Affiliated to Tribhuvan University

Sukuna Multiple Campus

Sundarharaincha, Morang

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

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

Graduate Tracer Study Report (Graduation Year 2021)

Submitted to
University Grants Commission Nepal
Sanothimi, Bhaktapur

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang
2023

SUKUNA MULTIPLE CAMPUS
Sundarharaincha, Morang

GRADUATE TRACER STUDY REPORT 2023
(Graduation Year-2021)

Submitted to
University Grants Commission, Nepal
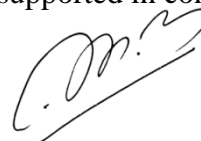## Sanothimi, Bhaktapur,

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang
2023

FOREWORD

I am pleased to bring out the Graduate Tracer Study Report for the graduation batch 2021. At first I would like to thank University Grands Commission (UGC) Nepal for all the support to conduct the study. The Tracer Study Task Team of the campus was given responsibility to collect and analyze data from the graduates and prepare the report. The team has carefully studied the information provided by the graduates and prepared the report in this form. I appreciate the team for the hard work to prepare the report. All the graduates involved in the study deserve special thanks for the valuable time they gave to respond to the tracer study questionnaire.

After the campus has been officially accredited by University Grants Commission Nepal in 2015, we have been regularly conducting graduate tracer study reports. We have carefully considered the findings of the previous reports to address the problems in activities of the campus. This report is the continuation of the regular work we have been doing for the past few years. The findings and suggestions presented in the report will be carefully considered to institutional reform.

Finally, I would like to thank everyone who supported in conducting this study and preparing this report

Chandra Mani Rai
Campus Chief

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Sukuna Multiple Campus (SMC) received official accreditation from UGC Nepal in 2015 and since then, graduate tracer studies have been regularly conducted. This has immensely helped to review the quality standards of the campus in light of the employment status of the graduates and their perceptions of studying at this campus. received the official accreditation from University Grants Commission (UGC), Nepal in 2015. Moreover, the campus has emphasized not only instructional activities but also research and publication. Graduate tracer study has become an integral part of the campus's crucial activities. It is highly expected that the graduate tracer studies vividly reflect the quality and relevance of the academic programs offered at the campus. Therefore, it has been expected that this study will indicate the success of the academic programs.

This study collected required information using questionnaires, which were distributed to the graduates in April and May months of 2023. The employed graduates were mainly distributed the questionnaires at their workplaces. Their employment status was verified with their appointment letters. Few graduates refused to provide their appointment letters, and therefore, their employment status was verified with the official letters of employers. Information of the Graduates Pursuing Further Studies (GPFS) was collected from their campuses. The graduates who were not available at their work and study places were contacted through telephone for information.

This study mainly aims to find the employment and further status of the graduates. In order to meet the objective, we have attempted to analyze the number and proportion of the employed graduates on the basis of gender, programs, ethnicity and. The traced graduates have been put into three main categories: Employed Graduates, Unemployed Graduates and Graduates Pursuing Further Studies (GPFS). The employed graduates have been further analyzed in terms of employment and job type (full time/ part time and type of organization). Therefore, the study makes a comprehensive analysis of the status of the students graduated in 2021 from SMC.

The information collected from the graduates have been analyzed in terms of the following five categories.

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

This study targeted the students graduated from the campus in 2021. Like the previous studies, graduates from six different programs (BBS, B Ed, BA, B Sc, M Ed and MBS) have been selected. There were a total of 149 graduates traced from these six programs.   From these programs, information was collected from a total of 149 graduates.

The major findings of this study are based mainly on the the quantitative information collected from the graduates. While drawing the findings, the objectives of the study

were considered. The main results obtained from the analysis of the data have been discussed in the following sections.

Employment and Further Study Status of the Graduates

- The study traced 149 traced graduates. Among them 81 (54.36%) were employed, all of whom were working in organizations.
- The graduates were from six programs conducted at the campus. The study shows that the largest number of employed graduates were from the M Ed program. Excluding the BA program, the employment rate looks higher among graduates from Master's programs than among those from Bachelor's programs
- M Ed had the largest and BA had the smallest number of employed graduates.
- BA had the highest and B Sc had the smallest employment rates.
- Although the study collected information from the larger number of female graduates, it showed higher employment rate among male graduates.
- The largest number of employed graduates were from the Faculty of Education
- The proportion of employed graduates was higher among females in Bachelor's programs except for B Sc, whereas proportion of the male graduates was higher in Master's programs.
- In terms of the ethnicity of more than two third of the graduates were from the Brahmin/Chhetri community. Similarly more than 26.84 per cent of the graduates were from the Janajati group. Graduates from the Madhesi and Dalit groups occupied the smallest proportion occupying just more than two per cent of the traced graduates. Out of 81 employed graduates, 58 (71.60%) were from the Brahmin/Chhetri group. The smallest proportion of the employed graduates were from Madhesi and Dalit groups employing only two graduates from either of these programs
- The study revealed 56.31 per cent employment rate among Brahhmin/Chhetri graduates, 47.5 per cent employment rate among Janajati graduates, 66.66 per cent employment rate among the Madhesi graduates and Dalit graduates. Thus, Madhesi and Dalit groups demonstrated the highest employment rate and Janajati group demonstrated the lowest employment rate.
- The study did not find any Muslim graduates. Therefore their employment status remained unexplored.
- Brahmin/Chhetri graduates had higher employment rate than Janajati except in BA program.
- Nearly 60 per cent of the employed graduates were doing government jobs. Followed by this, about one third (34.56 %) of the employed graduates were working in private institutions. The proportion of the graduates working in public institutions was very low – only 6.17 per cent of the employed graduates were working in these institutions. However, the proportion of graduates working in private institutions was larger than those working in government institutions for BA, B Sc and MBS. Similarly, the proportion of graduates working in private and government institutions was equal for BBS
- The study did not find any graduate working in NGOs and INGOs.

