



GMMC Gupteshwor Mahadev Multiple Campus

गुप्तेश्वर महादेव बहुमुखी क्याम्पस

Chhorepatan, Pokhara-17, Kaski, Gandaki Province, Nepal
(Accredited by University Grants Commission (UGC), Nepal, (2021 A.D.))

Letter No. 2081/82

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Date: 15th May, 2025

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 (2023 graduates) of Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara, Kaski.

We look forward to hearing from you soon.

Regards

.....

Mohan Bhandari

(Co-Ordinator, Research Management Cell)

Gupteshwor Mahadev Multiple Campus (GMMC)

Chhorepatan-17, Pokhara, Nepal.

**TRIBHUVAN UNIVERSITY
TRACER STUDY OF GRADUATES FROM
GUPTESHWOR MAHADEV MULTIPLE CAMPUS-2023**



A Tracer Report

Submitted to:

**University Grants Commission
Sanothimi, Bhaktapur**

Submitted by:

Tracer Study Team

**Gupteshwor Mahadev Multiple Campus, Tribhuvan University, Pokhara
15th May, 2025
Pokhara Metropolitan City-17, Nepal**



Tracer Study Team
Gupteshwor Mahadev Multiple Campus
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ACKNOWLEDGEMENTS

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Furthermore, the team expresses appreciation for the administrative staff who facilitated the initial correspondence by providing necessary information. Gratefulness is extended to all faculty members of Gupteshwor Mahadev Multiple Campus for their encouragement and support.

We are immensely thankful to the graduates of the year 2023 for their enthusiastic participation and willingness to share information despite time constraints. The team also acknowledges the assistance and support of other graduates during the study. Lastly, our profound gratitude is directed towards the UGC of Nepal for the financial support allocated to this investigation.

Date: 15th May, 2025

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

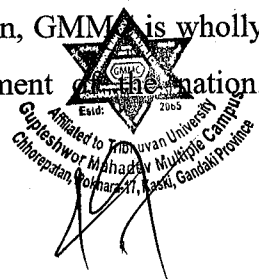


EXECUTIVE SUMMARY

Higher education is currently acknowledged as a pivotal investment and holds significant importance for the economic and social progress of a nation. Institutions of higher learning bear the primary obligation of imparting individuals with advanced knowledge and skills essential for leadership roles in government, business, and various professions. The quality of higher education presents immense potential for the socio-economic and cultural advancement of a country, potentially leading to its transformation into a developed nation within a single generation. Various factors, such as the unique characteristics of higher education institutions, the global movement of students, the accessibility of computer-based learning for teachers, the pursuit of research and academic endeavors, the globalization of the economy, and the emerging challenges of the 21st century, directly influence the future progression of higher education.

Tribhuvan University stands as the inaugural, largest, and most ancient university in Nepal, offering higher education to Nepali students. Established in 1959 as the national institution for advanced learning, the university boasts an extensive network of constituent and affiliated campuses/colleges nationwide, imparting education in diverse fields to cultivate skilled manpower for the comprehensive development of the nation. Its nomenclature pays homage to the late King Tribhuvan Bir Bikram Shah Dev.

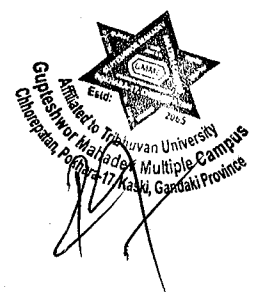
Gupteshwor Mahadev Multiple Campus (GMMC), operating under the auspices of Gupteshwor Mahadev Cave, is the culmination of collaborative endeavors of academic luminaries, political advocates, religious devotees, and enthusiastic social activists committed to establishing Chhorepatan as a hub of academic excellence. Positioned near the renowned Devis Fall, GMMC is situated within the expansive premises of Gupteshwor Mahadev Cave in Pokhara Metropolitan City-17, Chhorepatan. Founded in 2065, GMMC is an affiliated campus of Tribhuvan University and accredited by the University Grants Commission (UGC) Nepal (2021), viewing education as a fundamental and paramount aspect for enhancing the quality of human life. Operating as a public, non-profit institution, GMMC is wholly dedicated to nurturing self-reliant individuals for the betterment of the nation.



Currently, the campus caters to students from Kaski, Syangja, Parbat, and neighboring districts, steadfast in its commitment to producing competent, high-quality, and industry-relevant human resources through academic exposure. Additionally, the campus emphasizes not only pedagogy but also seminars, presentations, talk programs, and field visits to familiarize students with potential work environments.

The principal aim of this tracing investigation is to ascertain the present status of the alumni who completed their studies at GMMC at the bachelor's and master's levels in the year 2023. To advance in this tracing study, a task force team of faculty members from GMMC, established by the campus executive committee, was assembled. Additionally, the campus administration provided essential equipment to the team for technological support and data processing. The research has specifically focused on the graduates in the Masters of Business Studies (MBS), Bachelor of Business Studies (BBS), Bachelors of Education (BED), Bachelors of Hotel Management (BHM) and Bachelors of Information Management (BIM) programs at GMMC. Solely the employment and educational specifics of the aforementioned batch have been integrated into the study.

The survey tool utilized in this research was adapted from a semi-structured questionnaire provided by the University Grants Commission (UGC) in Nepal. This questionnaire encompassed both closed-ended and open-ended inquiries, as well as 5-point Likert Scales evaluating the program's relevance, strengths, and weaknesses. The study employs a descriptive and analytical research framework to delineate the current employment status of graduates and assess various factors related to academic quality and job suitability of programs offered by GMMC. Following the completion of data collection through questionnaires, subsequent data entry and processing procedures were carried out. This included editing, coding, data entry, and machine editing, primarily executed utilizing SPSS version 26 software. Descriptive methodologies like frequency, percentages, proportions, and means were employed for a comprehensive overview of study variables. Furthermore, various statistical tools were applied for further analysis, with results presented in tables and graphs for clarity.



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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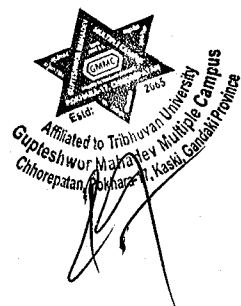
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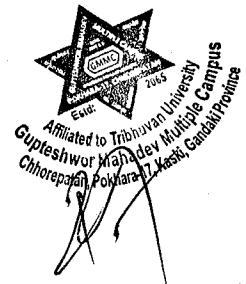
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ABBREVIATIONS

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

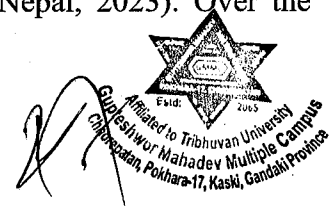
INTRODUCTION

1.1 Background/Rationale of the Study

Higher education plays a pivotal role in shaping the trajectory of a nation's economic, social, and cultural development. It serves not only as a means for personal growth but also as a mechanism to build a competent and skilled workforce that contributes to national progress (World Bank, 2010). In Nepal, despite more than two decades of sustained efforts to enhance the quality and accessibility of higher education, the sector still faces substantial challenges related to equity, quality, and capacity (Asian Development Bank [ADB], 2012; Peters, 2010). As such, systematic investigations into the outputs and outcomes of higher education institutions (HEIs) have become increasingly important, particularly in understanding the employability and societal integration of their graduates (UNESCO, 2018). In this context, the tracer study emerges as a vital tool for evaluating the effectiveness and relevance of academic programs offered by institutions like Gupteshwor Mahadev Multiple Campus (GMMC).

Education, especially higher education, is considered a cornerstone of societal advancement. As Agarwal (2007) notes, education is a fundamental necessity of every community, underpinning societal well-being and enabling individual empowerment. In today's rapidly evolving global landscape, the pursuit of knowledge through higher education has become essential. Nations that invest in education are more likely to realize technological innovations, economic prosperity, and social equity (Altbach, Reisberg, & Rumbley, 2009; OECD, 2017). Higher education institutions are thus entrusted with the responsibility of fostering intellectual development, ethical values, and technical expertise among learners, ultimately preparing them for leadership roles in government, civil society, and private enterprise (Kapur & Crowley, 2008; Teichler, 2007).

In Nepal, Tribhuvan University (TU) has played a historic and central role in providing higher education since its establishment in 1959. As the country's oldest and largest university, TU has been instrumental in expanding access to higher education across disciplines and geographical areas (UGC Nepal, 2023). Over the

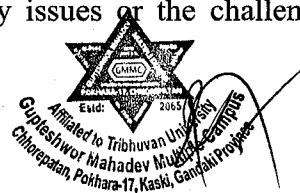


decades, TU has implemented postgraduate programs, enhanced academic standards, and facilitated research and policy development (Poudel, 2014). Gupteshwor Mahadev Multiple Campus (GMMC), affiliated with Tribhuvan University, is one of the notable institutions contributing to this endeavor. Situated in Chhorepatan, Pokhara, GMMC was established in 2065 B.S. and has since grown into a center of academic excellence, drawing students from multiple districts in western Nepal. The campus operates as a non-profit public institution, providing high-quality education in programs such as B.Ed., BBS, BIM, BHM, and MBS, with plans to expand into additional fields such as BBA.

The value of higher education, however, cannot be fully assessed through enrollment and graduation statistics alone. It is essential to evaluate whether graduates are being absorbed into the labor market, pursuing further education, engaging in entrepreneurial ventures, or contributing to society through various roles (Schomburg, 2003; UNESCO, 2017). This information is crucial not only for institutional self-assessment but also for policy-making and strategic planning at the national level (Ruhe & Lee, 2008; Teichler, 2015). A tracer study provides this type of evaluation, serving as a research approach that tracks the pathways of graduates after they leave the academic environment. Through such studies, institutions can identify strengths and weaknesses in their academic and support services, make informed curriculum revisions, and enhance teaching-learning methods (Millington, 2001).

In the context of Nepal's increasingly competitive job market, where the expansion of higher education has significantly increased the supply of graduates, institutions must evaluate whether they are producing graduates with the competencies required by employers (ADB, 2012; UGC, 2023). Many contemporary professions demand not only academic credentials but also practical skills, adaptability, and lifelong learning capabilities (OECD, 2017; World Bank, 2010). A mismatch between graduate output and labor market demand can lead to underemployment or unemployment, undermining the value of higher education (Kapur & Crowley, 2008). Tracer studies help bridge this gap by generating empirical evidence on graduate employment trends, income levels, job satisfaction, relevance of education to work, and other socio-economic variables (Schomburg, 2003; UNESCO, 2018).

Despite the importance of such studies, there is a notable paucity of empirical research in Nepal focusing on the post-graduation trajectories of students. Most previous investigations have centered on policy issues or the challenges of higher



education systems rather than the concrete experiences and outcomes of graduates (Peters, 2010; Poudel, 2014). The lack of data creates difficulties for universities and colleges in aligning their educational offerings with the evolving demands of the labor market. In this context, GMMC's tracer study is both timely and necessary. As the third such study conducted by the institution, it seeks to systematically examine the employment status, entrepreneurship engagement, further studies, and social involvement of its graduates.

GMMC has consistently demonstrated its commitment to producing disciplined, skilled, and socially responsible graduates. The campus's emphasis on interactive teaching-learning methods, including seminars, presentations, field visits, and project-based learning, enhances the practical orientation of its academic programs (GMMC Annual Report, 2023). However, without adequate feedback from graduates regarding their real-world experiences, these efforts remain incomplete. Tracer studies provide the feedback loop necessary for quality enhancement, enabling institutions to refine academic content, instructional approaches, and student support services (Teichler, 2015).

Moreover, the relevance of tracer studies extends beyond the institutional level. As part of the broader framework of educational quality assurance and accreditation, tracer study findings are often utilized by regulatory bodies such as the University Grants Commission (UGC) of Nepal to evaluate institutional performance (UGC/Annual Report, 2013/2014). GMMC's attainment of Quality Assurance and Accreditation (QAA) status from the UGC in 2021 is a testament to its quality commitment, and continuous self-assessment through tracer studies is vital for maintaining and enhancing this status (UGC Nepal, 2023). The Second Higher Education Project (SHEP), backed by the World Bank, has emphasized the importance of outcome-based assessment tools, including tracer studies, to promote accountability and relevance in higher education (World Bank, 2014; UGC, 2014).

Another crucial dimension of this tracer study is its potential to inform future curriculum development. Academic programs that fail to keep pace with industry standards and emerging technologies can render graduates unprepared for the realities of the job market (ADB, 2012). By identifying gaps between what is taught and what is required in professional settings, the study can offer recommendations for curricular revisions, skill-based training, and career counseling services. In doing so, it



strengthens the linkage between education and employability, a key concern for both students and employers (Altbach et al., 2009; OECD, 2017).

Furthermore, the findings of the study may guide institutional strategies to enhance alumni relations. Graduates are valuable stakeholders in the academic ecosystem. They not only reflect the institution's success but can also contribute to its future growth through mentorship, collaboration, and financial support (Teichler, 2015). Establishing a strong alumni network, informed by tracer study insights, can lead to more robust partnerships and improved institutional visibility in national and international academic arenas.

This tracer study will also explore dimensions beyond employment, such as entrepreneurship, further education, and civic engagement. In a context where formal employment opportunities remain limited, many graduates turn to self-employment or start their own ventures (ADB, 2012). Understanding the entrepreneurial capacity of GMMC alumni can inform the design of incubation centers, innovation hubs, and startup support systems. Similarly, insights into graduates pursuing further education, both domestically and abroad, can reveal trends in academic mobility and the perceived value of local degrees in international settings (UNESCO, 2018).

The social engagement of graduates is another significant yet often overlooked outcome of higher education. Graduates who engage in community development, volunteerism, and social activism contribute to the nation's holistic development (World Bank, 2010). GMMC, which places a strong emphasis on producing socially conscious individuals, can benefit from understanding how its graduates participate in civic life and contribute to local and national development agendas.

This tracer study is expected to address the existing communication gap between the institution and its alumni. Many HEIs in Nepal, including GMMC, lack structured mechanisms to track the whereabouts and progress of their graduates (UGC Nepal, 2023). As a result, valuable insights that could inform academic planning and institutional branding are lost. This study seeks to address this gap by offering concrete data on graduate destinations, challenges, and achievements.

