

TRACER STUDY REPORT OF GRADUATES

(2022)



Submitted to:

University Grants Commission, Nepal

Submitted By:

Janapriya Multiple Campus

Pokhara-8, Janapriyamarga

Pokhara, Kaski

June, 2025

Subject: Submission of Tracer Study Report – 2022 Graduates

Honourable Sir,

With due respect, I would like to inform you that Janapriya Multiple Campus has successfully prepared the Tracer Study Report of the graduates of Bachelor's and Master's level programs for the year 2022, under the Nurturing Excellence in Higher Education Program (NEHEP).

It is my pleasure to submit the final report, along with the required annexes, for your consideration. The documents enclosed are as follows:

1. **Annexe A:** Photocopy of the Meeting Minutes
2. **Annexe B:** Tracer Study Questionnaire
3. **Annexe C:** Screenshot of the Personal Details of the Respondents as entered in the SPSS spreadsheet.
4. **Annexe D:** Screenshot of the Excel file containing the respondents categorised by their respective ethnic groups.
5. **Annexe E:** Work Schedule of the Tracer Study of 2022 Graduates

We appreciate your kind cooperation and valuable support in reviewing the report.

Thanking you.

Sincerely,

Bikash Thapa Magar

Coordinator – Tracer Study Committee

Janapriya Multiple Campus, Pokhara, Nepal

ACKNOWLEDGEMENT

This Tracer Study Report is the result of collaborative efforts made possible through the encouragement, trust, and support of numerous individuals who were directly and indirectly involved in its development. We extend our sincere gratitude to all who contributed their time, expertise, and assistance in bringing this study to completion.

We would like to express our deepest appreciation to the esteemed Chairman of the Campus Management Committee, **Mr Birendra Narayan Bijukchhe**; Campus Chief, **Mr Krishna Babu Baral**; Assistant Campus Chief, **Mr Nabin Raj Khanal**; and **Prof. Dr. Vikash Kumar K.C.** for their invaluable suggestions and insightful contributions. Their unwavering support and guidance were instrumental in shaping this report.

Our sincere thanks also go to the dedicated non-teaching staff—**Mr. Mahadev Kumar Palikhe**, **Ms Sunita Palikhe**, **Mr Yub Raj Gurung**, **Mr Upendra Chaudhari**, and **Mr Yek Narayan Aryal**—for their commendable efforts in data collection. Their commitment played a vital role in the successful completion of this study.

We are especially grateful to **Mr. Shailendra Adhikari** for his technical expertise and steadfast support in managing the computer-related aspects of the report.

Lastly, we express our heartfelt thanks to the **University Grants Commission (UGC)** for providing essential guidelines and consistent support throughout the preparation of this study. Their contribution has been fundamental in ensuring the report's accuracy and quality.

Tracer Study Committee

Mr Bikash Thapa Magar

(Coordinator)

Mr Deennath Lamichhane

(Member)

Ms Dibhya Laxmi Chalise

(Member)

June 2025

Janapriya Multiple Campus

EXECUTIVE SUMMARY

Janapriya Multiple Campus (JMC), a community-based academic institution in Pokhara, conducted this tracer study to explore the current status of its 2022 graduates. The purpose was not only to assess employment outcomes but also to understand how graduates perceive the relevance and quality of the education they received. The study followed the standard tracer study guidelines provided by the University Grants Commission (UGC), Nepal.

A total of 203 graduates from various undergraduate and postgraduate programs participated in the study. Data collection was carried out through structured and semi-structured questionnaires filled out by graduates during their visits to the campus most commonly when collecting their academic transcripts or certificates. This direct, on-site approach helped ensure accurate and consistent responses.

The Tracer Study (2022) of graduates from Janapriya Multiple Campus (JMC) presents a comprehensive assessment of the academic, professional, and institutional experiences of its alumni. The study provides valuable insights into the demographic composition, academic engagement, employment outcomes, and the overall quality of education received at the institution. The overarching objective of the study was to evaluate how effectively the institution has prepared its graduates for the workforce and further academic pursuits, while also identifying areas for institutional improvement.

The demographic findings reveal a noteworthy gender distribution, with female graduates comprising 67.98% of the total respondents, which is more than double the number of male graduates (32.02%). This indicates a positive trend toward greater female participation in higher education at JMC. Ethnically, the majority of graduates (73%) belonged to the Brahmin/Chhetri group, followed by Janajati (21%), with Dalit and Madhesi communities making up smaller proportions, each accounting for 3%. These patterns suggest existing disparities in access to higher education among various social groups and highlight the campus's current demographic outreach.

Academically, most graduates (92.08%) had completed their Bachelor's degree, indicating strong undergraduate engagement. The most pursued program was the Bachelor of Business Studies (BBS), accounting for 46.77% of the total, followed by the Bachelor of Business Administration (BBA) with 24.38%. Other programs such as BMTM, MBS, B.Ed., B.Sc., and BA had relatively fewer enrollments. These trends

reflect the academic focus areas of JMC and point to the popularity of business-related programs among students.

In terms of employment outcomes, the study found that 62.18% of respondents were unemployed at the time of the survey, suggesting a significant gap between education and employment readiness. About 29.49% of graduates were employed, with 8.33% engaged in self-employment. Among the employed, a dominant portion worked in the private sector, while others were employed in government, education, and NGO sectors. Many held officer-level or mid-management roles, which is indicative of a generally successful transition for some into professional careers. However, the high unemployment rate underscores the need for improved job placement, career counselling, and industry linkage initiatives by the campus.

A total of 23 graduates were pursuing further education, most of whom (56.52%) chose to continue at Tribhuvan University, with a notable share (26.09%) studying at JMC itself. This continuation reflects institutional credibility and ease of academic progression. However, the limited diversity in institutions attended for higher education may also reflect constraints in access, affordability, or awareness.

Regarding the quality of the educational experience, graduates rated the teaching-learning environment, teacher-student relationship, and library facilities positively. However, ratings were mixed for areas like IT skills development, internship experiences, and facilities such as the canteen and urinals. Notably, female graduates consistently reported higher satisfaction across almost all indicators, particularly in extracurricular activities, problem-solving development, and faculty interaction. This points to a gender-based variation in student experiences that the institution may need to explore further.

In conclusion, the findings of the tracer study reveal that Janapriya Multiple Campus has succeeded in offering an inclusive and supportive academic environment, especially for female students. However, challenges remain in translating educational experiences into meaningful employment. There is a clear need for institutional reforms aimed at enhancing employability, improving career services, strengthening industry-academic partnerships, and upgrading basic facilities and skill-based training programs. Addressing these gaps will be critical in aligning the institution's output with national development priorities and global educational standards.

TABLE OF CONTENTS

Title	Page No.
<i>Title Page</i>	<i>i</i>
<i>Letter</i>	<i>ii</i>
<i>Acknowledgements</i>	<i>iii</i>
<i>Executive Summary</i>	<i>iv</i>
<i>Table of Content</i>	<i>vi</i>
<i>List of Tables</i>	<i>vii</i>
<i>List of Figures</i>	<i>viii</i>
<i>Abbreviations/Acronyms</i>	<i>ix</i>
CHAPTER-I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 The Rationale of the Study	2
1.3 Objective of the Study	3
1.4 Institutional Arrangement of the Study	3
1.5 Methodology	4
1.6 Limitations of the study	5
CHAPTER-II: DATA PRESENTATION AND ANALYSIS	6
2.1 Respondents' Profile	6
2.2 Employment Status of the Respondents	12
2.3 Respondents' Intention of Further Study	19
2.4 Ratings Towards Quality Measures of JMC	20
CHAPTER-III: FINDINGS	33
3.1 Major Findings	33
3.2 SWOT Analysis of Janapriya Multiple Campus (JMC)	35
CHAPTER-IV: IMPLICATIONS TO INSTITUTIONAL REFORMS	38
CHAPTER-V: CONCLUSION AND RECOMMENDATIONS	41
5.1 Conclusion	41
5.2 Recommendations	41
BIBLIOGRAPHY	43
APPENDIX	44

LIST OF TABLES

Table	Title	Page No.
Table 2.1.1	Sex Distribution of the Respondents	6
Table 2.1.2	Sex-wise distribution of Respondents according to Passed Level/Faculty	7
Table 2.1.3	Distribution of the Respondents According to the Degree Completed	8
Table 2.1.4	Spatial Distribution of the Respondents	9
Table 2.1.5	Ethnic Distribution of the Respondents	11
Table 2.2.1	Employment Status of the Respondents	12
Table 2.2.2	Type of Self-employment	13
Table 2.2.3	Type of Employer's Organization	14
Table 2.2.4	Distribution of Respondents According to Type of Employment	15
Table 2.2.5	Rank Category-wise Distribution of Designations	16
Table 2.2.6	Distribution of Employment Sector	17
Table 2.3.1	Frequencies Based on the Graduate's Further Study University	19
Table 2.4.1	Ratings and Frequencies Based on the Relevance of the Programme to Professional Job	20
Table 2.4.2	Ratings and Frequencies Based on the Extracurricular Activities (ECA)	21
Table 2.4.3	Frequencies Based on Rating on the Problem-Solving Ability (PSA)	22
Table 2.4.4	Frequencies Based on Rating of Work Placement/Attachment/Internship (WPAI)	23
Table 2.4.5	Ratings and Frequencies Based on Teaching Learning Environment (TLE)	24
Table 2.4.6	Ratings and Frequencies Based the Campus-gained IT skill (IT)	25
Table 2.4.7	Ratings and Frequencies Based on the Teacher-Student Relationship (TSR)	26
Table 2.4.8	Ratings and Frequencies Based on the Library Facility (LF)	27
Table 2.4.9	Ratings and Frequencies Based on the Laboratory Facility (LabF)	28
Table 2.4.10	Ratings and Frequencies Based on the Sports Facility (SF)	29
Table 2.4.11	Ratings and Frequencies Based on the Canteen/Urinal Facility	30
Table 2.4.12	Sex-wise Mean Score of the Quality Measures of the Campus	31

LIST OF FIGURES

Figure No.	Title	Page No.
Figure 2.1.1	Sex distribution of the respondents	7
Figure 2.1.2	Past levels or faculties of the respondents (Sex-wise)	8
Figure 2.1.3	Percentage of Graduates According to the Degree Completed	9
Figure 2.1.4	Geographical distribution of the respondents	10
Figure 2.1.5	Ethnic distribution of the respondents	11
Figure 2.2.1	Employment status of the respondents	12
Figure 2.2.2	Self-employment type of respondents	13
Figure 2.2.3	Type of employer's organisation	14
Figure 2.2.4	Type of Employment	15
Figure 2.3.1	Graduates provided information about their further study destinations.	19
Figure 2.4.1	Ratings on The Relevance of the Program	20
Figure 2.4.2	Ratings on Extracurricular Activities (ECA)	21
Figure 2.4.3	Ratings on the Problem-Solving Ability	22
Figure 2.4.4	Ratings on the Work Placement/Attachment/Internship Support	23
Figure 2.4.5	Ratings on the Teaching-Learning Environment	24
Figure 2.4.6	Ratings and Frequencies Based the Campus-gained IT skill	25
Figure 2.4.7	Ratings on the Teacher-Student Relationship	26
Figure 2.4.8	Ratings on the Library Facility	27
Figure 2.4.9	Ratings on the Laboratory Facility	28
Figure 2.4.10	Ratings on the Sports Facility	29
Figure 2.4.11	Ratings on the Canteen/Urinal Facility	30
Figure 2.4.12	sex-wise mean scores of major strengths and weaknesses	31

ABBREVIATIONS/ACRONYMS

B.Ed.	Bachelor in Education
B.Sc.	Bachelor in Science
BA	Bachelor in Arts
BBA	Bachelor in Business Administration
BBS	Bachelor in Business Studies
BIM	Bachelor in Information Management
BMTM	Bachelor in Mountain Tourism and Management
CMC	Campus Management Committee
ECA	Extracurricular Activities
IT	Information and Technology
INGO	International Non-Government Organization
JMC	Janapriya Multiple Campus
K.U.	Kathmandu University
LabF	Laboratory Facility
LF	Library Facility
M.Phil	Masters in Philosophy
MBA-HM	Master of Business Administration in Hospitality Management
MBS	Masters of Business Studies
NGO	Non-Government Organization
P.U.	Pokhara University
PhD	Doctor of Philosophy
PSA	Problem-Solving Ability
QAA	Quality Assurance and Accreditation
SF	Sports Facility
SPSS	Statistical Package for the Social Sciences
T.U.	Tribhuvan University
TLE	Teaching-Learning Environment
TSR	Teacher-Student Relationship
UGC	University Grant Commission
WPAI	Work Placement/ Attachment/ Internship

CHAPTER-I

INTRODUCTION

1.1 Background of the Study

Janapriya Multiple Campus (JMC), located in Simalchaur, Pokhara, was established in 1990 as a not-for-profit community-based institution. It holds certification under the Quality Assurance and Accreditation (QAA) system. The campus emerged through the joint initiative of academics, local philanthropists, and community organisations, including Srijana Vikash Kendra and Janapriya Secondary School. Since its inception, JMC has grown into a vibrant academic institution committed to promoting scholarly excellence and professional advancement. With a vision of becoming a “Centre of Excellence,” it follows a strategic approach to develop skilled professionals and innovative entrepreneurs prepared for the global competitive market.

JMC provides a broad range of academic programs, including seven undergraduate degrees: BBS, BBA, BIM, BMTM, B.Ed., BA, and B.Sc. in Microbiology and two postgraduate programs: MBS and MBA in Hospitality Management. The BMTM and MBA-HM courses exemplify JMC’s initiative in designing independent, industry-relevant curricula specifically aimed at the tourism and hospitality fields. Affiliated mainly with Tribhuvan University, the campus delivers its academic services through dedicated departments, modern facilities, and a team of 86 faculty members and 38 administrative staff, catering to a student population of 2,669 (1,016 males and 1,653 females).

This tracer study is intended to assess the career paths of JMC graduates, including their employment status, entrepreneurial activities, and societal contributions. It explores how well JMC’s academic programs correspond to the labour market's needs, offering insights into the institution’s success in preparing students for their careers. Additionally, the study aims to identify opportunities for enhancement, ensuring that JMC continues to deliver top-quality education and foster both intellectual and professional development. By systematically analyzing alumni experiences and career

growth, the report reinforces JMC's dedication to its mission and its role as a leading academic institution in Nepal.

1.2 The Rationale of The Study

Knowledge management plays a vital role in enhancing a nation's competitiveness and improving the well-being of its people. Nations such as Japan and Singapore serve as strong examples of how effective knowledge management, supported by well-developed human resources, can lead to long-term development. A key element in this process is the collaboration between policymakers, industries, and academic institutions, which creates a favourable environment for innovation and skill enhancement.

In Nepal, the introduction of the multi-university policy after the democratic movement of 1990 significantly broadened access to higher education. This reform has led to a considerable rise in the number of academic institutions, producing an increasing number of graduates each year. However, there remains a significant lack of understanding about the employment outcomes and career paths of these graduates. The limited research in this field hinders institutions from aligning their educational programs with workforce needs and national development priorities.

Janapriya Multiple Campus (JMC), a QAA-accredited institution, acknowledges the importance of addressing this issue. In pursuit of its goal to become a "Centre of Excellence," JMC is conducting this tracer study to assess the post-graduation journeys of its alumni, focusing on their employment status, entrepreneurial activities, and roles in society. The insights gained from this study aim to support curriculum improvement, enhance collaboration between academia and industry, and contribute to JMC's mission of producing capable professionals who can succeed in a rapidly evolving global context. This study holds significant relevance for the following institutions:

- ⇒ **Campus Management Committee and Administration:** The findings will help initiate reform programs aimed at improving the quality of teaching and learning environments.
- ⇒ **University Grants Commission (UGC):** The study will provide insights for identifying necessary policy reforms for JMC.
- ⇒ **Universities:** The data will facilitate the evaluation of the effectiveness of existing curricula.

- ⇒ **Universities and JMC:** The study will support the exploration and development of new curricula for the **Labour Market Driven Programs** aligned with the evolving socio-economic needs of the country.

By addressing these critical areas, the study aims to contribute to the continuous improvement of higher education institutions and ensure their alignment with national development goals and global educational standards.

1.3 Objective of the Study

The general objective of this study is to comprehensively trace and evaluate the academic, professional, and personal trajectories of the 2022 graduates of Janapriya Multiple Campus (JMC), in order to assess the institution's effectiveness in preparing students for the workforce and further academic advancement. In alignment with this general objective, the specific objectives of the study are as follows:

- ⇒ To trace and assess the current employment status and professional engagement among JMC graduates.
- ⇒ To examine the extent and nature of further academic pursuits among JMC graduates.
- ⇒ To assess graduates' perceptions regarding the overall quality of education and institutional services provided by JMC as prescribed by UGC.
- ⇒ To identify strengths and areas requiring institutional development.

1.4 Institutional Arrangements to Conduct the Study

Following its selection for the Higher Education Reform Project (HERP), Janapriya Multiple Campus (JMC) prioritized conducting a student tracer study to support institutional development. A tracer study form was designed following the template provided by the University Grants Commission (UGC).

The study targeted 2022 graduates grouped by faculty and department. The tracer study committee's faculty and non-teaching staff collected data, and feedback from graduates abroad was obtained electronically.

A mixed-methods approach was employed, combining qualitative interviews based on the UGC questionnaire and quantitative analysis data of data obtained through filled questionnaires using SPSS (Version 27).

To manage the process, the Campus Management Committee (CMC) formed a three-member tracer study committee:

- **Coordinator:** Asst. Prof. Bikash Thapa Magar
- **Member:** Asst. Prof. Deenanath Lamichhane
- **Member:** Asst. Prof. Dibhya Laxmi Chalise

Under CMC instructions, regular meetings were held to finalise the questionnaire in collaboration with experts. Fieldwork was conducted by faculty, non-teaching staff, administrators, and committee members.

