

Affiliated to Tribhuvan University

Sukuna Multiple Campus

Sundarharaincha, Morang

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Graduate Tracer Study Report (Graduation Year 2023)



Submitted to
University Grants Commission Nepal
Sanothimi, Bhaktapur

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang
2025

SUKUNA MULTIPLE CAMPUS

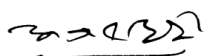
Sundarharaincha, Morang



GRADUATE TRACER STUDY REPORT

(Graduation Year-2023)




Arjun Raj Adhikari
Campus Chief

Submitted to
University Grants Commission
Sanothimi, Bhaktapur, Nepal
2025

FORDWORD

I'm happy to share the Graduate Tracer Study Report for the students who graduated in 2023. First, I'd like to thank the University Grants Commission (UGC) Nepal for their great support during this study. The Tracer Study Task Team at our campus was given the job of collecting and analyzing information from the graduates to create this report. I really appreciate their hard work. I also thank all the graduates who filled out the tracer study form and shared their useful information.

Since our official recognition by UGC Nepal in 2015, we've been regularly doing tracer studies of our graduates. With our re-accreditation in 2024, we improved our tracking system and included more information in this report. We have also used the lessons from past reports to make improvements at the campus. This report is part of that ongoing effort. We will carefully look at the findings and suggestions in this report to bring positive changes to our institution.

Finally, I thank everyone who helped in carrying out this study and preparing the report.



Arjun Raj Adhikari
Campus Chief

Arjunraj Adhikari

Campus Chief

ACKNOWLEDGEMENTS

This report has been made possible through the generous support of many institutions and individuals. We sincerely thank University Grants Commission (UGC), Sanothimi, Bhaktapur, Nepal, for their financial support, which enabled us to carry out this study. We also appreciate UGC for providing the questionnaire and offering valuable guidance throughout the process. We have especially tried to incorporate the suggestions they provided in earlier studies to improve the quality of this report.

We are deeply grateful to the graduates of 2023, whose willingness to share important information played a vital role in shaping this study. Many of them took time out of their busy lives to respond to our questions, and their input greatly enriched our research. We are particularly thankful to those graduates who are now employed after completing their studies at Tribhuvan University in 2023. Our appreciation also goes to the various employers and educational institutions who supported us during the data collection phase.

We would like to give special thanks to Mr. Arjunraj Adhikari, the Campus Chief, whose trust and guidance were key to starting and completing this study. We also acknowledge Assistant Campus Chiefs, Mr. Balaram Pokhrel and Mr. Ganesh Prasad Dahal, for their ongoing support and encouragement, especially in helping us connect with the graduates and collect important data.

We are thankful to all the teaching and non-teaching staff at Sukuna Multiple Campus for their help in reaching out to graduates and assisting with data collection. In particular, we appreciate the support of Mr. Surya Prasad Adhikari and Mr. Pushpa Raj Ghimire from the Examination Section, who provided us with the graduate list and contact details.



Tracer Study Task Team (2025)

Basudev Dahal

Khagendra Raj Dahal

EXECUTIVE SUMMARY

After obtaining official accreditation from UGC Nepal in 2015, Sukuna Multiple Campus (SMC) has been regularly carrying out graduate tracer studies. These studies help check the quality of education by looking at what graduates are doing after finishing their studies. In other words, tracer studies reveal whether graduates are working or unemployed. Moreover these studies explore how graduates feel about the education they received. Besides teaching, SMC also focuses on research and publications. The tracer study has become an important part of the campus's work, showing how useful and successful its academic programs are.

To collect data, questionnaires were given to graduates in March and April 2023. The employed graduates' jobs were confirmed with appointment letters. The employed graduates' information was collected from their workplaces. Information about graduates who continued their studies was collected from their current colleges, and unemployed graduates were contacted at their residences. Few graduates who couldn't be reached in person were contacted by phone.

The main aim of the study was to find out if the graduates were working or studying further. The data was analyzed based on gender, program, and ethnicity, and the graduates were grouped as Employed, Unemployed, or Studying Further. Employed graduates were also grouped by type of job (full-time or part-time) and where they worked. Overall, the study gives a detailed picture of what the 2023 graduates of SMC are doing now.

The information provided by graduates has been analyzed in five sections:

- Employment and further study status of the graduates
- Issues related to the quality and relevance of programs
- Programs' contribution to graduates' professional and personal development
- Issues related to teaching/learning, teacher/ student relationship and education delivery efficiency
- Issues related to facilities provided at the campus

This study looked at students who graduated from Sukuna Multiple Campus in 2023. It included graduates from five programs: BBA, BBS, B.Ed., BICTE, B.Sc., M.Ed.,

and MBS. Since there was no data available for BA graduates, they were not included in the study. Information was collected from a total of 131 graduates from these programs.

The study mainly used quantitative data from the graduates to meet its objectives. The major findings generalized from the analysis of information are explained in the following sections.

Graduates' Employment and Further Study Status

- The study traced 131 traced graduates, including 48 (36.64%) employed, 64 (48.86%) unemployed and 19 (14.50%) pursuing further studies.
- The study covered graduates from seven programs of study: BBA, BBS, B. Ed., BICTE B. Sc., M. Ed., and MBS. The largest number of graduates were from M. Ed. program (35) and the smallest number of graduates were from BICTE program (5).
- The largest number of employed graduates were traced from the M. Ed. program (25), and the smallest number was found from the BBS program (0).
- Comparison of employment rate in Bachelor's programs and Master's programs did not find a notable difference.
- M. Ed. had the highest and BBS had the smallest employment rates.
- There were slightly more female graduates (67) than male graduates (64) in the study. However, there was a significant difference in employment rate in these categories, as only 26.85% of the female graduates and 46.86% of the male graduates were found to be employed.
- The Faculty of Education produced the largest number and the Faculty of Science had the smallest number of employed graduates.
- The study did not find any self-employed graduates.
- Nearly two third of the employed graduates were from this group. Similarly about 27 percent of the graduates were from the Janajati group. The number of employed graduates from Madhesi and Dalit groups looks very small.
- Brahmin/Chhetri graduates are dominant across most programs. For instance, both employed graduates from the BBA program belong to this group. Similarly, 81.82% of the employed MBS graduates, 80% from B.Ed., and 60% from M.Ed. are also from the Brahmin/Chhetri group. In contrast, only two B.Sc. graduates were employed, and both were from the Janajati group. In the BICTE program, the four em-

employed graduates were equally divided between Brahmin/Chhetri and Janajati groups. .

- 62.5% of graduates are employed in government-funded institutions, although this is a drop of 14.16% compared to the previous study. In contrast, 35.41% of graduates are working in private institutions. Only one graduate (2.08%) is employed in a public institution, and none are working with NGOs or INGOs.
- Education-related degrees were found to have produced graduates more employed in government jobs, while business and science-related degrees were found to have employed graduates more in private sector.
- Out of the 131 traced graduates, 6.11% (7.81% male and 4.48% female) were employed after graduation.
- The number and percentage of recently employed graduates was higher among male graduates than among female graduates.
- M. Ed. program had the highest number and percentage of recently employed graduates.
- None of the graduates from BBS, B. Sc. and MBS were found to be employed after graduation.
- Nearly half (64 out of 131) of the graduates were unemployed.
- Overall, BBS graduates experienced the highest unemployment, while BICTE graduates had the lowest.
- BICTE had no unemployed graduates, while over 60% of BBS, BBA, and MBS graduates were unemployed. In contrast, the unemployment rate among B.Ed., B.Sc., and M.Ed. graduates was around 30%. The female graduates' unemployment proportion was slightly higher than that of the males in all programs except for B. Sc. program.
- In general, female graduates faced higher unemployment than their male counterparts. However, male graduates had higher unemployment rates in BBA and BBS, whereas female graduates were more affected in B.Ed., B.Sc., M.Ed., and MBS programs.
- 19 out of 131 (14.50%) of the graduates were pursuing further studies.
- This study found no GPFS data from Master's programs.



- Among Bachelor's programs, the largest number of GPFS was found among BBS graduates and smallest number was found among B. Ed. and BICTE graduates.
- Gender-wise comparison in each program reveals that number GPFS was higher among male graduates in BBA and B. Sc. whereas it was higher among female graduates in BBS, B. Ed. and BICTE.

Issues Related to Quality and Relevance of Programs

- The graduates, on average, rated the quality of education delivered as 3.56 out of 5.
- A large number of respondents rated their experience as '4 (Very Good)', and some even marked '5 (Excellent)', reflecting a generally positive outlook..
- The most positive response on the quality of education was from B.Ed. graduates (in average 3.78 out of 5), while BICTE had the lowest (3.2).
- The average ratings for quality and relevance across programs were: B.B.S.: 3.75, B.Ed.: 3.67, B.Sc.: 3.4, M.Ed.: 3.9, and M.B.S.: 4. This shows that M.B.S. graduates were the most satisfied, while B.Sc. graduates were the least satisfied with the education quality.
- The graduates gave an average rating of 3.67 concerning the relevance of the educational programs offered at the campus.
- The average relevance ratings for each program were as follows: BBA: 3.68, BBS.: 3.56, B.Ed.: 4, BICTE: 3.8, B.Sc.: 3.2, M.Ed.: 3.82, and M.B.S.: 3.60.
- A large number of graduates suggested minimizing political activities, improving administration and improving teaching quality. Improving teachers' quality, launching new programs and appointing more qualified teachers was also a major suggestion on improving quality of programs offered at the campus.

Below are the key improvement suggestions received from each program:

- BBA : Reduce involvement in political activities and improve teaching quality.
- BBS: Reduce involvement in political activities, ensure teaching quality and minimize political activities.
- B. Ed.: Improve administration, launch new and professional programs.
- BICTE: Improve administration.
- B.Sc.: Appoint more qualified teachers and reduce involvement in political activities.

- M.Ed.: Improve administration, and minimize political activities.
- M.B.S.: Maintain teachers' regularity and minimize political activities.

