

**TRIBHUVAN UNIVERSITY
TRACER STUDY OF GRADUATES FROM
GUPTESHWOR MAHADEV MULTIPLE CAMPUS-2020**



A Tracer Report
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Submitted by:
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Date: December 15th, 2022

**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 2020. 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 2020 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 26 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 overall 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 2020. 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 2020 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 2020. 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 19 graduates who passed bachelor level study in the year 2020.

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 26 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 2020, and B.Ed. 2020. Since none of the students graduated from BIM, BHM and MBS in the year 2020, 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 graduates. It reveals that among the graduates taken for the study, 68.4 percent were BBS students and 31.6% 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 Percentage
BBS	13	68.4	68.4
B. Ed.	6	31.6	100.0
Total	19	100.0	

Note: SPSS output 2022

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

	Frequency	Percent	Cumulative Percent
Male	1	5.3	5.3
Female	18	94.7	100.0
Total	19	100.0	

Note: SPSS Output 2022

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 52.63 percent followed by 26.32 percent belonging to the Indigenous, 15.79 percent from Chhetri and 5.26 percent from scheduled caste. This portrays the scenario that the upper castes/ethnicities have still prioritized higher education rather than the scheduled castes and other. This contradicts with the higher education of policy of government which is focused in increasing the representation of minorities. Similarly, the graduates of age 23 with 31.53 percent, 22 and 24 years with the percentile of 26.33 percent each hold the majority representation. The age group of 25 years accounts for 15.81 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	10	52.63	22	5	26.33
Chhetri	3	15.79	23	6	31.53
Indigenous	5	26.32	24	5	26.33
Scheduled Caste	1	5.26	25	3	15.81
Total	19	100.0		19	100.0

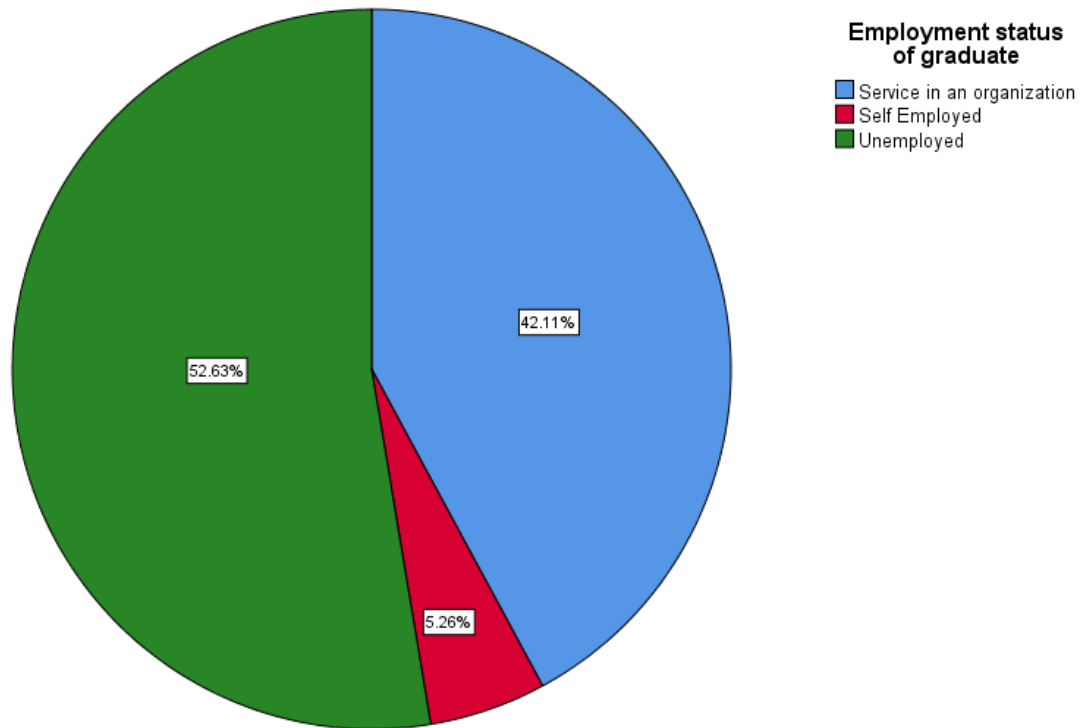
Note: SPSS Output 2022

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 42.11 percent of graduates serve in the organization. Similarly, 52.63 percent are unemployed and 5.26 percent are self-employed. This status reveals that most of the graduates are unemployed. Among employed most of the graduates are in service in an organization after their graduation either by serving in the organization or self-employed themselves.

Figure 2.1

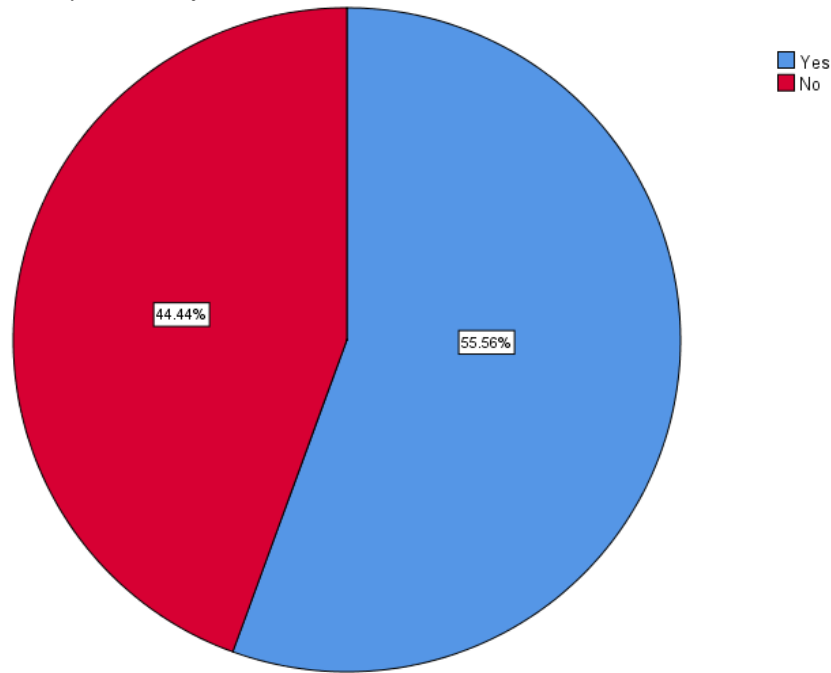
Current Employment Status of Graduates



The figure 2.1 shows the further study status of graduates. Among the graduates, most of them are involving in further study. 55.56 percent of graduates are continuing their further study whereas 44.44 percent of graduates are discontinuing their study.

Figure 2.2

Further Study Status of Graduates

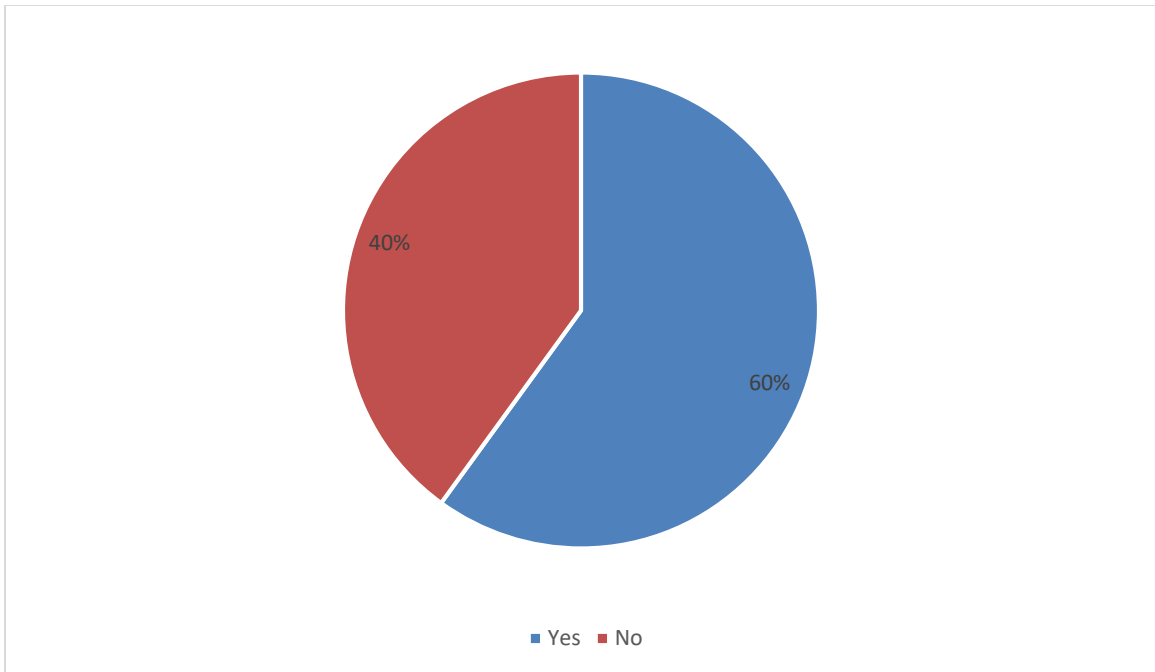


Higher Education Status of Unemployed Graduates

The figure 2.3 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 52.63 percent of the unemployed, 60 percent of students were found pursuing further higher studies within and outside the country and remaining 40 percent were found to be the actual unemployed graduates. This reveals that even though the graduates are unemployed, they are pursuing further studies.

Figure 2.3

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, 30.77 percent are employed in service organization, 7.69 percent are self-employed and remaining 68.54 percent are unemployed. Regarding the BED level students, 66.67 percent service in an organization, and 33.33 percent are unemployed. It reflects that even though the graduates had passed the bachelor level, majority of the B.Ed. graduates are employed.

