

**TRIBHUVAN UNIVERSITY
TRACER STUDY OF GRADUATES FROM
GUPTESHWOR MAHADEV MULTIPLE CAMPUS-2019**



A Tracer Report
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Date: December 15th , 2020

**Tracer Study Team
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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 and Accredited by University Grants Commission (UGC) Nepal (2021) 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 2019. 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) and Bachelors of Education (BED) graduates of 2019 batch. Even though, there are other programmes running within the campus like 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 5-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.

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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, economic, 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 accredited from University Grants Commission (UGC) Nepal in 2021 AD.

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 2019. 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) and Bachelors of Education (BEd) graduates of 2019 batch. Even though, there are other programmes running within the campus like 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 5-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 2019. All of the graduates are taken as 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 15 graduates who passed bachelor level study in the year 2019.

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 2019, and BEd 2019. Since none of the students graduated from BIM, BHM and MBS in the year 2019, 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, 93 percent were BBS students and 7% were BED 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	14	93	93
BED	1	7	100
Total	15	100	100

Gender-wise Distribution of the Graduates

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 73 percent and only 27 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	4	27	27
Female	11	73	100
Total	15	100	100

Ethnic and Age-wise Distribution of the Graduates

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 73 percent followed by 13 percent belonging to the Chhetri, 14 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 with 33 percent, 23 and 24 years with the percentile of 27 percent each hold the majority representation. The age group of 27 years accounts for 13 percent. 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

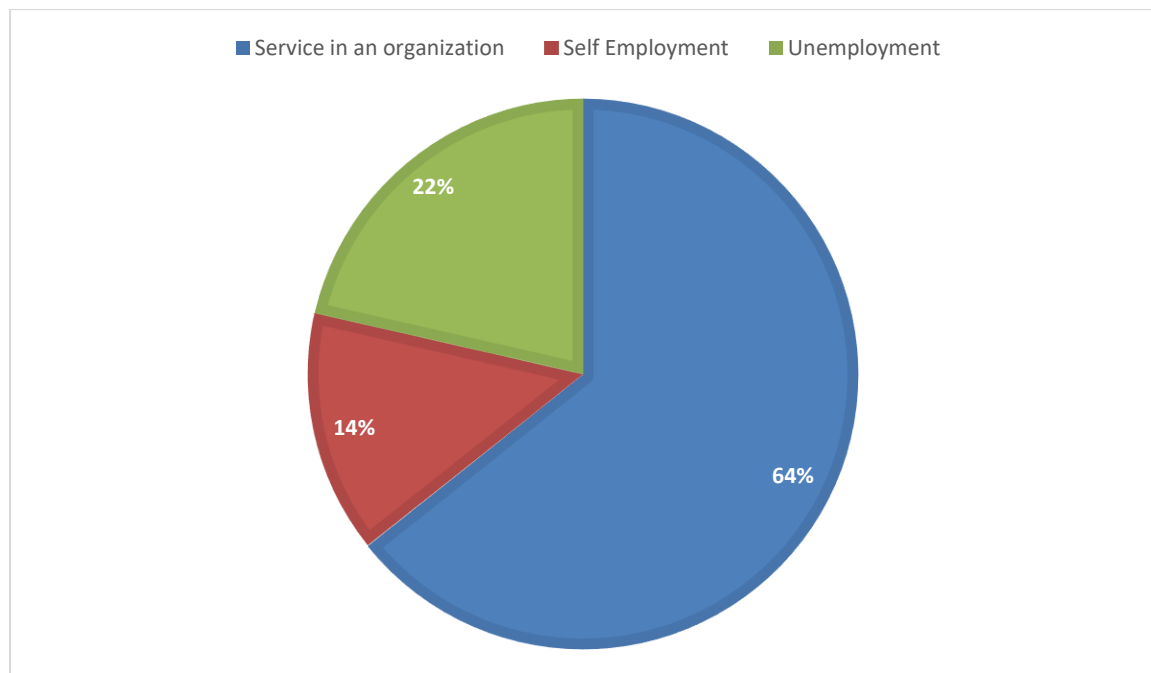
Ethnicity	Frequency	Percent	Age	Frequency	Percent
Brahmin	11	73	22	5	33
Chhetri	2	13	23	4	27
Indigenous	-	-	24	4	27
Scheduled Caste	2	14	27	2	13
Total	15	100	Total	15	100

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 64 percent of graduates serve in the organization. Similarly, 22 percent are unemployed and 14 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.

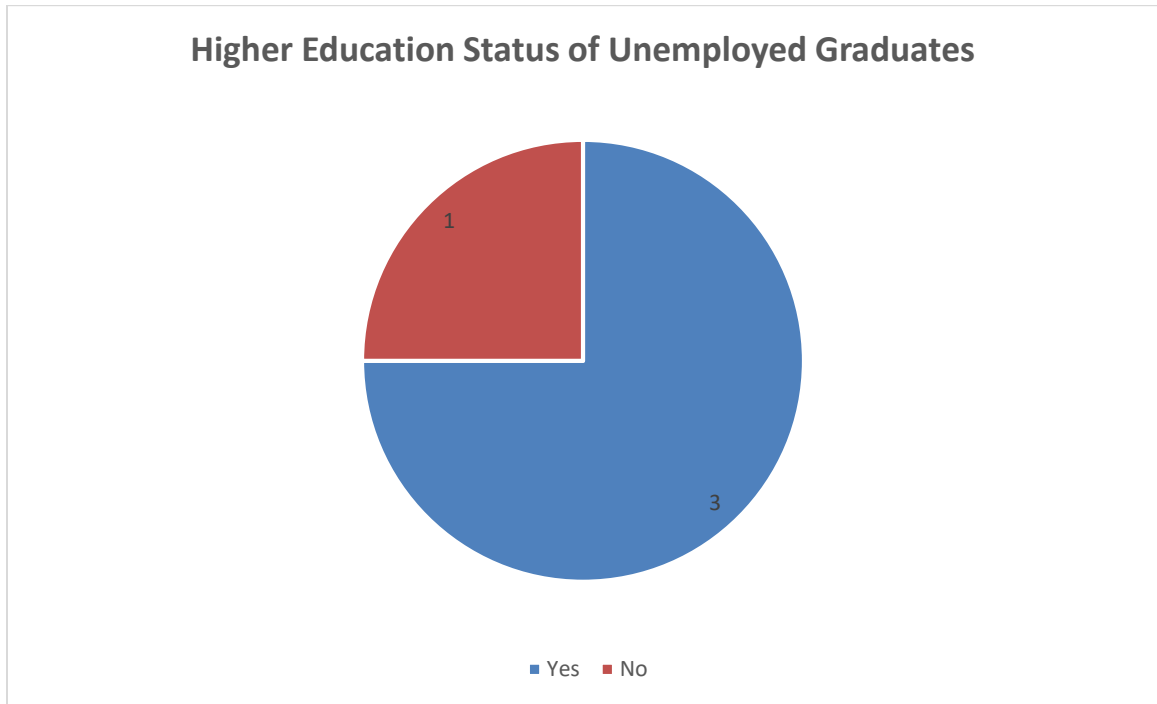
Figure 2.1 Current Employment Status of Graduates



Higher Education Status of Unemployed 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 22 percent of the unemployed, 75 percent of students were found pursuing further higher studies within and outside the country and remaining 25 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



Current Employment Status by Program

The table 2.4 exhibits the employment status of the graduates as per program passed by the graduates. Regarding the BBS level students, 43 percent are employed in service organization, 36 percent are self-employed and remaining 21 percent are unemployed. Regarding the BED level students, 100 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	5	3	14
	%	43%	36%	21%	100.0%
BED	Frequency	-	-	1	1
	%	-	-	100%	100%
	Total	6	4	4	15
	%	40%	33%	27%	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	1	0	4
	%	75%	25%	0.00%	100.00%
Female	Frequency	5	2	4	11
	%	46%	18%	36%	100.00%
Total	Frequency	8	3	4	15
	%	53%	20%	27%	100.00%

The table 2.5 exhibits the gender-wise employment status of the graduates. Out of the total male graduates, 75 percent are providing service in an organization and 25 percent are self-employed. On the other hand, 46 percent of female graduates were employed in an organization, 18 percent were self-employed and 36 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.

Higher Education Status of Unemployed Graduates by Program

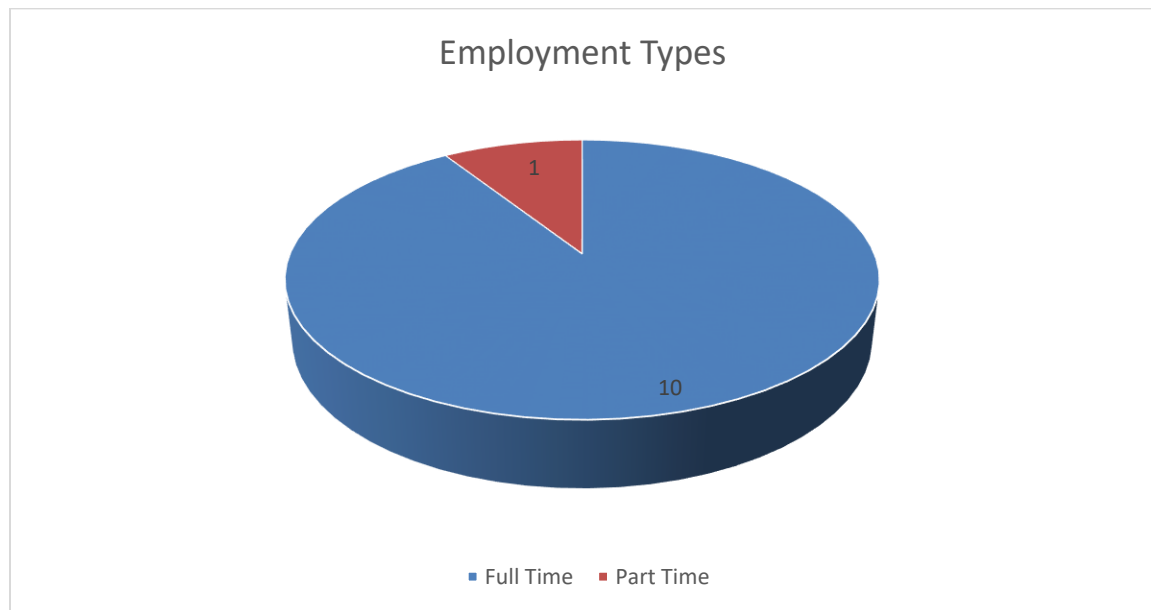
Table 2.6: Higher Education Status of Unemployed Graduates by Program

Program	Frequency and %	Higher Study		Total
		Yes	No	
BBS	Frequency	3	0	3
	%	100 %	0 %	100.00%
BED	Frequency	0	1	1
	%	0 %	100 %	100.00%
Total	Frequency	3	1	4
	%	75 %	25 %	100.00%

The table 2.8 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 and BED graduates, 75 % are pursuing further study and only 25 percent are not pursuing further study.

