TRIBHUVAN UNIVERSITY
TRACER STUDY OF GRADUATES FROM
GUPTESHWOR MAHADEV MULTIPLE CAMPUS-2024

A Tracer Report

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Submitted by:

Tracer Study Team

Gupteshwor Mahadev Multiple Campus, Tribhuvan University, Pokhara
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EXECUTIVE SUMMARY

Higher education is universally acknowledged as a fundamental driver of human development, social transformation, and economic progress. In the contemporary globalized world, higher education institutions (HEIs) are increasingly expected not only to disseminate knowledge but also to produce graduates who are competent, employable, and capable of contributing meaningfully to a knowledge-based economy. Various factors, including the globalization of the economy, the digital transformation of pedagogy, and the evolving demands of the 21st-century labor market, directly influence the strategic progression of higher education.

Tribhuvan University (TU), established in 1959 AD, remains the inaugural and largest national institution for advanced learning in Nepal. With an extensive network of constituent and affiliated campuses, it serves as the primary engine for cultivating the skilled human capital necessary for national development. Gupteshwor Mahadev Multiple Campus (GMMC), an affiliate of Tribhuvan University located in Chhorepatan, Pokhara, stands as a prominent educational hub. Accredited by the University Grants Commission (UGC) Nepal, GMMC operates as a public, non-profit community institution dedicated to producing industry-relevant human resources. The campus emphasizes a holistic approach to education, integrating traditional pedagogy with seminars, field visits, and academic exposure to prepare self-reliant individuals.

The principal aim of this tracer investigation is to ascertain the present employment status, academic relevance, and professional transition of the alumni who completed their studies at GMMC. The study specifically focuses on graduates from the Master of Business Studies (MBS), Bachelor of Business Studies (BBS), Bachelor of Hotel Management (BHM), and Bachelor of Information Management (BIM) programs. To execute this study, a dedicated task force was assembled by the campus executive committee, utilizing technological support for comprehensive data processing.

The research methodology employed a descriptive and analytical framework. The primary survey tool was adapted from the UGC Nepal semi-structured questionnaire, incorporating closed-ended inquiries and 5-point Likert Scales to evaluate program

strengths and weaknesses. Data were processed using SPSS software, employing descriptive statistics to provide a comprehensive overview of graduate outcomes.

The tracer study reveals critical insights into the transition from education to employment. Employment trends indicate a challenging labor market environment for recent graduates, characterized by a significant gap between graduation and securing stable employment. A clear trend emerges showing that employment stability increases with age, suggesting a period of transition or "wait time" immediately following degree completion. Graduates across various disciplines identified the lack of local market opportunities and difficulties in finding jobs directly related to their field of study as primary challenges. GMMC is perceived as strong in teacher-student relationships and the quality of the learning environment. However, significant needs remain regarding the modernization of ICT facilities, lab equipment, and library resources.

The findings show the need for a stronger alignment between academic training and market demands to improve graduate outcomes. To enhance institutional performance and financial resilience, the recommendations are proposed as; GMMC should prioritize practical education, shifting from purely theoretical models to case studies, simulations, and project-based learning to bridge the existing skills gap. Addressing the "digital debt" is paramount. Upgrading ICT-based classrooms and E-library facilities is vital for maintaining Quality Assurance and Accreditation (QAA) standards and improving student satisfaction. Stakeholder feedback identified a lack of managed canteen and parking facilities as areas for improvement. Implementing these services offers a dual benefit: enhancing the student experience and generating auxiliary revenue for the campus. There is a need to foster an "entrepreneurial university" culture. The institution should establish stronger ties with industry (such as hotel chains and IT firms) to facilitate structured internship and job placement schemes.

The Tracer Study serves as a vital feedback mechanism for GMMC. By transitioning from a reactive approach to a proactive, evidence-based strategy, the institution can align its academic offerings with labor market realities, ensuring long-term institutional health and the continued fulfillment of its social mission

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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

Education is universally acknowledged as a fundamental driver of human development, social transformation, and economic progress. In the contemporary globalized world, knowledge and skills have become critical assets for individuals and nations alike. The transition from agrarian and industrial economies to knowledge-based economies has significantly increased the demand for educated, skilled, and adaptable human resources. As a result, higher education institutions are increasingly expected not only to disseminate knowledge but also to produce graduates who are competent, employable, and capable of contributing meaningfully to society (Gines, 2014; World Bank, 2020).

The growing emphasis on quality education has shifted the focus from mere access to higher education toward outcomes such as employability, skill acquisition, and societal relevance. Universities and colleges are now evaluated based on their ability to align academic programs with labor market demands and to equip graduates with both technical and soft skills. In this context, tracer studies have emerged as an important tool for assessing the effectiveness of academic programs and the extent to which graduates are able to integrate into the labor market. Tracer studies provide systematic information about graduates' employment status, job relevance, further education, and perceptions of the quality of education received (Schomburg, 2016).

In developing countries like Nepal, the role of higher education is even more crucial, as it directly influences national development, poverty reduction, and socio-economic mobility. Nepal has experienced significant expansion in its higher education sector over the past few decades. The establishment of Tribhuvan University in 1959 marked the beginning of formal higher education in the country. Since then, several universities have been established, including Kathmandu University, Pokhara University, and Purbanchal University, among others. This expansion reflects the government's commitment to producing skilled human capital necessary for national development.

According to the University Grants Commission Nepal (UGC, 2023), there are currently multiple universities and higher education institutions (HEIs) operating across Nepal, offering diverse programs in management, science, humanities, education, and technical fields. The rapid growth of HEIs has increased access to higher education; however, it has also raised concerns regarding quality assurance, relevance of curricula, and graduate employability. As a result, there is a growing need for evidence-based evaluation mechanisms to assess the outcomes of higher education.

One such mechanism is the tracer study, which has gained prominence as a key quality assurance tool. A tracer study tracks graduates after completion of their academic programs to evaluate their transition into the labor market, further education, and professional development. It also gathers feedback from graduates regarding the strengths and weaknesses of academic programs, thereby providing valuable insights for curriculum improvement and institutional reform (Millington, 2017). In the context of Nepal, the UGC has encouraged higher education institutions to conduct tracer studies as part of their quality assurance and accreditation (QAA) requirements.

Gupteshwor Mahadev Multiple Campus (GMMC), located in Pokhara, is one of the prominent community campuses affiliated with Tribhuvan University. The campus has been playing a significant role in providing accessible and affordable higher education to students from diverse socio-economic backgrounds, particularly those from rural and semi-urban areas. Over the years, GMMC has expanded its academic offerings across various disciplines, including management, education, and humanities, with the aim of producing competent graduates who can contribute to the socio-economic development of the region and the nation.

As a community-based institution, GMMC emphasizes inclusivity, equity, and quality education. It serves as an important educational hub for students who may not have access to more centralized or urban institutions. The campus has consistently strived to improve its academic standards, infrastructure, and teaching-learning processes. However, like many higher education institutions in Nepal, it faces challenges related to resource constraints, evolving labor market demands, and the need for continuous curriculum updating. In this rapidly changing educational and economic landscape, it is essential for institutions like GMMC to assess the outcomes of their academic programs. One effective way to achieve this is through tracer studies. By systematically collecting and analyzing data on graduates' employment status, further studies, and perceptions, tracer studies provide valuable evidence for evaluating institutional

performance. They also help identify gaps between academic training and labor market requirements, thereby enabling institutions to make informed decisions regarding curriculum revision, teaching methodologies, and student support services.

Furthermore, tracer studies contribute to strengthening the linkage between higher education institutions and the labor market. They provide insights into the types of jobs graduates are engaged in, the sectors that absorb them, and the competencies required by employers. This information is crucial for aligning academic programs with industry needs and enhancing graduate employability. In addition, tracer studies can highlight the need for soft skills development, entrepreneurship training, and career counseling services, which are increasingly important in today's competitive job market (ILO, 2021). Another important aspect of tracer studies is their role in quality assurance and accreditation. The UGC Nepal has emphasized the importance of outcome-based evaluation in its QAA framework. Institutions seeking accreditation are required to demonstrate the effectiveness of their programs in terms of graduate outcomes. Tracer studies provide empirical evidence to support such evaluations and enhance institutional credibility (UGC, 2023).

In the context of GMMC, conducting a tracer study of graduates from the academic year 2024 is particularly relevant. The study will provide insights into the demographic characteristics of graduates, their employment status, the relevance of academic programs, and the contribution of these programs to their professional and personal development. It will also help assess whether the knowledge and skills acquired during their studies are aligned with the demands of the job market and higher education opportunities. Moreover, the findings of the tracer study will be instrumental in identifying areas for institutional improvement. For instance, if a significant proportion of graduates are unemployed or engaged in jobs unrelated to their field of study, it may indicate the need for curriculum revision or enhanced career guidance services. Similarly, feedback from graduates regarding teaching methods, course content, and practical exposure can guide faculty members in improving the quality of education.

Tracer studies also play a crucial role in promoting accountability and transparency in higher education. By documenting the outcomes of academic programs, institutions can demonstrate their effectiveness to stakeholders, including students, parents, employers, and policymakers. This, in turn, enhances public trust and supports evidence-based decision-making in the education sector.

In addition, tracer studies provide valuable information for strategic planning and policy formulation. Data on graduates' employment trends can inform institutional policies related to program expansion, resource allocation, and industry collaboration. It can also support national-level planning by providing insights into the supply and demand of skilled human resources in different sectors.

Given the increasing competition in the higher education sector, institutions must continuously strive to improve their quality and relevance. Tracer studies serve as a feedback mechanism that enables institutions to adapt to changing circumstances and maintain their competitiveness. For GMMC, the tracer study of 2024 graduates represents an opportunity to reflect on its achievements, identify challenges, and chart a path for future development. Furthermore, the study aligns with the broader goal of enhancing the quality and relevance of higher education in Nepal. By contributing to the body of knowledge on graduate outcomes, it supports efforts to strengthen the higher education system and promote sustainable development. It also reinforces the importance of evidence-based practices in educational management and policy-making.

1.2 Objectives of the Study

The primary objective of this tracer study is to assess the current status of graduates who completed their studies in the academic year 2024 from Gupteshwor Mahadev Multiple Campus, Pokhara. The study focuses on graduates from the Bachelor of Business Studies (BBS), Bachelor of Education (B.Ed.), Bachelor of Hotel Management (BHM), Bachelor of Information Management (BIM), and Master of Business Studies (MBS) programs. It aims to examine their employment situation, further study engagement, and the relevance of the academic programs in preparing them for professional and personal development. The study is guided by the following specific objectives:

i. To explore the current employment status and further study engagement of graduates from BBS, B.Ed., BHM, BIM, and MBS programs.

ii. To examine the quality and relevance of the academic programs offered by the campus in relation to labor market requirements and higher education opportunities.

iii. To assess the contribution of the academic programs to graduates' professional competencies, skills development, and personal growth.

iv. To analyze differences in employment status, further study, and personal development outcomes of graduates based on gender, program, and other socio-demographic characteristics.

v. To identify key areas for improvement in academic programs, teaching-learning practices, and institutional support services to enhance the overall quality of education at the campus.

vi. To provide evidence-based recommendations for strengthening curriculum design, career services, and institutional policies in alignment with national and global educational standards.

1.3 Institutional Arrangements to Conduct the Study

In order to effectively carry out the tracer study of graduates from Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara, a dedicated study team was formed under the coordination of the campus administration. The team consisted of three members, including research management cell coordinator, faculty representatives, and staff representatives. The Campus Chief played a pivotal role in initiating and supervising the tracer study by providing guidance and administrative support. The study team was responsible for designing the research framework, developing data collection instruments, coordinating with graduates, and conducting data analysis and report preparation. Regular meetings and consultations were held among the team members to ensure smooth progress and maintain the quality of the study.

For technological and data processing support, the campus administration provided necessary facilities, including access to computers, internet services, and relevant software required for data entry, management, and analysis. Administrative staff also assisted the research team in handling communication, documentation, and logistical arrangements. In addition, the campus facilitated the printing of questionnaires and other necessary materials required for the study, ensuring that the data collection process was conducted efficiently.

The administration of GMMC further supported the tracer study by providing essential preliminary information related to the graduates of the academic year 2024. This included student records, contact details, and program-wise graduate lists, which were crucial for identifying the study population and establishing communication with respondents. Various communication channels such as email, telephone, and social

media platforms were utilized to reach out to graduates and encourage their participation in the study. Furthermore, to ensure the smooth execution of the study, the campus management allocated a separate workspace for the study team. This dedicated space enabled the team to coordinate activities, manage data, and carry out analysis in an organized and focused environment.

1.4 Graduate Batch Taken for the Study

Among all the graduates of Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara, this tracer study has specifically considered graduates from the academic year 2024 in accordance with the study requirements. The study covers graduates from five major academic programs offered by the campus, namely Bachelor of Business Studies (BBS), Bachelor of Education (B.Ed.), Bachelor of Hotel Management (BHM), Bachelor of Information Management (BIM), and Master of Business Studies (MBS).

A total number of graduates successfully completed their respective programs during the academic year 2024. However, due to practical constraints such as availability of updated records and accessibility of graduates, only 67 graduates whose academic transcripts and contact details were available through the campus administration were included in the study. The tracer study primarily relies on the information collected from these identified graduates. The study incorporates detailed information regarding the employment status, further education, and professional engagement of the selected graduates. Efforts were made to ensure that the sample represents graduates from different programs and backgrounds to provide a comprehensive understanding of graduate outcomes.

1.5 Tracer Study Methodology

The study adopts a descriptive and analytical research design to examine the current status of graduates from Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara. The descriptive approach is used to present the existing employment situation, further study status, and other relevant characteristics of the graduates. In addition, the analytical approach is applied to assess the quality and relevance of the academic programs and to identify factors influencing graduates' employability and professional development.