Table 2.4

Current Employment Status by Program

Program		Service in an organization	Self Employed	Unemployed	Total
BBS	Frequency	4	1	8	13
	%	30.77%	7.69%	68.54%	100.0%
BED	Frequency	4	0	2	6
	%	66.67	-	33.33%	100%
Total	Frequency	8	1	10	19
	%	42.11%	5.26%	52.63%	100.0%

Table 2.5
Gender-wise Employment Status of Graduates

Gender		Service in an	Self Employed	Unemployed	Total
		organization			
Male	Frequency	1	0	0	1
	%	100%	-	-	100%
Female	Frequency	7	1	10	18
	%	38.89%	5.56%	55.56%	100%
Total	Frequency	8	1	10	19
	%	42.11%	5.26%	52.63%	100%

The table 2.5 exhibits the gender-wise employment status of the graduates. Out of the total male graduates, 100 percent are providing service in an organization. On the other hand, 38.89 percent of female graduates were employed in an organization, 5.56 percent were self-employed and 55.56 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

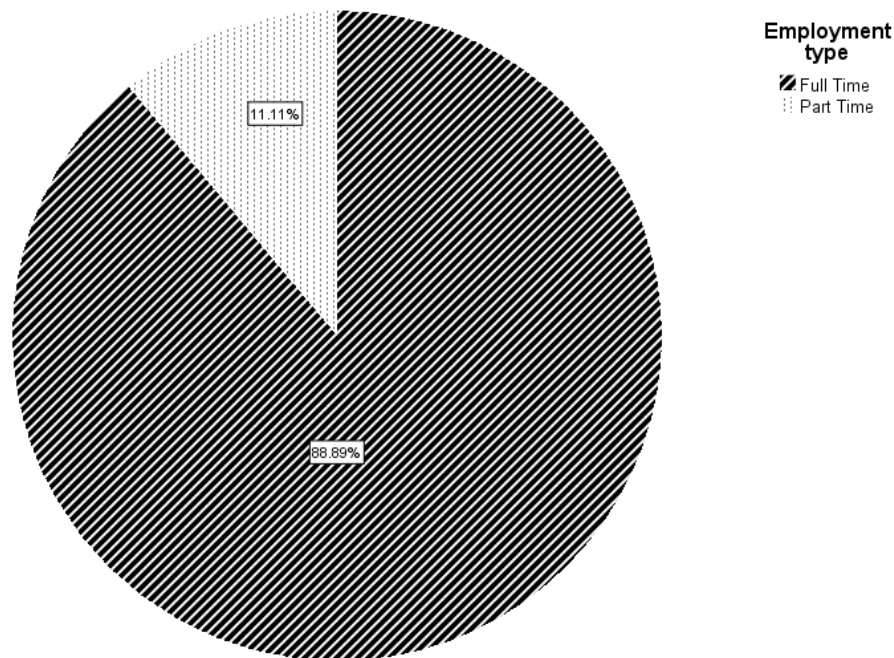
Program	Frequency and %	Higher Study		Total
		Yes	No	
BBS	Frequency	8	-	8
	%	100.00 %	-	100.00%
BED	Frequency	-	2	2
	%	-	100.00 %	100.00%
Total	Frequency	8	2	10
	%	80.00 %	20.00 %	100.00%

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, 80 % are pursuing further study and only 20 percent are not pursuing further study.

Employment Type of Graduates

Figure 2.4

Employment Type of Graduates

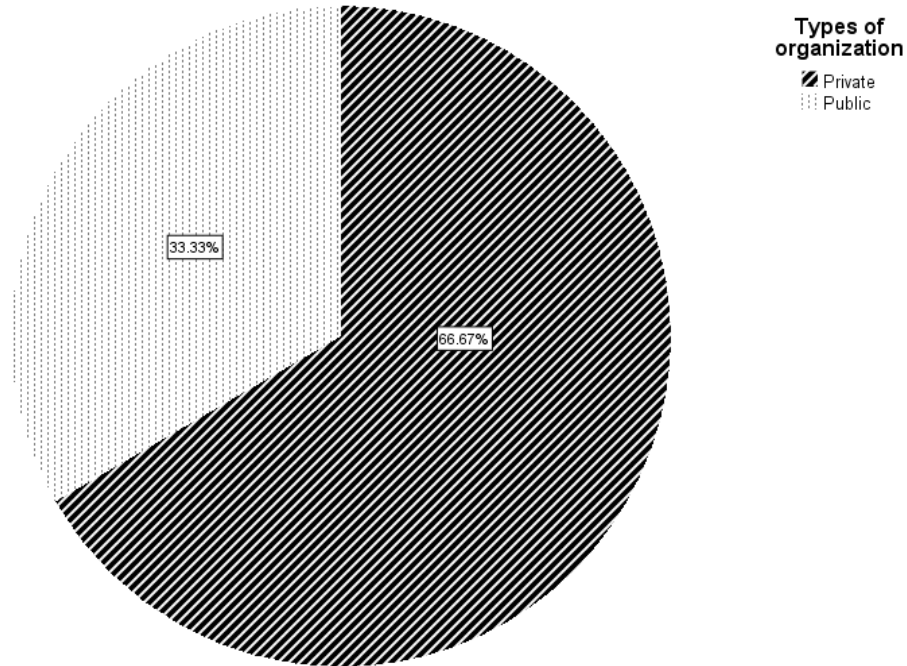


The above figure 2.4 depicts the type of employment the graduates are involved in various employed organizations. 88.89 percent of the employed graduates are serving on full time basis and remaining 11.11 percent are working on part time basis. This reveals that most of our employed occupy better employment type and job security because of their full time status.

Type of Employer Organization

Figure 2.5

Type of Employer Organization (%)



The figure 2.5 included above reveals the type of the organizations the employed graduates work. It portrays that 33.33 percentage of the graduates work in public organization and 66.67 percent of the graduates work private organization. None of the graduates are working in other organization other than private and public organization.

Figure 2.6

Designation of Employed Graduates (in %)

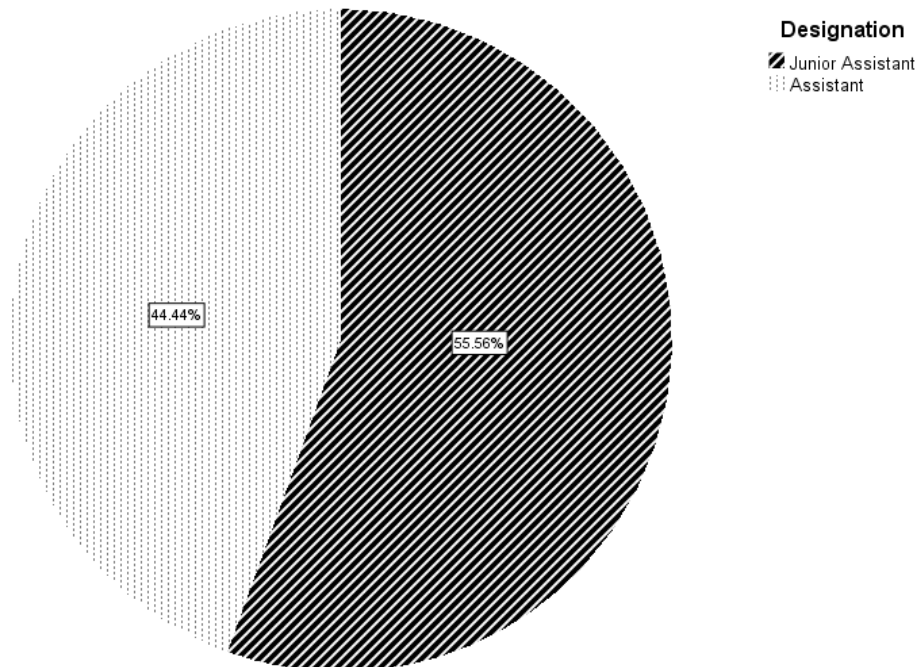


Figure 2.6 included above reveals the level of employment of the graduates working in the organizations. It shows that the 55.56 % employed graduates are holding the designation of junior assistant and 44.44% assistant. None of the graduates are occupying the position of senior assistant and managerial level. It means that the graduates getting employed are occupied and have placed themselves in the assistant level.

Table 2.7

Designation by Program-Wise Graduates

Program		Designation				Total
		Junior Assistant	Assistant	Senior Assistant	Managerial Level	
BBS	Frequency	3	2	-	-	5
	%	60.00%	40.00%	-	-	100.00%
BED	Frequency	2	2	-	-	4
	%	50.00%	50.00%	-	-	100.00%
Total	Frequency	5	4	-	-	9
	%	55.56%	44.44%	-	-	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 60 percent employed graduates are holding the

designation of junior assistant and 40 percent assistant. Similarly, percentile composition of employed graduates from B.Ed. is 50 percent in each of junior assistant and assistant level.