This study of GMMC graduates lie in its potential to offer empirical insights into the outcomes of higher education. It serves as a diagnostic tool for institutional improvement, a feedback mechanism for curriculum development, and a strategic instrument for policy formulation. Given the growing complexity of the labor market, the expanding higher education sector, and the rising expectations of stakeholders

such a study is indispensable for aligning educational outputs with societal needs. Furthermore, the study supports national goals of producing competent, employable, and socially responsible graduates capable of contributing to Nepal's sustainable development.

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 2023. 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

A task force team including GMMC faculty members was established by the campus executive committee to forward with the mission of tracing study. Similarly, the university administration provided the team with the required equipment for data processing and technological support. In addition, the organization provided stationery help for printing the questionnaire and other relevant duties. Additionally, the administration helped the researchers by giving them the preliminary data they needed about the graduates who were included in the study. They also supplied the first means of communication. In a similar vein, professionals were called upon as needed for data processing assistance. The UGC's funding aid has helped with resource management and organization.



1.4 Graduate Batch Taken for the Study

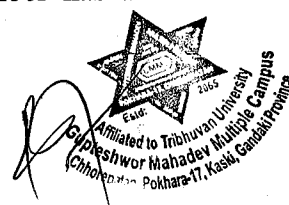
The Bachelor of Business Studies (BBS), Bachelor of Education (BEEd), Bachelors in Hotel Management (BHM), Bachelors in Information Management (BIM), and Master of Business Studies (MBS) graduates of the 2023 have been taken into consideration for the study out of all the GMMC graduates. Only the employment and educational information for the aforementioned batch has been included in the study.

1.5 Data Collection Instrument and Approach

The University Grant's Commission (UGC), Nepal provided a semi-structured questionnaire that was used as the survey instrument for the study. There were both open-ended and closed-ended questions on the survey. Additionally, it included 6-point Likert scales to rate the program's relevance as well as the institutional program's main advantages and disadvantages. The questionnaire had various items that were primarily divided into six sections: personal information, which included personal details; employment information, which included employment status; details about further studies; suggestions and recommendations for the institution's improvement; contribution for improvement; and, lastly, contact addresses of graduates who were enrolled in the same year's program.

Analytical and descriptive research designs are used in this study. It outlines the graduates' present working situation as well as other metrics for evaluating the academic programs offered by GMMC in terms of their suitability for the workforce. Additionally, it seeks to identify factors that influence educational quality and how graduates are placed in the workforce. This survey is being conducted among the GMMC 2023 graduates. Every graduate is used as a sample in this research.

The UGC gave a self-administered structured questionnaire that was used to collect study data. As soon as the team received the graduates' correspondence details, the questionnaire was sent to the students' email addresses. 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



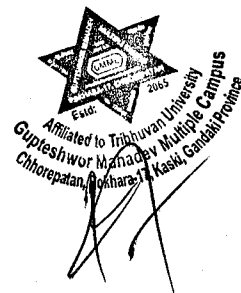
reliable medium to get the data in case of difficulty in having direct contact with students. Similarly, online form was developed and asked the graduates to fill up.

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 36 graduates who passed bachelor and master level study in the year 2023.

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 2023, B.Ed. 2023, BHM 2023, BIM 2023 and MBS 2023. 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 information gathered from the tracer study questionnaire is presented in this chapter. Data on the employment status of graduates, their characteristics, expectations, and aspirations, as well as their employment experience, are presented and analyzed. Additionally, issues regarding the teaching and learning environment, facilities like libraries, labs, canteens, sports facilities, and urinals, are addressed. The chapter also discusses the state of higher education's relevance and quality, as well as how academic programs affect graduates' personal growth.

2.1 Graduates' Characteristics

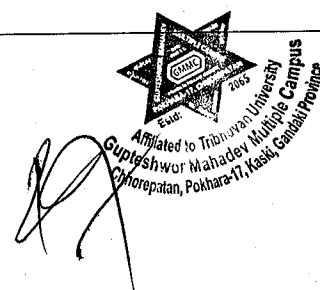
The table 2.1 shows the level and program-wise distribution of graduates based on a survey or dataset. Out of 36 graduates, 94.44 percent of graduates are from bachelor level and 5.56 percent from master's level. 38.89 percent of the graduates have a Bachelors in Business Studies degree, followed by BHM with 27.78 percent. 19.44 percent of graduates have B.Ed. degree, 8.33 percent graduates have BIM degree and 5.56 percent have MBS degree, and 81%. It depicts graduates from management education reflecting the attraction of students in management education. Student's aspiration is towards management stream.

Table 2.1

Level and Program-wise Distribution of the Graduates

	Frequency	Percent	Cumulative Percent
Bachelors	34	94.44	94.44
Masters	2	5.56	100
Total	36	100	
B.Ed	7	19.44	19.44
BBS	14	38.89	58.33
BHM	10	27.78	86.11
BIM	3	8.33	94.44
MBS	2	5.56	100
Total	36	100	

Note: SPSS output 2025



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 58.3 percent and 41.7 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 in higher education.

Table 2.2

Gender-wise Distribution of the Graduates

	Frequency	Percent	Cumulative Percent
Male	15	41.7	41.7
Female	21	58.3	100.0
Total	36	100.0	

Note: SPSS Output 2025

Age-wise Distribution of the Graduates

The Table 2.3 is the presentation of age-wise distribution of the graduates, taken during the study. Most of the graduates are of age 24 to 28 with 44.4 percent, followed by the age of 20 to 24 years with 41.7 percent, 28 to 32 years with 13.9 percent and none from above 32 years. This depicts that majority of the students pursuing higher education are of the youth age.

Table 2.3

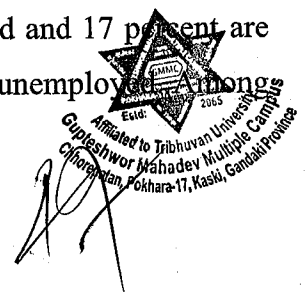
Age-wise Distribution of the Graduates

Age	Frequency	Percent	Cumulative Percent
22-24	15	41.7	41.7
24-28	16	44.4	86.1
28-32	5	13.9	100
	36	100.0	

Note: SPSS Output 2025

2.2 Employment and Further Study Status of the Graduates

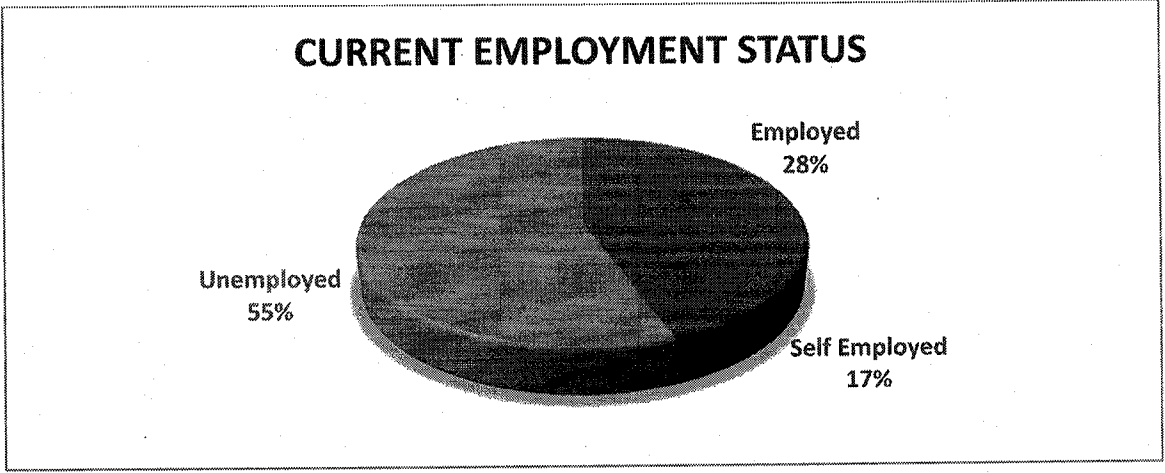
The figure 2.1 depicted below shows the current employment status of the graduates of the campus. The figures in the parentheses indicate the percentage composition of the students. It portrays that with the representation of 55 percent of graduates are unemployed. Similarly, 28 percent of the graduates are employed and 17 percent are self-employed. This status reveals that most of the graduates are unemployed.



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

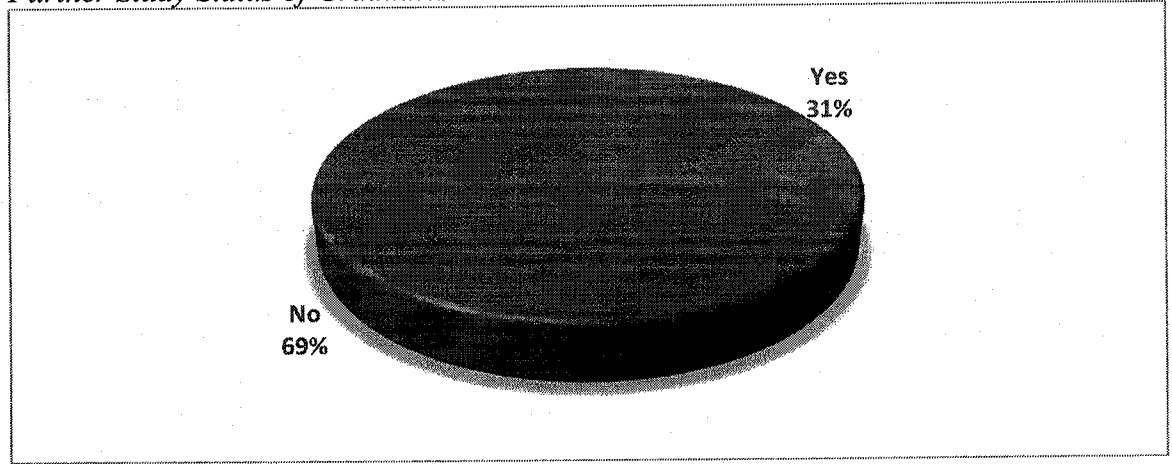


Note: SPSS output 2025

The figure 2.2 shows the further study status of graduates. Among the graduates, 31 percent of them are involving in further study whereas 69 percent of graduates are discontinuing their study.

Figure 2.2

Further Study Status of Graduates



Note: SPSS output 2025

Current Employment Status of Graduates by Further Study

Table 2.4 illustrates the relationship between graduates' current employment status and their involvement in further studies. Out of the 36 graduates surveyed, 11 had



pursued further education, while 25 had not. Among those who pursued further studies, a significant 72.7% were unemployed, only 18.2% were employed, and 9.1% were self-employed. Conversely, graduates who did not continue their studies had a higher rate of employment, with 32% employed and 20% self-employed, while 48% remained unemployed. This data suggests that those who are engaged in further education are more likely to be unemployed, possibly due to their ongoing academic commitments or the transitional phase before re-entering the labor market. On the other hand, those who did not pursue further education seem to enter the job market more promptly. The table highlights a possible short-term trade-off between further study and immediate employment, which may shift over time with the completion of advanced qualifications.

Table 2.4

Current Employment Status of Graduates by Further Study

	Yes	No	Total
Employed	2	8	10
Self Employed	1	5	6
Unemployed	8	12	20
Total	11	25	36

Note: SPSS output 2025

Current Employment Status by Program

Table 2.5 presents a cross-tabulation of graduates' employment status by the academic program completed, with frequency and percentage analysis based on a total of 36 respondents. Among the 14 BBS graduates, 2 (14.3%) were employed, 3 (21.4%) were self-employed, and 9 (64.3%) were unemployed. For the 7 B.Ed. graduates, 3 (42.9%) were employed, 1 (14.3%) self-employed, and 3 (42.9%) unemployed. Among the 10 BHM graduates, 5 (50%) were employed and 5 (50%) were unemployed, with no self-employed individuals. BIM graduates (n=3) included 1 (33.3%) self-employed and 2 (66.7%) unemployed, with no employed respondents. Lastly, among 2 MBS graduates, 1 (50%) was self-employed and 1 (50%) unemployed, with none employed. Overall, out of 36 graduates, 10 (27.8%) were employed, 6 (16.7%) self-employed, and 20 (55.6%) unemployed. These figures indicate that BHM and B.Ed. graduates have relatively better employment outcomes, while BBS and BIM graduates face higher unemployment rates. This highlights the



importance of aligning academic curricula with labor market needs and enhancing graduate employability through practical training and job placement support, especially in programs with lower employment outcomes.

Table 2.5
Current Employment Status by Program Completed

	Current Employment Status			Total
	Employed	Self Employed	Unemployed	
BBS	2	3	9	14
%	14.3%	21.4%	61.3%	100%
B.Ed.	3	1	3	7
	42.9%	14.3%	42.9%	100%
BHM	5	0	5	10
	50.0%		50.0%	100%
BIM	0	1	2	3
		33.3%	66.7%	100%
MBS	0	1	1	2
		50.0%	50.0%	100%
Total	10	6	20	36
	27.8%	16.7%	55.6%	100%

Note: SPSS output 2024

Gender-Wise Employment Status of Graduates

Table 2.6 presents the gender-wise employment status of 36 graduates. Among the 15 male graduates, 3 (30%) were employed, 4 (66.67%) were self-employed, and 8 (40%) were unemployed. Of the 21 female graduates, 7 (70%) were employed, 2 (33.33%) were self-employed, and 12 (60%) were unemployed. Overall, 10 graduates (27.78%) were employed, 6 (16.67%) self-employed, and 20 (55.56%) unemployed. The data shows that females have a higher employment rate but also a higher unemployment rate than males, while males are more likely to be self-employed. This suggests possible gender differences in career paths and opportunities.

