college is not successful in providing proper sanitation, drinking and canteen facilities to its graduates.

Figure 2.13: Rating based on Toilet and Canteen Facility offered by the Institution (in %)

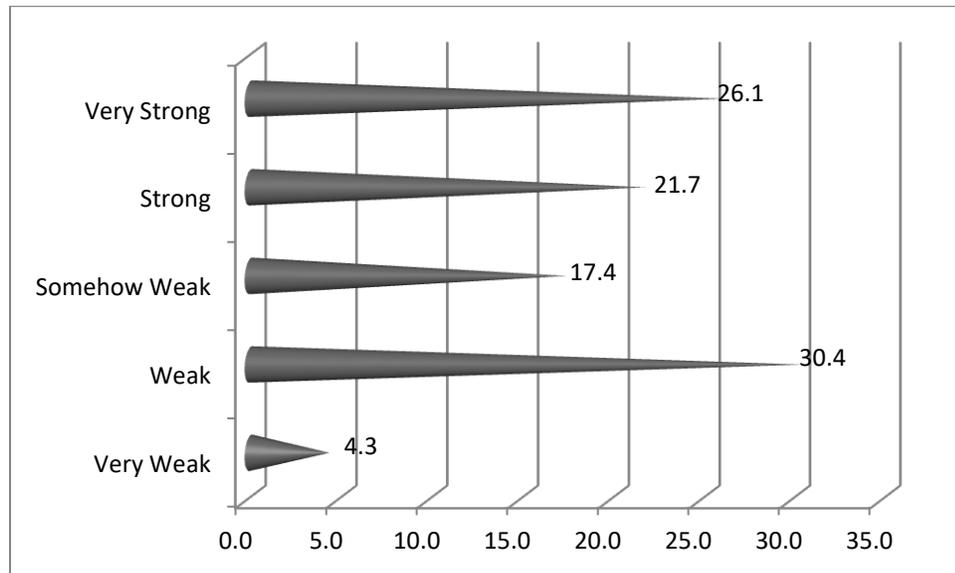


Table 2.10: Mean Score Evaluation of Major Strength and Weakness

	N	Minimum	Maximum	Mean	Std. Deviation
Relevance of the Program to your Professional Requirements	23	2.00	5.00	3.4348	.72777
Extracurricular Activities	23	1.00	5.00	3.8696	1.05763
Problem Solving	23	2.00	5.00	3.9130	.90015
Work Placement/Internship	23	1.00	5.00	3.8261	1.15413
Teaching Learning Environment	23	3.00	5.00	4.4783	.73048
Quality of Education Delivered	23	4.00	5.00	4.6522	.48698
Teacher Student Relationship	23	3.00	5.00	4.7826	.51843
Library Facility	23	3.00	5.00	4.0870	.79275
Lab Facility	23	0.00	5.00	2.5217	1.37740
Sports Facility	23	1.00	5.00	2.7826	1.34693
Canteen Facility	23	0.00	4.00	2.3478	1.30065

The table 2.10 and figure 2.14 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 4.79 in teacher student relationship exhibits the major strength off the institution. Similarly, the quality of education delivered, teaching learning environment, problem solving, extracurricular activities, and relevance of the program as 4.65, 4.47, 4.08, 3.91, 3.86, and 3.43 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 2.34 for canteen and toilet facility indicates that the students are facing problems in their study due to improper canteen and toilet facility