Current Employment Sector of Graduates

Figure 2.8

Current Employment Sector of Graduates

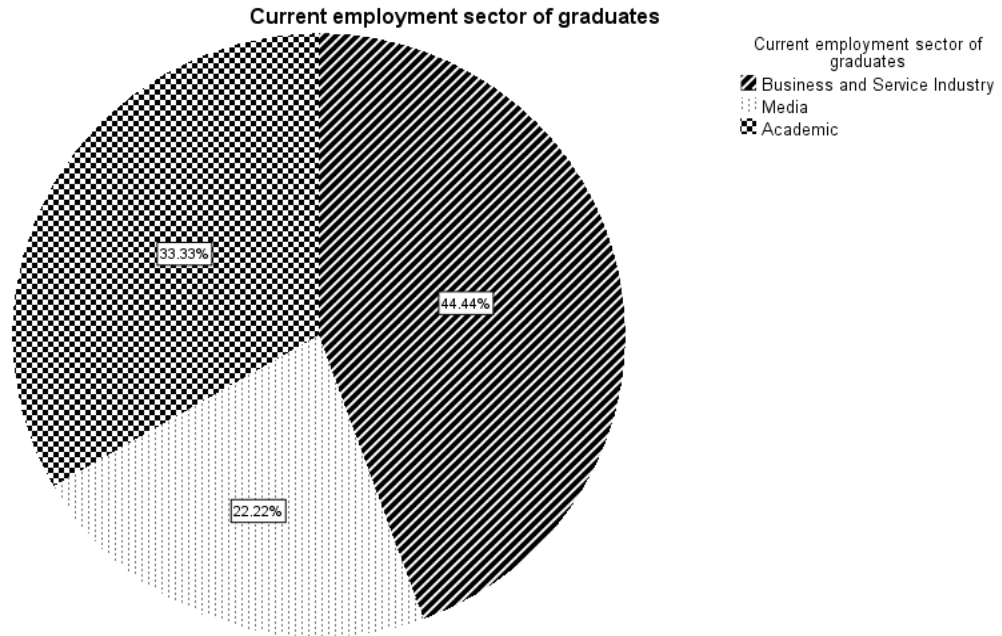
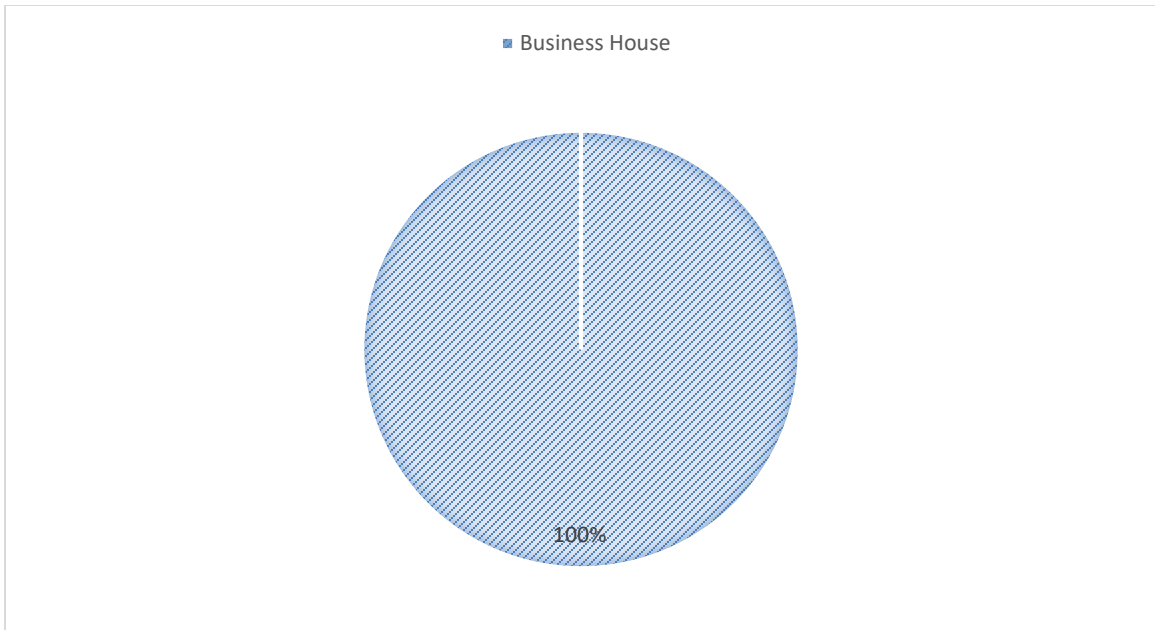


Figure 2.8 presented the current employment sector of graduates. The percentile composition of current employment sector of graduates presents that 44.44 percent of the graduates are employed on business and service organization service, 33.33 percent graduates are employed on academic sector and 22.22 percent are employed on media houses. It can be presented that most of the graduates are employed in business and service industry.

Self Employed Sector

Figure 2.9

Self Employed Sector



The above figure 2.9 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

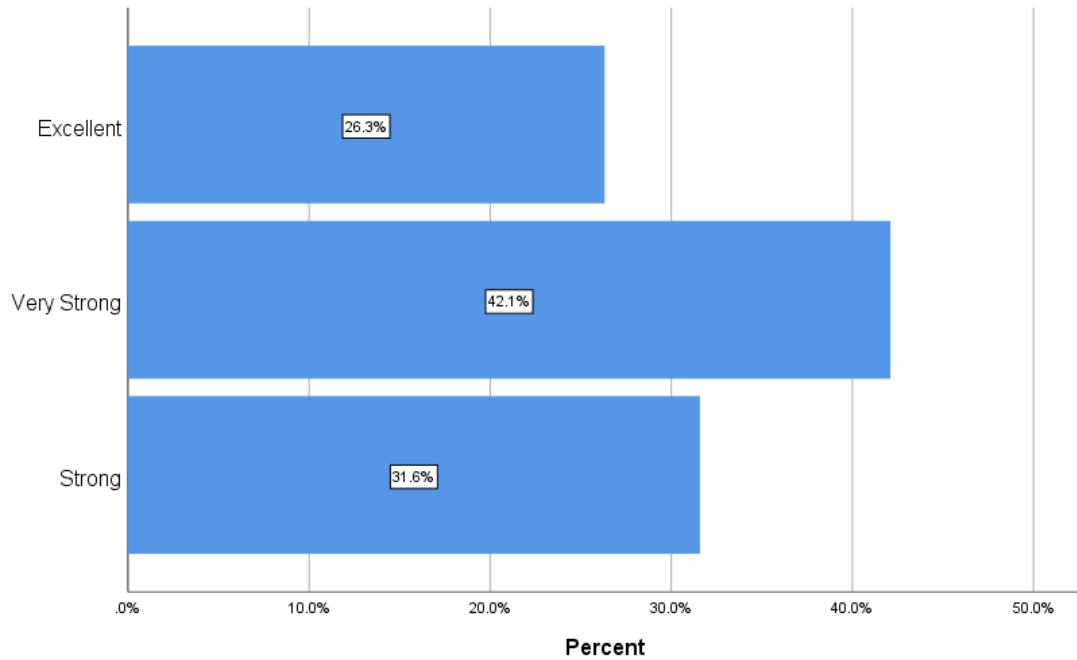
The quality and relevancy of the programs to the graduates is an important factor contributing to academic excellence. Those factors are described below.

Relevance of the Program to Professional Requirement

The figure 2.10 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 42.1 percent illustrates that majority of the graduate's express as very strong opinion on the relevance of the program. 31.6 percent rated as strong and 26.3 percent as excellent. Overall, the graduates believe that the program offered by the campus is relevant to their professional requirement too.

Figure 2.10

Relevance of the Program to Professional Requirement (in %)

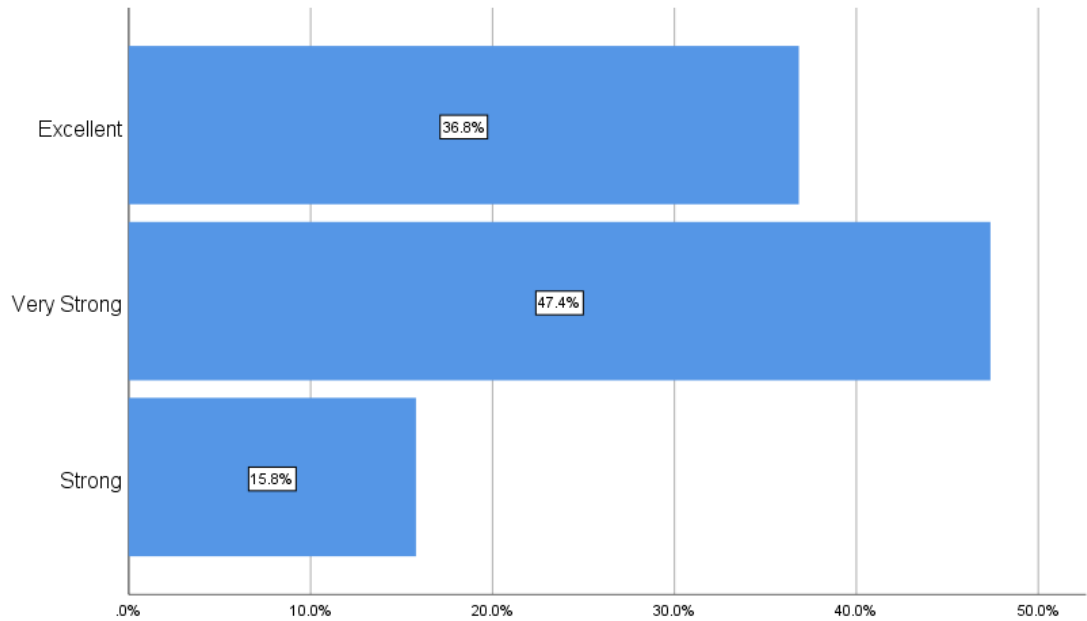


Rating based on Extra-Curricular Activities

Figure 2.11 presented below depicts the graduated response to the extra curricular activities offered by the institution. Majority of the graduates believe that the institution has provided very strong extra curricular facilities. The 47.4 percent graduates rated very strong , 36.8 percent rated and 15.8 percent rated strong.