Employment Type of Graduates

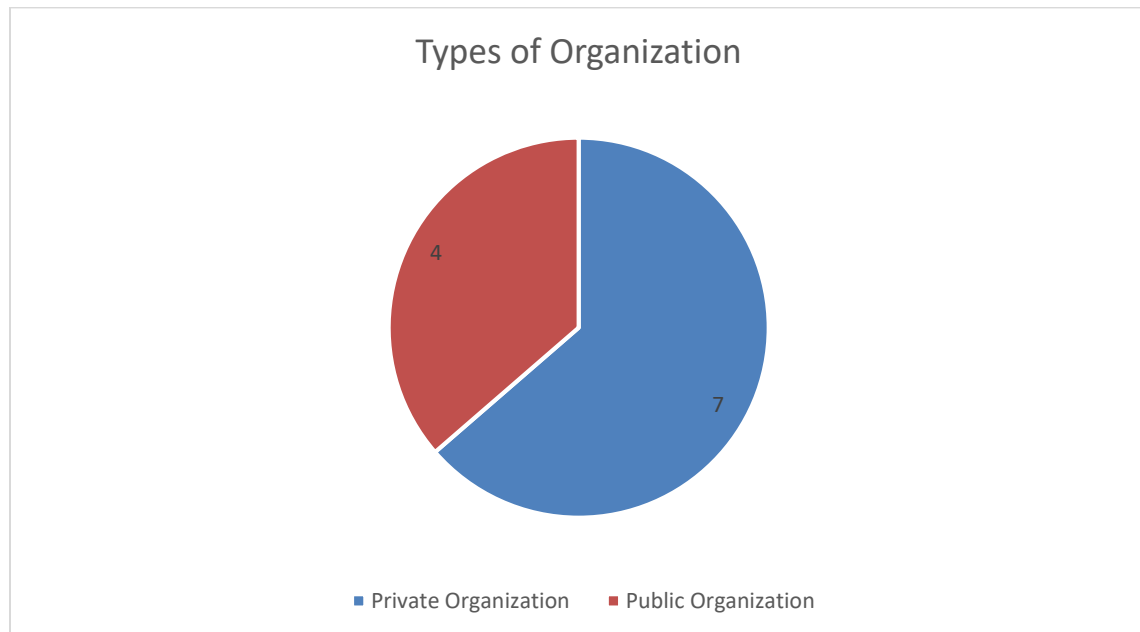
Figure 2.3: Employment Type of Graduates



The above figure 2.3 depicts the type of employment the graduates are involved in various employed organizations. 91 percent of the employed graduates are serving on full time basis and remaining 9 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.

Type of Employer Organization

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 36 percentage of the graduates work in public organization and 64 percent of the graduates work 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 %)

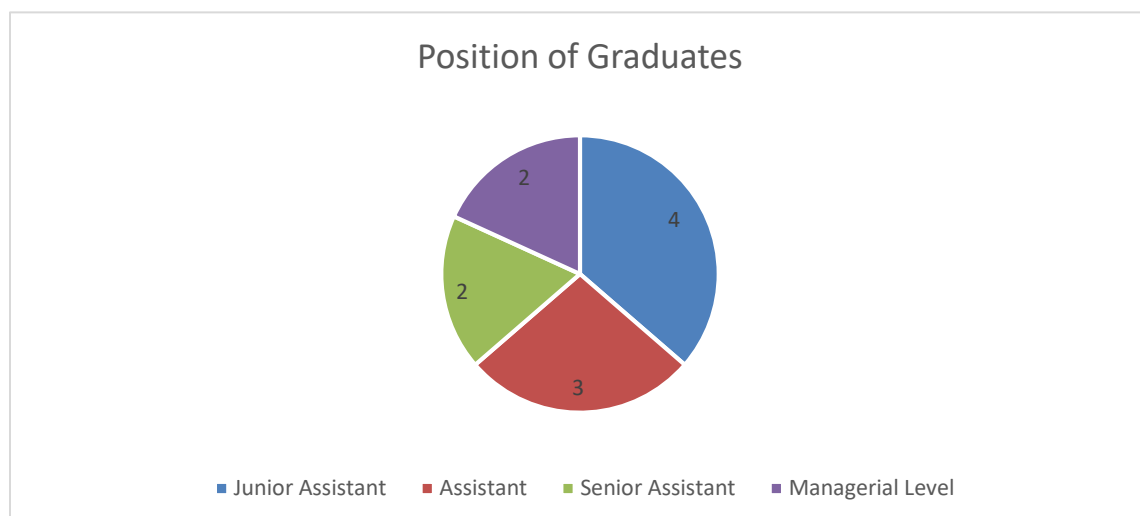


Figure 2.5 included above reveals the level of employment of the graduates working in the organizations. It shows that the 36.36 % employed graduates are holding the

designation of junior assistant and 27.27% assistant. Similarly, percentile composition of graduates according to position constitutes 18.18 % 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.

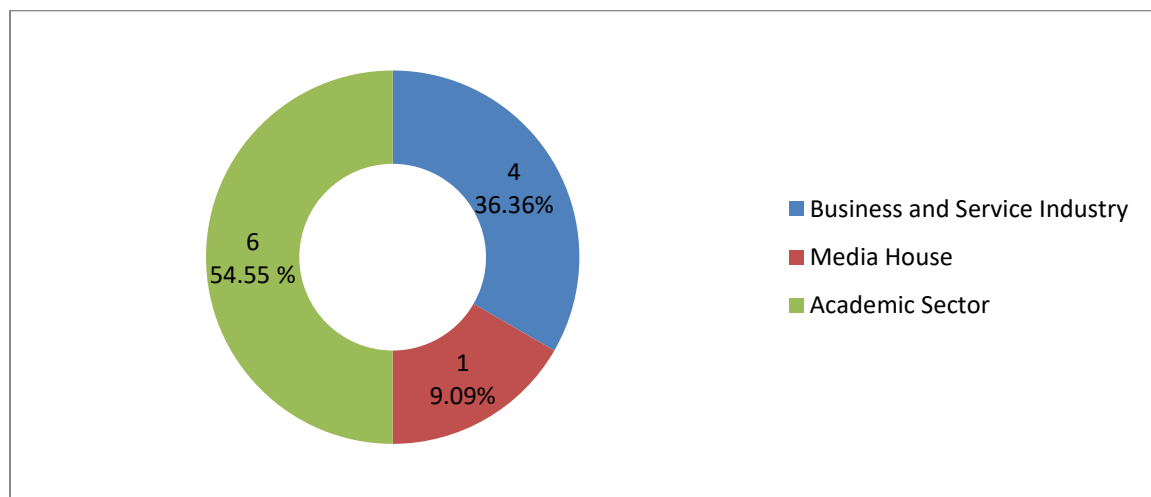
Table 2.7: Designation by Program-Wise Graduates

		Designation				Total
Program		Junior Assistant	Assistant	Senior Assistant	Managerial Level	
BBS	Frequency	4	3	2	2	11
	%	36.36%	27.28%	18.18%	18.18%	100.00%
BED	Frequency	-	-	-	-	-
	%	0%	0%	0%	0%	0%
	Frequency	4	3	2	2	11
	%	36.36%	27.28%	18.18%	18.18%	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 36.36 % employed graduates are holding the designation of junior assistant and 27.27% assistant. Similarly, percentile composition of graduates according to position constitutes 18.18 % percent each in senior assistant and managerial level.

Current Employment Sector of Graduates

Figure 2.6: Current Employment Sector of Graduates



Self Employed Sector

The figure 2.13 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 54.55 percent working in academic sector. Similarly, 36.36 percent are working in business and service industry and only 9.09 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. All of the self-employed graduates are involved in business sectors. It indicates that 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

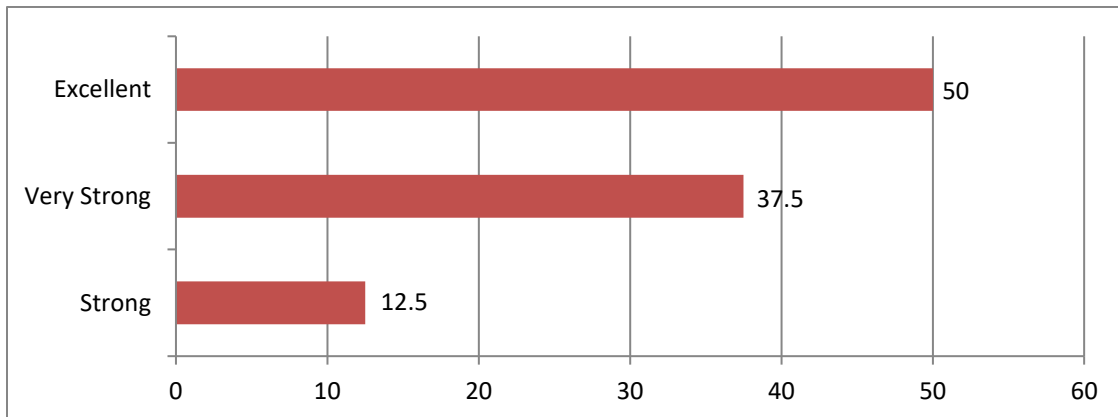
The quality and relevancy of the programs to the graduates is an important factor contributing to academic excellence. Those factors are described below.