The final report incorporated feedback from stakeholders and was shared during a dissemination seminar.

1.5 Methodology

This study employed a descriptive research design, utilizing both quantitative and qualitative methods. It focused on graduates from the BMTM, BIM, BBS, BBA, BA, B.Ed., and B.Sc. in Microbiology programs, as well as postgraduates from the MBS program who completed their studies in 2022 A.D. The research adopted a convenience sampling method. Out of a total of 203 graduates and postgraduates, the sample included 187 bachelor-level graduates and 16 master's degree holders.

Data collection was carried out by members of the tracer study committee, non-teaching staff, and alumni, using direct visits, telephone interviews, and digital communication platforms. The survey was conducted during the period from January to March 2024. The primary data collection tool was a standardized questionnaire developed by the University Grants Commission (UGC) of Nepal, designed to gather relevant information from the graduates. This instrument included both structured and open-ended questions (see Annexe B).

1.5.1 Approaches of Data Collection

Data collection was conducted using both structured and semi-structured questionnaires, which were completed by graduates: mostly during their visits to the campus while receiving academic transcripts or certificates. The questionnaire focused on core variables such as the employment status and further education pursuits of graduates and postgraduates, along with selected quality indicators of the campus as outlined by the University Grants Commission (UGC).

1.5.2 Data Analysis and Report Writing

The data collected from 203 respondents (refer to Annexe C) were initially coded and then entered into an SPSS spreadsheet for analysis. A five-point Likert scale was used to gather responses regarding the quality of academic programs and the campus's teaching-learning environment, with response options ranging from Very Weak (1) to Excellent (5). To analyze the data, descriptive statistical tools such as frequencies and percentages were employed, supplemented by illustrative figures for clarity and better interpretation.

1.6 Limitations of the Study

The following are the limitations of this study:

1. Due to time constraints, a comprehensive population survey could not be conducted, and the study relied on a sample-based approach, which may limit the generalizability of the findings.
2. Approximately 20% of the targeted graduates did not respond to the questionnaire, reducing the effective sample size and potentially introducing non-response bias.
3. Graduates who had migrated abroad for further studies or employment exhibited low response rates, which restricted insights into international academic and employment trajectories.
4. Some of the respondents who were part of the selected sample submitted incomplete questionnaires, leading to data gaps in certain key variables.
5. The study employed a purely descriptive research design, which limited the scope for inferential statistical analysis and causal interpretation of the findings.

CHAPTER-II

DATA PRESENTATION AND ANALYSIS

This chapter is organized into four key sections. The first section outlines the demographic characteristics of the respondents. The second section explores their current employment situation. The third section investigates the respondents' plans for pursuing further education. The fourth section analyzes the respondents' perceptions of the quality measures at Janapriya Multiple Campus.

2.1 Respondents' Profile

This table titled "Sex-wise Distribution of the Respondents" presents the gender composition of the study participants.

Table 2.1.1

Sex-wise Distribution of the Respondents

Sex	N	%
Male	65	32.02%
Female	138	67.98%
Total	203	100.00%

Field Survey, 2024

Table 2.1.1 shows the sex-wise distribution of the graduates from Janapriya Multiple Campus. Out of the total 203 respondents, 138 graduates were female, which represents 67.98 per cent of the total. On the other hand, 65 graduates were male, accounting for 32.02 per cent. This indicates that the number of female graduates is more than double compared to male graduates. The data suggests that female participation in higher education at the campus is relatively high.

The following Pie Chart shows the Sex distribution of the respondents.

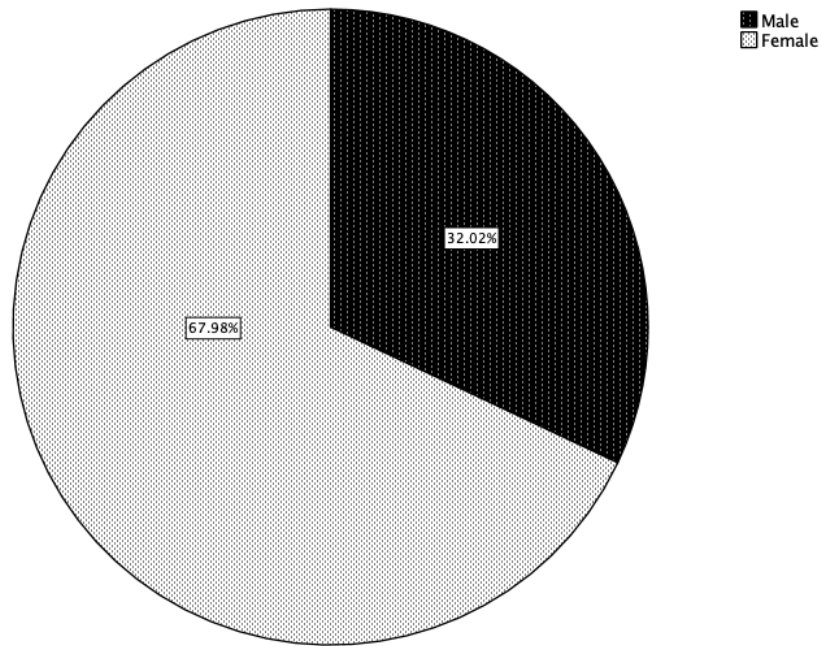


Figure 2.1.1: Sex distribution of the respondents

The following table shows the sex-wise distribution of respondents based on their past levels of education or academic faculties.

Table 2.1.2

Sex-wise Distribution of Respondents according to Passed Level/Faculty

Program	Male	Female	Total	%
B.Ed.	2	8	10	4.98%
BA	1	6	7	3.48%
BBS	19	75	94	46.77%
B.Sc.	4	5	9	4.48%
BBA	19	30	49	24.38%
BMTM	13	3	16	7.96%
MBS	5	11	16	7.96%
Total	63	138	201	100.00%

Field Survey, 2024

Table 2.1.2 presents the program-wise and gender-wise distribution of graduates from Janapriya Multiple Campus. Among the 201 respondents, the majority (46.77%) completed their Bachelor of Business Studies (BBS) program, with 19 males and 75 females. The second-highest group belongs to the Bachelor of Business Administration

(BBA) program, accounting for 24.38% of the total, comprising 19 males and 30 females.

Similarly, 7.96% of the respondents graduated from both the Bachelor of Mountain Tourism Management (BMTM) and Master of Business Studies (MBS) programs. Meanwhile, 4.98% were from the Bachelor of Education (B.Ed.), 4.48% from the Bachelor of Science (B.Sc.), and 3.48% from the Bachelor of Arts (BA) program.

The data also show that in most programs, the number of female graduates is higher than that of males, except in the BMTM program, where male graduates are in the majority.

The following Bar Chart shows the distribution of respondents based on their past levels or faculties.

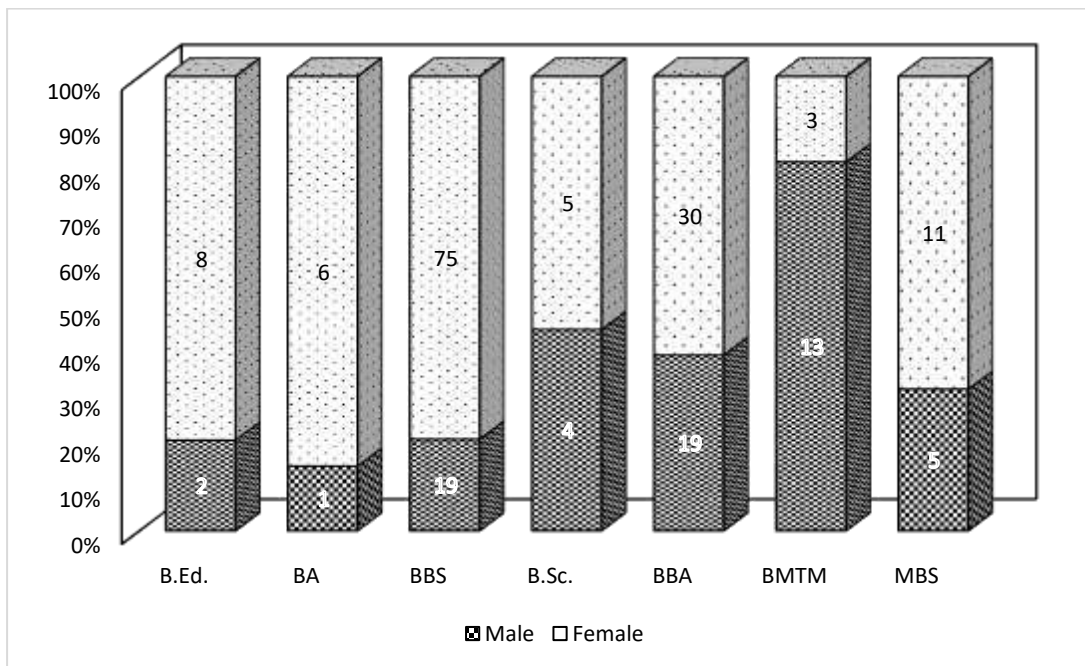


Figure 2.1.2: Past levels or faculties of the respondents (Sex-wise)

Table 2.1.3

Distribution of the Respondents According to the Degree Completed

Level Graduated	N	%
Bachelor	186	92.08%
Master	16	7.92%
Total	202	100.00%

Field Survey, 2024

Table 2.1.3 presents the distribution of the respondents based on the level of academic degree they completed. Out of 202 graduates, a large majority (92.08%) had completed their Bachelor's degree, while only 7.92% had completed a Master's degree. This finding highlights that most of the respondents belong to the undergraduate level, indicating a greater participation of bachelor's degree graduates in the tracer study. The following pie chart presents the percentage of respondents completing a Bachelor's degree or a Master's degree.

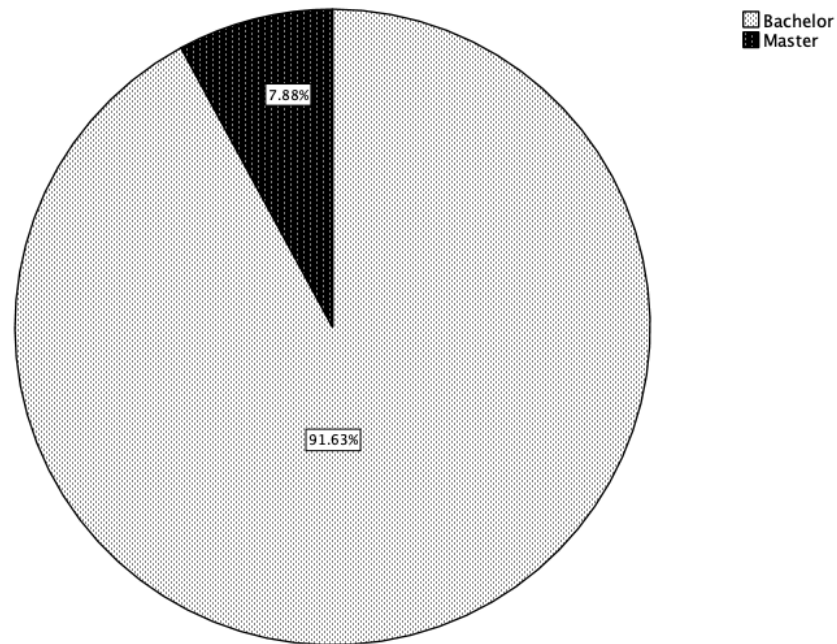


Figure 2.1.3: *Percentage of Graduates According to the Degree Completed*

Table 2.1.4, titled "Spatial Distribution of the Respondents", presents the frequency and percentage of respondents from various districts, totalling 203 participants.

Table 2.1.4

Spatial Distribution of the Respondents

District	N	%
Kaski	81	39.90%
Syangja	40	19.70%
Parbat	23	11.30%
Tanahun	18	8.90%
Other Districts	41	20.20%
Total	203	100.00%

Field Survey, 2024

The spatial distribution of the respondents is illustrated in Table 2.1.4. The highest number of graduates, 81 out of 203 (39.9%), were from the Kaski district, reflecting the campus's strong local reach. This is followed by Syangja with 40 graduates (19.7%) and Parbat with 23 graduates (11.3%), indicating significant representation from nearby districts.

In contrast, a relatively smaller number of respondents came from districts such as Arghakhanchi, Baitadi, Darchula, Gulmi, Mahottari, Rautahat, and Solukhumbu, each contributing only one graduate (0.5%). A moderate number of graduates hailed from Baglung (3.0%), Tanahun (8.9%), and Gorkha and Dhading (each 2.0%).

These findings suggest that while Janapriya Multiple Campus primarily serves Kaski and its adjacent districts, its influence also extends to various other regions across Nepal, though to a lesser degree.

The following Bar Chart shows the Geographical distribution of the respondents according to their permanent address.

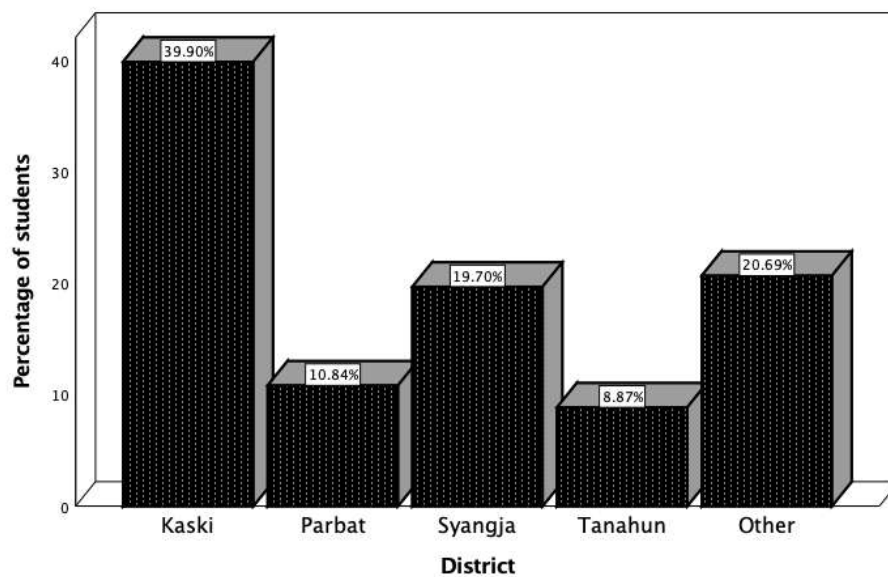


Figure 2.1.4: *Geographical distribution of the respondents*

Table 2.1.5, titled "Ethnic Distribution of the Respondents", presents the frequency and percentage of respondents from Ethnic groups, totalling 203 participants.

Table 2.1.5

Ethnic Distribution of the Respondents

Ethnic Group	N	%
Brahmin/Chhetri	148	73%
Janajati	42	21%
Dalit	7	3%
Madhesi	6	3%
Total	203	100%

Field Survey, 2024

The data in Table 2.1.5 shows the ethnic composition of the total 203 respondents. Among them, a majority belong to the Brahmin/Chhetri group, accounting for 73% (n = 148) of the total participants. This is followed by Janajati respondents, who make up 21% (n = 42). A smaller proportion of participants belong to the Dalit and Madhesi communities, comprising 3% (n = 7) and 3% (n = 6), respectively.

This composition reflects a predominance of upper-caste groups in the sample, which may be indicative of existing educational access patterns and demographic trends within the region or institution. The presence of Janajati, Dalit, and Madhesi groups, though comparatively smaller, ensures a level of ethnic diversity within the respondent pool.

The following pie chart shows the Ethnic distribution of the respondents according to their surname.

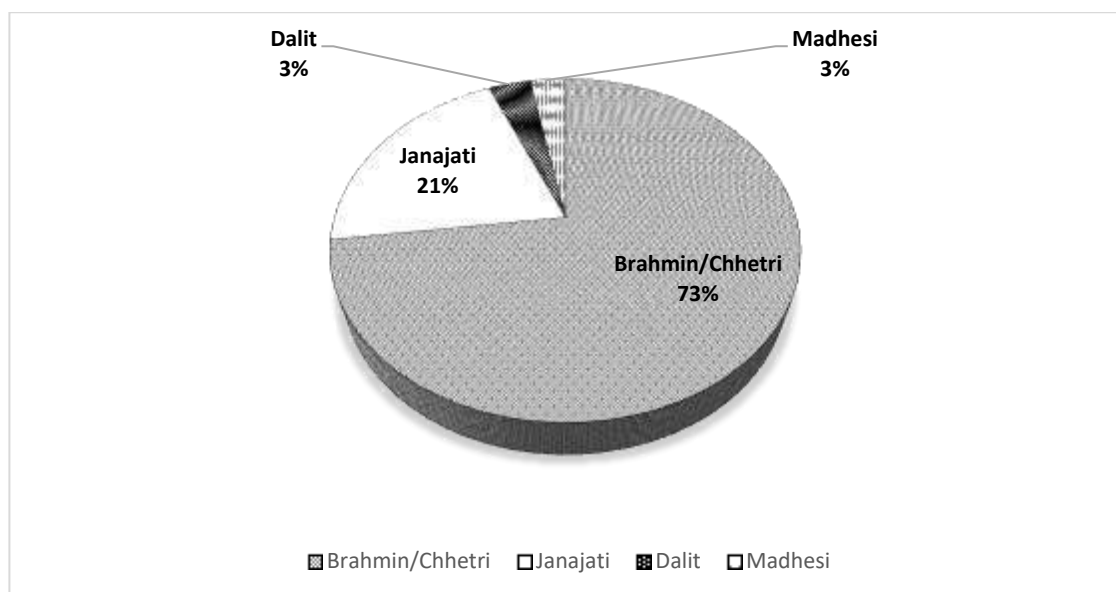


Figure 2.1.5: Ethnic Distribution of the Respondents

2.2 Current Employment Status of The Respondents

This table, titled "Employment Status of the Respondents", presents the distribution of employment among the 156 respondents.