Figure 2.11

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 2.12

Rating based on Problem Solving Skills (in %)

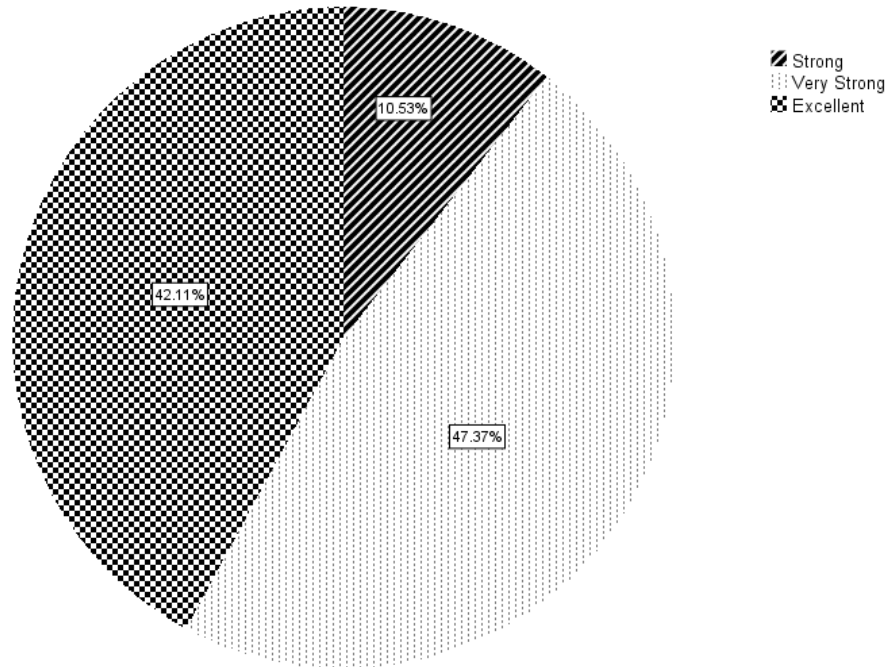


Figure 2.12 presented above depicts the graduates response to the problem solving skills offered by the institution. 47.37 percent of the graduates believe that the institution opined as very strong, 42.11 percent as excellent and remaining 10.53 percent as strong. None of the graduates opined as weak 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

Rating based on Work Placement

<i>Rating</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Very Weak	-	-	-
Weak	-	-	-
Strong	2	10.5%	10.50%
Very Strong	7	36.80%	47.40%
Excellent	10	52.60%	100%
Total	19	100	

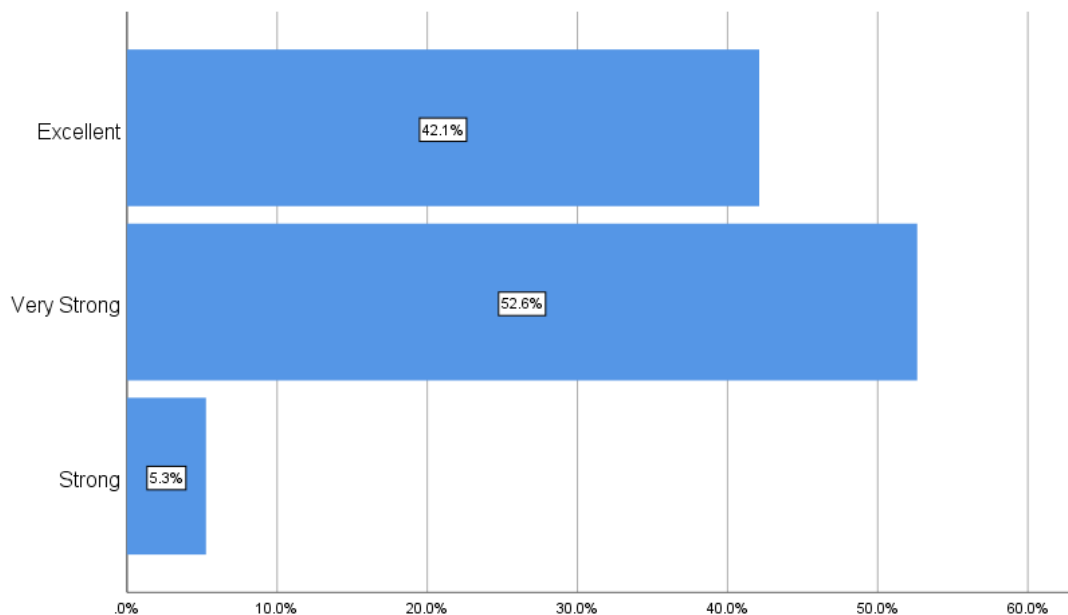
Table 2.8 demonstrates that most of the graduates believe that the institution have effective work placement policy. 52.60 percent of the graduates have rated it as excellent, 36.80 percent rated as very strong and 10.50 percent rated as strong. However, it is very important for the institution administration 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 2.13

Rating based on Teaching Learning Environment (in %)



From the above figure 2.13, it can be said that out of total responses of the variable concerned, 42.10 percent rates the teaching learning environment as excellent, followed by 52.6 percent each as very strong and 5.3 percent as 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 2.9
Rating based on Teacher-Student Relationship

	Frequency	Percent	Cumulative Percent
Very Strong	10	52.6	52.6
Excellent	9	47.4	100.0
Total	19	100.0	

The above table 2.9 presents that out of total respondents, most of the graduates believe that there is cordial environment for teacher-students relationship. Among the graduates, 52.6 percent of the graduates opined that there is very strong relationship between teachers and students and remaining 47.4 percent as excellent 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 2.14
Rating based of Quality of Education Delivered (in %)

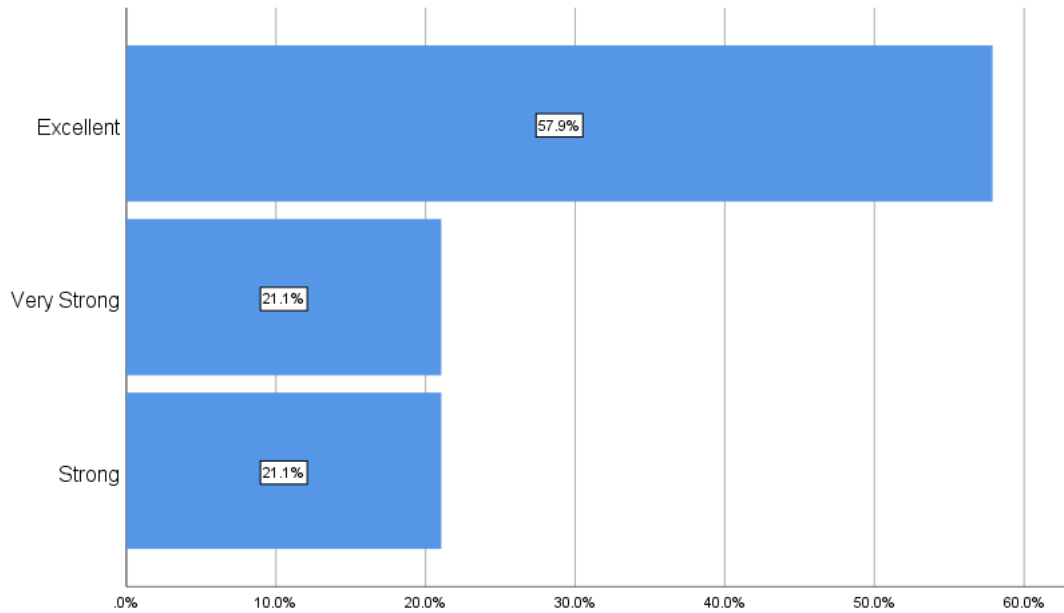


Figure 2.14 demonstrates that most of the graduates rated positively towards quality of education delivered comprising of 57.9 percent as excellent, 21.1 percent as very strong and remaining 21.1 percent as strong respectively. This rating clearly shows that the graduates are satisfied with the quality 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 %)

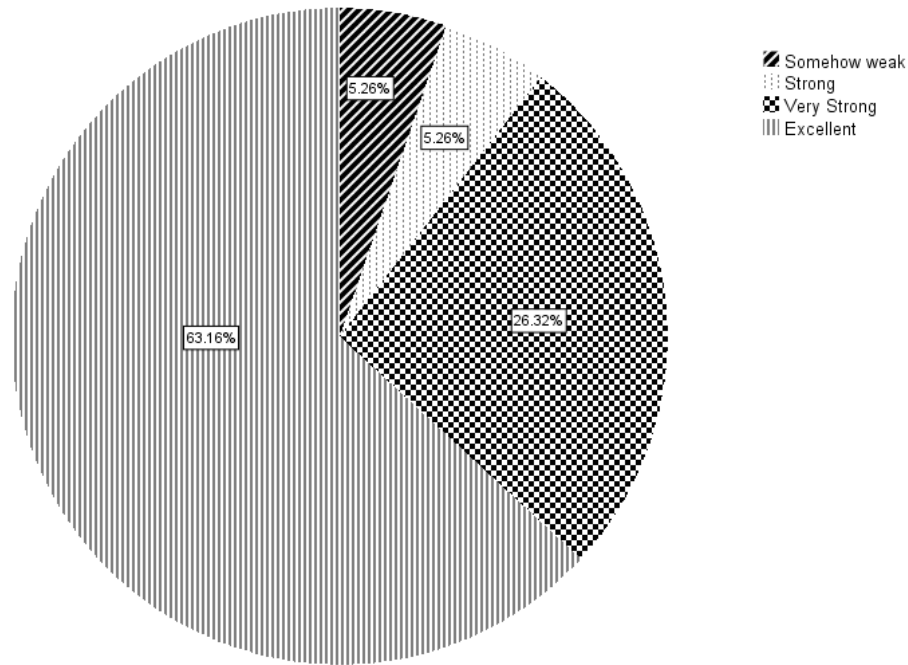


Figure 2.13 depicts the response of graduates towards library facilities provided by the institution. 63.16 percent of the graduates believe that the library facilities provided by the institution are excellent. 26.32 percent of the graduates believes that the library facility provided by the institution is very strong and 5.26 percent each of graduates believes that the library facility is strong and somehow weak. This figure indicates that the college is successful in providing proper library facilities to its graduates.