- All of the employed graduates were found to be doing full-time jobs.
- This tracer study showed inability of the campus to develop students' self-dependence on income generation because none of the graduates were found of the self-employed.
- The study shows nearly one-third of unemployed graduates.
- The female graduates' unemployment proportion was slightly higher than that of the males.
- Unemployment rate was highest among BBS. graduates , with nearly half of the unemployed graduates. Similar unemployment rate was found in the B Sc program. In this program, the unemployment among female graduates was alarmingly high. In BBS program, unemployment rate was higher among male graduates.
- None of the BA graduates were unemployed.
- The unemployment rates in Master's programs (M Ed and MBS) as well as in B Sc program were higher among female graduates than among male graduates.
- Among 149 graduates involved in the study, 31 were pursuing further studies. This accounts for nearly one-fifth of the traced graduates.
- There were no GPFS from Master's programs.
- The highest rate of further studies was found among B Sc. graduates. The GPFS from this programs are nearly double in number than GPFS from BBS and B Ed programs.
- The rates of further studies among BBS and B Ed graduates were almost same, with almost one-third of the graduates pursuing further studies.
- The study did not find any GPFS from the BA program.
- The number and percentage of the female graduates pursuing further studies were higher than those of the male graduates.

Issues Related to Quality and Relevance of Programs

- Out of the 5 rating points, the graduates provided average rating of 3.77 for the quality and relevance of the programs conducted at the campus. This indicates that the graduates seemed highly satisfied with the quality of education.
- Regarding the quality and relevance of the programs, most of the graduates selected 4 (very good) options, indicating that majority of the graduates largely found quality standards in their programs of study.
- The average rating provided by the graduates from each program for quality of programs was: BBS- 3.84, B Ed- 3.97, BA- 3.66, B Sc- 3.2, M Ed- 3.9, and MBS- 3.41. This shows that B Ed graduates were most satisfied and B Sc graduates were least satisfied with the quality of education. Very few graduates seemed dissatisfied with the quality of the programs.
- The graduates provided an average rating of 3.26 on relevance of the educational programs conducted at the campus. The largest number of graduates selected 4, which indicates that the programs of study were highly relevant to students' professional requirements.

- The average rating for relevance of each program was: BBS- 3, B Ed- 3.29, BA- 3, B Sc- 2.4, M Ed- 2.82, and MBS- 2.65. This shows that B Ed graduates were most satisfied and B Sc graduates were least satisfied with the professional requirements.
- The study did not find a close correlation between the programs and graduates' employment. For example, most of the graduates, even those from Faculty of Management and Faculty of Science, were found to be working as teachers.
- Regarding the quality and relevance of the programs, the biggest suggestion on improvement of quality was minimizing political activities at the campus.
- Nearly one-fifth of the suggestions related to quality improvement were related to political activities. Nearly equal proportions of suggestions were related to teachers' regularity and punctuality.
- More than one fourth of the suggestions were related to teachers' qualification and quality delivery.
- Major suggestions received from each program on quality improvement are summarized below.
  - ❖ BBS: Minimize Political activities, maintain regularity of teachers; improve administration; appoint more qualified teachers; improve teaching quality.
  - ❖ B Ed: Maintain regularity of teachers, improve administration, Appoint more qualified teachers, minimize political activities.
  - ❖ B A: Minimize political activities; maintain regularity of teachers, improve administration
  - ❖ B Sc: Appoint more qualified teachers; Minimize political activities, improve teaching quality; maintain students' regularity.
  - ❖ M Ed: Maintain regularity of teachers; improve administration; improve exams, minimize political activities; appoint more qualified teachers, improve teaching quality.
  - ❖ MBS: Improve administration; appoint more qualified teachers; improve teaching quality; improve exams; minimize political activities.

Programs' Contribution to Graduates' Professional and Personal Development

- The average rating of the graduates on the contribution of the programs on their personal and professional development was 3.31.
- Program-wise calculation shows that the average rating from each program was: BBS- 3.15, B Ed- 3.56, BA-3, B Sc-2.55, M Ed- 3.57, and MBS-3.06. This indicated that M Ed graduates have provided the highest and BA graduates have provided the lowest rating on relevance of the programs to their personal and professional development.
- Only 5.48 per cent of the graduates rated 1; 19.17 per cent of the graduates rated 2; 28.76 per cent of the graduates rated 3; 31.50 per cent of the graduates rated 4; and 15.07 per cent of the graduates rated 5. This shows that the graduates largely considered their programs to be relevant to their personal and professional development.