Relevance of the Program to Professional Requirement

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.

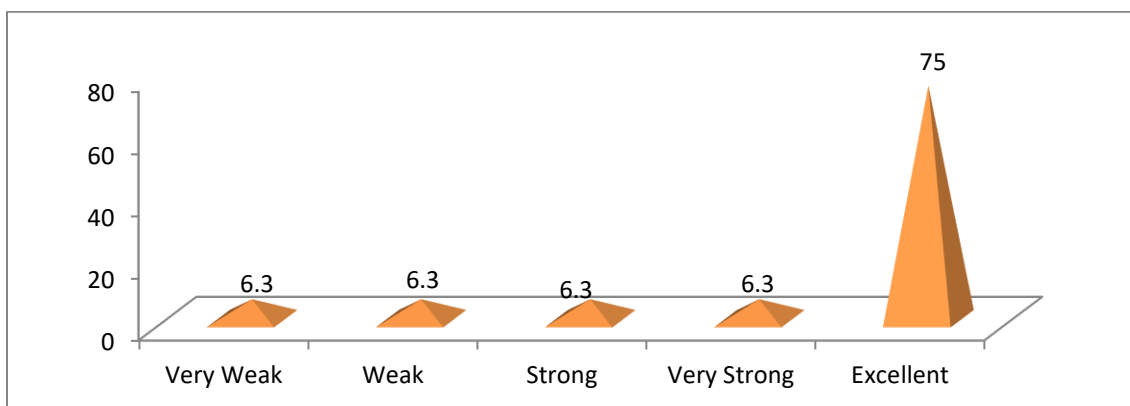
Figure 2.8: Relevance of the Program to Professional Requirement (in %)



Rating based on Extra-Curricular Activities

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 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 program 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 %)

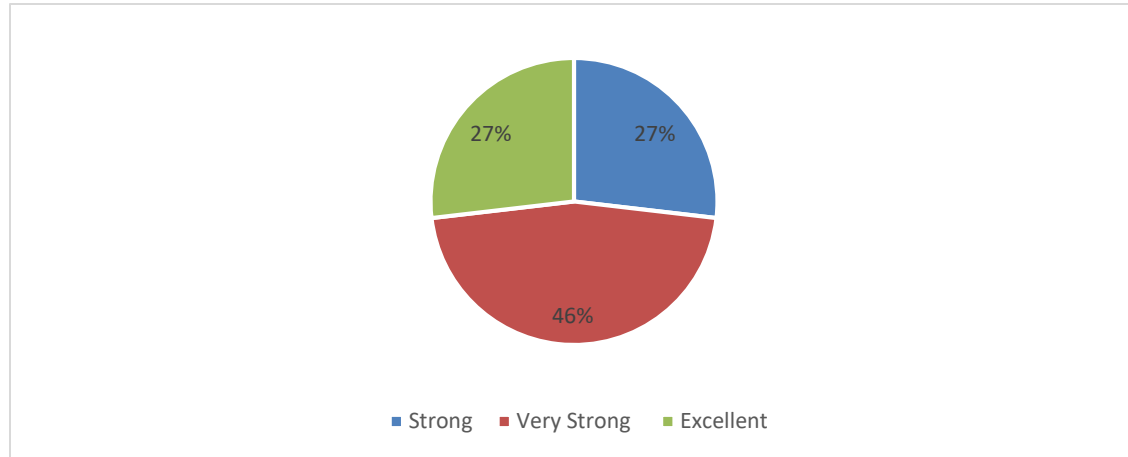


Figure 2.10 presented above depicts the graduates response to the problem solving skills offered by the institution. Around 46 percent of the graduates believe that the institution opined as very strong, 27 percent as excellent and remaining 27 percent as strong. None of the graduates opined as weak and very weak. It indicates that the institution should be 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	3	4
	<i>%</i>	25%	27.30%	26.67%
Very Strong	<i>f</i>	2	5	7
	<i>%</i>	50%	45.40%	46.67%
Excellent	<i>f</i>	1	3	4
	<i>%</i>	25%	27.30%	26.66%
Total	<i>f</i>	4	11	15
	<i>%</i>	100.00%	100.00%	100.00%

Table 2.8 depicts the genderwise rating of graduates towards problem solving skills. 25 percent of the male graduates rated as problem skills was strong, 50% of male graduates rated very strong and remaining 25 percent rated as excellent. On the other hand, 27.30 percent of the female rated as very strong, 27.30 percent as excellent and 45.40 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

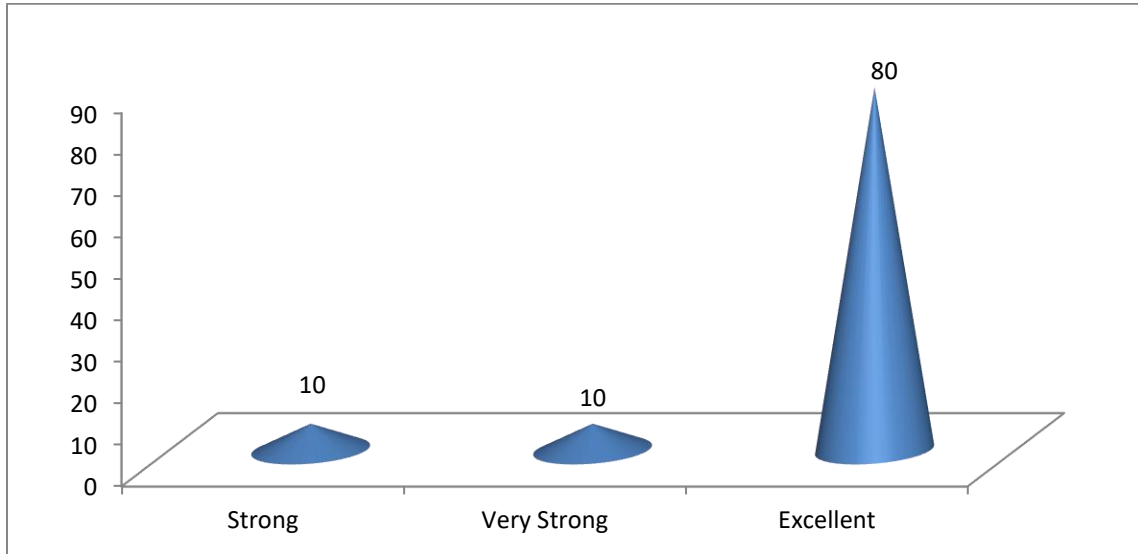
<i>Rating</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Very Weak	-	-	-
Weak	1	9.10%	9.10%
Strong	2	18.18%	27.28%
Very Strong	4	36.36%	63.64%
Excellent	4	36.36%	100%
Total	11	100	

Table 2.9 illustrated above demonstrates that most of the graduates believe that the institution does not have effective work placement policy. 36.36 percent of the graduates have rated it as very strong, 36.36 percent rated as excellent and 18.18% rated as strong. Remaining 9.10 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, 80 percent rates the teaching learning environment as excellent, followed by 10 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	4	26.67	26.67
Excellent	11	73.33	100
Total	1	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, 73.33 percent of the graduates opined that there is excellent relationship between teachers

and students and remaining 26.67 percent as very strong and none 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 %)

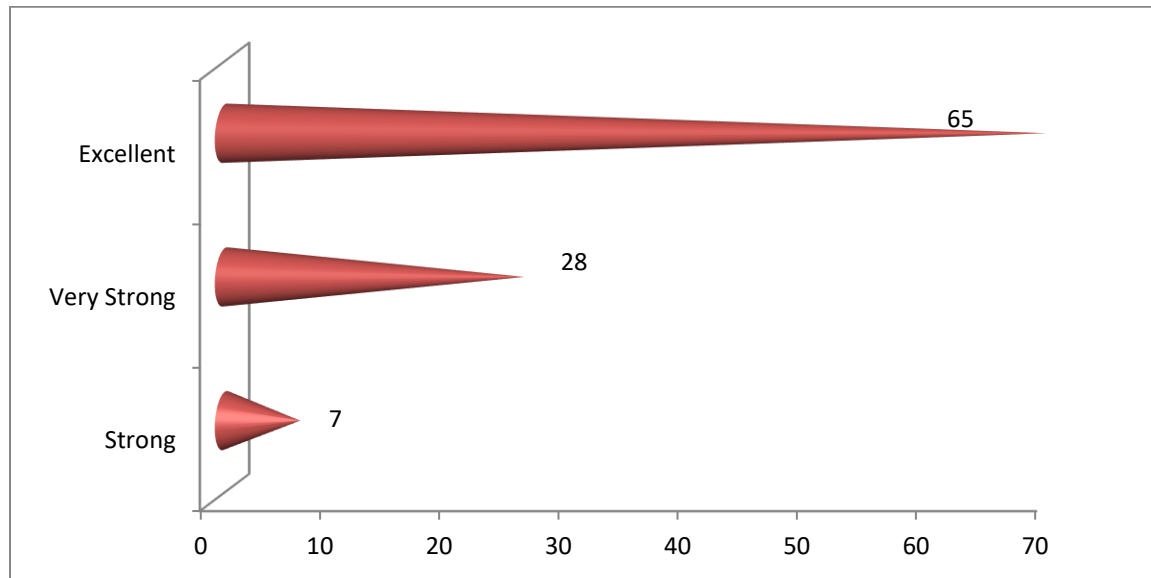


Figure 2.12 demonstrates that most of the graduates rated positively towards quality of education delivered comprising of 65 percent as excellent, 28 percent as very strong and remaining 7 percent as strong respectively. This rating clearly shows that the graduates are satisfied with the quality of education 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 %)