Figure 2.15

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

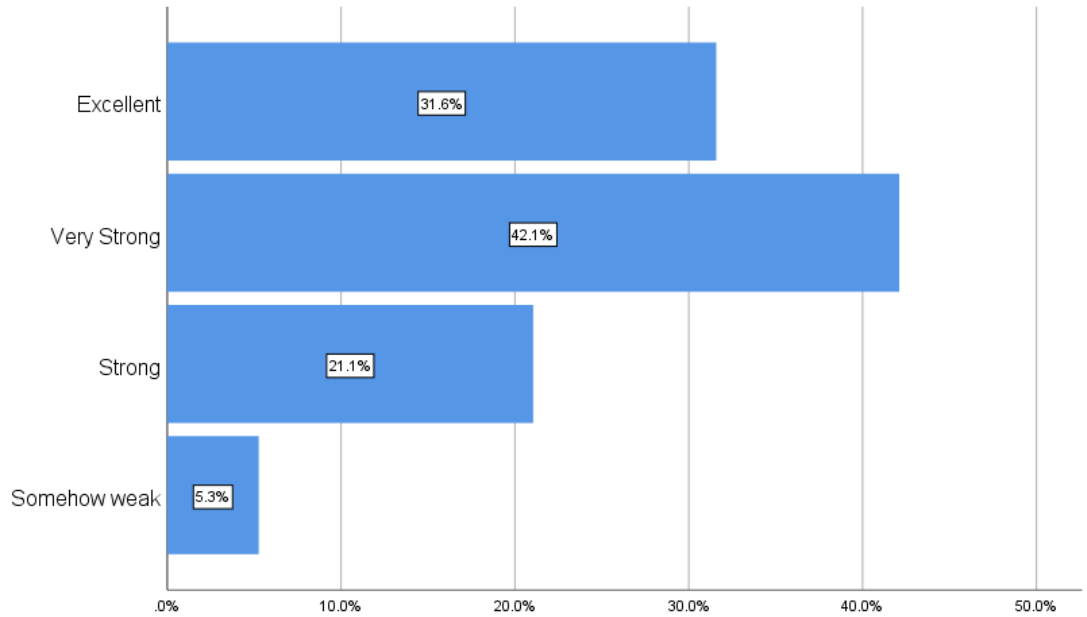


Figure 2.15 depicts the response of graduates towards lab facilities provided by the institution. 31.60 percent of the graduates believe that the lab facilities provided by the institution are excellent, 42.10 percent of graduates believe that very strong, 21.1 percent as strong and 5.30 percent as somehow weak. This figure indicates that the college is successful in providing proper lab facilities to its graduates.

Figure 2.16

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

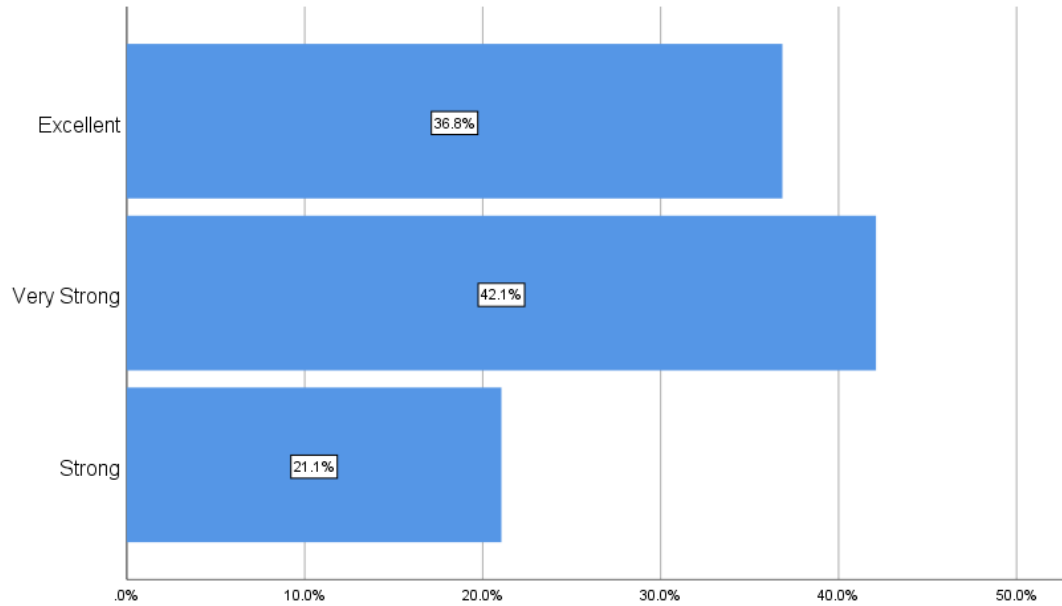


Figure 2.16 depicts the response of graduates towards sports facilities provided by the institution. 36.8 percent of the graduates believe that the sports facilities provided by the institution are excellent, 42.10 percent as very strong and 21.10 percent as strong. This figure indicates that the college is successful in providing proper sports facilities to its graduates.

Figure 2.17

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

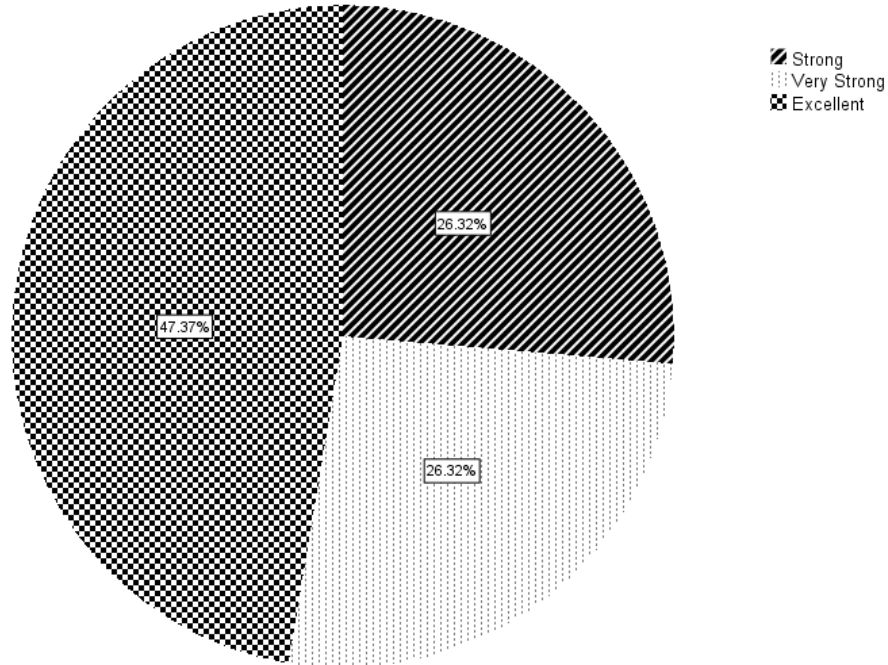


Figure 2.17 depicts the response of graduates towards canteen/urinal facilities provided by the institution. 47.37 percent of the graduates believe that the canteen/urinal facilities provided by the institution are excellent. 26.32 percent of the graduates believes that canteen/urinal facilities provided by the organization is very strong and 26.32 percent as strong. This figure indicates that the college is successful in providing proper canteen/urinal facilities to its graduates.

Table 2.10
Mean Score Evaluation of Major Strength and Weakness

	Min.	Max.	Mean	SD
Relevance of the program to your professional (job) requirement	3.00	5.00	3.9474	.77986
Extracurricular Activities	3.00	5.00	4.2105	.71328
Problem Solving Ability	3.00	5.00	4.3158	.67104
Work placement/ attachment/ internship	3.00	5.00	4.4211	.69248

Teaching learning environment	3.00	5.00	4.3684	.59726
Quality of education delivered	3.00	5.00	4.3684	.83070
Teacher student relationship	4.00	5.00	4.4737	.51299
Library Facility	2.00	5.00	4.4737	.84119
Lab Facility	2.00	5.00	4.0000	.88192
Sports Facility	3.00	5.00	4.1579	.76472
Canteen/ Urinals	3.00	5.00	4.2105	.85498
Other Strengths/ Weakness	4.00	5.00	4.4667	.51640

Note: SPSS output 2022

The table 2.10 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 4.4737 in each teacher student relationship and library facility exhibits the major strength off the institution. Similarly, the relevance of the program, extracurricular activities, problem solving skills, work placement attachment, quality of education delivered, lab facility, sports facility, canteen/urinals facility 3.9474, 4.2105, 4.3158, 4.4211, 4.3684, 4.3684, 4.00, 4.1579, 4.2105, 4.4667 respectively indicate that most of the students agree that these components are also the major strengths of the institution.

Table 2.11

Association between Employment Status and Graduates' Characteristics

Graduates Characteristics	Service in an Organization	Self Employed	Unempl oyed	χ^2	Sig	Cramer's V
Gender						
Male	100%	0	0	1.451*	.484	.276
Female	38.89%	5.56%	55.56%			
Ethnicity						
Brahmin	60.00%	10.00%	30.00%	6.080	.414	.400
Chhetri	0	0	100.00%			
Indigenous	40.00%	0	60.00%			
Scheduled Caste	0	0	100.00%			
Age Group						
22	40.00%	0	60% %	10.45	.098	.589
23	50.00%	18.18%	50.00%			
24	40.00%	-	40.00%			
25	33.33%	-	66.67%			

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

Table 2.11 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 1.451 is not 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 6.080 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 10.45 is not significant.