Table 2.2.1

Employment Status of the Respondents

Employment Status	N	%
Employed	46	29.49%
Self-Employed	13	8.33%
Unemployed	97	62.18%
Total	156	100.00%

Field Survey, 2024

Table 2.2.1 sheds light on the employment status of the respondents. Among the 156 graduates who responded to this question, the majority of 97 individuals (62.18%) reported being unemployed at the time of the study.

Meanwhile, 46 graduates (29.49%) indicated that they were employed, and 13 (8.33%) were engaged in self-employment.

This data reveals that although a notable portion of respondents have entered the workforce, a significant majority are yet to be employed, suggesting the need for enhanced career support and job placement services for recent graduates.

The following Pie Chart shows the Employment status of the respondents.

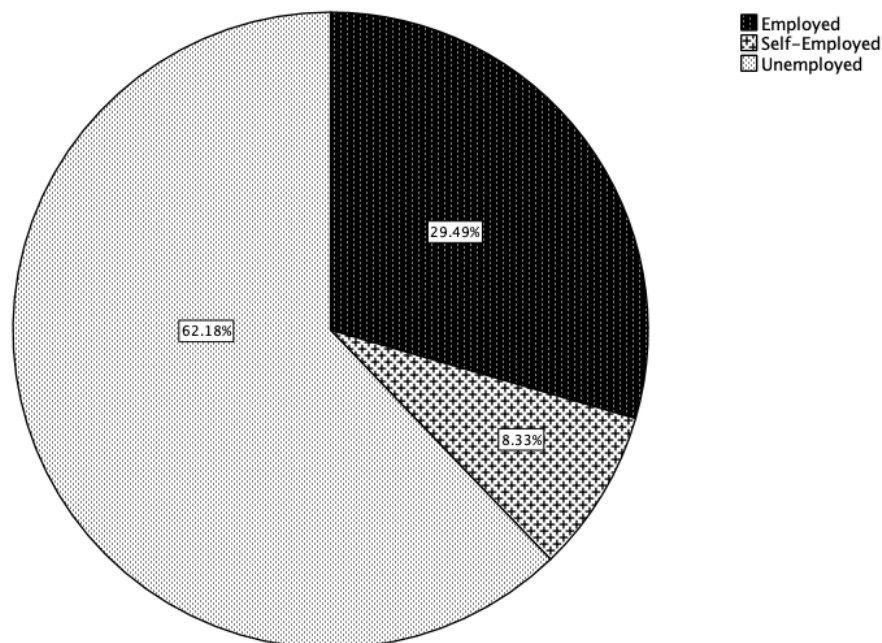


Figure 2.2.1: *Employment status of the respondents*

Table 2.2.2

Type of Self-Employment

Self-employment type	N	%
Commerce/Trade	2	16.67%
Service	6	50.00%
Others	4	33.33%
Total	12	100.00%

Field Survey, 2024

Table 2.2.2 provides insight into the nature of self-employment among the respondents. Out of the 12 self-employed graduates, half (50.00%) were engaged in service-related activities. Commerce or trade-based ventures accounted for 16.67%, while the remaining 33.33% were involved in other unspecified forms of self-employment. This distribution suggests a stronger preference for service-oriented self-employment among graduates, possibly reflecting their educational background or local economic opportunities.

The following Pie Chart shows the Type of self-employment of the respondents.

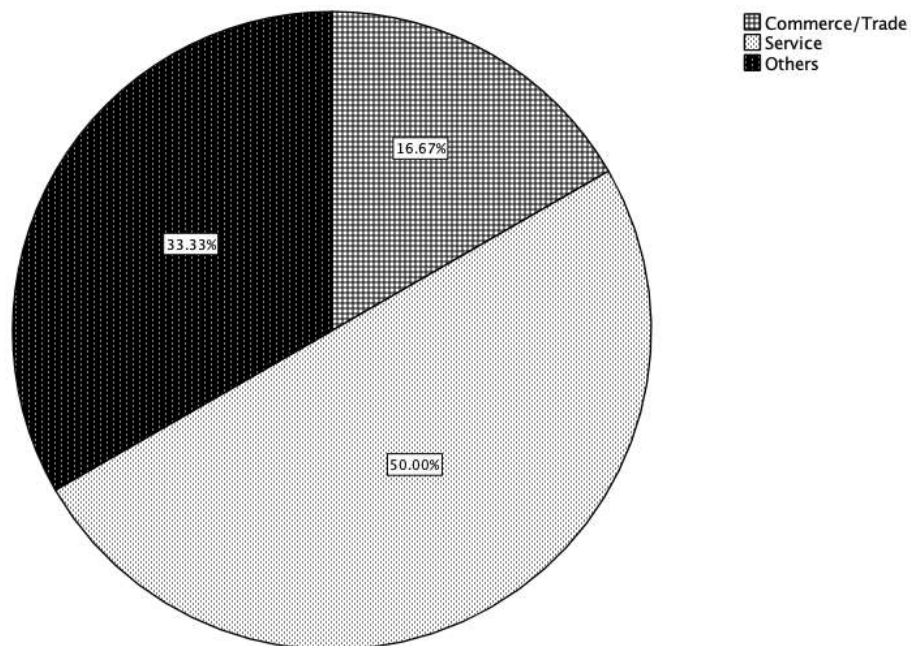


Figure 2.2.2: *Self-employment type of respondents*

This table titled "Type of Employer's Organization" presents the distribution of employment among 49 respondents, each representing 100% of the employed subset.

Table 2.2.3

Type of Employer's Organization

Type of Organization	N	%
Government	5	10.20%
Private	42	85.71%
NGO/INGO	2	4.08%
Total	49	100.00%

Field Survey, 2024

As shown in Table 2.2.3, the majority of employed graduates were working in the private sector. Out of the 49 respondents who reported their employer type, 42 individuals (85.71%) were employed by private organizations. In contrast, only five graduates (10.20%) were working in government institutions, and a small share of two graduates (4.08%) were engaged in the NGO/INGO sector.

This indicates a strong inclination toward private sector employment among the respondents, possibly reflecting greater availability of opportunities or hiring trends in the region.

The following Pie Chart shows the Type of employer's organization of the respondents.

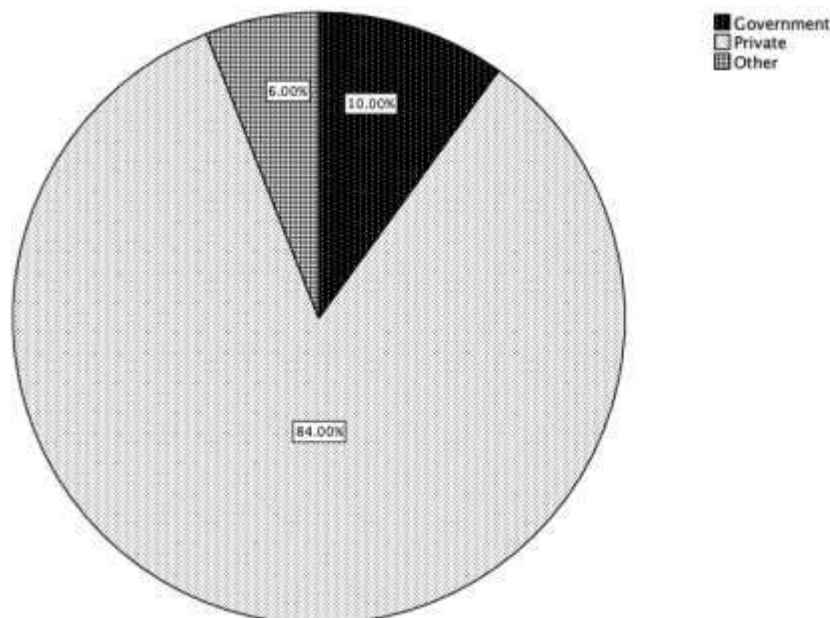


Figure 2.2.3: *Type of employer's organisation*

The following data shows the distribution of respondents according to type of employment.

Table 2.2.4

Distribution of Respondents According to Type of Employment

Employment type	N	%
Full Time	25	53.19%
Part Time	22	46.81%
Total	47	100.00%

Field Survey, 2024

Table 2.2.4 highlights the nature of employment among the employed respondents. Out of 47 graduates who shared their employment type, 25 individuals (53.19%) reported working full-time. On the other hand, 22 respondents (46.81%) were engaged in part-time employment.

This near balance between full-time and part-time work suggests that while more than half of the employed graduates have secured stable, full-time roles, a significant portion are still involved in part-time positions, possibly due to academic engagement, career transitions, or limited availability of full-time openings.

The following Pie Chart shows the Distribution of Respondents According to the Type of Employment of the respondents.

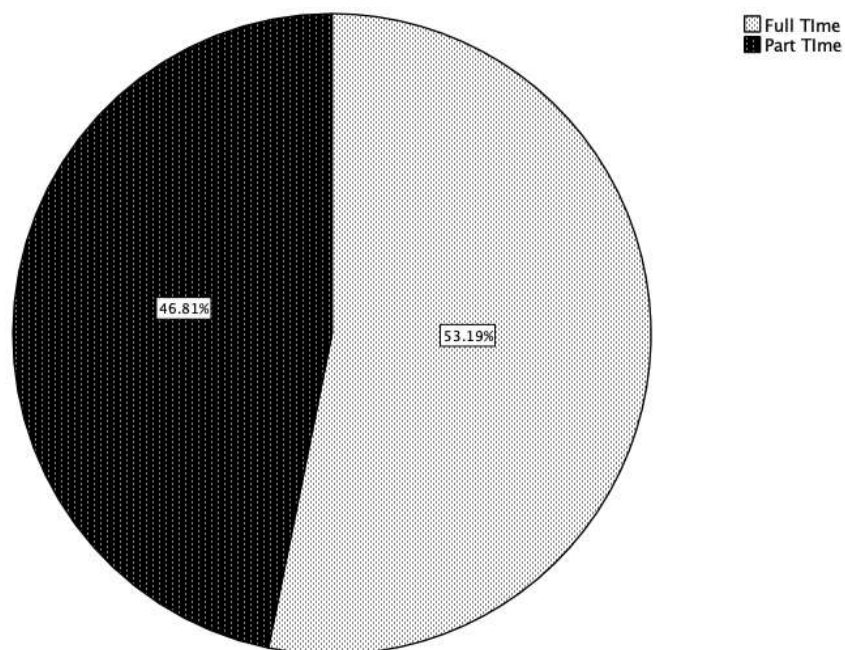


Figure 2.2.4: *Type of Employment*

The data in Table 2.2.5 illustrates the respondents' distribution by their employment designation.

Table 2.2.5

Rank Category-wise Distribution of Designations

Rank Category	Designations Included	N	%
Top-Level			
Management	Manager, Chief Operating Officer Operation Manager, Senior Officer, Credit Manager, Credit Incharge,	5	10.64%
Mid-Level	Finance Officer, Audit Analyst, Senior Accountant, Senior Associate	8	17.02%
Management	Loan Officer, Document Incharge, Administrative Assistant, Accountant, Account Assistant, Cashier, Junior Assistant, Assistant		
Officer Level	4th Level	19	40.43%
Senior Support Staff / Coordinators	Counsellor, Guide, Researcher Assistant, Subassistance,	3	6.38%
Assistant Level	Receptionsit	5	10.64%
Entry-Level / Interns / Trainees	Management Trainee	1	2.13%
Other / Specialized	Teacher, Teller	6	12.77%
Total		47	100.00%

Field Survey, 2024

Table 2.2.5 presents the distribution of respondents by rank category based on their job designations. Among the 47 employed graduates, the highest proportion (40.43%) occupied roles at the officer level, including positions such as Loan Officer, Accountant, and Administrative Assistant.

Following that, 17.02% of respondents were placed in mid-level management roles, such as Operation Manager, Senior Officer, and Finance Officer. Top-level

management positions, including Manager and Chief Operating Officer, accounted for 10.64% of the total.

In addition, assistant-level employees made up another 10.64%, while 12.77% were involved in specialized roles like Teacher and Teller. Senior support staff or coordinators comprised 6.38%, and only one respondent (2.13%) reported being at the entry-level or in a trainee position.

Overall, this data suggests that a significant share of graduates have secured positions at the officer and managerial levels, indicating promising professional advancement among those employed.

The following Table 2.2.6 illustrates the distribution of respondents according to the name of the employer's organisation.

Table 2.2.6

Distribution of Respondents According to Employment Sector

Employer's Organization Category	N	%
Banks and Financial Institutions	9	17.65%
Schools and Colleges	9	17.65%
Education Consultancies and Institutes	6	11.76%
Cooperatives (Saving & Credit)	5	9.80%
Hospitality, Events, and Travel	5	9.80%
Private Companies and Businesses	9	17.65%
NGOs, Research, and Development Sectors	2	3.92%
Government and Public Sector	3	5.88%
Handicrafts and Creative Industries	2	3.92%
Aviation	1	1.96%
Total	51	100.00%

Field Survey, 2024

Table 2.2.6 shows the employment distribution of 51 respondents by the type of organization. The highest proportions are in Banks and Financial Institutions, Private Companies and Businesses, and Schools and Colleges, each employing 9 graduates (17.65%).

Education Consultancies and Institutes employed 6 respondents (11.76%), while Cooperatives and the Hospitality, Events, and Travel sectors each accounted for 5 respondents (9.80%). Smaller shares were found in the Government and Public Sector (5.88%), NGOs, Research, and Development (3.92%), and Handicrafts and Creative Industries (3.92%).

Only one respondent (1.96%) was employed in the Aviation sector. The data reflects a strong preference for private-sector employment across diverse fields. Such findings underscore the broad range of employment sectors open to graduates and suggest that they are able to find opportunities not only in traditional industries but also in emerging fields and entrepreneurial ventures.

2.3 The Respondents' Intentions Regarding Further Studies

The following table indicates the number of students in academic pursuit for further studies.

Table 2.3.1

Frequencies Based on the Graduate's Further Study University

Further Study University	N	%
Aalborg (Denmark)	2	8.70%
PU	2	8.70%
TU	13	56.52%
TU (JMC)	6	26.09%
Total	23	100.00%

Field Survey, 2024

Table 2.3.1 shows that out of 23 graduates from Janapriya Multiple Campus who pursued further studies, most (56.52%) continued at Tribhuvan University, while 26.09% studied at TU-affiliated Janapriya Multiple Campus. Smaller percentages went to Aalborg University in Denmark and Pokhara University, each with 8.70%. These findings indicate a strong preference for Tribhuvan University among graduates pursuing further education.

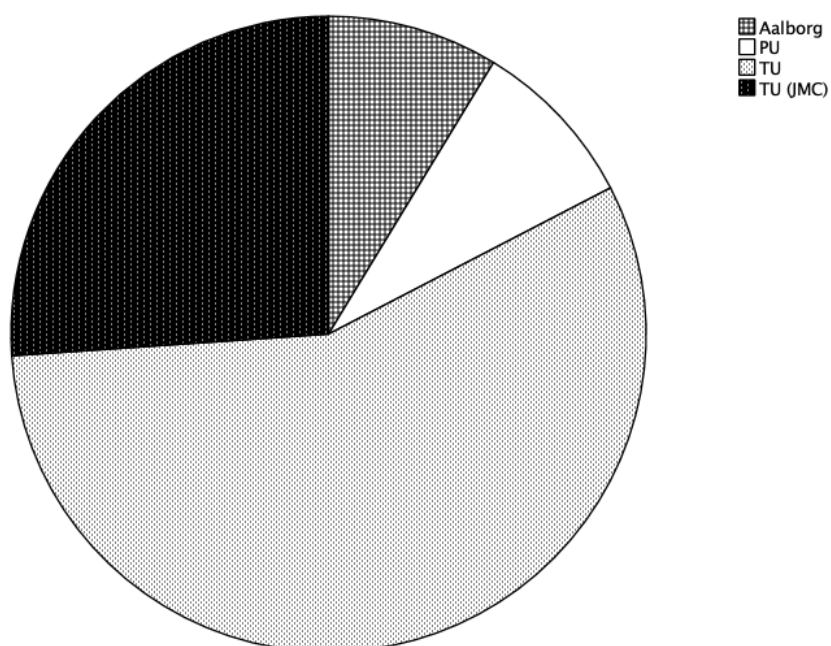


Figure 2.3.1: *Graduates provided information about their further study destinations.*

2.4 Analysis of The Respondents' Evaluations of The Quality Measures at Janapriya Multiple Campus, Based on Their Perceptions.

The following table indicates the ratings of the program's relevance to professional jobs, based on the perceptions of respondents.

Table 2.4.1

Ratings and Frequencies Based on the Relevancy of the Programme to Professional Job

Rating	N	%
Very Weak	12	7.64%
Weak	22	14.01%
Neutral	42	26.75%
Strong	44	28.03%
Execlent	37	23.57%
Total	157	100.00%

Field Survey, 2024

Table 2.4.1 shows the graduates' ratings on how relevant their study program was to their professional jobs. Out of 157 respondents, 28.03% rated it as strong and 23.57% rated it as excellent. About 26.75% felt neutral, while smaller groups rated the relevance as weak (14.01%) or very weak (7.64%). Overall, most graduates found the program relevant to their work.

The bar chart illustrates the ratings on the program's relevance to professional jobs, highlighting the diverse perceptions among respondents.

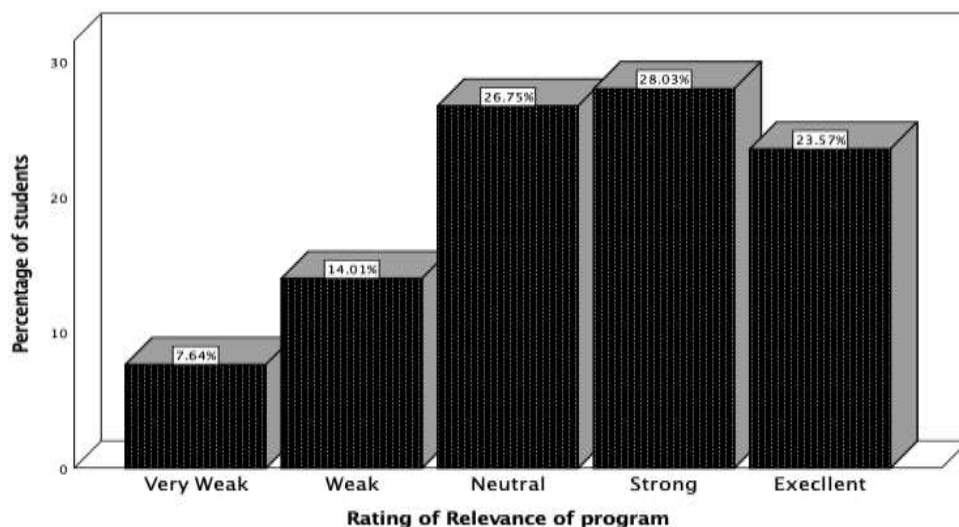


Figure 2.4.1: *Ratings on The Relevance of The Program to Professional Jobs*

Table 2.4.2

Ratings and Frequencies Based on the Extracurricular Activities (ECA)

Rating on ECA	N	%
Very Weak	15	9.38%
Weak	19	11.88%
Neutral	48	30.00%
Strong	45	28.13%
Excellent	33	20.63%
Total	160	100.00%

Field Survey, 2024

Table 2.4.2 presents graduates' ratings of extracurricular activities (ECA). Out of 160 respondents, 28.13% rated the ECA as strong and 20.63% rated it excellent. Thirty per cent were neutral, while smaller portions rated it weak (11.88%) or very weak (9.38%). This shows that many graduates appreciated the extracurricular activities, though some were less satisfied.

The following bar chart illustrates the ratings on the availability of extra-curricular activities (ECA) on campus, reflecting varying perceptions among respondents.

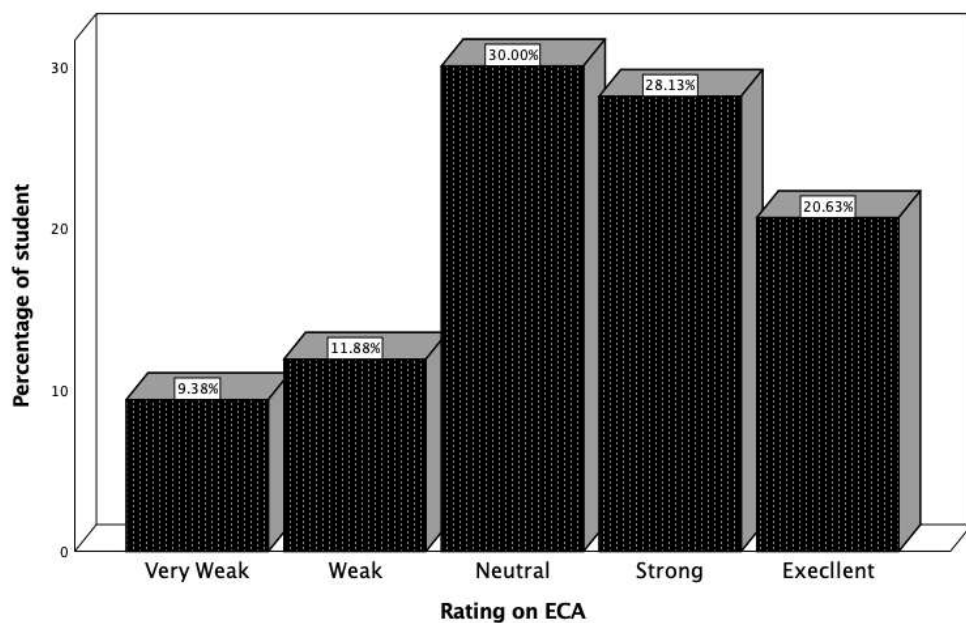


Figure 2.4.2: *Ratings on Extracurricular Activities (ECA)*

Table 2.4.3

Frequencies Based on Rating on the Problem-Solving Ability (PSA)

Rating on PSA	N	%
Very Weak	12	7.59%
Weak	18	11.39%
Neutral	40	25.32%
Strong	48	30.38%
Excellent	40	25.32%
Total	158	100.00%

Field Survey, 2024

Table 2.4.3 shows graduates' ratings of their problem-solving ability. Among 158 respondents, 30.38% rated their ability as strong and 25.32% as excellent. Another 25.32% were neutral, while 11.39% rated it weak and 7.59% very weak. Overall, most graduates felt confident about their problem-solving skills.

These results suggest that while many graduates acknowledge the development of problem-solving abilities during their studies, there remains a significant segment who found the support insufficient or average, indicating room for pedagogical improvements.

The following bar chart illustrates the ratings of respondents' perceptions regarding the development of their problem-solving skills during their time on campus.

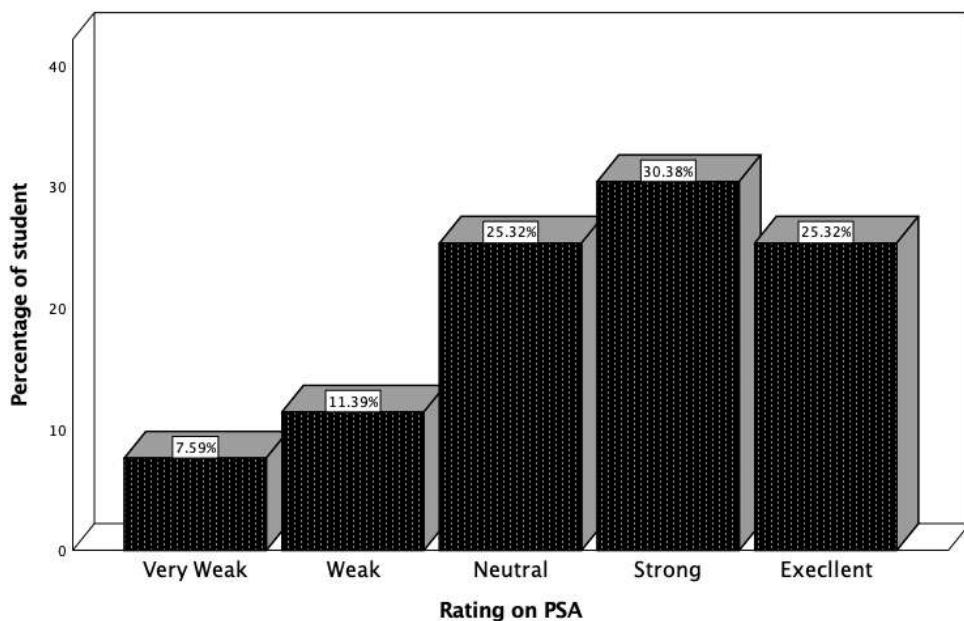


Figure 2.4.3: *Ratings on the Problem-Solving Ability*

Table 2.4.4

Frequencies Based on Rating of Work Placement/Attachment/Internship (WPAI)

Rating on WPAI	N	%
Very Weak	26	16.88%
Weak	16	10.39%
Neutral	34	22.08%
Strong	41	26.62%
Execllent	37	24.03%
Total	154	100.00%

Field Survey, 2024

Table 2.4.4 presents the graduates' ratings of their work placement, attachment, or internship experience. Out of 154 respondents, 26.62% rated it as strong and 24.03% as excellent. About 22.08% were neutral, while 10.39% rated it weak and 16.88% very weak. This indicates that while many graduates had positive experiences, a notable portion found the internship support lacking.

These findings highlight the need for improved planning, supervision, and industry linkage in internship and placement programmes to ensure better alignment with students' career development needs.

The following bar chart illustrates the ratings of the Work Placement/Attachment/Internship facility provided by the campus based on perceptions among respondents.

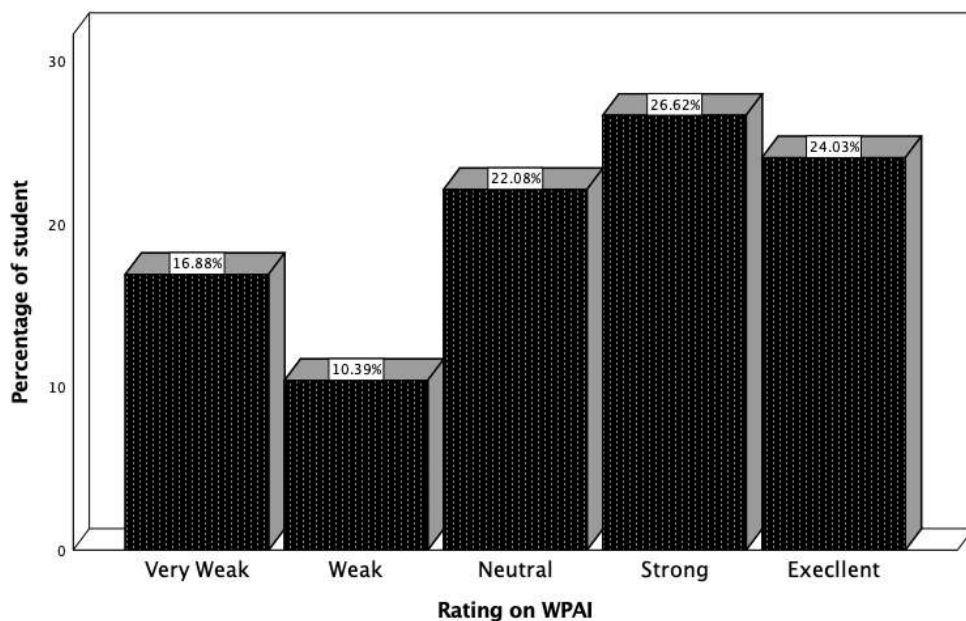


Figure 2.4.4: *Ratings on the Work Placement/Attachment/Internship support*

Table 2.4.5

Ratings and Frequencies Based on the Teaching-Learning Environment (TLE)

Rating on TLE	N	%
Very Weak	8	5.06%
Weak	7	4.43%
Neutral	19	12.03%
Strong	57	36.08%
Execllent	67	42.41%
Total	158	100.00%

Field Survey, 2024

Table 2.4.5 shows graduates' ratings of the teaching-learning environment. Among 158 respondents, a large majority rated it positively, with 42.41% marking it excellent and 36.08% strong. Only 12.03% remained neutral, while very weak and weak ratings were low, at 5.06% and 4.43% respectively. This suggests high overall satisfaction with the teaching-learning environment.

These results reflect a generally satisfactory academic environment, though minor concerns remain that may be addressed to enhance learning effectiveness and student engagement.

The following bar chart illustrates the ratings of the Teaching-Learning Environment (TLE) provided by the campus based on perceptions among respondents.

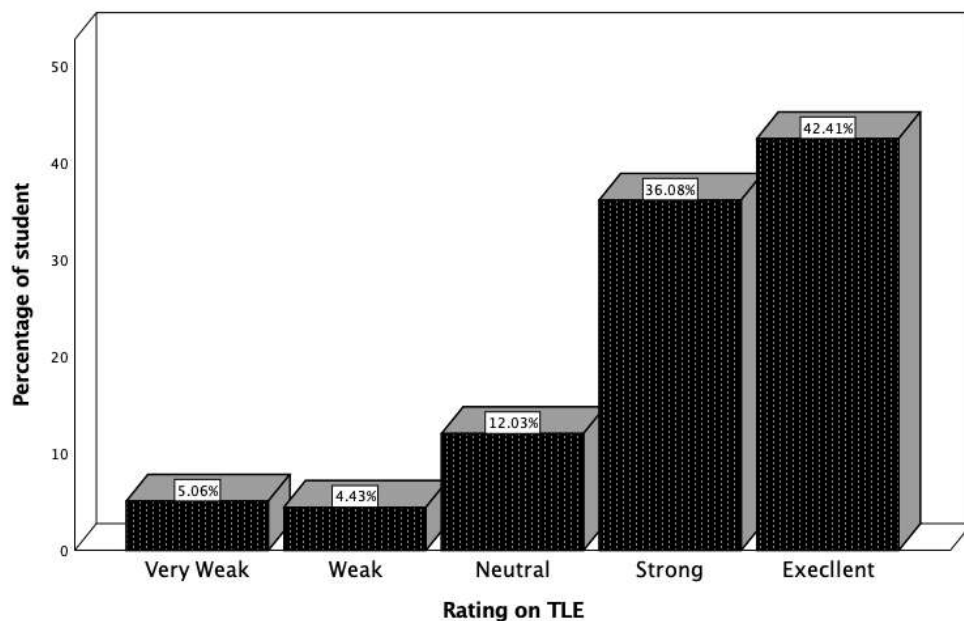


Figure 2.4.5: Ratings on the Teaching-Learning Environment

Table 2.4.6

Ratings and Frequencies Based on campus-gained IT skill (IT)

Rating on IT	N	%
Very Weak	22	13.92%
Weak	21	13.29%
Neutral	38	24.05%
Strong	40	25.32%
Excellent	37	23.42%
Total	158	100.00%

Field Survey, 2024

Table 2.4.6 presents graduates' ratings of the IT skills gained from the campus. Out of 158 respondents, 25.32% rated the skills as strong and 23.42% as excellent. About 24.05% gave a neutral response, while 13.29% rated them weak and 13.92% very weak. This shows that most graduates found the IT skills useful, though some felt the need for curriculum enhancement and increased practical exposure to strengthen IT competencies among students.

The following bar chart illustrates the ratings of the Campus-gained IT skills (IT) based on perceptions among respondents.

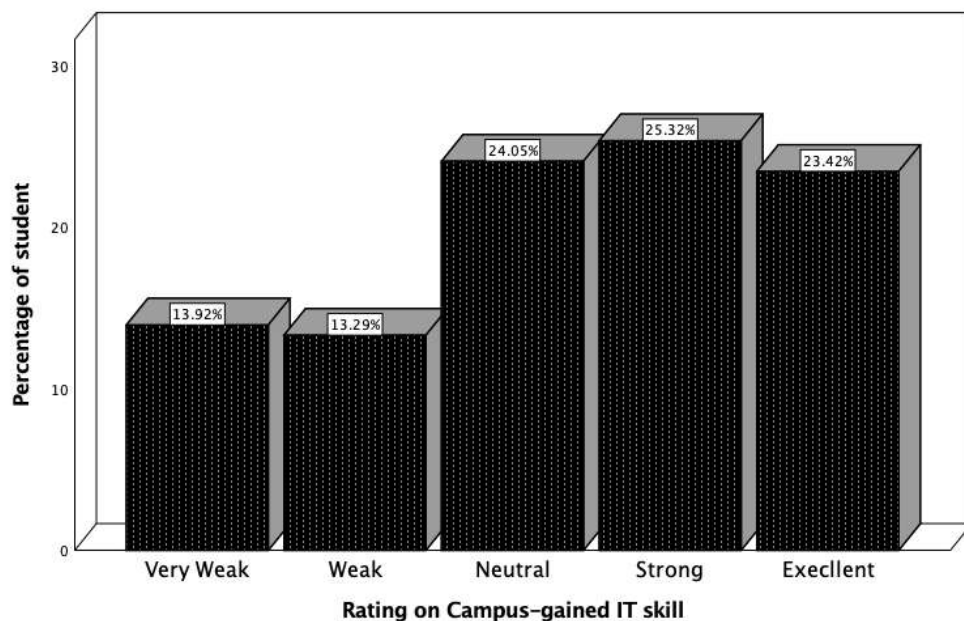


Figure 2.4.6: *Ratings Based on campus-gained IT skill*

Table 2.4.7

Ratings and Frequencies Based on the Teacher-Student Relationship (TSR)

Rating on TSR	N	%
Very Weak	7	4.38%
Weak	7	4.38%
Neutral	26	16.25%
Strong	39	24.38%
Execllent	81	50.63%
Total	160	100.00%

Field Survey, 2024

Table 2.4.7 shows that the majority of graduates (50.63%) rated the teacher-student relationship as excellent, followed by 24.38% who rated it strong, indicating that nearly 75% held positive views. Meanwhile, 16.25% gave a neutral response, and only a small portion (8.76%) rated it as weak or very weak, suggesting a predominantly positive perception of the teacher-student relationship among the graduates.

The following bar chart illustrates the ratings of the Teacher-Student relationship on the campus as perceived by the respondents.

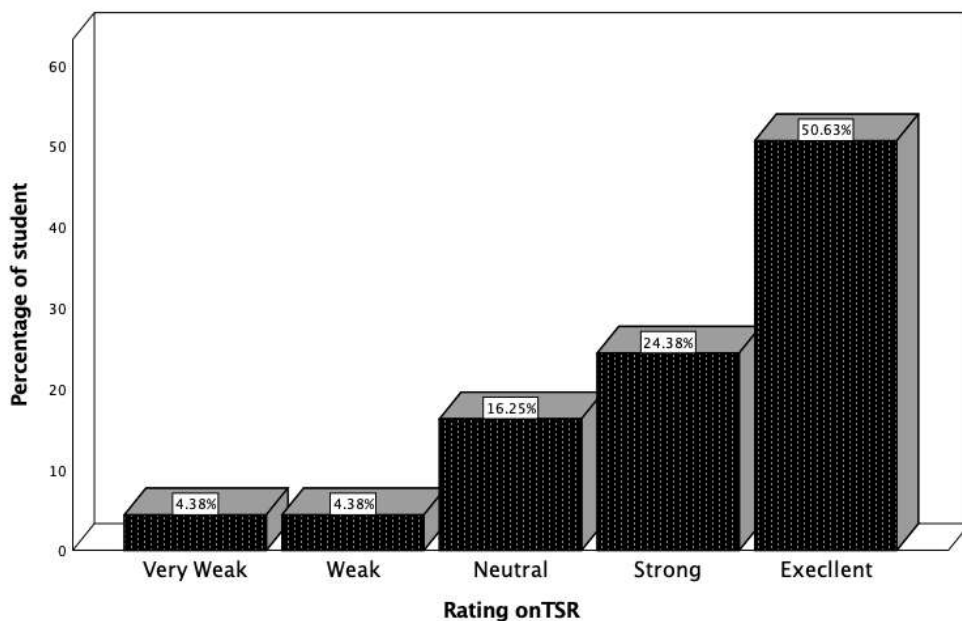


Figure 2.4.7: *Ratings on the Teacher-Student Relationship*

Table 2.4.8

Ratings and Frequencies Based on the Library Facility (LF)

Rating on LF	N	%
Very Weak	8	5.03%
Weak	9	5.66%
Neutral	22	13.84%
Strong	42	26.42%
Excellent	78	49.06%
Total	159	100.00%

Field Survey, 2024

Table 2.4.8 presents respondents' evaluations of the library facility. Among the 159 responses, nearly half (49.06%) rated the facility as Excellent, followed by 26.42% who considered it Strong. A Neutral rating was given by 13.84% of respondents.