Programs' Contribution to Graduates' Professional and Personal Development

- In general, graduates found their study programs helpful and relevant in shaping their personal and professional growth, with only minor variations in satisfaction across programs.
- Graduates gave an overall average rating of 3.49 when asked about how their academic programs contributed to their personal and professional development.
- BBA graduates rated their program the highest at 3.68, while MBS graduates gave the lowest score at 3.21.
- The average rating given by graduates regarding the contribution of the programs to their personal and professional development is 3.49. Breakdown by program reveals the following average ratings: BBA: 3.68, BBS: 3.43, B.Ed.: 3.55, BICTE: 3.4, B.Sc.: 3.6, M.Ed.: 3.62, and M.B.S.: 3.21.

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

- BBA graduates gave an average rating of 3.81 for the teaching-learning environment, 4.31 for the teacher-student relationship, and 3.68 for the effectiveness of education delivery.
- BBS graduates rated the teaching-learning environment at 3.60, the teacher-student relationship at 4.00, and the effectiveness of education delivery at 3.65.
- B. Ed. graduates provided the average rating for the teaching-learning environment as 4.11, teacher-student relationship as 4.33, and efficiency in education delivery as 4.00
- BICTE graduates provided the average rating for the teaching-learning environment as 2.8, teacher-student relationship as 4.00, and efficiency in education delivery as 2.8.
- The average ratings for these areas among B.Sc. graduates are 4.00, 4.1, and 3.8 respectively.



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- As M. Ed. graduates rated, the average ratings for the teaching-learning environment, teacher-student relationship, and education delivery efficiency are 3.94, 4.28, and 3.62 respectively.
- MBS graduates rated teaching-learning environment, teacher-student relationship, and efficiency of education delivery as 3.8, 4.06, and 3.54 respectively.

Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, Urinals, etc.

- The overall average rating for the facilities available at the campus stands at 3.56.
- Program-wise ratings on facilities are as follows: BBA – 3.43, BBS – 3.65, B.Ed. – 3.89, BICTE – 3.2, B.Sc. – 3.5, M.Ed. – 3.65, and MBS – 3.42.
- B.Ed. graduates rated the campus facilities the highest, while BICTE graduates provided the lowest rating among all programs.
- As the table mainly shows that the most of the graduates strongly suggested maintaining cleanliness of urinals and toilets. Similarly, they also suggested providing sufficient reading materials in the library and updating laboratory.
- Summary of main recommendations from each program:
 - B. B. A.: Keep toilets and urinals clean; provide sufficient books in the library.
 - B.B.S.: Keep toilets and urinals clean; provide sufficient books in the library.
 - B.Ed.: Keep toilets and urinals clean; update laboratory.
 - BICTE: Keep toilets and urinals clean; provide sufficient books in the library, update laboratory.
 - B.Sc.: Keep toilets and urinals clean; provide sufficient books in the library, update laboratory.
 - M.Ed.: Keep toilets and urinals clean; provide sufficient books in the library.
 - M.B.S.: Keep toilets and urinals clean; provide sufficient books in the library.




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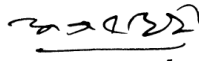

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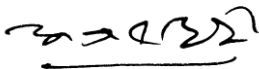



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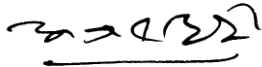
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ABBREVIATIONS

Asst.	Assistant
BA	Bachelor of Arts
B. B. A.	Bachelor of Business Administration
BBS	Bachelor of Business Studies
B. Ed.	Bachelor of Education
BICTE	Bachelor of Information and Communication Technology Education
ESP	Entrepreneurship Support Program
F	Female
GPFS	Graduates Pursuing Further Studies
Govt.	Government
HEIs	Higher Education Institutions
INGO	International Non-Governmental Organization
M	Male
MA	Master of Arts
MBS	Master of Business Studies
M. Ed.	Master of Education
N	Number
NGO	Non-Governmental Organization
RMC	Research Management Cell
SMC	Sukuna Multiple Campus
SE	Self Employed
T	Total
TU	Tribhuvan University
UGC	University Grants Commission


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CHAPTER – I: INTRODUCTION

Background

Graduate tracer studies play a vital role in Higher Education Institutions (HEIs) by offering useful information about where graduates go after completing their studies—whether they find employment, continue with further education, or face challenges in either area. These studies help institutions understand how well their academic programs prepare students for the job market. By tracking graduates' paths, HEIs can identify how relevant their programs are, uncover any skill gaps, and make necessary improvements in curriculum, teaching methods, and collaboration with industries. Such studies also support informed decision-making, promote accountability, and contribute to long-term planning and quality assurance.

Sukuna Multiple Campus (SMC), affiliated with Tribhuvan University, provides bachelor's and master's level education under four faculties: Education, Management, Humanities and Social Sciences, and Science. Key programs include BICTE, B.Ed., M.Ed., B. A., BBA, BBS, and MBS. As B. A. program did not produce any graduate in 2023, this report has excluded this program from the study. However, previously excluded programs such as BICTE and BBA programs have been included with production of graduates from these programs.

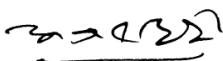
Following its institutional accreditation by the University Grants Commission (UGC) in 2015 and reaccreditation in 2024, SMC has intensified its commitment to educational quality. In addition to fostering research and publications, the campus now places more importance on maintaining continuous relationships with students, even after graduation. A major achievement reflecting this commitment is the successful hosting of the first SMC International Conference in 2025. Graduate tracking is one of the many quality-focused efforts the campus has undertaken. In a highly competitive job market, it is no longer enough for students to graduate—what matters is how well their academic qualifications align with real-world job demands. Even when graduates are not employed, their involvement in further studies is seen as a meaningful step forward. However, cases where graduates are neither employed nor studying further raise concerns about the effectiveness of the education provided.



To address these issues, the campus has carried out this tracer study to collect feedback from graduates about their employment status, further education, and academic experiences. Typically, after finishing their programs, students either seek jobs or continue studying, and they leave campus equipped not just with theoretical knowledge but also practical experiences. This study helps evaluate whether the education they received truly prepared them for their next steps. By capturing graduates' feedback, the study aims to pinpoint areas needing improvement and contribute to the campus's long-term development strategies.

The purpose of this study is both immediate and future-focused. In the short term, it aims to gather data on graduates' employment and education paths. In the long term, it seeks to use these findings to guide institutional reforms and raise the overall standard of education. Graduates' feedback, particularly on their academic experiences and suggestions for improvement, will be essential for shaping future academic policies and improving the quality of teaching and learning at SMC.

This study was carried out in partnership with the University Grants Commission, Nepal. The following sections present a detailed analysis of graduates' responses, including their employment situation, further studies, and reflections on their academic journey. Responses are also categorized by academic program, gender, ethnicity, employment type, and sector.


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Objectives of the Study

The purpose of this study was to collect detailed information about the present situations of graduates and their opinions on the academic programs they completed. More specifically, the study aimed to fulfill the following objectives:

- i. Assess the employment and further study statuses of the graduates.
- ii. Examine the quality and relevance of programs offered at SMC, analyzing any related issues.
- iii. Evaluate the extent to which the programs of study have contributed to graduates' professional and personal development.
- iv. Analyze aspects concerning the teaching-learning environment, teacher-student relationships, and the efficiency of education delivery.



- v. Evaluate the facilities provided by SMC from the perspective of the graduates.

Institutional Arrangements to Conduct the Study

Recognizing that larger teams often result in an uneven distribution of work, SMC decided to form a small team of just two members to handle graduate data collection and report preparation. As in the previous year, the team included:

Basudev Dahal – Coordinator

Khagendra Raj Dahal – Member

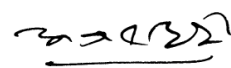
Both members were jointly involved in collecting data from the graduates. However, specific responsibilities were divided between them to ensure efficiency. Basudev Dahal took the lead in preparing the report, while Khagendra Raj Dahal was responsible for maintaining records of graduates and managing the collected transcripts and questionnaires.

Graduate Batch Taken for the Study

This study targeted students who graduated from the campus in 2023. Unlike previous studies, it included graduates from seven different programs: BBA, BBS, B.Ed., BICTE, B.Sc., M.Ed., and MBS. Since there were no graduates from the BA program this year, it was excluded from the study. A total of 138 graduates from the mentioned programs were successfully traced and included in the analysis. The list of selected graduates can be found in Appendix I, and their identities were verified through attached transcripts, which are presented in Appendix II.

Data Collection – Instruments and Approach

This study mainly used a quantitative approach for collecting and analyzing data. The main tool for gathering information from graduates was a questionnaire designed by the University Grants Commission (UGC) of Nepal. It focused on collecting numerical data related to graduates' personal background, education, employment status, further studies, and their opinions on the quality and usefulness of their aca-


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demic programs, teaching environment, student-teacher interaction, and campus facilities. The graduates' responses are included in Appendix III.

Since the questionnaire was in English, graduates were expected to respond in English as well. However, for those who had difficulty understanding the language, the questions were translated into Nepali, and their answers were later translated back into English.

Data collection took place mostly in March and April 2025. The analysis and interpretation of data were carried out in the first two weeks of June. A list of employed graduates is available in Appendix IV. To confirm their employment status, graduates were asked to provide appointment letters. When these were not available, verification was done through their employers, and the related documents are included in Appendix V.

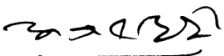
Most graduates pursuing further studies shared information based on their work experiences. The collected data were mainly analyzed using quantitative methods, and the findings are shown in tables and diagrams with brief explanations.

Scope and Limitations of the Study

This study included two newly introduced programs along with those analyzed in previous years. However, the BA program was not included this time due to the absence of graduates. As a result, the study focused on graduates from seven specific programs offered under three faculties: Education, Management, and Science. These programs are listed in Table 1 below.

Table 1

Programs Included in the Study

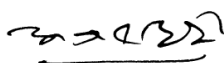

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Faculty	Level	
	Bachelor's Degree	Master's Degree
Education	B. Ed. and BICTE	M. Ed.
Management	BBA and BBS	MBS
Science	B. Sc.	-

The study had the following limitations.