Figure 2.18

Recommendation for Betterment of Institution by Graduates (in %)

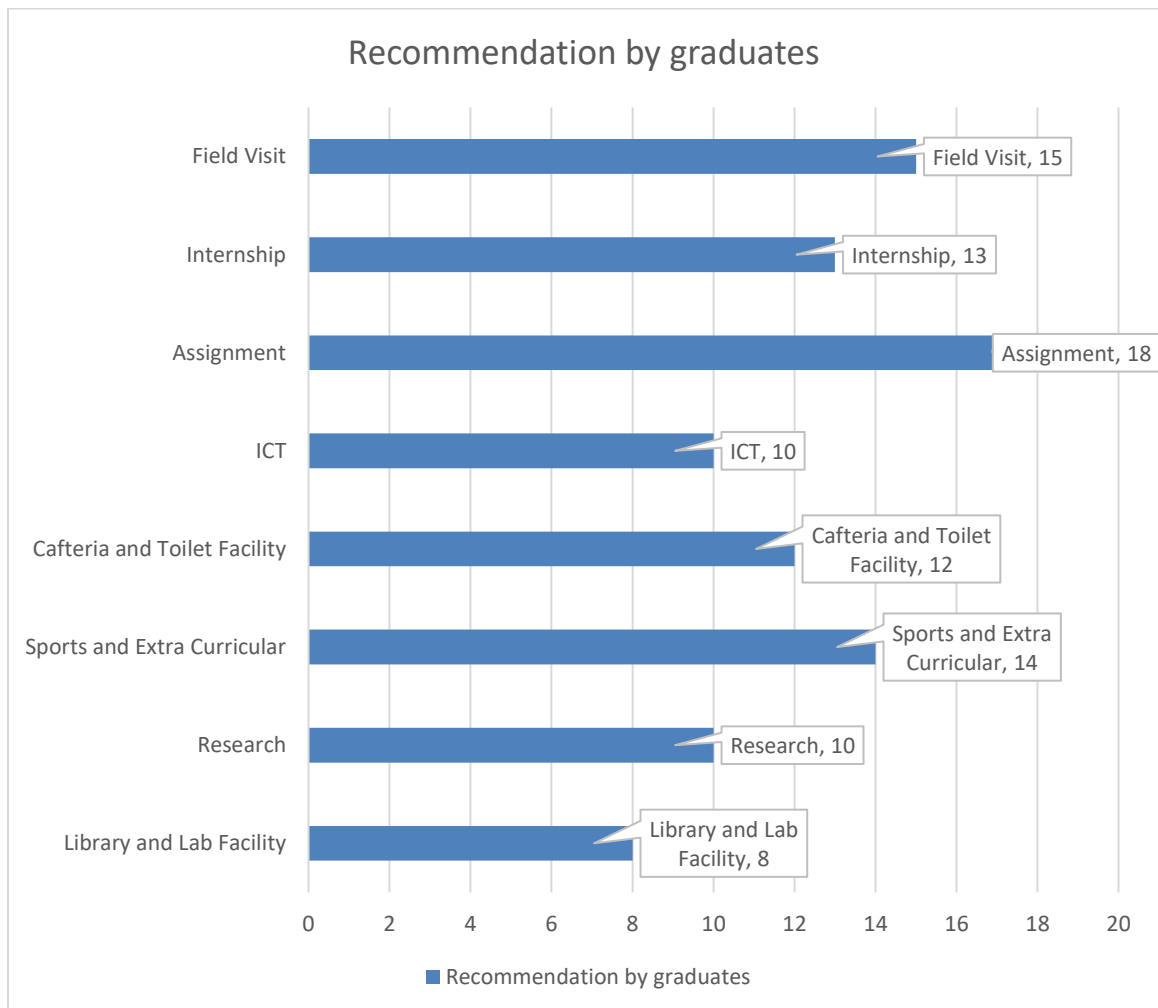


Figure 2.18 exhibits the suggestions made by the passed out graduates for improvement of the academic environment of the institution. Most of the graduates (18 %) have suggested assignment to students by the teacher for the betterment of the organization. Suggestions has also been given to the campus on different aspects like sports and extracurricular activities, internship, ICT ,library and lab facility, field visit, research and cafeteria and toilet facility contributing 14, 13, 10, 8, 15, 12, 10 and 12 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 (%)

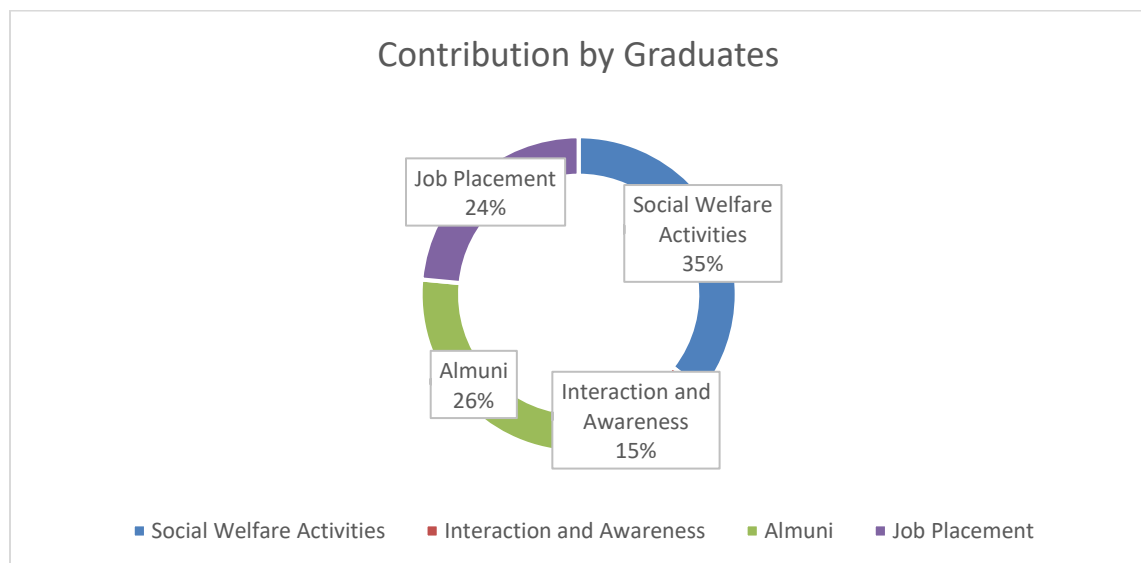


Figure 2.19 represent how the graduates could contribute for the betterment of the institution. 24 percent graduates believe that they could contribute for job placement for the upcoming graduates. 35 percent of graduates believe that they contribute towards the institution through social welfare activities. Similarly, 26 percent, 15 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 shows that majority (68.4%) of graduates are from BBS program. Among them female graduates (94.7%) number is higher than male graduate. 52.63 percent graduates are Brahmin and only 5.26 percent graduates are from scheduled caste.
- The study reveals that 42.11 percent of the institution graduates are employed and serving in different organization, 5.26 percent are self-employed and started their own business and remaining 52 percent of the graduates are unemployed. It indicates that majority of the graduates are unemployed.
- Among the unemployed 55.56 percent are pursuing higher studies. 44.44 percent of the unemployed graduates are not pursuing further study. It shows that majority of the management students are pursuing further studies.
- Among the BBS graduates 30.77 percent are serving in the organization, 7.69 percent are self-employed and remaining 68.54 percent are unemployed. Among the BED graduates 66.67 percent are serving in the organization, 33.33 percent are unemployed.
- Among the employed graduates, 88.89 percent work in private and 11.11 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, 55.56 percent are as junior assistant 44.44 percent are as assistant, none of the graduates are as senior assistant and as managerial level. It shows that higher number of graduates are on junior assistant and assistant level.

- The study revealed that 44.44 percent of the graduates work in business and service industry, 33.33 percent in academic sector, and remaining 22.22 percent works in media houses.
- 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 42.1 percent illustrates that majority of the graduate's express as very strong opinion on the relevance of the program, 31.6 as strong and 26.3 excellent. Overall, the graduates believe that the program offered by the campus is relevant to their professional requirement too.
- Majority of the graduates comprising of 47.4 percent believe that the institution has provided very strong extra curricular facilities. The graduates rated excellent by 36.8 percent and strong by 15.8 percent.
- Highest percentage of graduates comprising 47.37 percent of graduates believe as very strong, 42.11 as excellent problem solving skill and only 10.53% believe that as strong. Overall, the graduates believe that the institution was successful in the development of problem solving skill for them.
- 52.60 percent of graduates rated as very strong, 36.80 as excellent and 10.50 percent as strong for better work placement policy of the institution. It indicates that the institution has better effective work placement policy and internship facility.
- Majority of graduates 52.6 percent rated as very strong and 47.4 as excellent on teacher student relationship.
- Almost 58 percent of the graduates believe that the institution is delivering quality education.
- Most of graduates (63.16%) believe that library facilities provided by the institution are excellent. Only 5.26 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.
- 42.1 percent of the graduates rated as very strong, 31.6 as excellent, 21.1 percent as strong and only 5.3 percent as somehow weak for the lab facility provided by institution.
- Among the graduates 78.9 percent believe that the lab facilities provided by the institution are satisfactory. Only 21.1 percent of the graduates have a level of strong towards lab facilities provided by the organization
- The gender-wise employment status reveals that 100 percent of the male graduates are employed in service organization but in case of female graduates, 38.89 percent are service in an organization, 5.56 as self-employed and 55.56 percent are unemployed.
- The ethnicity wise employment status reveals that 60 percent of the male graduates are service in an organization, 10 percent self-employed and 30 percent unemployed.
- The age wise employment status reveals that majority of students from the age group of 23 are service in an organization

3.2. Characteristics and Aspirations of Graduates

- 94.7 percent of the graduates are female and the remaining 5.3 percent of them are male. It indicates that most of the graduates are female.
- According to program wise distribution, 68.4 percent has completed BBS and 31.6 percent of them are from B.Ed.
- Ethnic distribution of the graduates reveals that Brahmin has higher composition of 52.63 percent followed by 26.32 percent belonging to the Indigenous, 15.79 percent Chhetri and 5.26 percent as schedule caste
- Age distribution of graduate reveals that, the graduates of age 22 contributes 26.33 percent, age of 23 contributes 31.53 percent, age of 24 contributes 26.33 percent and 15.81 percent followed by age of 25.

- 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

- Almost 100 percent of the graduates believe that the program offered to them did help in their professional work.
- Almost 100 percent of the graduates are satisfied with the extra curricular facilities provided by the institution.
- 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 workplace facility.

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

- 42.1 percent rates the teaching learning environment as excellent and remaining 52.6 percent as very strong and 5.30 percent as 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 57.9 percent as excellent and 21.10 percent as very strong and remaining 21.10 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 5.26 percent of the graduates have a level of dissatisfaction towards library facilities provided by the organization.
- 94.7 percent of the graduates believe that the lab facilities provided by the institution are satisfactory. Only 5.30 percent of the graduates have a level of dissatisfaction towards lab facilities provided by the organization.
- Almost 100 percent of graduates believe that the sports facilities provided by the institution are satisfactory.
- Almost 100 percent of the graduates believe that the canteen/urinal facilities provided by the institution are excellent.