Figure 2.14: Mean Score of Major Strength and Weakness

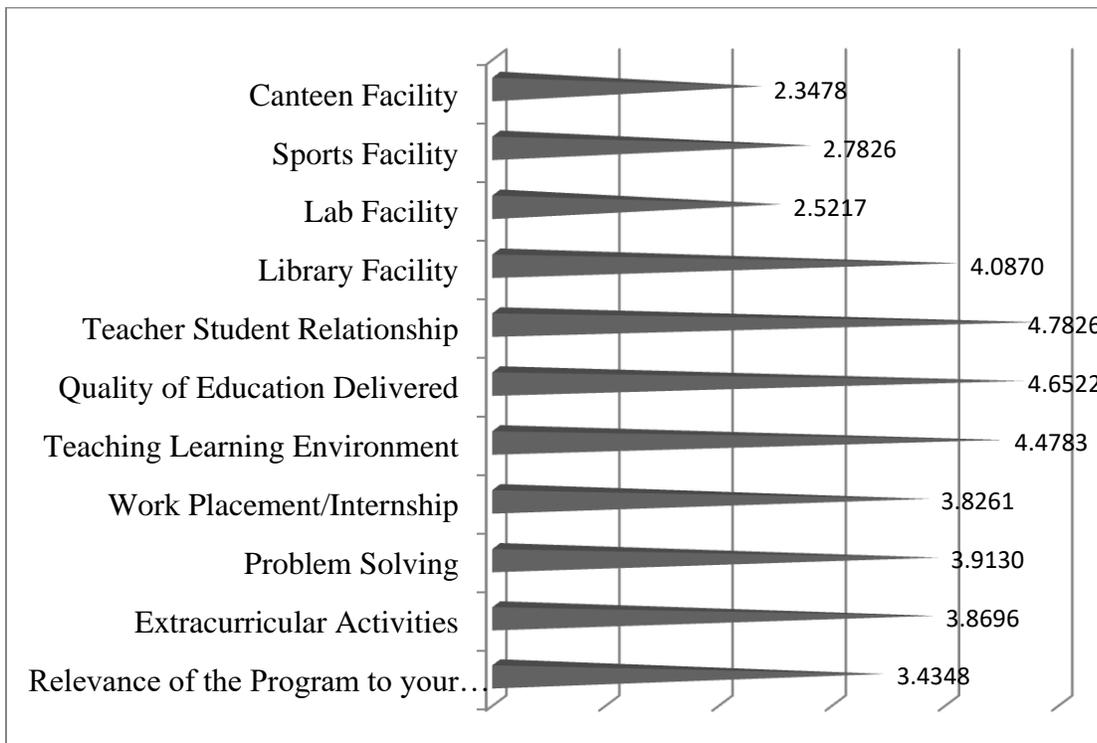


Table 2.11: Differences in Mean Scores of Items on Strengths and Weakness of the Institution Program Type

Statements	Program Completed	N	Mean	Std. Deviation
Relevance of the Program to your Professional Requirements	BBS	19	3.4737	.69669
	B.Ed	4	3.2500	.95743
Extracurricular Activities	BBS	19	3.8421	1.01451
	B.Ed	4	4.0000	1.41421
Problem Solving	BBS	19	3.8421	.89834
	B.Ed	4	4.2500	.95743
Work Placement/Internship	BBS	19	3.6316	1.16479
	B.Ed	4	4.7500	.50000
Teaching Learning Environment	BBS	19	4.4211	.76853
	B.Ed	4	4.7500	.50000
Quality of Education Delivered	BBS	19	4.5789	.50726
	B.Ed	4	5.0000	0.00000
Teacher Student Relationship	BBS	19	4.7368	.56195
	B.Ed	4	5.0000	0.00000
Library Facility	BBS	19	4.0526	.77986
	B.Ed	4	4.2500	.95743
Lab Facility	BBS	19	2.2632	1.14708
	B.Ed	4	3.7500	1.89297
Sports Facility	BBS	19	2.7368	1.36797
	B.Ed	4	3.0000	1.41421
Canteen Facility	BBS	19	2.2105	1.27275
	B.Ed	4	3.0000	1.41421

The table 2.11 is the presentation of the test of significance of items on strengths and weakness of the institution as per the program. The analysis of the table shows that there is significant difference perceived on the items measuring agreement and disagreement on the relevance of the program, extracurricular activities, problem solving ability, work placement, teaching learning environment, teacher student relationship, library facility, lab facility, sports facility, and canteen and toilet facility. The canteen and toilet facility has the lowest mean score evaluation among all the items which implies that by far the institutional programs haven't been found stronger in this aspect. Both BBS and B.Ed level graduates have perceived the teacher student relationship as the major strength of the institutional program as revealed by the highest mean scores of 5 and 4.75 respectively.