- i. The study analyzed the graduates from the year 2023 only.
- ii. Out of 138 graduates, only 48 employed, 64 unemployed and 19 GPFS were studied.
- iii. The data were collected using a questionnaire.
- iv. The graduates working and pursuing further studies in foreign countries were not included in the study.




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CHAPTER II: DATA PRESENTATION AND ANALYSIS

This chapter presents an analysis of data collected from graduates using a questionnaire prepared by UGC, Nepal. The questionnaire focused on the graduates' employment status, further studies, and their views on the quality and relevance of educational programs at SMC. Graduates were also asked to suggest ways to improve the institution.

They rated how well the programs at SMC supported their personal and professional growth and evaluated the facilities available at the campus. Suggestions for institutional improvements were also gathered.

At first, information about the graduates, including their numbers and gender, was collected. The data was then used to compare the proportion of male and female graduates in each program, which helped in making general observations about the graduates' characteristics. A summary of this information is shown in the following table.

Table 2

Number of Traced Graduates

Gender	Number of Traced Graduates							
	B. B. A.	BBS	B. Ed.	BICTE	B. Sc.	M. Ed.	MBS	Total
Male	10	11	4	2	4	16	17	64
Female	6	12	5	3	6	19	16	67
Total	16	23	9	5	10	35	33	131

The data presented in the table illustrates the demographic distribution of graduates included in this study. Among the 138 traced graduates, 664(48.85%) were male, and 67 (51.14%) were female. This shows a fairly balanced proportion of male and female graduates. In most programs the number of female graduates looks higher than that of the male graduates. It is only in BBA and MBS programs that male graduates outnumbered female graduates. This is interesting as far higher proportion of female students' enrollment is seen every year. .

Furthermore, the table shows a steady decline in the number of graduates over recent years. For example, there were 149 graduates in 2021, which decreased to 138

in 2022. Although the number slightly increased to 231 in 2023, it still reflects a drop of seven graduates compared to the previous year. This downward trend is unexpected, especially since student enrollment at the campus has been rising annually. Due to the continuous decline in enrollment in the BA program, no graduates were recorded in this program for 2023. Among all programs, the M.Ed. program remains the largest in terms of graduate numbers, while BICTE has the fewest graduates.

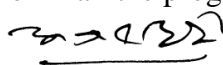
In order to identify the characteristics, we attempted to explore the ethnic background of the graduates. The graduates' ethnicity was classified into four categories, which included Brahmin/Chhetri, Janajati, Madhesi, and Dalit. Muslim category used in the previous studies has been deliberately excluded, as no graduates were found from this category this year. The ethnic information of the graduates has been presented in Table 3 below.

Table 3

Graduates' Ethnicity

Program	Brahmin/Chhetri			Janjati			Madhesi			Dalit			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B. B. A.	10	6	16	-	-	-	-	-	-	-	-	-	10	6	16
BBS	8	10	18	3	2	5	-	-	-	-	-	-	11	12	23
B. Ed.	3	3	6	1	2	3	-	-	-	-	-	-	4	5	9
BICTE	-	3	3	2	-	2	-	-	-	-	-	-	2	3	5
B. Sc.	1	2	3	3	4	7							4	6	10
M. Ed.	9	10	19	4	6	10	2	2	4	1	1	2	16	19	35
MBS	16	13	29	1	2	3	-	1	1				17	16	33
Total	47	47	94	14	16	30	2	3	5	1	1	2	64	67	131

The table shows that number of graduates were from the Brahmin/Chhetri groups, which occupied 71.75% of the graduates. As 67.39% of the graduates were from this group in the previous tracer study, proportion of Brahmin/Chhetri graduates looks increasing. Similarly, 22.90% of the graduates were from the Janajati group. The proportion of graduates has slightly declined from the previous year's study (26.08%). The proportion of graduates and Madhesi and Dalit groups seems very small just as in the earlier tracer study. The number of graduates from Brahmin/Chhetri group was higher in all the programs except B. Sc., which had more Janajati graduates.


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Employment and Further Study Status of the Graduates

We requested information from the graduates regarding their employment. Based on the information, we have classified our graduates into three categories: employed, unemployed and graduates pursuing further studies (GPFS). In each category, gender-wise comparison was made in each program.

Employed Graduates from Different Programs

The employed graduates were categorized into various categories based on the information they provided. Accordingly, their employment was classified as private, public, NGO/INGO and Government. The graduates were also categorized as full-timers and part-timers. We also attempted to explore the field in which the graduates were working based on the name of their institutions. Moreover, they were also asked whether they were self-employed or working in organizations obtaining salary from their employers.

This study focused on seven academic programs offered at the campus: BBA, BBS, B.Ed., BICTE, B.Sc., M.Ed., and MBS. We aimed to calculate the number and percentage of graduates employed from each program. Additionally, we compared employment status based on gender, academic level, and program. Details of the graduates' employment status for each program are shown in Table 4 below..

Table 4

Employed Graduates from Each Program

Program	Number of Respondents			Number of Employed			% of Employed		
	M	F	T	M	F	T	M	F	T
B. B. A	10	6	16	-	1	1	-	16.66	6.25
BBS	11	12	23	-	-	-	-	-	-
B. Ed.	4	5	9	4	1	5	100	20	55.55
BICTE	2	3	5	2	2	4	100	66.66	80
B. Sc.	4	6	10	1	1	2	25	16.66	20
M. Ed.	16	19	35	15	10	25	93.75	52.63	71.42
MBS	17	16	33	8	3	11	47.05	18.75	33.33
Total	64	67	131	30	18	48	46.87	26.86	36.64

The table shows that the employment rate has horribly dropped this year from the previous year (65.22% versus 36.64%). This unusual decline has been observed

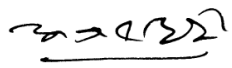
among both male and female graduates. In terms of number, the Master of Education (M. Ed.) program has yielded the highest number of employed graduates. However, in terms of percentage, BICTE has produced largest proportion of employed graduates. The table also shows that BBS has offered lowest employability producing no employed graduates, neither male nor female. On the other hand, being a similar level, more than half of the graduates were employed in B. Ed. program. Being a master's program, the employment percentage seems lower among MBS graduates than graduates from B. Ed. and BICTE, which are bachelor's programs. This is surprising because MBS had the highest percentage of employed graduates in the previous tracer study. Overall, male graduates exhibit a higher proportion of employment compared to females. However, on the closer look, the only employed graduate from BBA was female, and BICTE and B. Sc. have produced equal number of male and female graduates. Faculty comparison shows that largest proportion of employed graduates were from the Faculty of Education and smallest proportion of employed graduates were from Faculty of Science.

Types of Employment Institutions

Employed graduates were also asked to identify the kind of work they were doing. They had to choose one of three options: working for an organization, being self-employed, or being unemployed. Each of these categories was further analyzed to see the representation of male and female graduates. Table 5 below presents a summary of their responses.

Table 5

Current Employment Status of the Graduates


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Program	Employed Graduates									Unemployed Graduates		
	Working in an Organization			Self Employed			Total Employed					
	M	F	T	M	F	T	M	F	T	M	F	T
B. B. A.	-	1	1	-	-	-	-	1	1			
BBS	-	-	-	-	-	-	-	-	-			
B. Ed.	4	1	5	-	-	-	4	1	5			
BICTE	2	2	4	-	-	-	2	2	4			
B. Sc.	1	1	2	-	-	-	1	1	2			
M. Ed.	15	10	25	-	-	-	15	10	25			
MBS	8	3	11	-	-	-	8	3	11			
Total	31	18	48	-	-	-	30	18	48			

The table clearly shows that none of the 2023 graduates were self-employed. Although previous tracer studies from the campus have reported low numbers in this category, this is the first time no graduates chose self-employment. This indicates that Sukuna Multiple Campus (SMC) has not been very effective in encouraging self-reliance and income-generating skills among its students. Therefore, the findings highlight the importance of introducing stronger policies to help students become more self-reliant.

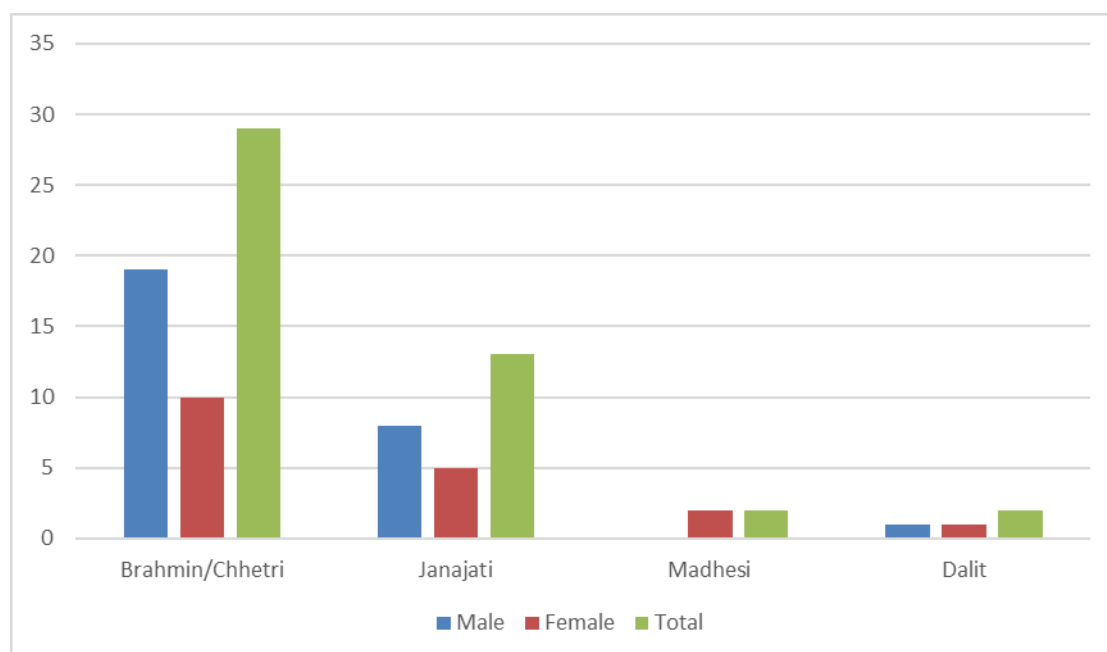
Employed Graduates from Different Ethnic Groups

This study examined the employment status of graduates based on their ethnic background. We calculated the employment percentage for each of the ethnic groups identified earlier. The employment status was then compared across four main categories: Brahmin/Chhetri, Janajati, Madhesi, and Dalit. The Muslim category, included in previous tracer studies, was left out due to the absence of graduates from that group. The overall employment status by ethnicity is shown in Figure 1 below.

