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(+977-61-465677)



# GMMC GUPTESHWOR MAHADEV MULTIPLE CAMPUS

## गुप्तेश्वर महादेव बहुमुखी क्याम्पस

CHHOREPATAN, POKHARA-17, KASKI, GANDAKI PROVINCE

प.सं./Letter No.: 079/80  
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14<sup>th</sup> July, 2023

मिति/Date: .....

To

The Chairman

University Grants Commission (Nepal)

Sanothimi, Bhaktapur

**Subject: Regarding the Submission of Tracer Study Report**

Dear Sir,

As per University Grants Commission, Nepal public announcement for the preparation and submission of Tracer Study Report, we would like to submit detailed Tracer Study Report (2021 graduates) of Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara, Kaski.

We look forward to hearing from you soon.

Regards

.....  
Mohan Bhandari

(Assistant Campus Chief)

Gupteshwor Mahadev Multiple Campus (GMMC)

Chhorepatan-17, Pokhara, Nepal

**TRIBHUVAN UNIVERSITY  
TRACER STUDY OF GRADUATES FROM  
GUPTESHWOR MAHADEV MULTIPLE CAMPUS-2021**



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

Submitted by:  
**Tracer Study Team**  
Gupteshwor Mahadev Multiple Campus, Tribhuvan University, Pokhara  
14<sup>th</sup> July, 2023  
Pokhara Metropolitan City-17, Nepal



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## ACKNOWLEDGEMENTS

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

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

We extremely feel obliged to all the graduates of the year 2020 for their enthusiastic participation and involvement in providing us the information despite their limited time. The team would also like to thank other graduates for their helping hands and support during the study. Finally, we are particularly obliged to the UGC of Nepal for the financial assistance provided to the study.

**Date:** 14<sup>th</sup> June, 2023

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



## EXECUTIVE SUMMARY

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

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

Gupteshwor Mahadev Multiple Campus (GMMC), running under the benefaction of Gupteshwor Mahadev Cave, is the outcome of collective efforts of academic personalities, political activists, religious-minded people and enthusiastic social campaigners, who are dedicated to develop Chhorepatan as the center of academic excellence. Adjacent to the world famous gorgeous Devis Fall, GMMC is situated within the spacious premise of Gupteshwor Mahadve Cave at Pokhara Metropolitan City-17, Chhorepatan. GMMC was established in 2065 which is one of the affiliated campuses of Tribhuvan University 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 2021. 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 Masters of Business Studies (MBS), Bachelor of Business Studies (BBS) and Bachelors of Education (BED) graduates' of 2021 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 programmes 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 Management
GoN	: Government of Nepal
GMMC	: Gupteshwor Mahadev 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

The significance of higher education in the progress of a nation is considerable, but regrettably, its value has not been fully recognized in developing countries such as Nepal. For more than twenty years, Nepal has been striving to enhance its educational standards by offering quality higher education to its population, yet numerous challenges and barriers continue to arise. According to Peters (2010) These challenges of quantity, equity, quality, require proper procedure to address in the best manner in the future.

Education is a basic need of every society (Agarwal, 2007). In the present day, education has become an essential aspect of everyone's life. The ability to thrive and succeed without education is increasingly challenging. An improved education system holds the potential to foster social, scientific, and technological advancements within a nation. The progress of a country's human resources development relies on the quality of education provided within its borders. Higher education specifically pertains to learning in colleges and universities. To ensure clarity of concepts and prevent redundancy, it is academically appropriate to distinguish between two distinct stages: higher education and the earlier stages encompassing primary, secondary, elementary, and higher secondary education.

In today's context, higher education is widely acknowledged as a valuable investment and holds paramount importance for the economic and social progress of a country. Institutions of higher education bear the primary responsibility of equipping individuals with advanced knowledge and skills necessary for leadership roles in government, business, and various professions. The presence of quality higher education carries immense potential for the socioeconomic and cultural advancement of a nation. It is conceivable that, within a single generation, a country can undergo a transformative journey towards becoming a developed nation. Several factors, including the unique nature of higher education institutions, the international mobility of students, the



accessibility of computer-based learning for teachers, the pursuit of research and scholarly endeavors, the globalization of the economy, and the emerging challenges of the 21st century, directly influence 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, 2020).

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 accept 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 Mahadev 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 and master level in the year 2021. 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), Bachelors of Education (BE) and Master of Business Studies graduates of 2021 batch. Even though, there are other programmes running within the campus like BHM and BIM, none of the students has graduated from the programme, so those programmes 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 identify 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 2021. 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 25 graduates who passed bachelor and master level study in the year 2021.

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 2021, B.Ed. 2021 and MBS 2021. Since none of the students graduated from BIM and BHM in the year 2021, 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, 20 percent were BEd students, 28 percent were MBS students and 52 percent of BBS students. It depicts graduates from management education reflecting the attraction of students in management education. Student's aspiration is towards management stream.

Table 2.1

*Program-wise Distribution of the Graduates*

	Frequency	Percent	Cumulative Percent
B.Ed	5	20	20
MBS	7	28	48
BBS	13	52	100
Total	25	100	

*Note: SPSS output 2023*

#### 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 76 percent and only 24 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	6	24.0	24.0
Female	19	76.0	100.0
Total	25	100.0	

*Note: SPSS Output 2023*

**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 48 percent followed by 20 percent belonging to the Scheduled Caste, and 16 percent in each of Indigenous and Chhetri. 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 are of age 22 to 24 with 28 percent, 25 to 27 years with 48 percent 28 to 30 years with 16 percent and above 30 years with 8%. 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	12	48	22-24	7	28
Chhetri	4	16	25-27	12	48
Indigenous	4	16	28-30	4	16
Scheduled Caste	5	20	Above 30	2	8
Total	25	100.0		25	100.0

*Note: SPSS Output 2022*

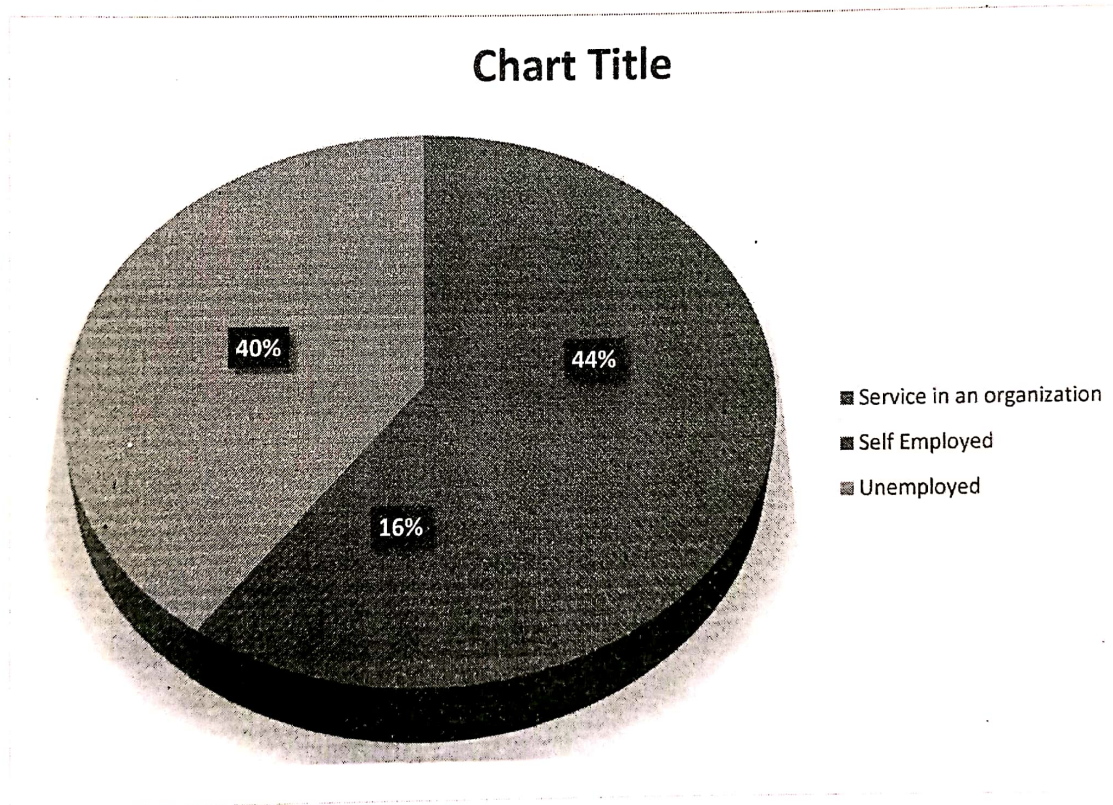


## 2.2 Employment and Further Study Status of the Graduates

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 44 percent of graduates serve in the organization. Similarly, 40 percent are unemployed and 16 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*