3.6 Other Factors

- Mean score of 4.4737 in each teacher student relationship and library facility exhibits the major strength off the institution. Similarly, the relevance of the program, extracurricular activities, problem solving skills, work placement attachment, quality of education delivered, lab facility, sports facility, canteen/urinals facility 3.9474, 4.2105, 4.3158, 4.4211, 4.3684, 4.3684, 4.00, 4.1579, 4.2105, 4.4667 respectively indicate that most of the students agree that these components are also the major strengths of the institution.
- 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. 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 6.080 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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1.2 GRADUATES' LIST FOR BACHELOR LEVEL | GRADUATED IN THE YEAR 2020 AD

Campus Name: Gupteshwor Mahadev Multiple Campus Address: Chhorepatan, Pokhara-17 (Please do not leave any field empty)

SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type			
					M	F	EDJ	D
1	Amisha Khatri	Bachelor	BBS	7-2-781-2-2016		✓		
2	Anju Baral	Bachelor	BBS	7-2-781-6-2016		✓		
3	Asmita Maraseni	Bachelor	BBS	7-2-781-13-2016		✓		
4	Bipana Subedi	Bachelor	BBS	7-2-781-21-2016		✓		
5	Bissu Neupane	Bachelor	BBS	7-2-781-23-2016		✓	✓	
6	Jenisha Thapa	Bachelor	BBS	7-2-781-31-2016		✓		
7	Jyoti Neupane	Bachelor	BBS	7-2-781-32-2016		✓		
8	Pabitra Subedi	Bachelor	BBS	7-2-781-49-2016		✓		
9	Poonam Pokhrel	Bachelor	BBS	7-2-781-51-2016		✓		
10	Ram Bahadur Ghale	Bachelor	BBS	7-2-781-59-2016	✓		✓	
11	Sarita Bastola	Bachelor	BBS	7-2-781-75-2016		✓	✓	
12	Sopniya Gurung	Bachelor	BBS	7-2-781-84-2016		✓		
13	Srijana Nepal	Bachelor	BBS	7-2-39-422-2016		✓		
14	Asmita Thapa	Bachelor	B.Ed.	9-2-289-2-2016		✓	✓	
15	Hema Kumari Pariyar	Bachelor	B.Ed.	9-2-781-100-2016		✓		✓
16	Jamuna Sharma	Bachelor	B.Ed.	9-2-781-101-2016		✓		
17	Narayani Dhakal	Bachelor	B.Ed.	9-2-291-90-2016		✓		
18	Sandhya Ranabhat	Bachelor	B.Ed.	9-2-781-12-2013		✓		
19	Sunita Dhakal	Bachelor	B.Ed.	9-2-781-19-2013		✓		

Prepared By: Mohan Bhandari -----

Campus Chief's Approval Signature: _____

Campus Seal

[**Note:** Please prepare the name list of the graduates in alphabetically sorted order and program-wise; attach transcripts accordingly. *Please apply campus seal and authorized signature in each page of the verification documents.*]

[M = Male | F = Female | [EDJ = Educationally Disadvantaged Janajatis | D = Dalits (as per the Educationally Disadvantaged Students List.)]

TRACER STUDY REPORT OUTLINE

ACKNOWLEDGEMENT

EXECUTIVE SUMMARY

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LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

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- 1.1 Background/Rationale
- 1.2 Objectives of the study
- 1.3 Institutional arrangements to conduct the study
- 1.4 Graduate batch taken for the study
- 1.5 Data collection - Instruments and approach
- 1.6 Scope and limitations of the study

2. DATA PRESENTATION AND ANALYSIS:

- Employment and further study status of the graduates
- Issues related to the quality and relevance of programs
- Programs' contribution to graduates' professional and personal development (By gender/ethnicity/caste etc.; Program wise e.g., Management, Humanities, Education, Science; time series comparison)
- Issues related to teaching / learning, teacher / student relationship and education delivery efficiency
- Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

3. MAJOR FINDINGS:

- Employment and further study status of the graduates
- Issues related to the quality and relevance of programs
- Programs' contribution to graduates' professional and personal development (By gender/ethnicity/caste etc.; Program wise e.g., Management, Humanities, Education, Science; time series comparison)
- Issues related to teaching / learning, teacher / student relationship and education delivery efficiency
- Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc

4. IMPLICATIONS TO INSTITUTIONAL REFORM

5. CONCLUSION AND RECOMMENDATIONS:

APPENDICES: (Please include the following)

- Graduate name list as per the annex 1.1 and /or 1.2 of the PPMF 2077 (graduate names in alphabetically sorted order and grouped by programs)
- Transcripts / mark sheets (only applicable for bachelor level graduates) of 2020 sorted according to the graduate list (in case of Master's programs, please include transcripts having Viva Date of 2020)

TRACER STUDY QUESTIONNAIRE

Tracer Study Questionnaire

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept **strictly confidential**. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

Name:

(Given Name)	(Middle Name)	(Surname/Family Name)
--------------	---------------	-----------------------

Present Address:

Permanent Address:

Gender: Male Female Date of Birth: / / (Date Format: DD/Month/Year)

Program Completed: B.Ed. BA BBS B.Sc. Other:.....
 M.Ed. MA MBS M.Sc. Other:

Passed Year: (as per transcript's **Passed Year**)

Phone No: (Mobile / Residence / Office) / /

Email ID: /

Electronic Social Network ID:

Facebook: Twitter:

Any other, please specify: ID:

B. EMPLOYMENT INFORMATION:

1 Current Employment Status:

Service in an organization Self Employed Unemployed

In case of **Service in an organization**: Employer's Details (of the organization you are currently working for):

- i. Name of the Organization:
- ii. Type of Organization: Private Public NGO/INGO Government Other:
- iii. Address:
- iv. Phone Number: Email:
- v. Employment Type: Full time Part time
- vi. Designation:

In the case of **Self Employment**:

- i. Starting Year: ii. Type of work / profession:

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 0-5) Excellent = 5 Very Weak = 0

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements						
2	Extracurricular activities						
3	Problem solving ability						
4	Work placement / attachment / internship						
5	Teaching / Learning environment						
6	Quality of education delivered						
7	Teacher Student relationship						
8	Library facility						
9	Lab facility						
10	Sports facility						
11	Canteen / Urinals etc						
12	Other strengths / weaknesses (please specify)						

C. IF PURSUING FURTHER STUDY:

Enrolment Year: (Year/Month)
 Program: Level:
 Campus/University:
 Campus/University Address:

D. Please provide your suggestions/recommendations for the betterment of your institution:

.....

E. What contribution/s you can provide to the institution for its betterment?

.....
.....

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

- 1. Name: Contact No / Email ID / SNID:
- 2. Name: Contact No / Email ID / SNID:
- 3. Name: Contact No / Email ID / SNID:

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

.....
Signature of the graduate

G. TO BE FILLED BY THE CAMPUS (Please fill all the given information):

Academic Information of Graduate:

Program Completed: Level:

Registration Number: Campus Roll No:

Passed Year: *(Passed year in transcript)*

Verified by:

Name: Designation:

H. Task Team Leader:

Name: Mobile No.

Email: Signature:

Campus Stamp:



TRACER STUDY QUESTIONNAIRE

Tracer Study Questionnaire

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept strictly confidential. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

Name:

(Given Name)	(Middle Name)	(Surname/Family Name)
BARUN		BARAL

Present Address: Pumdibhundi, 22 KASKI

Permanent Address: Pumdibhundi, 22 KASKI

Gender: Male Female

Date of Birth: 02 / 02 / 1998 (Date Format: DD/Month/Year)

Program Completed: B.Ed. BA BBS B.Sc. Other:
 M.Ed. MA MBS M.Sc. Other:

Passed Year: 2019 (as per transcript's Passed Year)

Phone No: (Mobile / Residence / Office) 984621900 /

Email ID: barunbaral63@gmail.com /

Electronic Social Network ID:

Facebook: BARUN BARAL Twitter:

Any other, please specify: ID:

B. EMPLOYMENT INFORMATION:

1 Current Employment Status:

- Service in an organization Self Employed Unemployed

In case of Service in an organization: Employer's Details (of the organization you are currently working for):

- i. Name of the Organization: Sipradi Trading Pvt Ltd
 ii. Type of Organization: Private Public NGO/INGO Government Other:
 iii. Address: Pokhara, Buddhachowk
 iv. Phone Number: 061-522169 / 061-534350 Email: sipradi@sipradi.com.np
 v. Employment Type: Full time Part time
 vi. Designation: SR. officer (Recovery department)

In the case of Self Employment:

- i. Starting Year: 2019 ii. Type of work / profession:

2 Which of the following best represent major strengths and weaknesses of the Institutional program that you attended? (Give number from the range 0-5) Excellent = 5 Very Weak = 0

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements				✓		
2	Extracurricular activities				✓		
3	Problem solving ability				✓		
4	Work placement / attachment / Internship				✓		
5	Teaching / Learning environment				✓		
6	Quality of education delivered					✓	
7	Teacher Student relationship				✓		
8	Library facility				✓		
9	Lab facility				✓		
10	Sports facility					✓	
11	Canteen / Urinals etc		✓				
12	Other strengths / weaknesses (please specify)						

C. IF PURSUING FURTHER STUDY:

- Enrolment Year: (Year/Month)
 Program: Level:
 Campus/University:
 Campus/University Address:

D. Please provide your suggestions/recommendations for the betterment of your institution:

Need to focus on Research based learning environment

E. What contribution/s you can provide to the Institution for its betterment?

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name: Bimal devkota Contact No / Email ID / SNID: 9846790052

2. Name: Ishwar Bhujel Contact No / Email ID / SNID:

3. Name: Contact No / Email ID / SNID:

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

BARUN

Signature of the graduate

G. TO BE FILLED BY THE CAMPUS (Please fill all the given information):

Academic Information of Graduate:

Program Completed: 2019 Level: BBS

Registration Number: 7-2-0781-0026-2015 Campus Roll No: 582

Passed Year: 2019 (Passed year in transcript)

Verified by:

Name: Designation:

H. Task Team Leader:

Name: Mobile No.