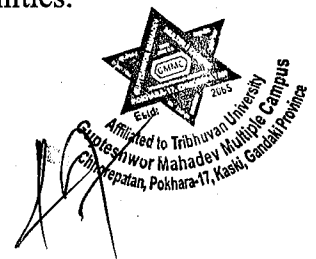


Table 2.6
Gender-wise Employment Status of Graduates

	Current Employment Status			Total
	Employed	Self Employed	Unemployed	
Male	3	4	8	15
%	30%	66.67%	40.0%	41.67%
Female	7	2	12	21
%	70%	33.33%	60.0%	58.33%
Total	10	6	20	36
% of total	27.78%	16.67%	55.56%	100%

Note: SPSS output 2025

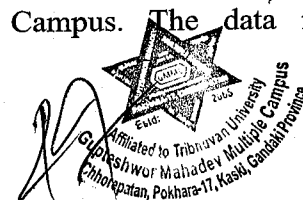
Higher Education Status of Unemployed Graduates by Program

Table 2.7
Reasons for Unemployed Graduates by Program

		In Case of Unemployment			Total
		No opportunity for employment	Higher Education	Business Training	
B.Ed.	Count	6	3	0	9
	%	66.7%	33.3%	0.0%	100.0%
BBS	Count	2	0	1	3
	%	66.7%	0.0%	33.3%	100.0%
BHM	Count	3	2	0	5
	%	60.0%	40.0%	0.0%	100.0%
BIM	Count	0	2	0	2
	%	0.0%	100.0%	0.0%	100.0%
MBS	Count	1	0	0	1
	%	100.0%	0.0%	0.0%	100%
Total	Count	12	7	1	20
	%	60.0%	35.0%	5.0%	100.0%

Note: SPSS output 2025

Table 2.7 presents the reasons for unemployment among graduates from various academic programs at Gupteshwor Mahadev Multiple Campus. The data is

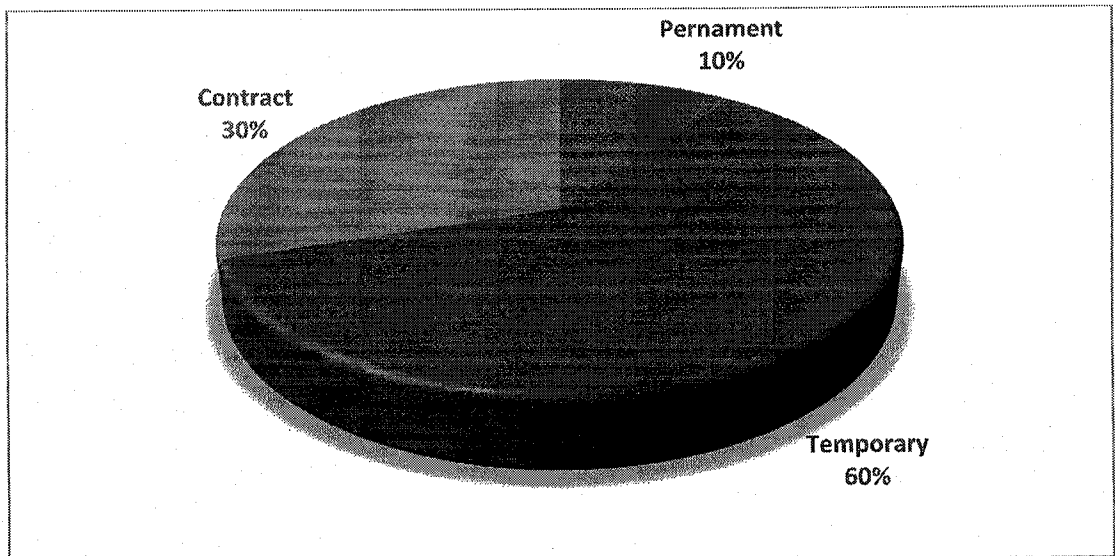


categorized into three reasons: lack of employment opportunities, pursuit of higher education, and participation in business training. The table covers five programs B.Ed., BBS, BHM, BIM, and MBS with a total of 20 unemployed graduates. Among B.Ed. graduates, the majority (66.7%) cited the lack of employment opportunities, while 33.3% were pursuing higher education. Similarly, 66.7% of BBS graduates were unemployed due to no job opportunities, and the remaining 33.3% were engaged in business training. For BHM graduates, 60.0% attributed their unemployment to job scarcity, and 40.0% were continuing higher education. Interestingly, all unemployed BIM graduates (100%) were enrolled in higher education programs, indicating academic progression rather than workforce entry. The single unemployed MBS graduate reported a complete lack of job opportunities. In total, 60% of the unemployed graduates reported no employment opportunities as the primary reason, while 35% were pursuing higher studies, and only 5% were involved in business training. The finding of this study is that the majority of graduates are not getting job opportunities for job in the country. There is need for enhanced job creation and support for educational transitions among graduates from diverse academic disciplines.

Employment Type of Graduates

Figure 2.3

Employment Type of Graduates



Note: SPSS output 2025

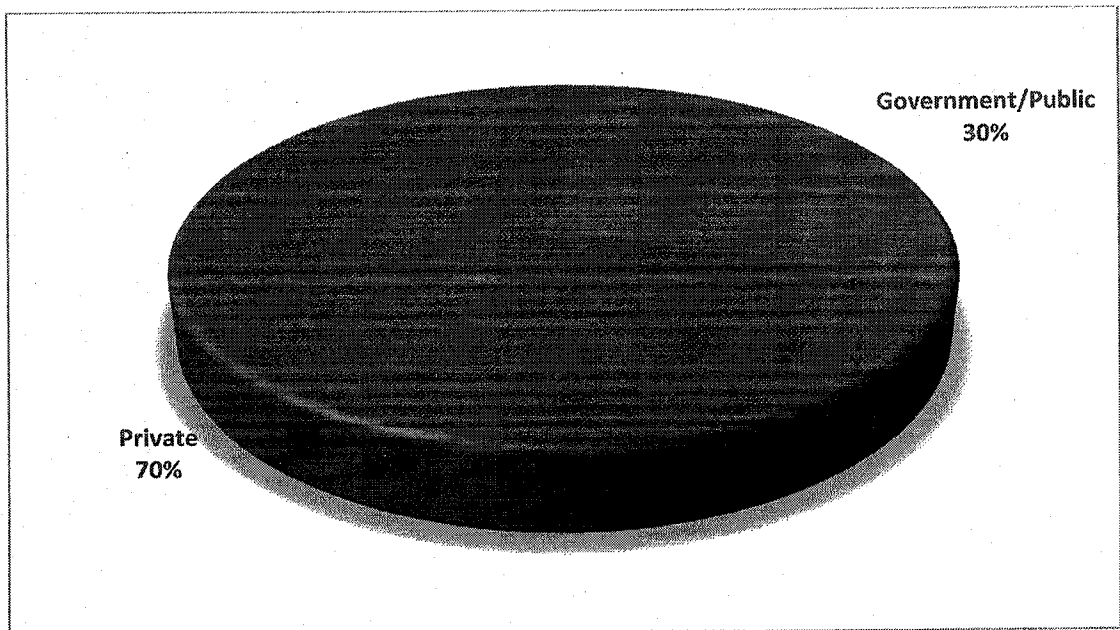


The above figure 2.3 depicts the type of employment the graduates are involved in various employed organizations. Among the 10 employed graduates, 10% holds a permanent job, 60% are employed in temporary positions, and 30% work under contract. This distribution indicates a predominance of temporary employment, suggesting that most graduates are entering the workforce through short-term or less stable job arrangements rather than securing permanent employment. This trend may reflect limited availability of long-term job

Type of Employer Organization

Figure 2.4

Type of Employer Organization (%)



Note: SPSS output 2024

Figure 2.4 presents the types of employer organizations where graduates are employed. Out of a total of 10 respondents, 3 graduates or 30% are employed in government organizations, while 7 graduates or 70% are working in private organizations. This indicates a higher employment rate in the private sector compared to the government sector among the graduates surveyed. The frequency and percentage highlight the distribution of employment types, suggesting that the private sector offers more opportunities or is more preferred by the graduates.

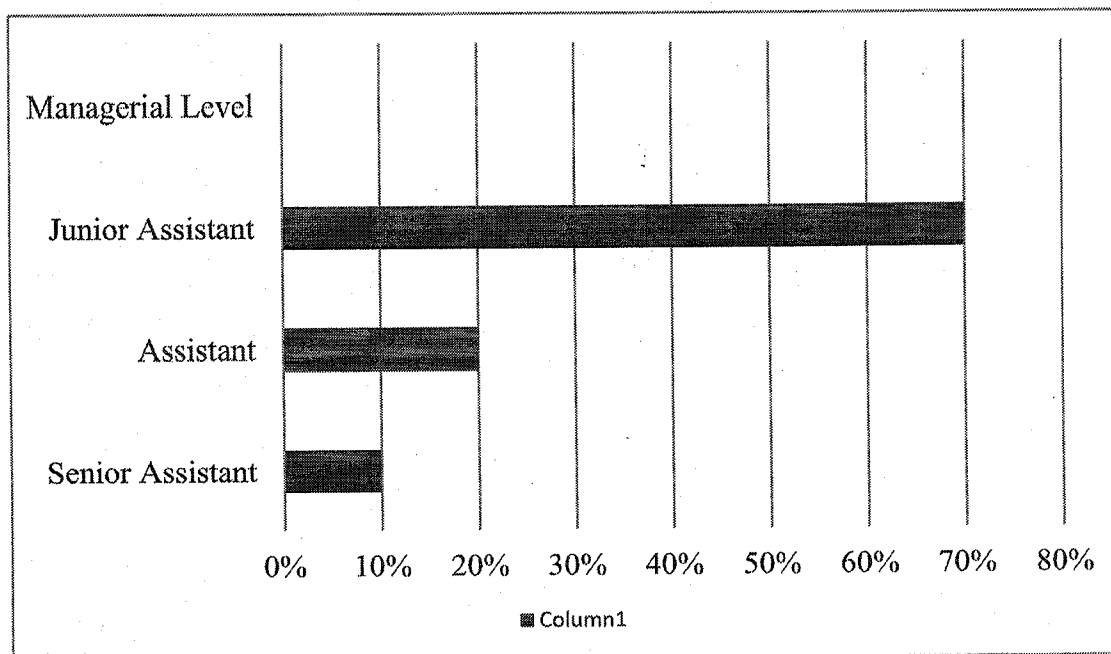
Figure 2.5*Designation of Employed Graduates (in %)**Note: SPSS output 2025*

Figure 2.5 presents the level of employment of the graduates working in the organizations. The employment distribution of graduates indicates that a significant majority, 70%, have started their careers as Junior Assistants, reflecting a common entry point for fresh graduates. Another 20% are employed as Assistants, suggesting that some have attained slightly higher roles, possibly due to prior experience or qualifications. Additionally, 10% have reached the position of Senior Assistant, indicating early career advancement for a few individuals. No graduates have yet attained the role of Senior Manager, which is understandable given the higher experience and tenure typically required for such positions.

Designation by Program-Wise Graduates

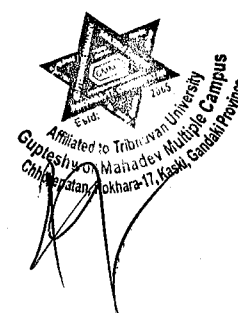
Table 2.8 presents the designation-wise employment status of graduates across different academic programs. Out of the total 10 employed graduates, 70% are working as Junior Assistants, 20% as Assistants, and 10% as Senior Assistants, with none currently employed at the managerial level. For the Bachelor of Business Studies (BBS) program, two graduates are employed one as a Junior Assistant and one as an Assistant accounting for 50% each. Bachelor of Hotel Management (BHM) graduates show a slightly different trend: two out of three are employed as Junior

Assistants (66.7%), and one as an Assistant (33.3%). The highest number of employed graduates comes from the Bachelor of Education (B.Ed.) program, with four graduates 80% working as Junior Assistants and 20% as Senior Assistants. Notably, no graduates from the Bachelor of Information Management (BIM) and Master of Business Studies (MBS) programs were reported as employed at the time of the survey. The data reflects that most graduates begin their careers in junior roles, with limited progression to mid-level positions and no representation in managerial roles, highlighting the early-stage career profile of most respondents and suggesting a potential area for career development support and long-term tracking.

Table 2.8
Designation by Program-Wise Graduates

Program		Designation				Total
		Junior Assistant	Assistant	Senior Assistant	Managerial Level	
BBS	Frequency	1	1	0	0	3
	%	50.0%	50.0%	0.0%	0.0%	100.0%
B.Ed.	Frequency	2	1			3
	%	66.7.0%	33.3%	0%	0%	100.0%
BHM	Frequency	4	0	1	0	4
	%	80.0%	0%	20.0%	0.0%	100.0%
BIM	Frequency	0	0	0	0	0
	%					
MBS	Frequency	0	0	0	0	0
	%					
Total	Frequency	7	2	1	0	10
	%	70.0%	20.0%	10.0%	0%	100.0%