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	66.7	0	33.3	.638	0.727	.167
Female	45	10	45			
Program						
BBS	47.4	10.5	42,1	.473	.789	.143
B.Ed	50	0	50			
Ethnicity						
Brahmin	37.5	12.5	50	5.541	0.477	.347
Chhetri	75	0	25			
Indigenous	0	0	100			
Scheduled Caste	100	0	0			
Age Group						
22.00	60	0	40	11.737	.163	.505
23.00	44.4	0	55.6			
24.00	60	40	0			
27.00	33.3	0	66.7			
29.00	0	0	100			

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 no association between level of program and current employment status of the graduates. Similarly, there is no association between age group and employment status.

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 value of Cramer's V reveals that higher association exists between level of program type and age group with employment status.

2.4. Factors Influencing Education Quality

Table 2.14 illustrates the correlations of various items representing job market relevancy and strengths and weakness of the academic programs with overall program quality. Mainly academic environment factors, extracurricular factors and educational quality factors are considered for this analysis. All the correlations are found to be positive which reveals that all the measures are required for promoting educational quality. The higher correlation between academic environment and educational quality; reflects that the good academic environment tends to increase the educational quality hence; the institution should focus on improving on these aspects in order to improve its program quality. Mainly academic environment relates to teaching learning environment, library and lab facility and teacher student relationship. All these factors are associated with educational quality.

Table 2.13: Correlation of Academic Factors and Educational Quality Factors

	Academic Environment	Extra Curricular Activities	Education Quality
Academic Environment	1	.422**	.555**
Extra Curricular Activities		1	.420**
Education Quality			1
**. <i>Correlation is significant at the 0.01 level</i>			

Table 2.13 presents the output of the multiple regression model used to identify the factors affecting educational quality of the academic programs offered by the institution. The data comprises of opinion of the graduates regarding various aspects of program relevancy to job market and strengths of the program.

Total of 11 items measured in rating scale of 0 to 5 (0 representing absence and 5 representing excellent presence of the quality dimension). The items were grouped into three factor scores as per inter-item correlations and common themes employing equal weighting. The factors used in the regression model as explanatory variables are academic environment, extra-curricular activities while the factor educational quality is used as dependent variable. The dependent variable educational quality comprises of the items program relevancy for job market, problem

solving, overall educational quality and work placement. The variable academic environment is obtained from scores of the items teacher student relationship, teaching learning environment and library/lab facilities. Similarly, the variable extra-curricular activities include sports facility along with the extracurricular activities itself. Model I presents the output of the regression model which uses data of all graduates. Model II and III present regression estimation results for bachelors and masters level graduates respectively.

Table 2.14: Determinant of Educational Quality: Output of Multiple Regression Models

Variables	Model I	Model II	Model III
	Aggregate	B.BS	B.Ed
Constant	0.936*** (0.247)	1.969*** (0.262)	0.532 (0.839)
Academic Environment	0.502*** (0.99)	0.491*** (0.105)	0.671 (0.0.335)
Extra-curricular Activities	0.197** (0.079)	0.205** (0.083)	0.052 (0.286)
R-Squared	0.592	0.585	0.676
Adjusted R-square	0.350	0.342	0.0.457
F-statistics	26.145***	22.647***	2.946**
No. of Observation	100	90	10

***, ** *indicates the variables are significant at 1 % and 5 % level of significance*

The results for Model I reveals that extra-curricular activities along with academic environment both are significant variables affecting educational quality. Academic environment is found to be significant at 1 percent level of significance and positively related with educational quality. The result depicts that teacher student relationship, teaching learning environment at the institution and presence of abundant academic resources like rich library and well equipped lab facilities are crucial determinants of educational quality. The variable extra-curricular activities are significant at 5 percent level of significance and it is also positively associated with education quality. Hence, the result indicates that in order to enhance educational quality of its programs the institutions should focus on extra-curricular activities including sporting and refreshment. The value of R-squared reveals that the explanatory variables explain around 59.2 percent of the variation in the dependent variable educational quality. The F-statistics is significant at 1 percent level of significance indicating overall model fit. Overall, the model shows that academic

environment is the most important factor for enhancing educational quality followed by skill development and conceptual knowledge.