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

- In general the graduates from all programs provided positive response towards teaching learning environment, teacher-student relationship and quality of delivery.
- Among the responses received from the BBS graduates, the average ratings on teaching-learning environment, teacher-students relationship and education delivery efficiency were 3.31, 4.47 and 3.84 respectively. General impression of these ratings is that the BBS graduates have largely provided the positive responses on these aspects.
- The BBS graduates seemed most satisfied in teacher-student relationship but least satisfied in teaching-learning environment. This clearly calls for improvement in bringing improvement in teaching-learning environment of the campus.
- The average ratings provided by B Ed students were similar to those provided by the BBS students. the average ratings on teaching-learning environment, teacher-students relationship and education delivery efficiency were 3.51, 4.1, 3.29 respectively. This shows that the B Ed graduates largely provided positive responses on these aspects. The graduates seemed most satisfied in teacher-student relationship but least satisfied in efficiency of education delivery.
- The average ratings received from the BA graduates on teaching-learning environment, teacher-student relationship and efficiency of education delivery were 3.66, 4.33 and 3.3 respectively. This suggests the BA graduates seemed largely satisfied with the program.
- The responses of the B Sc graduates on teaching-learning environment, teacher-student relationship and delivery and efficiency of education were less positive compared to the responses of other graduates. The average rating of the graduates on teaching-learning environment, teacher-student relationship and delivery and efficiency of education were 2.9, 3.7 and 2.7 respectively.
- average ratings provided by the M Ed graduates on teaching-learning environment, teacher-student relationship and education delivery efficiency were 3.84, 4.31 and 3.57 respectively. This shows that M Ed graduates seemed highly satisfied with the teaching-learning environment, teacher-student relationship and education delivery efficiency.
- Regarding teaching-learning environment, teacher-student relationship and education delivery efficiency, the M Ed graduates seemed most satisfied in teacher-student relationship but least satisfied in education delivery efficiency.
- The average ratings provided by the MBS graduates on teaching-learning environment, teacher-student relationship, and efficiency of education delivery were 3.53, 4.12 and 3.65 respectively. This shows that most of the responses on these aspects were highly positive.
- The MBS graduates provided highest rating for teacher-student relationship and lowest rating for teaching-learning environment.

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

- Most of the graduates gave gave positive responses about the facilities in the campus. The average rating of the graduates on the facilities provided at the campus was 3.40,

which indicates that graduates from all the programs provided positive responses towards the facilities provided by the campus.

- Program-wise average rating for the facilities was: BBS-3.58, B Ed- 3.51, BA-3.33, B Sc-2.5, M Ed- 3.57, and MBS-3.53. This indicated that BBS graduates provided the highest and B Sc graduates provided the lowest rating on facilities offered to students at the campus.

- Only 6.16 per cent of the graduates rated 1; 17.81 per cent of the graduates rated 2; 21.91 per cent of the graduates rated 3; 40.41 per cent of the graduates rated 4; and 14.38 per cent of the graduates rated 5. This suggests that the graduates' responses on the facilities was highly positive.

- The the graduates mainly suggested maintaining cleanliness of urinals and toilets. Among 127 suggestions related to facilities provided at the campus, the biggest suggestion was related to cleaning toilets and urinals. More than 40 per cent of the graduates suggested cleaning toilets and urinals regularly.

- Nearly one-third (30.17 %) of the suggestions related to facilities were about adding more books in the library. Likewise, a significant number of graduates (12.6 %) also suggested being fair in distribution of free-ship and scholarship to students.

- The major suggestions given by graduates from each program are summarized in the following points.
  - ❖ BBS: Provide sufficient books in the library; keep toilets and urinals clean.
  - ❖ B Ed: Keep toilets and urinals clean; provide hostel facility; provide sufficient books in the library, update and improve lab.
  - ❖ B A: Keep toilets and urinals clean; be fair in distribution of freeship and scholarship.
  - ❖ B Sc: Provide sufficient book in the library; update and improve lab; keep toilets and urinals clean.
  - ❖ M Ed: Keep toilets and urinals clean; provide sufficient books in the library.
  - ❖ MBS: Keep toilets and urinals clean; provide sufficient books in the library.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

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

CHAPTER I
INTRODUCTION

Background

Higher education institutions (HEIs) play a significant role in developing students' skills which they require in their potential work placements. The quality of education offered by HEIs is therefore a large determinant not only in preparing students for work but also in their competence in employment. Education offered by HEIs largely correlates not only with students' academic achievements but with employability and efficiency in future employment The job market in recent years has become more and more competitive, and it is highly essential to craft students' knowledge and skills with maximum carefulness. HEIs also need to keep a careful track of their graduates' status. A graduate tracer study such as this plays an important role in collecting information about graduates including their employment and further study conditions.

Sukuna Multiple Campus conducts academic programs in bachelor's and master's levels under the affiliation of Tribhuvan University (TU). These programs are conducted under four faculties: Humanities and Social Sciences, Education, Management and Science. Faculty of Education offers One Year B Ed, BICTE, Four Year B Ed and M Ed. Similarly faculty of Management offers BBS, BBA and MBS programs Faculty of Science and faculty of Humanities and Social Sciences offer one program each (i.e. B Sc and BA respectively). Since BICTE was conducted under B Ed program at the time of students' graduation, this study has incorporated information the graduates from this program under B Ed. likewise, the newly launched BBA program has not produced any graduates, and therefore, this study do not include any information about graduates in this program.