This tracer study focuses on graduates who completed their studies in the academic year 2024 from five major programs of the campus: Bachelor of Business Studies (BBS), Bachelor of Education (B.Ed.), Bachelor of Hotel Management (BHM), Bachelor of Information Management (BIM), and Master of Business Studies (MBS). The study aims to evaluate how effectively these programs have prepared graduates to meet labor market demands and pursue further academic opportunities.

The study population consists of all graduates from the specified academic year. However, due to limitations in accessing all graduates, the study is based on those respondents who could be successfully contacted and who provided complete information. A total of 67 graduates from GMMC participated in the study, and their responses form the basis for analysis. The methodology emphasizes collecting information related to graduates' employment status, job relevance, further education, and perceptions regarding the quality of education received. It also considers various socio-demographic factors such as gender, ethnicity, and program of study to provide a comprehensive understanding of graduate outcomes. The data collected from respondents are systematically organized, processed, and analyzed using appropriate statistical tools and techniques. The findings are presented in a structured manner to support meaningful interpretation and to provide insights for academic improvement and institutional development.

1.5.1 Data Collection Instrument

The primary data for this tracer study were collected using a semi-structured questionnaire adapted from the standard tracer study instrument developed by the University Grants Commission Nepal (UGC), Nepal (Annex–I). The questionnaire was carefully reviewed and slightly modified to suit the context of Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara and the specific academic programs under study, namely BBS, B.Ed., BHM, BIM, and MBS. The instrument consisted of both close-ended and open-ended questions to capture quantitative as well as qualitative information. Close-ended questions facilitated structured responses suitable for statistical analysis, while open-ended questions provided respondents with the opportunity to express their opinions, experiences, and suggestions in greater detail. The questionnaire also included a 6-point Likert scale to assess graduates' perceptions regarding the quality and relevance of the academic programs, as well as to evaluate

the strengths and weaknesses of the institution. The use of a Likert scale enabled the measurement of attitudes and satisfaction levels in a systematic manner.

The questionnaire was divided into six major sections as personal information, employment information, further study details, quality and relevance of academic programs, suggestions and recommendations. This structured design ensured that comprehensive information was collected to meet the objectives of the tracer study.

1.5.2 Data Collection Procedure

The data for the study were collected through a combination of online and offline approaches to ensure wider coverage and higher response rates. Initially, the questionnaire was distributed to graduates through email using both their official and personal email addresses, based on the contact information provided by the campus administration. Graduates were requested to complete and return the questionnaire within a specified timeframe. To increase response rates, follow-up reminders were sent via email and telephone. In addition, social media platforms such as Facebook, WhatsApp, and other communication tools were utilized to reach graduates who were difficult to contact through conventional means.

For graduates who were available within the locality or still engaged in further studies, the questionnaire was administered through face-to-face interactions. This approach helped in clarifying queries and obtaining more accurate responses. In some cases, respondents were requested to provide supporting documents such as employment verification or appointment letters to validate their employment status. However, not all respondents were able to provide such documents due to organizational confidentiality policies.

Despite various efforts to trace and contact all graduates, the final sample of the study consisted of 67 respondents from the academic year 2024. The combination of online surveys, and field visits contributed to achieving a reasonable response rate and ensuring data reliability.

1.5.3 Data Processing and Analysis

After the collection of completed questionnaires, the data were systematically processed and analyzed. The data processing involved several steps, including editing,

coding, classification, and data entry. Initially, the responses were reviewed for completeness and consistency. Incomplete or inconsistent responses were either corrected through follow-up communication or excluded from analysis where necessary. The coded data were then entered into statistical software for analysis. The study primarily used IBM SPSS (Statistical Package for the Social Sciences) for data management and analysis. The use of SPSS facilitated efficient handling of data and ensured accuracy in statistical computations.

Descriptive statistical tools such as frequency distribution, percentages, mean, and standard deviation were employed to summarize and present the general characteristics of the respondents, including their employment status, further study involvement, and perceptions of program quality.

In addition to descriptive analysis, inferential statistical techniques were also applied where appropriate. The analyzed data were presented in the form of tables, charts, and graphs to facilitate clear interpretation. The results were then interpreted in relation to the objectives of the study, providing meaningful insights into the effectiveness and relevance of the academic programs offered by Gupteshwor Mahadev Multiple Campus.

1.6 Scope and Limitations

This tracer study primarily adopts a quantitative research approach to assess the outcomes of graduates from Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara. The scope of the study is confined to graduates of the academic year 2024 from five major programs offered by the campus, namely Bachelor of Business Studies (BBS), Bachelor of Education (B.Ed.), Bachelor of Hotel Management (BHM), Bachelor of Information Management (BIM), and Master of Business Studies (MBS). The study focuses on examining key aspects such as graduates' employment status, involvement in further studies, and their perceptions regarding the quality and relevance of the academic programs.

The study mainly explores the dimensions of higher education as outlined in the tracer study questionnaire developed by the University Grants Commission Nepal (UGC). These dimensions include academic environment, employability, personal and professional development, and student support services. Therefore, the findings of the study are largely based on the structured framework provided by the UGC and may not capture all aspects of higher education comprehensively.

Despite its contributions, the study has several limitations. The study is based on a relatively small sample size of 67 respondents, which may limit the generalizability of the findings. The reliance on self-reported data may introduce response bias, as graduates may provide subjective opinions or socially desirable answers. Due to difficulties in contacting all graduates, some potential respondents could not be included in the study, which may affect the representativeness of the sample.

Furthermore, the study is limited to selected indicators of educational quality and does not encompass a broader range of factors such as institutional governance, faculty performance, or long-term career progression of graduates. Additionally, the findings are specific to Gupteshwor Mahadev Multiple Campus and may not be generalized to other higher education institutions in Nepal. Nevertheless, the study provides valuable insights into the employment outcomes and educational experiences of graduates, which can be useful for academic improvement and institutional development.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

This chapter presents the data obtained from the tracer study conducted among graduates of Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara. The analysis focuses on key aspects such as graduates' characteristics, employment status, quality and relevance of academic programs, and the contribution of these programs to graduates' professional and personal development. The data are analyzed using descriptive statistics and presented in a systematic manner for meaningful interpretation.

2.1 Graduates' Characteristics

This section presents the demographic and academic profile of the traced graduates, including age and gender distribution. Understanding these characteristics is important for interpreting employment patterns, further study engagement, and perceptions regarding program quality.

2.1.1 Age-wise and Gender-wise Distribution of Graduates

The age distribution of the respondents indicates that the majority of graduates fall within the younger age group. As shown in Table 2.1, he age-wise distribution indicates that a substantial majority of graduates fall within the 20–24 years age group, accounting for 65.7 percent, suggesting that most students complete their academic programs within the expected timeframe. This finding reflects a positive trend in timely graduation and indicates effective academic progression within the institution. The presence of graduates in the 24–28 years age group, accounting for 20.9 percent, and the 28–32 years age group, accounting for 11.9 percent, further suggests that a proportion of students may experience delayed completion, possibly due to academic interruptions, employment engagement, or other personal factors. Only a negligible proportion of graduates, 1.5 percent, fall above the age of 32 years, indicating that late completion is relatively uncommon.

In terms of gender distribution, the results demonstrate a notable predominance of female graduates, accounting for 70.1 percent, compared to male graduates, who account for 29.9 percent. This suggests a higher level of female participation in higher education at Gupteshwor Mahadev Multiple Campus. Such a pattern reflects the broader national trend toward increasing gender inclusivity and improved access to educational opportunities for women in Nepal. The higher representation of female graduates may also indicate greater motivation and retention among female students within the campus.

Table 2.1

Age-wise and Gender-wise Distribution of Graduates

Age	Frequency	Percent	Gender	Frequency	Percent
20-24	44	65.7	Male	20	29.9
24-28	14	20.9	Female	47	70.1
28-32	8	11.9	Total	67	100
Above 32	1	1.5			
Total	67	100			

Note: SPSS Output 2026

The demographic profile of graduates suggests that Gupteshwor Mahadev Multiple Campus is successfully facilitating timely academic completion while also contributing to gender equity in higher education. These characteristics provide an important contextual foundation for understanding subsequent analyses related to employment outcomes, further study engagement, and the perceived quality and relevance of academic programs.

2.1.2 Province-wise and District-wise Distribution of Graduates

Table 2.2 presents the province-wise and district-wise distribution of graduates. The distribution indicates a strong regional concentration of students from the Gandaki Province. Out of the total 67 respondents, 63 graduates, accounting for 94 percent, are from Gandaki Province. This is followed by a small number of graduates from Koshi Province, representing 2 graduates or 3 percent, and single graduates each from Madhesh Province and Bagmati Province, accounting for 1.5 percent each. This pattern suggests that the majority of students enrolled in GMMC come from the local and

neighboring areas, reflecting the campus's role as a community-based institution primarily serving the Gandaki region.

At the district level, the distribution shows that most graduates come from Kaski district, with 46 respondents representing 68.7 percent of the total sample. This is consistent with the campus location in Pokhara, Kaski, and indicates that local students constitute the bulk of the graduate population. Syangja district follows with 11 graduates, accounting for 16.4 percent, while smaller proportions of graduates are from Baglung and Tanahun districts, each contributing 2 graduates or 3 percent. Myagdi, Lamjung, Nawalparasi, Okhaldhunga, Sarlahi, and Sindhupalchok districts each have a single graduate, representing 1.5 percent of the total sample.

Table 2.2

Province-wise and District-wise Distribution of Graduates

Province	Frequency	Percent	District	Frequency	Percent
Koshi	2	3	Kaski	46	68.7
Madhesh	1	1.5	Sindhupalchok	1	1.5
Bagmati	1	1.5	Sarlahi	1	1.5
Gandaki	63	94	Syangja	11	16.4
Total	67	100	Baglung	2	3
			Tanahun	2	3
			Myagdi	1	1.5
			Lamjung	1	1.5
			Nawalparasi	1	1.5
			Okhaldhunga	1	1.5
			Total	67	100

Note: SPSS Output 2026

Gupteshwor Mahadev Multiple Campus predominantly serves students from Gandaki Province, particularly Kaski district, while also attracting a limited number of graduates from other provinces and districts. This regional distribution shows the campus's accessibility for local communities and its contribution to higher education in the Gandaki region.

2.1.3 Level-wise and Program-wise Distribution of Graduates

Table 2.3 presents the level-wise and program-wise distribution of graduates from Gupteshwor Mahadev Multiple Campus, Pokhara. It indicates that the majority of

respondents completed their education at the bachelor's level. Out of the total 67 graduates, 62 graduate's 92.5 percent completed bachelor's programs, whereas only 5 graduates 7.5 percent completed a master's program. This distribution reflects the predominance of undergraduate education within the campus and highlights the campus's significant contribution to producing graduates at the bachelor's level.

Regarding program-wise distribution, the largest group of graduates completed the Bachelor of Business Studies (BBS) program, comprising 25 graduate's 37.3 percent. The Bachelor of Hotel Management (BHM) program follows closely, with 23 graduate's 34.3 percent, indicating strong enrollment in business and hospitality-related programs. The Bachelor of Information Management (BIM) program accounts for 13 graduate's 19.4 percent, showing a moderate representation in information and technology-related studies. Only 1 graduate 1.5 percent completed the Bachelor of Education (B.Ed.) program, reflecting relatively low participation in education programs. At the master's level, all 5 respondents 7.5 percent completed the Master of Business Studies (MBS) program.

Table 2.3

Level-wise and Program-wise Distribution of Graduates

Level of Program	Frequency	Percent
Bachelors	62	92.5
Masters	5	7.5
Total	67	100
Program Completed	Frequency	Percent
BBS	25	37.3
B.Ed.	1	1.5
BHM	23	34.3
BIM	13	19.4
MBS	5	7.5
Total	67	100

Note: SPSS Output 2026

Gupteshwor Mahadev Multiple Campus primarily serves undergraduate students, with BBS and BHM being the most popular programs among graduates. The smaller proportion of master's graduates indicates limited postgraduate enrollment, which may reflect program availability, student interest, or institutional focus.

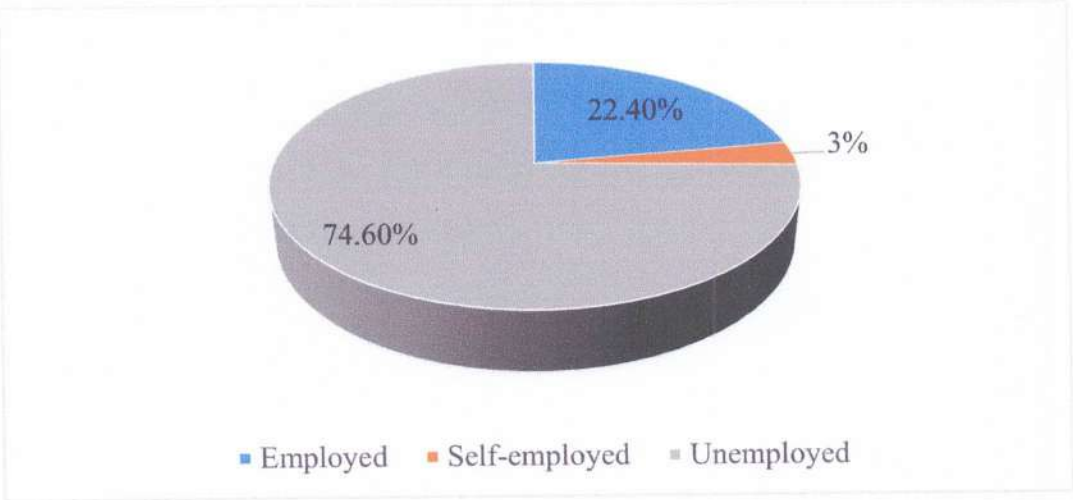
2.2 Employment and Further Study Status of Graduates

2.2.1 Employment Status of Graduates

Figure 2.1 shows the employment status of graduates from Gupteshwor Mahadev Multiple Campus, Pokhara, presents a mixed picture of post-graduation engagement.