On the lower end, Weak and Very Weak ratings were reported by 5.66% and 5.03% of respondents, respectively. Overall, these findings indicate a generally positive perception of the library facility among the graduates.

The following bar chart illustrates the ratings of the Library Facility (LF) on the campus as perceived by the respondents.

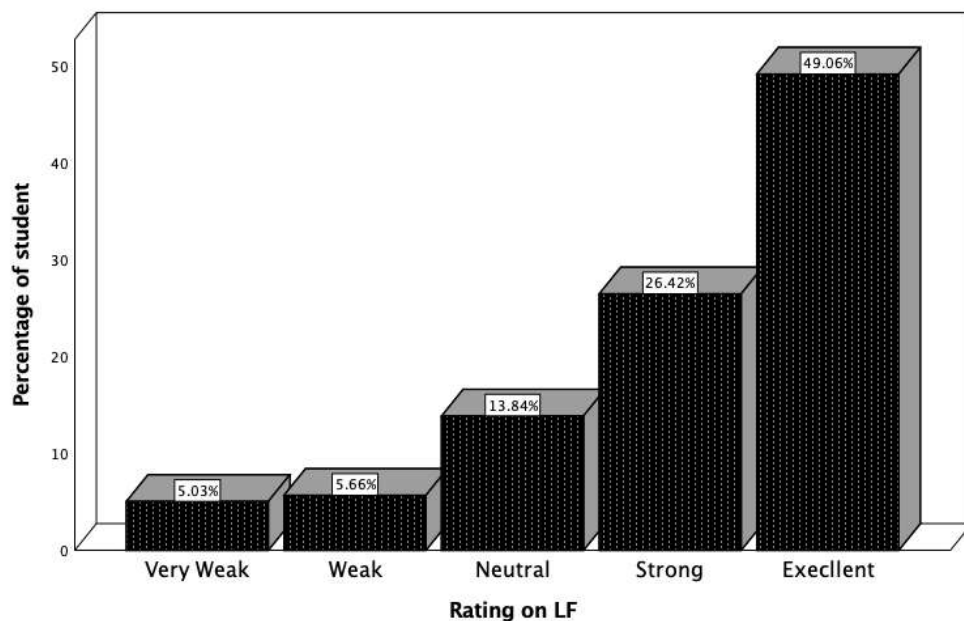


Figure 2.4.8: *Ratings on the Library Facility*

Table 2.4.9

Ratings and Frequencies Based on the Laboratory Facility (LabF)

Rating on LabF	N	%
Very Weak	26	16.67%
Weak	11	7.05%
Neutral	28	17.95%
Strong	46	29.49%
Excellent	45	28.85%
Total	156	100.00%

Field Survey, 2024

Table 2.4.9 illustrates respondents' feedback on the laboratory facility. Out of 156 participants, the largest proportion (29.49%) rated the facility as Strong, closely followed by Excellent with 28.85%. A Neutral response was given by 17.95% of respondents.

Meanwhile, negative perceptions were reflected by 16.67% rating the facility as Very Weak, and 7.05% as Weak. These results show a generally favourable view of the laboratory services, though with a notable segment expressing dissatisfaction.

The following bar chart illustrates the ratings of the Laboratory Facility (LabF) on the campus as perceived by the respondents.

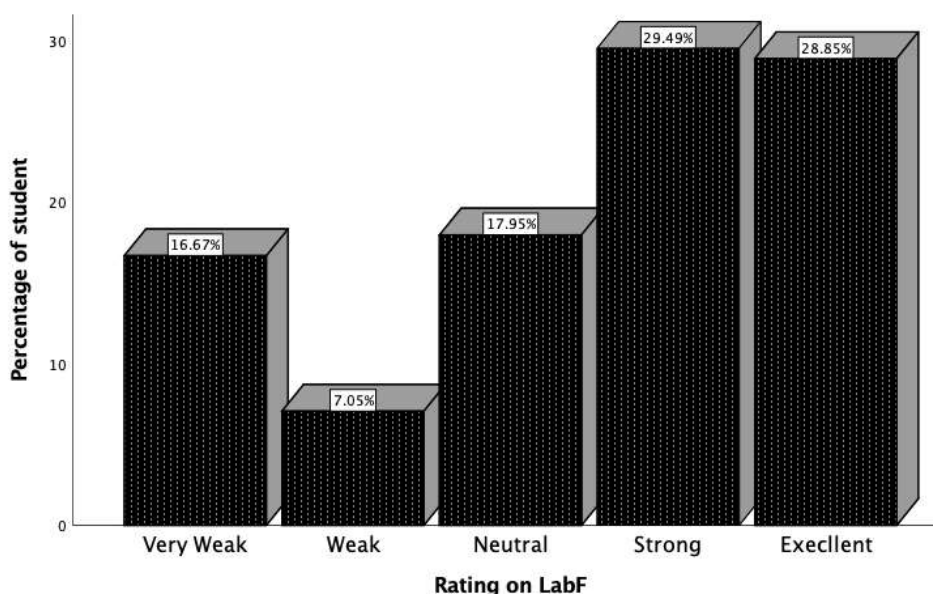


Figure 2.4.9: *Ratings on the Laboratory Facility*

Table 2.4.10

Ratings and Frequencies Based on the Sports Facility (SF)

Rating on SF	N	%
Very Weak	11	6.96%
Weak	20	12.66%
Neutral	37	23.42%
Strong	35	22.15%
Execlent	55	34.81%
Total	158	100.00%

Field Survey, 2024

Table 2.4.10 summarizes respondents' evaluations of the sports facility. Among the 158 graduates surveyed, 34.81% rated the facility as Excellent, while 22.15% considered it Strong. A Neutral rating was given by 23.42% of respondents.

On the other hand, 12.66% rated the facility as Weak, and 6.96% as Very Weak. Overall, the data reflect a generally positive assessment of the sports facility, with over half of the respondents expressing satisfaction.

The following bar chart illustrates the ratings of the Sports Facility (LF) on the campus as perceived by the respondents.

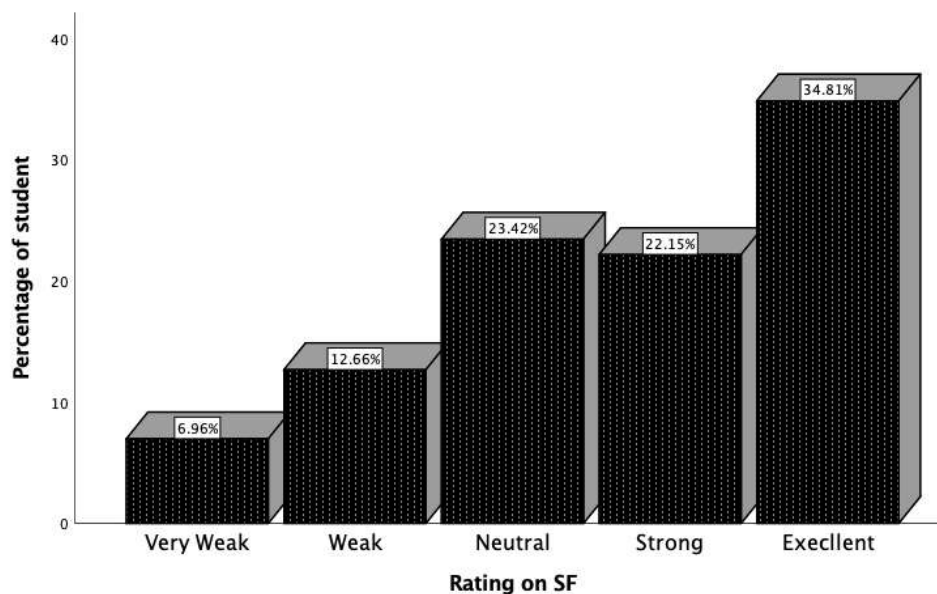


Figure 2.4.10: Ratings on the Sports Facility

Table 2.4.11

Ratings and Frequencies Based on the Canteen/Urinal Facility

Rating	N	%
Very Weak	13	8.18%
Weak	33	20.75%
Neutral	44	27.67%
Strong	34	21.38%
Execllent	35	22.01%
Total	159	100.00%

Field Survey, 2024

Table 2.4.11 displays the respondents' feedback regarding the canteen and urinal facilities. Out of 159 responses, 22.01% rated the facilities as Excellent, while 21.38% considered them Strong. The most frequent response was Neutral, given by 27.67% of participants.

On the less favourable side, 20.75% rated the facilities as Weak, and 8.18% as Very Weak. These findings indicate a balanced perception, with a noticeable portion of respondents expressing room for improvement.

The following bar chart illustrates the ratings of the canteen/urinal facility on the campus as perceived by the respondents.

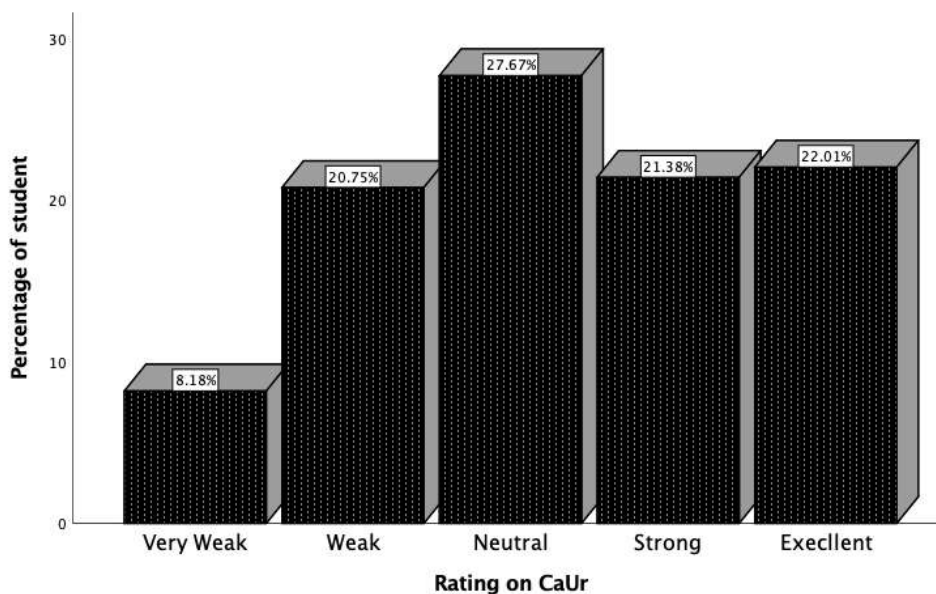


Figure 2.4.11: Ratings on the Canteen/Urinal Facility

Table 2.4.12*Sex-wise Mean Score of the Quality Measures of the Campus*

Quality Measures of the Campus	Mean Score of	Mean Score of
	Male	Female
Relevance of the program to profession	3.29	3.54
Extra-curricular Activities	2.88	3.63
Problem Solving Ability	3.22	3.7
Work Placement/Internship	3.14	3.39
Teaching-Learning Environment	3.92	4.13
Campus-gained IT Skill	3.29	3.32
Teacher-Student Relationship	3.85	4.26
Library Facility	4.12	4.07
Laboratory Facility	3.48	3.46
Sports Facility	3.44	3.75
Canteen/Urinal etc.	3.12	3.36

Field Survey, 2024

Table 2.4.12 compares the mean scores of male and female respondents across various campus quality measures. In nearly all aspects, female respondents reported higher satisfaction than males.

The most notable differences appear in extracurricular activities (female: 3.63; male: 2.88), Problem-Solving Ability (3.7 vs. 3.22), and Teacher-Student Relationship (4.26 vs. 3.85). Female respondents also rated higher in Teaching-Learning Environment, Work Placement, Sports Facility, and Canteen/Urinal, suggesting a more favourable perception overall.

Exceptions include the Library Facility, where male respondents rated slightly higher (4.12 vs. 4.07), and Campus-gained IT Skills, which received nearly identical scores. These findings suggest variations in perceived campus quality across genders, with specific strengths and areas for improvement highlighted for each group.

The following bar chart illustrates the sex-wise mean scores of major strengths and weaknesses.

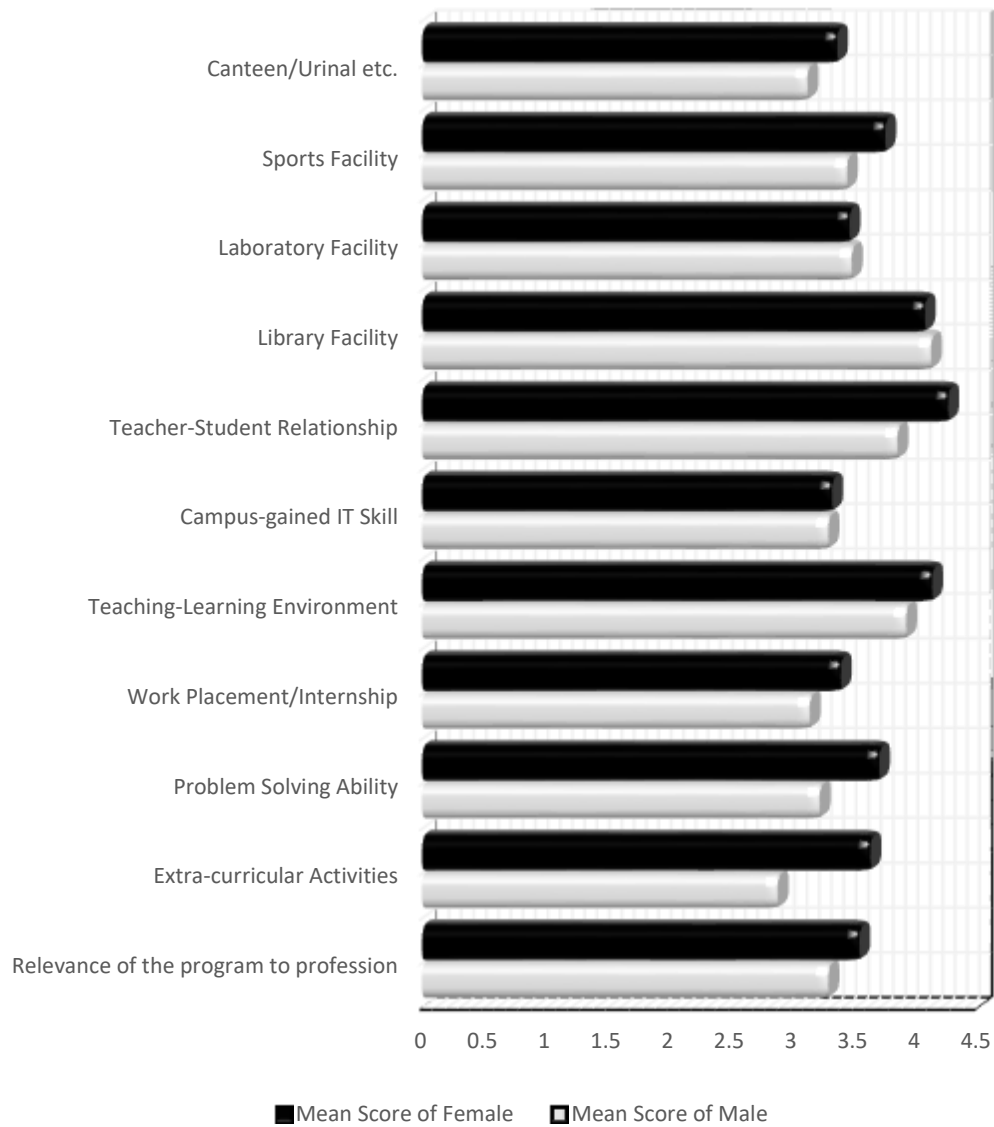


Figure 2.4.12: Sex-wise mean scores of major strengths and weaknesses.

CHAPTER-III

FINDINGS

3.1 Major Findings

This study is based on a descriptive research design. It focuses on exploring the employment and further study status of the graduates. Also, it analyses the ratings of the graduates on several teaching-learning dimensions: relevance of the program to the professional jobs, extracurricular activities, problem-solving ability, work placement/attachment/internship, teaching/learning environment, campus-gained IT skill, teacher-student relationship, library and lab facility, sports facility, and canteen/urinals prescribed by UGC. The major quantitative findings of the study are described below:

Here are the Major Findings of the tracer study report for Janapriya Multiple Campus's 2022 graduates:

1. Demographic and Academic Profile

- **Gender Distribution:** A significantly higher proportion of graduates were female (67.98%) compared to male (32.02%), showing strong female representation in higher education at the campus.
- **Ethnic Representation:** The majority of respondents belonged to the Brahmin/Chhetri group (73%), followed by Janajati (21%), with smaller proportions of Dalit and Madhesi (3% each), indicating limited but present ethnic diversity.
- **Level of Study:** Most graduates had completed Bachelor's degrees (92.08%), while only 7.92% had completed Master's degrees.
- **Program-wise Participation:** The largest group of graduates was from the BBS program (46.77%), followed by BBA (24.38%). Female graduates outnumbered males in most programs, except for BMTM.
- **Geographic Origin:** The majority of graduates were from Kaski (39.9%), followed by Syangja (19.7%) and Parbat (11.3%), reflecting a strong local and regional reach.