Email: Signature:

Campus Stamp:



TRACER STUDY QUESTIONNAIRE

Tracer Study Questionnaire

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept strictly confidential. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

Name:

(Given Name)				(Middle Name)				(Surname/Family Name)									
S	U	P	A	I	Y	A						D	H	A	H	A	L

Present Address: Charipatan - 17, Pabhara

Permanent Address: Benimanipur - 04, Nawalparasi

Gender: Male Female Date of Birth: 21 / 12 / 2053 (Date Format: DD/Month/Year)

Program Completed: B.Ed. BA BBS B.Sc. Other:.....
 M.Ed. MA MBS M.Sc. Other:

Passed Year: 20 (as per transcript's Passed Year)

Phone No: (Mobile / Residence / Office) 98466 246 38 / 98166 306 79 / 061-533 590

Email ID: supriyadhakal@gmail.com

Electronic Social Network ID:

Facebook: Supriya Dhakal Twitter: Supriya Dhakal

Any other, please specify: ID:

EMPLOYMENT INFORMATION:

1 Current Employment Status:

- Service in an organization Self Employed Unemployed

In case of Service in an organization: Employer's Details (of the organization you are currently working for):

- i. Name of the Organization: Green Development Bank limited.
 ii. Type of Organization: Private Public NGO/INGO Government Other:
 iii. Address: Sabhagriha - 08, Pokhara
 iv. Phone Number: 061 533 590 Email:
 v. Employment Type: Full time Part time
 vi. Designation: Assistant

In the case of Self Employment:

- i. Starting Year: ii. Type of work / profession:

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 0-5) Excellent = 5 Very Weak = 0

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements					✓	
2	Extracurricular activities					✓	
3	Problem solving ability					✓	
4	Work placement / attachment / internship				✓		
5	Teaching / Learning environment						✓
6	Quality of education delivered						✓
7	Teacher Student relationship						✓
8	Library facility						✓
9	Lab facility				✓		
10	Sports facility						✓
11	Canteen / Urinals etc					✓	
12	Other strengths / weaknesses (please specify)						✓

C. IF PURSUING FURTHER STUDY:

- Enrolment Year: 2076 Falgun (Year/Month)
 Program: MBS Level: 2nd semester
 Campus/University: Gupteshwar Mahadev Multiple Campus / Tribhuvan University
 Campus/University Address: Chharepatan - 17, Pokhara

D. Please provide your suggestions/recommendations for the betterment of your institution:

It has always been a great opportunity to be the part of GMMC. More encouragement and motivation should be provided in order to make the contri great contribution of students.

What contribution/s you can provide to the institution for its betterment?

Our college has always made the door opened for the great opportunities. As being the student I am putting my best effort in my academics for the betterment of the college.

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

- 1. Name: Contact No / Email ID / SNID:
- 2. Name: Contact No / Email ID / SNID:
- 3. Name: Contact No / Email ID / SNID:

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

Signature

Signature of the graduate

11

G. TO BE FILLED BY THE CAMPUS (Please fill all the given information):

Academic Information of Graduate:

Program Completed: Level:

Registration Number: Campus Roll No:

Passed Year: (Passed year in transcript)

Verified by: *A.*

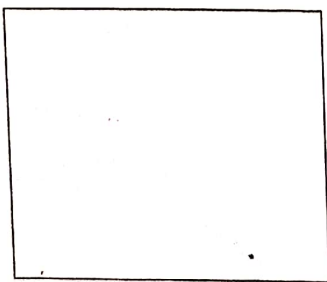
Name: Designation:

H. Task Team Leader:

Name: Mobile No.

Email: Signature:

Campus Stamp:



Year
20
201

TRACER STUDY QUESTIONNAIRE

Tracer Study Questionnaire

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept **strictly confidential**. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

Name:

(Given Name)	(Middle Name)	(Surname/Family Name)
BINDU		KC

Present Address: Pokhara, 17, Chhorepetan

Permanent Address: Phedikhola, 01, Syangja

Gender: Male Female

Date of Birth: ¹⁸~~2054~~ 03 / 2059 (Date Format: DD/Month/Year)

Program Completed: B.Ed. BA BBS B.Sc. Other:.....
 M.Ed. MA MBS M.Sc. Other:

Passed Year: 2019 (as per transcript's Passed Year)

Phone No: (Mobile / Residence / Office) 9866086190 /

Email ID: kebindu80@gmail.com /

Electronic Social Network ID:

Facebook: Twitter:

Any other, please specify: ID:

EMPLOYMENT INFORMATION:

Current Employment Status:

- Service in an organization
 Self Employed
 Unemployed

In case of Service in an organization: Employer's Details (of the organization you are currently working for):

- i. Name of the Organization:
 ii. Type of Organization:
 Private
 Public
 NGO/INGO
 Government
 Other:
 iii. Address:
 iv. Phone Number: Email:
 v. Employment Type:
 Full time
 Part time
 vi. Designation:

In the case of Self Employment:

- i. Starting Year: ii. Type of work / profession:

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 0-5) Excellent = 5 Very Weak = 0

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements					✓	
2	Extracurricular activities					✓	
3	Problem solving ability				✓	✓	
4	Work placement / attachment / internship					✓	
5	Teaching / Learning environment					✓	
6	Quality of education delivered						✓
7	Teacher Student relationship					✓	
8	Library facility				✓		
9	Lab facility				✓		
10	Sports facility					✗	✓
11	Canteen / Urinals etc						
12	Other strengths / weaknesses (please specify)						

C. IF PURSUING FURTHER STUDY:

Enrolment Year: 2076/11 (Year/Month)
 Program: Masters in Business Studies (MBS) Level: II Semester
 Campus/University: CMMC
 Campus/University Address: Pokhara, IF, Chhorepatan

D. Please provide your suggestions/recommendations for the betterment of your institution:

There isn't sufficient books in library.
No facility of canteen

What contribution/s you can provide to the institution for its betterment?

To participate in the various functions of ~~the~~ college -

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

- 1. Name: Asmita Poudel Contact No / Email ID / SNID: 9845746493
- 2. Name: Syprya Dhakal Contact No / Email ID / SNID: 9816630679
- 3. Name: Sanju Gurung Contact No / Email ID / SNID: 9815138646

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

Bindo

Signature of the graduate

G. TO BE FILLED BY THE CAMPUS (Please fill all the given information):

Academic Information of Graduate:

Program Completed: BBS Level:

Registration Number: Campus Roll No:

Passed Year: (Passed year in transcript)

Verified by:

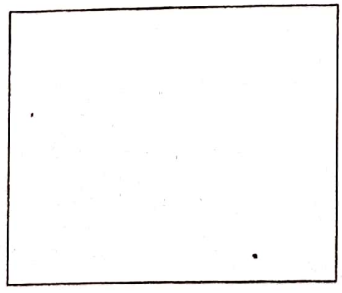
Name: Designation:

H. Task Team Leader:

Name: Mobile No.

Email: Signature:

Campus Stamp:



TRACER STUDY QUESTIONNAIRE

Tracer Study Questionnaire

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept strictly confidential. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

Name:

(Given Name)	(Middle Name)	(Surname/Family Name)
A S M I T A		P O U D E L

Present Address: Pokhara 17 Chhorephatan

Permanent Address: Fedikhola 4 Syangja

Gender: Male Female Date of Birth: 01 / 06 / 2053 (Date Format: DD/Month/Year)

Program Completed: B.Ed. BA BBS B.Sc. Other:
 M.Ed. MA MBS M.Sc. Other:

Passed Year: 2019 (as per transcript's Passed Year)

Phone No: (Mobile / Residence / Office) 9845746493 /

Email ID: asmिता.poudel383@gmail.com /

Electronic Social Network ID:

Facebook: Twitter:

Any other, please specify: ID:

EMPLOYMENT INFORMATION:

Current Employment Status:

- Service in an organization Self Employed Unemployed

In case of Service in an organization: Employer's Details (of the organization you are currently working for):

- i. Name of the Organization:
- ii. Type of Organization: Private Public NGO/INGO Government Other:
- iii. Address:
- iv. Phone Number: Email:
- v. Employment Type: Full time Part time
- vi. Designation:

In the case of Self Employment:

- i. Starting Year: ii. Type of work / profession:

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 0-5) Excellent = 5 Very Weak = 0

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements				✓		
2	Extracurricular activities				✓		
3	Problem solving ability				✓		
4	Work placement / attachment / internship					✓	
5	Teaching / Learning environment					✓	
6	Quality of education delivered					✓	
7	Teacher Student relationship					✓	
8	Library facility					✓	
9	Lab facility					✓	
10	Sports facility				✓		
11	Canteen / Urinals etc				✓		
12	Other strengths / weaknesses (please specify)						

C. IF PURSUING FURTHER STUDY:

Enrolment Year: 2076/11 (Year/Month)

Program: Master in Business Studies (MBS) Level: 2nd semester

Campus/University: hmmc

Campus/University Address: P.O. Kharaj, 17 Chhorepatan

D: Please provide your suggestions/recommendations for the betterment of your institution:

- There is not sufficient book in library
- No facility of canteen

What contribution/s you can provide to the institution for its betterment?

To attend various meeting of college

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name: Supriya Dhalal Contact No / Email ID / SNID: 9816630679
2. Name: Bindu KC Contact No / Email ID / SNID: 9866086190
3. Name: Supriya Sanju Gurung Contact No / Email ID / SNID: 9815138646

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

Signature of the graduate

G. TO BE FILLED BY THE CAMPUS (Please fill all the given information):

Academic Information of Graduate:

Program Completed: Level:

Registration Number: Campus Roll No:

Passed Year: (Passed year in transcript)

Verified by:

Name: Designation:

H. Task Team Leader:

Name: Mobile No.

Email: Signature:

Campus Stamp:

