Affiliated to Tribhuvan University

Sukuna Multiple Campus

Sundarharaincha, Morang

Accredited by University Grants Commission (UGC) Nepal (2015)

"Academic excellence for a civilized, advanced and just society"

Graduate Tracer Study Report (Graduation Year 2022)

Submitted to
University Grants Commission Nepal
Sanothimi, Bhaktapur

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang
2024

SUKUNA MULTIPLE CAMPUS

Sundarharaincha, Morang

GRADUATE TRACER STUDY REPORT

(Graduation Year-2022)

Submitted to

University Grants Commission

Sanothimi, Bhaktapur, Nepal

2024

FORDWORD

I'm delighted to present The Graduate Tracer Study Report for the graduating students of 2022. Firstly, I extend my gratitude to the University Grants Commission (UGC) Nepal for their invaluable support throughout the study. The Tracer Study Task Team at the campus was entrusted with the responsibility of gathering and analyzing data from the graduates to prepare this report. I commend the team for their diligent efforts in preparing the report. I am also thankful to all the graduates who took the time to participate in the tracer study questionnaire and provided their valuable information.

Since our official accreditation by the University Grants Commission Nepal in 2015, we have consistently conducted graduate tracer studies. We have taken into account the insights obtained from previous reports to address any issues within the campus activities. This report is a continuation of our ongoing efforts over the past years. The findings and recommendations outlined in the report will be carefully considered for institutional reforms.

Lastly, I extend my thanks to all those who contributed to the execution of this study and the preparation of this report

Arjunraj Adhikari

Campus Chief

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Sukuna Multiple Campus (SMC) was officially accredited by UGC Nepal in 2015, after which regular graduate tracer studies have been conducted. These studies have been crucial in assessing the campus's quality standards by examining graduates' employment status and their perceptions of their educational experience at the campus. Alongside its emphasis on instructional activities, SMC has prioritized research and publication. The graduate tracer study has become integral to the campus's essential activities, expected to clearly demonstrate the quality and relevance of its academic programs and overall success.

To gather necessary information, questionnaires were distributed to graduates during April and May of 2023, primarily at their workplaces for employed graduates. Employment status was confirmed with appointment letters, although some graduates declined to provide them, necessitating verification through official employer correspondence. Information on Graduates Pursuing Further Studies (GPFS) was obtained from their respective campuses. Graduates unreachable at their work or study locations were contacted by telephone.

The study's primary objective is to determine graduates' employment and further study statuses. To achieve this, an analysis was conducted based on gender, program, and ethnicity, categorizing graduates into Employed, Unemployed, and GPFS. Employed graduates were further examined based on employment type (full-time/part-time) and organization. Thus, the study presents a comprehensive analysis of the status of students who graduated from SMC in 2021.

The information collected from graduates was analyzed across five key categories.

- 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 research focused on students who graduated from the campus in 2022, encompassing graduates from five different programs: B. B. S., B. Ed., B. Sc., M. Ed. , and M. B. S. . Since no data was available graduation from BA program, this study excluded graduates from this program. A total of 138 graduates from these programs were traced and their information was collected. The study primarily relies on quantitative data collected from the graduates, aligning with the study's objectives. The main findings derived from the data analysis are detailed in the subsequent sections.

Graduates' Employment and Further Study Status

- The study traced 138 traced graduates, including 90 (65.22%) employed, 32 (23.19) unemployed16 (11.59%) pursuing further studies.
- The study covered graduates from five programs of study: B. B. S., B. Ed., B. Sc., M. Ed., and .B.S.. The largest number of graduates were from M. Ed. program and the smallest number of graduates were from B. Sc. program.
- The largest number of employed graduates were traced from the M. Ed. program, and the smallest number was found from the B. Sc. program.
- The employment rate was found higher among graduates from Master's programs than among those from Bachelor's programs.
- M.B.S had the highest and B. B. S. had the smallest employment rates.
- The study collected information from the larger number of female graduates, but and it showed higher employment rate among male graduates.
- The Faculty of Education produced the largest number and the Faculty of Science had the smallest number of of employed graduates. Particularly, Master of Education (M. Ed.) program has yielded the highest number of employed graduates.
- The study found more than two third (67.39%) of the graduates from the Brahmin/Chhetri community, and just more than one quarter (26.08%) of the graduates from the Janajati group.
- The employment rate appears to be greater among Master's program graduates compared to those with Bachelor's degrees.
- The M. B. S. program leads with highest employment percentage (87.5%), followed by M. Ed. 79.01%, B. Ed. (66.67%), B. Sc. (20%), and B. B. S (10%). it indicates

that M. B. S. has the highest employability rate, while B. B. S. demonstrates the lowest.

- Most of the employed graduates were working within organizations, with only a small five graduates being self-employed.

- The total number of employed graduates was 90. Among them, 58 (64.44%) were from the Brahmin/Chhetri group; 25 (27.77%) were from the Janajati group; 5 (5.55%) from the Madhesi group and 1 each (1.11%) the Dalit and Muslim groups. This suggests that the largest proportion of the employed graduates were from the Brahmin/Chettri group and smallest proportion from Dalit and Muslim groups.

- Madhesi and Muslim had a 100% employment rate, graduates from the Janajati group had a 69.44% employment rate, Brahmin/Chhetri graduates had 62.36%, and Dalit group had only 33.33%.

- 76.66% of had employment in government institutions, marking a notable increase of over 16% from 2021 to 2022. Only 17.78% of graduates are employed in private sectors, indicating a significant decrease of more than 15% during the same period. The proportion of graduates working in public institutions remains minimal at 4.44%, although slightly lower than the previous year. The study did not find any graduate working in NGOs and INGOs.

- All the employed graduates working as full-time workers.

- The proportion of self-employed graduates was very small representing 3.62% of the graduates.

- None of the graduates from B. B. S., B. Sc. and M. B. S. programs were self-employed. B. Ed. produced only one (4.17%), and M. Ed. produced only 4 (4.94%) self-employed graduates.

- Nearly one fourth of the graduates were unemployed.

- The female graduates' unemployment proportion was slightly higher than that of the males in all programs except for B. Sc. program.

- Unemployment rate was highest among B. B. S.. graduates , with nearly half of the unemployed graduates.

- Lowest unemployment rate was found among the graduates from the M. B. S. program.

- Approximately one-eighth indicated they were pursuing further studies.

- This study found no GPFS data from Master's programs.

- Among Bachelor's program graduates, B.Sc. graduates exhibited the highest rate of further education participation, with nearly two-thirds represented in the GPFS. Conversely, the lowest participation rate was observed among B.Ed. program graduates, with less than a quarter included in the GPFS.

- Larger number of female graduates were found to be pursuing further studies in comparison to male graduates.

Issues Related to Quality and Relevance of Programs

- The graduates, on average, rated the quality of education at 3.83 out of 5.

- Most graduates rated the quality and relevance of the programs as a 4 (very good), indicating that the majority found the quality standards satisfactory.

- 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 4.04 for the relevance of educational programs. The majority selected 4, indicating high relevance to professional requirements.

- Average relevance ratings for each program were: B.B.S.: 3.75, B.Ed.: 3.67, B.Sc.: 4.21, M.Ed.: 4.29, and M.B.S.: 3.62. B.Ed. graduates were most satisfied with relevance, while B.Sc. graduates were least satisfied.

- Graduates suggested improving administration, teacher regularity, exam processes, and launching new programs to enhance education quality. They emphasized appointing more qualified teachers and improving teaching quality.

- The primary suggestion for quality improvement was better administration, with an emphasis on courteous behavior. Other recommendations included ensuring teacher regularity, improving exams, and hiring more qualified faculty.

Key suggestions for improvement from each program were:

- B.B.S.: Reduce involvement in politics, ensure teacher regularity, enhance administration, hire more qualified teachers, and improve teaching quality.

- B.Ed.: Ensure teacher regularity, enhance administration, hire more qualified teachers, and reduce political activities.
- B.Sc.: Hire more qualified teachers, reduce political involvement, improve teaching quality, and ensure student regularity.
- M. Ed.: Ensure teacher regularity, enhance administration, improve exams, minimize political activities, hire more qualified teachers, and improve teaching quality.
- M.B.S.: Enhance administration, hire more qualified teachers, improve teaching quality, improve exam processes, and minimize political involvement.

Programs' Contribution to Graduates' Professional and Personal Development

- Graduates, on average, rated the programs' contribution to their personal and professional development as 3.83.
- A closer look at ratings by program shows the following averages: B.B.S.: 3.55, B.Ed.: 3.58, B.Sc.: 3.2, M.Ed.: 3.9, and M.B.S.: 3.12. This suggests that M.Ed. graduates rated the programs most highly in terms of relevance, while M.B.S. graduates rated them the lowest for their personal and professional development.Issues Related to Teaching/ Learning, Teacher/ Student Relationship and Education Delivery and Efficiency.
- B.B.S. graduates rated the teaching-learning environment at 3.55, teacher-student relationship at 3.95, and education delivery efficiency at 3.5. Overall, they expressed mostly positive sentiments, particularly regarding the teacher-student relationship, but felt less satisfied with education delivery.
- Similarly, B.Ed. students' ratings closely resemble those of B.B.S. students. The average rating for the teaching-learning environment was 3.45, for teacher-student relationship was 4.17, and for education delivery efficiency was 3.54. Although they were generally positive, they showed more satisfaction with the teacher-student relationship and less contentment with the teaching-learning environment, suggesting a need for improvement in that area.
- Feedback from B.Sc. graduates regarding the teaching-learning environment, teacher-student relationship, and education delivery efficiency was less favorable com-

pared to other graduates. Their average ratings were 2.6, 3.2, and 3 respectively. While they were relatively more content with the student-teacher relationship, they expressed dissatisfaction with the quality of education delivery, indicating areas for improvement.

- M.Ed. graduates rated the teaching-learning environment at 3.84, teacher-student relationship at 4.31, and education delivery efficiency at 3.57. They seemed highly satisfied with these aspects, particularly with the teacher-student relationship.

- M.B.S. graduates rated the teaching-learning environment at 2.62, teacher-student relationship at 3.62, and education delivery efficiency at 3.12. Despite being highly satisfied with the teacher-student relationship and education delivery, they were less satisfied with the teaching-learning environment, suggesting a need for improvement in that area.

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

- The average rating for campus facilities is 3.83.

- Breaking it down by program, the average ratings are: B.B.S.: 3.58, B.Ed.: 3.51, B.Sc.: 2.5, M.Ed.: 3.09, and M.B.S.: 3.25. This indicates that B.B.S. graduates rated the facilities the highest, while B.Sc. graduates rated them the lowest.

- While most graduates provided positive feedback, those from the B.Sc. program seemed less satisfied with this aspect.

- Out of 127 suggestions regarding campus facilities, the most common was regular cleaning of toilets and urinals, suggested by nearly 57% of graduates. Additionally, around one-fourth suggested increasing the number of books in the library. Many graduates also proposed fair distribution of scholarships and free-ships.

   Summary of main recommendations from each program:

   - B.B.S.: Ensure sufficient books in the library; maintain cleanliness of toilets and urinals.

   - B.Ed.: Keep toilets and urinals clean; provide hostel facilities; ensure an adequate number of books in the library; update laboratory equipment.

- B.Sc.: Ensure enough books in the library; update laboratory equipment; maintain cleanliness of toilets and urinals.
- M.Ed.: Keep toilets and urinals clean; ensure sufficient books in the library.
- M.B.S.: Maintain cleanliness of toilets and urinals; ensure sufficient books in the library.

TABLE OF CONTENTS

LIST OF TABLES

Page No.

LIST OF FIGURES

Page No.

ABBREVIATIONS

Asst.	Assistant
BA	Bachelor of Arts
B. B. S.	Bachelor of Business Studies
B. Ed.	Bachelor of 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
M. B. S.	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

CHAPTER – I: INTRODUCTION

Background

Higher education institutions (HEIs) hold a pivotal role in nurturing the skills necessary for students to excel in their prospective careers. The quality of education dispensed by these institutions significantly influences students' preparedness for the workforce and their subsequent effectiveness in employment. HEIs not only shape students' academic prowess but also enhance their employability and performance in professional settings. In today's fiercely competitive job market, it is imperative to meticulously cultivate students' knowledge and skills. Additionally, HEIs must diligently monitor the post-graduation trajectories of their alumni. Graduate tracer studies, such as the one conducted herein, serve as vital mechanisms for gathering pertinent information about graduates, including their employment statuses and further educational pursuits.

Sukuna Multiple Campus, affiliated with Tribhuvan University (TU), offers a range of academic programs at both bachelor's and master's levels across four faculties: Humanities and Social Sciences, Education, Management, and Science. Notably, the Faculty of Education provides programs such as One Year B. Ed., BICTE, Four Year B. Ed., and M. Ed. , while the Faculty of Management offers B. B. S., BBA, and M. B. S. programs. The Faculty of Science and the Faculty of Humanities and Social Sciences each offer a single program (B. Sc. and BA, respectively). Notably, the BICTE program, though conducted under the B. Ed. program at the time of students' graduation, has been included in this study under the B. Ed. category. Conversely, the recently introduced BBA program has yet to produce graduates, and thus, no data regarding graduates from this program are included in the study.

In recent years, particularly following institutional accreditation from UGC Nepal, Sukuna Multiple Campus (SMC) has intensified its efforts to uphold quality standards. Alongside endeavors in research and publication, the campus has placed increased emphasis on maintaining ongoing engagement with students beyond graduation. Given the significance of students' qualifications in a competitive job market, our concern extends beyond mere employment rates to the relevance of graduates'

studies to their subsequent careers. We anticipate that graduates' expertise in education is effectively applied in their professional roles. Even in instances of unemployment, the pursuit of further education by graduates is regarded as valuable. Moreover, we anticipate that upon completing their studies, graduates depart the campus with enriching experiences. However, the presence of unemployed graduates without further educational pursuits prompts a reassessment of the quality of education imparted by the institution. To gain a comprehensive understanding of graduates' employment and further study statuses, we have endeavored to collect graduates' feedback on the quality of various study programs.

Upon completing an academic program, graduates typically opt to either pursue further studies or enter the workforce. As they conclude their programs, graduates not only possess the requisite knowledge and skills for their chosen careers but also accrue a wealth of experiential learning. Tracer studies serve as valuable tools for assessing the alignment between study programs and graduates' employment outcomes, as well as for capturing graduates' reflections on their academic experiences. Consequently, tracer studies are instrumental in identifying potential shortcomings in educational programs and facilitating strategic planning for future enhancements.

This study is driven by both short-term objectives and long-term goals. The immediate aim is to ascertain the employment and further study statuses of graduates, while the overarching objective is to leverage the study's implications for institutional reform. Ultimately, the study aims to enhance the quality of education provided. Graduates' feedback, particularly their assessments of various academic activities and suggestions for improvement, will be pivotal in guiding institutional reflection and formulating strategies to address identified challenges. As such, we envisage that this report will inform the development of policies for future academic endeavors and bolster quality assurance measures.

Sukuna Multiple Campus has conducted this study in collaboration with the University Grants Commission, Nepal. In subsequent sections, we present an analysis of graduates' responses pertaining to their employment, further studies, and academic experiences. Furthermore, we delve into the significant suggestions provided by graduates regarding various campus activities. The data gleaned from graduates have

been categorized based on factors such as programs of study, gender, ethnicity, employment sector, and organizational type.

Objectives of the Study

This study aimed to gather comprehensive data regarding the current statuses of graduates and their evaluations of the academic programs they undertook prior to graduation. Specifically, the study set out to achieve 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

The responsibility to collect and analyze information from the graduates was given to the Tracer Study Task Team, which included the following two members.

Mr. Basudev Dahal   Co-ordinator

Mr. Khagendra Raj Dahal   Member
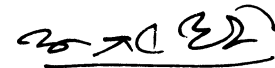
The major responsibilities were distributed among the Task Team members. To accomplish the task, Basudev Dahal was primarily responsibility for collection and analysis of data and preparation of the report. Similarly Khagenrdra Raj Dahal was involved in keeping the record of the graduates and collecting required information. The appendices were prepared jointly by all the members of the Tracer Study Task Team.

Graduate Batch Taken for the Study

This study focused on students who graduated from the campus in 2022. Slightly different from previous studies, graduates from five distinct programs (B. B. S., B. Ed., B. Sc., M. Ed. , and M. B. S.) were selected for inclusion. Due to the absence of graduates from the BA program during this year, they were not included in the study cohort. In total, 138 graduates from these five programs were traced and included in the analysis. The list of graduates selected for this study is provided in Appendix I. The graduates' verification has been made with the attachment of their transcripts, which are presented in Appendix II.

Data Collection – Instruments and Approach

The research predominantly employed a quantitative methodology for both data collection and analysis. The primary tool utilized for data acquisition from graduates was a questionnaire, formulated by the University Grants Commission (UGC) of Nepal. This questionnaire focused predominantly on gathering quantitative data and encompassed inquiries concerning the graduates' demographic details, academic pursuits, employment status, continuation of education, as well as evaluations pertaining to program quality, relevance to personal and professional development, instructional environment, student-faculty dynamics, and campus facilities. The graduates' responses obtained through the questionnaires are presented in Appendix III.

Given that the questionnaire was administered in English, respondents were expected to furnish responses in the same language. However, some participants encountered difficulties in English proficiency. In such instances, the questions were translated into Nepali, and subsequently, their responses were translated back into English.

Data collection primarily occurred during the months of March and April in the year 2024. Subsequent to data collection, the analysis and interpretation phase was conducted during the initial two weeks of June. The employed graduates' list has been presented in Appendix IV. To validate the employment status of graduates, their appointment letters were requested. However, in cases where graduates declined to pro-

vide these documents, verification was sought from their respective employers, with the relevant appointment letters presented in Appendix V.
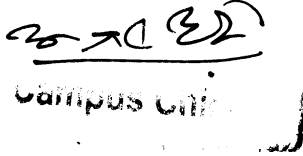
Notably, graduates enrolled in higher-level programs primarily provided data from their respective working institutions. The collected data was primarily analyzed utilizing quantitative techniques, with results presented through tables and diagrams and subsequently described descriptively.

Scope and Limitations of the Study

Although the campus has introduced some initiatives through the introduction of new programs in recent times, they were not considered in this analysis. The newly implemented programs have yet to see any graduates. Thus, the study focused on graduates from five specific programs across three faculties: Education, Management, Humanities and Social Sciences, and Science. These programs are detailed in Table 1 below.

Table 1

Programs Included in the Study

Faculty	Level	
	Bachelor's Degree	Master's Degree
Education	Three-Year/Four-Year B. Ed.	M. Ed.
Management	Three-Year B. B. S.	M. B. S.
Science	Four-Year B. Sc.	-

The study had the following limitations.

i. The study analyzed the graduates from the year 2022 only.

ii. Out of 138 graduates, only 90 employed, 32 unemployed and 16 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.

CHAPTER II: DATA PRESENTATION AND ANALYSIS

This chapter primarily relies on quantitative data derived from a questionnaire developed by UGC, Nepal. This questionnaire was distributed among graduates to gather two types of information. Firstly, graduates rated the quality and relevance of SMC's institutional programs in terms of their professional and personal development, along with assessing the facilities provided by the institution. Secondly, graduates provided suggestions for institutional reforms at the campus.