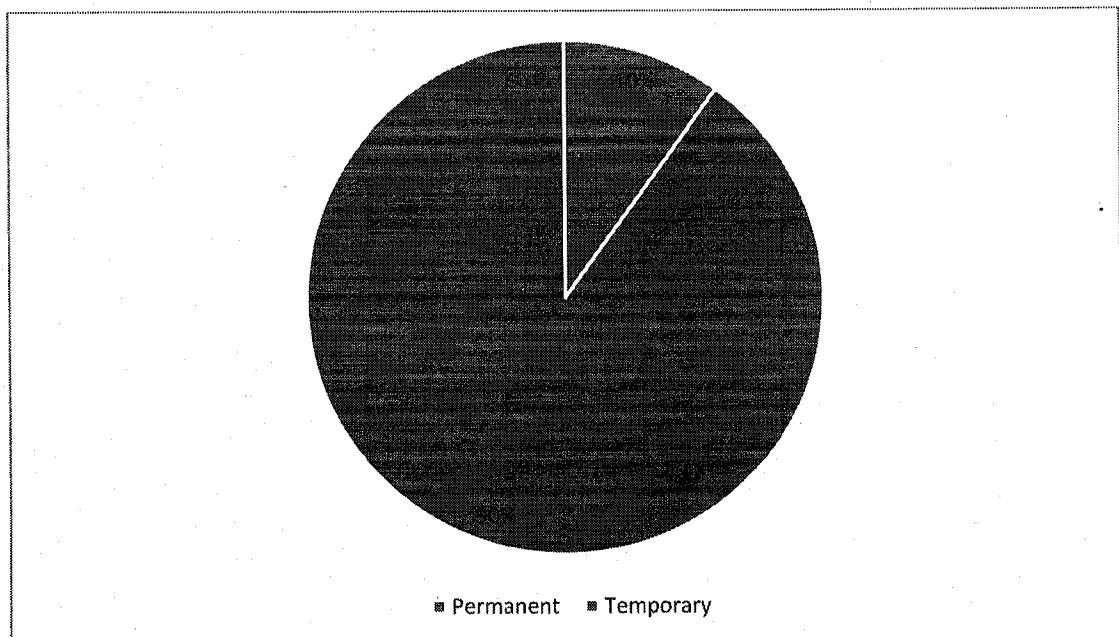
Note: SPSS output 2025



Current Employment Types of Graduates

Figure 2.6

Current Employment Types of Graduates



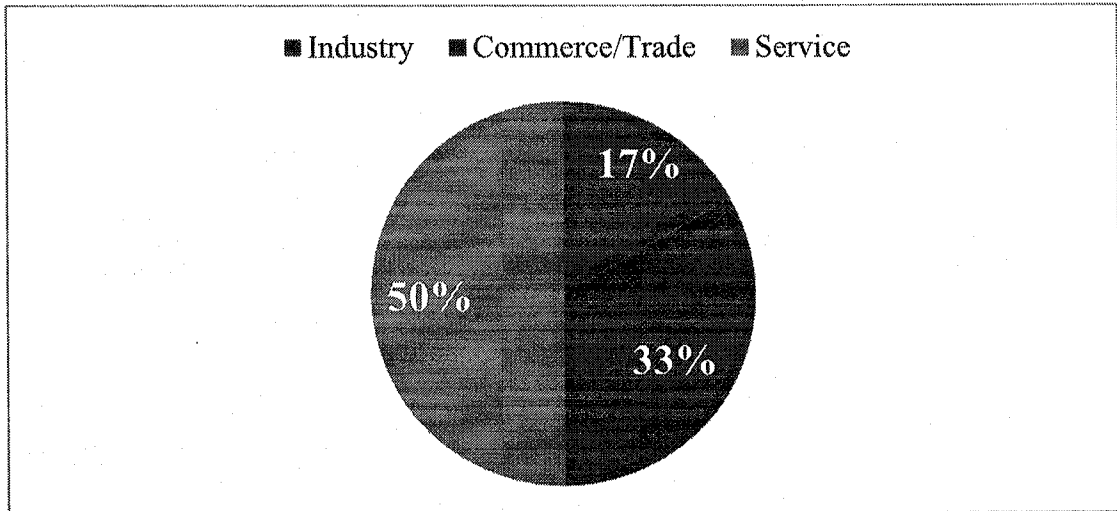
Note: SPSS output 2025

Figure 2.6 illustrates the current employment types among employed graduates, highlighting a significant imbalance between temporary and permanent job positions. According to the findings, 90 percent of the graduates are working on a temporary basis, while only 10 percent have secured permanent employment. This suggests that the vast majority of graduates are entering the job market through short-term, contract, or probationary roles, which may lack long-term job security, benefits, and career growth opportunities. The low percentage of permanent employment could reflect the competitive nature of the job market, limited availability of stable positions, or employers' preference for temporary staffing models. These findings indicate the need for institutions and policymakers to strengthen career support services, enhance employability skills, and build stronger industry linkages to help graduates transition into more stable and sustainable employment.

Self Employed Sector

Figure 2.7

Self Employed Sector



Note: SPSS output 2024

The figure 2.7 depicts data on the types of self-employments among six graduates, categorized into industry, commerce/trade, and service sectors. Among them, 50.0% are engaged in the service sector, making it the most common area for self-employment. This may be due to the relatively low startup costs and the accessibility of service-based ventures. Commerce/trade accounts for 33.3%, indicating that some graduates have pursued business activities involving buying and selling goods. Only 16.7% are involved in the industrial sector, suggesting limited engagement in manufacturing or production. This reflects a trend toward service-oriented self-employment among graduates, likely influenced by resource availability and market demand.

2.3 Issues Related to the Quality and Relevance of Programs

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

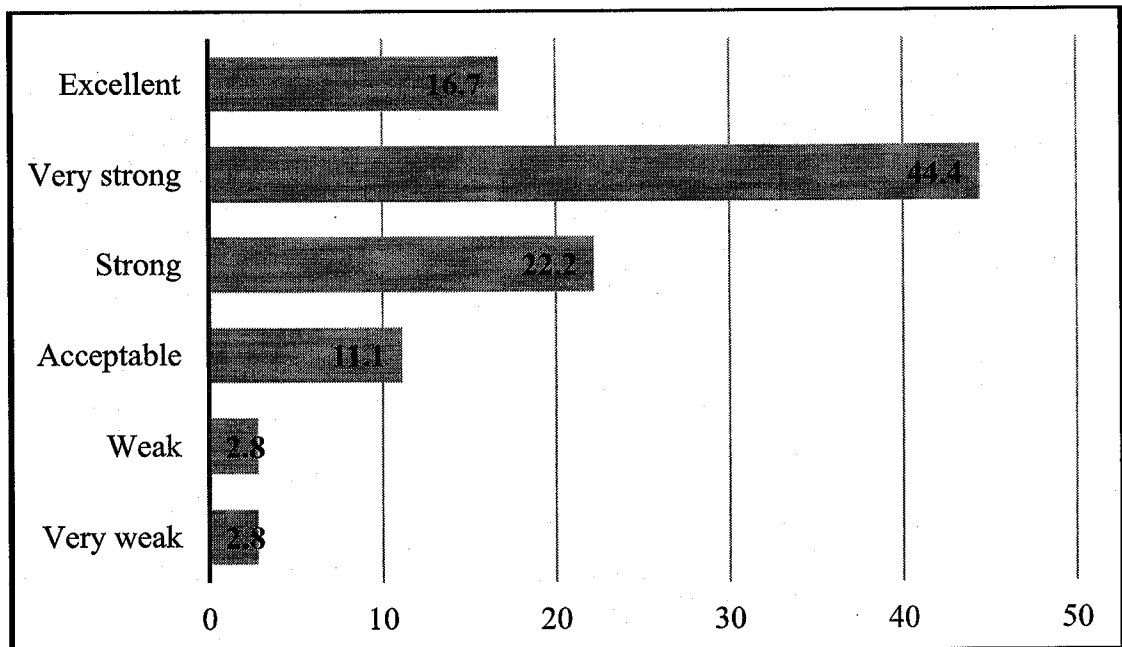
Relevance of the Program to Professional Requirement

The figure 2.8 shows the graduates' assessment of the relevance of their academic program to their professional careers, providing insight into how well the curriculum aligns with job requirements. A significant proportion of graduates expressed a positive view, with 44.4% rating the program's relevance as "Very Strong" and 16.7%

as "Excellent", indicating that more than 60% found the program highly applicable to their current professional roles. Additionally, 22.2% rated it as "Strong", and 11.1% considered it "Acceptable", suggesting that the majority of respondents felt the program provided a solid foundation for their careers. However, a small minority 2.8% each rated the program as "Weak" or "Very Weak", implying that for some individuals, the program did not sufficiently align with industry demands or job expectations. The graduates' response favorable perception of the program's relevance, while also highlighting the need for continuous curriculum updates to meet evolving professional requirements.

Figure 2.8

Relevance of the Program to Professional Requirement (in %)



Note: SPSS output 2025

Rating based on Extra-Curricular Activities

Figure 2.9 presented below depicts the graduated response to the extra curricular activities offered by the institution. Majority of the graduates believe that the institution has provided very strong extra curricular facilities. The 59.3 percent graduates rated very strong, 25.9 % as strong and 14.8 % as excellent.

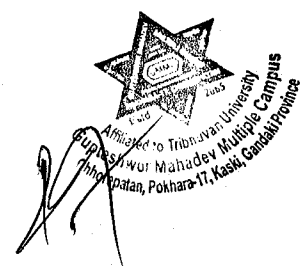
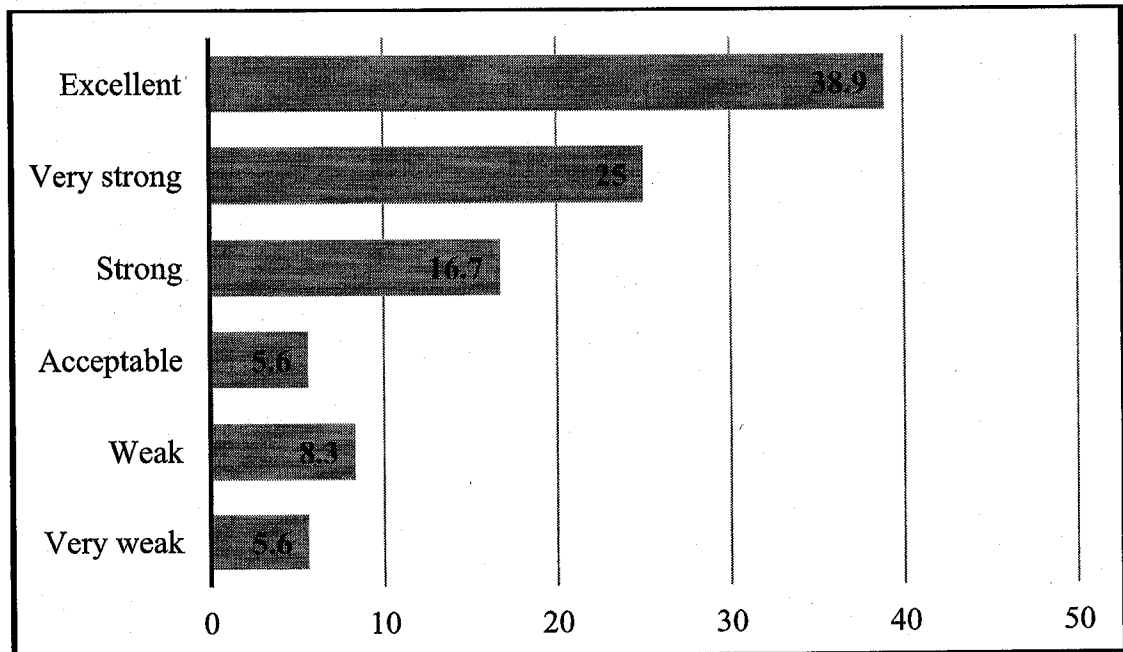


Figure 2.9*Rating based on Extra-Curricular Activities (in %)**Note: SPSS output 2025*

The figure 2.9 presents graduates' perceptions of the effectiveness of extracurricular activities provided by the institution. The majority of respondents viewed these activities positively, with 38.9% rating them as "Excellent" and 25.0% as "Very Strong", indicating that nearly two-thirds of the graduates found the extracurricular offerings highly beneficial and impactful in their overall development. Additionally, 16.7% rated them as "Strong", reflecting general satisfaction. A smaller group, 5.6%, considered the activities merely "Acceptable", while 8.3% rated them as "Weak", and another 5.6% as "Very Weak". These lower ratings suggest that some graduates may have felt limited access to or engagement with such programs. It indicates that a part of providing teaching learning activities, the organization is also successful in providing other activities to the students.

2.4 Program's Contribution to Graduates Professional and Personal Development

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

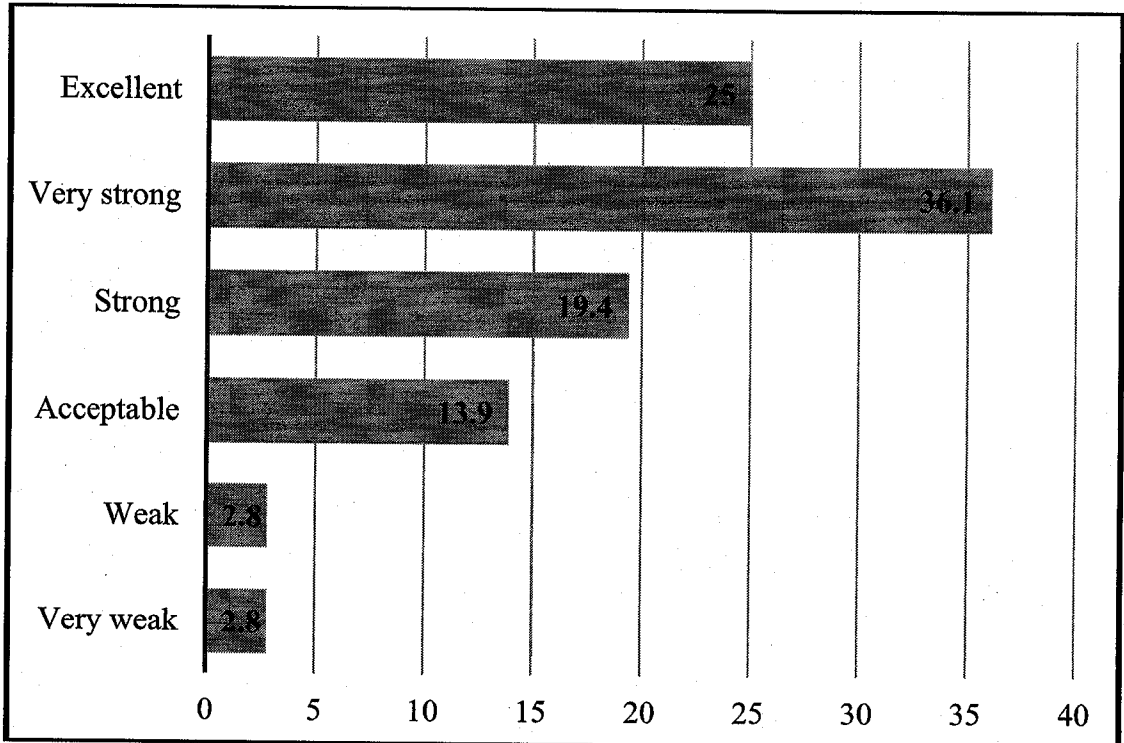
Figure 2.10*Rating based on Problem Solving Skills (in %)**Note: SPSS output 2024*

Figure 2.10 presents graduates' self-assessment of their problem-solving skills developed through their academic program. The results show a predominantly positive perception, with 36.1% of respondents rating their skills as "Very Strong" and 25.0% as "Excellent", indicating that over 60% believe their education effectively enhanced their ability to solve problems. Additionally, 19.4% rated their skills as "Strong", and 13.9% as "Acceptable", suggesting that a majority found the training adequate or better in preparing them to address real-world challenges. However, a small portion 2.8% each rated their skills as "Weak" and "Very Weak", reflecting a need for improvement in practical application or critical thinking components for some students. The figure demonstrates a strong endorsement of the program's effectiveness in fostering problem-solving capabilities, which are essential for professional success, while also emphasizing the importance of continuous enhancement in teaching methods and experiential learning opportunities.