Figure 1

Employment by Ethnicity

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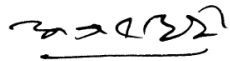


The diagram shows the lion's share of the Brahmin and Chhetri groups in employment. Nearly two third of the employed graduates were from this group. Similarly about 27 percent of the graduates were from the Janajati group. The number of employed graduates from Madhesi and Dalit groups looks very small. This proportion largely replicates proportion graduates in each of these groups.

More specifically, ethnic representation of the employed graduates from various programs are presented in the table 6 below.

Table 6

Employed Graduates' Ethnicity from Different Programs


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Program	Employed Graduates														
	Brahmin/Chhettri			Janjati			Madhesi			Dalit					
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B. B. A.	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
BBS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. Ed.	3	1	4	1	-	1	-	-	-	-	-	-	4	1	5
BICTE	2	-	2	-	2	2	-	-	-	-	-	-	2	2	4
B. Sc.	-	-	-	1	1	2	-	-	-	-	-	-	1	1	2
M. Ed.	9	6	15	3	3	6	2	-	2	1	1	2	15	10	25
MBS	7	2	9	1	1	2	-	-	-	-	-	-	8	3	11
Total	21	10	31	6	7	13	2	-	2	1	1	2	30	18	48

As mentioned earlier, the table indicates that the Brahmin/Chhetri group accounts for the highest number of employed graduates, making up nearly two-thirds of the total. The number of employed Janajati graduates is less than half compared to the Brahmin/Chhetri group. The Madhesi and Muslim groups contributed only a very small number of employed graduates. This trend reflects the overall distribution of graduates across all categories—employed, unemployed, and those pursuing further studies.

A closer look at ethnic representation within each program shows that Brahmin/Chhetri graduates are dominant across most programs. For instance, both employed graduates from the BBA program belong to this group. Similarly, 81.82% of the employed MBS graduates, 80% from B.Ed., and 60% from M.Ed. are also from the Brahmin/Chhetri group. In contrast, only two B.Sc. graduates were employed, and both were from the Janajati group. In the BICTE program, the four employed graduates were equally divided between Brahmin/Chhetri and Janajati groups. Since there

were no employed graduates from the BBS program, ethnic comparisons could not be made for that group.

Types of Organizations of the Employed Graduates

As sought in the questionnaire, the graduates provided information on the type of institution in which they were working. Based on their information, they were categorized into four types of institutions, namely private institutions, public institutions, NGO/INGO and government institutions. The number and percentage of employed graduates working in these institutions from the five programs the campus presented in the 7.

Arjun Raj Adhikari

Table 7

Types of Employed Graduates

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Campus Chief

Program	Private			Public			NGO/ INGO			Government			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B. B. A.	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
BBS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. Ed.	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
BICTE	1	1	2	-	-	-	-	-	-	1	1	2	2	2	4
B. Sc.	1	1	2	-	-	-	-	-	-	-	-	-	1	1	2
M. Ed.	1	3	4	-	-	-	-	-	-	14	7	21	15	10	25
MBS	6	2	8	-	1	1	-	-	-	2	-	2	8	3	11
Total	9	8	17	-	1	1	-	-	-	21	9	30	30	18	48

The table shows that 62.5% of graduates are employed in government-funded institutions, although this is a drop of 14.16% compared to the previous study. In contrast, 35.41% of graduates are working in private institutions. Only one graduate (2.08%) is employed in a public institution, and none are working with NGOs or INGOs. Government-funded jobs are mostly held by male graduates, whereas gender distribution in private institutions appears to be more balanced. Among those in public institutions, only one female graduate was found.

A closer look at the data suggests a link between the type of program completed and the nature of the workplace. Graduates from BBA, B.Sc., and MBS programs are more likely to be employed in private organizations, whereas those from B.Ed., BICTE, and M.Ed. programs are mostly placed in government-run institutions. This suggests that education-related degrees lead more often to government jobs, while

business and science-related degrees tend to result in employment in the private sector.

Types of Work/ Profession of the Graduates

Using the amount of time graduates spent at their workplaces, we categorized the employed graduates as either full-time or part-time workers. Graduates from each program were asked to indicate whether their jobs were full-time or part-time based on their working hours. Their responses are summarized in Table 8.

Table 8

Type of Work/Profession

Program	Full-Time			Part-Time			Total		
	M	F	T	M	F	T	M	F	T
B. B. A.	-	1	1	-	-	-	-	1	1
BBS	-	-	-	-	-	-	-	-	-
B. Ed.	4	1	5	-	-	-	4	1	5
BICTE	2	2	4	-	-	-	2	2	4
B. Sc.	1	1	2	-	-	-	1	1	2
M. Ed.	15	10	25	-	-	-	15	10	25
MBS	8	3	11	-	-	-	8	3	11
Total	30	18	48	-	-	-	30	18	48

The table shows that all the employed graduates working as full-time workers. This shows that the graduates did not show any preference to part-time jobs.

Employment After Graduation

We aimed to assess how relevant and effective the campus's academic programs were in supporting graduates to secure employment. To do this, we focused specifically on those graduates who gained employment after completing their studies. We compared the timing of their graduation with the dates they started their jobs.

Table 9 below provides details on graduates who were employed post-graduation.



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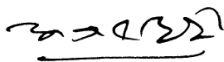
Table 9*Employed Graduates After Graduation*

Program	Number of Respondents			Number of recently Employed			% of recently Employed		
	M	F	T	M	F	T	M	F	T
B. B. A	10	6	16	1	-	1	10	-	6.25
BBS	11	12	23	-	-	-	-	-	-
B. Ed.	4	5	9	1	-	1	25	-	11.11
BICTE	2	3	5	-	1	1	-	33.33	20
B. Sc.	4	6	10	-	-	-	-	-	-
M. Ed.	16	19	35	3	2	5	18.75	26.31	14.28
MBS	17	16	33	-	-	-	-	-	-
Total	64	67	131	5	3	8	7.81	4.48	6.11

The table shows that graduates from only four programs have secured employment after the completion of their studies, as no graduates from BBS, B. Sc. and MBS programs have been employed after graduation. Programs' contribution in job placement for these graduates, therefore, could not be ensured. Among them the largest proportion of recently employed graduates are from M. Ed. program. Number and proportion of recently employed graduates is found more on male graduates than on female graduates.

Self-Employed Graduates

In order to explore students' self-dependence on income generation, the study attempted to identify self-employed graduates. However, the study could not trace any self-employed graduate. This suggests that the campus could not make effective contribution to students' self-initiated income generation. The campus has recently implemented entrepreneurship support program to students, and it will be interesting to see its impact in future tracer studies.


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Unemployed Graduates

As previously explained, graduates were grouped into three categories: employed, unemployed, and those pursuing further studies (GPFS). To determine the number of unemployed graduates, we excluded both employed graduates and those in the GPFS category from the total list. In other words, GPFS were not counted as unemployed. Table 10 below presents the number of unemployed graduates by program, along with a gender-based comparison of unemployment.

Table 10

Unemployed Graduates

Program	Total Number of respondents			Number of Unemployed			% of the unemployed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
B. B. A.	10	6	16	7	3	10	70	50	62.2
BBS	11	12	23	8	8	16	72.72	66.66	69.56
B. Ed.	4	5	9	-	3	3	-	60	33.33
BICTE	2	3	5	-	-	-	-	-	-
B. Sc.	4	6	10	-	3	3	-	50	30
M. Ed.	16	19	35	1	9	10	6.25	47.36	28.57
MBS	17	16	33	9	13	22	52.94	81.25	66.66
Total	64	67	131	25	39	64	39.06	58.21	48.85

The table shows a significant rise in unemployment among 2023 graduates, with nearly half found to be unemployed. This proportion is almost double the rate compared to the previous study, where only one-fourth were jobless. Although the exact reasons were not formally recorded in the questionnaires, many graduates mentioned informally that they were preparing to study abroad and waiting for university approvals. Program-wise, BICTE had no unemployed graduates, while over 60% of BBS, BBA, and MBS graduates were unemployed. In contrast, the unemployment rate among B.Ed., B.Sc., and M.Ed. graduates was around 30%. Overall, BBS graduates experienced the highest unemployment, while BICTE graduates had the lowest.

The data also highlights gender differences in unemployment. In general, female graduates faced higher unemployment than their male counterparts. However, male graduates had higher unemployment rates in BBA and BBS, whereas female graduates were more affected in B.Ed., B.Sc., M.Ed., and MBS programs. The study

also tried to explore a possible link between the level of study and unemployment but found no consistent pattern. This suggests that program type and gender, rather than academic level, may be stronger factors influencing graduate unemployment.

Graduates Pursuing Further Studies (GPFS)

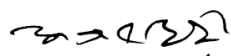
The research also aimed to gather details regarding graduates' pursuit of further education. Throughout the study, graduates were queried about their enrollment in additional studies post-graduation. Data from the Graduates Pursuing Further Studies (GPFS) was subsequently scrutinized, with a focus on gender and academic programs. The findings from the GPFS are outlined in Table 11.