Initially, information regarding the graduates, including their numbers and genders, was collected. The proportions of male and female graduates were then calculated based on their numbers, and a comparison was made between male and female graduates within each program. This comparative analysis facilitated generalizations regarding the characteristics of the graduates. A summarized overview of the traced graduates is presented in the subsequent table.

Table 2

Number of Traced Graduates

Gender	Number of Traced Graduates						
	B. B. S.	B. Ed.	BA	B. Sc.	M. Ed.	M. B. S.	Total
Male	3	15	-	2	42	4	66
Female	17	9	-	3	39	4	72
Total	**20**	**24**	**-**	**5**	**81**	**8**	**138**

The data presented in the table illustrates the demographic distribution of graduates included in this study. Among the 138 traced graduates, 66 (47.83%) were male, and 72 (52.17%) were female. Despite a slight increase in the proportion of male graduates, it remains smaller than that of female graduates. Notably, while female graduates dominated in B. B. S. and BSc programs, male graduates outnumbered female graduates in B. Ed. and M. Ed. programs. In the M. B. S. program, the number of male and female graduates was equal.

Additionally, the table reveals a gradual decline in the number of graduates in recent years. For instance, in 2019, there were 266 graduates, which decreased to 149

in 2021, and further dropped to 138 in 2022—a decline of 11 graduates. This decline is surprising given the increasing enrollment each year at the campus. Noteworthy is the significant increase in graduates from the M. Ed. program, which accounted for over 58% of the total graduates in 2022, making it the largest program in terms of graduates. Conversely, B. B. S. produced just over 14% of the graduates in the same year, and BA did not produce any graduates.

We explored the ethnic background of the graduates. The graduates' ethnicity was classified into five categories, which included Brahmin/Chhetry, Janajati, Madhesi, Dalit and Muslim. Graduates' information on the basis of their ethnicity has been presented in Table 3 below.

Table 3

Graduates' Ethinicity

Program	Brahmin/Chettri			Janjati			Madhesi			Dalit			Muslim			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B. B. S.	3	11	14	-	4	4	-	-	-	-	2	2	-	-	-	3	17	2
B. Ed.	10	8	18	2	1	3	3	-	3	-	-	-	-	-	-	15	9	24
BA																		
B. Sc.	2	3	5		-	-	-	-	-	-	-	-	-	-	-	2	3	5
M. Ed.	26	25	51	13	13	26	1	1	2	1	-	1	1	-	1	42	39	81
M. B. S.	3	2	5	1	2	3	-	-	-	-	-	-	-	-	-	4	4	8
Total	**44**	**49**	**93**	**16**	**20**	**36**	**4**	**1**	**5**	**1**	**2**	**3**	**1**	**-**	**1**	**66**	**72**	**138**

The table shows that more than two third (67.39%) of the graduates were from the Brahmin/Chhetri community. Similarly just more than one quarter (26.08%) of the graduates were from the Janajati group. Graduates from the Muslim group occupied the smallest proportion occupying just more than two per cent of the traced graduates. The number of graduates from Brahmin/Chettri group was higher in all the programs except BA, which had more Janajati graduates. The number of graduates from Brahmin/Chettri group was higher in all the programs.

Employment and Further Study Status of the Graduates

We requested information from the graduates regarding their employment situation. Out of the 138 graduates we managed to track, 90 of them were employed,

making up 65.28% of the total. This indicates an increase in both the number and percentage of employed individuals compared to the previous year. Likewise, the study reveals that 16 graduates, constituting 11.59%, are continuing their studies. This figure is significantly lower than the proportion of graduates pursuing further studies in the previous year, which was 20.80%.

Employed Graduates from Different Programs

This study targeted five programs conducted at the campus, including B. B. S., B. Ed., B. Sc., M. Ed. and M. B. S. . We attempted to calculate number and percentage of employed graduates from each of the programs. We also made comparison of employment status on the basis of gender, level and programs. The information on the employment status of the graduates from each program is presented 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. S.	3	17	20	1	1	2	33.33	5.89	10
B. Ed.	15	9	24	12	4	16	80	44.44	66.67
BA									
B. Sc.	2	3	5	1	-	1	50	-	20
M. Ed.	42	39	81	38	26	64	90.48	66.67	79.01
M. B. S.	4	4	8	4	3	7	100	75	87.5
Total	**66**	**72**	**138**	**56**	**34**	**90**	**84.84**	**47.22**	**65.22**

This study aligns with findings from prior research, indicating that the Master of Education (M. Ed.) program has yielded the highest number of employed graduates. Notably, the employment rate appears to be greater among Master's program graduates compared to those with Bachelor's degrees. Overall, male graduates exhibit a higher proportion of employment compared to females.

Examining the data presented in the table, it's evident that the M. Ed. program boasts the largest number of employed graduates (64), while the Bachelor of Science (B. Sc.) program has the fewest (1). However, when considering the percentage of employed graduates, the Master of Business Studies (M. B. S.) program leads with 87.5%, followed by Master of Education (M. Ed.) (79.01%), Bachelor of Education

(B. Ed.) (66.67%), Bachelor of Science (B. Sc.) (20%), and Bachelor of Business Studies (B. B. S.) (10%). This suggests that M. B. S. has the highest employability rate, while B. B. S. demonstrates the lowest.

Interestingly, despite the similarity between M. B. S. and B. B. S. programs, the former exhibits highest employability, and the latter shows smallest employability. Notably, the Faculty of Education appears to produce the highest number of employed graduates, as both M. Ed. and B. Ed. programs fall under this faculty. While Master's programs show an employment percentage of 82.02%, only 38.77% of Bachelor's program graduates were found to be employed. This discrepancy may be attributed to a larger number of graduates pursuing further studies (GPFs) from Bachelor's programs.

Furthermore, the proportion of employed graduates is notably higher among males in Master's programs. Despite a larger proportion of female graduates overall, males exhibit a higher proportion of employed graduates, emphasizing the need for improved strategies to enhance the employability of female students.

Types of Employment Institutions

The employed graduates were further asked to specify the type of employment they were involved in. There were asked to choose from the three options related to their employment status: working in organization, self-employed and unemployed. The graduates in each of these categories were also studied in terms of male and female representation. Table 5 below summarizes the responses provided by graduates.

Table 5

Current Employment Status of the Graduates

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. S.	1	1	2	-	-	-	1	1	2	1	8	9
B. Ed.	11	4	15	1	-	1	12	4	16	1	3	4
BA												
B. Sc.	1	-	1	-	-	-	1	-	1	-	1	1
M. Ed.	36	24	59	2	2	4	38	26	64	4	13	17
M. B. S.	4	3	7	-	-	-	4	3	7	0	1	1
Total	**53**	**32**	**85**	**3**	**2**	**5**	**56**	**34**	**90**	**6**	**26**	**32**

The data presented in the table highlights that the majority of employed graduates are working within organizations, with only a small proportion being self-employed (five individuals). This suggests that the institution (referred to as SMC) has not been particularly successful in promoting self-reliance and income generation among its graduates. However, there has been some improvement compared to the previous year, where no graduates were self-employed, indicating progress according to the tracer study of the 2022 cohort. Nevertheless, this study underscores the need for the campus to implement more effective policies aimed at cultivating students' self-reliance.

Employed Graduates from Different Ethnic Groups

We have attempted to explore the employment status of graduates on the basis of their ethnicity. employment percentage of graduates was calculated from each of the ethnic groups mentioned earlier. Employment status was further compared among the five categories of the graduates' ethnicity. The overall employment status of the graduates is presented in the following bar diagram.

Figure 1

Employment by Ethnicity
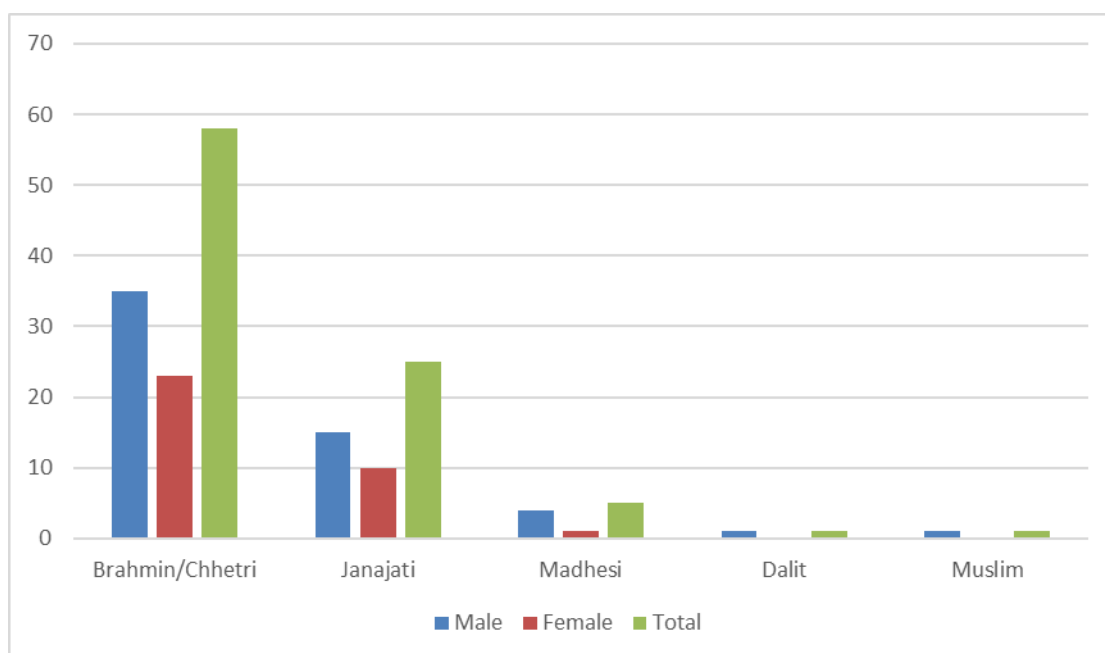
The diagram shows the lion's share of the Brahmin and Chhetri groups in employment. Out of 90 employed graduates, 58 (64.44%) were from the Brahmin/Chhetri group; 25 (27.77%) were from the Janajati group; 5 (5.55%) from the Madhesi group and 1 each (1.11%) the Dalit and Muslim groups. This suggests that the largest proportion of the employed graduates were from the Brahmin/Chettri group and smallest proportion from Dalit and Muslim groups.