Figure 2.1

Employment Status of Graduates



Note: SPSS Output 2026

Out of the total 67 respondents, 22.4 percent, are employed, while 3 percent, are self-employed. This indicates that a relatively small proportion of graduates have been able to secure employment or engage in entrepreneurial activities after completing their studies. A significant majority of graduates, 74.6 percent, are unemployed, showing a considerable challenge in terms of labor market absorption. This high level of unemployment may reflect issues such as limited job opportunities, skill mismatches, or inadequate career support services.

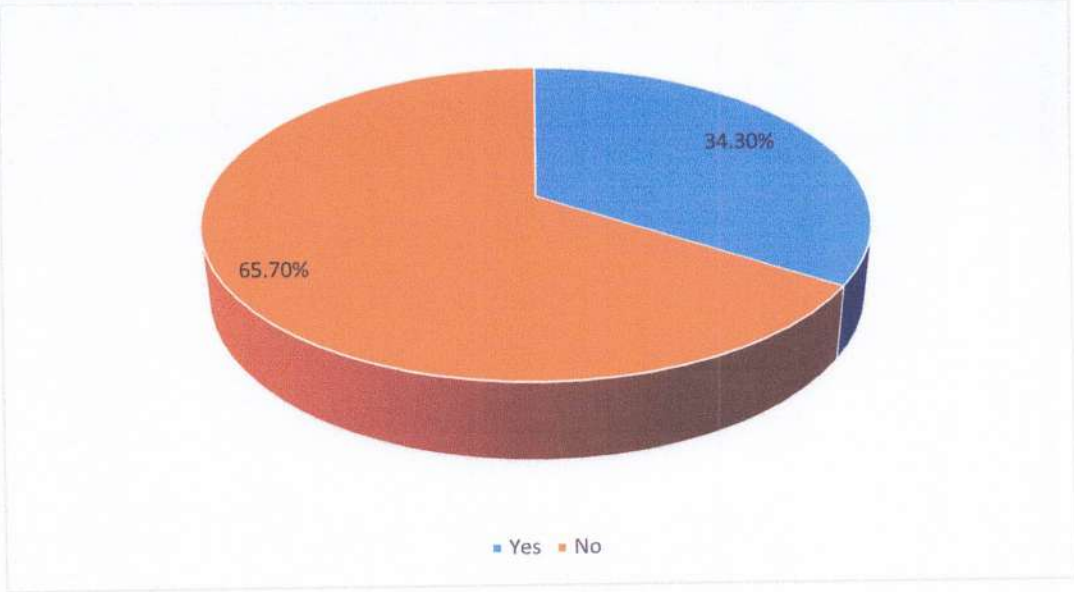
2.2.2 Further Study Status of Graduates

Figure 2.2 presents further education status of graduates. In terms of further education, the data reveal that 34.3 percent, are pursuing further studies, while 65.7 percent, are not engaged in any additional academic pursuits. The proportion of graduates

continuing their education indicates a moderate inclination toward academic advancement, possibly to enhance qualifications and improve future career prospects.

Figure 2.2

Further Education Status of Graduates



The result shows that a portion of graduates is either employed or pursuing further studies, a large segment remains outside both employment and academic engagement. This highlights the need for enhanced academic alignment with market demands, improved career counseling, and greater encouragement for higher education and entrepreneurship among graduates.

2.2.3 Current Employment Status of Graduates by Further Study

Table 2.4 shows the cross-tabulation of employment status and further study of graduates. Among the 15 employed graduates, only one graduate is pursuing further study, whereas the majority, 14 graduates, are not engaged in additional academic pursuits. This suggests that most employed graduates prefer to focus on their professional careers rather than continuing formal education.

In the case of self-employed graduates, out of two respondents, one graduate is pursuing further study while the other is not. Although the number is small, this indicates that some graduates engaged in entrepreneurial activities are also interested in enhancing their academic qualifications.

Table 2.4

Current Employment Status of Graduates by Further Study

	Yes	No	Total
Employed	1	14	15
Self Employed	1	1	2
Unemployed	21	29	50
Total	23	44	67

Note: SPSS output 2026

A significant observation is found among the unemployed graduates. Out of 50 unemployed respondents, 21 graduates are pursuing further study, while 29 graduates are neither employed nor engaged in further education. This indicates that a portion of unemployed graduates are attempting to improve their qualifications through higher education, potentially to increase their employability. However, a considerable number of graduates remain inactive in both employment and academic advancement, which may reflect challenges such as lack of opportunities, financial constraints, or limited access to guidance and resources.

2.2.4 Current Employment Status by Program

Table 2.5 presents a cross-tabulation of graduates' employment status by the academic program completed, with frequency analysis based on a total of 67 respondents.

Table 2.5

Current Employment Status by Program Completed

	Current Employment Status			Total
	Employed	Self Employed	Unemployed	
BBS	3	0	22	25
%	12.00	0.00	88.00	100.00
B.Ed.	0	0	1	1
%	0.00	0.00	100.00	100.00
BHM	7	2	14	23
%	30.44	8.70	60.87	100.00
BIM	2	0	11	13
%	15.38	0.00	84.62	100.00
MBS	3	0	2	5

%	60.00	0.00	40.00	100.00
Total	15	2	50	67
%	22.39	2.98	74.63	100.00

Note: SPSS output 2026

Table 2.5 presents a cross-tabulation of graduates' current employment status by the academic program completed, based on a total of 67 respondents. The table includes three employment categories: employed, self-employed, and unemployed, along with both frequency and percentage distributions calculated on a row-wise basis. The findings shows that a large majority of graduates are unemployed. Out of 67 respondents, 50 graduates (74.63%) are unemployed, while only 15 graduates (22.39%) are employed and a very small proportion, 2 graduates (2.98%), are self-employed. This indicates a significant challenge in employment generation or job absorption across the studied programs.

At the program level, there are noticeable variations in employment outcomes. Among BBS graduates, only 3 individuals (12.00%) are employed, while a dominant 22 graduates (88.00%) are unemployed, and none are self-employed. This suggests that BBS graduates face considerable difficulty in securing employment opportunities. Similarly, the situation is even more critical for B.Ed. graduates, where the only respondent (100.00%) is unemployed, indicating a complete lack of employment in this category, although the sample size is very small.

For BHM graduates, the employment scenario is relatively better compared to other undergraduate programs. Out of 23 graduates, 7 (30.44%) are employed and 2 (8.70%) are self-employed, while 14 (60.87%) remain unemployed. This suggests that hospitality-related skills may offer comparatively more employment and entrepreneurial opportunities. In the case of BIM graduates, only 2 (15.38%) are employed, and a substantial 11 (84.62%) are unemployed, with no respondents engaged in self-employment. This indicates limited job absorption despite the program's focus on information management.

In contrast, MBS graduates show the most favorable employment outcome among all programs. Out of 5 graduates, 3 (60.00%) are employed, and only 2 (40.00%) are unemployed, with no involvement in self-employment. This implies that higher-level qualifications may improve employability prospects.

The table shows a high overall unemployment rate among graduates, with particularly poor outcomes for BBS, BIM, and B.Ed. programs. BHM shows moderate employment and some self-employment opportunities, while MBS graduates demonstrate relatively better employability. The findings suggest the need for stronger alignment between academic programs and labor market demands, as well as enhanced career support and skill development initiatives.

2.2.5 Gender-Wise Employment Status of Graduates

Table 2.6 presents the gender-wise employment status of 67 graduates from Gupteshwor Mahadev Multiple Campus, Pokhara. Among the 20 male graduates, 10 (50 percent) are employed, 1 (5 percent) is self-employed, and 9 (45 percent) are unemployed. In contrast, among the 47 female graduates, 5 (10.6 percent) are employed, 1 (2.1 percent) is self-employed, and a substantial majority, 41 (87.2 percent), are unemployed. Out of the total graduates, 15 (22.4 percent) are employed, 2 (3 percent) are self-employed, and 50 (74.6 percent) are unemployed. The data indicate that male graduates have a significantly higher employment rate compared to female graduates, while female graduates exhibit a considerably higher unemployment rate.

Table 2.6
Gender-wise Employment Status of Graduates

	Gender				Total	
	Male		Female			
Employmeant Status	N	%	N	%	N	%
Employed	10	50.00%	5	10.60%	15	22.40%
Self-employed	1	5.00%	1	2.10%	2	3.00%
Unemployed	9	45.00%	41	87.20%	50	74.60%
Total	20	100.00%	47	100.00%	67	100.00%

Note: SPSS output 2026

These findings suggest notable gender disparities in employment outcomes. Male graduates appear to have better access to employment opportunities, whereas female graduates face greater challenges in securing employment. Additionally, self-employment is minimal for both groups, indicating limited entrepreneurial engagement among graduates. This pattern highlights the need for targeted interventions to improve employment opportunities, particularly for female graduates, and to encourage entrepreneurship among both genders.

2.2.6 Higher Education Status of Unemployed Graduates by Program

Table 2.7 presents the distribution of reasons for unemployment among unemployed graduates across different academic programs, based on a total of 50 respondents. The reasons are categorized into lack of employment opportunities, inability to receive a professional council license, and engagement in further study. Percentages are calculated on a row-wise basis.

Table 2.7
Reasons for Unemployed Graduates by Program

	Reason for Unemployment			
Program Completed	No opportunity of Employment	Unable to receive Professional Council Liscence	Further Study	Total
BBS	11	0	11	22
%	44.00%	0.00%	44.00%	100.00%
B.Ed.	1	0	0	1
%	100.00%	0.00%	0.00%	100.00%
BHM	6	1	7	14
%	42.86%	7.14%%	50.00%	100.00%
BIM	8	0	3	11
%	61.50%	0.00%	23.10%	100.00%
MBS	1	1	0	2
%	20.00%	20.00%	0.00%	100.00%
Total	27	2	21	50
%	54.00%	4.00%	42.00%	100.00%

Note: SPSS output 2026

The most common reason for unemployment is the lack of employment opportunities, reported by 27 graduates (54.00%). This is followed by engagement in further study, accounting for 21 graduates (42.00%). A relatively small proportion, 2 graduates (4.00%), indicated inability to obtain a professional council license as the reason for their unemployment. These findings suggest that labor market constraints and continued education are the primary factors contributing to unemployment among graduates.

At the program level, BBS graduates show a balanced distribution between lack of employment opportunities and further study, each accounting for 44.00% (11 respondents each). None reported licensing issues. This indicates that BBS graduates

are equally divided between those facing job scarcity and those pursuing higher education. Among B.Ed. graduates, the only respondent (100.00%) identified lack of employment opportunities as the sole reason for unemployment. However, this result should be interpreted with caution due to the very small sample size. For BHM graduates, further study is the leading reason for unemployment, reported by 7 respondents (50.00%), followed by lack of employment opportunities (42.86%) and licensing issues (7.14%). This suggests that many BHM graduates opt for continued education while some still face job market challenges. In the case of BIM graduates, the majority (61.50%) reported lack of employment opportunities as the primary reason, while 23.10% indicated further study. None cited licensing issues. This reflects a significant gap between academic preparation and available employment opportunities. For MBS graduates, the reasons for unemployment are evenly split between lack of employment opportunities and licensing issues, each accounting for 20.00% (1 respondent each), with no respondents pursuing further study. This suggests that postgraduate graduates are more inclined toward immediate employment but may face structural or professional barriers.

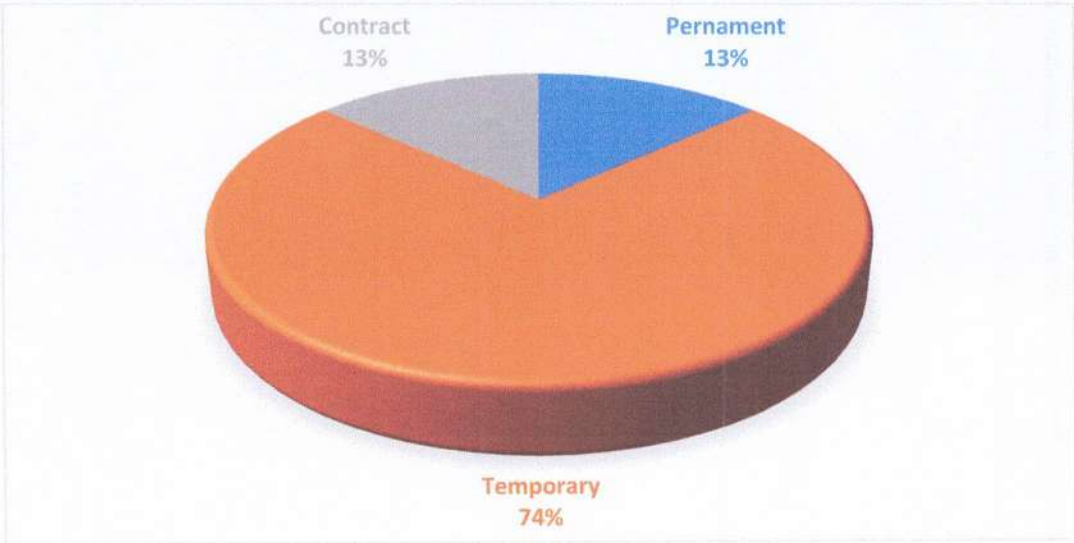
The table shows that lack of employment opportunities remains the dominant reason for unemployment across most programs, followed by further study. Licensing issues appear to be a minor but notable barrier in specific cases. These findings emphasize the need for better alignment between academic programs and labor market demands, as well as support for career development and professional certification.

2.2.7 Employment Type of Graduates

Figure 2.3 illustrates the distribution of employment types among employed graduates, based on a total of 15 respondents. The categories include permanent, temporary, and contract employment. The results indicate that the majority of employed graduates are engaged in temporary employment, accounting for 11 respondents (73.3%). In contrast, only a small proportion of graduates hold permanent positions, with 2 respondents (13.3%). Similarly, contract-based employment also represents 2 respondents (13.3%).