In recent years, especially after institutional accreditation received from UGC Nepal, Sukuna Multiple Campus (SMC) has made efforts in maintaining quality standards. Along with the activities related to research and publication, the campus has focused more and more on maintaining proximity with the students even after graduation. We expect that the qualification of the students is highly valued in a competitive job market. Therefore, Our concern is not just on whether our graduates are employed but on whether their study is relevant to their employment. We highly expect that graduates' specialization in education is properly utilized in their jobs. Even if the graduates are unemployed but are pursuing further studies, their education is thought to be valued. We also expect that on completion of their study, they leave the campus with a good experience. However, unemployed graduates without any further education will force us to review the quality of education offered at the campus. In order to obtain a clear picture of graduates' employment and further study status, we have attempted to collect graduates' responses about the quality offered by various programs of study.

After the completion of an academic program, graduates, graduates generally choose among two options: pursuing further study or enter into a profession. As they complete a program, the not only have knowledge and skills needed for their career, but they also have a stock of experiences. Tracer studies are generally conducted to explore how study programs link with graduates' employment and how graduates recall their experiences

study programs. Therefore tracer studies are effective means of assessing efficacy of an educational institution. Tracer studies are quite useful in finding out possible weaknesses in our educational programs and assist in better planning for future improvements.

This study has both short-term objectives and long-term goals. The main short-term objective is to find the employment and further study status of graduates. Our long-term goal is to use the implications of the study for institutional reform. It means that the study has ultimate goals on quality improvement. For the improvement of quality, information provided by the graduates will be very important. Especially, the ratings made on various aspects of the academic activities and suggestions provided on these aspects will help us to reflect on our activities and make strategies to address problems. Therefore, we expect that this report will be utilized for developing policies for future academic activities and strengthen its quality assurance.

Sukuna Multiple Campus has undertaken this study with the assistance of University Grants Commission, Nepal. In the following sections we have analyzed the graduates' responses related to their employment, further studies and experiences of academic programs. Moreover, we have also analyzed the major suggestions obtained from the graduates on various aspects of activities at the campus. The information obtained from the graduates have been analyzed into various categories including graduates' programs of study, gender, ethnicity, area of employment and type of employment organization.

Objectives of the Study

This study was conducted to obtain information about graduates' status and their perceptions on the academic programs they attended before graduation. Specifically, the study had the following objectives.

  i. To find out the employment and further study status of the graduates
 ii. To analyze the issues related to the quality and relevance of programs at SMC
iii. To measure the contribution of the programs of study to graduates' professional and personal development
iv. To analyze the issues related to teaching-learning environment, teacher-student relationship, and education delivery efficiency
 v. To analyze the facilities provided by SMC, as perceived by the graduates.

Institutional Arrangements to Conduct the Study

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

Mr. Basudev Dahal   Co-ordinator
Mr. Khagendra Raj Dahal   Member
Mr. Pushpa Raj Ghimire   Member

The major responsibilities were distributed among the Task Team members. To accomplish the task, Basudev Dahal coordinated among the members of the team. He was primarily responsibility for analysis of the collected data and preparation of the report. Similarly Khagenrdra Raj Dahal and Pushpa Raj Ghimire were involved in keeping the record of the graduates and collecting required information. The appendices were prepared collectively by all the members of the Tracer Study Task Team.

Graduate Batch Taken for the Study

This study targeted the students graduated from the campus in 2021. Like the previous studies, graduates from six different programs (BBS, B Ed, BA, B Sc, M Ed and MBS) have been selected. There were a total of 149 graduates traced from these six programs. The list of graduates chosen for this is presented in Appendix I.

Data Collection – Instruments and Approach

The study mainly adopted quantitative approach in collection and analysis of data. The main instrument used for the collection of information from the graduates involved a questionnaire, which was developed by UGC, Nepal. The questions used in the questionnaire were mainly related to the collection of quantitative information. The questions were related to graduates' personal information, academic program, employment information and further study information as well as information related to quality and relevance of programs, relevance of the programs to graduates' personal and professional development, teaching-learning environment, student-teacher relationship, and facilities provided at the campus. As the questions were asked in English medium, the graduates were expected to provide answers in English too. However, some graduates felt responding in the English language. In such cases, the questions were translated into English and their answers were translated into English.

The responses were mainly collected in March and May months of 2023, and the data analysis and interpretation process took place in the first and second weeks of June. The graduates' employment status was verified with their appointment letters. Some graduates refused to provide their appointment letters and their employment status was verified with employers' verification letters. The graduates' appointment and verification letters are presented in Appendix III. The graduates who were studying at the upper levels mainly provided information at their campuses.

The collected information was analyzed mainly by using quantitative approach. Most of the information was presented in tables and diagrams and it was interpreted descriptively.

Scope and Limitations of the Study

Although the campus has launched some programs in recent years, those programs have not been included in this study. The newly launched programs have not produced any graduates. Therefore, the study covered the graduates from six programs of four faculties (Education, Management and Humanities and Social Sciences, and Science). The programs included in the study are presented table 1 below.

Table 1

Programs Included in the Study

Faculty	Level	
	Bachelor's Degree	**Master's Degree**
Education	Three-Year/Four-Year B Ed	M Ed
Humanities and Social Sciences	Three-Year BA	-
Management	Three-Year BBS	MBS
Science	Four-Year B Sc	-

The study had the following limitations.

i. The study analyzed the graduates from the year 2021 only.
ii. Out of the total number of graduates, only 81 employed, 49 unemployed and 31 GPFS were studied.
iii. The data were collected using a questionnaire.
iv. The graduates working and pursuing further studies in foreign countries were not included in the study.

CHAPTER II
DATA PRESENTATION AND ANALYSIS

This chapter is based primarily on the quantitative data collected from the questionnaire developed by UGC, Nepal. This questionnaire was distributed to the graduates to collect two types of information. Firstly, they rated on the quality and relevance of the institutional programs of SMC on the graduates' professional and personal development as well as the facilities provided by the institution. Secondly, the graduates offered a number of suggestions on the institutional reform of the campus.

Out of 149 traced graduates included in the study, 68 (45.6%) were male and 81 (54.36%) were female. There were more female graduates in all programs except M Ed and MBS. Moreover, there were only female graduates from BA program. Brief information about the traced graduates is presented in the following table.

Table 2

Number of Traced Graduates

Gender	Number of Traced Graduates						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Male	8	12	0	10	27	11	65
Female	11	29	3	10	22	6	81
Total	**19**	**41**	**3**	**20**	**49**	**17**	**149**

The table presented above table displays a surprising decline in the number of graduates in most of the programs in the year 2021. Since the graduate study for the 2019 batch traced 266 traced graduates, this table shows a decline of 117 graduates in 2021. This is surprising because enrolment is increasing every year in the campus. In earlier studies, the M Ed program produced more than 50 per cent of the graduates, but this study shows only one-third of the graduates from this program. Yet M Ed still continues to be the largest program in terms of the number of graduates. Despite having the largest enrolment, BBS has produced just more than 13 per cent of the graduates. BA continues to be the smallest program in terms of the number of graduates. Considering the gender-wise proportion, the bachelor's programs have produced more female graduates, but the master's programs have produced more male graduates.

Employment and Further Study Status of the Graduates

We asked the graduates to provide information about their employment status. Among 149 traced graduates, 81 (54.36%) were employed in organizations. This suggests a slight decline in the employment percentage of graduates compared to the previous employment status. The previous study showed more than 59 per cent of employed graduates. Similarly, this study shows 20.80 per cent of the graduates pursuing further studies (GPFS). This also shows a decline in the percentage of the GPFS as the previous study showed more than 21 per cent of the GPFS.

Employed Graduates from Different Programs

This study targeted six programs conducted at the campus. As was reported in the previous studies, this study shows that M Ed has produced the largest number of employed graduates. Except for the BA program, the employment rate looks higher among graduates

from Master's programs than among those from Bachelor's programs. On the whole, the proportion of employed graduates looks higher among males than among females. However, careful examination of the employment status shows higher employability of female graduates in the Bachelor's programs. The information on the employment status of the graduates from each program is presented in Table 3 below.

Table 3

Employed Graduates from Each Program

Program	Number of Respondents			Number of Employed			% of Employed		
	M	F	T	M	F	T	M	F	T
BBS	8	11	19	1	4	5	12.5	36.36	26.31
B Ed	12	29	41	6	16	22	50	55.17	53.65
BA	-	3	3	-	3	3	-	100	100
B Sc	10	10	20	5	-	5	50	-	25
M Ed	27	22	49	20	12	32	74	54.54	65.30
MBS	11	6	17	10	4	14	90.90	66.66	82.35
Total	**68**	**81**	**149**	**42**	**39**	**81**	**61.76**	**48.14**	**54.36**

The table shows that the order of programs from the largest to smallest number of employed graduates is M Ed (32), B Ed (22), MBS (14), B Sc and BBS (5), and BA (3). This suggests that M Ed and BA are the largest and smallest programs respectively on number of employed graduates. However on the basis of percentage of the employed graduates the order is BA (100%), MBS (82.35%), M Ed (65.30%), B Ed (53.65%), BBS (26.31%), and B Sc (25%). This suggests highest employability in BA and lowest employability in B Sc. This is surprising because a highly esteemed program has produced the smallest proportion of the employed graduates. From the observation of the data it can be interpreted that Faculty of Education has produced the largest number of employed graduates, as both M Ed and B Ed programs are run under this faculty. The proportion of employed graduates is higher among females in Bachelor's programs except for B Sc, which has produced none of the female employed graduates. This could be because of a large number of GPFS from this program. The proportion of the employed graduates is higher among males in Master's programs. Although the study shows larger proportion of female graduates (both employed and unemployed included), the proportion of employed graduates is larger among males. This calls for better strategies to maximize employability of female students.

Graduates' Ethnicity

We have also explored the ethnic background of the graduates. It is presented in Table 4 below.