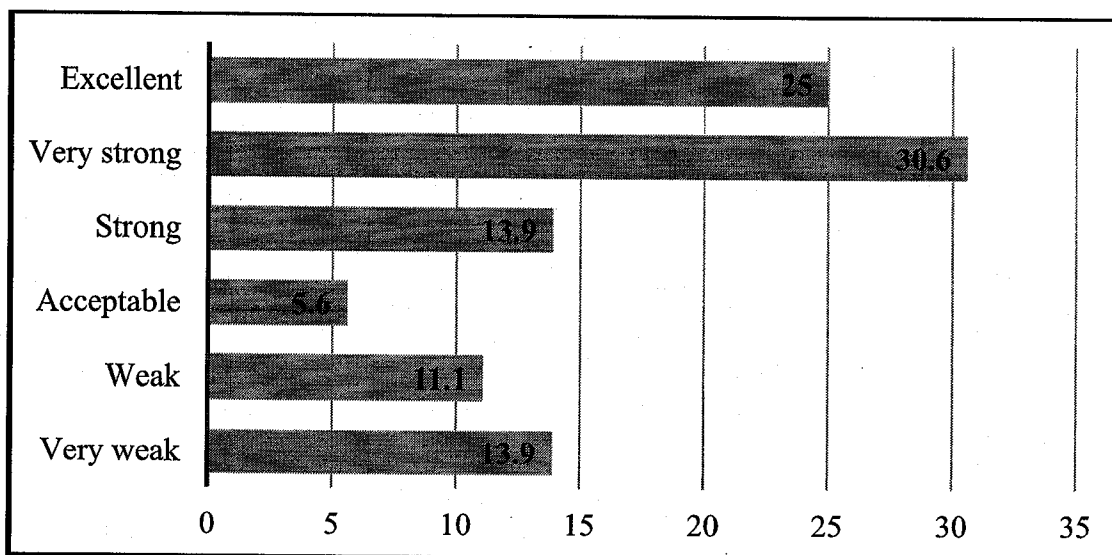
Figure 2.11*Rating based on Work Placement (%)**Note: SPSS output 2024*

Figure 2.11 demonstrates graduates' evaluation of the work placement and internship opportunities provided by the institution. The majority of respondents rated their experiences positively, with 30.6% considering them "Very Strong" and 25.0% rating them as "Excellent", indicating that over half found the internships highly beneficial for gaining practical exposure and workplace readiness. Additionally, 13.9% rated them as "Strong", showing a favorable impression among a broader group. However, a notable proportion expressed dissatisfaction, with 13.9% rating the experience as "Very Weak" and 11.1% as "Weak", while 5.6% found it merely "Acceptable". These lower ratings suggest gaps in access, quality, or relevance of internship placements for some students. Most of the graduates appreciated the value of internships and work placements in enhancing employability, the data also emphasized the need for institutions to strengthen industry partnerships, ensure wider participation, and improve the structure and monitoring of internship programs to benefit all students.

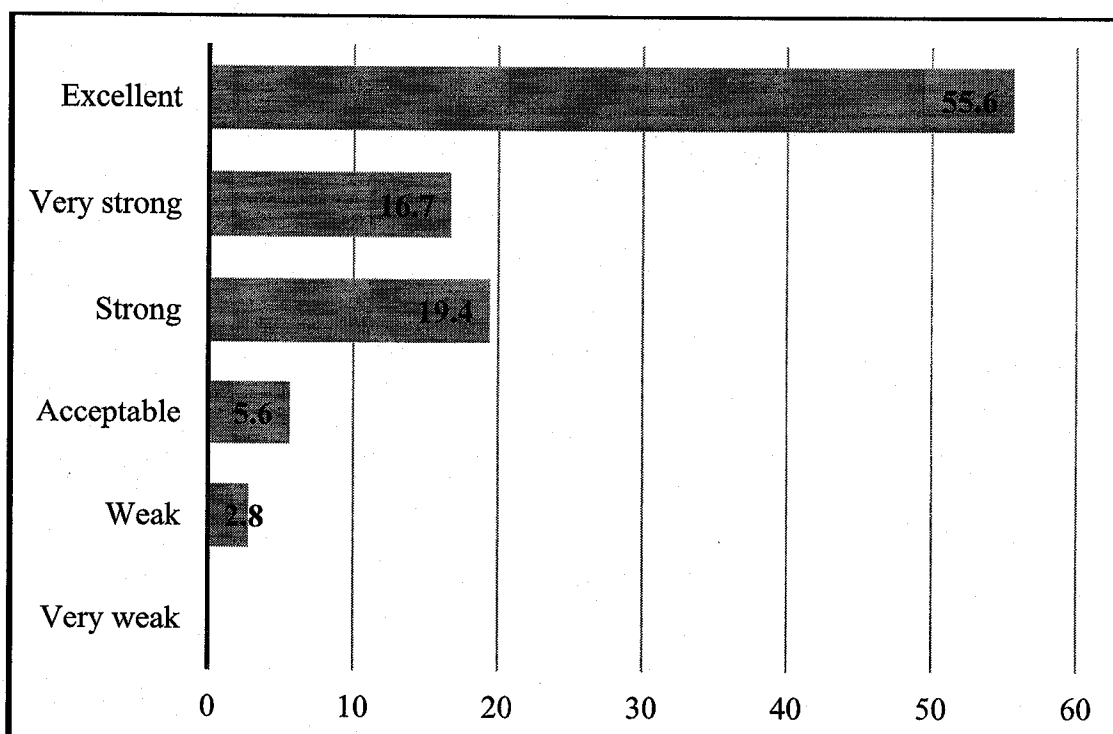
2.5 Issues Related to Teaching/Learning, Teacher/ Student Relationship and Education Delivery Efficiency

The higher education institution should focus on teaching/learning environment. Besides this, the institution should also focus on teacher/student relationship and

education delivery. These factors contribute for educational excellence. Those factors are demonstrated below

Figure 2.12

Rating based on Teaching Learning Environment (in %)



Note: SPSS output 2024

Figure 2.12 presents graduates' evaluations of issues related to teaching and learning. The majority of respondents reported highly positive experiences, with 55.6% rating these aspects as "Excellent" and 16.7% as "Very Strong", indicating that over 70% were highly satisfied with the academic environment and instructional quality. Additionally, 19.4% rated it as "Strong", further reinforcing the effectiveness of teaching practices and positive interactions between faculty and students. A small portion 5.6% found the experience "Acceptable", while only 2.8% rated it as "Weak", suggesting minimal dissatisfaction. These findings reflect a supportive academic environment where effective teaching methods, strong student-teacher relationships, and efficient delivery mechanisms contribute significantly to student satisfaction and learning outcomes. However, continued efforts to maintain and further enhance these standards are essential to ensure consistent quality and address the expectations of all learners.

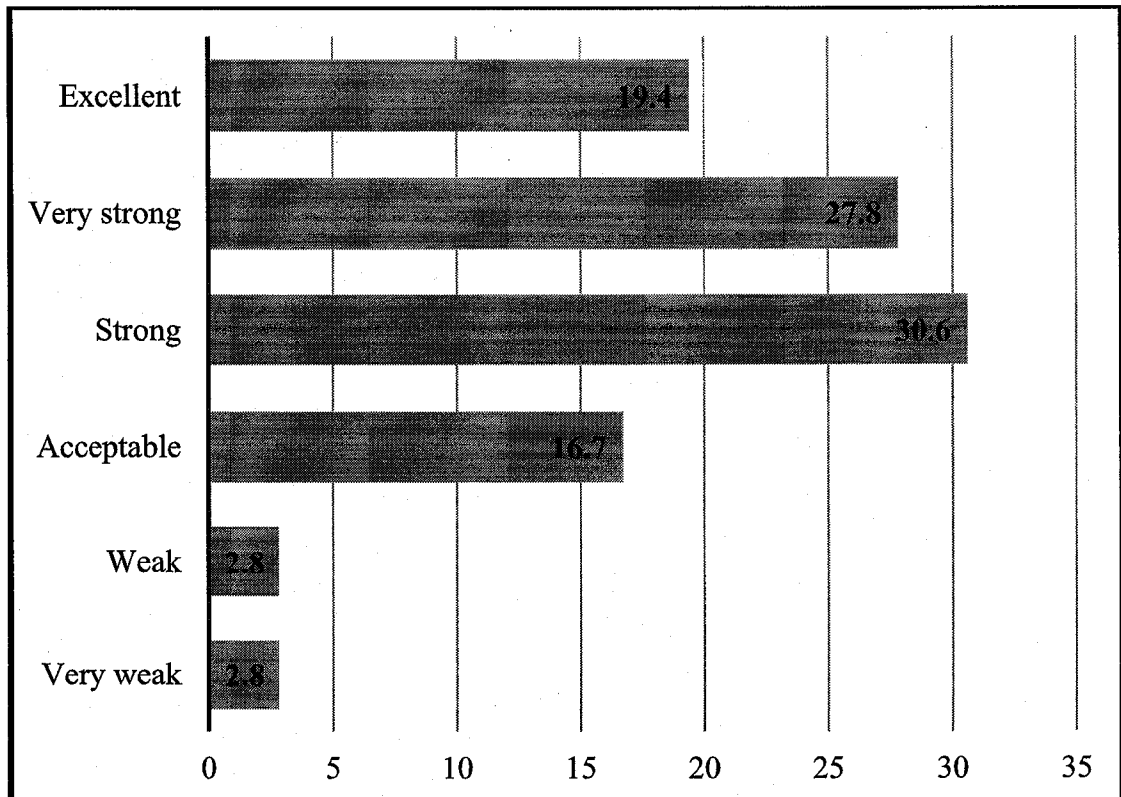
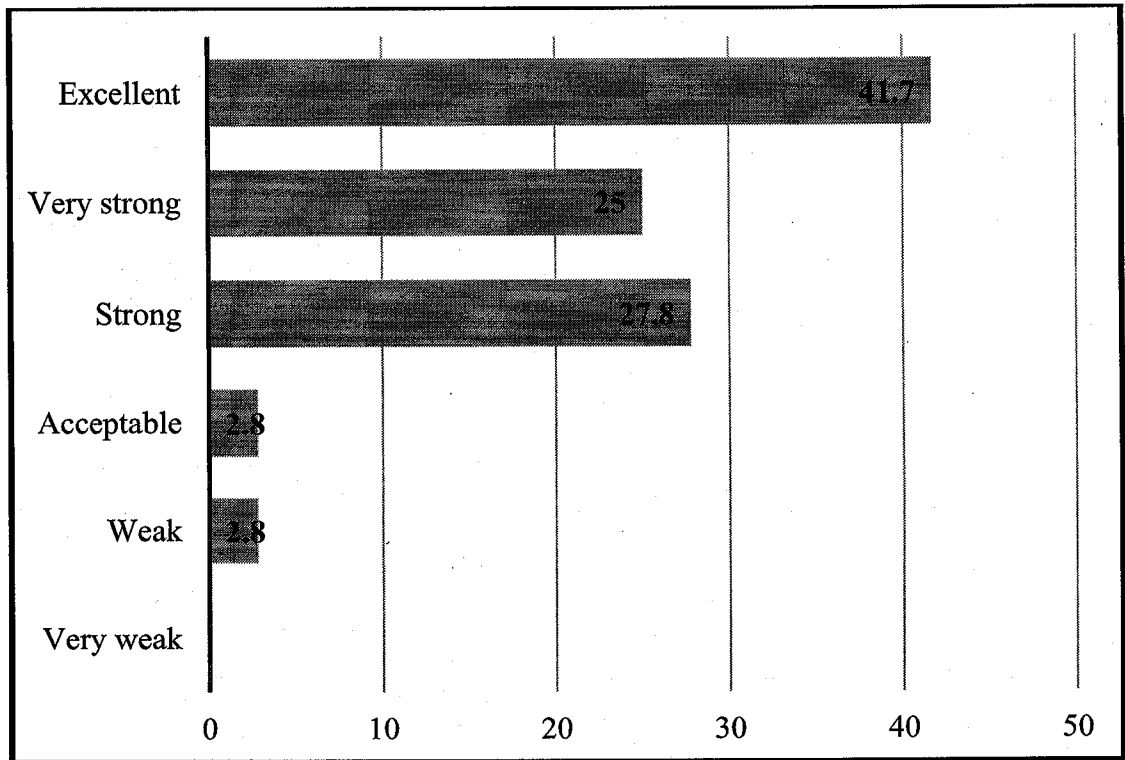
Figure 2.13*Rating based on IT Skill (in %)**Note: SPSS output 2025*

Figure 2.13 demonstrates graduates' perceptions of the Information Technology (IT) skills of faculty members during classroom delivery. A majority of respondents rated faculty IT competency positively, with 30.6% indicating it as "Strong", 27.8% as "Very Strong", and 19.4% as "Excellent", showing that over 77% believed their instructors effectively used IT tools in teaching. This suggests that most faculty were proficient in integrating digital resources, multimedia presentations, and online platforms to enhance the learning experience. 16.7% rated faculty IT skills as "Acceptable", indicating moderate satisfaction, while a small portion—2.8% each rated them as "Weak" or "Very Weak", highlighting a need for improvement among a few instructors. The results indicate that faculty members possess a generally high level of IT proficiency, contributing positively to teaching effectiveness, though continuous training and support in emerging educational technologies would help ensure consistency across all departments.