Figure 2.3

Employment Type of Graduates



Note: SPSS output 2026

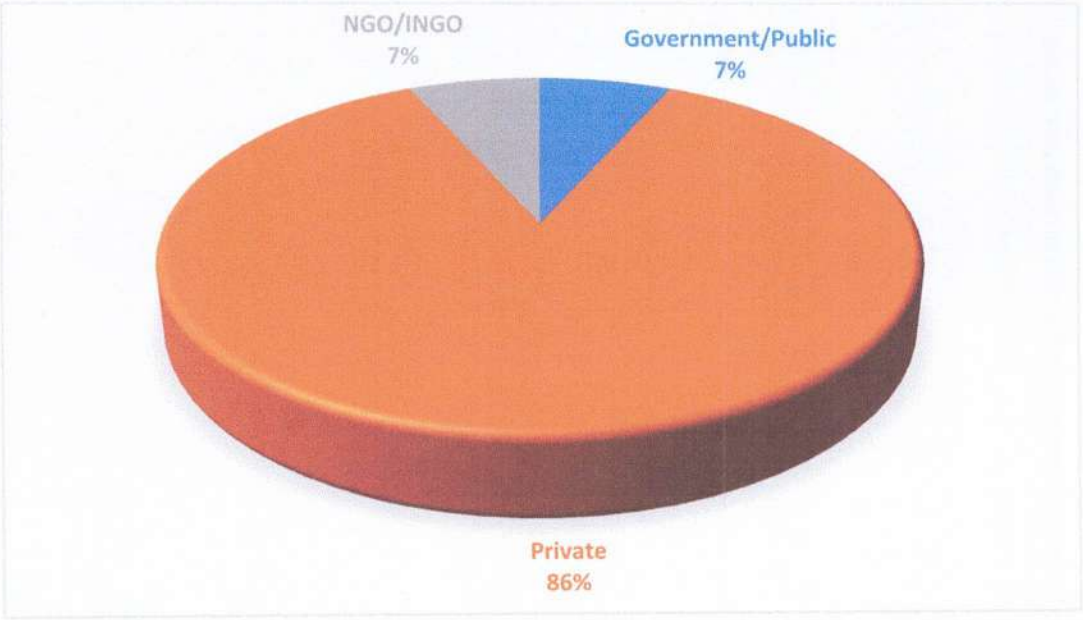
These results suggest that most graduates are employed in less stable and short-term job arrangements rather than secure, long-term positions. The dominance of temporary employment may reflect limited availability of permanent job opportunities, early career entry positions, or a transitional phase as graduates gain experience in the labor market. The figure shows a prevalence of job insecurity among employed graduates, emphasizing the need for policies and programs that promote stable and sustainable employment opportunities.

2.2.8 Type of Employer Organization

Figure 2.4 presents the distribution of employed graduates across different types of organizations, based on a total of 15 respondents. The categories include government, private, and NGO/INGO sectors. The findings shows that a vast majority of graduates are employed in the private sector, accounting for 13 respondents (86%). In contrast, employment in the government sector is very limited, representing approximately 1 respondent (7%). Similarly, a small proportion of graduates, 1 respondent (7%), are employed in NGO/INGO organizations.

Figure 2.4

Type of Employer Organization (%)



Note: SPSS output 2026

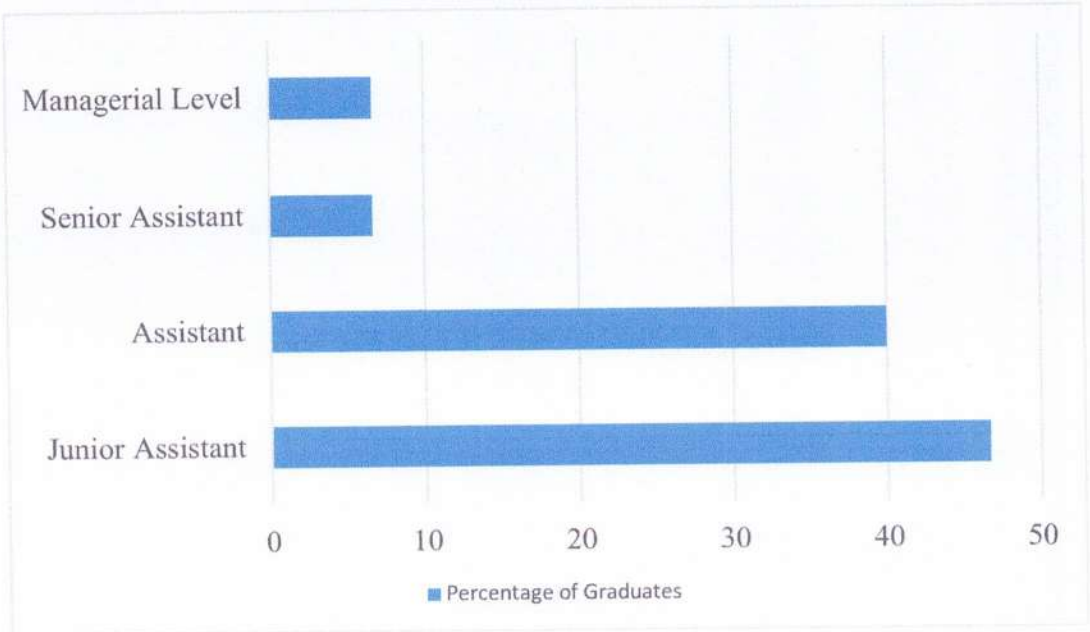
These results indicate that the private sector serves as the primary source of employment for graduates, likely due to greater availability of job opportunities and easier entry compared to the government sector. The relatively low representation in government employment may be attributed to limited vacancies, competitive selection processes, or procedural delays. Likewise, the NGO/INGO sector employs only a small share of graduates, suggesting fewer openings or specialized skill requirements. The figure shows the dominant role of the private sector in absorbing graduates into the labor market, while government and NGO/INGO sectors contribute minimally to graduate employment.

2.2.9 Designation of Employed Graduates

Figure 2.5 presents the distribution of job positions held by employed graduates, based on a total of 15 respondents. The positions are categorized into junior assistant, assistant, senior assistant, and managerial level.

Figure 2.5

Designation of Employed Graduates (in %)



Note: SPSS output 2026

The results show that nearly half of the graduates are working as junior assistants, accounting for 7 respondents (46.7%). This is followed by the assistant position, with 6 respondents (40.0%). A much smaller proportion of graduates hold higher-level positions, with only 1 respondent (6.7%) employed as a senior assistant and another 1 respondent (6.7%) at the managerial level. These findings indicate that the majority of graduates are concentrated in entry-level positions, particularly in junior and assistant roles. This pattern is typical for recent graduates who are at the शुरुआती stage of their careers and are in the process of gaining experience and skills required for advancement. The figure suggests limited representation of graduates in higher-level positions, highlighting that career progression may take time and depend on experience, competencies, and available opportunities within organizations.

2.2.10 Designation by Program-Wise Graduates

Table 2.8 presents a cross-tabulation of employed graduates' job positions by the academic program completed, based on a total of 15 respondents. The positions are categorized into junior assistant, assistant, senior assistant, and managerial level.

Percentages are calculated on a row-wise basis.The distribution shows that most graduates are concentrated in entry-level positions.

Table 2.8

Designation by Program-Wise Graduates

Program Completed	Position of Graduate Employed: Junior Assistant	Assistant	Senior Assistant	Managerial Level	Total
BBS	3	0	0	0	3
%	100.00%	0.00%	0.00%	0.00%	100.00%
BHM	3	4	0	0	7
%	42.90%	57.10%	0.00%	0.00%	100.00%
BIM	1	1	0	0	2
%	50.00%	50.00%	0.00%	0.00%	100.00%
MBS	0	1	1	1	3
%	0.00%	33.30%	33.30%	33.30%	100.00%
Total	7	6	1	1	15
%	46.70%	40.00%	6.70%	6.70%	100.00%

Note: SPSS output 2026

Out of 15 employed graduates, 7 (46.70%) are working as junior assistants and 6 (40.00%) as assistants. Only a small proportion hold higher-level positions, with 1 graduate (6.70%) each in senior assistant and managerial roles. At the program level, all BBS graduates (100.00%) are employed as junior assistants, indicating that they are primarily placed in entry-level positions with no representation in higher roles. In contrast, BHM graduates show a slightly better distribution, with 3 graduates (42.90%) working as junior assistants and 4 (57.10%) as assistants, suggesting some progression beyond entry-level roles. Among BIM graduates, the distribution is evenly split, with 1 graduate (50.00%) in a junior assistant role and 1 (50.00%) in an assistant position, indicating limited but balanced placement across entry-level roles. MBS graduates demonstrate the most advanced positioning among all programs. None are in junior assistant roles; instead, 1 graduate (33.30%) is employed as an assistant, 1 (33.30%) as a senior assistant, and 1 (33.30%) at the managerial level. This suggests that higher academic qualifications are associated with better job positions and greater opportunities for advancement.

The table indicates that most undergraduate graduates (BBS, BHM, and BIM) are concentrated in junior and assistant-level positions, whereas postgraduate (MBS)

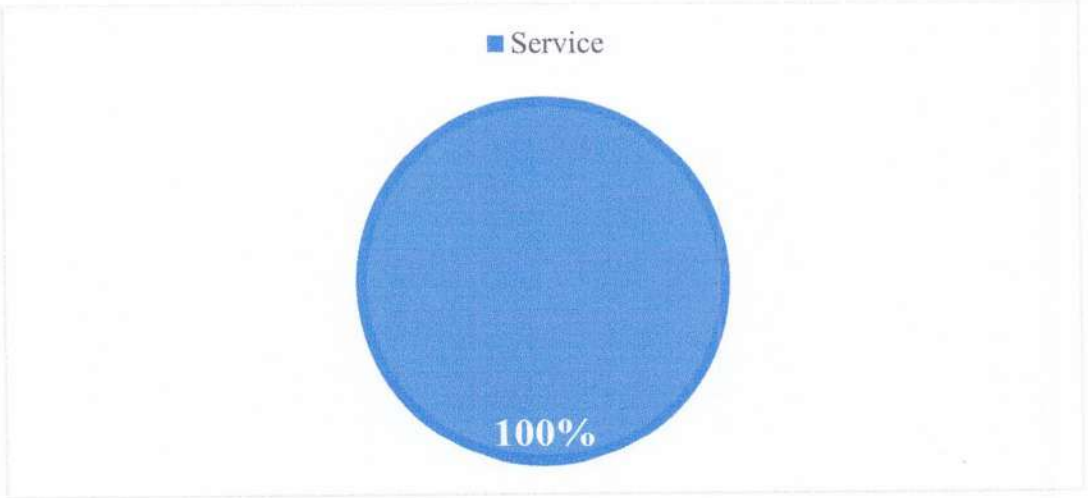
graduates are more likely to occupy higher-level roles. This highlights the role of advanced education in improving career progression and access to managerial positions.

2.2.11 Self Employment Status of Graduates

Figure 2.6 illustrates the sectoral distribution of self-employed graduates. The findings show that 100% of the self-employed graduates are engaged in the service sector. This result indicates that none of the graduates are involved in self-employment activities in other sectors such as industry or commerce. The complete concentration in the service sector suggests that graduates are more inclined toward service-oriented businesses, which may include areas such as consultancy, education, hospitality, retail, or other professional services.

Figure 2.6

Self Employed Sector



Note: SPSS output 2024

The dominance of the service sector in self-employment may be attributed to factors such as lower capital requirements, easier market entry, and better alignment with the academic background and skills of graduates. It may also reflect limited opportunities or higher barriers to entry in other sectors like industry and agriculture. The figure shows a lack of diversification in self-employment among graduates and suggests the need to encourage entrepreneurial activities across a wider range of sectors for balanced economic development.

2.3 Issues Related to the Quality and Relevance of Programs

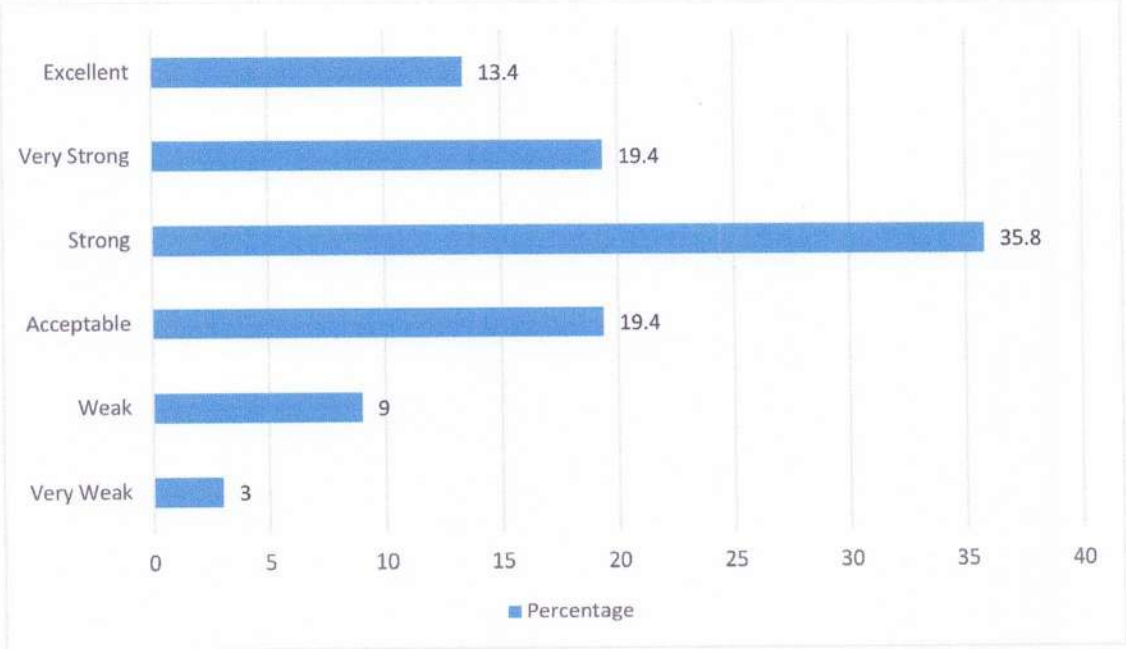
The quality and relevancy of the programs to the graduates is an important factor contributing to academic excellence. Those factors are described as:

2.3.1 Relevance of the Program to Professional Requirement

Figure 2.7 presents graduates' perceptions of how relevant their academic program was to their professional requirements, based on a total of 67 respondents. The relevance was rated on a six-point scale ranging from "Very Weak" to "Excellent."