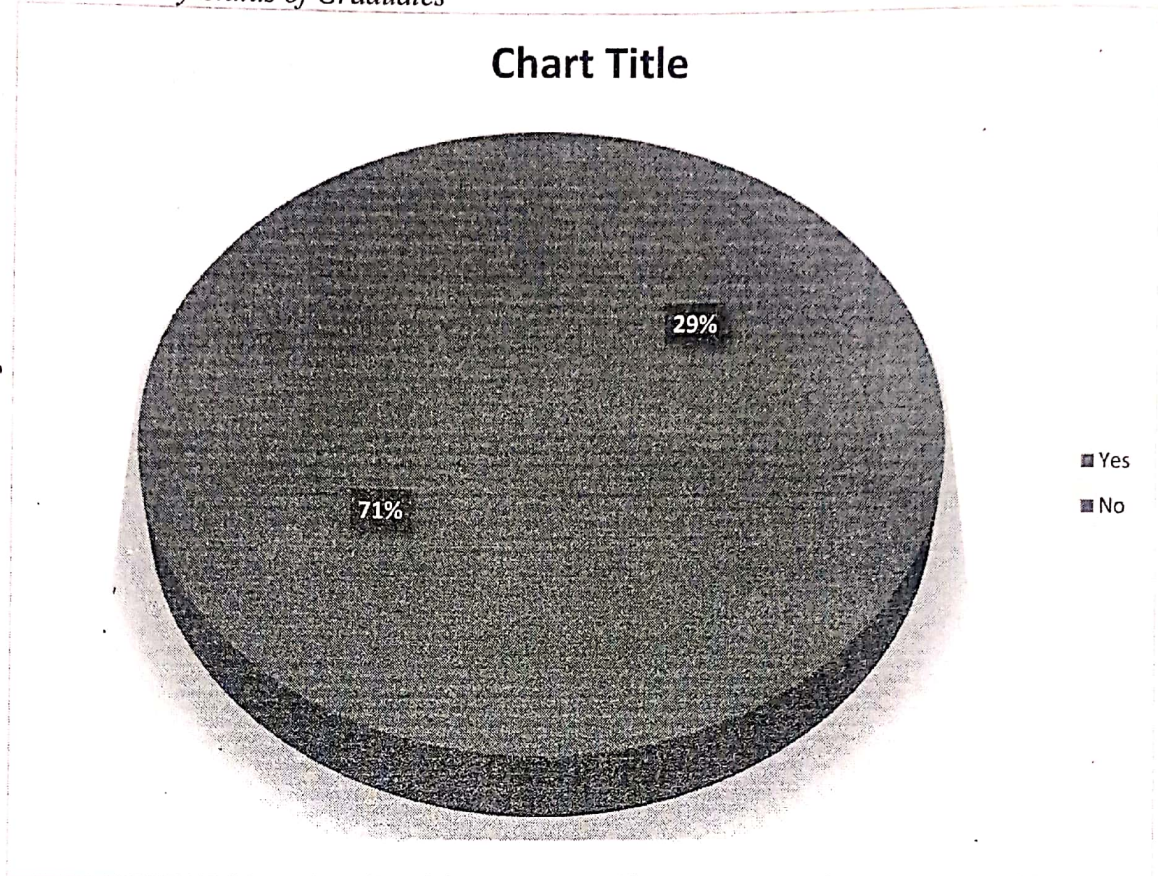


The figure 2.1 shows the further study status of graduates. Among the graduates, only 29 percent of them are involving in further study whereas 71 percent of graduates are discontinuing their study.



Figure 2.2

*Further Study Status of Graduates*

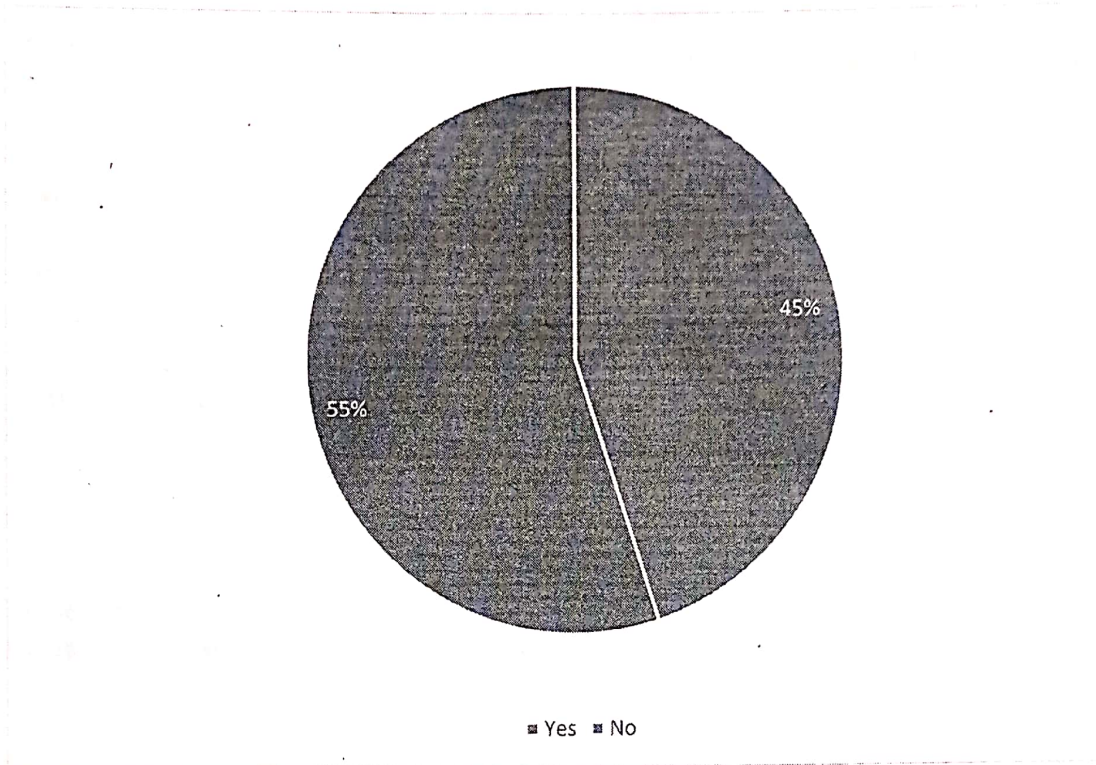


**Higher Education Status of Unemployed Graduates**

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 40 percent of the unemployed, 45 percent of students were found pursuing further higher studies within and outside the country and remaining 55 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 BEd level students, 20 percent are employed in service organization, 20 percent are self-employed and remaining 60 percent are unemployed. Regarding the MBS level students, 85.7 percent service in an organization, and 14.3 percent are unemployed. Regarding the BBS level students, 30.8 percent are employed in service organization, 23.1 percent are self-employed and remaining 46.2 percent are unemployed. It reflects that even though the graduates had passed the bachelor level, majority of the BBS graduates are employed and graduates with master level majority of MBS students are servicing in an organization.

Table 2.4

*Current Employment Status by Program*

Program		Service in an organization	Self Employed	Unemployed	Total
BEd	Frequency	1	1	3	5
	%	20%	20%	60%	100.0%
MBS	Frequency	6	0	1	7
	%	85.7	0	14.3	100.0%
BBS	Frequency	4	3	6	13
	%	30.8%	23.1%	46.2%	100.0%
Total	Frequency	11	4	10	25
	%	44.0%	16.0%	40.0%	100.0%

Table 2.5

*Gender-wise Employment Status of Graduates*

Gender		Service in an organization	Self Employed	Unemployed	Total
Male	Frequency	5	1	0	6
	%	83.3%	16.7%	0.0%	100.0%
Female	Frequency	6	3	10	19
	%	31.6%	15.8%	52.6%	100.0%
Total	Frequency	11	4	10	25
	%	44.0%	16.0%	40.0%	100.0%

The table 2.5 exhibits the gender-wise employment status of the graduates. Out of the total male graduates, 83.3 percent are providing service in an organization and 16.7 percent are self-employed. On the other hand, 31.6 percent of female graduates are service in an organization, 15.8 percent are self-employed and 52.6 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*

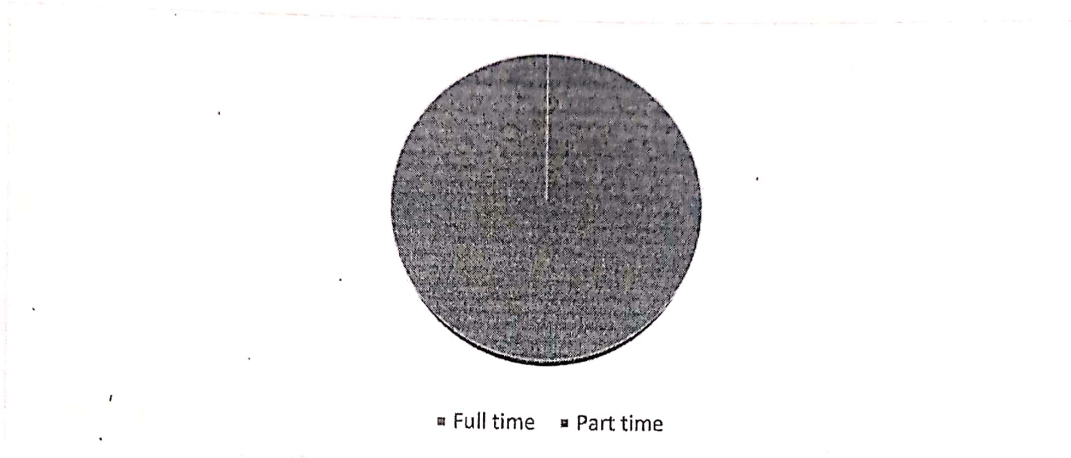
Program	Frequency and %	Higher Study		Total
		Yes	No	
BED	Frequency	1	2	3
	%	33.3%	66.7%	100.0%
MBS	Frequency	0	1	1
	%	0.0%	100.0%	100.0%
BBS	Frequency	3	2	5
	%	60.0%	40.0%	100.0%
Total	Frequency	4	5	9
	%	44.4%	55.6%	100.0%

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 BEd graduates' 33.33 percent are pursuing further study where as 66.7 percent are not pursuing further study. None of MBS graduates, are pursuing further study and 60 percent of BBS graduates are pursuing further study and remaining 40 percent are not pursuing further study.

## Employment Type of Graduates

Figure 2.4

*Employment Type of Graduates*

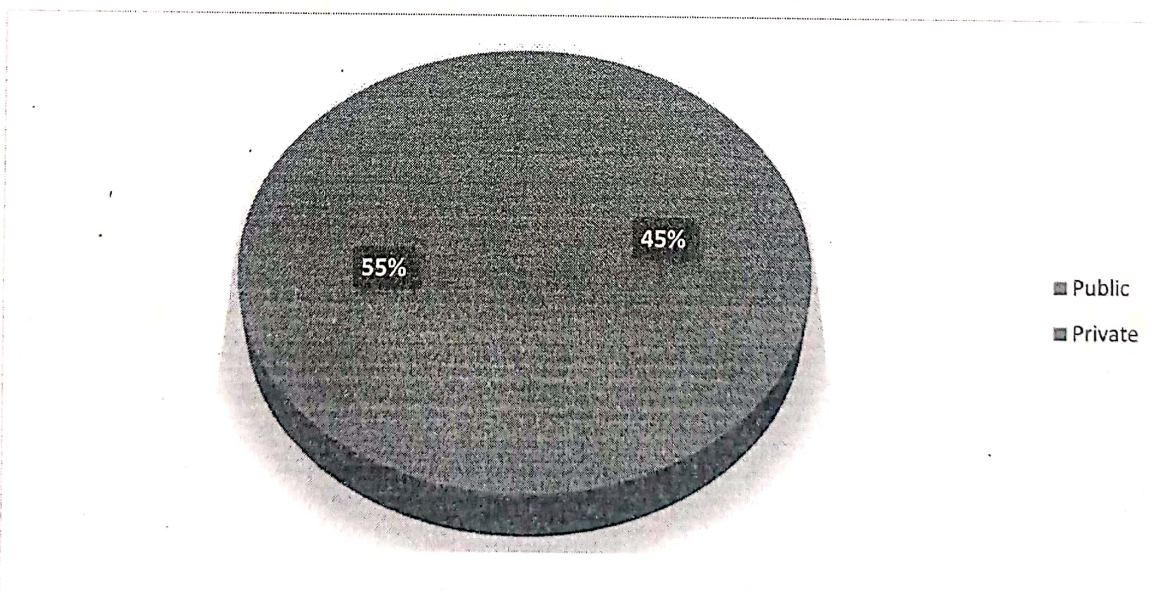


The above figure 2.4 depicts the type of employment the graduates are involved in various employed organizations. Cent percent of the employed graduates are serving on full time basis. This reveals that all of our employed graduates occupy better employment type and job security because of their full-time 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 graduate's work. It portrays that 45 percentage of the graduate's work in public organization and 55 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 %)*

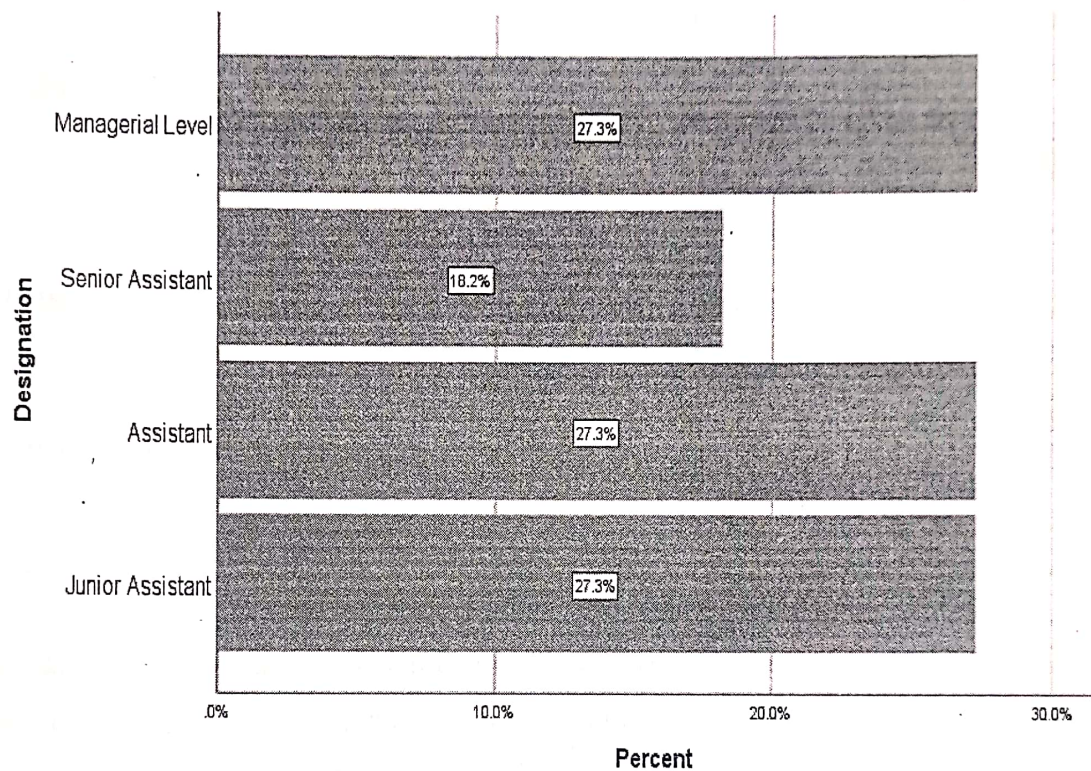


Figure 2.6 included above reveals the level of employment of the graduates working in the organizations. It shows that the 27.3 percent employed graduates are holding the designation of junior assistant, 27.3 percent as Assistant, 18.2 percent as senior assistant and 27.3 percent are holding managerial level. It means that the graduates getting employed are occupied and have placed themselves in the assistant manager level and the graduates are promoted in superior position.

Table 2.7

*Designation by Program-Wise Graduates*

Program		Designation				Total
		Junior Assistant	Assistant	Senior Assistant	Managerial Level	
BED	Frequency	1	0	0	0	1
	%	100.0%	0.0%	0.0%	0.0%	100.0%
MBS	Frequency	0	1	2	3	6
	%	0.0%	16.7%	33.3%	50.0%	100.0%
BBS	Frequency	2	2	0	0	4
	%	50.0%	50.0%	0.0%	0.0%	100.0%
Total	Frequency	3	3	2	3	11
	%	27.3%	27.3%	18.2%	27.3%	100.0%

The table 2.7 included above displays the level of employment of students as per the level they have attended in the institution. Cent percent of BED graduates and 50 percent BBS graduates are occupying junior assistant position. 16.7 percent of MBS graduates and 50 percent of BBS graduates are occupying assistant position. 33 percent of MBS graduates are with senior assistant position and 50 percent are with managerial level.