The results of Model II which is estimated from observations of bachelors level graduates only reveals that academic environment and extra-curricular activities are significant variables that impact educational quality. Academic environment is significant at 1 percent level of significance and extra-curricular activities at 5 percent level of significance. Similarly, both variables are positively related with the dependent variable. The bachelor level students opined that better academic environment along with the extra-curricular activities will enhance the educational quality of the institution. . The value of R-squared reveals that the explanatory variables explain around 58.5 percent of the variation in the dependent variable educational quality

The result of Model III is different from Model II which shows that perceptions of master's level graduates regarding factors all the explanatory variables are not significant at 1 and 5 percent level of significance. The output reveals a weak association of the explanatory variable with the dependent variables.

In the first two models, the higher R-square reflects that the explanatory variables explain more proportion of variation in dependent variable and education quality. Similarly, in all the three models F-Stat is significant at 1 and 5 percent level of significance focusing on the fit of the regression model.

Figure 2.15: Recommendation for Betterment of Institution by Graduates (in %)

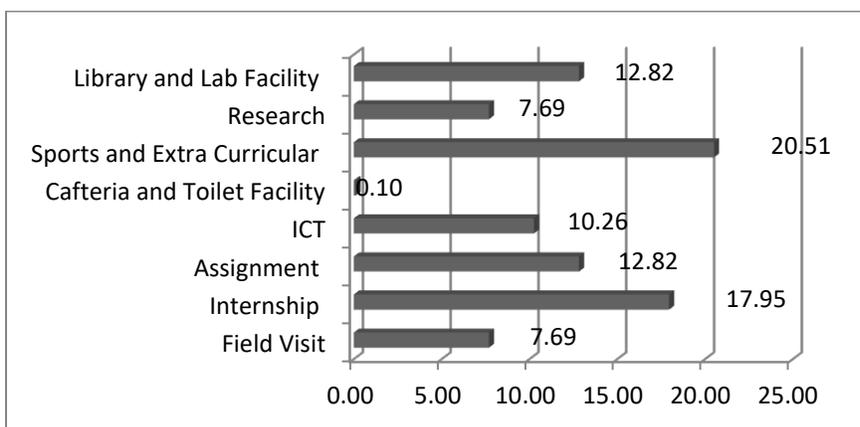


Figure 2.15 exhibits the suggestions made by the passed out graduates for improvement of the academic environment of the institution. Most of the graduates (20.51 %) have suggested better sports and extracurricular activities for the betterment of the organization. Suggestions has also been given to the campus on different aspects like internship, library and lab facility, regular assignment to the students and ICT contributing 17.95, 12.82 and 10.26 %. 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, regular field visit and cafeteria and toilet facility which needs to improved for the better academic environment in the institution.

Figure 2.16: Contribution to be made by Graduates (%)