Figure 2.14
Rating based on Teacher-Student Relationship



Note: SPSS output 2025

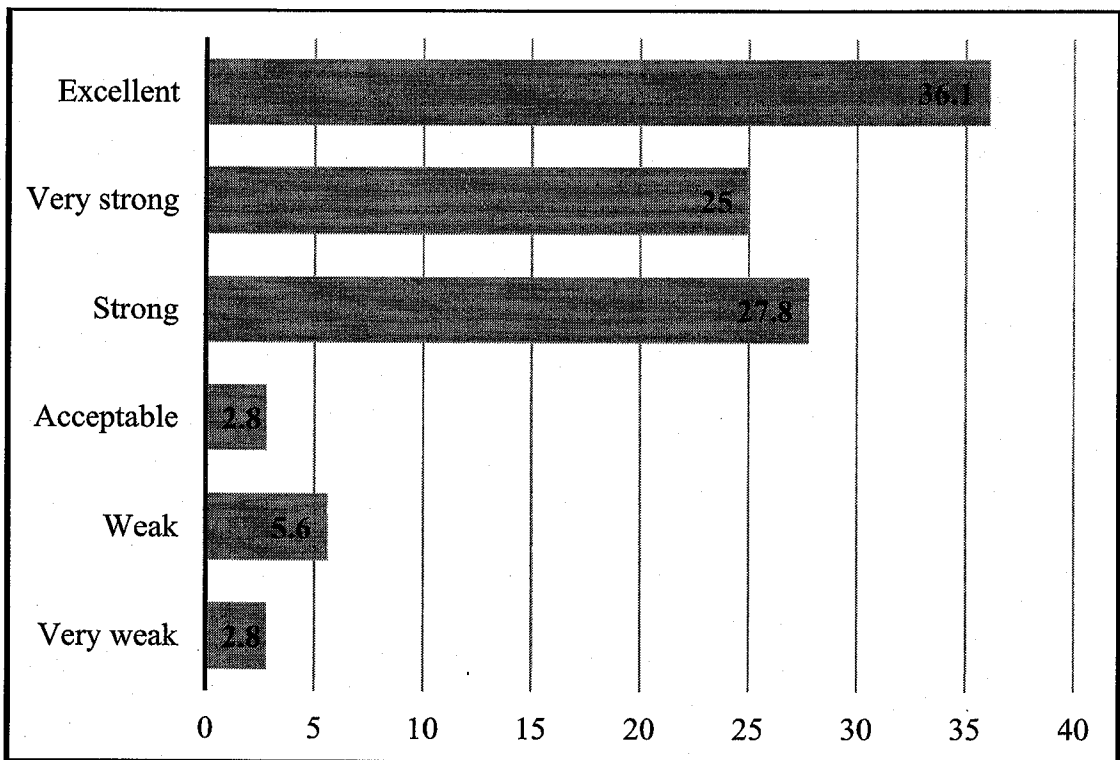
Figure 2.14 demonstrates the graduates' evaluations of the teacher-student relationship during their academic studies. The results show a highly positive perception, with 41.7% of respondents rating the relationship as "Excellent", followed by 25.0% as "Very Strong", and 27.8% as "Strong". This indicates that over 94% of graduates had favorable experiences in terms of faculty support, approachability, and engagement in the learning process. Only a small percentage 2.8% each rated the relationship as "Acceptable" and "Weak", suggesting minimal dissatisfaction. These findings reflect a healthy academic environment where faculty members maintain respectful, supportive, and constructive interactions with students, contributing to a positive educational experience. Strong teacher-student relationships are essential for student motivation, academic success, and overall satisfaction. However, the small percentage of weaker ratings indicates the need for ongoing attention to ensure that all faculty members consistently foster inclusive and supportive interactions with their students. 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 fall under infrastructural facilities provided by the organization. Those factors are explained below

Figure 2.15

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



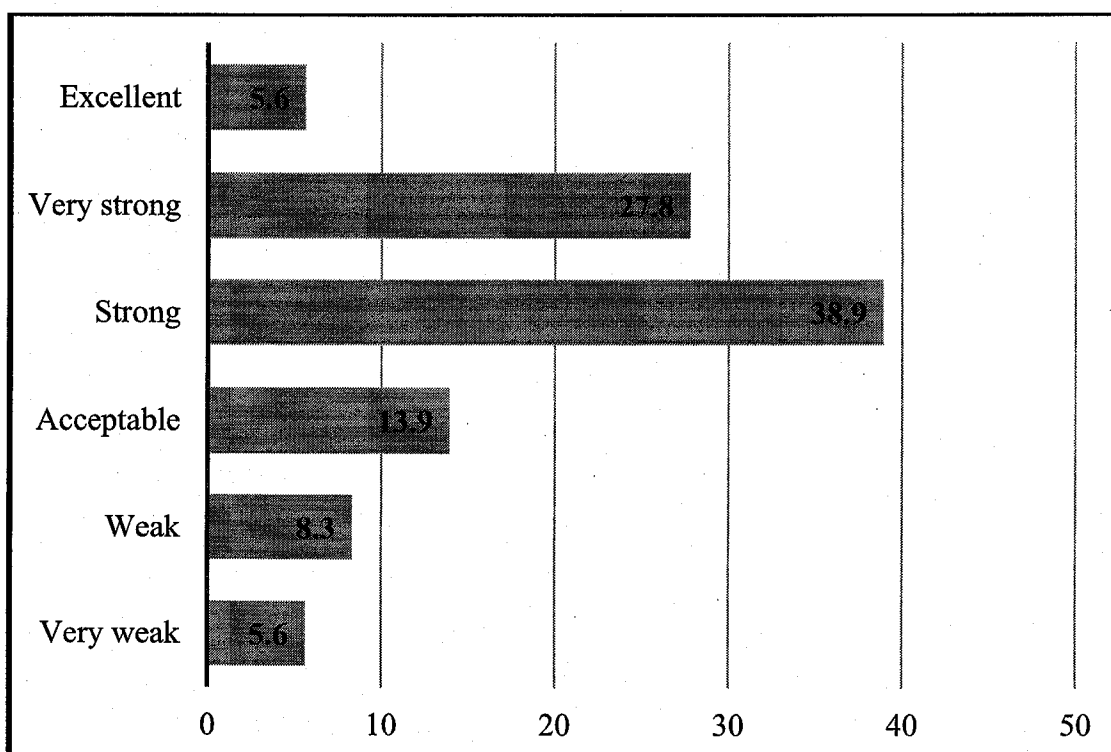
Note: SPSS output 2025

Figure 2.15 presents graduates' feedback on the library facilities provided by the institution. The majority of respondents expressed a high level of satisfaction, with 36.1% rating the facility as "Excellent", 25.0% as "Very Strong", and 27.8% as "Strong". This indicates that nearly 89% of graduates found the library resources and services to be highly effective in supporting their academic needs. These responses suggest that the library played a crucial role in providing access to learning materials, research support, and a conducive study environment. On the other hand, 2.8% each

rated the facility as "Acceptable" and "Very Weak", while 5.6% marked it as "Weak", highlighting that a small group experienced limitations in resource availability, space, or accessibility. The data reflects a generally strong library infrastructure that effectively contributed to the academic experience, while also pointing to the importance of continual updates and improvements to meet all users' expectations.

Figure 2.16

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



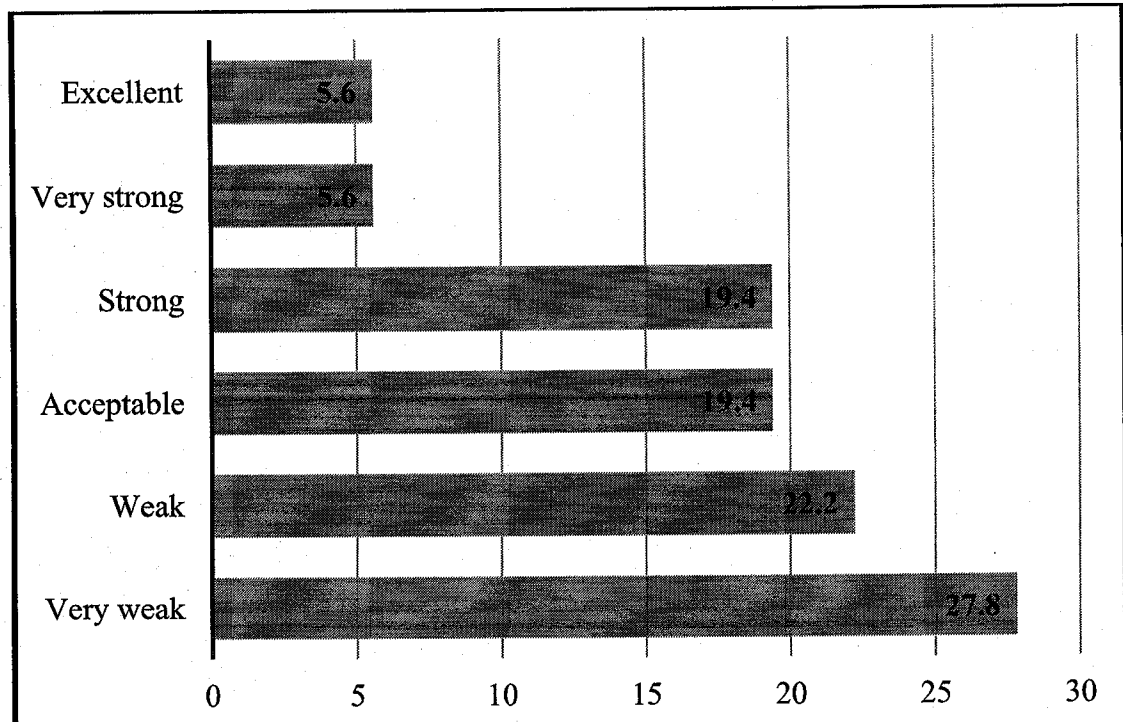
Note: SPSS output 2025

Figure 2.16 demonstrates the response of graduates' assessment of the laboratory facilities available at the institution. The majority of respondents gave favorable feedback, with 38.9% rating the facilities as "Strong" and 27.8% as "Very Strong", indicating that over two-thirds found the labs sufficiently equipped and supportive of practical learning. Additionally, 5.6% rated the lab facilities as "Excellent", suggesting high satisfaction among a smaller group. However, 13.9% rated the labs as "Acceptable", reflecting a neutral stance, while a combined 13.9% expressed dissatisfaction 8.3% as "Weak" and 5.6% as "Very Weak". These less favorable responses may point to issues such as outdated equipment, limited access, or insufficient technical support. The majority of graduates appreciated the lab facilities, the presence of some critical feedback highlights the need for regular upgrades,

improved maintenance, and better resource allocation to ensure consistent quality and support for hands-on, experiential learning across all programs.

Figure 2.17

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



Note: SPSS output 2025

Figure 2.17 depicts the response of graduates towards canteen facilities provided by the institution. The figure presents graduates' feedback on the canteen facilities provided by the institution, revealing a generally low level of satisfaction. A significant portion of respondents rated the facility negatively, with 27.8% marking it as "Very Weak" and 22.2% as "Weak", indicating that nearly half of the graduates were dissatisfied with the canteen services. Additionally, 19.4% considered it "Acceptable", reflecting a neutral or moderate view. Only a small percentage gave positive feedback, with 19.4% rating it as "Strong", and just 5.6% each selecting "Very Strong" and "Excellent". These results suggest several potential shortcomings in the canteen, such as limited food options, hygiene concerns, inadequate seating, or poor service quality. The feedback indicates a need for significant improvement in the canteen facilities to meet student expectations and enhance their overall campus experience. Upgrading food quality, cleanliness, and service standards would likely lead to higher satisfaction among future students.

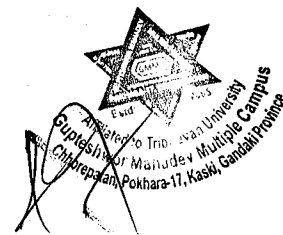
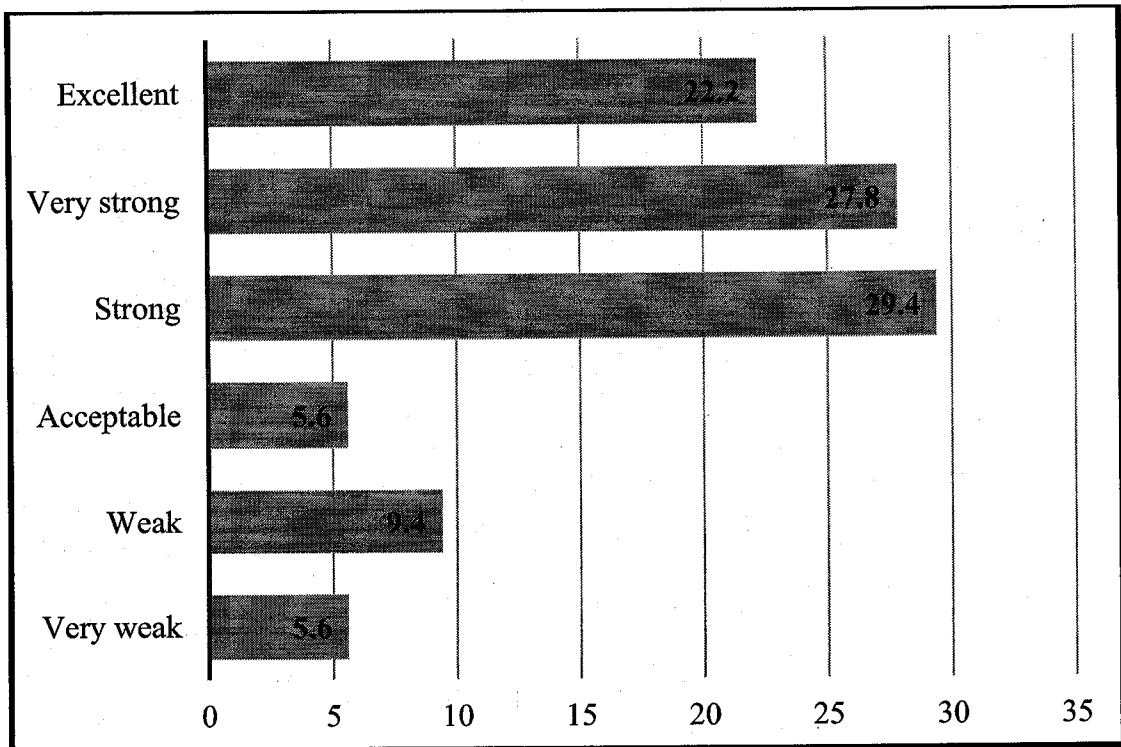


Figure 2.18

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



Note: SPSS output 2025

Figure 2.18 depicts the response of graduates towards urinal facilities provided by the institution. A majority of respondents gave positive feedback, with 29.4% rating the facilities as "Strong", 27.8% as "Very Strong", and 22.2% as "Excellent". This indicates that nearly 80% of graduates were satisfied with the cleanliness, maintenance, and accessibility of the urinal facilities. However, a smaller portion of respondents expressed concerns: 9.4% rated them as "Weak", 5.6% as "Very Weak", and another 5.6% as "Acceptable", suggesting that improvements may still be needed in certain areas or for specific users. The findings suggest that the institution has made notable efforts to maintain hygienic and functional sanitation infrastructure, but continuous monitoring, regular maintenance, and user feedback are essential to ensure consistent quality and meet the expectations of all students and staff.