## Current Employment Sector of Graduates

Figure 2.8

*Current Employment Sector of Graduates*

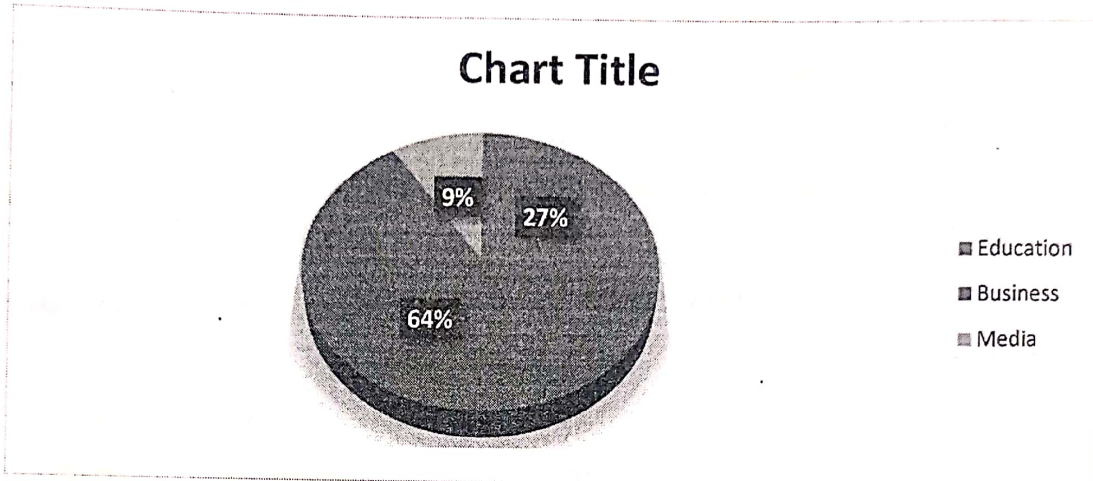
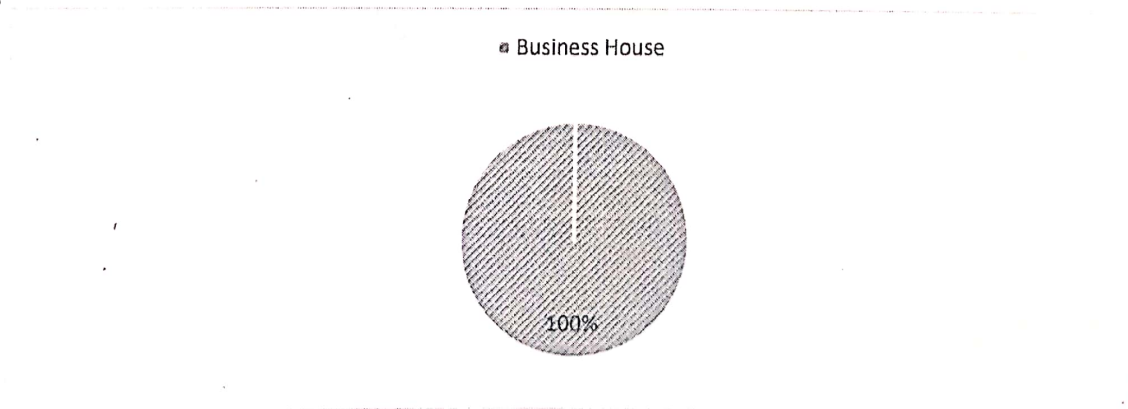


Figure 2.8 presented the current employment sector of graduates. The percentile composition of current employment sector of graduates presents that 64 percent of the graduates are employed on business and service organization service, 27 percent graduates are employed on academic sector and 9 percent 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**

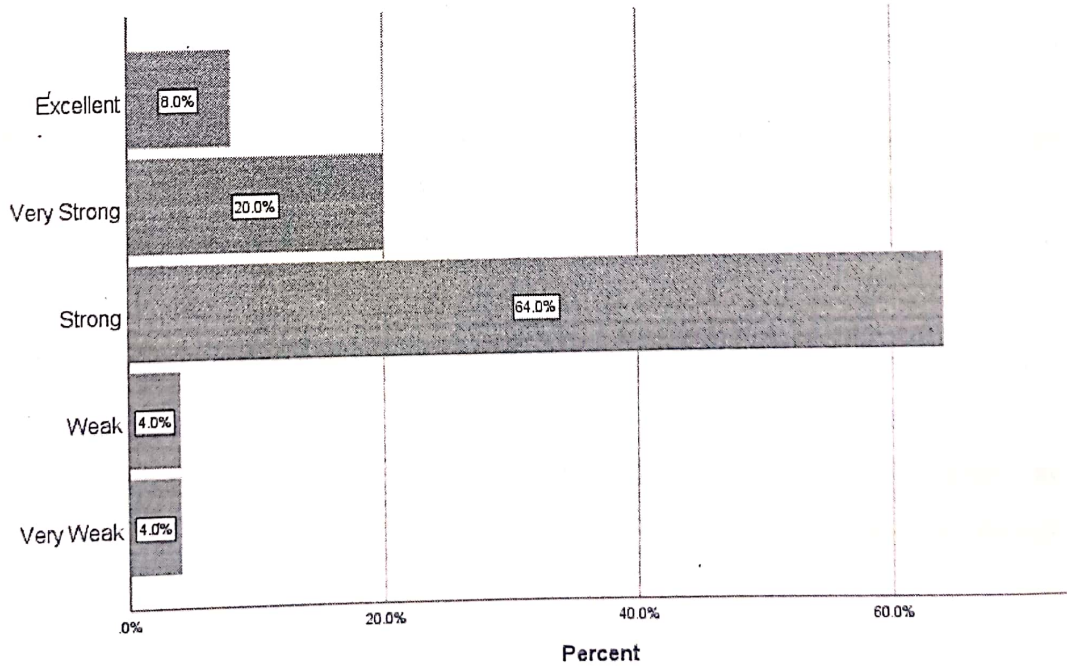
The quality and relevancy of the programs to the graduates is an important factor contributing to academic excellence. Those factors are described below.

**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 64 percent illustrates that majority of the graduate’s express as strong opinion on the relevance of the program. 20 percent rated as very strong and 8 percent as excellent and 4% each in weak and very weak. 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 %)*

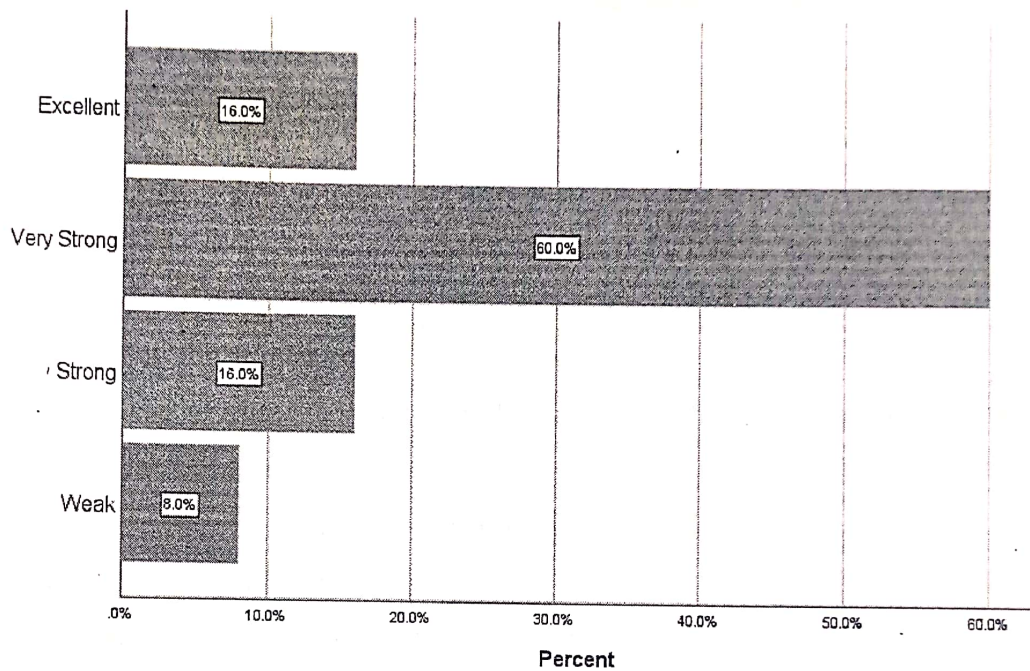


### Rating based on Extra-Curricular Activities

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 60 percent graduates rated very strong, 16 percent rated as excellent and strong in each and 8 percent rated weak.