Figure 2.7

Graduates Perception Towards Relevance of the Program to Professional Requirement



Note: SPSS output 2026

The findings indicate that most graduates perceive their program as highly relevant to their professional needs. Specifically, 24 respondents (35.8%) rated the relevance as "Strong," and 13 respondents (19.4%) rated it as "Very Strong." Additionally, 9 graduates (13.4%) rated their program as "Excellent," indicating a positive alignment between academic training and professional expectations. Conversely, a smaller proportion of graduates expressed lower relevance: 6 respondents (9.0%) rated it as

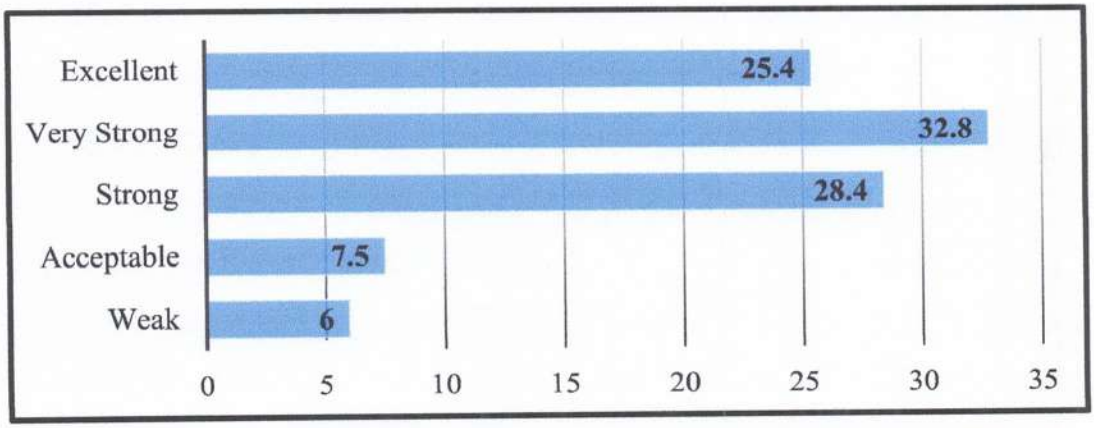
"Weak," and 2 respondents (3.0%) as "Very Weak." Thirteen respondents (19.4%) considered the relevance "Acceptable," suggesting a moderate but not fully satisfactory alignment. The figure suggests that the majority of graduates perceive their program as meeting or exceeding professional requirements, with 68.6% rating it as "Acceptable" or higher. However, the presence of some respondents in the "Weak" and "Very Weak" categories highlights potential gaps in curriculum design or practical application that could be addressed to better prepare graduates for professional demands.

2.3.2 Rating based on Extra-Curricular Activities

Figure 2.8 presents graduates' perceptions of the contribution of extra-curricular activities to their overall development, based on a total of 67 respondents. The ratings range from "Weak" to "Excellent."

Figure 2.8

Rating based on Extra-Curricular Activities (in %)



Note: SPSS output 2026

The results indicate that a majority of graduates perceive extra-curricular activities as having a significant positive impact. Specifically, 22 respondents (32.8%) rated them as "Very Strong," and 17 respondents (25.4%) rated them as "Excellent," together accounting for 58.2% of the total respondents. Additionally, 19 respondents (28.4%) rated the contribution as "Strong," suggesting that extra-curricular involvement plays a meaningful role in graduates' personal and professional development.

Only a small proportion of respondents reported lower ratings: 5 respondents (7.5%) rated it as "Acceptable," and 4 respondents (6.0%) rated it as "Weak." These lower ratings may indicate limited participation in extra-curricular activities or perceived minimal relevance to their career preparation for some graduates. The figure highlights that extra-curricular activities are considered highly valuable by the majority of graduates, reinforcing their role in enhancing skills, teamwork, leadership, and holistic development beyond academic learning.

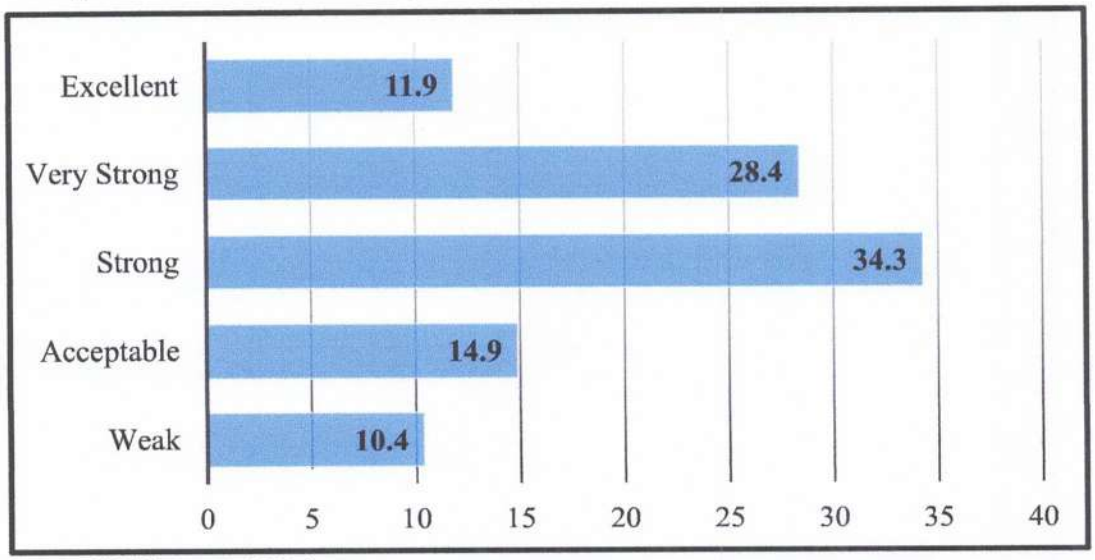
2.4 Program's Contribution to Graduates Professional and Personal Development

2.4.1 Rating Based on Problem Solving Ability

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

Figure 2.9

Rating based on Problem Solving Ability (in %)



Note: SPSS output 2024

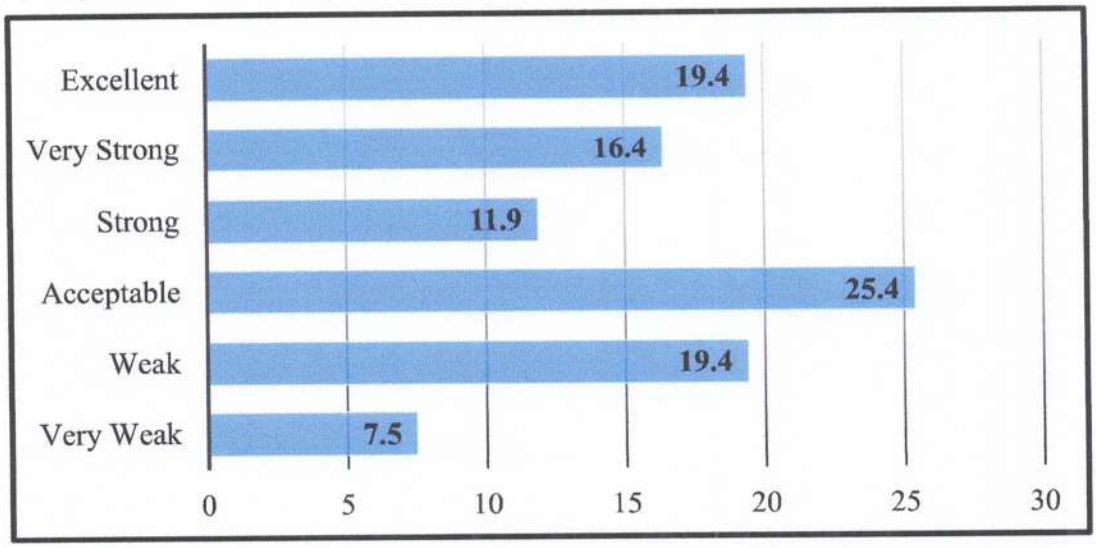
Figure 2.9 shows that the program contributed positively to graduates' problem-solving ability, which is an essential component of both professional and personal development. The data indicate that a majority of the respondents rated their problem-solving skills as strong (34.3%) or very strong (28.4%), suggesting that the program effectively enhanced the ability of most graduates to analyze problems, identify solutions, and

make informed decisions. Additionally, 11.9% of participants rated their problem-solving ability as excellent, demonstrating that a portion of graduates achieved an exceptional level of competence, likely reflecting both the program's rigorous content and practical application opportunities. A smaller group of graduates rated their skills as acceptable (14.9%) or weak (10.4%), which may point to areas where the program could further support participants through targeted activities, case studies, or experiential learning opportunities. These findings collectively suggest that the program was largely successful in developing critical cognitive and analytical skills, which are vital for professional effectiveness, adaptability in complex work environments, and personal decision-making. The distribution of responses emphasizes that the program has a meaningful impact on graduates' capabilities, while also highlighting potential areas for enhancement to ensure all participants reach higher levels of problem-solving proficiency.

2.4.2 Program's Contribution to Graduates Work Placement

Figure 2.10

Rating based on Internship/ Work Placement (%)



Note: SPSS output 2026

Figure 2.10 demonstrates graduates' evaluation of the work placement and internship opportunities provided by the institution. The data reveal a diverse distribution of responses across the six rating categories. A total of 19.4% of graduates rated the internship experience as excellent, and 16.4% rated it as very strong, indicating that approximately one-third of the participants found the placement highly beneficial for gaining practical skills and workplace exposure. Meanwhile, 11.9% considered the

experience strong, and 25.4% rated it as acceptable, reflecting that for a substantial portion of graduates, the internship provided moderate professional and personal development. However, 19.4% rated the experience as weak, and 7.5% as very weak, suggesting that a notable proportion of participants perceived limited benefits from the internship, possibly due to factors such as the quality of the placement, supervision, or relevance to their field of study. These findings indicate that while the program's internship component contributed positively to graduates' professional growth for many participants, there is variability in its effectiveness, highlighting the need for ongoing improvement in placement quality, monitoring, and alignment with program objectives.

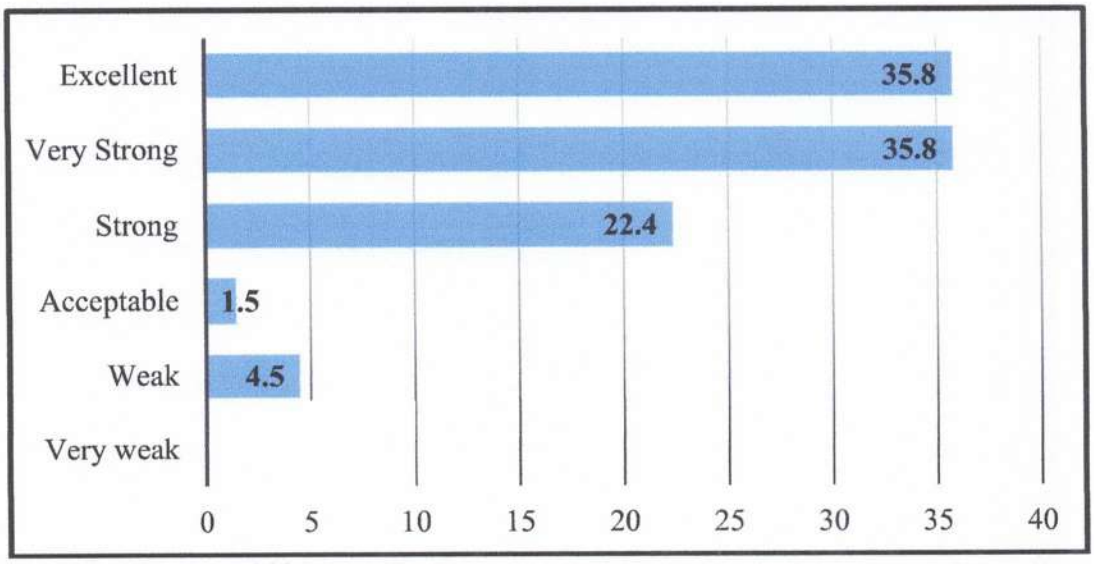
2.5 Issues Related to Teaching/Learning, Teacher/ Student Relationship and Education Delivery Efficiency

2.5.1 Teaching Learining Environment

The higher education institution should focus on teaching/learning environment. Besides this, the insititution should also focus on teacher/student relationship and education delivery. These factors contributes for educational excellence. Those factors are demonstrated below

Figure 2.11

Rating based on Teaching Learning Environment (in %)