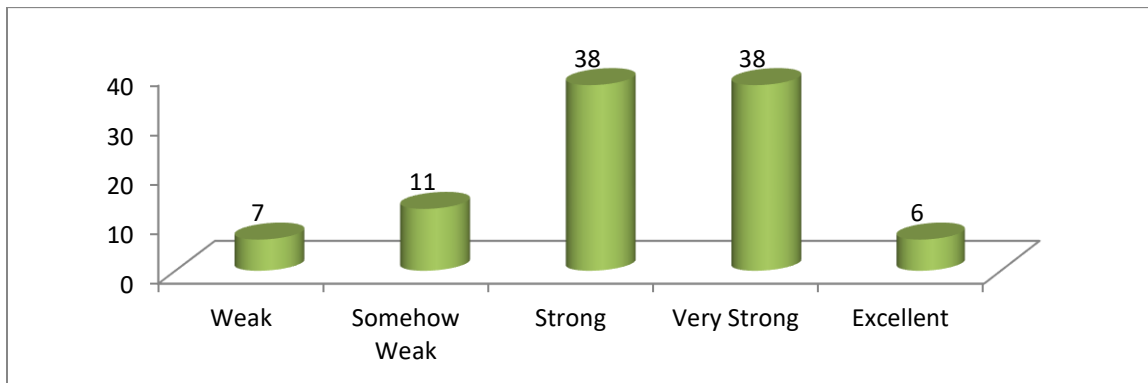


Figure 2.13 depicts the response of graduates towards library facilities provided by the institution. Almost 82 percent of the graduates believe that the library facilities provided by the institution are satisfactory. Only 18 percent of the graduates have a level of dissatisfaction towards library facilities 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 %)

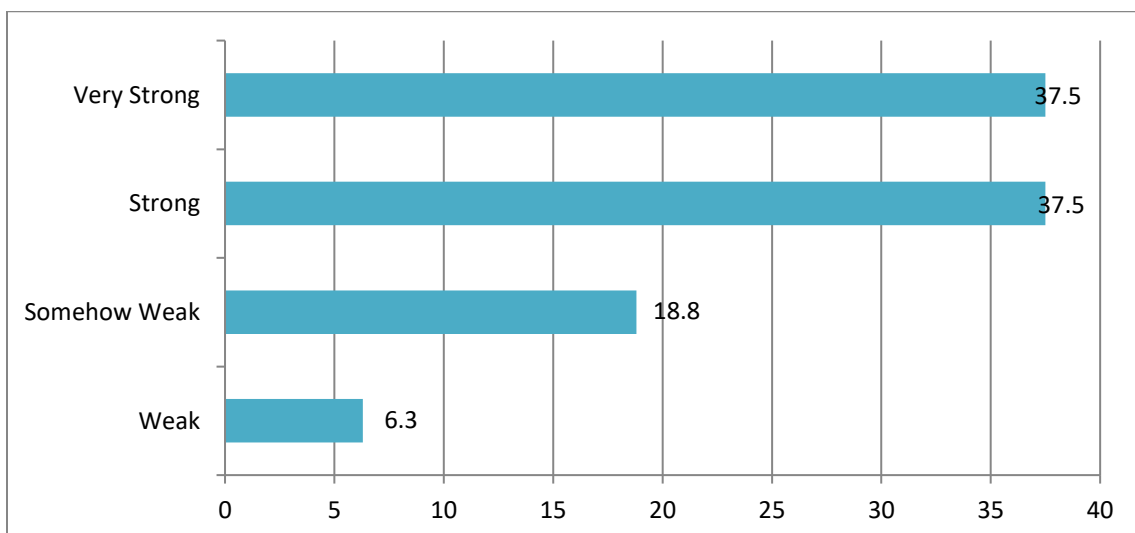


Figure 2.14 depicts the response of graduates towards lab facilities provided by the institution. Almost 75 percent of the graduates believe that the lab facilities provided by

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 %)

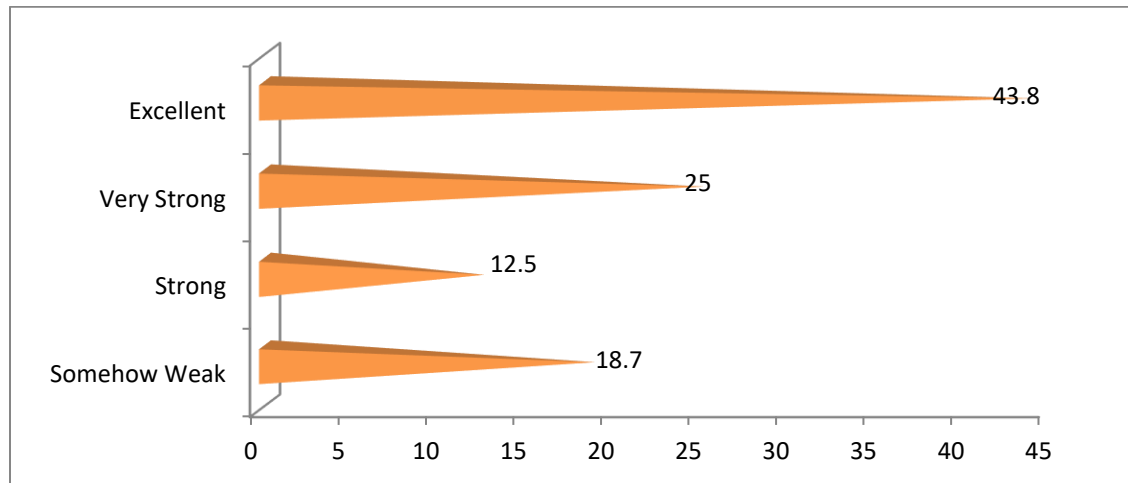


Figure 2.15 depicts the response of graduates towards sports facilities provided by the institution. 81.3 percent of the graduates believe that the sports facilities provided by the institution are satisfactory. Only 18.7 percent of the graduates have a level of dissatisfaction towards sports facilities 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 %)

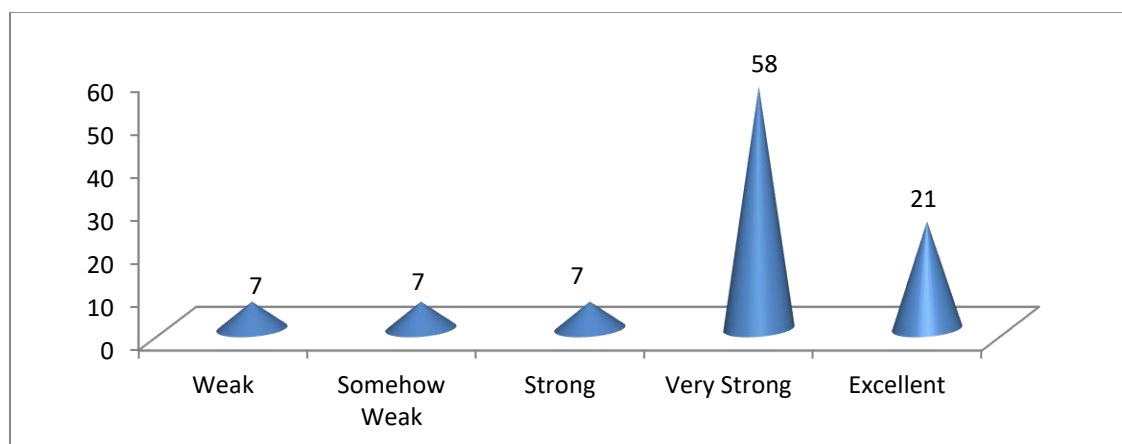


Figure 2.16 depicts the response of graduates towards canteen/urinal facilities provided by the institution. Almost 86 percent of the graduates believe that the canteen/urinal facilities provided by the institution are excellent. Only 14 percent of the graduates have a level of dissatisfaction towards 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	15	2	5	4.25	0.69
Extracurricular Activities	15	0	5	4.15	1.50
Problem Solving	15	3	5	4.11	0.62
Work Placement/Internship	15	1	5	3.99	1.52
Teaching Learning Environment	15	3	5	4.82	0.57
Quality of Education Delivered	15	3	5	4.65	0.69
Teacher Student Relationship	15	4	5	4.56	0.58
Library Facility	15	1	5	3.35	1.06
Lab Facility	15	1	4	3.26	0.95
Sports Facility	15	2	5	3.94	1.18
Canteen Facility	15	1	5	3.78	1.10

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 4.65, 4.56, 4.25, 4.11, 3.99, 3.94, and 3.78 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 3.26 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