Table 11

Graduates Pursuing Further Studies

Program	Number of graduates			Number of GPFS			% of the GPFS		
	M	F	T	M	F	T	M	F	T
B. B. A.	10	6	16	3	2	5	30	33.33	31.25
BBS	11	12	23	3	4	7	27.27	33.33	30.43
B. Ed.	4	5	9	-	1	1	-	20	11.11
BICTE	2	3	5	-	1	1	-	33.33	20
B. Sc.	4	6	10	3	2	5	75	33.33	50
M. Ed.	16	19	35	-	-	-	-	-	-
MBS	17	16	33	-	-	-	-	-	-
Total	64	67	131	9	10	19	14.06	14.92	14.50

The proportion of GPFS has slightly increased this year, as only 11.59% of the graduates were pursuing further studies in the last study. In the last study, the proportion of GPFS was observed far more among female graduates than among male graduates. However the proportion looks more balanced. Among Bachelor's programs, the largest number of GPFS was found among BBS graduates and smallest number was found among B. Ed. and BICTE graduates. Gender-wise comparison in each program reveals that number GPFS was higher among male graduates in BBA and B. Sc. whereas it was higher among female graduates in BBS, B. Ed. and BICTE. Like previous studies, none of the graduates from Master's programs were found to be pursuing further studies. This could be attributed partially to lack of available opportunities for further education.


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Issues Related to Quality and Relevance of Programs

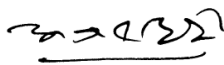
Sukuna Multiple Campus offers eight academic programs: BBA, BBS, B.Ed., BICTE, BA, B.Sc., M.Ed., and MBS. However, since there were no graduates from the BA program, only seven programs were included in this graduate tracer study. Graduates' feedback on the quality and relevance of each program was gathered separately, as their experiences and views varied. This section presents an analysis of how graduates perceived the quality and practical value of their respective programs. It combines their ratings and suggestions for improvement, aiming to support future planning and address any identified weaknesses in the campus's academic offerings.

Graduates' Feedback on Education Quality

The data on educational quality were mainly collected using a rating scale. Graduates were primarily asked to evaluate education quality using a scale of five options: '0 (Very Weak)', '1 (Weak)', '2 (Fair)', '3 (Good)', '4 (Very Good)', and '5 (Excellent)'. These ratings reflect both positive and negative aspects as seen by the graduates. The following table (Table 12) summarizes their evaluations. We expect that the graduates' ratings will provide significant insights into further institutional reforms.

Table 12

Quality of Education Delivered


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Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
B. B. A.	-	1	1	6	6	2
BBS	-	1	1	6	12	3
B. Ed.	-	-	-	2	6	1
BICTE	-	-	1	2	2	-
B. Sc.	-	-	2	2	5	1
M. Ed.	-	1	1	9	21	3
MBS	-	1	3	12	15	2
Total	-	4	9	39	67	12

The table shows an overall average rating of 3.56, suggesting that most graduates were quite satisfied with the quality of education at the campus. A large number of respondents rated their experience as '4 (Very Good)', and some even marked '5 (Excellent)', reflecting a generally positive outlook. When broken down by program,

average scores were fairly close: B.Ed. received the highest rating (3.78), while BICTE had the lowest (3.2). Yet, these generalizations are not significant as all graduates ratings rest between 3.2 and 3.78 suggesting similar responses. The average ratings for each program were as follows: BBA: 3.43, BBS : 3.65, B.Ed. : 3.78, BICTE: 3.2, B.Sc. : 3.5, M.Ed. : 3.68, and M.B.S. : 3.42. This indicates that B. Ed. This narrow range of ratings suggests that graduates across all programs had similar levels of satisfaction.

Graduates' Responses on Relevance of the Programs

We also asked the graduates to provide their responses on how their programs relevant to their professional requirements. In order to get their responses, they were asked to provide the same five-scale ratings on this component. Thus, relevance of the programs for professional requirements was also determined based on the graduates' ratings . The ratings provided by graduates have been summarized in table 13 below.

Table 13

Relevance of Educational Programs to Graduates' Professional Requirements

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)
B. B. A.	-	-	1	6	6	3
BBS	-	1	2	5	13	2
B. Ed.	-	-	-	1	7	1
BICTE	-	-	-	2	2	1
B. Sc.	-	-	2	4	4	-
M. Ed.	-	-	1	9	20	5
MBS	-	-	2	11	18	2
Total	-	1	8	38	70	14

The table above displays an average rating of 3.67 concerning the relevance of the educational programs offered at the campus. The majority of graduates chose the rating of 4, indicating that the study programs were highly relevant to their professional needs. However, a small number of graduates (those who selected 0, 1, and 2) seemed less convinced about the relevance of their study programs. The average relevance ratings for each program were as follows: BBA: 3.68, BBS.: 3.56, B.Ed.: 4, BICTE: 3.8, B.Sc.: 3.2, M.Ed.: 3.82, and M.B.S.: 3.60. This suggests that B.Ed. grad-

uates were the most satisfied with the relevance, while B.Sc. graduates were the least satisfied with the alignment to professional requirements.

Graduates' Suggestions on Quality and Relevance of Institutional Programs

The study sought suggestions from the graduates for improvement of quality and relevance of the programs offered at the campus. These suggestions are expected to be considered for institutional improvement. The suggestions provided by the graduates are summarized in table 14 below.

Table 14

Graduates' Suggestions on Quality of Programs

Suggestions	B. B. A.	BBS	B. Ed.	BICTE	B. Sc.	M. Ed.	MBS	Total
Teachers should be regular and punctual	-	1	-	-	1	3	3	8
Improve administration	1	2	1	2	1	4	2	13
Improve exams	-	1	-	-	1	1	-	3
Minimize political activities	2	2	-	1	2	5	3	15
Launch new/professional/technical courses	-	1	1	1	1	2	2	8
Appoint more qualified teachers	-	-	-	1	2	1	2	6
Improve teaching quality	2	2	-	-	1	3	2	10
Total	5	9	2	5	9	19	14	63

This table shows that a large number of graduates suggested minimizing political activities, improving administration and improving teaching quality. Improving teachers' quality, launching new programs and appointing more qualified teachers was also a major suggestion on improving quality of programs offered at the campus.

The graduates' suggestions related to improvement in quality of education offered at the campus are proportionally presented in figure 2 below.



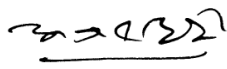
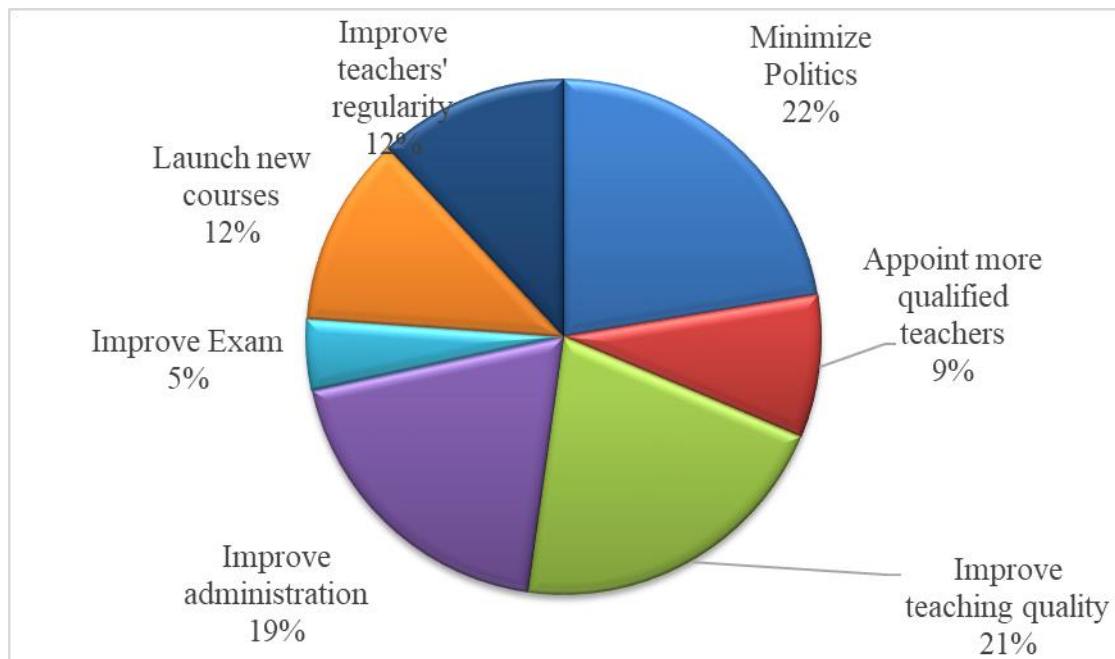

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Figure 2*Graduates' Suggestions on Quality Improvement*

The chart illustrates that the primary suggestion for minimizing political activities, improving administration and improving teaching quality. Improving teachers' quality, launching new programs and appointing more qualified teachers was also a major suggestion on improving quality of programs offered at the campus.

Below are the key improvement suggestions received from each program:

- BBA : Reduce involvement in political activities and improve teaching quality.
- BBS: Reduce involvement in political activities, ensure teaching quality and minimize political activities.
- B. Ed.: Improve administration, launch new and professional programs.
- BICTE: Improve administration.
- B.Sc.: Appoint more qualified teachers and reduce involvement in political activities.
- M.Ed.: Improve administration, and minimize political activities.
- M.B.S.: Maintain teachers' regularity and minimize political activities.

On the whole, the graduates' suggestions were mainly concerned with minimizing political activities, improving administration, maintaining teachers' regularity, and enhancing teaching quality.

Programs' Contribution to graduates' Professional and Personal Development

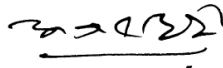
The study also sought to examine how the academic programs influenced the graduates' professional and personal growth. To evaluate this, graduates were asked to rate their programs using a six-point scale: '0 (Very Weak)', '1 (Weak)', '2 (Fair)', '3 (Good)', '4 (Very Good)', and '5 (Excellent)'. Their responses are compiled and presented in Table 15 below.