Note: SPSS output 2024

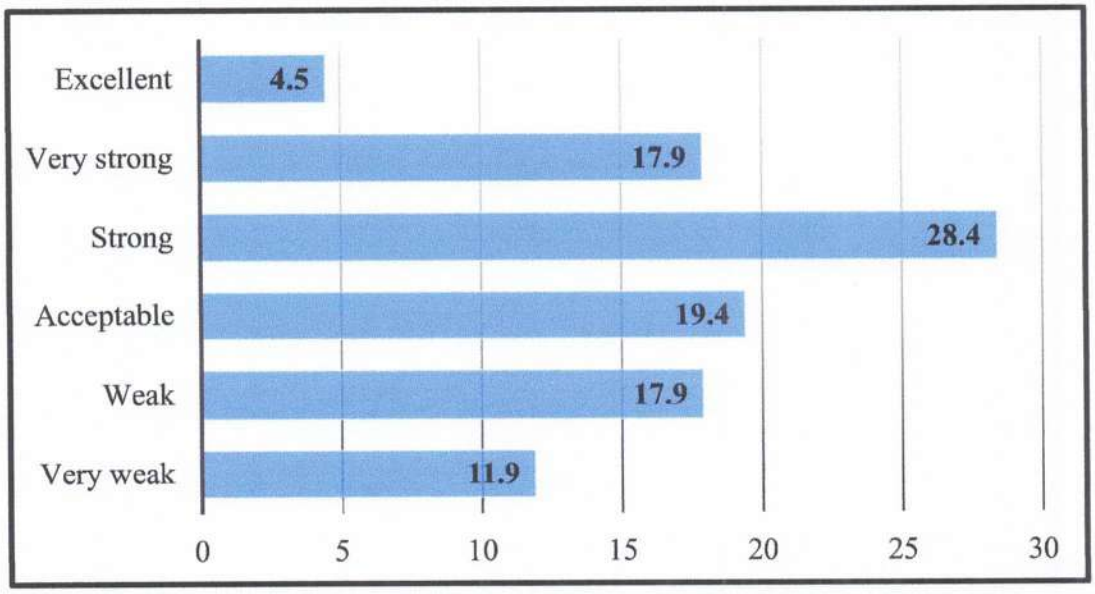
Figure 2.11 shows graduates' perceptions of the teaching–learning environment at Gupteshwor Mahadev Multiple Campus. The data indicate that the majority of respondents evaluated the environment positively, with 35.8% rating it as very strong and another 35.8% as excellent. This suggests that a significant proportion of graduates

found the campus environment highly conducive to learning, reflecting effective teaching practices, supportive faculty, and an overall atmosphere that fosters academic engagement and personal development. Additionally, 22.4% of graduates rated the environment as strong, indicating that while they were satisfied, there may be minor areas for enhancement. Only a small fraction of respondents rated it as acceptable (1.5%) or weak (4.5%), implying that very few graduates perceived shortcomings in the learning environment. The findings suggest that Gupteshwor Mahadev Multiple Campus provides a highly supportive and effective teaching–learning environment that contributes positively to graduates' academic experiences and professional preparedness, while highlighting the potential for minor improvements to achieve consistently high satisfaction among all students.

2.5.2 IT Skill

Figure 2.12

Rating based on IT Skill (in %)



Note: SPSS output 2026

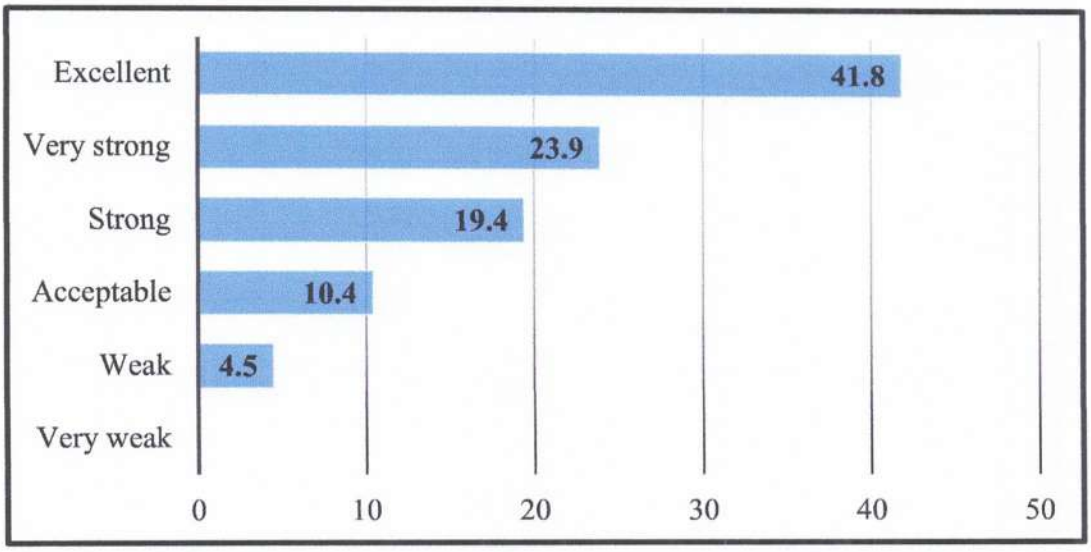
Figure 2.12 shows graduates' perceptions of the program's contribution to their IT skills development. The data reveal a mixed evaluation, with the largest proportion of respondents (28.4%) rating their IT skills as strong, indicating that the program had a meaningful positive impact on their technical competencies. Additionally, 17.9% of graduates rated their skills as very strong, and 4.5% considered them excellent, reflecting that a segment of participants achieved a high level of IT proficiency. A notable proportion, however, rated their skills as acceptable (19.4%), weak (17.9%), or

very weak (11.9%), suggesting that a considerable number of graduates experienced limited improvement in this area. Overall, these findings indicate that while the program effectively enhanced IT skills for many participants, there remains variability in outcomes, highlighting the need for targeted interventions, such as practical workshops, hands-on projects, and technology-focused learning opportunities, to ensure more consistent IT competency development among all graduates.

2.5.3 Teacher Student Relationship

Figure 2.13

Rating based on Teacher-Student Relationship



Note: SPSS output 2026

Figure 2.13 shows graduates' perceptions of the teacher–student relationship at Gupteshwor Mahadev Multiple Campus. The finding shows a highly positive evaluation of this aspect of the academic environment, as the largest proportion of respondents (41.8%) rated the relationship as excellent, followed by 23.9% who rated it as very strong. This indicates that a substantial majority of graduates experienced strong interpersonal connections with their teachers, characterized by approachability, guidance, and academic support. Furthermore, 19.4% of respondents rated the relationship as strong, suggesting that most graduates were generally satisfied with the level of interaction and communication with faculty members. On the other hand, a relatively small proportion of respondents rated the teacher–student relationship as acceptable (10.4%) or weak (4.5%), indicating that only a few graduates perceived limitations in terms of accessibility, responsiveness, or engagement from instructors. Despite these minor concerns, the overall distribution of responses strongly leans

toward the higher rating categories, demonstrating the effectiveness of the campus in fostering a supportive and collaborative learning environment.

These results suggest that positive teacher–student relationships play a crucial role in enhancing students' academic experiences, motivation, and confidence. Such relationships not only facilitate better understanding of course materials but also encourage active participation, critical thinking, and personal development. Therefore, the strong ratings observed in this figure reflect the campus's success in maintaining a learner-centered approach, which is essential for improving educational outcomes and preparing graduates for professional challenges. At the same time, the presence of a small percentage of lower ratings highlights the need for continuous improvement in faculty–student engagement to ensure that all students benefit equally from supportive academic interactions.

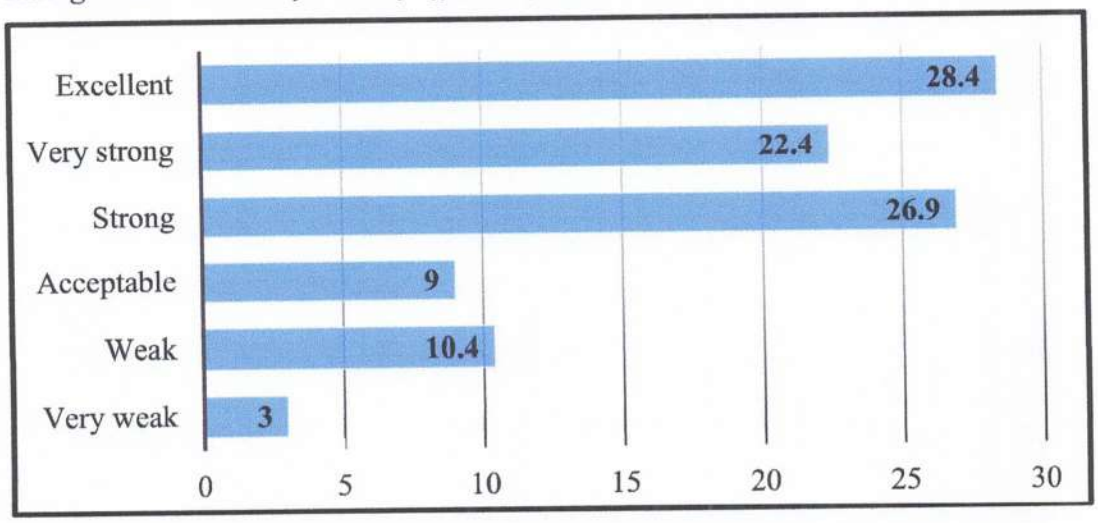
2.6 Issues Related to Facilities (Library, Laboratory, Canteen, Urinal and Sports)

2.6.1 Library Facility

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 2.14

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



Note: SPSS output 2026

Figure 2.14 shows graduates' perceptions of the library facility at Gupteshwor Mahadev Multiple Campus. The findings indicate a generally positive evaluation, as a significant

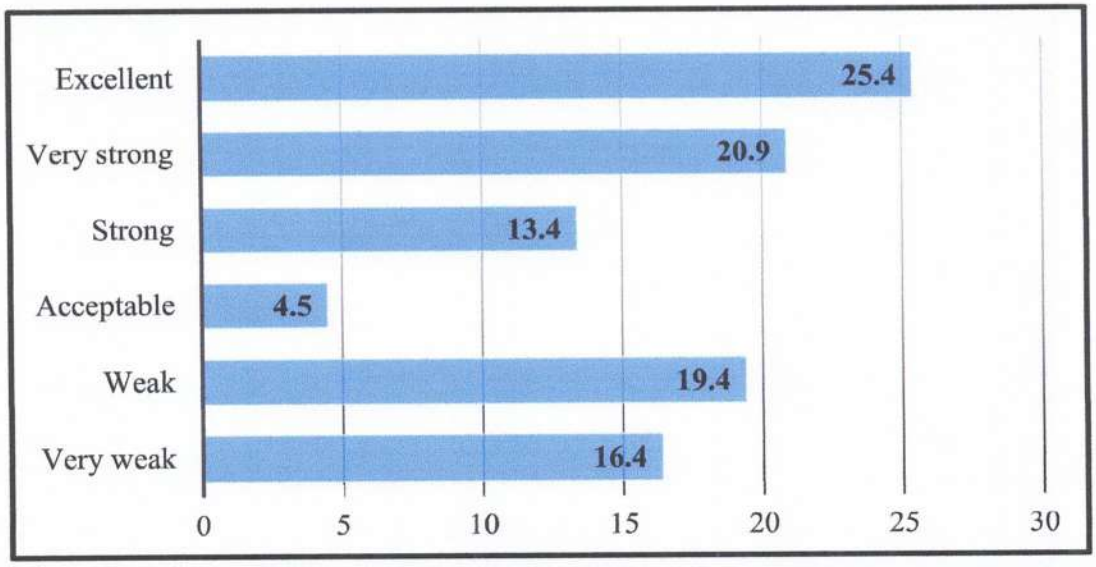
proportion of respondents rated the library services as excellent (28.4%), followed by 26.9% who rated them as strong and 22.4% as very strong. This suggests that the majority of graduates were satisfied with the availability of resources, study space, and overall support provided by the library for their academic activities. In addition, 9% of respondents rated the library facility as acceptable, indicating a moderate level of satisfaction, possibly reflecting some limitations in terms of resource availability, accessibility, or modern facilities. A smaller proportion of graduates expressed dissatisfaction, with 10.4% rating the facility as weak and only 3% as very weak. These responses suggest that although the library meets the needs of most students, there are still areas that could be improved to enhance user experience and effectiveness.

The distribution of responses demonstrates that the library facility plays a vital role in supporting teaching and learning at the campus. The high proportion of strong, very strong, and excellent ratings reflects its contribution to academic success, independent learning, and research activities. However, the presence of some lower ratings highlights the need for continuous improvement, such as updating learning resources, improving digital access, and enhancing infrastructure, to ensure that the library fully meets the diverse needs of all students.