More specifically, ethnic representation of the employed graduates from various programs are presented in the table 5 below.

Table 6

Employed Graduates' Ethnicity from Different Programs

Program	Brahmin/Chettri			Janjati			Madhesi			Dalit			Muslim			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B. B. S.	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2
B. Ed.	7	4	11	2	0	2	3	-	3	-	-	-	-	-	-	12	4	16
BA																		
B. Sc.	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
M. Ed.	23	17	40	12	8	20	1	1	2	1	-	1	1	-	1	38	26	64
M. B. S.	3	1	4	1	2	3	-	-	-	-	-	-	-	-	-	4	3	7
Total	**35**	**23**	**58**	**15**	**10**	**25**	**4**	**1**	**5**	**1**	**-**	**1**	**1**	**-**	**1**	**56**	**34**	**90**

Analysis of the employment percentage among different ethnic groups reveals that Madhesi and Muslim individuals exhibited a 100% employment rate, while graduates from the Janajati group had a 69.44% employment rate, Brahmin/Chhetri group had 62.36%, and Dalit group had only 33.33%. This indicates that despite their smaller numbers, Madhesi and Muslim groups had the highest employment rates. Notably, the Dalit group demonstrated the same employment rate as the Madhesi group, showcasing the highest employment rates among these two groups.

Further examination of ethnic representation among employed graduates in each program reveals a predominant presence of the Brahmin/Chhetri group across all programs. Specifically, in the B. B. S. program, 14.28% of employed graduates were Brahmin/Chhetri, with no representation from other ethnic groups. In the B. Ed. program, 61.11% of Brahmin/Chhetri, 66.66% of Janajati, and 100% of Madhesi gra-

duates were employed. Similarly, in the B. Sc. program, all graduates were from the Brahmin/Chhetri group, with only 20% of them being employed. In the M. Ed. program, 78.43% of Brahmin/Chhetri, 76.92% of Janajati, and 100% of Madhesi, Dalit, and Muslim graduates were employed. In the M. B. S. program, 80% of Brahmin/Chhetri and 100% of Janajati graduates were employed.

Types of Organizations of the Employed Graduates

The employed graduates were requested to provide information about the type of institution they were working for. The graduates were categorized into four types of institutions, namely private institutions, public institutions, NGO/INGO and government institutions. The self-employed graduates have been included in private institutions. The number and percentage of employed graduates working in these institutions from the five programs the campus presented in the 7 below.

Table 7

Types of Employed Graduates

Program	Private			Public			NGO/INGO			Government			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B. B. S.	-	-	-	-	-	-	-	1	1	1	0	1	1	1	2
B. Ed.	5	2	7	-	-	-	-	-	-	7	2	9	12	4	16
BA															
B. Sc.	-	-	-	1	-	1	-	-	-	-	-	-	1	0	1
M. Ed.	4	4	8	-	-	-	-	-	-	34	22	56	38	26	64
M. B. S.	-	1	1	1	2	3	-	-	-	3	-	3	4	3	7
Total	**9**	**7**	**16**	**2**	**2**	**4**	-	**1**	**1**	**45**	**24**	**69**	**56**	**34**	**90**

The table illustrates that 76.66% of recent graduates have secured employment in government institutions, marking a notable increase of over 16% from 2021 to 2022. Conversely, only 17.78% of graduates are employed in private sectors, indicating a significant decrease of more than 15% during the same period. The proportion of graduates working in public institutions remains minimal at 4.44%, although slightly lower than the previous year. Interestingly, no graduates were found employed in NGOs or INGOs. Male graduates appear to dominate government-paid jobs compared to female graduates, while gender proportions in private and public sectors appear similar.

Analysis by program reveals that graduates across all fields are more likely to work in government institutions than in private sectors. Although the presence of graduates in public institutions overall is low, a considerable proportion from B. Sc. and M. B. S. programs are employed in this sector.

Types of Work/ Profession of the Graduates

Based on the time given by graduates in their working institutions, we attempted to classified the employed graduates into full-time workers and part-time workers. The graduates from each program were asked to specify their jobs based on the time they spent in working institutions. The responses provided by the graduates are presented in the table 8 below.

Table 8

Type of Work/Profession

Program	Full-Time			Part-Time			Total		
	M	F	T	M	F	T	M	F	T
B. B. S.	1	1	2	-	-	-	1	1	2
B. Ed.	12	4	16	-	-	-	12	4	16
BA									
B. Sc.	1	0	1	-	-	-	1	0	1
M. Ed.	38	26	64	-	-	-	38	26	64
M. B. S.	4	3	7	-	-	-	4	3	7
Total	**56**	**34**	**90**	**-**	**-**	**-**	**56**	**34**	**90**

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.

Self-Employed Graduates

In order to explore students' self-dependence on income generation, the study attempted to identify self-employed graduates. Table 9 below presents information about self-employed graduates from each program.

Table 9

Self-Employed Graduates

Program	Total Number of respondents			Number of Self-Employed			% of the Self-Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
B. B. S.	3	17	20	-	-	-	-	-	-
B. Ed.	15	9	24	1	-	1	6.66	-	4.17
BA									
B. Sc.	2	3	5	-	-	-	-	-	-
M. Ed.	42	39	81	2	2	4	4.76	5.13	4.99
M. B. S.	4	4	8	-	-	-	-	-	-
Total	**66**	**72**	**138**	**3**	**2**	**5**	**4.54**	**2.78**	**3.62**

The table shows that none of the graduates from B. B. S., B. Sc. and M. B. S. programs were self-employed. Even in the programs producing self-employed graduates had very few number of such graduates. For example, B. Ed. produced only one (4.17%), and M. Ed. produced only 4 (4.94%) self-employed graduates. The findings suggest that the campus needs to adopt a strong policy to develop students' self-dependency in income generation.

Unemployed Graduates

This study has calculated the number of unemployed graduates by excluding employed graduates and GPFS from the graduate list. In other words, GPFS were not considered for the calculation of the unemployed graduates. The table 10 below summarizes he unemployed graduates form each program, including gender-wise unemployment comparison.

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. S.	3	17	20	1	8	9	33.33	47.05	45
B. Ed.	15	9	24	1	3	4	6.66	33.33	16.66
BA									
B. Sc.	2	3	5	-	1	1	50	33.33	20
M. Ed.	42	39	81	4	13	17	9.52	33.33	20.99
M. B. S.	4	4	8	-	1	1	-	25	12.5
Total	**66**	**72**	**138**	**6**	**26**	**32**	**9.09**	**36.11**	**23.19**

The information presented in the above table shows that nearly one fourth of the graduates were unemployed. This indicates that unemployment percentage has remarkably dropped in 2022. The female graduates' unemployment proportion is slightly higher than that of the males in all programs except for B. Sc. program. Unemployment rate was highest among B. B. S.. graduates , with nearly half of the unemployed graduates. Similar unemployment rate was found in the B. Sc. program. The highest unemployment rate was found among graduates from the B. B. S. program. Similarly, lowest unemployment rate was found among the graduates from the M. B. S. program. The unemployment rates in Master's programs (M. Ed. and M. B. S.) was found lower in comparison to those in the Bachelor's programs.
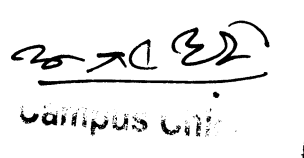
Overall, the number of employed graduates surpasses that of the unemployed ones, but there is a higher prevalence of unemployment among graduates from B. B. S. program in comparison to graduates from other programs.

Graduates Pursuing Further Studies

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 Graduate Placement and Follow-up Survey (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. S.	3	17	20	1	8	9	33.33	47.05	45
B. Ed.	15	9	24	2	2	4	13.33	22.22	16.66
BA	-	-	-	-	-	-	-	-	-
B. Sc.	2	3	5	1	2	3	50	66.66	60
M. Ed.	42	39	81	-	-	-	-	-	-
M. B. S.	4	4	8	-	-	-	-	-	-
Total	**66**	**72**	**138**	**4**	**12**	**16**	**6.06**	**16.66**	**11.59**

Among the graduates surveyed, approximately one-eighth indicated they were continuing their education further. Similar to previous research, this study also found

no GPFS data from Master's programs. This could be attributed partially to a significant portion of these program graduates entering the workforce, as well as a lack of available opportunities for further education. Notably, among Bachelor's program graduates, B.Sc. graduates exhibited the highest rate of further education participation, with nearly two-thirds represented in the GPFS. Conversely, the lowest participation rate was observed among B.Ed. program graduates, with less than a quarter included in the GPFS. Gender comparison revealed that across all programs, a greater number and percentage of female students were pursuing further studies compared to their male counterparts.

Issues Related to Quality and Relevance of Programs

At present, SMC offers eight study programs, yet this study only includes graduates from five of these programs. This section analyzes the graduates' perspectives on the quality and professional relevance of these programs. It consolidates their ratings on program quality and relevance, along with their suggestions for further enhancement in these areas. Consequently, this section serves as a foundation for evaluating the campus's programs and devising strategies to tackle any identified shortcomings.