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 programs 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 %)*

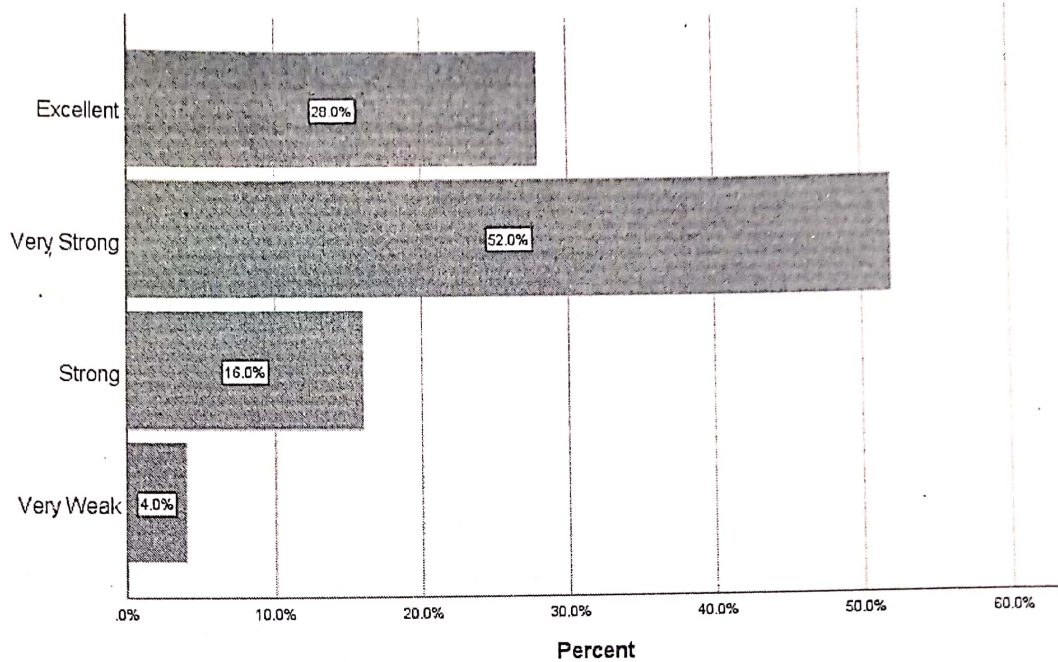


Figure 2.12 presented above depicts the graduates response to the problem solving skills offered by the institution. 52 percent of the graduates believe that the institution opined as very strong, 28 percent as excellent, 16 percent as strong and and remainig 4 percent very weak. None of the graduates opined as weak and very weak. It indicates that the institution should was successful in providing problem solving skills to the graduates so that it has helped them in personal and professional field.

Table 2.8

*Rating based on Work Placement*

<i>Rating</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
	2	8.0	8.0
Very Weak	2	8.0	16.0
Weak	12	48.0	64.0
Strong	5	20.0	84.0
Very Strong	4	16.0	100.0
Excellent			
	25	100.0	
Total			

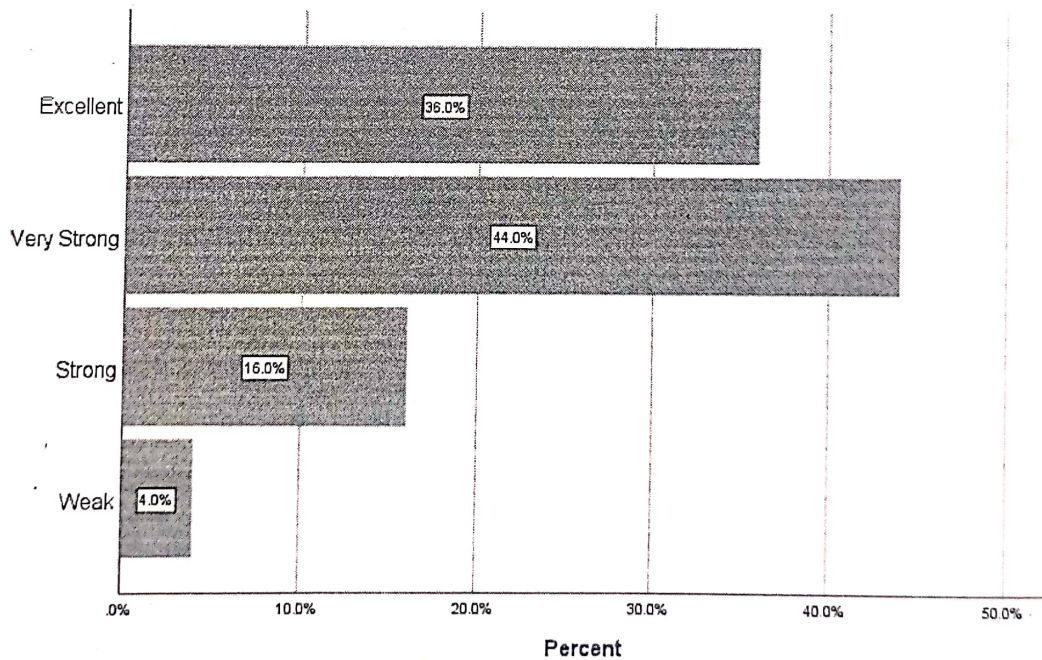
Table 2.8 demonstrates that most of the graduates believe that the institution have effective work placement policy. 48 percent of the graduates have rated it as strong, 20 percent rated as very strong and 16 percent rated as excellent and 8% each in weak and very weak. However, it is very important 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, 44 percent rates the teaching learning environment as very strong and 36 as excellent, followed by 16 percent each as strong and 4 percent as weak. 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.

Figure 2.14

*Rating based of Quality of Education Delivered (in %)*

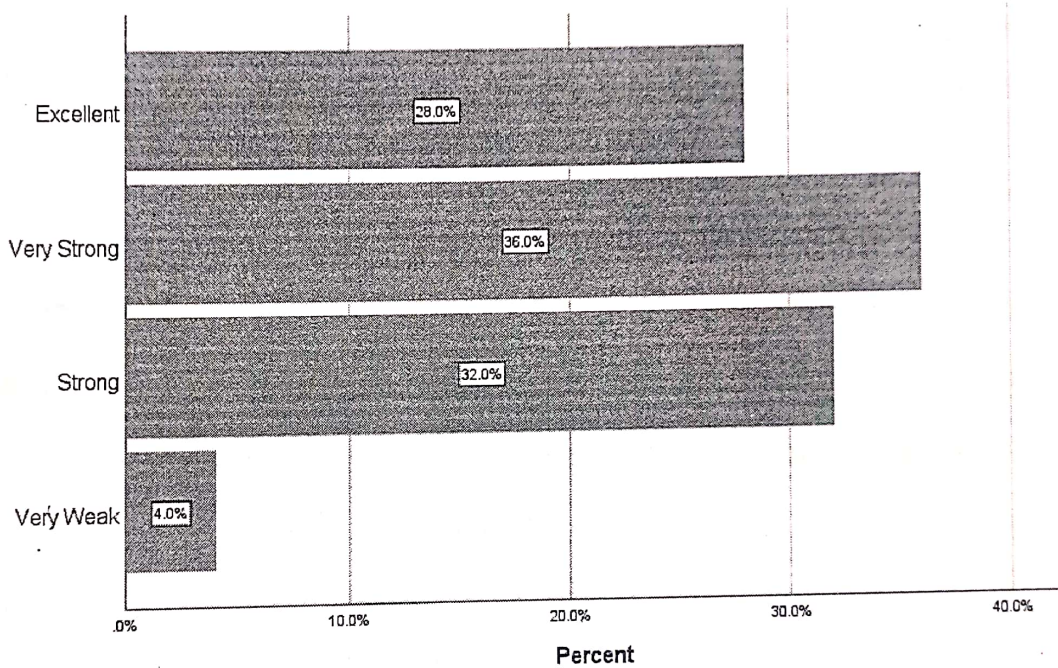


Figure 2.14 demonstrates that most of the graduates rated positively towards quality of education delivered comprising of 36 percent as very strong, 32 percent as strong, 28 percent as excellent and remaining 4 percent as very weak. This rating clearly shows that the graduates are satisfied with the quality of education delivered by the institution.