Table 15

Programs' Contribution to Graduates' Professional and Personal Development

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
B. B. A.	-	-	1	5	8	2
BBS	-	1	2	9	10	1
B. Ed.	-	-	-	4	5	-
BICTE	-	-	-	3	2	-
B. Sc.	-	-	1	3	5	1
M. Ed.	-	-	2	11	20	2
MBS	-	1	4	12	15	1
Total	-	2	10	47	65	7

Graduates gave an overall average rating of 3.49 when asked about how their academic programs contributed to their personal and professional development. A program-wise breakdown shows that BBA graduates rated their program the highest at 3.68, while MBS graduates gave the lowest score at 3.21. The average rating given by graduates regarding the contribution of the programs to their personal and professional development is 3.49. Breakdown by program reveals the following average ratings: BBA: 3.68, BBS: 3.43, B.Ed.: 3.55, BICTE: 3.4, B.Sc.: 3.6, M.Ed.: 3.62, and M.B.S.: 3.21. These figures indicate that, in general, graduates found their study programs helpful and relevant in shaping their personal and professional growth, with only minor variations in satisfaction across programs.


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

To gather graduates' views on key aspects of their academic experience, we asked them to rate three specific areas: the teaching-learning environment, the teacher-student relationship, and the effectiveness of educational delivery. These were evaluated using the same five-point scale used earlier. We aimed to analyze this feedback separately for each program. Table 16 below presents the responses from BBA graduates on these three aspects.

Table 16

BBA Graduates' Responses to Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	-	2	3	7	4
2	Teacher- Student Relationship	-	-	-	2	7	7
3	Education delivery Efficiency	-	-	2	5	5	4

The table shows that BBA graduates gave an average rating of 3.81 for the teaching-learning environment, 4.31 for the teacher-student relationship, and 3.68 for the effectiveness of education delivery. Overall, their feedback is largely positive, with strong appreciation for the teacher-student relationship. However, slightly lower satisfaction with education delivery suggests that this area could benefit from further improvement.

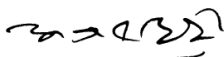

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Table 17

BBS Graduates' Responses to Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	-	2	7	12	2
2	Teacher- Student Relationship	-	-	2	5	7	9
3	Education delivery Efficiency	-	-	4	4	11	4

According to the table, BBS graduates rated the teaching-learning environment at 3.60, the teacher-student relationship at 4.00, and the effectiveness of education delivery at 3.65. Overall, their responses reflect a generally positive experience. While they showed strong satisfaction with the teacher-student relationship, their slightly lower rating for education delivery suggests room for improvement in that area.

Graduates from the B. Ed. program provided following rating.

Table 18

B. Ed. Graduates' Responses to Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	-	-	2	4	3
2	Teacher- Student Relationship	-	-	-	1	4	4
3	Education delivery Efficiency	-	-	-	2	5	2

According to the table, the average rating for the teaching-learning environment is 4.11, for teacher-student relationship is 4.33, and for efficiency in education delivery is 4.00. Overall, these ratings suggest that B.Ed. graduates have mostly given positive feedback on these areas. They appear particularly satisfied with the teacher-student relationship but less content with the teaching-learning environment. This indicates the need for the campus to devise strategies to enhance the teaching-learning environment.

Table 19 below presents the ratings provided by BICTE graduates on Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency.

Table 19

BICTE. Graduates' Responses to Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4(Very Good)	5(Excellent)
1	Teaching learning environment	-	1	1	1	2	-
2	Teacher- Student Relationship	-	-	-	1	3	1
3	Education delivery Efficiency	-	1	1	1	2	-

According to the table, the average rating for the teaching-learning environment is 2.8, for teacher-student relationship is 4.00, and for efficiency in education delivery is 2.8. These ratings suggest that BICTE graduates have mostly given positive feedback on teacher-student relationship but their ratings on teaching-learning environment and education delivery efficiency seem weaker, suggesting that the campus needs to devise strategies to enhance the teaching-learning environment.

The analysis of the B. Sc. graduates' response on Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency is presented in table 20 below.

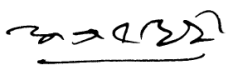

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Table 20

B. Sc. Graduates' Responses to Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4(Very Good)	5(Excellent)
1	Teaching learning environment	-	-	1	1	5	3
2	Teacher- Student Relationship	-	-	-	1	7	2
3	Education delivery Efficiency	-	-	-	4	4	2

The table above indicates that the feedback from B.Sc. graduates regarding the teaching-learning environment, teacher-student relationship, and education delivery efficiency is less favorable compared to other graduates. The average ratings for these areas among B.Sc. graduates are 4.00, 4.1, and 3.8 respectively. They appear to be satisfied with all the areas, especially in teaching-learning activities.

The analysis of the M. Ed. graduates' response is presented in table 21 below.

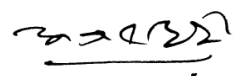

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Table 21

M. Ed. Graduates' Responses to Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4(Very Good)	5(Excellent)
1	Teaching learning environment	-	-	3	6	16	10
2	Teacher- Student Relationship	-	-	-	3	19	13
3	Education delivery Efficiency	-	1	3	7	21	3

According to the table, the average ratings for the teaching-learning environment, teacher-student relationship, and education delivery efficiency are 3.94, 4.28, and 3.62 respectively. Overall, these ratings suggest that M.Ed. graduates are highly satisfied with these aspects. Among them, graduates seem most content with the teacher-student relationship but least content with education delivery efficiency. This indicates a need for improvement delivery of education.

The analysis of the MBS graduates' response is presented in table 22 below.

Table 22

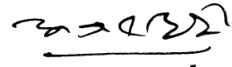
MBS Graduates' Responses to Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4(Very Good)	5(Excellent)
1	Teaching learning environment	-	-	2	9	15	7
2	Teacher- Student Relationship	-	-	-	7	17	9
3	Education delivery Efficiency	-	1	4	9	14	5

The average ratings for the teaching-learning environment, teacher-student relationship, and efficiency of education delivery are 3.8, 4.06, and 3.54 respectively. Overall, these ratings suggest that MBS graduates are highly satisfied with these aspects. They appear to be satisfied with all the areas, especially in teaching-learning activities.

Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, Urinals, etc.

The graduates who participated in the study were asked to share their opinions on the facilities available at the campus. These facilities included library reading materials, laboratory equipment, canteen services, sports infrastructure, and toilet maintenance. Their responses are outlined in the sections below.


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Graduates' Feedback on Facilities at SMC

Another focus of this study was to gather graduates' views on the quality of student facilities. To evaluate this, graduates were asked to rate the facilities using a six-point scale: '0 (Very Weak)', '1 (Weak)', '2 (Fair)', '3 (Good)', '4 (Very Good)', and '5 (Excellent)'. The ratings collected from graduates of various programs are presented in Table 23.

Table 23

Graduates' Rating on Facilities Provided at the Campus

Program	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
B. B. A.	-	1	1	6	6	2
BBS	-	1	1	6	12	3
B. Ed.	-	-	-	2	6	1
BICTE	-	-	1	2	2	-
B. Sc.	-	-	2	2	5	1
M. Ed.	-	1	1	9	21	3
MBS	-	1	3	12	15	2
Total	-	4	9	39	67	12

The overall average rating for the facilities available at the campus stands at 3.56. A breakdown by program reveals the following average ratings: BBA – 3.43, BBS – 3.65, B.Ed. – 3.89, BICTE – 3.2, B.Sc. – 3.5, M.Ed. – 3.65, and MBS – 3.42. These figures indicate that B.Ed. graduates rated the campus facilities the highest, while BICTE graduates provided the lowest rating among all programs.

Graduates' Recommendations on Facilities

Graduates were also encouraged to share their suggestions for improving campus facilities. These recommendations are particularly valuable, as they offer a basis for institutional development and reform. A summary of suggestions from graduates of different programs is presented in the table below.

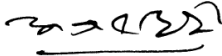

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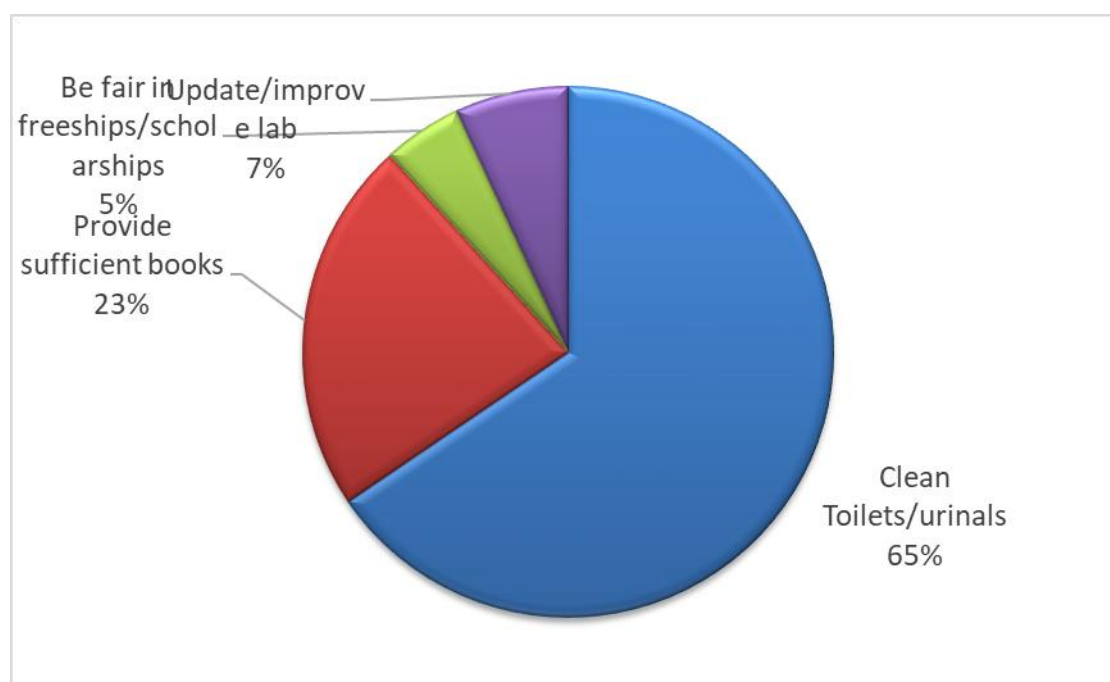
Table 24*Graduates' Suggestions about Facilities Provided at the Campus*

Suggestions	B. B. A.	BBS	BEd	BICTE	BSc	MEd	MBS	Total
Be fair and inclusive in scholarship and freeship facilities	-	1	-	1	-	3	2	7
Provide sufficient books in the library	5	7	1	2	3	7	8	33
Update and improve lab	-	-	4	2	4	-	-	10
Keep toilets and urinals Clean	13	19	12	3	6	21	21	95
Total Suggestions	18	27	17	8	13	31	31	145

As the table mainly shows that the most of the graduates strongly suggested maintaining cleanliness of urinals and toilets. Similarly, they also suggested providing sufficient reading materials in the library and updating laboratory. The major suggestions provided about the facilities offered by the campus are presented in the figure 3 below.