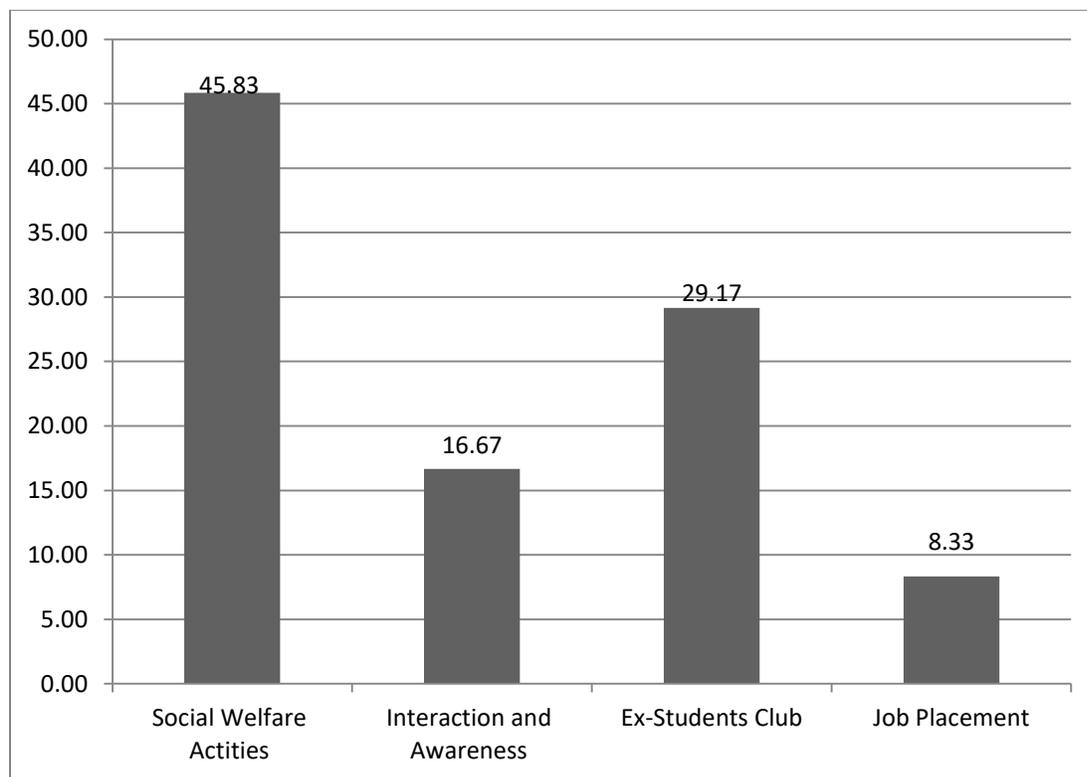


Figure 2.17 represent how the graduates could contribute for the betterment of the institution. Majority of the graduates (45.83 %) believe that for the betterment of the organization, they could conduct different social welfare activities in the organization. They also believe that they contribute towards the institution through ex student club (29.17%). Similarly, 16.67 percent and 8.33 % graduates opined that they will help the institution to conduct interaction programme and job placement activities respectively.

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.

A. Employment Status of Graduates

- The study reveals that 47.8 percent of the institution graduates are employed and serving in different organization, 8.7 percent are self employed and started their own business and remaining 43.5 percent of the graduates are unemployed. It indicates that majority of the graduates are employed. However, the figures are not overwhelming.
- Among the unemployed 70 percent are pursuing higher studies. Only 30 percent of the unemployed graduates are not pursuing further study. Overall, unemployed graduates are engaged in study.
- Among the unemployed BBS graduates 75 percent were pursuing further study. Remaining 25 percent were not pursuing further study. Among the B.Ed graduates, they are equally pursuing and not pursuing further study with the representation of 50 percent each. It shows that majority of the management students are pursuing further studies.
- Among the employed majority of the graduates comprising of 81.8 percent are serving in a private organization. 9.1 percent each are serving in public and government organization.
- Among the employed, 100 percent are serving on full time basis and none of them are serving on part time basis.
- Among the employed graduates, 36.4 percent each as trainee and junior assistant. 9.1 percent each are employed in assistant, senior assistant and managerial level. It shows that less number of graduates is 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 66.7 percent of the male candidates are employed and only 33.3 percent unemployed but in case of female graduates, 45

percent are employed in an organization, 10 percent as self employed and 45 percent are unemployed.