2. Employment and Further Studies

- **Employment Status:** Among 156 respondents, 62.18% were unemployed, while 29.49% were employed, and 8.33% were self-employed, suggesting a need for stronger job linkage and career support.
- **Nature of Employment:**
 - ⇒ The Private Sector dominated employment (85.71% of employed graduates).
 - ⇒ Full-time jobs accounted for 53.19%, and part-time for 46.81%.
 - ⇒ Officer-level positions were the most common (40.43%), with some graduates in top or mid-level management.
 - ⇒ Top employment sectors included banks, private businesses, and educational institutions.
- **Self-Employment:** Among 12 self-employed graduates, 50% were in service-related sectors, reflecting alignment with their education.
- **Further Studies:** 23 graduates pursued further education, with 56.52% continuing at Tribhuvan University and 26.09% at TU-affiliated Janapriya Multiple Campus.

3. Graduate Perceptions of Educational Quality

- **Program Relevance:** Over half of the graduates (51.6%) rated their study program as Strong or Excellent in terms of relevance to their job.
- **Extracurricular Activities:** Positively rated by about 48.76% of respondents, though nearly one-third remained neutral.
- **Problem-Solving Ability:** Rated Strong or Excellent by over 55%, though a notable portion (around 19%) found it lacking.
- **Internship/Work Placement:** Mixed reviews; about 50% rated positively, while 27.27% found it weak or very weak.
- **Teaching-Learning Environment:** Received high approval, with nearly 80% rating it as Excellent or Strong.
- **IT Skills:** About 48.74% gave positive ratings, indicating a need to enhance practical IT training.
- **Teacher-Student Relationship:** Very strong; nearly 75% rated it as Excellent or Strong.

- **Library and Laboratory Facilities:**
 - ⇒ Library: Nearly 75.48% rated positively.
 - ⇒ Laboratory: About 58.34% rated as Excellent or Strong, with some concerns expressed.
- **Sports and Campus Facilities:**
 - ⇒ Sports: Over 56% rated positively.
 - ⇒ Canteen and Urinal: Mixed opinions, with 43.39% rating positively and 28.93% negatively.

4. Gender-Based Perception Differences

- Female graduates generally reported higher satisfaction than males across most indicators, especially in:
 - ⇒ Extracurricular Activities (3.63 vs. 2.88)
 - ⇒ Problem-Solving Ability (3.7 vs. 3.22)
 - ⇒ Teacher-Student Relationship (4.26 vs. 3.85)
- Minor exceptions: Males slightly rated library facilities higher, and both genders gave nearly equal ratings for IT skills.

The tracer study reveals strong female participation, high satisfaction with the teaching-learning environment, and significant employment in the private sector. However, the high unemployment rate and moderate dissatisfaction with certain facilities and career support services indicate areas where the campus can improve. Enhancing internship programs, practical IT training, and job placement services would better support graduates' transition into the workforce.

3.2 SWOT Analysis of Janapriya Multiple Campus (Based on Tracer Study 2022)

Strengths

1. **Strong Female Representation:** Over 67% of graduates were female, showing the campus's inclusive approach and appeal to women in higher education.

2. **High Graduate Satisfaction:** The majority of graduates rated the teaching-learning environment, teacher-student relationships, and library facilities as Excellent or Strong (above 70%).
3. **Wide Regional Reach:** Attracts students from Kaski, Syangja, Parbat, and surrounding districts, enhancing its regional reputation.
4. **Positive Perceptions of Faculty and Curriculum:** Graduates gave high marks to problem-solving ability development and the relevance of study programs to job roles.
5. **High Engagement in Private Sector Jobs:** Among employed graduates, 85% were in the private sector, particularly in banks and educational institutions, reflecting the market relevance of some programs.

Weaknesses

1. **High Unemployment Rate Among Graduates:** Over 62% of respondents were unemployed at the time of the study, suggesting a gap in job preparedness or placement support.
2. **Limited Postgraduate Programs:** Only 7.92% of respondents had completed Master's degrees, indicating limited access or interest in advanced study options.
3. **Inadequate Internship/Work Placement Support:** Over 27% rated internship experience as weak or very weak, revealing a gap between education and practical exposure.
4. **Lack of Career Counseling and Job Linkage:** The absence of structured support systems for employment and entrepreneurship was evident from feedback.
5. **Facility Concerns:** The canteen, urinals, and some laboratory facilities were rated poorly by a notable portion of students.

Opportunities

1. **Expand Postgraduate and Professional Programs:** Introducing more Master's programs or specialized certifications could attract both fresh graduates and working professionals.

2. **Strengthen Industry Linkages and Placement Cells:** Collaborations with the private sector and NGOs can improve employability and reduce unemployment rates among graduates.
3. **Enhance Internship and Soft Skills Training:** Improving work placement programs, IT skills training, and communication workshops can bridge the education-employment gap.
4. **Leverage Female Graduate Satisfaction:** Promoting the campus as a female-friendly institution can boost enrollment and reputation nationally.
5. **Alumni Network Development:** Creating a strong alumni network can support mentorship, internships, donations, and employment referrals.

Threats

1. **Rising Competition from Private Colleges and Online Education:** Nearby institutions and digital platforms may attract students unless quality and innovation are prioritized.
2. **Brain Drain of Talented Graduates:** A significant number of capable students may migrate to other institutions or abroad for better opportunities.
3. **Technological Gaps:** Moderate ratings in IT skill development reflect a lag in keeping up with modern tech-driven education trends.
4. **Limited Ethnic Diversity:** A majority of graduates were from Brahmin/Chhetri backgrounds; the underrepresentation of Dalits and Madhesis may reflect access or outreach challenges.
5. **Employment Mismatch Risk:** Without stronger labour market alignment, graduates may continue to face underemployment or job-role mismatches.

CHAPTER-IV

IMPLICATIONS TO INSTITUTIONAL REFORMS

The findings of the tracer study 2022 graduates indicate several important areas where the Janapriya Multiple Campus must focus for institutional reform. These implications are critical to enhancing the quality of education, improving the employability of graduates, and strengthening the relevance of academic programs to the current labour market.

1. Establish a Career Development and Placement Cell

⇒ **Why:** A high unemployment rate (62%) among graduates indicates weak industry linkage.

⇒ **What to do:**

- Develop a Career Counselling Cell.
- Organise job fairs, internship placements, and CV/interview training sessions.
- Build a centralised alumni and employer database for tracking placement and feedback.

2. Revise and Update Curriculum Based on Market Demand

⇒ **Why:** While many graduates appreciated the relevance of their education, high unemployment and low master's progression suggest misalignment with evolving labour needs.

⇒ **What to do:**

- Regularly review programs with employer input.
- Integrate soft skills, entrepreneurship, and digital literacy components across all disciplines.
- Include work-based learning models like cooperative education.

3. Strengthen Internship and Practical Exposure Programs

⇒ **Why:** Over a quarter of graduates rated internships as weak or very weak.

⇒ **What to do:**

- Make internships mandatory and credit-based.

- Develop MOUs with private companies, banks, schools, and NGOs for placements.
- Appoint internship coordinators per faculty to ensure quality oversight.

4. Promote Inclusive Access and Diversity

⇒ **Why:** Overrepresentation of Brahmin/Chhetri students indicates the need for more inclusive outreach.

⇒ **What to do:**

- Launch targeted scholarship and support programs for Dalit, Madhesi, and marginalized communities.
- Conduct community outreach and awareness programs in rural or underserved areas.

5. Improve Physical and Student Support Facilities

⇒ **Why:** Students reported poor satisfaction with the canteen, urinals, and some lab facilities.

⇒ **What to do:**

- Allocate budget to renovate canteen and sanitation infrastructure.
- Enhance labs with updated equipment and trained lab assistants.
- Ensure regular feedback collection and grievance redress mechanisms.

6. Expand Postgraduate and Specialized Programs

⇒ **Why:** Only 7.92% of graduates had completed a master's degree.

⇒ **What to do:**

- Introduce new postgraduate programs in areas with strong market demand (e.g., IT, finance, social work).
- Offer evening or weekend classes for working graduates.
- Collaborate with universities or professional bodies for certification programs.

7. Leverage Female Enrollment Success

⇒ **Why:** The campus has a high female graduate rate (67%+), indicating success in gender inclusivity.

⇒ **What to do:**

- Brand the institution as a female-friendly campus.
- Offer more leadership and mentorship programs for female students.
- Establish a Women's Development Center to provide skills and entrepreneurship training.

8. Build a Robust Alumni Network

⇒ **Why:** Alumni are valuable for feedback, networking, and institutional branding.

⇒ **What to do:**

- Create an alumni association with annual meetups and mentoring roles.
- Use alumni for guest lectures, internships, job referrals, and fundraising.
- Launch a digital alumni platform or mobile app.

9. Integrate ICT in Teaching and Learning

⇒ **Why:** IT skill ratings were moderate, and technology trends demand digital proficiency.

⇒ **What to do:**

- Provide digital pedagogy training for faculty.
- Equip classrooms with smart boards, internet access, and e-learning platforms.
- Introduce basic to advanced IT courses in all faculties.

CHAPTER-V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The Tracer Study reveals that Janapriya Multiple Campus has made notable progress in delivering accessible higher education, especially in promoting female participation and ensuring moderate academic satisfaction among graduates. However, there is a significant disconnect between academic training and labour market readiness, as reflected in the high unemployment rate (62%) and limited progression to postgraduate studies.

The SWOT analysis also highlights internal strengths such as affordability and location, but weaknesses in internship quality, physical infrastructure, and employer engagement. Opportunities lie in curriculum modernization and enhanced alumni/employer collaboration, while external threats include changing job market dynamics and increasing competition.

To remain relevant and effective, the campus must undertake comprehensive institutional reforms focused on career readiness, inclusivity, and infrastructure development.

5.2 Recommendations

Based on the findings of this tracer study, the following key recommendations are proposed for the continuous improvement of institutional performance:

1. Strengthen Employability and Industry Linkages

- Establish a Career Development and Placement Cell with dedicated staff.
- Introduce employer engagement programs, including guest lectures, advisory boards, and industrial visits.
- Institutionalise internships and fieldwork as mandatory components with quality assurance.

2. Curriculum Reform and Skill Integration

- Align curricula with market trends by integrating entrepreneurship, digital literacy, communication skills, and problem-solving modules.
- Involve industry professionals and alumni in curriculum revision committees.

3. Enhance Physical and Learning Infrastructure

- Upgrade canteen, sanitation, and laboratory facilities based on student feedback.
- Ensure disability-friendly infrastructure and gender-sensitive facilities.
- Expand access to ICT tools, digital learning platforms, and library resources.

4. Promote Inclusive and Equitable Access

- Introduce targeted scholarship schemes for underrepresented groups (e.g., Dalits, Madhesi, Janajati).
- Conduct community outreach programs to attract rural and marginalized students.

5. Expand Postgraduate and Specialized Offerings

- Launch new master's programs in high-demand fields such as ICT, business, and social sciences.
- Offer modular, part-time, or evening courses to cater to working students.

6. Foster a Vibrant Alumni Network

- Form an active alumni association with annual reunions, mentoring roles, and a digital platform.
- Leverage alumni for placement support, feedback, and institutional promotion.

7. Focus on Female Empowerment and Leadership

- Build on the high female enrollment by introducing women's leadership initiatives, safety programs, and entrepreneurship support.

8. Institutionalize Continuous Quality Monitoring

- Conduct regular tracer studies and satisfaction surveys to assess outcomes.
- Use data to inform strategic planning and resource allocation.

The tracer study is not only an evaluative tool but also a roadmap for academic transformation. If Janapriya Multiple Campus implements these recommendations with seriousness and commitment, it can significantly improve its academic reputation, employability of its graduates, and contribution to national development goals.

BIBLIOGRAPHY

Janapriya Multiple Campus (2018). *Brochures*. Janapriya Multiple Campus.

Janapriya Multiple Campus (2017–2018). *Tracer study*. Janapriya Multiple Campus.

Janapriya Multiple Campus (2019). *Tracer study*. Janapriya Multiple Campus.

Janapriya Multiple Campus (2020). *Tracer study*. Janapriya Multiple Campus.

Janapriya Multiple Campus (2021). *Tracer study*. Janapriya Multiple Campus.

Higher Education Reform Project. (2014). *Environmental Management Framework for Higher Education Reform Project Nepal*. Kathmandu: Higher Education Reform Project.

Centre for Economic Development and Administration. (2007). *Financing Higher Education in Nepal*. Kritipur, Kathmandu: Centre for Economic Development and Administration, Tribhuvan University.

APPENDIX Annexe-A

Photocopies of minutes of meetings

बैठक नं० १

MAYUR
Date: _____
Page: _____

आज मिति २०२१ माघ ३ गते जनप्रिय बहुमुखी क्याम्पस
Tracer Study समितिका संयोजक श्री विकास शापा
मगरको संयोजकत्वमा बसेको बैठकको उपस्थिती,
पुरताप तथा निरीय निम्न अनुसार छ।

उपस्थिती

१. विकास शापा मगर (संयोजक)
२. दिननाथ लामिछाने (सदस्य)
३. दिव्यलक्ष्मी चालिसे (सदस्य)

पुरताप नं०(१) तथ्यांक संकलन सम्बन्धमा
निरीय नं०(१)

ई सं २०२१ तथा ई सं २०२२ सालमा यस क्याम्पस-
वार स्नातक तथा स्नातकोत्तर तह उपरी गरिका
विद्यार्थीहरूको Tracer Study questionnaire
पराउनको लागि, तथ्यांक संकलनको लागि यस
समितिका संयोजक, सदस्यहरू, Non-teaching
Staff लाई परिचालन गर्ने निरीय गरियो।

[Signature]

बैंक नं २

MAYUR
Date _____
Page _____

आज मिति २०२२ जेठ ५ गते Tracer Study सभितिका संयोजक श्री विकास थापा भण्डारीको संयोजकत्वमा बसेको बैठकको उपस्थिती, पुस्ताव र निर्णय निम्न अनुसार छ।

उपस्थिती

१. विकास थापा भण्डारी
२. दिननाथ लागिद्वारा
३. दिव्यलक्ष्मी थापामार्फत

उपस्थित

अपस्थित

पुस्ताव नं १

Data processing सम्बन्धमा।

निर्णय नं १

यस क्याम्पसबाट ई.सं २०२१ मा स्नातक तथा स्नातकोत्तर उत्तिरी गरिका २२५ जना विद्यार्थी तथा ई.सं २०२२ मा स्नातक तथा स्नातकोत्तर तह उत्तिरी गरिका २०३ जना विद्यार्थीको Tracer Study questionnaire को Data entry लगायत Data processing को लागि यसै सभितिका सदस्य श्री दिननाथ लागिद्वारालाई जिम्मा दिने निर्णय गरियो।

उपस्थित

बैठक नं ३.

MAYUR
Date _____
Page _____

आज मिति २०८२ जेठ २० गते Trailer Study समितिका संयोजक श्री विकास थापा मगरको संयोजकत्वमा वर्योको बैठकको उपस्थिती, पुस्ताव तथा निर्णय निम्न अनुसार छ ।

उपस्थिति

१. विकास थापा मगर

२. दिलनाथ लामिछाने

३. विद्यलक्ष्मी चालिसे

पुस्ताव नं १

Report लेखन सम्बन्धमा

निर्णय नं १.

State processing बाट प्राप्त नतिजाको आधारमा


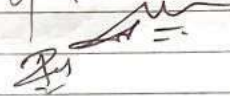
Report लेखनको लागि यस समितिका संयोजक

श्री विकास थापा मगरलाई जिम्मा दिने निर्णय गरियो।

आज मिति २०२२ असार १ गते जनप्रिय बहुमुखी क्याम्पस
Tracer Study समितिका संयोजक श्री विकारा शापा मगरको
अध्यक्षतामा वसैंको बैठकको उपस्थिती, प्रस्ताव र निर्णय
निम्न अनुसार छ ।

उपस्थिती

१. विकारा शापा मगर
२. दिननाथ लामिछाने
३. दिव्यलक्ष्मी चालिसे

प्रस्ताव नं १

Report presentation / dissemination सम्बन्धमा ।

निर्णय नं १

यसै समितिका संयोजक श्री विकारा शापा मगरको
निर्णयमा यस समिति ले तयार पारेको प्रारम्भिक Tracer
Study Report, यस क्याम्पसका संरोकारवालाहरु माग्न
प्रस्तुतिका यसै समितिका सदस्य श्री दिव्यलक्ष्मी चालिसे
द्वारा गराउने निर्णय गरियो। उक्त कार्यक्रमबाट प्राप्त
सुझाव, सल्लाह र प्रतिक्रियालाई समीक्षा गरी Final
Tracer Study Report तयार गर्ने निर्णय गरियो।



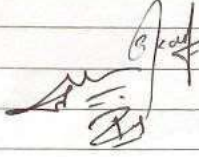
लेटक नं ५

MAYUR
Date _____
Page _____

आज मिति २०८२ असार व ४ गते Tracer Study प्रतिवेदन
संयोजक श्री विकारा शापा मगरको अध्यक्षतामा बसेको बैठकको
उपस्थिती, प्रस्ताव र निर्णय निम्न अनुसार छ।

उपस्थिती

१. विकारा शापा मगर
२. दिनेश शापा मगर
३. दिव्यलक्ष्मी चालीसा



प्रस्ताव नं १

Tracer Study Report Submission सम्बन्धमा
निर्णय नं १

ई सं २०२१ र ई सं २०२२ सालको Tracer Study Report
तयार भइसकेकाले उक्त Report नयाँपस प्रशासनलाई
बुझाउने निर्णय गरियो।



Email ID: /
.....