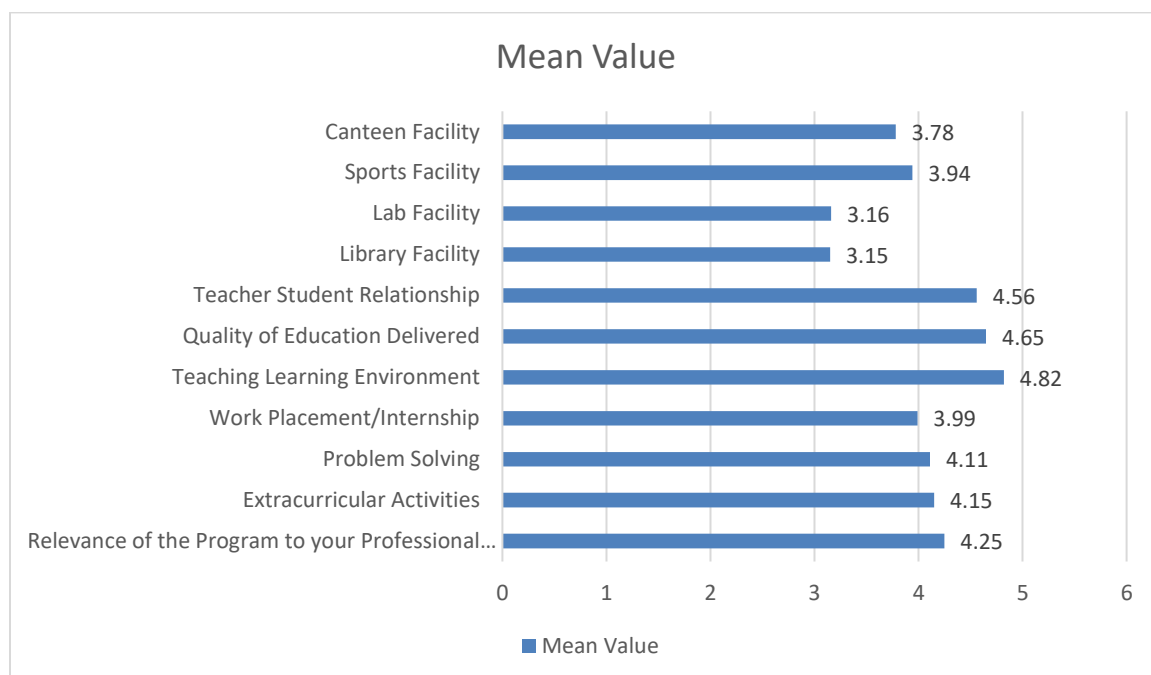


Table 2.12: Association between Employment Status and Graduates' Characteristics

Graduates Characteri stics	Service in an Organizati on	Self Employ ed	Unemplo yed	χ^2	Sig	Cramer's V
Gender						
Male	75%	25%	0	5.24*	0.043	.590
Female	63.63%	9.10%	27.27%			
Ethnicity						
Brahmin	27.3%	36.4%	36.4%	2.990	.550	.303
Chhetri	66.7%	0	33.3%			
Indigenous	0	0	0			
Scheduled Caste	50%	0	50%			
Age Group						
22	50% %	0	50%	11.38	.098	.589
23	54.55%	18.18%	27.27%			
27	100%	-	0			

**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 5.24 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 11.38 is not significant.

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

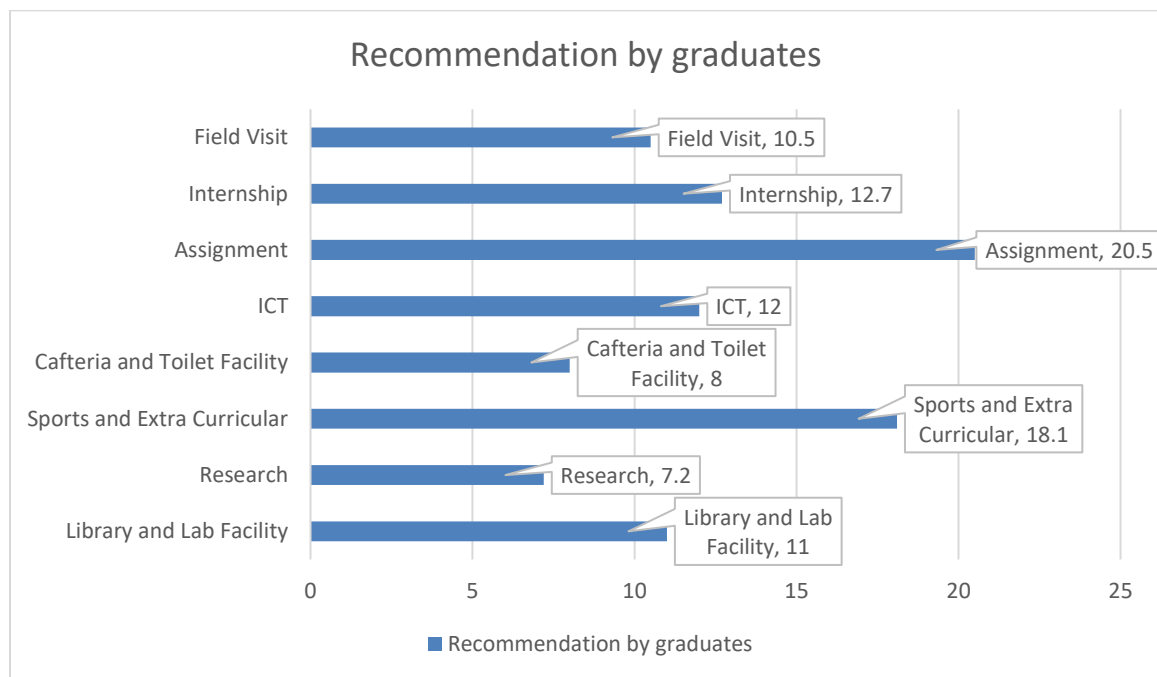


Figure 2.18 exhibits the suggestions made by the passed out graduates for improvement of the academic environment of the institution. Most of the graduates (20.5 %) have suggested assignment to students by the teacher for the betterment of the organization. Suggestions has also been given to the campus on different aspects like sports and extracurricular activities, internship, ICT ,library and lab facility, field visit, research and cafeteria and toilet facility contributing 10.5, 12.7, 20.5, 12, 8, 18.1, 7.2 and 11 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 extracurricular and assignment to students by the teacher for the betterment of the institution.

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

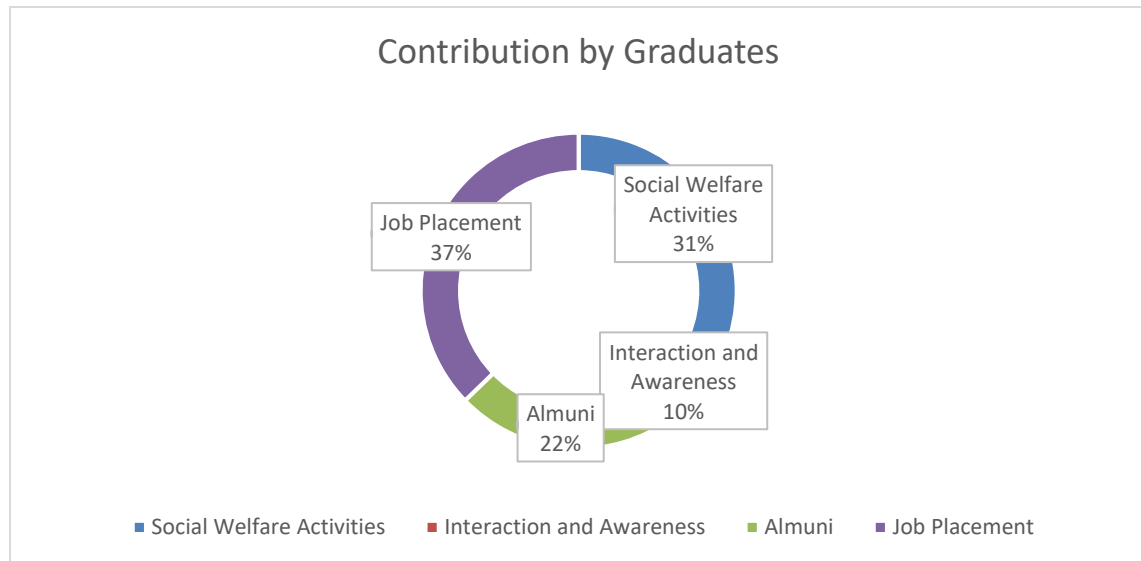


Figure 2.19 represent how the graduates could contribute for the betterment of the institution. Majority of the graduates (37%) believe that they could contribute for job placement for the upcoming graduates. They also believe that they contribute towards the institution through social welfare activities (31%). Similarly, 22 percent, 10 percent graduates opined that they will help the institution through alumni formation and interaction and awareness program.

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 64 percent of the institution graduates are employed and serving in different organization, 14 percent are self-employed and started their own business and remaining 22 percent of the graduates are unemployed. It indicates that majority of the graduates are employed. However, the figures are not overwhelming.
- Among the unemployed 75 percent are pursuing higher studies. Only 25 percent of the unemployed graduates are not pursuing further study. Overall, unemployed graduates are engaged in study.
- Among the unemployed BBS graduates 43 percent are serving in the organization, 36 percent are self-employed and remaining 21 percent are unemployed. Among the unemployed BED graduates 100 percent are unemployed. It shows that majority of the management students are pursuing further studies.
- Among the employed graduates, 36 percent each work in private and 64 percent 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, 36.36 percent are as junior assistant 27.28 percent are as assistant, 18.18 percent as senior assistant and 18.18 percent as 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 75 percent of the male graduates are employed in service organization and 25 percent male graduates are self-employed but in case of female graduates, 27 percent are unemployed, 20 percent are self-employed and remaining 53 percent serves in the organization.
- The study revealed that 54.55 percent of the graduates work in academic sector, 36.36 percent in business and service industry and remaining 9.09 percent works in media houses.
- It is apparent that a larger portion of BBS graduates employed as a junior assistant and assistant level.
- All of the self-employed graduates are involved in business sectors. It indicates that the self-employed graduates want to be an entrepreneur and want to expand their business.
- 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.
- 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.
- 36.36 percent of the graduates have rated it as very strong, 36.36 percent rated as excellent and 18.18% rated as strong. Remaining 9.10 percent believe that the institution is not successful in launching the work placement policy and internship facility.
- Almost 82 percent of the graduates believe that the library facilities provided by the institution are satisfactory. Only 18 percent of the graduates have a level of dissatisfaction towards library facilities provided by the organization.
- 81.3 percent of the graduates believe that the sports facilities provided by the institution are satisfactory. Only 18.7 percent of the graduates have a level of dissatisfaction towards sports 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

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, 93.33 percent has completed BBS and 6.67 percent of them are from B.Ed.
- Ethnic distribution of the graduates reveals that Brahmin has higher composition of 73 percent followed by 13 percent belonging to the Chhetri, 14 percent as schedule caste
- Age distribution of graduates reveals that, the graduates of age 22 contributes 33 percent, age of 23 contributes 27 percent, age of 24 contributes 27 percent and 13 percent followed by age of 27.
- 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 percent graduates suggested that the institution should focus on giving assignment to the students.