Graduates' Responses on Quality of Education Delivered

Data regarding the educational quality provided by the campus primarily was based mainly on a rating scale. Graduates' ratings highlight significant strengths and weaknesses as perceived by them. 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)'. The table below shows the quality ratings of different programs based on the graduates' assessments.

Graduates' ratings on educational quality delivery are summarized in table 12 below.

Table 12

Quality of Education Delivered

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)
B. B. S.	-	1	1	3	12	3
B. Ed.	-	-	2	6	14	2
BA	-	-	-	-	-	-
B. Sc.	-	-	1	1	3	-
M. Ed.	-	1	4	12	49	15
M. B. S.	-	-	-	1	6	1
Total	**-**	**2**	**8**	**23**	**84**	**21**

The table displays an average rating of 3.83, indicating a high level of satisfaction among graduates regarding the quality of education. Furthermore, the majority of graduates chose the '4 (very good)' option when evaluating the education provided by the campus. Some even selected '5 (excellent)', indicating a high level of satisfaction with the educational programs they attended. The average ratings for each program were as follows: B.B.S. : 3.75, B.Ed. : 3.67, B.Sc. : 3.4, M.Ed. : 3.9, and M.B.S. : 4. This indicates that M.B.S. graduates were the most satisfied, while B.Sc. graduates were the least satisfied with the quality of education. Few graduates expressed dissatisfaction with the program quality.

Graduates' Responses on Relevance of the Programs

The graduates were also asked to provide their responses on how their programs of study were relevant to their professional requirements. Relevance of the programs for professional requirements was determined based on the graduates' ratings . Details of the responses provided by the graduates are presented 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. S.	-	1	1	3	12	3
B. Ed.	-	-	2	6	14	2
BA	-	-	-	-	-	-
B. Sc.	-	-	1	1	3	-
M. Ed.	-	-	-	3	51	27
M. B. S.	-	-	-	3	5	-
Total	**-**	**1**	**4**	**16**	**85**	**32**

The table above displays an average rating of 4.04 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: B.B.S.: 3.75, B.Ed.: 3.67, B.Sc.: 4.21, M.Ed.: 4.29, and M.B.S.: 3.62. This suggests that B.Ed. graduates were the most satisfied with the relevance, while B.Sc. graduates were the least satisfied with the alignment to professional requirements.

Interestingly, despite the ratings provided in the questionnaire, there wasn't a strong correlation found between the programs and graduates' employment. For instance, many graduates were employed as teachers, yet programs under the Faculty of Management and Science didn't appear significantly relevant to their employment status.

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. S.	B. Ed.	BA	B. Sc.	M. Ed.	M. B. S.	Total
Teachers should be regular and punctual	5	3	-	2	11	1	22
Maintain discipline and regularity of students	1	-	-	1	2	-	4
Improve administration	2	2	-	2	23	2	31
Use technology in the class	1	4	-	1	9	-	15
Improve exams	2	2	-	1	13	2	20
Minimize political activities	2	-	-	1	2	1	6
Launch new/professional/technical courses	3	5	-	1	8	2	19
Appoint more qualified teachers	-	-	-	2	3	1	16
Improve teaching quality	2	3	-		6	3	14
Total	**18**	**19**	**-**	**11**	**77**	**12**	**137**

This table shows that a large number of graduates suggested improving administration, maintaining regularity of teachers, improving exams and launching new programs in order to improve the quality of education. Appointment of more qualified teachers and teaching quality have also been largely suggested by the graduates. The major suggestions given by graduates from each program are highlighted below.

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

Figure 2

Graduates' Suggestions on Quality Improvement
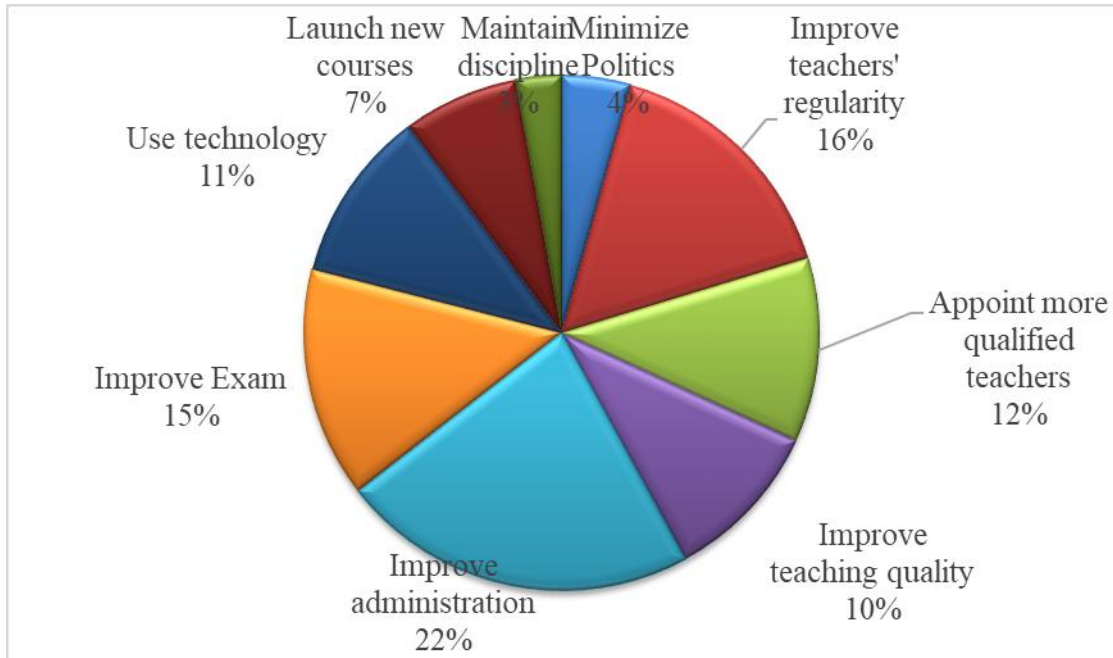
The chart illustrates that the primary suggestion for improving quality was enhancing administration, with a notable emphasis on expecting more courteous behavior from administrative staff. Other recommendations included ensuring teachers' regularity and punctuality, enhancing examination processes, and appointing more qualified faculty members. Additionally, there were suggestions for integrating technology into instructional activities and enhancing overall teaching quality.

Below are the key improvement suggestions received from each program:

- B.B.S.: Reduce involvement in political activities, ensure teacher regularity, enhance administration, appoint more qualified teachers, and improve teaching quality.
- B.Ed.: Ensure teacher regularity, enhance administration, appoint more qualified teachers, and minimize political activities.
- B.Sc.: Appoint more qualified teachers, reduce involvement in political activities, enhance teaching quality, and ensure student regularity.

- M.Ed.: Ensure teacher regularity, enhance administration, improve examination processes, minimize political activities, appoint more qualified teachers, and improve teaching quality.
- M.B.S.: Enhance administration, appoint more qualified teachers, improve teaching quality, enhance examination processes, and minimize political activities.

On the whole, the graduates' suggestions were mainly concerned with improving administrative practices, maintaining teachers' regularity, improving examinations, enhancing teaching quality, and appointing more qualified faculty.

Programs' Contribution to graduates' Professional and Personal Development

This study also aimed to investigate the impact of study programs on the professional and personal development of graduates. To assess this impact, graduates were asked to rate their programs on a scale of six options: '0 (Very Weak)', '1 (Weak)', '2 (Fair)', '3 (Good)', '4 (Very Good)', and '5 (Excellent)'. The ratings provided by the graduates are summarized 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. S.	-	1	2	6	7	4
B. Ed.	-	-	3	6	13	2
BA	-	-	-	-	-	-
B. Sc.	-	-	1	2	2	-
M. Ed.	-	2	2	8	45	24
M. B. S.	-	1	1	2	4	-
Total	**-**	**4**	**9**	**24**	**71**	**30**

The average rating given by graduates regarding the contribution of the programs to their personal and professional development is 3.83. Breakdown by program reveals the following average ratings: B.B.S.: 3.55, B.Ed.: 3.58, B.Sc.: 3.2, M.Ed.: 3.9, and M.B.S.: 3.12. This indicates that M.Ed. graduates gave the highest rating, while M.B.S. graduates provided the lowest rating in terms of the programs' relevance to their personal and professional development. Overall, this suggests that graduates

generally perceive their programs as being relevant to their personal and professional growth.

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

In terms of the teaching-learning environment, teacher-student relationship, and effectiveness of education delivery, graduates were requested to rate their experiences using the same five-point scale mentioned earlier. We endeavored to examine the graduates' feedback on these areas within each program. The responses of B.B.S. graduates regarding these aspects are outlined in Table 15 below.

Table 16

B. B. S. 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	8	7	3
2	Teacher- Student Relationship	-	-	-	5	13	2
3	Education delivery Efficiency	-	-	3	6	9	2

As indicated by the table, the average rating for the teaching-learning environment is 3.55, while the rating for teacher-student relationship is 3.95, and efficiency in education delivery is 3.5. Overall, B.B.S. graduates have predominantly expressed positive views on these aspects. They appear to be highly content with the teacher-student relationship but less satisfied with education delivery. This highlights the need for enhancements to improve education delivery.

Graduates from the B. Ed. programs provided following rating for Teaching-Learning, Teacher-Student Relationship and Education Delivery Efficiency.

Table 17

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	-	1	2	8	11	2
2	Teacher- Student Relationship	-	-	-	2	16	6
3	Education delivery Efficiency	-	2	2	4	13	3

The ratings given by B.Ed. students closely mirror those of B.B.S. students. According to the table, the average rating for the teaching-learning environment is 3.45, for teacher-student relationship is 4.17, and for efficiency in education delivery is 3.54. 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.