Table 4

Graduates' Ethinicity

Program	Brahmin/Chettri			Janjati			Madhesi			Dalit			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	8	7	15		4	4	-	-	-	-	-	-	8	11	19
B Ed	8	22	30	3	7	10	-	-	-	1	-	1	12	29	41

BA	-	1	1	-	2	2	-	-	-	-	-	-	-	3	3
B Sc	8	7	15	2	2	4	-	1	1	-	-	-	10	10	20
M Ed	17	14	31	7	7	14	2	-	2	1	1	2	27	22	49
MBS	9	2	11	2	4	6	-	-	-	-	-	-	11	6	17
Total	**50**	**53**	**103**	**14**	**26**	**40**	**2**	**1**	**3**	**2**	**1**	**3**	**68**	**81**	**149**

The table shows that more than two third of the graduates were from the Brahmin/Chhetri community. Similarly more than 26.84 per cent of the graduates were from the Janajati group. Graduates from the Madhesi and Dalit groups occupied the smallest proportion occupying just more than two per cent of the traced graduates. The number of graduates from Brahmin/Chettri group was higher in all the programs except BA, which had more Janajati graduates. The number of graduates from Brahmin/Chettri group was higher in all the programs except BA, which had more Janajati graduates.

Types of Employment Institutions

The employed graduates were further asked to specify the type of employment they were involved in. There were asked to choose from the three options related to their employment status: working in organization, self-employed and unemployed. Table 4 below summarizes the responses provided by graduates.

Table 5

Current Employment Status of the Graduates

Program	Employed Graduates									Unemployed Graduates		
	Working in an Organization			Self Employed			Total Employed					
	M	F	T	M	F	T	M	F	T	M	F	T
BBS	1	4	5	-	-	-	1	4	5	5	4	9
B Ed	6	16	22	-	-	-	6	16	22	6	5	11
BA	-	3	3	-	-	-	-	3	3	-	-	-
B Sc	5	-	5	-	-	-	5	-	5	2	7	9
M Ed	20	12	32	-	-	-	20	12	32	7	10	17
MBS	10	4	14	-	-	-	10	4	14	1	2	3
Total	**42**	**39**	**81**	**-**	**-**	**-**	**42**	**39**	**81**	**21**	**28**	**49**

The table shows that all of the employed graduates were working in organizations as it does show any self-employed graduates. This indicates that SMC has failed to develop students' self-dependence on income generation. This implies that the campus needs to adopt more effective policies to foster students' self-reliance. On the whole, the number of employed graduates was higher than that of the unemployed graduates, but there were more unemployed graduates in BBS and B Sc programs.

Employed Graduates from Different Ethnic Groups

We have attempted to explore the employment status of graduates on the basis of their ethnicity. We have also compared the number of graduates from ethnic groups with employment status of each of these groups. The overall employment status of the graduates is presented in the following bar diagram.

Figure 1

Employment by Ethnicity
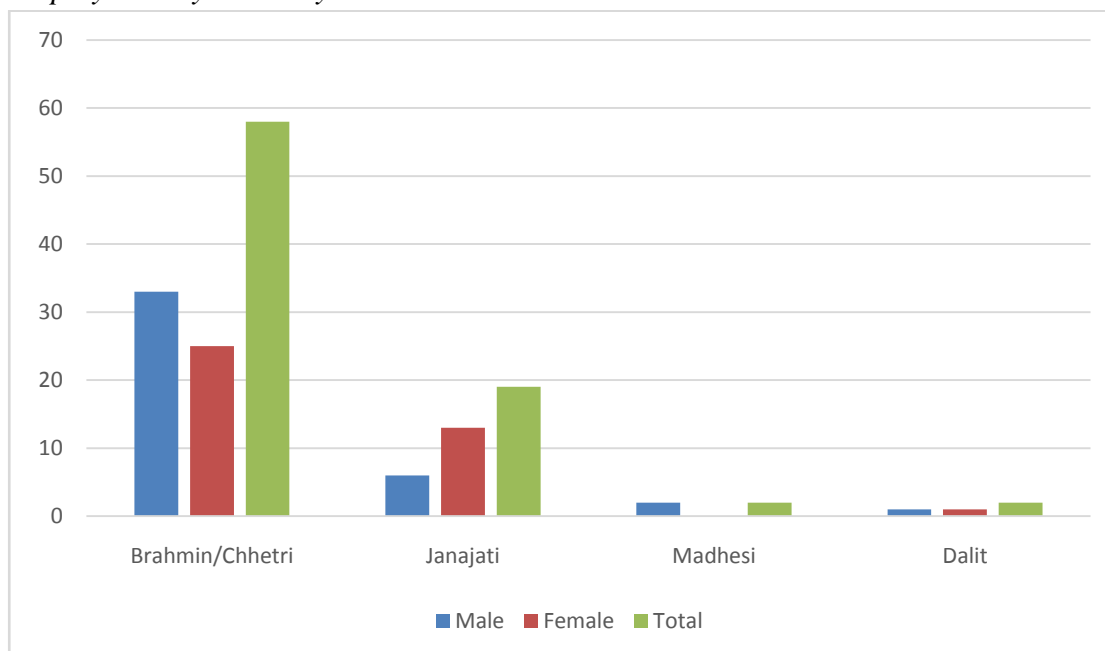
The diagram shows the lion's share of the Brahmin and Chhetri groups in employment. Out of 81 employed graduates, 58 (71.60%) were from the Brahmin/Chhetri group. The smallest proportions of the employed graduates were from Madhesi and Dalit groups employing only two graduates from either of these programs. The total number of graduates from Brahmin and Chhetri group was 103. Out of this number, 58 graduates were employed. This accounts for 56.31 per cent of the total number of graduates from this group. Similarly, out of 40 graduates in Janajati category, 19 were employed, accounting for 47.5 per cent. In the Madhesi category, 2 out of 3 graduates were found to be employed. This occupies 66.66 per cent of the employed graduates from Madhesi group. Similarly, out of three graduates from the Dalit group, two were found to be employed, suggesting 66.66 per cent employment. This suggests that despite having smallest number of graduates, Dalit group demonstrated same employment rate as that of the Madhesi group. These two groups, therefore, demonstrated the highest employment rate. The lowest percentage of the employed graduates was from the Janajati group. Moreover, despite having a remarkable number of populations, it is surprising to see none of the graduates from the Muslim community. It is because of very low enrolment of Muslim students at the campus. This clearly shows inability of the Muslim students to grasp higher education opportunities.