Table 2.9  
Rating based on Teacher-Student Relationship

Rating	Frequency	Percent	Cumulative Percent
Strong	6	24.0	24.0
Very Strong	10	40.0	64.0
Excellent	9	36.0	100.0
Total	25	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, 40 percent of the graduates opined that there is very very strong relationship between teachers and students, 36 percent opined that excellent relationship between teacher and student and remaining 6 percent as strong and none of them opined as weak or very weak. It shows that there is a cordial relationship between student and teachers in the college.

### 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 %)

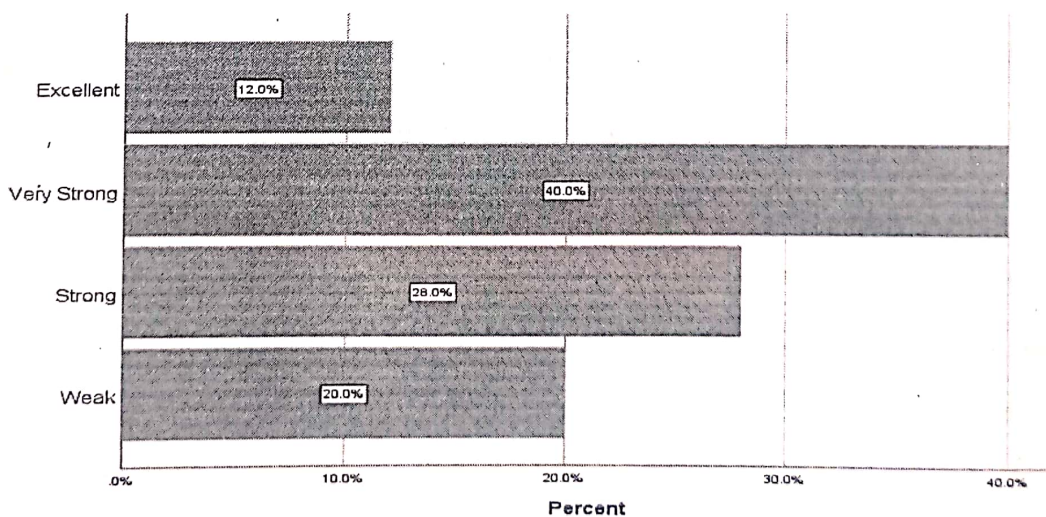


Figure 2.13 depicts the response of graduates towards library facilities provided by the institution. 40 percent of the graduates believe that the library facilities provided by the institution are good. 28 percent opined as strong, 20 percent as weak and 12 percent as excellent. This figure indicates that the college is successful in providing proper library facilities to its graduates. However it is necessary to improve library facility in the campus.

Figure 2.15

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

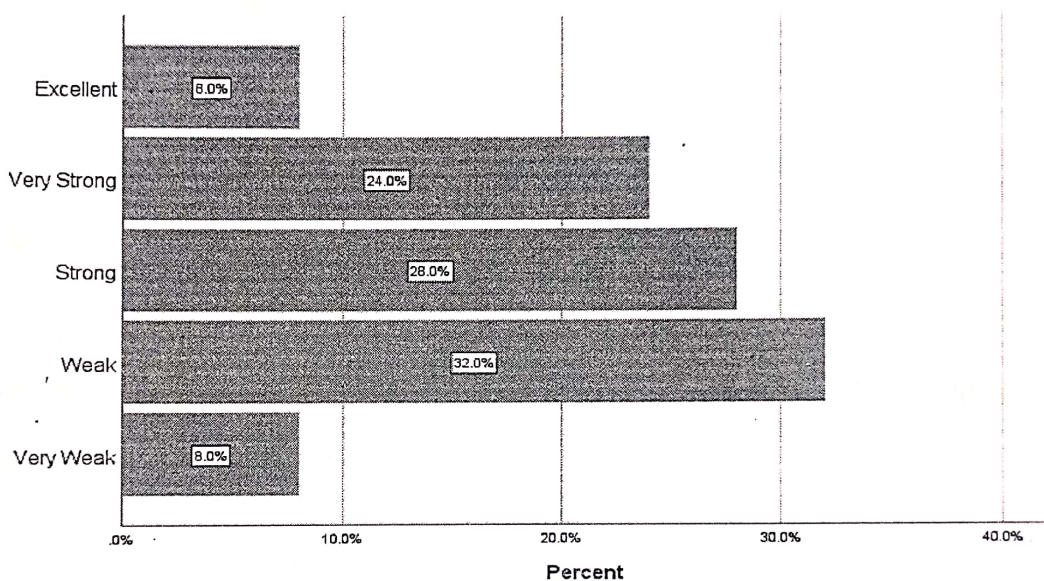


Figure 2.15 depicts the response of graduates towards lab facilities provided by the institution. 32 percent of the graduates believe that the lab facilities provided by the institution are weak, 28 percent of graduates believe that very strong, 24 percent as very strong, 8 percent as excellent and remaining 8 percent as somehow weak. This figure indicates that the college is successful in providing proper lab facilities to its graduates. However lab facility should be improve on basis of change.

Figure 2.16

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

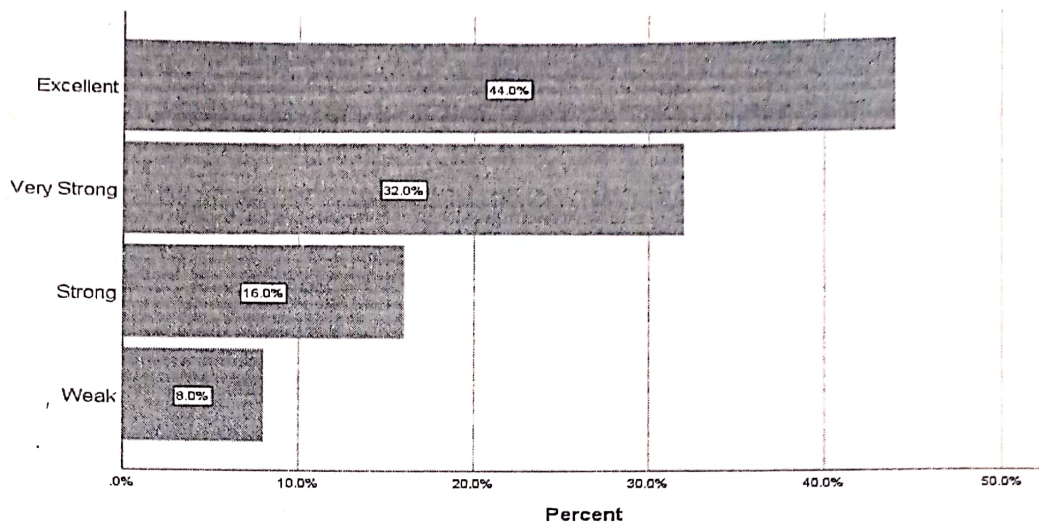


Figure 2.16 depicts the response of graduates towards sports facilities provided by the institution. 44 percent of the graduates believe that the sports facilities provided by the institution are excellent, 32 percent as very strong, 16 percent as strong and remaining 8 percent as weak. This figure indicates 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 %)*