Electronic Social Network ID:

Facebook: Twitter:
.....

Any other, please specify: ID:
.....

B. EMPLOYMENT INFORMATION:

1 Current Employment Status:

Service in an organization Self Employed Unemployed

In case of *Service in an organization*: Employer's Details (of the organization you are currently working for):

i. Name of the Organization:

.....

ii. Type of Organization Private Public NGO/INGO Government
Other:

iii. Address:

.....
.....

iv. Phone Number: Email:

.....

v. Employment Type: Full time Part time

vi. Designation:

.....
.....

In the case of *Self Employment*:

i. Starting Year: ii. Type of work/profession:

.....

1 Which of the following best represents the major strengths and weaknesses of the institutional program that you attended? (Give number from the range 1-5)

Excellent = 5 Very Weak = 1

SN	Particulars	Please tick under the number which best suits your answer				
		1	2	3	4	5
1	Relevance of the program to your professional (job) requirements					
2	Extracurricular activities					
3	Problem solving ability					
4	Work placement / attachment / internship					
5	Teaching / Learning environment					
6	IT Skill					
7	Teacher Student relationship					
8	Library facility					
9	Lab facility					
10	Sports facility					
11	Canteen / Urinals etc					
12	Other strengths / weaknesses (please specify)					

C. IF PURSUING FURTHER STUDY:

Enrolment Year: (Year/Month)

Program: Level:

.....

Campus/University:

.....

.....

Campus/University Address:

.....

..

D. Please provide your suggestions/recommendations for the betterment of your institution:

.....
.....
.....
.....
.....
.....
.....

E. What contribution/s you can provide to the institution for its betterment?

.....
.....
.....
.....

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name: Contact No / Email ID / SNID:
.....

2. Name: Contact No / Email ID / SNID:
.....

3. Name: Contact No / Email ID / SNID:
.....

[SNID - Social Network ID / You can use additional sheet if you have information of more of your friends of your batch.]

.....
Signature of the graduate

G. TO BE FILLED BY THE CAMPUS (Please fill in all the given information):

Academic Information of Graduate:

Program Completed: Level:
.....

Registration Number: Campus Roll No:
.....

Passed Year: *(Passed year in transcript)*

Verified by:

Name: Designation:
.....

H. Task Team Leader:

Name:
.....

Mobile No.

Email:
.....

Signature:

Campus Stamp:



Annexe-C

Screenshot of the Personal Details of the Respondents as entered in the SPSS spreadsheet.

	Name	Address	Gender	Date of Birth	Admission Year	Graduation Year	Program Completed	Program	Contact
1	Aashis Giri	Syangja	Male	2047-08-03		2022	Master	MBS	9814145532
2	Aashish Adhikari	Kaski	Male	2055-07-22		2022	Bachelor	BBA	9856017270 hashta
3	Aayshma Shrestha	Tanahun	Female	2056-12-06		2022	Bachelor	BBA	9824181510
4	Ajt Timilsina	Parbat	Male	2054-12-27		2022	Bachelor	BBA	9806651600 ajittimi
5	Alish Chulyaju	Kaski	Male	2057-11-27		2022	Bachelor	BBA	9846906772 alishch
6	Amrit Bhujel	Tanahun	Male	2056-11-08		2022	Bachelor	BBS	9814476916 bhujel
7	Amrita Khatri	Parbat	Female	2056-03-05		2022	Bachelor	BBS	9816130040 amritai
8	Amrita Paudel	Kaski	Female	2057-04-01		2022	Bachelor	BBS	
9	Anamika Adhikari	Kaski	Female	2057-07-11		2022	Bachelor	BBS	9846779478 adhika
10	Anisha Dwa	Kaski	Female	1995-03-21		2022	Master	MBS	9805823312 anesad
11	Anisha Godar	Syangja	Female	2057-05-07		2022	Bachelor	BBS	9825123742 aneesa
12	Anisha Khadka	Parbat	Female	2057-04-28		2022	Bachelor	BBS	9840221018 anukh
13	Anita Thapa	Kaski	Female	2049-07-19		2022	Master	MBS	9846024108 anitath
14	Anjali Bhandari	Kaski	Female	2054-08-12		2022	Bachelor	BBS	9808340774 bhandi
15	Anjila Shrestha	Syangja	Female	2057-11-16		2022	Bachelor	BBS	9815132250 anjilasi
16	Anju Banstola	Kaski	Female	2057-04-19		2022	Bachelor	BBS	9806756205 anjuba
17	Anju Chhetri	Syangja	Female	2057-01-23		2022	Bachelor	BBS	
18	Anmol Palikhe	Kaski	Male	1999-04-19		2022	Bachelor	BBA	9856067891 anmolj
19	Anupa Pandey	Dhading	Female	2057-11-30		2022	Bachelor	BBS	9869146133 anupa.
20	Anusha Wagle	Syangja	Female	2057-06-15		2022	Bachelor	BBS	9860010070 anusha
21	Apekshya Bhattari	Kaski	Female	2055-02-02		2022	Bachelor	BBS	9815125992 apeksf
22	Aruna Sapkota	Tanahun	Female	2057-01-01		2022	Bachelor	BBS	9866404585 arunas
23	Asmita Dhakal	Syangja	Female	2054-11-16		2022	Bachelor	BBS	9816107427 asmita
24	Asmita Karki	Kaski	Female	2055-11-21		2022	Bachelor	BBA	9806593697
25	Asmita Paudel	Syangja	Female	2057-08-30		2022	Bachelor	B.Ed.	9869834451 nanuas
26	Asmita Subedi	Syangja	Female	2056-07-10		2022	Bachelor	BBS	9846036388
27	Barsha Gurung	Kaski	Female	2058-11-25		2022	Bachelor	BBS	9827136127 motiBz
28	Bhagawati Neupane	Dhading	Female	2057-07-21		2022	Bachelor	BBS	9848448296 neupar
29	Bhawana Banstola	Kaski	Female	2056-7-10		2022	Bachelor	BBS	9826163475 bhawa
30	BholaNath Parajuli	Kaski	Male	2055-10-14		2022	Bachelor	BMTM	9846856163 alexbh
31	Bigyan Thapa	Rupandehi	Male	2052-11-15		2022	Bachelor	BMTM	9815412604
32	Bigyapti Shrestha	Tanahun	Female	2056-09-28		2022	Bachelor	BBS	9841385212 Bigyap
33	Bikash Baral	Kaski	Male	2056-07-07		2022	Bachelor	BBS	9867375485 bikash
34	Bimala Thapa	Baglung	Female	2054-08-01		2022	Bachelor	BBS	980505273 tbimala
35	Bimochana K.C	Kaski	Female	2057-11-06		2022	Bachelor	B.Sc.	9804114795 kcbimi
36	Bina Aacharya	Parbat	Female	2057-07-04		2022	Bachelor	BBS	9805232820 aachar
37	Bina Baral	Kaski	Female	2055-02-09		2022	Bachelor	BBA	9825142602
38	Binaya Lamichhane	Syangja	Male	2056-10-27		2022	Bachelor	BBA	9806501026 binaya
39	Bindiya Gurung	Syangja	Female	2049-06-08		2022	Master	MBS	9846141275 bindiyi
40	Bipana Godar	Syangja	Female	2055-08-12		2022	Bachelor	BBS	9867666660
41	Bipin Giri	Kaski	Male	2056-01-18		2022	Bachelor	BBA	9806522345
42	Biplab Khadka	Baglung	Male	2056-05-08		2022	Bachelor	BBS	9848568409 biplapl
43	Biraj Shrestha	Parbat	Male	2055-08-01		2022	Bachelor	BBA	9804130439
44	Bishal Aryal	Syangja	Male			2022	Bachelor		

45	Bishal baral	Kaski	Male 1998-10-11	2022 Bachelor	BMTM	9745622003	bishalt
46	Bishnu Hari Timils...	Kaski	Male 1999-03-13	2022 Bachelor	BMTM	9814198042	timilsit
47	Deepa Adhikari	Kaski	Female 2052-10-02	2022 Bachelor	BBS	9865559420	deepa:
48	Deepa Chhetri	Parbat	Female 2055-05-23	2022 Bachelor	BBA		
49	Deepa KC	Parbat	Female 2054-04-24	2022 Bachelor	BBS	9806150786	kcdpa:
50	Dibas Paudel	Syangja	Female 2058-04-21	2022 Bachelor	BBS	9840043723	diwas3
51	Dil Kumari Lamsla	Syangja	Female 2056-06-16	2022 Bachelor	BBS	9848256549	
52	Dipika Giri	Kaski	Female 2054-11-26	2022 Bachelor	BBS	9842285300	giridip
53	Dipson Poudel	Kaski	Male 2055-02-20	2022 Bachelor	BBS	9861724656	dipson
54	Diwas Lamichhane	Parbat	Male 2057-06-11	2022 Bachelor	BBA	9824184083	joshidi
55	Doma Sherpa	Solukhum...	Female 2048-01-11	2022 Bachelor	BA	9846466023	domas
56	Durga Kumari Thapa	Parbat	Female 2053-12-17	2022 Bachelor	BBS	9805179321	durgat
57	Eena Gurung	Kaski	Female 2056-04-23	2022 Bachelor	BBS	9824115094	gurung
58	Ganesh Parsad Pau...	Kushma	Male 2054-12-04	2022 Bachelor	BBS	9867742392	ganesh
59	Gyanendra Shrestha	Tanahun	Male 2056-03-19	2022 Bachelor	BBA	9804111195	jeevani
60	Hema Jugjali	Myagdi	Female 2055-05-03	2022 Bachelor	BBS	9862282475	hemaju
61	Inku Sharma Phuyal	Jhapa	Female 2047-11-24	2022 Master	MBS	9849530334	
62	Isha Goyal	Kaski	Female 2056-08-07	2022 Bachelor	BBA	9846844031	ishago
63	Ishan Giri	Kaski	Male 2054-07-20	2022 Bachelor	BMTM	9816157404	ishang
64	Ishara Thapa	Tanahun	Female 2056-12-22	2022 Bachelor	BBS	9823774882	isharat
65	Jyoti Gautam	Baglung	Female 2057-02-07	2022 Bachelor	BBS	9849957267	@gmai
66	Kabita Nepal	Jhapa	Female 2049-06-26	2022 Master	MBS	9829150270	nepal.i
67	Kajal Shrestha	Kaski	Female 2051-09-14	2022 Master	MBS	9846028336	
68	Krishna Mahat	Kaski	Male 2047-02-13	2022 Master	MBS	9806518409	mahat.
69	Laxmi Pokhrel	Gorkha	Female 2045-08-12	2022 Master	MBS	9856038285	pokhre
70	Lokendra Prasad B...	Kaski	Male 2046-11-04	2022 Master	MBS	984649490	accpc@
71	Madhusudhan Man...	Kaski	Male 2057-05-06	2022 Bachelor	BBS	9817172112	madhu
72	Mahanta Gurung	Parbat	Male 2056-02-25	2022 Bachelor	BBA	9824191416	
73	Mahendra Thapa	Baglung	Male 2054-09-03	2022 Bachelor	BBS	9846808866	thapan
74	Manisha Devi Sunar	Kaski	Female 2056-01-01	2022 Bachelor	B.Ed.	9825138589	
75	Manisha Katri	Syangja	Female 2056-10-10	2022 Bachelor	BBS		
76	Manisha Poudel	Syangja	Female 2058-07-09	2022 Bachelor	BBS	9840517403	mpu8@
77	Min Bahadur Kunwar	Kaski	Male 2053-04-31	2022 Bachelor	BBS	9869091516	minbal
78	Mina Belbase	Arghakha...	Female 2054-01-14	2022 Bachelor	BBS	9843352787	minabi
79	Mina Gurung	Parbat	Female 2056-10-24	2022 Bachelor	BBS	9805814126	minagi
80	Mina joshi	Darchula	Female 2056-09-07	2022 Bachelor	BBS	9866353933	minabi
81	Monika Thapa	Syangja	Female 2055-03-17	2022 Bachelor	BBS	9825175292	monith
82	Natasha Gurung	Syangja	Female 2055-11-02	2022 Bachelor	B.Ed.	9806601678	natash
83	Nawadeep Thapa	Syangja	Male 2057-01-01	2022 Bachelor	B.Ed.	9805232596	nawad
84	Nilam Thapa	Kaski	Female 2052-12-28	2022 Master	MBS	9866342113	nilamt
85	Nirusha Gurung	Kaski	Female 2057-11-06	2022 Bachelor	BBA	9816663766	nirushu
86	Pallavi Paudel	Syangja	Female 2056-05-30	2022 Bachelor	BBA	9806569790	pallavi
87	Parmila Sunar	Kaski	Female 2056-04-10	2022 Bachelor	BA	9806153686	parmil
88	Patima Ale	Syangja	Female 1998-04-14	2022 Bachelor	BBA	9825150364	aleprat
89	Pawan Karki	Kaski	Male 1999-12-11	2022 Bachelor	BBA	9819126712	pawani
90	Pawana Paudel	Syangja	Female 2056-03-16	2022 Bachelor	BBA	9824177666	poudel
91	Phoebe Baramu	Gorkha	Female 2047-08-18	2022 Master	MBS	9846922034	
92	Prabil Gurung	Syangja	Male 2055-04-21	2022 Bachelor	BMTM	9815139546	grgpra
93	Prabin Adhikari	Kaski	Male 2056-07-09	2022 Bachelor	BBS	9826127884	prabin
94	Prabin Poudel	Tanahun	Male 2056-07-01	2022 Bachelor	B.Sc.	9805840392	parvee
95	Prabina Giri	Kaski	Female 2057-07-17	2022 Bachelor	BBS	9806575492	
96	Prakash Parajuli	Kaski	Male 2053-08-19	2022 Bachelor	BBA	9814071334	
97	Prakash Subedi	Parbat	Male 2054-03-09	2022 Bachelor	B.Ed.	9864420569	@gmai
98	Prakriti Parajull	Kaski	Female 2057-06-10	2022 Bachelor	BBS	9826127877	prakrit
99	Prakriti Paudel	Kaski	Female 2055-12-10	2022 Bachelor	BBS	9805188833	prakirt
100	Prameshwor Baral	Kaski	Male 2055-12-06	2022 Bachelor	BBA	9814136111	prame:
101	Pramila Gurung	Kaski	Female 2055-09-21	2022 Bachelor	BBA	9806668420	
102	Pramila Poudel	Kaski	Female 2055-08-11	2022 Bachelor	BBA		
103	Prasannata Pokhrel	Tanahun	Female 2058-03-09	2022 Bachelor	BBS	9868158429	prasan
104	Pratika Gurung	Parbat	Female 2056-02-05	2022 Bachelor	BBA	9827188471	
105	Pratiksha Paudel	Syangja	Female 2000-05-22	2022 Bachelor	BBA	9814135006	pratiks
106	Pravin Khadka	Kaski	Male 2054-06-06	2022 Bachelor	BMTM	9826105409	khadki
107	Preety Buddhacharya	Kaski	Female 2055-05-01	2022 Bachelor	BBA	9806690300	preetyl
108	Prerena Giri	Kaski	Female 2057.06.15	2022 Bachelor	BBA	9814112354	prerna
109	Priya Gurung	Kaski	Female 2056.06.05	2022 Bachelor	BBA	9827156383	priyagr
110	Puja Shahi	Tanahun	Female 2056-07-01	2022 Bachelor	BBS	9806774921	