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

Table 6

Employed Graduates' Ethnicity from Different Programs

Program	Brahmin/Chettri			Janjati			Madhesi			Dalit			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	1	1	2	-	3	3	-	-	-	-	-	-	1	4	5

B Ed	5	13	18	1	3	4	-	-	-	-	-	-	6	16	22
BA	-	1	1	-	2	2	-	-	-	-	-	-	-	3	3
B Sc	4	-	4	1	-	1	-	-	-	-	-	-	5	-	5
M Ed	14	8	23	3	3	6	2	-	2	1	1	2	20	12	32
MBS	9	2	11	1	2	3	-	-	-	-	-	-	10	4	14
Total	**33**	**25**	**58**	**6**	**13**	**19**	**2**	**-**	**2**	**1**	**1**	**2**	**42**	**39**	**81**

The study of the employed graduates' ethnic representation in each program shows a dominant presence of the Brahmin/Chhetri group in all the programs except BBS and BA, in which Janajati graduates outnumbered Brahmin/Chhetri graduates. Ethnic representation from the BBS program shows 13.33 per cent employment rate of Brahmin/Chettri graduates, and 30 per cent employment rate of the Janajati graduates. Similarly, in B Ed program, 60 per cent of the Brahmin/Chettri, 57.14 per cent of the Janajati and 100 per cent of the Dalit graduates were found employed. BA program shows 100 per cent employment in Brahmin/Chettri and Janajati groups. In B Sc program, 26.66 per cent of the Brahmin/Chettri, and 50 per cent of the Janajati graduates were employed. In this program none of the ethnic groups had female employed graduates. In M Ed. program, 74.19 of the Brahmin/Chettri, 85.71 per cent of the Janajati, 100 per cent of the Madhesi and Dalit graduates were found employed. In MBS program, 100 per cent of the Brahmin/Chettri, and 50 per cent of the Janajati graduates were found employed.

Types of Organizations of the Employed Graduates

The employed graduates were found to be involved in three types of institutions: government, public and private. Although we also attempted to find graduates working in NGOs and INGOs, none of the graduates were found to be working in these institutions. The number and percentage of employed graduates working in these institutions from the six programs of SMC are presented in the 7 below.

Table 7

Types of Employed Graduates

Program	Private			Public			NGO/ INGO			Government			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	-	2	2	-	1	1	-	-	-	1	1	2	1	4	5
B Ed	2	5	7	-	1	1	-	-	-	4	10	14	6	16	22
BA	-	2	2	-	-	-	-	-	-	-	1	1	-	3	3
B Sc	3	-	3	-	-	-	-	-	-	2	-	2	5	-	5
M Ed	2	3	5	1	-	1	-	-	-	17	9	26	20	12	32
MBS	6	3	9	2	-	2	-	-	-	2	1	3	10	4	14
Total	**13**	**15**	**28**	**3**	**2**	**5**	**-**	**-**	**-**	**26**	**22**	**48**	**42**	**39**	**81**

As the table shows nearly 60 per cent of the employed graduates were doing government jobs. Followed by this, about one third (34.56 %) of the employed graduates were working in private institutions. The proportion of the graduates working in public institutions was very low – only 6.17 per cent of the employed graduates were working in these institutions. Program-wise analysis shows that the proportion of graduates working in private institutions was larger than those working in government institutions for BA, B Sc and

MBS. Similarly, the proportion of graduates working in private and government institutions was equal for BBS. The proportion of graduates working in government institutions was larger than those working in private and public institutions for B Ed and M Ed programs. This suggests that Faculty of Education has produced more graduates for government jobs in comparison to other programs. The table does not show any graduates working in NGOs and INGOs.

Types of Work/ Profession of the Graduates

We have also attempted to study the time given by employed graduates in their employment institutions. Therefore, the graduates working in organizations were asked to specify whether they were working as full-time or part-time employees. The responses provided by the graduates are presented in the table 8 below.