The analysis of the B. Sc. graduates' response is presented in the following table.

Table18

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	2	1	-
2	Teacher- Student Relationship	-	-	-	4	1	-
3	Education delivery Efficiency	-	-	1	3	1	-

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 2.6, 3.2, and 3 respectively. They appear to be more content with the student-teacher relationship but less satisfied with the quality of education delivery. Consequently, the average ratings provided by B.Sc. graduates suggest that the campus should focus on improving these aspects. The analysis of the M. Ed. graduates' response is presented in the following table.

Table19

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	7	32	37	2
2	Teacher- Student Relationship	-	1	3	30	43	4
3	Education delivery Efficiency	-	2	6	28	40	5

According to the table, the average ratings for the teaching-learning environment, teacher-student relationship, and education delivery efficiency are 3.34, 3.57, and 3.49 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 the teaching-learning environment. This indicates a need for improvement in the teaching-learning environment at the campus.

The analysis of the M. B. S. graduates' response is presented in the following table.

Table20

M. B. S. 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	5	-	-
2	Teacher- Student Relationship	-	-	-	3	5	-
3	Education delivery Efficiency	-	-	1	5	2	-

The average ratings for the teaching-learning environment, teacher-student relationship, and efficiency of education delivery are 2.62, 3.62, and 3.12 respectively. Despite being highly satisfied with the teacher-student relationship and education delivery, graduates appeared less satisfied with the teaching-learning environment. Consequently, graduates gave the highest rating for teacher-student relationship and the lowest rating for the teaching-learning environment.

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

The graduates involved in the study were asked to comment on the facilities provided at the campus. the facilities cover reading material in the library, laboratory equipment, canteen, sports facilities and maintenance of toilets. The responses provided by the graduates are summarized in the following sections.

Graduates' Response to Facilities Provided at SMC

This study also aimed to explore graduates' responses on the facilities available for students. To assess this impact, graduates were asked to rate their programs on a scale of six options: '0 (Very Weak)', '1 (Weak)', '2 (Fair)', '3 (Good)', '4 (Very Good)', and '5 (Excellent)'. The responses obtained from the graduates of different programs are presented in able 21.

Table 21

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. S.	-	2	7	4	5	2
B. Ed.	-	-	4	9	10	1
BA	-	-	-	-	-	-
B. Sc.	-	-	2	3	-	-
M. Ed.	-	3	13	41	22	2
M. B. S.	-	-	1	4	3	-
Total	**-**	**4**	**9**	**24**	**71**	**30**

The average rating for the facilities provided at the campus is 3.83. When analyzed by program, the average ratings from each program are as follows: B.B.S.: 3.58, B.Ed.: 3.51, B.Sc.: 2.5, M.Ed.: 3.09, and M.B.S.: 3.25. This suggests that B.B.S. graduates have given the highest rating, while B.Sc. graduates have given the lowest rating for the facilities offered to students at the campus. While most of the graduates' feedback was positive, those from the B.Sc. program appeared to be less satisfied with this aspect.

Graduates' Suggestions about Facilities

Graduates were invited to offer recommendations for institutional improve-ments, particularly regarding campus facilities. These suggestions are crucial as they form the foundation for institutional reform. A summary of the suggestions provided by graduates from various programs is presented in the table below.
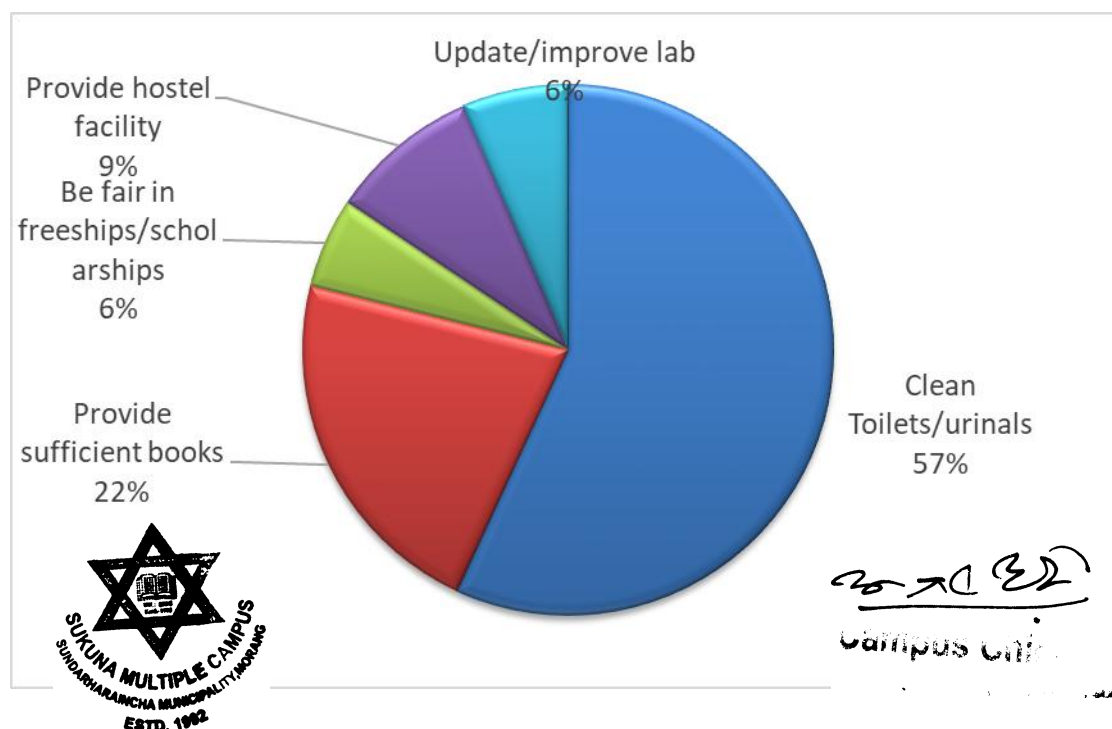
Table 22

Graduates' Suggestions about Facilities Provided at the Campus

Suggestions	B. B. S.	BEd	BA	BSc	MEd	M. B. S.	Total
Be fair and inclusive in scholarship and freeship facilities	1	2	-	-	3	-	6
Provide sufficient books in the library	10	3	-	1	8	2	24
Update and improve lab	-	4	-	3	-	-	7
Provide hostel facility	-	2	-	-	8	-	10
Keep toilets and urinals Clean	7	12	-	2	37	4	62
Total Suggestions	**18**	**23**	**-**	**6**	**56**	**6**	**109**

As the table mainly shows that the the graduates suggested maintaining clean-liness of urinals and toilets. Similarly, they also suggested providing sufficient read-ing materials in the library. The major suggestions provided about the facilities of-fered by the campus are presented in the figure 3 below.

Figure 3

Graduates' Suggestions on Facilities

Out of 127 suggestions concerning campus facilities, the most prominent one involved the regular cleaning of toilets and urinals, which was suggested by nearly 57% of the graduates. Similarly, around one-fourth of the suggestions pertained to increasing the number of books in the library. Additionally, a considerable number of graduates proposed 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.S.: Ensure an adequate supply of books in the library; maintain cleanliness of toilets and urinals.
- B.Ed.: Maintain cleanliness of toilets and urinals; provide hostel facilities; ensure sufficient books in the library; update and enhance laboratory equipment.
- B.Sc.: Ensure an adequate supply of books in the library; update and enhance laboratory equipment; maintain cleanliness of toilets and urinals.
- M.Ed.: Maintain cleanliness of toilets and urinals; ensure an adequate supply of books in the library.
- M.B.S.: Maintain cleanliness of toilets and urinals; ensure an adequate supply of books in the library.

CHAPTER III: MAJOR FINDINGS

This section presents the results derived from analyzing quantitative data collected from 138 students who graduated in 2022. These findings primarily align with the objectives outlined in the first chapter. Therefore, they pertain to the employment and further study status of the graduates, concerns regarding the quality and relevance of programs offered at the campus, the impact of the programs on graduates' professional and personal development, issues regarding the teaching-learning environment, teacher-student relationship, and education delivery efficiency, as well as the graduates' perceptions of the facilities provided on campus. The main outcomes of this tracer study not only include the graduates' current status at the time of data collection but also encompass their perceptions of the programs and facilities available at the campus.**Employment and Further Study Status of the Graduates**

- The study traced 138 traced graduates. Among them 90 (65.22%) were employed, 32 (23.19) were unemployed and 16 (11.59%) were pursuing further studies.
- The graduates were from five programs conducted at the campus. The study shows that the largest number of employed graduates were from the M. Ed. program. the employment rate looks higher among graduates from Master's programs than among those from Bachelor's programs.
- M. Ed. had the largest and B. Sc. had the smallest number of employed graduates.
- M.B.S had the highest and B. B. S. had the smallest employment rates.
- The study collected information from the larger number of female graduates, but and it showed higher employment rate among male graduates.
- The largest number of employed graduates were from the Faculty of Education. The smallest number of employed graduates were from B. Sc. program.
- More than two third (67.39%) of the graduates were from the Brahmin/Chhetri community. Similarly just more than one quarter (26.08%) of the graduates were from the Janajati group.
- Master of Education (M. Ed.) program has yielded the highest number of employed graduates.

- The employment rate appears to be greater among Master's program graduates compared to those with Bachelor's degrees.

- The M. Ed. program boasts the largest number of employed graduates, while the Bachelor of Science (B. Sc.) program has the fewest.