2.6.2 Lab Facility

Figure 2.16

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



Note: SPSS output 2025

Figure 2.15 shows graduates' perceptions of the laboratory facilities at Gupteshwor Mahadev Multiple Campus. The findings present a mixed evaluation of the lab facilities,

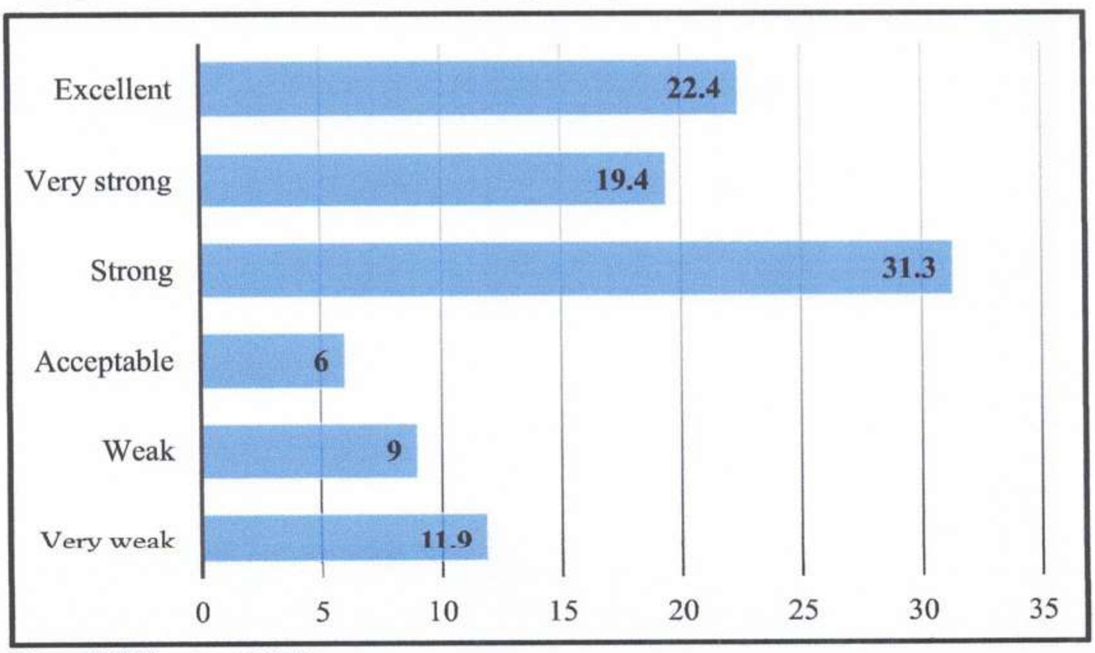
reflecting both strengths and areas requiring improvement. A notable proportion of respondents rated the facilities as excellent (25.4%) and very strong (20.9%), indicating that a segment of graduates found the laboratories to be well-equipped and supportive of practical learning. Additionally, 13.4% of respondents rated the facilities as strong, suggesting a moderate level of satisfaction among some graduates. However, a considerable proportion of respondents expressed less favorable views. Specifically, 19.4% rated the lab facilities as weak and 16.4% as very weak, highlighting concerns related to the adequacy, accessibility, or quality of laboratory resources. Furthermore, 4.5% of graduates rated the facilities as acceptable, indicating minimal satisfaction and suggesting that improvements are necessary to meet their expectations.

The responses indicates that while the laboratory facilities are effective and beneficial for some students, a significant number of graduates experienced limitations. This variation suggests inconsistency in the quality or availability of lab resources. Therefore, it is important for the campus to focus on upgrading equipment, improving maintenance, and ensuring equal access to laboratory facilities in order to enhance practical learning experiences and better support students' academic and professional development.

2.6.3 Canteen/Toilet Facility

Figure 2.16

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



Note: SPSS output 2025

Figure 2.16 shows graduates' perceptions of the canteen and toilet facilities at Gupteshwor Mahadev Multiple Campus. The findings indicate a generally positive evaluation, although some concerns remain. The largest proportion of respondents (31.3%) rated the facilities as strong, followed by 22.4% who rated them as excellent and 19.4% as very strong. This suggests that a majority of graduates were satisfied with the cleanliness, accessibility, and overall condition of the canteen and sanitation facilities, reflecting their adequacy in supporting students' daily needs on campus. However, a notable proportion of respondents expressed less favorable views. Specifically, 11.9% rated the facilities as very weak and 9% as weak, indicating that some graduates experienced dissatisfaction, possibly due to issues such as hygiene, maintenance, or insufficient infrastructure. Additionally, 6% of respondents rated the facilities as acceptable, suggesting a moderate level of satisfaction with room for improvement.

The distribution of responses demonstrates that while the canteen and toilet facilities are satisfactory for most students, there are still areas that require attention. Improving cleanliness, ensuring regular maintenance, and upgrading infrastructure could further enhance student satisfaction and contribute to a more supportive and comfortable campus environment.

2.7 Major Strength and Weakness

Table 2.9
Mean Score Evaluation of Major Strength and Weakness

	Minimum	Maximum	Mean	Std. Deviation
Relevance of the program to your professional requirement	0	5	3.00	1.26
Extracurricular Activities	1	5	3.64	1.12
Problem Solving Ability	1	5	3.16	1.15
Internship/ Work Placement	0	5	2.69	1.61
Teaching/ Learning Environment	1	5	3.97	1.03
IT Skill	0	5	2.36	1.40
Teacher Student relationship	1	5	3.88	1.20
Library Facility	0	5	3.40	1.42
Lab Facility	0	5	2.79	1.88
Canteen/Toilet	0	5	3.05	1.62

N = 67

Note: SPSS output 2026

Table 2.9 presents the mean score evaluation of major aspects related to the program's strengths and weaknesses as perceived by graduates. The results indicate that the teaching–learning environment received the highest mean score (M = 3.97, SD = 1.03), suggesting that graduates perceived it as the strongest aspect of the campus, with relatively low variability in responses. Similarly, the teacher–student relationship (M = 3.88, SD = 1.20) and extracurricular activities (M = 3.64, SD = 1.12) were also rated highly, indicating strong satisfaction with interpersonal interaction and co-curricular engagement. Moderate mean scores were observed for library facilities (M = 3.40, SD = 1.42), problem-solving ability (M = 3.16, SD = 1.15), canteen/toilet facilities (M = 3.05, SD = 1.62), and the relevance of the program to professional requirements (M = 3.00, SD = 1.26). These results suggest that while these areas are generally satisfactory, there is room for improvement to enhance overall effectiveness and student experience.

In contrast, relatively lower mean scores were reported for lab facilities (M = 2.79, SD = 1.88), internship/work placement (M = 2.69, SD = 1.61), and particularly IT skills (M = 2.36, SD = 1.40), indicating that these areas are perceived as weaker components of the program. The higher standard deviations in these variables, especially for lab facilities, suggest greater variability in graduates' experiences and perceptions. The table shows that while the campus demonstrates strong performance in its teaching environment and faculty relationships, there are notable weaknesses in practical and technical areas such as IT skills, laboratory facilities, and internship opportunities. These findings suggest the need for targeted improvements in these areas to better align the program with professional and technological demands.

2.8 Association between Employment Status and Graduates Characteristics

Table 2.10

Association between Employment Status and Graduates' Characteristics

Graduates Characteristics	Employed	Self Employed	Unemployed	$\chi 2$	Sig	Cramer's V
Gender						
Male	50.00%	5.00%	45.00%	*13.450[a]*	*0.001*	0.488
Female	10.60%	2.10%	87.20%			

Age Group						
20-24	18.20%	2.30%	79.50%			
24-28	14.30%	7.10%	78.60%	8.896[b]	*0.18*	0.258
28-32	50.00%		50.00%			
Above 32	100.00%					

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

b. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .60.

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

Note: SPSS output 2026

Table 2.10 shows the association between employment status and selected graduates' characteristics, namely gender and age group. The results indicate a statistically significant relationship between gender and employment status, as evidenced by the chi-square value (χ^2 = 13.450, p = 0.001), which is significant at the 5% level of confidence. The strength of this association, as measured by Cramer's V (0.488), suggests a moderate relationship between gender and employment outcomes. Specifically, male graduates demonstrate a higher employment rate (50.0%) compared to female graduates (10.6%). In contrast, a large proportion of female graduates are unemployed (87.2%) compared to their male counterparts (45.0%). Similarly, self-employment is slightly higher among males (5.0%) than females (2.1%). These findings indicate a clear gender disparity in employment status, suggesting that male graduates have relatively better employment opportunities than female graduates.

In contrast, the association between age group and employment status is not statistically significant (p = 0.18), indicating that age does not have a meaningful influence on employment outcomes among the graduates. Although variations can be observed across age categories, such as higher employment among graduates aged 28–32 (50.0%) and complete employment in the above 32 age group (100.0%), these differences are not statistically significant. The majority of graduates in the younger age groups (20–24 and 24–28) remain unemployed, with unemployment rates of 79.5% and 78.6%, respectively, suggesting that early career graduates face greater challenges in securing employment.

However, it is important to note that several cells have expected counts less than 5, which may affect the reliability of the chi-square results. Despite this limitation, the findings highlight that gender plays a significant role in determining employment status, whereas age group does not show a statistically significant association in this study.

2.9 Recommendation Provided by Graduates

Table 2.11

Recommendation for Betterment of Institution by Graduates (in %)

Suggestion Category	Percent (%)	Description Summary
Canteen Facilities	50.00%	Demand for hygiene, affordability, and in-campus management; identified as a primary missing service.
Parking & Physical Infrastructure	28.10%	Need for secure parking, sports grounds/playgrounds, and waste management systems.
ICT, Digitalization & Lab Facilities	21.90%	Demand for IT-based classrooms, e-libraries, better computer labs, and digitized education tools.
Practical Knowledge & Field Visits	18.80%	Requests for educational tours, industry visits, and shifting from theoretical to real-life/practical teaching.
Career Support & Industry Ties	17.20%	Calls for job placement schemes, internships, and stronger ties with hotels/restaurants/IT industry (specifically for BHM/BIM).
Library & Academic Resources	12.50%	Need for sufficient books, longer lending periods, and updated reference materials.
Governance & Pedagogical Support	10.90%	Requests for remedial classes for slow learners, improved communication channels, and feedback mechanisms.
General Positive Feedback/Wishes	4.70%	Expressions of satisfaction and best wishes for future institutional progress.

Note: SPSS output 2026

Table 2.11 presents the recommendations provided by graduates for the improvement of the institution, highlighting key areas that require attention. The findings reveal that the most frequently suggested area is the improvement of canteen facilities, with 50.0% of respondents emphasizing the need for better hygiene, affordability, and proper in-campus management. This indicates that food services are perceived as a critical gap in the institution's infrastructure.

The second most prominent concern relates to parking and physical infrastructure, reported by 28.1% of graduates. Respondents highlighted the need for secure parking facilities, sports grounds or playgrounds, and effective waste management systems, suggesting that the overall physical environment requires significant enhancement. Similarly, 21.9% of graduates recommended improvements in ICT, digitalization, and laboratory facilities, emphasizing the importance of IT-based classrooms, e-libraries, well-equipped computer labs, and the integration of digital tools in teaching and learning processes.

In terms of academic improvement, 18.8% of respondents stressed the need for practical knowledge and field-based learning. They recommended organizing educational tours, industry visits, and shifting from purely theoretical teaching to more practical and real-life applications. Furthermore, 17.2% of graduates highlighted the importance of career support and stronger industry linkages, including job placement opportunities, internships, and collaboration with sectors such as hospitality and information technology, particularly for programs like BHM and BIM.

Additionally, 12.5% of respondents suggested improvements in library and academic resources, including the availability of sufficient books, updated reference materials, and extended borrowing periods. A smaller proportion (10.9%) pointed out the need for better governance and pedagogical support, such as remedial classes for slow learners, improved communication channels, and effective feedback mechanisms. Finally, only 4.7% of graduates expressed general satisfaction and offered positive feedback and best wishes for the institution's future development.

The table indicates that graduates prioritize improvements in basic facilities, infrastructure, and practical learning opportunities, while also recognizing the importance of digital transformation and career-oriented support. These findings provide valuable insights for institutional planning and policy formulation aimed at enhancing the quality and effectiveness of the academic environment.

2.10 Contribution to be Made by Graduates

Table 2.12

Contribution to be made by Graduates (%)

Contribution Category	Percent (%)	Description Summary
Publicity and Promotion Support	32.70%	Active involvement in campus promotion, advertising, and motivating new student enrollments to combat outward migration.

Mentoring and Knowledge Sharing	21.80%	Willingness to share skills, experience, and academic guidance with juniors; includes counseling on career pathways.
Institutional Governance and Feedback	18.20%	Providing creative ideas, policy improvement feedback, analyzing student feedback, and acting as intermediaries between students and faculty.
Fundraising and Resource Support	9.10%	Direct donations, providing sports equipment, and collaborating with external organizations for institutional development.
Technical and Research Assistance	9.10%	Utilizing specialized BIM/IT skills for digital system improvement, data handling, and providing research assistance.
Alumni Engagement and Volunteering	9.10%	Active participation in alumni associations, volunteer internships, and general readiness to support when called upon.
Total	100.00%	

Note: SPSS output 2026

Table 2.12 presents the various forms of contributions that graduates are willing to make for the development of the institution. The findings indicate that the largest proportion of graduates (32.7%) expressed their willingness to support publicity and promotion activities. This includes active involvement in promoting the campus, advertising its programs, and motivating prospective students to enroll, particularly as a response to the growing trend of outward student migration.

The second most significant area of contribution is mentoring and knowledge sharing, reported by 21.8% of graduates. This reflects a strong inclination among alumni to share their professional experiences, skills, and academic knowledge with current students, including providing guidance on career pathways and personal development. Additionally, 18.2% of graduates indicated their interest in contributing to institutional governance and feedback mechanisms. These graduates are willing to offer creative ideas, participate in policy improvement, analyze student feedback, and act as a bridge between students and faculty members, thereby enhancing institutional effectiveness.

Furthermore, equal proportions of graduates (9.1% each) expressed their willingness to contribute in areas such as fundraising and resource support, technical and research assistance, and alumni engagement and volunteering. Contributions in fundraising

include direct financial support, provision of sports equipment, and collaboration with external organizations. Technical contributions involve utilizing specialized skills, particularly in fields such as information technology and business information management, to improve digital systems and support research activities. Similarly, alumni engagement reflects graduates' readiness to participate in alumni associations, volunteer programs, and institutional initiatives when needed.

The findings suggest that graduates are not only willing to contribute to the institution but also demonstrate diverse forms of engagement ranging from promotional activities to technical and governance support. This highlights the potential of alumni as valuable stakeholders in institutional development and sustainability.

CHAPTER III
MAJOR FINDINGS

This chapter presents the major findings of the study derived from the analysis of data collected from graduates of Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara. The findings are organized into thematic sections covering graduates' characteristics, employment status, quality and relevance of academic programs, teaching–learning environment, institutional facilities, and other related aspects.