Figure 3*Graduates' Suggestions on Facilities*

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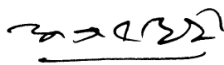


Out of 145 suggestions concerning campus facilities, the most prominent one involved the regular cleaning of toilets and urinals, which was suggested by % of the 72.51% of the graduates. Similarly, around one-fourth of the suggestions pertained to increasing the number of books in the library. Moreover, a considerable number of graduates suggested updating laboratory and ensuring fair distribution of free-ship and scholarships to students.

A summary of the main recommendations provided by graduates from each program is presented below:

- B. B. A.: Keep toilets and urinals clean; provide sufficient books in the library.
- B.B.S.: Keep toilets and urinals clean; provide sufficient books in the library.
- B.Ed.: Keep toilets and urinals clean; update laboratory.
- BICTE: Keep toilets and urinals clean; provide sufficient books in the library, update laboratory.
- B.Sc.: Keep toilets and urinals clean; provide sufficient books in the library, update laboratory.
- M.Ed.: Keep toilets and urinals clean; provide sufficient books in the library.
- M.B.S.: Keep toilets and urinals clean; provide sufficient books in the library.

These suggestions indicate that the campus needs to take immediate actions to maintain cleanliness of toilets. Similarly, addition of books in the library needs serious consideration.


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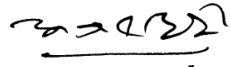
CHAPTER III: MAJOR FINDINGS

This section summarizes the key findings obtained from the analysis of quantitative data collected from 138 graduates of Sukuna Multiple Campus who completed their studies in 2023. The findings are closely aligned with the study objectives outlined in Chapter One and reflect the major areas of inquiry addressed in this tracer study.

Specifically, the results cover various aspects of graduate outcomes, including their current employment and further study status, their evaluations of the quality and relevance of the academic programs they attended, and the extent to which these programs contributed to their personal and professional development. Additionally, the findings address perceptions related to the teaching-learning environment, the nature of teacher-student relationships, and the overall effectiveness of instructional delivery.

The study also captures graduates' feedback on the physical and academic facilities available on campus, such as libraries, laboratories, sports provisions, and sanitation. Altogether, this section offers a holistic overview of both the graduates' current status and their reflections on the academic experiences and support systems they encountered during their time at the campus. These insights serve as a basis for institutional reflection and future planning.

Employment and Further Study Status of the Graduate


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- Among the 131 graduates successfully traced, 48 (36.64%) were employed, 64 (48.86%) were unemployed, and 19 (14.50%) were engaged in further studies.
- The study encompassed graduates from seven academic programs: BBA, BBS, B.Ed., BICTE, B.Sc., M.Ed., and MBS. The M.Ed. program had the highest number of respondents (35), while BICTE had the lowest (5).
- M.Ed. graduates accounted for the highest number of employed individuals (25), whereas no employed graduates were reported from the BBS program.
- A comparison between undergraduate and graduate programs did not reveal a significant disparity in employment rates.
- Among all programs, M.Ed. recorded the highest employment rate, while BBS registered the lowest.

- The gender composition slightly favored females (67) over males (64). However, male graduates exhibited a notably higher employment rate (46.86%) compared to females (26.85%).
- The Faculty of Education produced the highest number of employed graduates, whereas the Faculty of Science produced the fewest.
- The study did not identify any self-employed individuals among the graduates.
- Nearly two-thirds of the employed graduates belonged to the Brahmin/Chhetri group. Approximately 27% came from the Janajati community, while representation from Madhesi and Dalit groups remained minimal.
- Brahmin/Chhetri graduates were dominant in most programs. For instance, both employed BBA graduates belonged to this group. Likewise, 81.82% of MBS, 80% of B.Ed., and 60% of M.Ed. employed graduates were from Brahmin/Chhetri backgrounds. In contrast, both employed B.Sc. graduates were Janajati, and the four employed BICTE graduates were equally divided between Brahmin/Chhetri and Janajati communities.
- A majority (62.5%) of employed graduates were working in government-funded institutions, though this marks a decline of 14.16% compared to previous data. About 35.41% were employed in private institutions. Only one graduate (2.08%) worked in a public institution, and none were employed in NGOs or INGOs.
- Education-related programs saw more graduates entering government jobs, while business and science-related programs had a greater proportion employed in the private sector.
- Out of the 131 traced graduates, 6.11% (7.81% male and 4.48% female) were employed after graduation.
- The number and percentage of recently employed graduates was higher among male graduates than among female graduates.
- M. Ed. program had the highest number and percentage of recently employed graduates.
- None of the graduates from BBS, B. Sc. and MBS were found to be employed after graduation.

- Out of 131 traced graduates, 64 were unemployed, indicating an overall unemployment rate of nearly 50%.
- BBS graduates had the highest unemployment rate, whereas BICTE had none. Over 60% of BBS, BBA, and MBS graduates were unemployed. Conversely, unemployment among B.Ed., B.Sc., and M.Ed. graduates was about 30%.
- Female graduates faced higher unemployment rates than males across all programs except B.Sc.
- Male graduates reported higher unemployment in BBA and BBS, while female graduates were more affected in B.Ed., B.Sc., M.Ed., and MBS.
- Nineteen graduates (14.50%) were pursuing further studies.
- No data on graduates pursuing further studies (GPFS) was recorded from Master's programs.
- Among undergraduate programs, the BBS program had the highest number of students continuing their studies, while B.Ed. and BICTE had the lowest.
- A gender-wise analysis revealed more males pursuing further studies in BBA and B.Sc., while females outnumbered males in BBS, B.Ed., and BICTE programs.

Issues Related to Quality and Relevance of Programs

- Graduates gave an average rating of 3.56 out of 5 for the overall quality of education.
- Many respondents marked '4 (Very Good)', with a few selecting '5 (Excellent)', indicating generally favorable perceptions.
- The B.Ed. program received the highest average quality rating (3.78), while BICTE received the lowest (3.2).
- Program-wise average quality and relevance scores were: BBS – 3.75, B.Ed. – 3.67, B.Sc. – 3.4, M.Ed. – 3.9, and MBS – 4. This suggests that MBS graduates were most satisfied, while B.Sc. graduates were the least.
- On the relevance of academic programs, graduates gave an overall average score of 3.67.
- Program-wise relevance scores were: BBA – 3.68, BBS – 3.56, B.Ed. – 4, BICTE – 3.8, B.Sc. – 3.2, M.Ed. – 3.82, and MBS – 3.60.

- A significant number of graduates recommended reducing political interference, enhancing administrative practices, and improving teaching quality. Suggestions also included recruiting more qualified faculty and introducing new academic programs.
- Program-wise suggestions for improving program quality include:
 - **BBA:** Limit political activities; improve teaching quality.
 - **BBS:** Minimize political interference; ensure better teaching practices.
 - **B.Ed.:** Improve administrative systems; introduce new and career-oriented programs.
 - **BICTE:** Strengthen administrative functioning.
 - **B.Sc.:** Hire more qualified faculty; reduce political involvement.
 - **M.Ed.:** Enhance administration; reduce political influence.
 - **MBS:** Ensure faculty regularity; minimize political engagement.

Programs' Contribution to Graduates' Professional and Personal Development

- Overall, graduates found their programs helpful in their personal and professional growth, with moderate variations across disciplines.
- The average rating for program contribution to personal and professional development was 3.49.
- Program-specific ratings were: BBA – 3.68, BBS – 3.43, B.Ed. – 3.55, BICTE – 3.4, B.Sc. – 3.6, M.Ed. – 3.62, and MBS – 3.21.
- BBA graduates reported the highest level of satisfaction, while MBS graduates reported the lowest.

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

- BBA graduates gave an average rating of 3.81 for the teaching-learning environment, 4.31 for the teacher-student relationship, and 3.68 for the effectiveness of education delivery.
- BBS graduates rated the teaching-learning environment at 3.60, the teacher-student relationship at 4.00, and the effectiveness of education delivery at 3.65.

- B. Ed. graduates provided the average rating for the teaching-learning environment as 4.11, teacher-student relationship as 4.33, and efficiency in education delivery as 4.00
- BICTE graduates provided the average rating for the teaching-learning environment as 2.8, teacher-student relationship as 4.00, and efficiency in education delivery as 2.8.
- The average ratings for these areas among B.Sc. graduates are 4.00, 4.1, and 3.8 respectively.
- As M. Ed. graduates rated, the average ratings for the teaching-learning environment, teacher-student relationship, and education delivery efficiency are 3.94, 4.28, and 3.62 respectively.
- MBS graduates rated teaching-learning environment, teacher-student relationship, and efficiency of education delivery as 3.8, 4.06, and 3.54 respectively.

Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, Urinals, etc.

- The overall average rating for the facilities available at the campus stands at 3.56.
- Program-wise ratings on facilities are as follows: BBA – 3.43, BBS – 3.65, B.Ed. – 3.89, BICTE – 3.2, B.Sc. – 3.5, M.Ed. – 3.65, and MBS – 3.42.
- B.Ed. graduates rated the campus facilities the highest, while BICTE graduates provided the lowest rating among all programs.
- As the table mainly shows that the most of the graduates strongly suggested maintaining cleanliness of urinals and toilets. Similarly, they also suggested providing sufficient reading materials in the library and updating laboratory.
- Summary of main recommendations from each program:
 - B. B. A.: Keep toilets and urinals clean; provide sufficient books in the library.
 - B.B.S.: Keep toilets and urinals clean; provide sufficient books in the library.
 - B.Ed.: Keep toilets and urinals clean; update laboratory.
 - BICTE: Keep toilets and urinals clean; provide sufficient books in the library, update laboratory.