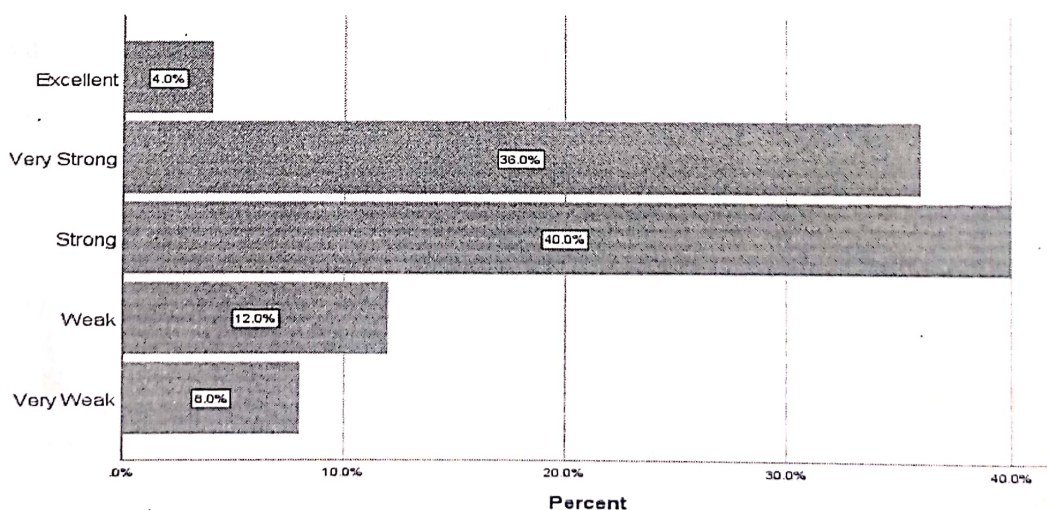




Figure 2.17 depicts the response of graduates towards canteen/urinal facilities provided by the institution. 40 percent of the graduates believe that the canteen/urinal facilities provided by the institution are strong. 36 percent of the graduates believes that canteen/urinal facilities provided by the organization is very strong and 12 percent as weak. 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	1.00	5.00	3.24	.84
Extracurricular Activities	2.00	5.00	3.84	.80
Problem Solving Ability	1.00	5.00	4.00	.91
Work placement/ attachment/ internship	0.00	5.00	3.20	1.29
Teaching learning environment	2.00	5.00	4.12	.83
Quality of education delivered	1.00	5.00	3.84	.99
Teacher student relationship	3.00	5.00	4.12	.78
Library Facility	2.00	5.00	3.44	.96
Lab Facility	1.00	5.00	2.92	1.12
Sports Facility	2.00	5.00	4.12	.97
Canteen/ Urinals	1.00	5.00	3.16	.99
Other Strengths/ Weakness	2.00	4.00	3.25	.41

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 4.12 in each teacher student relationship and sports 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 3.24, 3.84, 4.0, 3.2, 3.84, 3.44, 2.92, 4.12, 3.16, 3.25 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	$\chi^2$	Sig	Cramer's V
Gender						
Male	83.3%	16.7%	0.0%	5.936*	.051	.487
Female	31.6%	15.8%	52.6%			
Ethnicity						
Brahmin	50.0%	12.5%	37.5%	6.080	.414	.400
EDJ	50.0%	0.0%	50.0%			
Dalit	20.0%	40.0%	40.0%			
Age Group						
22-24	28.0%	28.0%	44.0%	20.436	.013	.639
25-27	33.3%	17.7%	50.0%			
28-30	75.0%	0.0%	25.0%			
Above 30	100%					

*\*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 graduate's personal career development and socio-demographic characteristics. The result reveals that there is no association between gender and current employment status of the graduates. The chi-square value of 5.936 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 20.436 is significant.

Figure 2.18

*Recommendation for Betterment of Institution by Graduates (in %)*

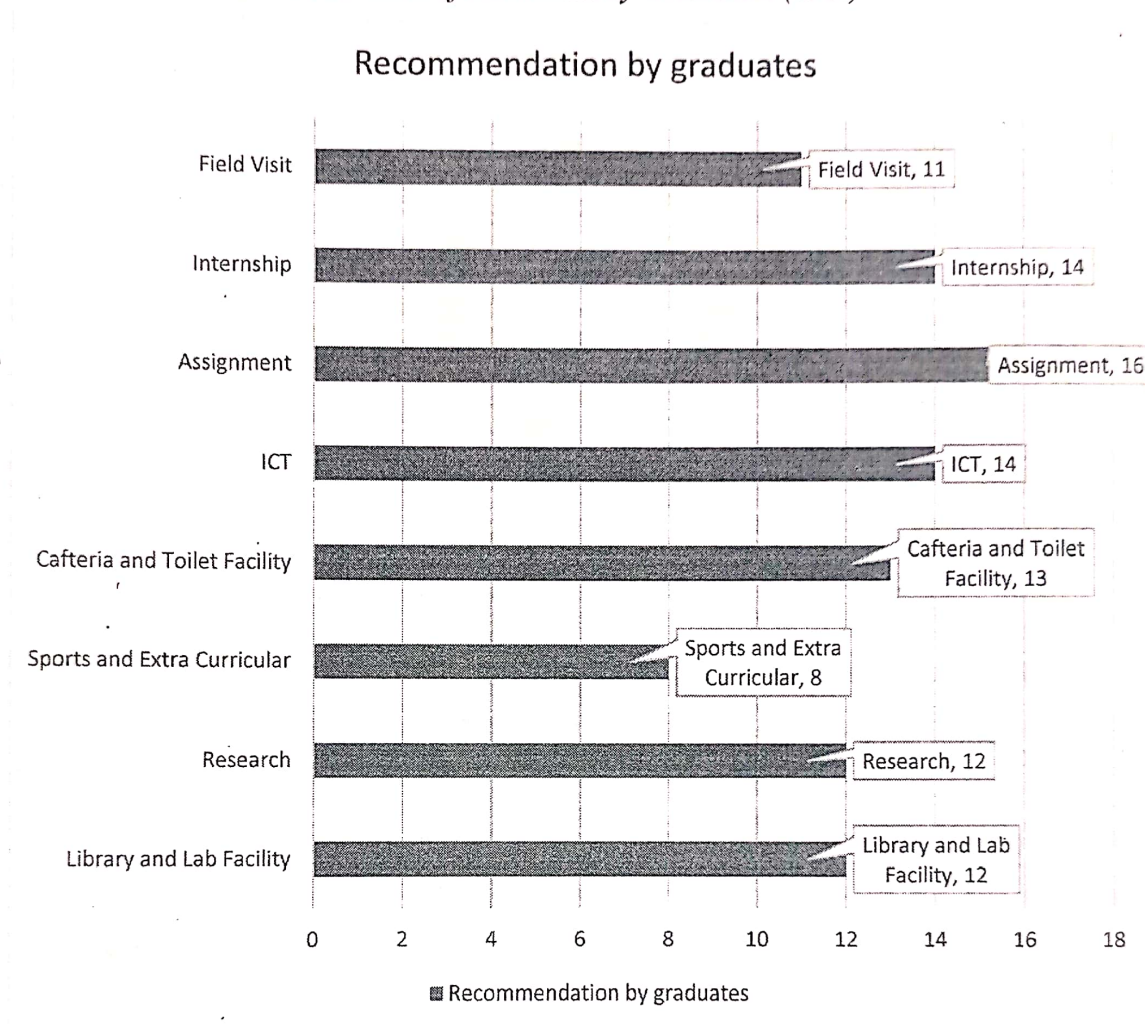


Figure 2.18 exhibits the suggestions made by the passed-out graduates for improvement of the academic environment of the institution. Most of the graduates (16 %) have suggested assignment to students by the teacher for the betterment of the organization. Suggestions has also been given to the campus on different aspects like library and lab facility; research, sports and extracurricular activities, cafeteria and toilet facility, ICT, internship, and field visit contributing 12, 12, 8, 13, 14, 14, 11 percent respectively. They suggested that the institution is not properly managing these facilities which are indirectly affecting their academic quality, too. Graduates has also advised better research

opportunity for sports and extracurricular and assignment to students by the teacher for the betterment of the institution.