3.1 Demographic Profile of the Graduates

- The majority of graduates (65.7%) fall within the age group of 20–24 years, indicating that most students complete their studies within the expected timeframe. This reflects effective academic progression within the campus.
- A smaller proportion of graduates belongs to the age groups 24–28 years (20.9%) and 28–32 years (11.9%), suggesting some delays in academic completion due to personal, academic, or professional reasons.
- Only 1.5% of graduates are above 32 years, indicating that late completion of higher education is relatively uncommon.
- Female graduates constitute a dominant proportion (70.1%), compared to male graduates (29.9%), reflecting increased female participation and gender inclusivity in higher education.
- The majority of graduates (94%) are from Gandaki Province, particularly Kaski district (68.7%), indicating that the campus primarily serves local and nearby communities.
- Most graduates (92.5%) completed bachelor-level programs, while only 7.5% completed master's level education, highlighting the predominance of undergraduate education.
- Among academic programs, BBS (37.3%) and BHM (34.3%) are the most popular, followed by BIM (19.4%), while B.Ed. has minimal representation (1.5%).

3.2 Employment Status of Graduates

- A significant majority of graduates (74.6%) are unemployed, indicating serious challenges in labor market absorption.
- Only 22.4% of graduates are employed and 3% are self-employed, suggesting limited engagement in both formal employment and entrepreneurship.
- About 34.3% of graduates are pursuing further education, while 65.7% are not engaged in additional academic activities.
- Among unemployed graduates, a considerable number (42%) are pursuing further study, indicating efforts to improve qualifications for better employment opportunities.
- However, 29 graduates are neither employed nor engaged in further study, reflecting a critical issue of inactivity and potential underutilization of human resources.
- Lack of employment opportunities (54%) is the major reason for unemployment, followed by further study (42%) and licensing issues (4%).
- Program-wise analysis shows that BBS, BIM, and B.Ed. graduates face higher unemployment rates, whereas BHM graduates have relatively better employment and self-employment opportunities.
- MBS graduates demonstrate the highest employability (60%), indicating that higher academic qualifications improve employment prospects.
- Male graduates have a significantly higher employment rate (50%) compared to female graduates (10.6%), while female unemployment is considerably higher (87.2%), indicating gender disparity in employment opportunities.
- Most employed graduates are engaged in temporary employment (73.3%), reflecting job insecurity and limited availability of permanent positions.
- The private sector is the dominant employer (86%), while government and NGO/INGO sectors provide minimal employment opportunities.
- Most graduates are employed in entry-level positions, particularly junior assistant (46.7%) and assistant roles (40%), with very limited representation in higher-level positions.
- Self-employment is entirely concentrated in the service sector (100%), indicating a lack of diversification in entrepreneurial activities.

3.3 Quality and Relevance of Academic Programs

- The majority of graduates perceive their academic programs as relevant to professional requirements, with 68.6% rating them as acceptable or above.
- A significant proportion rated program relevance as strong (35.8%) and very strong (19.4%), indicating good alignment with career needs.
- Extra-curricular activities are highly valued, with 58.2% rating them as very strong or excellent, highlighting their importance in holistic development.
- The program has positively contributed to problem-solving ability, with the majority rating it as strong (34.3%) and very strong (28.4%).
- Internship and work placement experiences show mixed results, with about one-third rating them highly, while a notable proportion (26.9%) rated them as weak or very weak.
- These findings suggest that while academic programs are generally relevant, there is a need to strengthen practical exposure and industry linkage.

3.4 Teaching–Learning Environment and Educational Delivery

- The teaching–learning environment is perceived very positively, with 71.6% of graduates rating it as very strong or excellent.
- Only a very small proportion rated it as weak (4.5%) or acceptable (1.5%), indicating high overall satisfaction.
- Teacher–student relationships are exceptionally strong, with 65.7% rating them as very strong or excellent, reflecting supportive academic interactions.
- Most graduates also rated relationships as strong (19.4%), indicating a positive and collaborative learning environment.
- IT skill development shows mixed outcomes, with only 50.8% rating it as strong or above, while a significant proportion rated it as weak or very weak (29.8%).
- These findings indicate that while the academic environment is strong, IT skill development requires further improvement.

3.5 Institutional Facilities

- Library facilities are generally well perceived, with 77.7% of graduates rating them as strong, very strong, or excellent.

- However, some dissatisfaction exists, with 13.4% rating them as weak or very weak, indicating the need for continuous improvement.
- Laboratory facilities show mixed evaluation, with 59.7% positive ratings but a significant proportion (35.8%) rating them as weak or very weak, highlighting inconsistencies in quality.
- Canteen and toilet facilities are moderately satisfactory, with 73.1% rating them as strong or above, but 20.9% expressing dissatisfaction.
- These findings suggest that while facilities are generally adequate, improvements are needed in laboratory and canteen services.

3.6 Overall Strengths and Weaknesses (Mean Score Analysis)

- The teaching–learning environment (M = 3.97) is identified as the strongest aspect of the institution.
- Teacher–student relationship (M = 3.88) and extracurricular activities (M = 3.64) are also major strengths.
- Moderate performance is observed in library facilities, problem-solving ability, canteen/toilet facilities, and program relevance.
- IT skill (M = 2.36), internship/work placement (M = 2.69), and lab facilities (M = 2.79) are identified as major weaknesses.
- High variability in lab facilities indicates inconsistent experiences among graduates.

3.7 Association between Employment Status and Graduates' Characteristics

- There is a statistically significant association between gender and employment status (p = 0.001), with a moderate relationship (Cramer's V = 0.488).
- Male graduates have better employment outcomes compared to female graduates.
- There is no statistically significant association between age group and employment status (p = 0.18), although younger graduates show higher unemployment.

3.8 Recommendations for Institutional Improvement

- The most important recommendation is improvement in canteen facilities (50%), focusing on hygiene, affordability, and management.
- Parking and physical infrastructure (28.1%) is another major concern, including the need for playgrounds and waste management systems.
- ICT and digitalization (21.9%) improvements are required, including e-libraries and IT-based classrooms.
- Practical learning (18.8%) through field visits and industry exposure is highly demanded.
- Career support and industry linkage (17.2%) need strengthening, especially for BHM and BIM programs.
- Improvements in library resources (12.5%) and governance support (10.9%) are also suggested.

3.9 Contribution of Graduates to Institutional Development

- A significant proportion of graduates (32.7%) are willing to contribute to publicity and promotion of the campus.
- About 21.8% are interested in mentoring and knowledge sharing with current students.
- Around 18.2% are willing to contribute to governance and institutional feedback.
- Smaller proportions (9.1% each) are willing to support fundraising, technical assistance, and alumni engagement.
- These findings indicate strong alumni commitment and potential for institutional development through structured alumni involvement.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

Based on the findings presented in Chapter II and the major conclusions drawn in Chapter III, this chapter outlines key implications for institutional reform at Gupteshwor Mahadev Multiple Campus (GMMC), Pokhara. The recommendations are aimed at enhancing the quality, relevance, and effectiveness of academic programs, strengthening employability outcomes, improving institutional governance, and addressing infrastructural and service-related gaps. The implications focus on aligning academic offerings with labor market demands, promoting inclusive development, and fostering a supportive and innovative learning environment.

4.1 Reforming Academic Programs and Enhancing Relevance

The findings indicate that a significant proportion of graduates are concentrated in undergraduate programs, particularly BBS and BHM, while postgraduate enrollment remains relatively low. Although the majority of graduates perceive the programs as relevant to professional requirements, the presence of moderate and low ratings suggests gaps in curriculum alignment. Moreover, high unemployment rates, especially among BBS and BIM graduates, highlight a mismatch between academic preparation and labor market demands. Therefore, institutional reform should focus on:

- Regular curriculum revision in consultation with industry experts
- Integration of skill-based and competency-driven learning modules
- Inclusion of emerging areas such as digital skills, entrepreneurship, and innovation
- Expansion of postgraduate and interdisciplinary programs

These measures will ensure that academic programs remain dynamic, market-oriented, and responsive to changing professional requirements.

4.2 Promoting Gender-Inclusive Education and Employment Support

The study reveals that female graduates constitute a majority of the student population, reflecting progress in gender inclusion in higher education. However, a significantly

higher unemployment rate among female graduates indicates persistent gender disparities in employment outcomes. To address this issue, the institution should:

- Develop gender-responsive career counseling and placement services
- Encourage female participation in internships, leadership roles, and entrepreneurship programs
- Establish mentorship programs specifically targeting female graduates
- Collaborate with organizations promoting women's employment and empowerment

Such initiatives will help bridge the gap between educational attainment and employment opportunities for female graduates.

4.3 Strengthening Employability and Career Development Services

One of the most critical findings of the study is the high level of graduate unemployment, with a large proportion of graduates either unemployed or engaged in temporary employment. Additionally, many graduates are not engaged in further education, indicating limited career progression pathways. To enhance employability, the institution should prioritize:

- Establishing a dedicated Career Development and Placement Cell
- Organizing job fairs, campus recruitment programs, and employer networking events
- Providing career counseling, CV writing, and interview preparation training
- Strengthening internship programs with structured monitoring and evaluation
- Promoting entrepreneurship through incubation centers and startup support

These reforms will facilitate smoother transitions from education to employment and improve long-term career outcomes for graduates.

4.4 Enhancing Practical Learning and Industry Linkages

The findings suggest that while problem-solving ability is a strong outcome of the academic programs, internship and work placement opportunities show variability in effectiveness. A considerable proportion of graduates reported weak or only acceptable experiences in internships. To address this, the institution should:

- Develop formal internship policies and guidelines

- Strengthen partnerships with industries, businesses, and organizations
- Ensure that all students have access to meaningful and relevant work placements
- Incorporate field visits, project-based learning, and case studies into the curriculum

Enhancing experiential learning opportunities will bridge the gap between theoretical knowledge and practical application, thereby improving employability.

4.5 Improving IT Skills and Digital Competency

The study identifies IT skill development as one of the weakest areas, with relatively low mean scores and a significant proportion of graduates reporting weak or very weak competencies. In an increasingly digital world, this represents a critical gap. Institutional reforms should include:

- Integration of ICT-based learning across all programs
- Provision of hands-on training in software, data analysis, and digital tools
- Development of smart classrooms and e-learning platforms
- Regular workshops and certification programs in emerging technologies

Improving IT skills will enhance graduates' competitiveness in the modern job market.

4.6 Strengthening Teaching–Learning Environment and Faculty Development

The teaching–learning environment and teacher–student relationships are identified as key strengths of the institution, with high satisfaction levels among graduates. However, maintaining and enhancing these strengths requires continuous effort. The institution should:

- Provide regular faculty development programs and training
- Encourage the use of innovative teaching methods and technologies
- Maintain strong mentorship and academic support systems
- Implement continuous feedback mechanisms for teaching improvement

Sustaining a high-quality teaching environment will ensure consistent academic excellence and student satisfaction.

4.7 Upgrading Infrastructure and Student Support Services

The findings highlight several infrastructural challenges, particularly related to canteen facilities, laboratory resources, parking, and sanitation. While library facilities are generally well-rated, other areas require significant improvement. Priority actions should include:

- Establishing a well-managed, hygienic, and affordable canteen
- Expanding and improving parking facilities and campus infrastructure
- Upgrading laboratory equipment and ensuring regular maintenance
- Enhancing sanitation facilities and ensuring cleanliness
- Continuing investment in library resources and digital access

Improved infrastructure will contribute to a more supportive and conducive learning environment.

4.8 Institutionalizing Alumni Engagement

The study reveals that graduates are willing to contribute to institutional development in various ways, including promotion, mentoring, governance support, and resource mobilization. This indicates strong potential for alumni engagement. The institution should:

- Establish a formal Alumni Association
- Create platforms for alumni networking and engagement
- Involve alumni in mentoring, guest lectures, and career guidance
- Encourage alumni contributions to infrastructure, research, and innovation

Effective alumni engagement can significantly enhance institutional growth and sustainability.

4.9 Strengthening Governance and Feedback Mechanisms

Graduates have emphasized the need for improved governance, communication, and feedback systems. Transparent and participatory governance is essential for institutional effectiveness. Reforms should focus on:

- Strengthening internal communication channels
- Establishing regular feedback mechanisms from students and graduates

- Promoting transparency and accountability in decision-making
- Encouraging participatory governance involving faculty, students, and alumni

These measures will improve institutional responsiveness and decision-making processes.

4.10 Promoting Data-Driven Planning and Continuous Improvement

The study highlights the importance of evidence-based decision-making, particularly in areas such as employment outcomes, program effectiveness, and student satisfaction. The institution should:

- Conduct regular tracer studies and surveys
- Maintain a comprehensive graduate database
- Use data analytics for academic planning and policy formulation
- Monitor key performance indicators related to employability and quality

Data-driven planning will enable the institution to adapt proactively to emerging challenges and opportunities.

4.11 Encouraging Holistic Development and Student Engagement

The positive perception of extra-curricular activities indicates their significant role in students' overall development. However, continuous enhancement is necessary to ensure inclusivity and effectiveness. The institution should:

- Expand opportunities for sports, cultural, and leadership activities
- Encourage student clubs and organizations
- Integrate co-curricular activities with academic learning

Holistic development will enhance students' soft skills, confidence, and overall employability.

4.12 Addressing Employment Challenges through Policy and Collaboration

The high unemployment rate among graduates calls for broader institutional and policy-level interventions. The institution should collaborate with:

- Government agencies for employment generation programs
- Private sector organizations for skill-based training and recruitment

- NGOs/INGOs for development-oriented employment opportunities

Such collaborations will create a supportive ecosystem for graduate employment and career advancement.

The findings of the tracer study clearly indicate that while Gupteshwor Mahadev Multiple Campus has strong foundations in teaching quality, faculty support, and academic environment, there are critical areas that require strategic reform. These include enhancing employability, strengthening practical and IT skills, improving infrastructure, and fostering stronger industry and alumni linkages. By implementing these reforms, the institution can significantly improve the quality and relevance of its academic programs, enhance graduate outcomes, and ensure long-term sustainability and competitiveness in the higher education sector.

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 active 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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