- B.Sc.: Keep toilets and urinals clean; provide sufficient books in the library, update laboratory.
- M.Ed.: Keep toilets and urinals clean; provide sufficient books in the library.
- M.B.S.: Keep toilets and urinals clean; provide sufficient books in the library.




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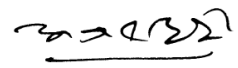
CHAPTER IV: IMPLICATIONS TO INSTITUTIONAL REFORM

The tracer study highlights critical areas requiring attention for institutional enhancement. These implications primarily relate to increasing graduate employability, ensuring greater alignment between academic programs and career pathways, improving the overall quality of education, and upgrading campus facilities. The major implications are outlined as follows:

- Despite a noticeable increase in student enrolment in recent years, the number of graduates has declined. Although specific causes were not investigated, this trend suggests underlying issues, such as student retention, academic support, or examination performance. This situation requires strategic interventions to reduce dropouts and improve graduation rates.
- Only a small fraction of employed graduates secured jobs after completing their studies. Indicates insufficient post-graduation support. The campus must adopt targeted strategies, such as job placement services, career counseling, and stronger industry linkages to enhance employment outcomes for recent graduates.
- Programs such as the BA continue to reflect low enrollment and have produced no graduates for two consecutive years. This recurring issue highlights an urgent need for program review and revitalization. Similarly, while the BBS program maintains the highest enrolment, the graduate output remains low, calling for strategies to enhance student success and completion rates.
- The current employment rate among graduates has decreased significantly compared to past findings. This points to the necessity of institutional policies focused on student career readiness, including introducing market-relevant and professionally oriented programs, as well as enhancing employability skills throughout the curriculum.
- The absence of employed graduates from the BBS program, along with low enrolment and placement in BBA, MBS, and B.Sc., underscores a misalignment between academic training and labor market demands. These programs need focused interventions to strengthen student outcomes and employment pathways.

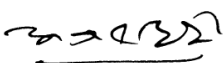
- The study reveals that many graduates are working in roles unrelated to their field of study. For example, B.Sc. graduates working as teachers—suggesting that current academic offerings may not adequately prepare students for diverse career options. Greater curricular flexibility and vocational alignment are essential to address this gap.
- Unlike previous studies, fewer graduates are employed in public institutions. This indicates the need to strengthen partnerships with government bodies to enhance placement opportunities. While many graduates hold government jobs and report satisfaction, institutional efforts to also link with private sector employers should be expanded.
- Consistent with prior findings, female graduates experience higher unemployment rates than their male counterparts. This points to systemic challenges and calls for the development of gender-responsive strategies that support women’s career development, skills training, and job access.
- The absence of self-employed graduates suggests that the institution has not been effective in fostering entrepreneurial skills and mindsets. To address this, the campus should prioritize entrepreneurship development programs. The forthcoming Entrepreneurship Support Program (ESP), with UGC’s backing, holds potential to change this landscape if effectively implemented.
- While the employment figures for Brahmin/Chhetri graduates remain dominant, equitable employment across ethnic groups still requires attention. Focused support is needed to uplift the employability of Janajati, Madhesi, Muslim, and other underrepresented communities to promote social inclusion and diversity.
- Only 6.11% of the traced graduates were employed after graduation, indicating that the campus programs have limited effectiveness in directly supporting graduate employment.
- Male graduates (7.81%) were more likely to be employed after graduation than female graduates (4.48%), pointing to persistent gender-based barriers in the job market or support mechanisms.




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- The M.Ed. program showed comparatively better outcomes, suggesting it may be more aligned with job market needs or that teaching positions are more accessible.
- Graduates from BBS, B.Sc., and MBS programs reported no post-graduation employment, signaling a significant mismatch between these academic offerings and labor market demands.
- In response to labor market demands and graduate feedback, there is a clear need to introduce academic programs in technical and professional disciplines. This would align the campus's offerings with national development goals and employment trends, particularly in science, technology, and vocational sectors.
- One of the most common and urgent suggestions relates to improving campus sanitation facilities, especially toilets and urinals. Given the direct impact on student health and campus life, this issue should be addressed without delay.
- A large number of graduates expressed concerns regarding the impact of political interference on academic quality. Ensuring a politically neutral learning environment is critical to fostering academic integrity and institutional effectiveness.
- Many respondents emphasized the need for better administrative systems. This feedback indicates broader dissatisfaction with current governance practices and suggests that institutional reform should include improving administrative transparency, responsiveness, and student-centered services.




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CHAPTER V: CONCLUSION AND RECOMMENDATION

This chapter comprises two sections. The first section summarizes the other chapters of the report and implications drawn from those chapters. In the next section, major recommendations have been made based on the findings and implication of the study.

Conclusion

This tracer study was conducted among the graduates of Sukuna Multiple Campus (SMC). It traced graduates of 2023 from seven different programs (BBA, BBS, B. Ed., BICTE, B. Sc., M. Ed. and MBS). There were a total of 131 graduates traced from these programs.

This study attempts to explore graduates' employment status, program relevance, and overall satisfaction with the campus experience. Among the traced graduates, only 36.64% were employed, nearly half (48.86%) were unemployed, and 14.50% were pursuing further studies. Employment rates varied across programs, with M.Ed. graduates showing the highest employment and BBS graduates the lowest. Gender disparity was evidently seen in employment and graduation. Although female graduates outnumbered males, male graduates had a significantly higher employment rate. Most employed graduates came from the Brahmin/Chhetri group, with minimal representation from Madhesi and Dalit communities. Government institutions remained the largest employer, though their share declined compared to previous years. No self-employed graduates were found, indicating a lack of entrepreneurial development.

Considering the overall quality and relevance of academic programs, the graduates provided average ratings. For example, MBS and M.Ed. received higher satisfaction while BICTE and B.Sc. received slight dissatisfaction. A significant number of graduates recommended minimizing political interference, improving administrative efficiency, and hiring more qualified faculty. Graduates also expressed moderate satisfaction with their programs' contributions to personal and professional development, though BBA scored highest and MBS lowest. In terms of the teaching-learning environment and teacher-student relationships, B.Ed. and M.Ed. programs were rated

favorably, while BICTE lagged. Facilities like libraries, laboratories, and particularly toilets and urinals were areas of concern across all programs. Moreover, graduates strongly emphasized the need for better sanitation, updated resources, and overall campus facility improvement. These findings highlight areas of strength in faculty interaction and education delivery. The findings also point to urgent needs for reforms in employability support, gender equity, and program relevance.

Moreover, the study highlights broader systemic issues including inadequate industry linkage, weak placement mechanisms, and administrative inefficiencies. Infrastructure concerns, particularly regarding sanitation and political interference in academic spaces, also emerged as areas of concern from graduate feedback.

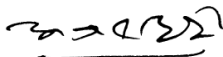
The campus must respond to these findings with a commitment to institutional reform that includes launching new and relevant programs, improving gender equity in employment, ensuring inclusive support for all ethnic groups, and strengthening the overall quality of education and campus services. The results of this study not only point out challenges but also offer a roadmap for the campus to develop itself as a more responsive, inclusive, and employment-oriented academic institution.

Recommendations

Based on the findings and implications of the present tracer study, following recommendations have been made.

- The campus should look for ways to implement academic support programs, regular student tracking, and early intervention strategies to reduce dropouts and improve graduation
- It is necessary to establish dedicated career services, including job placement, internships, career counseling, and partnerships with employers.
- It looks imperative to conduct urgent reviews of some programs like BA. It is perhaps time to either revise or replace them with market-relevant and student-driven curricula.

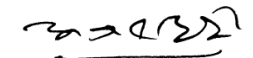



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- Some activities need be done to integrate employability skills, soft skills training, and practical learning components across all programs to enhance career outcomes.
- The curricula and teaching activities of BBA, MBS, BBS, and B.Sc. need to be reassessed to reflect current labor market needs and increase graduate employability.
- The campus may also need to introduce interdisciplinary options and vocationally oriented courses to better prepare students for a wider range of careers.
- Since students' employment status is not strong in public and private sectors, it is necessary to build strong partnerships with government institutions and expand collaborations with the private sector for internships and placements.
- Female graduates' employment status still looks weaker. Therefore, it is vital to develop programs and services that specifically address the employment barriers faced by female graduates. It could include mentorship and skill-building.
- Recently the campus has launched entrepreneurship support program (ESP). It is necessary to integrate entrepreneurship education into all programs and ensure effective implementation of this program
- The number of employed graduates looks small among Janajati, Dalit, Madhesi and Muslim graduates. Therefore, the campus needs to design targeted initiatives to support the employment prospects of Janajati, Madhesi, Muslim, and other marginalized groups.
- As number of recently employed graduates is small, it is necessary to conduct labor market needs assessments to update BBS, B.Sc., and MBS curricula with a focus on practical, employable skills.
- Develop targeted career services, such as job placement units, resume/interview workshops, and employer networking events, especially for underperforming programs.

- Fewer proportion of recently employed graduates demands introduction of mentorship, skill-building workshops, and job-readiness training targeted to female graduates to reduce gender disparities in employment.
- Graduate tracing and feedback mechanisms need to be institutionalized to continuously assess program effectiveness and improve future educational planning.
- Among suggestions provided by graduates, upgrading toilets and sanitation facilities immediately was much stressed by most graduates. Therefore, some immediate actions need to be adopted to ensure a healthy and dignified learning environment.
- Although not commonly stressed, some graduates expected minimizing political interference and promoting a neutral, student-focused institutional culture. Being a leading higher education institution, campus needs to ensure development of a better academic culture.
- As suggested by some graduates, it is also necessary to enhance administrative transparency, responsiveness, and service delivery to students.




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Academic Programs in Master's Level

MBS M.ED.

Academic Programs in Bachelor's Level

B.Ed. B.B.S.

B.Sc. BICTE B.A.

B.Ed. Science B.B.A.



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