- However, when considering the percentage of employed graduates, the Master of Business Studies (M. B. S.) program leads with 87.5%, followed by Master of Education (M. Ed.) (79.01%), Bachelor of Education (B. Ed.) (66.67%), Bachelor of Science (B. Sc.) (20%), and Bachelor of Business Studies (B. B. S.) (10%). This suggests that M. B. S. has the highest employability rate, while B. B. S. demonstrates the lowest.

- The majority of employed graduates are working within organizations, with only a small proportion being self-employed (five individuals).

- Out of 90 employed graduates, 58 (64.44%) were from the Brahmin/Chhetri group; 25 (27.77%) were from the Janajati group; 5 (5.55%) from the Madhesi group and 1 each (1.11%) the Dalit and Muslim groups. This suggests that the largest proportion of the employed graduates were from the Brahmin/Chettri group and smallest proportion from Dalit and Muslim groups.

- Madhesi and Muslim individuals exhibited a 100% employment rate, while graduates from the Janajati group had a 69.44% employment rate, Brahmin/Chhetri group had 62.36%, and Dalit group had only 33.33%. This indicates that despite their smaller numbers, Madhesi and Muslim groups had the highest employment rates.

- 76.66% of recent graduates have secured employment in government institutions, marking a notable increase of over 16% from 2021 to 2022. Conversely, only 17.78% of graduates are employed in private sectors, indicating a significant decrease of more than 15% during the same period. The proportion of graduates working in public institutions remains minimal at 4.44%, although slightly lower than the previous year. The study did not find any graduate working in NGOs and INGOs.

- all the employed graduates working as full-time workers.

- 3.62% of the graduates were found to be self-employed.

- None of the graduates from B. B. S., B. Sc. and M. B. S. programs were self-employed. Even in the programs producing self-employed graduates had very few number of such graduates. For example, B. Ed. produced only one (4.17%), and M. Ed. produced only 4 (4.94%) self-employed graduates.

- Nearly one fourth of the graduates were unemployed.

- The female graduates' unemployment proportion is slightly higher than that of the males in all programs except for B. Sc. program.

- Unemployment rate was highest among B. B. S.. graduates , with nearly half of the unemployed graduates.

- Lowest unemployment rate was found among the graduates from the M. B. S. program.

- The unemployment rates in Master's programs (M. Ed. and M. B. S.) was found lower in comparison to those in the Bachelor's programs.

- Approximately one-eighth indicated they were continuing their education further.

- This study found no GPFS data from Master's programs.

- Among Bachelor's program graduates, B.Sc. graduates exhibited the highest rate of further education participation, with nearly two-thirds represented in the GPFS. Conversely, the lowest participation rate was observed among B.Ed. program graduates, with less than a quarter included in the GPFS.

- Across all programs, a greater number and percentage of female students were pursuing further studies compared to their male counterparts.

Issues Related to Quality and Relevance of Programs

- The graduates provided an average rating of 3.83 out of 5 for the quality of education.

- Regarding the quality and relevance of the programs, most of the graduates selected 4 (very good) option, indicating that majority of the graduates largely found quality standards in their programs of study.

- The average ratings for quality and relevance of each program were as follows: B.B.S. : 3.75, B.Ed. : 3.67, B.Sc. : 3.4, M.Ed. : 3.9, and M.B.S. : 4. This indicates that M.B.S. graduates were the most satisfied, while B.Sc. graduates were the least satisfied with the quality of education.

- The graduates provided an average rating of 4.04 on relevance of the educational programs conducted at the campus. The largest number of graduates selected 4, which indicates that the programs of study were highly relevant to students' professional requirements.
- The average relevance ratings for each program were as follows: B.B.S.: 3.75, B.Ed.: 3.67, B.Sc.: 4.21, M.Ed.: 4.29, and M.B.S.: 3.62. This suggests that B.Ed. graduates were the most satisfied with the relevance, while B.Sc. graduates were the least satisfied with the alignment to professional requirements.
- a large number of graduates suggested improving administration, maintaining regularity of teachers, improving exams and launching new programs in order to improve the quality of education. Appointment of more qualified teachers and teaching quality have also been largely suggested by the graduates.
- the primary suggestion for improving quality was enhancing administration, with a notable emphasis on expecting more courteous behavior from administrative staff. Other recommendations included ensuring teachers' regularity and punctuality, enhancing examination processes, and appointing more qualified faculty members.

Below are the key improvement suggestions received from each program:

- B.B.S.: Reduce involvement in political activities, ensure teacher regularity, enhance administration, appoint more qualified teachers, and improve teaching quality.
- B.Ed.: Ensure teacher regularity, enhance administration, appoint more qualified teachers, and minimize political activities.
- B.Sc.: Appoint more qualified teachers, reduce involvement in political activities, enhance teaching quality, and ensure student regularity.
- M.Ed.: Ensure teacher regularity, enhance administration, improve examination processes, minimize political activities, appoint more qualified teachers, and improve teaching quality.
- M.B.S.: Enhance administration, appoint more qualified teachers, improve teaching quality, enhance examination processes, and minimize political activities.

Programs' Contribution to Graduates' Professional and Personal Development

- The average rating given by graduates regarding the contribution of the programs to their personal and professional development is 3.83.

- Breakdown by program reveals the following average ratings: B.B.S.: 3.55, B.Ed.: 3.58, B.Sc.: 3.2, M.Ed.: 3.9, and M.B.S.: 3.12. This indicates that M.Ed. graduates gave the highest rating, while M.B.S. graduates provided the lowest rating in terms of the programs' relevance to their personal and professional development.

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

- The average rating for the teaching-learning environment by the B. B. S. graduates is 3.55, while the rating for teacher-student relationship is 3.95, and efficiency in education delivery is 3.5.

- Overall, B.B.S. graduates have predominantly expressed positive views on these aspects. They appear to be highly content with the teacher-student relationship but less satisfied with education delivery.

- The ratings given by B.Ed. students closely mirror those of B.B.S. students. the average rating for the teaching-learning environment is 3.45, for teacher-student relationship is 4.17, and for efficiency in education delivery is 3.54.

- 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.

- 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 2.6, 3.2, and 3 respectively. They appear to be more content with the student-teacher relationship but less satisfied with the quality of education delivery. Consequently, the average

ratings provided by B.Sc. graduates suggest that the campus should focus on improving these aspects.

- average ratings provided by the M. Ed. graduates on teaching-learning environment, teacher-student relationship and education delivery efficiency were 3.84, 4.31 and 3.57 respectively. This shows that M. Ed. graduates seemed highly satisfied with the teaching-learning environment, teacher-student relationship and education delivery efficiency.

- The average ratings for the teaching-learning environment, teacher-student relationship, and education delivery efficiency are 3.34, 3.57, and 3.49 respectively.

- Overall, M.Ed. graduates seem most content with the teacher-student relationship but least content with the teaching-learning environment.

- The average ratings for the teaching-learning environment, teacher-student relationship, and efficiency of education delivery by the M. B. S. graduates are 2.62, 3.62, and 3.12 respectively.

- Despite being highly satisfied with the teacher-student relationship and education delivery, graduates appeared less satisfied with the teaching-learning environment. Consequently, graduates gave the highest rating for teacher-student relationship and the lowest rating for the teaching-learning environment.

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

- The average rating for the facilities provided at the campus is 3.83.

- When analyzed by program, the average ratings from each program are as follows: B.B.S.: 3.58, B.Ed.: 3.51, B.Sc.: 2.5, M.Ed.: 3.09, and M.B.S.: 3.25. This suggests that B.B.S. graduates have given the highest rating, while B.Sc. graduates have given the lowest rating for the facilities offered to students at the campus.

- While most of the graduates' feedback was positive, those from the B.Sc. program appeared to be less satisfied with this aspect.

- Out of 127 suggestions concerning campus facilities, the most prominent one involved the regular cleaning of toilets and urinals, which was suggested by nearly 57% of the graduates. Similarly, around one-fourth of the suggestions pertained to

increasing the number of books in the library. Additionally, a considerable number of graduates proposed 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.S.: Ensure an adequate supply of books in the library; maintain cleanliness of toilets and urinals.
- B.Ed.: Maintain cleanliness of toilets and urinals; provide hostel facilities; ensure sufficient books in the library; update and enhance laboratory equipment.
- B.Sc.: Ensure an adequate supply of books in the library; update and enhance laboratory equipment; maintain cleanliness of toilets and urinals.
- M.Ed.: Maintain cleanliness of toilets and urinals; ensure an adequate supply of books in the library.
- M.B.S.: Maintain cleanliness of toilets and urinals; ensure an adequate supply of books in the library.
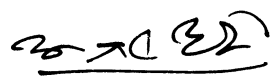
CHAPTER IV: IMPLICATIONS TO INSTITUTIONAL REFORM

The study's findings suggest several implications for campus institutional reform. These primarily revolve around strategies for enhancing student employability, aligning programs with graduates' professional needs, and taking steps to improve the quality of education and facilities offered on campus. These implications are outlined below.

- The findings of the report show decline in the number of graduates despite having increasing enrolment in recent years. Particularly, we did not find any graduate from the BA program. Although the exact reason for gradual decline of the graduates has not been explored, the number of graduates shows need for some areas to consider for improvement to maximize students' examination results and minimize dropouts.

- Although B. B. S. program has the highest enrolment, the proportion of graduates form this program is just 14.49 per cent. This calls for some strategies to improve students' results in this program.

- In comparison to the previous graduate study, the employment rate has increased but further study rates of the graduates have declined. Although rise in employment rate is good, the campus needs to adopt some policies to encourage graduates for further studies. Launching new programs for M. Phil could provide opportunities to graduates from Master's programs.

- The employment rate among graduates form B. B. S. and B. Sc. is low, which requires serious attention. Students prefer studying in these programs during enrolment period, but these programs also have high dropout and unemployment rates. The campus needs to activate placement efforts for students in these programs.