111	Pujan Ghimire	Rupandehi	Male 2056-07-11	2022 Bachelor	BMTM	9846949334
112	Punaty Adhikari	Tanahun	Female 2056-03-29	2022 Bachelor	BBS	9805805094
113	Puskar Baral	Kaski	Male 2055-08-06	2022 Bachelor	BMTM	9817103090 puskar
114	Rabina Shrestha	Kaski	Female 1999-12-14	2022 Bachelor	BBS	9819256065 shresth
115	Rachana Adhikari	Mahottari	Female 2056-04-25	2022 Bachelor	B.Sc.	9864127768 adhika
116	Ragya Shrestha	Syangja	Female 2057-01-16	2022 Bachelor	BBA	9841967519 ragyasi
117	Rajani Dahal	Kaski	Female 2056-03-25	2022 Bachelor	B.Sc.	9825122998 rajanid
118	Rajee Adhikari	Tanahun	Female 2055-12-25	2022 Bachelor	BBA	9816196973 rajeeac
119	Rajesh Gautam	Tanahun	Male 2052-06-11	2022 Bachelor	B.Sc.	9825141012 rajeshg
120	Rajesh Tiwari	Parbat	Male 2056-01-01	2022 Bachelor	BMTM	9847763313
121	Rakesh Kushwaha	Bara	Male 2051-04-09	2022 Master	MBS	9815144774 imrake
122	Raksha Bhattari	Kaski	Female 2055-04-24	2022 Bachelor	BBA	9804165581 raksha
123	Raksha Shahi	Lamjung	Female 2051-03-22	2022 Bachelor	B.Ed.	9827143177 raksha
124	Ram Biswash Kum...	Rautahat	Male 2055-02-05	2022 Bachelor	BBS	9803425900
125	Ranjana Shrees	Baglung	Female 2056-06-24	2022 Bachelor	BBS	9819125282 roojash
126	Rashmi Baral	Kaski	Female 2055-04-20	2022 Bachelor	BMTM	9804114357
127	Rita Adhikari	Kaski	Female 2056-01-16	2022 Bachelor	BBS	9806557997 ritaadh
128	Rohit Baral	Kaski	Male 2056-02-02	2022 Bachelor	BBA	9846827131 rohjes
129	Roshan Garbuja	Myagdi	Male 2058-08-02	2022 Bachelor	BBS	9816161751 roshan
130	Roshan Parajuli	Kaski	Male 2055-05-31	2022 Bachelor	BBA	9864420621 parajul
131	Rubi Shrestha	Bara	Female 2056-08-24	2022 Bachelor	BMTM	9829128111 rubishi
132	Sabina Sapkota	Dhading	Female 2054-04-10	2022 Master	MBS	9846710670 sabina
133	Sabina Shrestha	Chitwan	Female 2057-03-05	2022 Bachelor	BBS	9806788128 shresth
134	Sabita Pandit	Tanahun	Female 2055-05-27	2022 Bachelor	BBS	9844372263 sabitap
135	Sachita Gurung	Syangja	Female 2056-01-03	2022 Bachelor	BBS	9825119339 sachita
136	Sadhana Poudel	Syangja	Female 2056-01-01	2022 Bachelor	BBA	9846210073
137	Sadiksha Shrestha	Rupandehi	Female 2057-06-22	2022 Bachelor	BBS	9813190384 sadiksi
138	Sadikshya Paudel	Syangja	Female 2058-11-17	2022 Bachelor	BBS	9862386351 sadiksi
139	Sadikshya Pokhrel	Syangja	Female 2056-07-16	2022 Bachelor	BBA	9824180792
140	Sadikshya Rana	Tanahun	Female 2000-04-06	2022 Bachelor	BBA	9806665321 ranasa
141	Sagar Pokhrel	Syangja	Male 2056-08-14	2022 Bachelor	BBS	9814199358 pokhre
142	Sagun Adhikari	Lamjung	Male 2058-03-08	2022 Bachelor	B.Sc.	9856059169 jamipa
143	Sagun Kahtri	Kaski	Female 2055-11-13	2022 Bachelor	B.Sc.	9817168908 sagunk
144	Sajita Gurung	Parbat	Female 2056-05-16	2022 Bachelor	B.Sc.	9816135993 sajitag
145	Sampaul Sunar	Baglung	Male 2000-10-11	2022 Bachelor	BBA	9846837514 sunars
146	Sandip Suedl	Parbat	Male 2055-03-29	2022 Bachelor	BMTM	9864430712 sandip
147	Sangam Thapa	Syangja	Male 2056-06-30	2022 Bachelor	BBA	9806503075 sangar
148	Sangita Adhikari	Kaski	Female 2055-03-16	2022 Bachelor	BBA	9863798079 adhika
149	Sangita Thapa Chh...		Female	2022 Bachelor	BBS	9802260199 @gmai
150	Sanjeena Pandey	Parbat	Female 2056-04-02	2022 Bachelor	BBA	9866008834 sanjee
151	Sanjeeta Chimire	Parbat	Female 1999-02-10	2022 Bachelor	BBA	9824147885 sanjeet
152	Sanjhana Kafie	Syangja	Female 2053-12-08	2022 Bachelor	BBS	9819183890 sanjha
153	Sanu Thapa Magar	Gorkha	Female 2055-09-04	2022 Bachelor	BBS	9805851894 @gmai
154	Sarita Kumari Labad	Baitadi	Female 2051-09-28	2022 Bachelor	BA	9817174921 @gmai
155	Saroj Rana Magar	Kaski	Male 2057-04-31	2022 Bachelor	BBS	9825122893 sarojm
156	Shantarupa Dhakal	Syangja	Female 2058-10-05	2022 Bachelor	BA	9846910982 deepac
157	Shanti Poudel	Parbat	Female 2055-06-25	2022 Bachelor	BBS	9806187954 poudel
158	Sharmila Kunwar	Palpa	Female 2055-08-18	2022 Bachelor	BBS	9806782471 sharmi
159	Shital Shrestha	Tanahun	Female 2056-04-15	2022 Bachelor	BBS	9824139914 sitalshi
160	Shiva Parajuli	Kaski	Male 2053-02-22	2022 Bachelor	B.Sc.	9861183840 parajul
161	Shraddha Parajuli	Kaski	Female 2056-10-23	2022 Bachelor	BBA	9861063092
162	Shreejana Subedi	Myagdi	Female 2052-03-23	2022 Master	MBS	9806175397
163	Shrijana Thakuri	Kaski	Female 2056-03-08	2022 Bachelor	BA	9827150725 shrijan
164	Shristi Subedi	Kaski	Female 2057-10-21	2022 Bachelor	BBS	9808415221
165	Siyana Thapa	Syangja	Female 2057-11-28	2022 Bachelor	BBS	9824123245 siyanat
166	Smirti Dhakal	Kaski	Female 2057-03-12	2022 Bachelor	BBA	9806784745
167	Smriti Limbu	Kaski	Female 2058-04-21	2022 Bachelor	BBS	9805833703 smirtli
168	Sonali Kumari Gupta	Bara	Female 2057-08-05	2022 Bachelor	BBS	9846880945
169	Sonika Bhattarai	Kaski	Female 2057-08-23	2022 Bachelor	BBA	9866011449 b.sonik
170	Soniya Chhetri	Kaski	Female 2054-07-24	2022 Bachelor	BBS	9806704604 soniyar
171	Soyana B.K	Lamjung	Female 2052-05-15	2022 Bachelor	B.Ed.	9808894280
172	Srjjana Chhetri	Parbat	Female 2054-07-22	2022 Bachelor	BBA	9867359320 srjjana
173	Srjana Rana	Tanahun	Female 2056-08-10	2022 Bachelor	BBS	9816166921 srjana
174	Srjana Wagle	Syangja	Female 2058-02-18	2022 Bachelor	BBS	9863464571 srjana
175	Subarna Giri	Syangja	Male 2052-11-17	2022 Bachelor	BBS	9814145532 su4arg
176	Subash Khatri	Kaski	Male 2049-07-25	2022 Master	MBS	9806643601 thpa.su

177	Subash Poudel	Kaski	Male	2057-02-24		2022 Bachelor	BBS	9817137757	imsubi
178	Subina Joshi	Tanahun	Female	2055-02-15		2022 Bachelor	BBS	9826128244	@gmai
179	Sudarshan Subedi	Tanahun	Male	2055-04-29		2022 Bachelor	BBS	9846306786	subedi
180	Sudip Pokhrel	Kaski	Male	1999-01-20		2022 Bachelor	BMTM	9818739772	psudej
181	Sujan Dhungana	Kaski	Male	2056-08-20		2022 Bachelor	BBA	9866006218	dhungi
182	Sujan Gaire	Gorkha	Male	2052-11-18		2022 Bachelor	BBS	9824195503	
183	Sujata Bashyal	Palpa	Female	2056-12-30		2022 Bachelor	B.Ed.	9864407627	sujata
184	Suman G.T	Syangja	Female	2057-03-19		2022 Bachelor	BBS	9867663335	suman
185	Suman Panta	Parbat	Male	2058-07-11		2022 Bachelor	BBS	9867772940	pantas
186	Sumit Pariyar	Kaski	Male	2056-07-06		2022 Bachelor	BA	9765359765	sumit0
187	Sunita Thapa	Kaski	Female	2054-11-26		2022 Bachelor	BBS	9815142174	thapas
188	Sunita Upadhaya	Dhading	Female	2053-10-03		2022 Bachelor	BBS	9806776330	soonee
189	Surya Tripahi	Kaski	Male	2049-07-17					
190	Sushil Pokhrel	Kaski	Male	2054-09-23		2022 Bachelor	BBA	9864420624	
191	Sushila Sunar	Kaski	Female	2055-08-18		2022 Bachelor	BBS	9827178081	
192	Susmita Adhikari ...	Gulmi	Female	2057-12-16		2022 Bachelor	B.Ed.	9865313149	basnet
193	Susmita Banstola	Kaski	Female	2055-12-20		2022 Bachelor	BMTM	9867667074	susmit
194	Susmita Chettri	Parbat	Female	2057-06-03		2022 Bachelor	BBS	9866046313	susmit
195	Susmita Gurung	Rupandehi	Female	2054-01-06		2022 Bachelor	BBS	9846659271	susmit
196	Susmita Kumari Ch...	Chitwan	Female	2057-07-07		2022 Bachelor	BBA	9869148791	susmit
197	Susmita Sunar	Kaski	Female	2054-10-12		2022 Bachelor	BA	9806753691	susmit
198	Swostika Pokhrel	Syangja	Female	2056-11-24		2022 Bachelor	BBS	9867602695	swostil
199	Tara Neupane	Kaski	Female	2057-06-27		2022 Bachelor	BBS	9846635938	taradol
200	Umesh Timilsina	Syangja	Male	2057-02-21		2022 Bachelor	BBS	9846945029	umesh
201	Unisha Kunwar	Kaski	Female	2056-03-27		2022 Bachelor	BBS	9846059710	
202	Urmila sapkota	Syangja	Female	2057-04-19		2022 Bachelor	B.Ed.	9846005023	urmila
203	Yuddha Baral	Kaski	Male	2056-03-32		2022 Bachelor	BMTM	9816161365	yuddh
204									
205									
206									
207									
208									
209									
210									
211									
212									
213									
214									
215									
216									
217									
218									
219									
220									

Annexe-D

Screenshot of the Excel file containing the respondents categorized by their respective ethnic groups.

S.N.	Name	Ethnic Group	S.N.	Name	Ethnic Group
1	Aashis Giri	Brahmin/Chhetri	37	Bina Baral	Brahmin/Chhetri
2	Aashish Adhikari	Brahmin/Chhetri	38	Binaya Lamichhane	Brahmin/Chhetri
3	Aayshma Shrestha	Janajati	39	Bindiya Gurung	Janajati
4	Ajit Timilsina	Brahmin/Chhetri	40	Bipana Godar	Brahmin/Chhetri
5	Alish Chulyaju	Janajati	41	Bipin Giri	Brahmin/Chhetri
6	Amrit Bhujel	Brahmin/Chhetri	42	Biplab Khadka	Brahmin/Chhetri
7	Amrita Khatri	Brahmin/Chhetri	43	Biraj Shrestha	Janajati
8	Amrita Paudel	Brahmin/Chhetri	44	Bishal Aryal	Brahmin/Chhetri
9	Anamika Adhikari	Brahmin/Chhetri	45	Bishal baral	Brahmin/Chhetri
10	Anisha Dwa	Janajati	46	Bishnu Hari Timilsina	Brahmin/Chhetri
11	Anisha Godar	Brahmin/Chhetri	47	Deepa Adhikari	Brahmin/Chhetri
12	Anisha Khadka	Brahmin/Chhetri	48	Deepa Chhetri	Brahmin/Chhetri
13	Anita Thapa	Brahmin/Chhetri	49	Deepa KC	Brahmin/Chhetri
14	Anjali Bhandari	Brahmin/Chhetri	50	Dibas Paudel	Brahmin/Chhetri
15	Anjila Shrestha	Janajati	51	Dil Kumari Lamsla	Brahmin/Chhetri
16	Anju Banstola	Brahmin/Chhetri	52	Dipika Giri	Brahmin/Chhetri
17	Anju Chhetri	Brahmin/Chhetri	53	Dipson Poudel	Brahmin/Chhetri
18	Anmol Palikhe	Janajati	54	Diwas Lamichhane	Brahmin/Chhetri
19	Anupa Pandey	Brahmin/Chhetri	55	Doma Sherpa	Janajati
20	Anusha Wagle	Brahmin/Chhetri	56	Durga Kumari Thapa	Brahmin/Chhetri
21	Apekshya Bhattari	Brahmin/Chhetri	57	Eena Gurung	Janajati
22	Aruna Sapkota	Brahmin/Chhetri	58	Ganesh Parsad Paudel	Brahmin/Chhetri
23	Asmita Dhakal	Brahmin/Chhetri	59	Gyanendra Shrestha	Janajati
24	Asmita Karki	Brahmin/Chhetri	60	Hema Jugjali	Janajati
25	Asmita Paudel	Brahmin/Chhetri	61	Inku Sharma Phuyal	Brahmin/Chhetri
26	Asmita Subedi	Brahmin/Chhetri	62	Isha Goyal	Madhesi
27	Barsha Gurung	Janajati	63	Ishan Giri	Brahmin/Chhetri
28	Bhagawati Neupane	Brahmin/Chhetri	64	Ishara Thapa	Brahmin/Chhetri
29	Bhawana Banstola	Brahmin/Chhetri	65	Jyoti Gautam	Brahmin/Chhetri
30	BholaNath Parajuli	Brahmin/Chhetri	66	Kabita Nepal	Brahmin/Chhetri
31	Bigyan Thapa	Brahmin/Chhetri	67	Kajal Shrestha	Janajati
32	Bigyapti Shrestha	Janajati	68	Krishna Mahat	Brahmin/Chhetri
33	Bikash Baral	Brahmin/Chhetri	69	Laxmi Pokhrel	Brahmin/Chhetri
34	Bimala Thapa	Brahmin/Chhetri	70	Lokendra Prasad Bhattari	Brahmin/Chhetri
35	Bimochana K.C	Brahmin/Chhetri	71	Madhusudhan Man Shrestha	Janajati
36	Bina Aacharya	Brahmin/Chhetri	72	Mahanta Gurung	Janajati

S.N.	Name	Ethnic Group	S.N.	Name	Ethnic Group
73	Mahendra Thapa	Brahmin/Chhetri	109	Priya Gurung	Janajati
74	Manisha Devi Sunar	Dalit	110	Puja Shahi	Brahmin/Chhetri
75	Manisha Katri	Brahmin/Chhetri	111	Pujan Ghimire	Brahmin/Chhetri
76	Manisha Poudel	Brahmin/Chhetri	112	Punatya Adhikari	Brahmin/Chhetri
77	Min Bahadur Kunwar	Brahmin/Chhetri	113	Puskar Baral	Brahmin/Chhetri
78	Mina Belbase	Brahmin/Chhetri	114	Rabina Shrestha	Janajati
79	Mina Gurung	Janajati	115	Rachana Adhikari	Brahmin/Chhetri
80	Mina Joshi	Brahmin/Chhetri	116	Ragya Shrestha	Janajati
81	Monika Thapa	Brahmin/Chhetri	117	Rajani Dahal	Brahmin/Chhetri
82	Natasha Gurung	Janajati	118	Rajee Adhikari	Brahmin/Chhetri
83	Nawadeep Thapa	Brahmin/Chhetri	119	Rajesh Gautam	Brahmin/Chhetri
84	Nilam Thapa	Brahmin/Chhetri	120	Rajesh Tiwari	Brahmin/Chhetri
85	Nirusha Gurung	Janajati	121	Rakesh Kushwaha	Madhesi
86	Pallavi Paudel	Brahmin/Chhetri	122	Raksha Bhattari	Brahmin/Chhetri
87	Parmila Sunar	Dalit	123	Raksha Shahi	Brahmin/Chhetri
88	Patima Ale	Janajati	124	Ram Biswash Kumar Chaudhary	Madhesi
89	Pawan Karki	Brahmin/Chhetri	125	Ranjana Shrees	Janajati
90	Pawana Paudel	Brahmin/Chhetri	126	Rashmi Baral	Brahmin/Chhetri
91	Phoebe Baramu	Janajati	127	Rita Adhikari	Brahmin/Chhetri
92	Prabil Gurung	Janajati	128	Rohit Baral	Brahmin/Chhetri
93	Prabin Adhikari	Brahmin/Chhetri	129	Roshan Garbuja	Janajati
94	Prabin Poudel	Brahmin/Chhetri	130	Roshan Parajuli	Brahmin/Chhetri
95	Prabina Giri	Brahmin/Chhetri	131	Rubi Shrestha	Janajati
96	Prakash Parajuli	Brahmin/Chhetri	132	Sabina Sapkota	Brahmin/Chhetri
97	Prakash Subedi	Brahmin/Chhetri	133	Sabina Shrestha	Janajati
98	Prakriti Parajuli	Brahmin/Chhetri	134	Sabita Pandit	Brahmin/Chhetri
99	Prakriti Paudel	Brahmin/Chhetri	135	Sachita Gurung	Janajati
100	Prameshwor Baral	Brahmin/Chhetri	136	Sadhana Poudel	Brahmin/Chhetri
101	Pramila Gurung	Janajati	137	Sadiksha Shrestha	Janajati
102	Pramila Poudel	Brahmin/Chhetri	138	Sadikshya Paudel	Brahmin/Chhetri
103	Prasannata Pokhrel	Brahmin/Chhetri	139	Sadikshya Pokhrel	Brahmin/Chhetri
104	Pratika Gurung	Janajati	140	Sadikshya Rana	Janajati
105	Pratiksha Paudel	Brahmin/Chhetri	141	Sagar Pokhrel	Brahmin/Chhetri
106	Pravin Khadka	Brahmin/Chhetri	142	Sagun Adhikari	Brahmin/Chhetri
107	Preety Buddhacharya	Janajati	143	Sagun Khatri	Brahmin/Chhetri
108	Prerena Giri	Brahmin/Chhetri	144	Sajita Gurung	Janajati

Annexe-E

Work Schedule for the Tracer Study

S.N.	Activity	IN / ON	Involvement	Through
1.	Tracer Study Committee Formation	2024/12/01 (AD) 2081/08/24 (BS)	Campus Management Committee	CMC Meeting
2.	Data Collection	2081/10/13 to 2081/12/30	Member of the Tracer Study Committee, Non-teaching Staff.	Filling out the Questionnaire from respective respondents during their certificate collection, Telephone contact, E-mail.
3.	Data Processing	2082/01/02 to 2082/02/20	Mr Deenanath Lamichhane	SPSS (Version 29), MS Excel
4.	Preliminary Report Preparation	2082/02/21 to 2082/03/01	Tracer Study Committee <ul style="list-style-type: none"> • Mr Bikash Thapa Magar • Mr Deenanath Lamichhane • Ms Dibbya Laxmi Chalise 	Microsoft Word, Excel, Camera, Photo Editor
5.	Final Report Preparation	2082/03/02 2082/03/10	Mr Bikash Thapa Magar	Microsoft Word, Excel, Camera, Photo Editor