- 90 percent of the graduates work in private organization, followed by government organization and public organization with a percentage contribution of 9.1 percent each.
- The study revealed that 45.5 percent of the graduates work in business and service industry, 27.3 percent in academic sector, 18.2 percent in financial institution and remaining 9.1 percent in other sector.
- It is apparent that a larger portion of BBS graduates with the representation of 44.4 percent are employed as a junior assistant. 22.2 percent are employed as trainee and 11.1 percent each as assistant, senior assistant and managerial level. Among the B.Ed graduates all the graduates are employed as a trainee. It reveals that most the bachelor level students are employed in lower level job.
- Among the graduates opting for self employment, 60 percent are engaged in service rendering business. Remaining 40 percent were involved in trading and manufacturing business.

B. Characteristics and Aspirations of Graduates

- 87 percent of the graduates are female and the remaining 13 percent of them are male. It indicates that most of the graduates
- According to program wise distribution, 82.6 percent has completed BBS and remaining 17.4 percent has completed B.Ed
- Ethnic distribution of the graduates reveals that Brahmin has higher composition of 69.6 percent followed by 17.4 percent belonging to the Chhetri, 8.7 percent as schedule caste and remaining 4.3 percent as indigenous ethnic community.
- Age distribution of graduate's reveals that, the graduates of age 23 contributes 39.1 percent followed by 21.7 percent of age 22 and 24. The graduate of age 27 and 29 are less with the percentile contribution of 13 and 4.3 percent respectively.
- 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 20.51 percent graduates suggested that the institution should focus on sports and extracurricular activities.

C. Quality and Relevance of Academic Programs

- Around 92 percent of the graduates believe that the program offered to them did help in their professional work and only 8 percent believe that it has not contributed in their professional work.
- In total, 90 percent of the graduates are satisfied with the extra curricular facilities provided by the institution, however they suggested that it need improvement on it.
- Around 95 percent of the graduates believe that institution education has enhanced the problem solving skills of the graduates. Only 4.3 percent believe that it did not enhanced their problem solving skills.
- Around 80 percent of the graduates have rated that the institution is efficient in delivering work placement facility. Remaining 20 percent believe that the instiution is not efficient in providing workplacement facility.
- 60.9 percent rates the teaching learning environment as excellent, followed by 26.1 percent and 13 percent as very strong and strong respectively. It depicts that most of the graduates are satisfied with the teaching learning environment.
- Among the graduates, 82.6 percent of the graduates opined that there is excellent relationship between teachers and students. 13 percent and 4.3 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 65.2 percent and 34.8 percent as excellent and very strong.
- 51 percent of the graduates believe that the toilet and canteen facilities provided by the institution are not satisfactory. Only 49 percent of the graduates have a level of satisfaction towards these facilities. It shows that the institution is not successful in providing those facilities.
- Mean score of 4.78 percent in teacher student relationship exhibits the major strength of the institution. Similarly, the quality of education delivered, teaching learning environment, problem solving, extracurricular activities, and relevance of the program as

4.65, 4.47, 4.08, 3.91, 3.86, and 3.43 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 2.34 for canteen and toilet facility indicates that the students are facing problems in their study due to improper canteen and toilet facility

- There is no significant difference in the perception of BBS and B.Ed students regarding the strength and weakness of the institution. Only quality of education delivered by the institution was perceived differently by the bachelor and master level students which is significant at 5 percent level of significance.
- The variables having higher correlation with educational quality of institution are both extra-curricular activities and teaching learning environment illustrates the association among these three factors?
- The regression analyses of each model were significant at 1 and 5 percent level of significance indicating the significant relationship between academic environment and academic environment on education quality of institution.

D. Contribution to Graduates Personal Development

- Most of the graduates were unemployed and around 60 % are currently working at the trainee, assistant and junior assistant level indicating the employability of the graduates in lower level job only.
- The chi-square test reveals that the employment status is not associated with level of program and age group. Similarly there is also no association between other demographic variables and employment status as it is not significant at 5 percent.