Figure 2.19

*Contribution to be made by Graduates (%)*

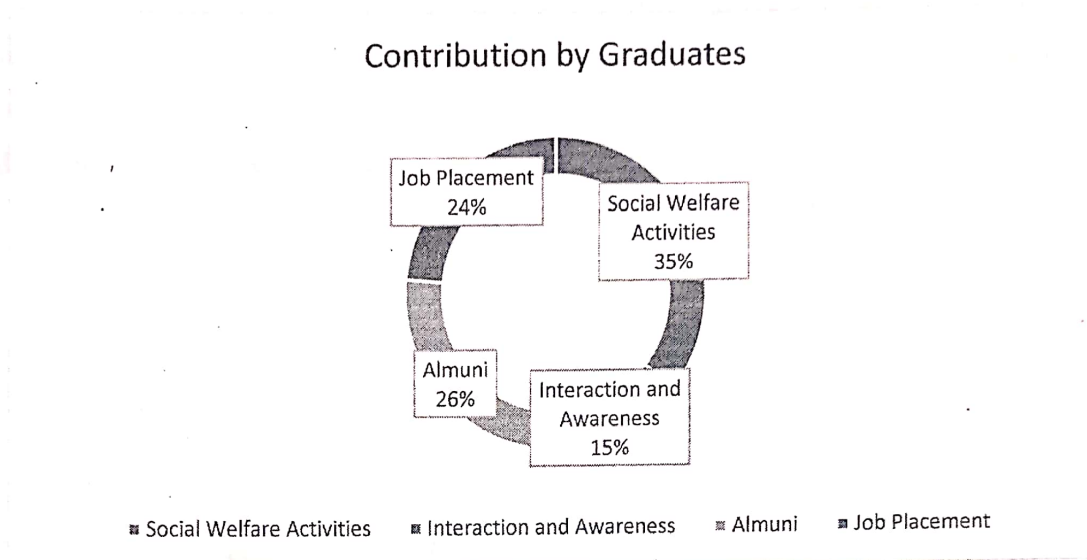


Figure 2.19 represent how the graduates could contribute for the betterment of the institution. 24 percent graduates believe that they could contribute for job placement for the upcoming graduates. 35 percent of graduates believe that they contribute towards the institution through social welfare activities. 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 (52%) of graduates are from BBS program. Among the graduate's 76 percent are female. Most of the graduates are from Brahmin community (63%) percent graduates are Brahmin and only 20 percent graduates are from scheduled caste. Majority (48 %) graduates are from age of 25-27.
- The study reveals that 44 percent of the institution graduates are employed and serving in different organization, 16 percent are self-employed and started their own business and remaining 40 percent of the graduates are unemployed. It indicates that majority of the graduates are servicing in an organization.
- Among the unemployed 45 percent are pursuing higher studies. 55 percent of the unemployed graduates are not pursuing further study. It shows that majority of the management students are pursuing further studies it is because of completion of master's program.
- Among the BEd graduates 20 percent are serving in the organization, 20 percent are self-employed and remaining 60 percent are unemployed. Among the MBS graduates 85.7 percent are serving in the organization, 14.3 percent are unemployed. Among the BBS graduates 30.8 percent are serving in the organization, 23.1 percent are self-employed and remaining 46.2 percent are unemployed
- Among the employed graduates, 55 percent work in private and 45 percent public organization respectively.
- Among the employed graduates, cent percent work on full time basis.



- Among the employed graduates, 27.3 percent each works as junior assistant, assistant, and managerial level. 18.2 percent of the graduates are as senior assistant. It shows that higher number of graduates are on senior assistant and managerial level.
- The study revealed that 64 percent of the graduates work in business and service industry, 27 percent in academic sector, and remaining 9 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 64 percent illustrates that majority of the graduate's express as strong opinion on the relevance of the program, 20 percent very strong and 8 percent 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 60 percent believe that the institution has provided very strong extra curricular facilities. The graduates rated excellent by 16 percent and strong by 16 percent.
- Highest percentage of graduates comprising 52 percent of graduates believe as very strong, 28 as excellent problem solving skill and only 16% believe that as strong. Overall, the graduates believe that the institution was successful in the development of problem solving skill for them.
- 48 percent of graduates rated as very strong, 20 as very strong and 16 percent as excellent 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 44 percent rated as very strong and 36 as excellent on teacher student relationship.
- Almost 36 percent of the graduates believe that the institution is delivering quality education with very strong opinion. 32 percent of graduates believe that as strong and 28 percent as excellent opinion towards quality education provided by campus.

- 40 percent of graduates believe that library facilities provided by the institution are very strong. 28 percent of graduates opined as strong, 20 percent as weak and remaining 12 percent as excellent.
- 44 percent of the graduates believe that the sports facilities provided by the institution are excellent, 32 percent as very strong, 16 percent as strong. Only 8 percent of the graduates have a level of dissatisfaction towards sports facilities provided by the organization.
- 32 percent of the graduates rated as weak, 28 percent as strong, 24 percent as very strong and 8% as excellent and very weak for the lab facility provided by institution.
- Among the graduate's 40 percent believe that the canteen facilities provided by the institution are satisfactory. Only 8 percent of the graduates have a level of very weak towards canteen facility provided by the institution.

### 3.2. Characteristics and Aspirations of Graduates

- 76 percent of the graduates are female and the remaining 24 percent of them are male. It indicates that most of the graduates are female.
- According to program wise distribution, 20 percent has completed Bed, 28 percent completed MBS and 52 percent completed BBS program.
- Ethnic distribution of the graduates reveals that Brāhmin has higher composition of 48 percent followed by 20 percent belonging to the schedule caste and 16 percent from Chhetri and Indigenous for each.
- Age distribution of graduate reveals that, the graduates of age from 22-24 contributes 28 percent, age of 25-27 contributes 48 percent, age of 28-30 contributes 16 percent and 8 percent followed by age of above 30.
- 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**

- Most of the graduates believe that the program offered to them did help in their professional work.
- Most of the graduates are satisfied with the extra curricular facilities provided by the institution.
- Most 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 instiution is not efficient in providing workplacement facility.

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

- Majority of students rates as the teaching learning environment as excellent and
- 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

### **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 20 percent of the graduates have a level of dissatisfaction towards library facilities provided by the organization.
- 40 percent of the graduates believe that the lab facilities provided by the institution are dissatisfactory.
- Most of the graduates believe that the sports facilities provided by the institution are satisfactory.
- 80 percent of the graduates believe that the canteen/urinal facilities provided by the institution are satisfactory



### 3.6 Other Factors

- Mean score of 4.12 in each teacher student relationship and sports 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 3.24, 3.84, 4.0, 3.2, 3.84, 3.44, 2.92, 4.12, 3.16, 3.25 respectively indicate that most of the students agree that these components are also the major strengths of the institution.
- The result reveals that there is no association between gender and current employment status of the graduates. The chi square value of 5.936 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 20.436 is 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 graduate's 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 restructures 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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# TRACER STUDY REPORT OUTLINE

## ACKNOWLEDGEMENT

## EXECUTIVE SUMMARY

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- 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 2079 (graduate names in alphabetically sorted order and grouped by programs)
- Transcripts / mark sheets (only applicable for bachelor level graduates) of 2021 sorted according to the graduate list (in case of Master's programs, please include transcripts having Viva Date of 2021)



# 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:**



## 1.2 GRADUATES' LIST FOR BACHELOR LEVEL | GRADUATED IN THE YEAR 2021 AD

**Campus Name: Gupteshwor Mahadev Multiple Campus Address: Chorepatan, Pokhara-17**

SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type			
					M	F	EDJ	D
1	Am Kumari Gurung	Bachelor	BBS	7-2-781-2-2017		✓	✓	
2	Bhoji Kumari Thapa	Bachelor	BBS	7-2-781-15-2017		✓		
3	Laxmi Pariyar	Bachelor	BBS	7-2-781-38-2017		✓		✓
4	Megana Shrestha	Bachelor	BBS	7-2-781-40-2017		✓	✓	
5	Prabin Gurung	Bachelor	BBS	7-2-781-45-2017	✓		✓	
6	Ranjana Pariyar	Bachelor	BBS	7-2-781-58-2017		✓		✓
7	Sahana Thapa	Bachelor	BBS	7-2-781-69-2017		✓		
8	Sanita Sharma Poudel	Bachelor	BBS	7-2-781-78-2017		✓		
9	Shankar Sharma	Bachelor	BBS	7-2-781-82-2017	✓			
10	Simran Baral	Bachelor	BBS	7-2-781-83-2017		✓		
11	Soni Poudel	Bachelor	BBS	7-2-781-86-2017		✓		
12	Srijana Baral	Bachelor	BBS	7-2-781-87-2017		✓		
13	Susmita Ranabhat	Bachelor	BBS	7-2-781-100-2017		✓		



SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type			
					M	F	EDJ	D
14	Basanti Nepali	Bachelor	B.Ed.	9-2-781-106-2017		✓		✓
15	Samana Baral	Bachelor	B.Ed.	9-2-781-118-2017		✓		
16	Sarmila Sunar	Bachelor	B.Ed.	9-2-781-113-2016		✓		✓
17	Sujata Rana	Bachelor	B.Ed.	9-2-781-115-2017		✓	✓	
18	Manu B.K.	Bachelor	B.Ed.	9-2-781-104-2016		✓		✓
19	Maheshwor Dhakal	Master	MBS	7-2-48-4049-2006	✓			
20	Manisha Ranabhat	Master	MBS	7-2-781-40-2013		✓		
21	Sagar Subedi	Master	MBS	7-2-781-55-2013	✓			
22	Sangita Sigdel	Master	MBS	7-2-781-60-2013		✓		
23	Sanjay Poudel	Master	MBS	7-2-781-79-2013	✓			
24	Srijana Baral	Master	MBS	7-2-781-45-2013		✓		
25	Yubraj Subedi	Master	MBS	9-1-48-2066-99	✓			

Prepared By: Mohan Bhandari



Campus Chief's Approval Signature:

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