3.3. Quality and Relevance of Academic Programs

- Around 95 percent of the graduates believe that the program offered to them did help in their professional work.
- Around 82 percent of the graduates are satisfied with the extra curricular facilities provided by the institution, only 12 believe that these facilities are weak.
- Almost 100 percent of the graduates opined strong believe that institution education has enhanced the problem solving skills of the graduates.

- Majority of the graduates have rated that the institution is efficient in delivering work placement facility few graduates believe that the institution is not efficient in providing work placement facility.

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

- 80 percent rates the teaching learning environment as excellent and remaining 20 percent as very strong and strong. None of them opined the teaching learning environment as weak and very weak.
- Among the graduates, majority of the graduates opined that there is excellent relationship between teachers minority of graduates 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

- Most 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 80 percent of the graduates believe that the lab facilities provided by the institution are satisfactory. Only 20 percent of the graduates have a level of dissatisfaction towards lab facilities provided by the organization.
- Most of graduates believe that the sports facilities provided by the institution are satisfactory.
- 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, sports and extracurricular activities, internship, ICT ,library and lab facility, field visit, research and cafeteria and toilet facility

contributing 10.5, 12.7, 20.5, 12, 8, 18.1, 7.2 and 11 percent 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.

- There is significant association between gender and employment status of graduates with the chi square value of 5.24 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 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 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 noncredit courses in order to increase the employability of graduates.
- It is advised to the institution to launch job and entrepreneurial noncredit 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.

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Tribhuvan University

4M 0010764

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : BARUN BARAL

Campus

Supteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski

Regd. # : 7-2-781-26-2015

Examination

Bachelor's Degree in Business Studies

Institute/Faculty : Management

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination				Full Marks	Pass Marks	Marks Obtained	Passed Year
MG1.201: Business English				100	35	62	
MG1.202: Business Statistics				100	35	52	
MG1.203: Business Economics				100	35	35	
MG1.211: Accounting for Fin. Ana.				100	35	44	
MG1.213: Principles Of Management				100	35	43	
Total				500	175	236	

Subjects appeared in the Second Year Examination				Full Marks	Pass Marks	Marks Obtained	Passed Year
MG1.205: Business Communication				100	35	47	
MG1.206: Macroeconomics				100	35	51	
MG1.212: Cost & Mgt. Accounting				100	35	57	
MG1.214: Fundamentals of Marketing				100	35	56	
MG1.216: Found. of Human Res. Mgt.				100	35	49	
Total				500	175	260	

Subjects appeared in the Third Year Examination				Full Marks	Pass Marks	Marks Obtained	Passed Year
MG1.204: Business Law				100	35	56	
MG1.215: Fund. of Financial Mgt.				100	35	42	
MG1.217: Business Envi. & Strategy				100	35	52	
MG1.218: Taxation and Auditing				100	35	49	
MG1.219: Organizational Behavior				100	35	35	
Total				500	175	234	

Subjects appeared in the Fourth Year Examination				Full Marks	Pass Marks	Marks Obtained	Passed Year
MG1.220: Entrepren. & Enterprise Dev.				100	35	60	
MG1.221: Business Research Methods				50	17.5	31	
FIN.250: Fund. of Corporate Finance				100	35	81	
FIN.251: Commercial Bank Mgt.				100	35	64	
FIN.253: Fundamentals of Investment				100	35	66	
MG1.401: Final Project				50	20	46	
Total				500	177.5	348	
GRAND TOTAL				2000	762.5	1078	

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810013	2017	707810011	2018	707810011	2019	707810003

Percentage : 53.90

Passed Division: Second

Passed Year : 2019

Date of Issue : 2021/01/17

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Controller of Examinations



Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript

Student's Name : **SINRAN DARAL**

Regd. # : 7-2-791-35-2014

Campus : Bupateshwar Mahadev Multiple Campus, Chhorapatan, Pokhara Kaski Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	42	2016
MGT.202: Business Statistics	100	35	45	
MGT.203: Business Economics	100	35	40	
MGT.211: Accounting for Fin. Ans.	100	35	39	
MGT.213: Principles Of Management	100	35	35	2017
Total	500	175	201	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Pa Y
MGT.205: Business Communication	100	35	40	2
MGT.206: Macroeconomics	100	35	36	
MGT.212: Cost & Mgmt Accounting	100	35	34	
MGT.214: Fundamentals of Marketing	100	35	35	
MGT.216: Found. of Human Res. Mgmt	100	35	39	
Total	500	175	204	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	35	2019
MGT.215: Fund. of Financial Mgmt	100	35	44	
MGT.217: Business Envi. & Strategy	100	35	37	
MGT.218: Taxation and Auditing	100	35	46	
MGT.219: Organizational Behavior	100	35	36	
Total	500	175	192	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Pa Y
MGT.220: Entrepre. & Enterprise Dev.	100	35	50	2018
MGT.221: Business Research Methods	50	17.5	18	
ACC.232: Advanced Fin. Accounting	100	35	44	
ACC.233: Advanced Auditing	100	35	41	
ACC.234: Budg. & Controlling of Profit	100	35	57	
MGT.401: Final Project	50	20	43	
Total	500	177.5	235	
GRAND TOTAL	2000	702.5	834	

Programme Starting Year : 2014

Ending Year : 2018

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2015	77810037	2016	77810033	2017	707810031	2018	7810024
2017	707810142	2017	707810084	2019	707810081		
2018	707810170	2018	707810115				

Percentage : 42.50

Passed Division: Pass

Passed Year : 2019

2021/04/16

Date of Issue

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Issue number 7420026582

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Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Regd. #: 7-2-781-47-2015

Student's Name : PRAMILA PARAJULI

Campus : Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
BT.1: Business English	100	35	39	2017
BT.202: Business Statistics	100	35	38	
BT.203: Business Economics	100	35	48	
BT.211: Accounting for Fin. Ana.	100	35	45	
BT.213: Principles Of Management	100	35	44	
Total	500	175	214	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.205: Business Communication	100	35	35	
MGT.206: Macroeconomics	100	35	48	
MGT.212: Cost & Mgmt Accounting	100	35	59	
MGT.214: Fundamentals of Marketing	100	35	54	
MGT.216: Found. of Human Res. Mgmt	100	35	42	
Total	500	175	238	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
BT.204: Business Law	100	35	46	2019
BT.215: Fund. of Financial Mgmt	100	35	66	
BT.217: Business Envi. & Strategy	100	35	42	
BT.218: Taxation and Auditing	100	35	36	
BT.219: Organizational Behavior	100	35	49	
Total	500	175	239	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.220: Entrepre. & Enterprise Dev.	100	35	73	
MGT.221: Business Research Methods	50	17.5	32	
FIN.250: Fund. of Corporate Finance	100	35	83	
FIN.251: Commercial Bank Mgmt	100	35	68	
FIN.253: Fundamentals of Investment	100	35	66	
MGT.401: Final Project	50	20	45	
Total	500	177.5	367	
GRAND TOTAL	2000	702.5	1058	

Programme Starting Year : 2015

Ending Year : 2019

First Year	Second Year	Third Year	Fourth Year
Roll Number	Year	Roll Number	Year
16 7810032	2017 707810027	2018 707810027	2019 707810014
17 707810123		2019 707810072	

Percentage : 52.90

Passed Division: Second

Passed Year : 2019

2020/03/13

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Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Name : AMRIT THAPA

Regd. # : 7-2-781-18-2015

: Guptheshwar Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski

Institute/Faculty : Management

on : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
Business English	100	35	43	2017
Business Statistics	100	35	37	2017
Business Economics	100	35	48	2018
Accounting for Fin. Ana.	100	35	40	
Principles Of Management	100	35	35	2017
Total	500	175	203	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.205: Business Communication	100	35	36	2018
MGT.204: Macroeconomics	100	35	35	
MGT.212: Cost & Mgmt Accounting	100	35	35	
MGT.214: Fundamentals of Marketing	100	35	40	
MGT.216: Found. of Human Res. Mgmt	100	35	35	
Total	500	175	183	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
Business Law	100	35	41	
Fund. of Financial Mgmt	100	35	55	
Business Envi. & Strategy	100	35	39	
Taxation and Auditing	100	35	46	
Organizational Behavior	100	35	35	
Total	500	175	216	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.220: Entrepre. & Enterprise Dev.	100	35	54	
MGT.221: Business Research Methods	50	17.5	26	
FIN.250: Fund. of Corporate Finance	100	35	73	
FIN.251: Commercial Bank Mgmt	100	35	80	
FIN.253: Fundamentals of Investment	100	35	60	
MGT.401: Final Project	50	20	45	
Total	500	177.5	318	
GRAND TOTAL	2000	702.5	920	

Commence Starting Year : 2015

Ending Year : 2019

First Year	Second Year	Third Year	Fourth Year
Roll Number	Year	Roll Number	Year
7810004	2017	707810004	2018
707810095	2018	707810077	
707810099			

Percentage : 46.00

Passed Division: Second

Passed Year : 2019

2020/01/07

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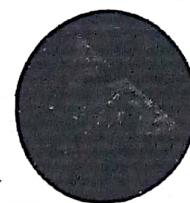


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Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : AMRIT BARAL

Regd. # : 7-2-781-17-2015

Campus : Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski

Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	55	2017
MGT.202: Business Statistics	100	35	48	
MGT.203: Business Economics	100	35	45	
MGT.211: Accounting for Fin. Ana.	100	35	50	
MGT.213: Principles Of Management	100	35	49	
Total	500	175	247	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.205: Business Communication	100	35	35	
MGT.206: Macroeconomics	100	35	56	
MGT.212: Cost & Mgmt Accounting	100	35	48	
MGT.214: Fundamentals of Marketing	100	35	46	
MGT.216: Found. of Human Res. Mgmt	100	35	53	
Total	500	175	238	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	46	
MGT.215: Fund. of Financial Mgmt	100	35	53	
MGT.217: Business Envi. & Strategy	100	35	40	
MGT.218: Taxation and Auditing	100	35	40	
MGT.219: Organizational Behavior	100	35	40	
Total	500	175	219	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.220: Entrepre. & Enterprise Dev.	100	35	62	
MGT.221: Business Research Methods	50	17.5	27	
FIN.250: Fund. of Corporate Finance	100	35	78	
FIN.251: Commercial Bank Mgmt	100	35	52	
FIN.253: Fundamentals of Investment	100	35	53	
MGT.401: Final Project	50	20	45	
Total	500	177.5	317	
GRAND TOTAL	2000	702.5	1021	