- Another area which requires attention is maintaining correlation between graduates' programs of study and the type of employment they have. The study shows a large number of employed graduates working as teachers, even the graduates from B. B. S. and B. Sc. programs were found to be working suggesting that there is lack of relevance in programs of study for students' professional requirements.

- The study shows higher unemployment rate among female graduates. It suggests that more effective and equitable strategies need to be adopted to improve female students' employability. Without ensuring female employability, the esteemed gender equity will be difficult to achieve.

- The number of self-employed graduates looks very small. This indicates that SMC has failed to develop students' self-dependence on income generation. This implies that the campus needs to adopt more effective policies to foster students' self-reliance. The campus has recently initiated Entrepreneurship Support Program (ESP) with the support from UGC Nepal. This programs is expected to support self-employment opportunities for students and graduates.

- The study also shows a larger proportion of the employed graduates from Brahmin/Chhetri group. Although employment rates of other ethnic groups look similar to that of the Brahmin/Chhetri group, more attention is still required to maximize employability of Janajati, Madhesi and Muslim groups.

- As shown by this study, nearly two third of the employed graduates were doing government jobs. None of the graduates were found to be working in NGOs and INGOs, and the number of graduates working in private and public institutions was also very low. Government jobs are considered highly esteemed career in Nepal, and the current employment status of the graduates shows some degree of satisfaction. However, some policies need to be formed to link graduates to potential employers in private and public institutions.

- The job market in Nepal is demanding professionals having academic degree in technical subjects. In this study some graduates have suggested launching academic programs having such subjects. Therefore programs of study in technical and professional subjects need to be launched as soon as possible.

- As a large number of graduates in this suggested minimizing political activities, the campus needs to rethink on maintaining politics-free academic activities in order to improve the quality of education at SMC. Another issue indicated by a large number of graduates was teachers' irregularity and punctuality, which need to be addressed with effective strategies.

- A significantly large number of graduates have provided suggestions on improvement of administration for the improvement of institution. This area need immediate correction.

- Although a large number of graduates in the study seemed satisfied with the teaching-learning environment, teacher-student relationship and education delivery efficiency, some graduates, especially from the B. Sc. program provides lower ratings for teaching-learning environment and education delivery. Since unemployment rate is also high in this program, more hard work needs to be done to improve these areas.

- The average rating received on the facilities provided at the campus looks impressive, but a large number of graduates strongly pointed out some areas for correction. At the top of their suggestions were maintaining cleanliness of toilets and urinals and adding more books to the library. The graduates suggestions on improving the quality of labs is also an issue that needs to be considered with top priority.
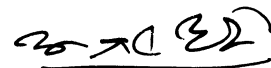
CHAPTER V: CONCLUSION AND RECOMMENDATION

This section 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 study targeted the students graduated from the campus in 2022. Graduates from five different programs (B. B. S., B. Ed., B. Sc., M. Ed. and M. B. S.) have been selected. There were a total of 138 graduates traced from these programs.

The findings of the study are mainly based on the objectives stated in the first chapter. Therefore, these findings are related to employment and further study status of the graduates; the issues related to the quality and relevance of programs conducted at the campus, contribution of the programs of study to graduates' professional and personal development; issues related to teaching-learning environment, teacher-student relationship and education delivery efficiency; and perception of the graduates on the facilities provided at the campus. The major findings of this tracer study not only include graduates' status at the time of data collection, but these findings also comprise how they perceive the programs of study and facilities available at the campus.

The study shows some findings related to employment and further study information status of the graduates. The study traced 138 traced graduates. Among them 90 (65.22%) were employed, 32 (23.19) were unemployed and 16 (11.59%) were pursuing further studies. The employment rate looks higher among graduates from Master's programs than among those from Bachelor's programs. M. Ed. had the largest and B. Sc. had the smallest number of employed graduates. The majority of employed graduates were working within organizations, with only a small proportion being self-employed (five individuals). Out of 90 employed graduates, 58 (64.44%) were from the Brahmin/Chhetri group; 25 (27.77%) were from the Janajati group; 5 (5.55%) from the Madhesi group and 1 each (1.11%) the Dalit and Muslim groups. This sug-

gests that the largest proportion of the employed graduates were from the Brahmin/Chettri group and the smallest proportion from Dalit and Muslim groups.

Considering the type of jobs, more than three-quarters (76.66%) of recent graduates have secured employment in government institutions, marking a notable increase of over 16% from 2021 to 2022. Conversely, only 17.78% of graduates are employed in the private sector, indicating a significant decrease of more than 15% during the same period. The proportion of graduates working in public institutions remains minimal at 4.44%, although slightly lower than the previous year. The study did not find any graduate working in NGOs and INGOs. All the employed graduates working as full-time workers. 3.62% of the graduates were found to be self-employed. Nearly one fourth of the graduates were unemployed. The female graduates' unemployment proportion is slightly higher than that of the males in all programs except for B. Sc. program.

This study found no GPFS data from Master's programs. Among Bachelor's program graduates, B.Sc. graduates exhibited the highest rate of further education participation, with nearly two-thirds represented in the GPFS. Conversely, the lowest participation rate was observed among B.Ed. program graduates, with less than a quarter included in the GPFS.

The graduates provided an average rating of 3.83 out of 5 for the quality of education. The graduates provided an average rating of 4.04 on relevance of the educational programs conducted at the campus. The largest number of graduates selected 4, which indicates that the programs of study were highly relevant to students' professional requirements. A large number of graduates suggested improving administration, maintaining regularity of teachers, improving exams and launching new programs in order to improve the quality of education. Appointment of more qualified teachers and teaching quality have also been largely suggested by the graduates. The average rating given by graduates regarding the contribution of the programs to their personal and professional development is 3.83. Despite being highly satisfied with the teacher-student relationship and education delivery, graduates appeared less satisfied with the teaching-learning environment. Consequently, graduates gave the highest

rating for the teacher-student relationship and the lowest rating for the teaching-learning environment.

The average rating for the facilities provided at the campus is 3.83. While most of the graduates' feedback was positive, those from the B.Sc. program appeared to be less satisfied with this aspect. Out of 127 suggestions concerning campus facilities, the most prominent one involved the regular cleaning of toilets and urinals, which was suggested by nearly 57% of the graduates. Similarly, around one-fourth of the suggestions pertained to increasing the number of books in the library. Additionally, a considerable number of graduates proposed fair distribution of free-ship and scholarships to students.

The employment and further study outcomes of graduates present noteworthy implications for institutional reform. The low employment rate among B.B.S. program graduates underlines the necessity for strong placement initiatives to strengthen their prospects. Moreover, the lack of significant correlation between certain fields of study and graduate employment highlight the demand in Nepal's job market for professionals with technical academic backgrounds. Responding to these findings, it is imperative for campuses to introduce professional programs, as suggested by some graduates in the study.

Addressing gender disparity in employment also emerges as a priority, requiring rigorous efforts to facilitate female graduates' access to job opportunities. The feedback from graduates emphasizes several areas for institutional improvement. The prevalence of suggestions for reducing political activities signals a need to foster a politics-free academic environment to enhance educational quality. Moreover, issues such as teacher irregularity, administrative inefficiencies, and facility shortcomings demand urgent attention and strategic interventions.

While many graduates express satisfaction with aspects of the teaching-learning environment, notable disparities exist, particularly among B.Sc. program graduates, who also face higher rates of unemployment. Efforts to enhance teaching quality, educational facilities, and infrastructure must be intensified, with specific focus on cleanliness, library resources, and laboratory provisions, as highlighted by graduates' feedback. Overall, these findings underscore the imperative for proactive insti-

tutional reform to address the diverse needs and challenges facing graduates and optimize the educational experience at SMC.

Recommendations

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

- The number of graduates has been gradually decreasing in recent years despite increasing number of student enrolment. Effective policy to control dropout should be planned and executed.

- Overall, employment rate has increased among the graduates of 2022. However, some programs such as B. B. S and B. Sc. are unable to produce a significant number of employed graduates. Therefore, some strategies should be formed to improve employability of students.

- The study does not show a good correlation between graduates' programs of study and the type of employment they have. Although, graduates from B. Ed. and M. Ed. programs were mostly found to be involved in teaching, even many graduates from other programs were found to be teaching. It highly necessary to ensure relevance of the programs of study to students' professional requirements. For this, professionally oriented new programs need to be launched.

- The higher unemployment rate among female graduates calls for more effective and equitable strategies to improve female students' employability.

- The campus needs to more effective policies to foster students' self-reliance in income generation because the study does not show any self-employed graduates. The recently launched ESP is expected to develop students' self-employment abilities, but this programs needs to be implemented with cautiousness.

- The number of graduates doing government jobs seems high. However, some policies need to be formed to link graduates to potential employers in private and public institutions.

- Therefore programs of study in technical and professional subjects need to be launched as soon as possible. This will help to improve employment status of graduates.

- Graduates' dissatisfaction on political interference in an academic institution is not good. The campus needs to develop a politics-free academic environment to ensure the quality of education.

- Many of the graduates have pointed out teachers' irregularity and punctuality as an issue for correction. It needs to be addressed with effective strategies.

- Teaching-learning environment and quality of delivery in many programs seem satisfactory. However, this area needs to be considered for correction in B. Sc. program.

- A large number of graduates have suggested improving maintaining cleanliness of toilets and urinals. The graduates in this study have also suggested equipping the library with more books. Therefore, the campus needs to consider these areas for correction.

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.**

SUKUNA
MULTIPLE CAMPUS

Sundarharaincha, Morang
021-547617, 021-547717
9852045617 (Campus Chief)
www. sukuna.edu.np
sukunamc2048@gmail.com
rmcsukuna1@gmail.com