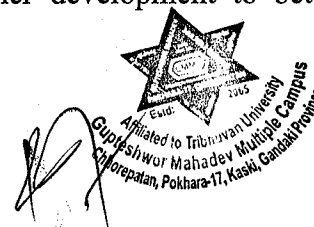
Table 2.9
Mean Score Evaluation of Major Strength and Weakness

	Minimum	Maximum	Mean	Std. Deviation
Relevance of the program to your professional requirement	.00	5.00	3.5278	1.15847
Extracurricular activities	.00	5.00	3.6389	1.53349
Problem solving ability	.00	5.00	3.5833	1.25071
Internship / work placement	.00	5.00	3.1111	1.76923
Teaching learning environment	1.00	5.00	4.1667	1.10841
IT skill	.00	5.00	3.3611	1.22247
Teacher student relationship	1.00	5.00	4.0000	1.04198
Library facility	.00	5.00	3.7500	1.29560
Lab facility	.00	5.00	2.9167	1.22766
Canteen facility	.00	4.00	1.9577	1.22766
Urinal facility	.00	5.00	3.1111	1.59960

Note: SPSS output 2025

Table 2.9 provides a comprehensive overview of graduates' evaluations of key strengths and weaknesses in their academic and campus experiences, using mean scores to reflect overall satisfaction. The major strengths identified include the teaching-learning environment (mean score 4.17) and teacher-student relationship (mean score 4.00), indicating that graduates highly value the quality of instruction and positive interactions with faculty. Additionally, facilities such as the library (mean 3.75) and extracurricular activities (mean 3.64) are considered strong points, contributing to a well-rounded educational experience. Graduates also perceive their problem-solving abilities (mean 3.58) as enhanced through the program.

On the other hand, the major weaknesses lie in the canteen facility, which received the lowest mean score of 1.96, suggesting significant dissatisfaction regarding food services and amenities. The laboratory facilities (mean 2.92) and internship/work placement opportunities (mean 3.11) were also rated lower, highlighting concerns about practical exposure and hands-on learning experiences. Furthermore, while IT skills and program relevance to professional requirements received moderate scores (around 3.3 to 3.5), these areas may benefit from further development to better prepare students for the workforce.



The standard deviations indicate some variability in opinions, especially regarding internships and extracurricular activities, suggesting diverse student experiences. The table highlights strong academic support and faculty engagement as key strengths, while pointing to infrastructural and experiential learning aspects as areas needing focused improvement for a more holistic educational environment.

Table 2.10

Association between Employment Status and Graduates' Characteristics

Graduates Characteristics	Employed	Self Employed	Unemployed	χ^2	Sig	Cramer's V
Gender						
Male	20.0%	26.7%	53.3%	2.126	.345	.243
Female	33.3%	9.5%	57.2%			
Age Group						
20-24	13.3 %	20.0 %	66.7 %	.6120	.190	.412
24-28	43.8 %	6.2 %	50.0%			
28-32	20.0%	40.0%	40.0%			

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

Note: SPSS output 2025

Table 2.10 examines the association between employment status (Employed, Self-Employed, Unemployed) and two graduate characteristics: Gender and Age Group. The results include chi-square (χ^2) values, significance levels (p-values), and Cramer's V coefficients to measure the strength of association. For Gender, 20% of males are employed, 26.7% self-employed, and 53.3% unemployed. Among females, 33.3% are employed, 9.5% self-employed, and 57.2% unemployed. The chi-square value is 2.126 with a p-value of 0.345, which is above the 0.05 threshold, indicating no statistically significant association between gender and employment status. The Cramer's V of 0.243 suggests a weak association.

Regarding Age Group, employment status varies across age brackets. The youngest group (20-24) has the highest unemployment rate at 66.7%, while the 24-28 age group shows the highest employment rate (43.8%). The 28-32 age group has a notable self-employment rate (40%). The chi-square value of 0.6120 with a p-value of 0.190 indicates no significant association between age group and employment status at the 5% level. The Cramer's V of 0.412 suggests a moderate association.



The data shows no statistically significant relationships between employment status and these graduate characteristics, though some trends are apparent.

Table 2.11

Recommendation for Betterment of Institution by Graduates (in %)

Suggestion Category	Frequency	Percent (%)	Description Summary
Canteen Facilities	7	19.4	Need for canteen inside campus, quality service, proper management
Parking Facilities	7	19.4	Demand for proper and sufficient parking space
Library Facilities and Resources	5	13.9	Need for more books, reference materials, and better management
ICT and Research Support	4	11.1	Improve ICT teaching, organize workshops, enhance research opportunities
Practical Education and Field Visits	3	8.3	Enhance practical learning, arrange field visits and internships
Student Counseling and Career Support	3	8.3	Provide counseling, mentorship, and job placement support

Note: SPSS output 2025

Table 2.11 presents a categorized summary of graduates' recommendations for institutional improvement, highlighting key areas requiring attention. The data, derived from 36 individual suggestions, is grouped into six major categories to facilitate understanding and planning for development.

The most frequently mentioned concerns relate to canteen facilities and parking facilities, each accounting for 19.4% of the responses. Graduates expressed the urgent need for a well-managed canteen within the campus that offers quality service. Similarly, they emphasized the inadequacy of current parking arrangements, suggesting the provision of adequate and organized parking space for students and staff.

Library facilities and resources emerged as the third major area, with 13.9% of respondents urging the campus to enrich its library collection with sufficient books and ensure better library management. This was followed by ICT and research support (11.1%), where graduates highlighted the importance of integrating ICT-based teaching methods, conducting IT workshops, and supporting student-led research initiatives.



Further, practical education and field visits accounted for 8.3% of suggestions, reflecting a need for more hands-on learning experiences through internships and educational excursions. Another 8.3% of graduates recommended student counseling and career support, focusing on mentorship programs, guidance for academic continuation, and enhanced job placement assistance.

The feedback highlights the necessity of improving both academic and support services. Addressing these key areas can significantly enhance student satisfaction and institutional quality, aligning the campus environment more closely with the expectations and professional needs of its graduates.

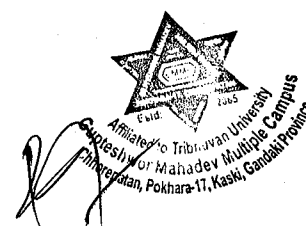
Table 2.12

Contribution to be made by Graduates (%)

Contribution Category	Frequency	Percent (%)	Description Summary
Publicity and Promotion Support	6	16.8	Help in advertising, spreading goodwill, motivating student enrollment
Teaching and Academic Contribution	5	13.9	Willingness to return as teachers, support academic excellence, provide lectures
Fundraising and Infrastructure Support	3	8.3	Assist with raising funds for facilities and infrastructure development
Event and Program Participation	3	8.3	Involvement in extracurricular activities, IT training, and campus events
Mentoring and Guidance to Students	2	5.6	Sharing experience, helping with internships and counseling
General Willingness to Support	3	8.3	Expressed general readiness to assist when needed or through various means

Note: SPSS output 2025

Table 2.12 presents a categorized summary of how graduates are willing to contribute to the betterment of their alma mater. The responses, collected through a tracer study, reflect a wide range of support areas, indicating graduates' strong sense of connection and responsibility toward the institution. The highest proportion of responses falls under Publicity and Promotion Support (16.8%). Graduates expressed their readiness to help in promoting the campus, increasing its visibility, and motivating prospective



students to enroll. This highlights the alumni's role as ambassadors who can positively influence the campus's public image.

The second most significant area is Teaching and Academic Contribution (13.9%), where graduates are willing to return as teachers, deliver guest lectures, or support academic programs. This demonstrates their commitment to sharing knowledge and maintaining academic quality. Fundraising and Infrastructure Support (8.3%) and Event and Program Participation (8.3%) reflect alumni interest in strengthening institutional facilities and engaging in activities such as organizing IT-related training or extracurricular programs. Mentoring and Guidance to Students (5.6%) shows that some graduates are eager to share their experiences, guide students in internships, and provide career counseling. Finally, General Willingness to Support (8.3%) includes those who, while not specifying a particular area, expressed a strong willingness to contribute wherever needed. The table highlights the importance of alumni in institutional development and suggests that structured alumni engagement programs could harness this goodwill for strategic improvement and growth of the campus.



CHAPTER III

MAJOR FINDINGS

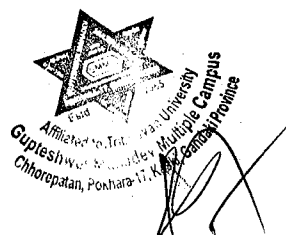
This section discusses the major findings of the study derived from analysis of the data. The key findings related to employment status of the graduates, their characteristics, issues related to quality and relevance of higher education, and contribution of education to graduate's personal development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

3.1. Demographic Profile of the Graduates

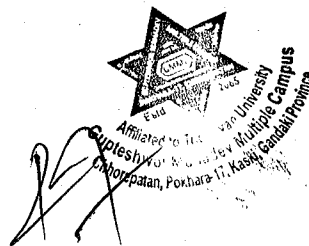
- Out of 36 graduates, majority 94.44 percent of graduates are from bachelor level and 5.56 percent from master's level. It depicts graduates from management education reflecting the attraction of students in management education. Student's aspiration is towards management stream.
- Most of the graduates are female which comprises 58.3 percent and 41.7 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 in higher education.
- Most of the graduates are of age 24 to 28 with 44.4 percent, followed by the age of 20 to 24 years with 41.7 percent, 28 to 32 years with 13.9 percent and none from above 32 years. This depicts that majority of the students pursuing higher education are of the youth age.

3.2. Employment Status of Graduates

- 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.
- Among the graduates, 31 percent of them are involving in further study whereas 69 percent of graduates are discontinuing their study.
- The findings suggests that those who are engaged in further education are more likely to be unemployed, possibly due to their ongoing academic commitments or the transitional phase before re-entering the labor market. On the other hand, those who did not pursue further education seem to enter the job market more promptly.



- BHM and B.Ed. graduates have relatively better employment outcomes, while BBS and BIM graduates face higher unemployment rates. This highlights the importance of aligning academic curricula with labor market needs and enhancing graduate employability through practical training and job placement support, especially in programs with lower employment outcomes.
- Females have a higher employment rate but also a higher unemployment rate than males, while males are more likely to be self-employed. This suggests possible gender differences in career paths and opportunities.
- Majority of graduates are not getting job opportunities for job in the country. There is need for enhanced job creation and support for educational transitions among graduates from diverse academic disciplines.
- The predominance of temporary employment, suggesting that most graduates are entering the workforce through short-term or less stable job arrangements rather than securing permanent employment. This trend may reflect limited availability of long-term job.
- Distribution of employment types, suggesting that the private sector offers more opportunities or is more preferred by the graduates.
- No graduates have yet attained the role of Senior Manager, which is understandable given the higher experience and tenure typically required for such positions.
- Most graduates begin their careers in junior roles, with limited progression to mid-level positions and no representation in managerial roles, highlighting the early-stage career profile of most respondents and suggesting a potential area for career development support and long-term tracking.
- Majority of graduates are entering the job market through short-term, contract, or probationary roles, which may lack long-term job security, benefits, and career growth opportunities. The low percentage of permanent employment could reflect the competitive nature of the job market, limited availability of stable positions, or employers' preference for temporary staffing models. These findings indicate the need for institutions and policymakers to strengthen career support services, enhance employability skills, and build stronger industry linkages to help graduates transition into more stable and sustainable employment.



- The trend toward service-oriented self-employment among graduates, likely influenced by resource availability and market demand.

3.3. Quality and Relevance of Academic Programs

- The graduates' response favorable perception of the program's relevance, while also highlighting the need for continuous curriculum updates to meet evolving professional requirements.
- Some graduates may have felt limited access to or engagement with such programs. It indicates that a part of providing teaching learning activities, the organization is also successful in providing other activities to the students.
- There is a strong endorsement of the program's effectiveness in fostering problem-solving capabilities, which are essential for professional success, while also emphasizing the importance of continuous enhancement in teaching methods and experiential learning opportunities.
- Most of the graduates appreciated the value of internships and work placements in enhancing employability, the data also emphasized the need for institutions to strengthen industry partnerships, ensure wider participation, and improve the structure and monitoring of internship programs to benefit all students.

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

- The findings reflect a supportive academic environment where effective teaching methods, strong student-teacher relationships, and efficient delivery mechanisms contribute significantly to student satisfaction and learning outcomes. However, continued efforts to maintain and further enhance these standards are essential to ensure consistent quality and address the expectations of all learners.
- The faculty members possess a generally high level of IT proficiency, contributing positively to teaching effectiveness, though continuous training and support in emerging educational technologies would help ensure consistency across all departments.
- The graduates perceive that there is a healthy academic environment where faculty members maintain respectful, supportive, and constructive interactions with students, contributing to a positive educational experience. Strong

teacher-student relationships are essential for student motivation, academic success, and overall satisfaction. However, the small percentage of weaker ratings indicates the need for ongoing attention to ensure that all faculty members consistently foster inclusive and supportive interactions with their students. It shows that there is a cordial relationship between student and teachers in the college.

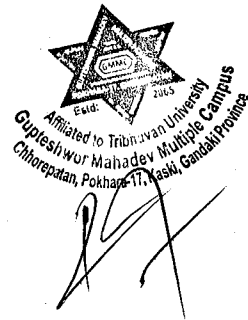
3.5. Issues Related to Library, Lab, Canteen, Sports and Urinal Facilities

- The graduates opinion strong library infrastructure that effectively contributed to the academic experience, while also pointing to the importance of continual updates and improvements to meet all users' expectations.
- The majority of graduates appreciated the lab facilities, the presence of some critical feedback highlights the need for regular upgrades, improved maintenance, and better resource allocation to ensure consistent quality and support for hands-on, experiential learning across all programs.
- There are several potential shortcomings in the canteen, such as limited food options, hygiene concerns, inadequate seating, or poor service quality. The feedback indicates a need for significant improvement in the canteen facilities to meet student expectations and enhance their overall campus experience. Upgrading food quality, cleanliness, and service standards would likely lead to higher satisfaction among future students.
- The institution has made notable efforts to maintain hygienic and functional sanitation infrastructure, but continuous monitoring, regular maintenance, and user feedback are essential to ensure consistent quality and meet the expectations of all students and staff.

3.6 Other Factors

- The strong academic support and faculty engagement as key strengths, while pointing to infrastructural and experiential learning aspects as areas needing focused improvement for a more holistic educational environment.
- There is no statistically significant association between gender and employment status. The Cramer's V of 0.243 suggests a weak association.