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810005	2017	707810003	2018	707810003	2019	707810003
2017	707810094						

Percentage : 51.05

Passed Division: Second

Passed Year : 2019

2020/01/07

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e number 7420027098

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Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : PURNIMA NEUPANE

Regd. # : 7-2-781-25-2014

Campus : Gupteshwar Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	40	2018
MGT.202: Business Statistics	100	35	37	
MGT.203: Business Economics	100	35	35	
MGT.211: Accounting for Fin. Ana.	100	35	37	
MGT.213: Principles Of Management	100	35	39	2016
Total	500	175	188	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Pass Year
MGT.205: Business Communication	100	35	40	2019
MGT.206: Macroeconomics	100	35	42	
MGT.212: Cost & Mgt Accounting	100	35	58	
MGT.214: Fundamentals of Marketing	100	35	36	
MGT.216: Found. of Human Res. Mgt	100	35	40	
Total	500	175	216	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	35	2019
MGT.215: Fund. of Financial Mgt	100	35	44	
MGT.217: Business Envi. & Strategy	100	35	41	
MGT.218: Taxation and Auditing	100	35	45	
MGT.219: Organizational Behavior	100	35	35	
Total	500	175	200	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Pass Year
MGT.220: Entrepre. & Enterprise Dev.	100	35	44	2018
MGT.221: Business Research Methods	50	17.5	18	
ACC.252: Advanced Fin. Accounting	100	35	44	
ACC.253: Advance Auditing	100	35	45	
ACC.254: Budg. & Controlling of Profit	100	35	58	
MGT.401: Final Project	50	20	44	
Total	500	177.5	253	
GRAND TOTAL	2000	702.5	857	

Programme Starting Year : 2014

Ending Year : 2018

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2015	77810024	2016	77810021	2017	707810020	2018	7810016
2016	7810084	2017	707810073	2019	707810075		
2018	707810151	2018	707810103				

Percentage : 42.85

Passed Division: Pass

Passed Year : 2019

2020/07/31

Date of Issue

Prepared by

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Chief of Records Div.

Controller of Examinations

Issue number 7420027430

4M 00086



Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : ANISHA BARAL

Regd. # : 7-2-781-20-2015

Campus : Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	36	
MGT.202: Business Statistics	100	35	52	
MGT.203: Business Economics	100	35	42	
MGT.211: Accounting for Fin. Ana.	100	35	35	
MGT.213: Principles Of Management	100	35	35	
Total	500	175	200	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained
MGT.205: Business Communication	100	35	35
MGT.206: Macroeconomics	100	35	60
MGT.212: Cost & Mgmt Accounting	100	35	36
MGT.214: Fundamentals of Marketing	100	35	36
MGT.216: Found. of Human Res. Mgmt	100	35	50
Total	500	175	217

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	35	
MGT.215: Fund. of Financial Mgmt	100	35	47	2019
MGT.217: Business Envl. & Strategy	100	35	59	
MGT.218: Taxation and Auditing	100	35	38	2019
MGT.219: Organizational Behavior	100	35	46	
Total	500	175	225	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained
MGT.220: Entrepre. & Enterprise Dev.	100	35	62
MGT.221: Business Research Methods	50	17.5	32
MKT.250: Fundamentals of Selling	100	35	66
MKT.253: Fundamentals of Advertising	100	35	46
MKT.254: Fund. of Services Mkt	100	35	47
MGT.401: Final Project	50	20	42
Total	500	177.5	295
GRAND TOTAL	2000	702.5	937

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810007	2017	707810006	2018	707810006	2019	707810024
				2019	707810059		

Percentage : 46.85

Passed Division : Second

Passed Year : 2019

2020/10/16

Date of Issue

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Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : RAMESH PAUDEL

Regd. # : 7-2-781-51-2015

Campus : Guptheshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	37	
T.202: Business Statistics	100	35	50	
MGT.203: Business Economics	100	35	41	
MGT.211: Accounting for Fin. Ana.	100	35	45	
MGT.213: Principles Of Management	100	35	46	
Total	500	175	219	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Pas Ye
MGT.205: Business Communication	100	35	38	
MGT.206: Macroeconomics	100	35	35	
MGT.212: Cost & Mgmt Accounting	100	35	59	
MGT.214: Fundamentals of Marketing	100	35	49	
MGT.216: Found. of Human Res. Mgmt	100	35	44	
Total	500	175	245	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	56	
MGT.215: Fund. of Financial Mgmt	100	35	67	
MGT.217: Business Envi. & Strategy	100	35	37	
MGT.218: Taxation and Auditing	100	35	53	
MGT.219: Organizational Behavior	100	35	35	
Total	500	175	248	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Pas Ye
MGT.220: Entrep. & Enterprise Dev.	100	35	63	
MGT.221: Business Research Methods	50	17.5	30	
FIN.250: Fund. of Corporate Finance	100	35	31	
FIN.251: Commercial Bank Mgmt	100	35	63	
FIN.253: Fundamentals of Investment	100	35	58	
MGT.401: Final Project	50	20	46	
Total	500	177.5	341	
GRAND TOTAL	2000	702.5	1053	

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810038	2017	707810033	2018	707810030	2019	707810015

Percentage : 52.65

Passed Division : Second

Passed Year : 2019

Date of Issue 2020/01/07

Prepared by

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Number 7420023497



Tribhuvan University

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Kathmandu, Nepal

Academic Transcript

4M 0019787



Student's Name: SANJU GURUNG

Regd. #: 7-2-781-65-2015

Campus

Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski

Institute/Faculty: Management

Examination

Bachelor's Degree in Business Studies

Course Duration: 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
MGT.201: Business English	100	35	49	
MGT.202: Business Statistics	100	35	35	
MGT.203: Business Economics	100	35	39	
MGT.211: Accounting for Fin. Ana.	100	35	39	
MGT.213: Principles Of Management	100	35	39	
Total	500	175	201	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
MGT.205: Business Communication	100	35	39	
MGT.206: Macroeconomics	100	35	46	
MGT.212: Cost & Mgmt Accounting	100	35	45	
MGT.214: Fundamentals of Marketing	100	35	42	
MGT.216: Found. of Human Res. Mgmt	100	35	50	
Total	500	175	222	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
MGT.204: Business Law	100	35	39	
MGT.215: Fund. of Financial Mgmt	100	35	45	
MGT.217: Business Envi. & Strategy	100	35	42	
MGT.218: Taxation and Auditing	100	35	40	
MGT.219: Organizational Behavior	100	35	35	
Total	500	175	201	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
MGT.220: Entrepreneurship & Enterprise Dev.	100	35	45	
MGT.221: Business Research Methods	50	17.5	29	
MKT.250: Fundamentals of Selling	100	35	36	
MKT.253: Fundamentals of Advertising	100	35	42	
MKT.254: Fund. of Services Mkt	100	35	35	
MGT.401: Final Project	50	20	44	
Total	500	177.5	231	
GRAND TOTAL	2000	702.5	855	

Programme Starting Year: 2015

Ending Year: 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810049	2017	707810043	2018	707810039	2019	707810034

Percentage : 42.75

Passed Division: Pass

Passed Year : 2019

Date of Issue: 2020/01/22

Prepared by

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Controller of Examinations

TE: * means the student has passed in the second attempt.

** means the student has passed in more than two attempts.



Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : SUPRIYA DHAKAL

Regd. # : 7-2-751-74-2015

Campus

: Buptheshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski

Institute/Faculty : Management

Examination

: Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	73	
MGT.202: Business Statistics	100	35	74	
MGT.203: Business Economics	100	35	53	
MGT.211: Accounting for Fin. Ana.	100	35	71	
MGT.213: Principles Of Management	100	35	61	
Total	500	175	334	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.205: Business Communication	100	35	53	
MGT.206: Macroeconomics	100	35	81	
MGT.212: Cost & Mgmt Accounting	100	35	66	
MGT.214: Fundamentals of Marketing	100	35	63	
MGT.216: Found. of Human Res. Mgmt	100	35	64	
Total	500	175	327	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	57	
MGT.215: Fund. of Financial Mgmt	100	35	79	
MGT.217: Business Envi. & Strategy	100	35	71	
MGT.218: Taxation and Auditing	100	35	45	
MGT.219: Organizational Behavior	100	35	59	
Total	500	175	311	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.220: Entrepren. & Enterprise Dev.	100	35	71	
MGT.221: Business Research Methods	50	17.5	38	
FIN.250: Fund. of Corporate Finance	100	35	62	
FIN.251: Commercial Bank Mgmt	100	35	76	
FIN.253: Fundamentals of Investment	100	35	78	
MGT.401: Final Project	50	20	46	
Total	500	177.5	331	
GRAND TOTAL	2000	702.5	1363	

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7510057	2017	707B10048	2018	707B10043	2019	707B10022