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 identified 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 relatively higher in comparison to B.Ed graduates; therefore it is suggested to the institution to enhance the hands-on skills to the B.Ed in order to increase their marketability. Additionally, it seems better if the institution establishes a distinct Job Placement Cell to look after these affairs.
- It is advised to the institution to manage the work placement programs in cooperation and collaboration with organizations by managing in-institution placements to reduce the average placement time.
- The study reveals that the institution needs to emphasize on creating effective pedagogical differences that promotes problem solving skills among the students.
- It is suggested to the institution to incorporate academic practices that equally fosters conceptual knowledge and skill development in the BBS program whereas for the B.Ed program to focus on skill development.
- Similarly, the institution must focus more on skill development and managing resources for sound academic environment to enhance its academic quality.

- Relatively, the B.ED graduate has less employability in comparison to BBS programs. Thus, it is recommended for the institution to have updated curriculum revisions, design more inclusive and market-oriented specialization courses in order to increase the employability of masters program.
- To improve and design the qualitative education, the institution is advised to include practical approaches in the pedagogy, similarly, it should also have updated screening of the job market necessity and impart skills and knowledge as per its goal.
- 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 institution should also have major changes in the teaching pedagogies by involving new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality of master and bachelor level students.
- The organization should invest more on extracurricular, canteen and lab facility in order to compete with other organization of same nature.
- 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 extracurricular activities 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. The higher educational institutions and government authorities of the country is suggested to focus in the continuous quality improvement of the faculties by organizing skillful training, motivating and encouraging faculties involved to the further higher education and inculcating research skills and activities among them to improve the educational quality.

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Graduated Students-2017

Programme : BBS

S.N.	Students Name	Pass Roll No.	TU. Reg No.	Sex	EDJ	Contact No.	Remarks
1	Alisha Poudel	7810017	7-2-781-20-2013	F		9816637749	
2	Barsha Baral	7810001	7-2-781-25-2013	F		9846800311	
3	Chanda Dhakal	7810029	7-2-781-28-2013	F		9816174779	
4	Durga Paneru	7810003	7-2-781-59-2011	F		9846637978	
5	Kamana Pandey	7810018	7-2-781-37-2013	F		9846729226	
6	Manisha Ranabhat	7810002	7-2-781-40-2013	F		9846517355	
7	Manisha Subedi	7810003	7-2-781-41-2013	F		9815169091	
8	Manju Baral			F			Out of Contact
9	Nita Thapa	7810034	7-2-781-49-2013	F			Out of Contact
10	Rajendra Tiwari	7810009	7-2-781-32-2012	M		9819137502	
11	Sagar Subedi	7810008	7-2-781-55-2013	M		9869574631	
12	Samjhana Thapa	707810079	7-2-781-57-2013	F		9846441216	
13	Sandhya Poudel	7810024	7-2-297-414-2013	F			Out of Contact
14	Sangita Sigdel	7810009	7-2-781-60-2013	F		9846434605	
15	Sangita Subedi	7810004	7-2-781-41-2012	F		9856090558	
16	Santoshi Sunar	7810011	7-2-781-63-2013	F	✓	9805813024	
17	Sarmila B.K.	7810012	7-2-781-67-2013	F	✓	9806669186	
18	Srijana Bhandari	7810014	7-2-781-74-2013	F		9846782080	
19	Srijana Poudel	7810008	7-2-781-86-2011	F		9846531602	
20	Srijana Tiwari	707810051	7-2-781-76-2013	F		9866042210	
21	Suju Karki	7810025	7-2-781-77-2013	F		9846787658	
22	Sunu Thing	7810026	7-2-781-80-2013	F	✓	9806814640	

Programme : B.Ed.

S.N.	Students Name	Pass Roll No.	TU. Reg No.	Sex	EDJ	Contact No	Remarks
1	Aarati Sigdel	7810020	9-2-781-41-2014	F		9814193914	
2	Januka Sigdel			F			Out of Contact
3	Laxmi Devi Khatri	7811008	9-2-781-20-2011	F		9846945295	
4	Manisha Lamichhane	7810028	9-2-781-22-2011	F		9846361299	
5	Sangita Ranabhat			F			Out of Contact
6	Shova Laxmi Limbu			F	✓		Out of Contact
7	Sudesh Bhandari	7810002	9-2-781-55-2014	M		9816157268	