- There is no significant association between age group and employment status at the 5% level. The Cramer's V of 0.412 suggests a moderate association.
- The data shows no statistically significant relationships between employment status and these graduate characteristics, though some trends are apparent.
- Graduates expressed the urgent need for a well-managed canteen within the campus that offers quality service. Similarly, they emphasized the inadequacy of current parking arrangements, suggesting the provision of adequate and organized parking space for students and staff.
- Practical education and field visits accounted for 8.3% of suggestions, reflecting a need for more hands-on learning experiences through internships and educational excursions.
- Another 8.3% of graduates recommended student counseling and career support, focusing on mentorship programs, guidance for academic continuation, and enhanced job placement assistance.
- The importance of alumni in institutional development and suggests that structured alumni engagement programs could harness this goodwill for strategic improvement and growth of the campus.



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:

4.1. Reforming Academic Offerings and Program Relevance

The high percentage of graduates from the management stream (94.44%) indicates a significant demand for management education. This trend highlights the need to expand and diversify program offerings to attract students from other disciplines and meet broader market demands. Simultaneously, the relatively higher unemployment rates among BBS and BIM graduates suggest the curriculum must be more closely aligned with labor market requirements. Regular industry consultation and curriculum updates can ensure that programs remain relevant and skills-based, particularly by integrating ICT, soft skills, and practical training modules.

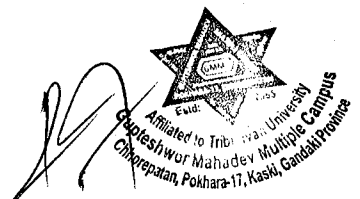
4.2. Gender-Inclusive Educational Support

With 58.3% of graduates being female, the institution has demonstrated progress in promoting gender equity in education. However, the higher unemployment rate among females also signals potential barriers to career progression. Institutional reforms should include gender-responsive career services, mentorship, and support systems to ensure equal opportunities for employment and entrepreneurship, addressing structural gender imbalances in the workforce.

4.3. Enhancing Employability and Career Support

The fact that a majority of graduates are either unemployed or in temporary roles indicates a pressing need for stronger career development services. Reforms should prioritize:

- Establishing a dedicated career counseling and placement cell



- Developing stronger linkages with industry for internships, job fairs, and recruitment partnerships
- Offering skill enhancement workshops, especially for BBS and BIM students
- Introducing entrepreneurship incubation programs to support self-employment, which is growing among graduates

4.4. Improving Infrastructure and Student Services

Frequent graduate feedback about inadequate canteen, parking, and lab facilities calls for urgent infrastructural reforms. A phased infrastructure development plan should address:

- Constructing a well-equipped campus canteen with attention to hygiene, affordability, and quality
- Upgrading and expanding parking spaces to accommodate students and staff
- Investing in laboratory resources and maintenance to support experiential learning across disciplines

Additionally, the strong library feedback should be sustained with continued updates to materials and digital resources, ensuring equitable access and usability.

4.5. Institutionalizing Experiential Learning

Internships and field visits are critical to bridging theory and practice. While the graduates appreciated the internships, the lack of structure and limited access indicates a need for:

- Institution-wide internship policies
- Stronger industry partnerships for experiential programs
- Regular monitoring and evaluation of internship quality and relevance

Practical learning reforms must also include educational excursions and real-world project-based assignments to build problem-solving capabilities, which the study identified as a current strength.

4.6. Faculty Development and Teaching Efficiency

The report highlights strong student-faculty relationships and teaching effectiveness, underpinned by IT proficiency. To maintain and scale this quality:

- Faculty training in emerging technologies and pedagogies should be institutionalized
- Mentorship programs between faculty and students must be strengthened
- A continuous feedback mechanism from students should guide academic delivery improvements

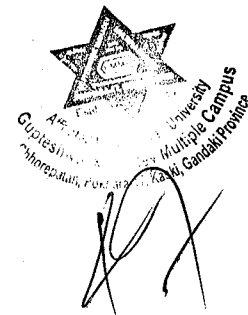
4.7. Strategic Alumni Engagement

Alumni are a valuable but underutilized resource. Many graduates expressed willingness to support the institution through teaching, promotion, or fundraising. A formal Alumni Association with structured programs for:

- Campus promotion
- Guest lectures and mentoring
- Fundraising for infrastructure
- Networking and placement support can amplify the institution's reach and reputation.

4.8. Data-Informed Policy Making

Although demographic and employment data show weak statistical associations, emerging trends such as youth-dominated enrollment, gender-based employment variation, and discipline-wise job outcomes highlight the importance of continuous data collection. Institutional reforms must adopt evidence-based planning, using tracer studies and feedback to regularly adapt programs and services.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The tracer study of graduates from Gupteshwor Mahadev Multiple Campus provides a comprehensive overview of the institution's academic, infrastructural, and employment-related performance, as perceived by its recent graduates. The findings offer valuable insights into the effectiveness of educational delivery, student support systems, and graduate employability, and underscore both the strengths and areas that need systematic improvement for future institutional development.

A significant majority of graduates (94.44%) come from the bachelor-level management stream, reflecting the growing demand for business and management education. However, the limited enrollment in master's programs indicates the need to strengthen postgraduate offerings and promote academic progression. The gender composition of the graduates, with females comprising 58.3%, is encouraging and highlights strides toward women's empowerment in education. Yet, the disparity in employment outcomes suggests the need to examine and address gender-specific challenges in the labor market.

The employment status of graduates' points to concerning trends. Many graduates are either unemployed or employed in temporary, contract-based roles. There is a noticeable gap between academic training and industry demands, particularly for BBS and BIM graduates who face higher unemployment. In contrast, BHM and B.Ed. graduates fare better in the job market, emphasizing the importance of aligning curriculum design with market needs. Moreover, the trend of self-employment among male graduates suggests a shift toward entrepreneurship, which can be a strength if adequately supported through institutional initiatives.

Academic programs are generally perceived as relevant, with a favorable view of teaching methods and strong faculty-student relationships. These qualitative aspects form a critical foundation for student satisfaction and academic achievement. However, the findings also call attention to the need for regular curriculum updates, greater integration of practical learning experiences, and enhanced industry engagement to prepare students more effectively for real-world challenges.



Infrastructure and basic facilities such as library, labs, canteen, parking, and sanitation received mixed reviews. While the library and lab resources are acknowledged, graduates expressed dissatisfaction with canteen services and inadequate parking arrangements. These shortcomings impact the overall student experience and must be addressed to ensure a holistic and conducive learning environment.

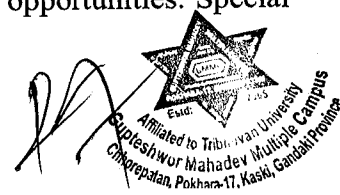
Internship opportunities were appreciated but unevenly distributed or poorly structured, indicating a need for better institutional frameworks to facilitate experiential learning. Graduates also emphasized the importance of field visits, job placement support, and mentorship elements that are currently lacking or insufficiently organized. Many graduates expressed a willingness to contribute to institutional development, whether through teaching, promotional efforts, or alumni engagement. However, the absence of a structured alumni program means that this potential remains underutilized.

Gupteshwor Mahadev Multiple Campus demonstrates strengths in academic delivery and gender-inclusive education, significant efforts are needed to improve graduate employability, practical exposure, and campus infrastructure. The institution must adopt a forward-looking, student-centered approach that emphasizes continuous quality improvement, labor market alignment, and stakeholder engagement. These reforms are vital to not only improving educational outcomes but also strengthening the campus's reputation and impact within the region.

5.2 Recommendations

Based on the findings of the tracer study, several strategic recommendations are proposed to guide the institutional reforms at Gupteshwor Mahadev Multiple Campus:

- The campus must undertake a comprehensive review of academic curricula, particularly in programs like BBS and BIM, and suggest Tribhuvan University to integrate practical skills, case-based learning, industry-standard tools, and soft skills training. Regular consultations with employers, alumni, and industry experts should inform curriculum updates to ensure relevance and improve employability.
- A dedicated Career Development and Placement Cell should be established to offer job search assistance, organize career fairs, and conduct employability skill workshops. The cell should also develop partnerships with industries for internships, on-the-job training, and full-time employment opportunities. Special



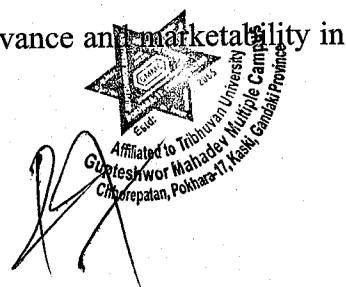
attention should be given to supporting female graduates and those from disadvantaged backgrounds.

- The institution should formalize internship programs with clear guidelines, monitoring mechanisms, and employer evaluations. Expanding field visits, industry projects, and hands-on learning opportunities will help bridge the gap between theory and practice. Collaborations with industries and NGOs for short-term projects, volunteer work, and service learning should also be encouraged.
- Immediate improvements are needed in canteen services, including hygiene, variety, and affordability. Parking facilities should be expanded and organized to meet the needs of students and staff. Regular maintenance and upgrades of labs and library resources are also essential. Sanitation infrastructure should be maintained to ensure cleanliness and accessibility for all.
- Given the low percentage of master's graduates, the campus should expand and promote its postgraduate programs. Incentives such as scholarships, research opportunities, and flexible class schedules could help attract more students to higher-level studies. Lifelong learning and professional development courses should be introduced to serve alumni and working professionals.
- A structured Alumni Association should be formed to engage graduates in institutional development. Alumni can play a key role in fundraising, mentoring current students, offering guest lectures, and promoting the campus through their networks. A dedicated alumni office can coordinate events, track alumni careers, and recognize outstanding contributions.
- Initiatives that support women's transition from education to employment—such as mentorship, career counseling, and leadership training—should be prioritized. Gender-disaggregated data should be analyzed regularly to identify specific challenges faced by female graduates and design appropriate interventions.
- Continuous professional development programs for faculty, particularly in emerging educational technologies, innovative pedagogy, and industry engagement, will ensure teaching quality and relevance. Teachers should be encouraged to adopt student-centered and problem-based teaching approaches.
- Institutional reforms should be driven by regular feedback from graduates. An annual graduate survey and focus group discussions can provide insights into program effectiveness and employment outcomes. This data can guide evidence-based decision-making and strategic planning.

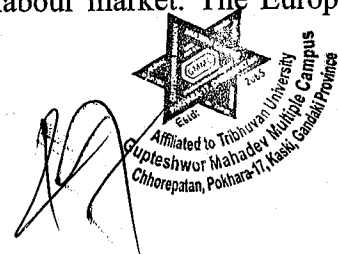


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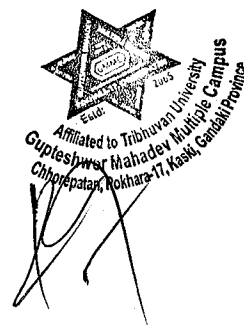
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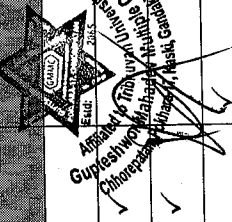


Gupteshwor Mahadev Multiple Campus

Graduate List Year: 2023

S.N.	Students Name	TU Regd. No	Graduation Year	Program	Dalit	Femal	Ref
1	Barsha Baral	7-2-781-25-2013	2023	MBS		✓	3.38
2	Prem Subedi	5-2-48-878-2009	2023	MBS			3.31
S.N.	Students Name	TU Regd. No	Graduation Year	Program	Dalit	Femal	Ref
1	Anisha Subedi	7-2-781-66-2019	2023	BBS		✓	56.4
2	Bipana KC	7-2-781-90-2019	2023	BBS		✓	69.35
3	Dhiraj Gurung	7-2-297-223-2017	2023	BBS			50.65
4	Jyoti Dhakal	7-2-781-106-2019	2023	BBS		✓	52.45
5	Kishor Dhoj K.C.	7-2-781-111-2019	2023	BBS			56.2
6	Lalisha Gurung	7-2-781-56-2018	2023	BBS		✓	51.75
7	Prakash Baral	7-2-781-125-2019	2023	BBS			53.1
8	Prashant Adhikari	7-2-781-128-2019	2023	BBS			49.05
9	Purnima Lamichhane	7-2-781-134-2019	2023	BBS		✓	46.55
10	Rajani Pokhrel	7-2-781-141-2019	2023	BBS		✓	63.6
11	Sabhya Subedi	7-2-781-149-2019	2023	BBS		✓	47.25
12	Sajana Paudel	7-2-781-154-2019	2023	BBS		✓	49.25
13	Sujan Paudel	7-2-781-183-2019	2023	BBS			51.75
14	Suraksha Paudel	7-2-781-190-2019	2023	BBS		✓	57.15

S.N.	Students Name	TU Regd. No	Graduation Year	Program	Dalit	Femal	Ref
1	Bindu BK	9-2-781-95-2016	2023	B.Ed.			43.09
2	Biraj Bishwakarma	9-2-781-116-2018	2023	B.Ed.			53.45
3	Himal Bishwokarma	5-2-48-2521-2017	2023	B.Ed.	✓		59.59
4	Mina Giri	9-2-781-105-2016	2023	B.Ed.			45.45



5	Mina Pun Magar	9-2-781-106-2016	2023	B.Ed.		✓	43.91
6	Sophiya Shrestha	9-2-288-238-2019	2023	B.Ed.		✓	54.05
7	Yashoda Poudel	9-2-781-239-2019	2023	B.Ed.		✓	45.45
S.N.	Students Name	TU Regd. No	Graduation Year	Program	Dalit	Femail	Ref
1	Bigya Bhatta	7-2-781-1-2018	2023	BHM			3.68
2	Bishal Chapai	7-2-781-3-2018	2023	BHM			3.62
3	Bishnu Thapa	7-2-781-4-2018	2023	BHM			3.65
4	Kalpana Poudel	7-2-781-5-2018	2023	BHM	✓		3.53
5	Niruta Adhikari	7-2-781-6-2018	2023	BHM	✓		3.67
6	Nita Sharma Sapkota	7-2-781-7-2018	2023	BHM	✓		3.74
7	Salma Gurung	7-2-781-8-2018	2023	BHM	✓		3.6
8	Samjana Devkota	7-2-781-9-2018	2023	BHM	✓		3.81
9	Shikhar Kunwar	7-2-781-11-2018	2023	BHM			3.74
10	Susma Sharma	7-2-781-12-2018	2023	BHM	✓		3.5
S.N.	Students Name	TU Regd. No	Graduation Year	Program	Dalit	Femail	Ref
1	Ganesh Karki	7-2-781-13-2018	2023	BIM			3.38
2	Jitendra Thapa	5-2-48-2520-2017	2023	BIM			3.28
3	Sugam Gautam	7-2-781-17-2018	2023	BIM			3.41