Percentage : 68.15

Passed Division: First

Passed Year : 2019

Date of Issue

2020/01/07

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Controller of Examinations

Issue number 7420022546

4M 000430



Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : SALINA GURUNG

Regd. # : 7-2-781-60-2015

Campus : Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

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Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	50	2017
MGT.202: Business Statistics	100	35	42	
MGT.203: Business Economics	100	35	35	
MGT.211: Accounting for Fin. Ana.	100	35	35	
MGT.213: Principles Of Management	100	35	42	
Total	500	175	204	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Pas Ye
MGT.205: Business Communication	100	35	53	
MGT.206: Macroeconomics	100	35	49	
MGT.212: Cost & Mgt Accounting	100	35	44	
MGT.214: Fundamentals of Marketing	100	35	37	
MGT.216: Found. of Human Res. Mgt	100	35	38	
Total	500	175	221	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	40	
MGT.215: Fund. of Financial Mgt	100	35	50	
MGT.217: Business Envi. & Strategy	100	35	41	
MGT.218: Taxation and Auditing	100	35	44	
MGT.219: Organizational Behavior	100	35	36	
Total	500	175	211	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Pas Ye
MGT.220: Entrepre. & Enterprise Dev.	100	35	38	
MGT.221: Business Research Methods	50	17.5	31	
FIN.230: Fund. of Corporate Finance	100	35	51	
FIN.231: Commercial Bank Mgt	100	35	38	
FIN.233: Fundamentals of Investment	100	35	35	
MGT.401: Final Project	50	20	44	
Total	500	177.5	237	
GRAND TOTAL	2000	702.5	873	

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810044	2017	707810038	2018	707810034	2019	707810017
2017	707810133						

Percentage : 43.65

Passed Division: Pass

Passed Year : 2019

2020/01/12

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Date of Issue

Number 7420028141



Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript

4M 0009376



Student's Name : BINDU KC

Regd. # : 7-2-781-31-2015

Campus

Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski

Institute/Faculty : Management

Examination

Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
BT.201: Business English	100	35	66	
BT.202: Business Statistics	100	35	43	
BT.203: Business Economics	100	35	38	
BT.211: Accounting for Fin. Ana.	100	35	47	
BT.213: Principles Of Management	100	35	44	
Total	500	175	238	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.205: Business Communication	100	35	35	
MGT.206: Macroeconomics	100	35	48	
MGT.212: Cost & Mgmt Accounting	100	35	43	
MGT.214: Fundamentals of Marketing	100	35	60	
MGT.216: Found. of Human Res. Mgmt	100	35	54	
Total	500	175	240	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
BT.204: Business Law	100	35	50	
BT.215: Fund. of Financial Mgmt	100	35	53	
BT.217: Business Envi. & Strategy	100	35	60	
BT.218: Taxation and Auditing	100	35	42	
BT.219: Organizational Behavior	100	35	52	
Total	500	175	257	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.220: Entrepre. & Enterprise Dev.	100	35	51	
MGT.221: Business Research Methods	50	17.5	34	
MKT.250: Fundamentals of Selling	100	35	54	
MKT.253: Fundamentals of Advertising	100	35	57	
MKT.254: Fund. of Services Mkt	100	35	52	
MGT.401: Final Project	50	20	44	
Total	500	177.5	292	
GRAND TOTAL	2000	702.5	1027	

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2015	7810018	2017	707810016	2018	707810016	2019	707810028

Percentage : 51.35

Passed Division: Second

Passed Year : 2019

2020/12/08

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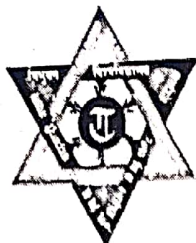
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Controller of Examinations



Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript



Student's Name : ASMITA POUDEL

Regd. # : 7-2-781-24-2015

Campus : Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski Institute/Faculty : Management

Examination : Bachelor's Degree in Business Studies

Course Duration : 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.201: Business English	100	35	35	2018
MGT.202: Business Statistics	100	35	44	
MGT.203: Business Economics	100	35	35	
MGT.211: Accounting for Fin. Ana.	100	35	36	
MGT.213: Principles Of Management	100	35	50	
Total	500	175	200	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.205: Business Communication	100	35	35	2018
MGT.206: Macroeconomics	100	35	39	
MGT.212: Cost & Mgt Accounting	100	35	35	
MGT.214: Fundamentals of Marketing	100	35	36	
MGT.216: Found. of Human Res. Mgt	100	35	46	
Total	500	175	191	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.204: Business Law	100	35	53	2019
MGT.215: Fund. of Financial Mgt	100	35	49	
MGT.217: Business Envi. & Strategy	100	35	44	
MGT.218: Taxation and Auditing	100	35	40	
MGT.219: Organizational Behavior	100	35	36	
Total	500	175	222	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Passed Year
MGT.220: Entrepre. & Enterprise Dev.	100	35	58	2019
MGT.221: Business Research Methods	50	17.5	29	
FIN.250: Fund. of Corporate Finance	100	35	69	
FIN.251: Commercial Bank Mgt	100	35	56	
FIN.253: Fundamentals of Investment	100	35	60	
MGT.401: Final Project	50	20	43	
Total	500	177.5	315	
GRAND TOTAL	2000	702.5	928	

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810012	2017	707810010	2018	707810010	2019	707810007
2018	707810107	2018	707810084	2019	707810062		

Percentage : 46.40

Passed Division: Second

Passed Year : 2019

2020/12/08

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Tribhuvan University

Office of the Controller of Examinations
Kathmandu, Nepal

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Academic Transcript

Student's Name: **RISHU BASTOLA**

Campus:

Burgesher Maharev Multiple Campus, Chaudhary, Pokhara East

Regd. #: 7-1-781-75-2015

Examination:

Bachelor's Degree in Business Studies

Institute/Faculty: Management

Course Duration: 4 Academic Years

Subjects appeared in the First Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
BSY.201: Business English	100	33	33	
BSY.202: Business Mathematics	100	33	37	
BSY.203: Business Economics	100	33	43	
BSY.204: Accounting for B.B. B.A.	100	33	51	
BSY.205: Principles of Management	100	33	40	
Total	500	175	204	

Subjects appeared in the Second Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
BSY.206: Business Communication	100	33	52	
BSY.207: Macroeconomics	100	33	70	
BSY.208: Cost & Agent Accounting	100	33	44	
BSY.209: Fundamentals of Marketing	100	33	44	
BSY.210: Fund. of Human Res. Mgmt	100	33	49	
Total	500	175	259	

Subjects appeared in the Third Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
BSY.301: Business Law	100	33	33	
BSY.302: Fund. of Financial Mgmt	100	33	44	
BSY.303: Business Eval. & Strategy	100	33	37	
BSY.304: Taxation and Auditing	100	33	45	
BSY.305: Organizational Behaviour	100	33	30	
Total	500	175	202	

Subjects appeared in the Fourth Year Examination	Full Marks	Pass Marks	Marks Obtained	Remarks
BSY.401: Entrep. & Enterprise Dev.	100	33	34	
BSY.402: Business Research Methods	50	17.5	36	
FIN.206: Fund. of Corporate Finance	100	33	76	
FIN.207: Commercial Bank Mgmt	100	33	55	
FIN.208: Fundamentals of Investment	100	33	68	
BSY.403: Final Project	50	20	44	
Total	500	177.5	333	
GRAND TOTAL	2000	702.5	1135	

Programme Starting Year: 2015

Ending Year: 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2015	707810023	2017	707810045	2018	707810044	2019	707810023

Percentage : 56.75

Passed Division: Second

Passed Year : 2019

Date of Issue: 2020/01/21

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NOTE: * means the student has passed in the second attempt

** means the student has passed in more than two attempts.



Tribhuvan University

Office of the Controller of Examinations

Kathmandu, Nepal

Academic Transcript

Student's Name : SABINA BHANDARI

Regd. # : 9-2-781-8-2015

Campus : Supteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara Kaski Institute/Faculty : Education

Examination : Bachelor's Degree

Course Duration : 4 Academic Year

Subjects appeared in the <i>First Year Examination</i>	Full Marks	Pass Marks	Marks Obtained	Passed Year
Nep 401: Compulsory Nepali	100	35	45	
Eng 411: General English	100	35	58	
Ed 412: Philo. & Socio. Foundations of Edu.	100	35	43	
Eng 416: Found. of Language & Ling. Pr	20	08	16	
Eng 416: Found. of Language & Ling. Th	80	28	38	
Eng 417: Reading, Writing & Critical Thinking	100	35	61	
Pop 418: Found. of Population Education	100	35	55	
Total	600	211	316	

Subjects appeared in the <i>Second Year Examination</i>	Full Marks	Pass Marks
Ed 421: Educational Psychology	100	35
Eng 422: Expanding Horizons In English	100	35
Eng 423: English for Communication. Pr.	20	08
Eng 423: English for Communication. Th.	80	28
Eng 424: Basic of Academic Writing	100	35
Pop 428: Population Situation of Nepal	100	35
Pop 429: Population Dynamics	100	35
Total	600	211

Subjects appeared in the <i>Third Year Examination</i>	Full Marks	Pass Marks	Marks Obtained	Passed Year
Ced 431: Curriculum and Evaluation	100	35	43	
Eng 432: Eng. Language Methods & Practices	100	35	38	
Eng 433: Critical Reading in English	100	35	57	
Eng 434: English for Mass Comm. Pr	20	08	18	
Eng 434: English for Mass Comm. Th	80	28	36	
Pop 437: Methods of Teaching Pop. Pr	20	08	16	
Pop 439: Methods of Teaching Pop. Th	80	28	47	
Total	500	177	255	

Subjects appeared in the <i>Fourth Year Examination</i>	Full Marks	Pass Marks
Ed 440: Teaching Practice	100	40
Ed 442: Classroom Instruction	100	35
Eng 445: Res. Methodology in Eng. Edu. Pr	50	20
Eng 445: Res. Methodology in Eng. Edu. Th	50	17.5
Eng 446: Literature for Language Dev.	100	35
Pop 449: Project Work & Semi. on Pop. Edu. Pr	50	20
Pop 449: Project Work & Semi. on Pop. Edu. Th	50	17.5
Total	500	165
GRAND TOTAL	2200	784

Programme Starting Year : 2015

Ending Year : 2019

First Year		Second Year		Third Year		Fourth Year	
Year	Roll Number	Year	Roll Number	Year	Roll Number	Year	Roll Number
2016	7810010	2017	7810003	2018	7810003	2019	7810002

Percentage : 56.14

Passed Division: Second

Passed Year : 2019

Date of Issue 05/03/2020

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