Table 8

Type of Work/Profession

Program	Full-Time			Part-Time			Total		
	M	F	T	M	F	T	M	F	T
BBS	1	4	5	-	-	-	1	4	5
B Ed	6	16	22	-	-	-	6	16	22
BA	-	3	3	-	-	-	-	3	3
B Sc	5	-	5	-	-	-	5	-	5
M Ed	20	12	32	-	-	-	20	12	32
MBS	10	4	14	-	-	-	10	4	14
Total	**42**	**39**	**81**	**-**	**-**	**-**	**42**	**39**	**81**

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

Self-Employed Graduates

This tracer study did not find any self-employed graduates. This indicates that SMC has failed to develop students' self-dependence on income generation. This implies the need to adopt more effective policies to foster students' self-reliance.

Unemployed Graduates

This study has calculated the number of unemployed graduates by excluding employed graduates and GPFS from the graduate list. In other words, GPFS were not considered for the calculation of the unemployed graduates. The table 9 below summarizes he unemployed graduates from each program.

Table 9

Unemployed Graduates

Program	Total Number of respondents			Number of Unemployed			% of the unemployed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BBS	8	11	19	5	4	9	62.5	36.36	47.37
B Ed	12	29	41	6	5	11	50	17.24	26.83
BA	-	3	3	-	-	-	-	-	-
B Sc	10	10	20	2	7	9	20	70	45
M Ed	27	22	49	7	10	17	25.9	45.45	34.69
MBS	11	6	17	1	2	3	9	33.33	17.64
Total	**68**	**81**	**149**	**21**	**28**	**49**	**30.88**	**34.56**	**32.88**

The information presented in the above table shows that nearly one third of the graduates were unemployed. The female graduates' unemployment proportion is slightly higher than that of the males. Unemployment rate was highest among BBS. graduates , with nearly half of the unemployed graduates. Similar unemployment rate was found in the B Sc program. In this program, the unemployment among female graduates was alarmingly high. In BBS program, unemployment rate was higher among male graduates. However, none of the BA graduates were unemployed. The unemployment rates in Master's programs (M Ed and MBS) as well as in B Sc program was higher among female graduates than among male graduates.

Graduates Pursuing Further Studies

The study also attempted to collect information about further study information about the graduates. During the study, the graduates were asked whether they were undertaking further studies after their graduation. Among 149 graduates involved in the study, nearly one-fifth of the graduates responded that they were pursuing further studies. The information about the GPFS is presented in table 10.

Table 10

Graduates Pursuing Further Studies

Program	Number of graduates			Number of GPFS			% of the GPFS		
	M	F	T	M	F	T	M	F	T
BBS	8	11	19	2	4	6	25	36.36	31.57
B Ed	12	29	41	1	12	13	8.33	41.3	31.7
BA	-	3	3	-	-	-	-	-	-
B Sc	10	10	20	5	7	12	50	70	60
M Ed	27	22	49	-	-	-	-	-	-
MBS	11	6	17	-	-	-	-	-	-
Total	68	81	149	8	23	31	11.76	28.39	20.80

The table does not show any GPFS from the Master's programs. This could be partly because a large number of graduates from these programs were involved in employment, and partly because there is lack of further study opportunities for these graduates. Among the graduates from the Bachelor's programs, the highest rate of further studies was found

among B Sc. graduates. The GPFS from this programs are nearly double in number than GPFS from BBS and B Ed programs. The rates of further studies among BBS and B Ed graduates were almost same, with almost one-third of the graduates pursuing further studies. As the table shows there were no GPFS from the BA program. Gender-wise comparison shows that the number and percentage of the female students pursuing further studies were higher than those of the male students.

Issues Related to Quality and Relevance of Programs

Currently, SMC is conducting eight programs of study, but the graduates involved in this study are only from six programs. This section analyzes the graduates' responses on how these programs meet quality and professional relevance as perceived by the graduates. It mainly summarizes graduates rating on programs' quality and relevance, and their suggestions on further improvement on these aspects. Therefore this section provides a basis for reviewing the programs conducted at the campus and devising measures to address issues in these areas.

Graduates' Responses on Quality of Education Delivered

Information related to the quality of education delivered at the campus were mainly obtained through a rating scale. The ratings provided by the graduates show major strengths and weaknesses as perceived by the graduates. The graduates were mainly asked to rate the quality of education with the help of five distracters: '0(Very Weak)', '1(Weak)', '2 (Fair)' '3 (Good)', '4(Very Good)' and '5 (Excellent)'

As rated by the graduates, the quality of various programs is presented in table 11 below.

Table 11

Quality of Education Delivered

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)
BBS	-	1	1	2	11	4
B Ed	-	1	3	5	19	13
BA	-	-	-	1	2	-
B Sc	-	1	4	7	6	2
M Ed	-	-	4	9	24	12
MBS	-	1	2	3	6	4
Total	**-**	**4**	**14**	**28**	**68**	**35**

The table shows average rating of 3.77, which suggests that the graduates seemed highly satisfied with the quality of education. Moreover, the table shows that most of the graduates selected 4 (very good) options with regard to the rele of the education provided by the campus. Some graduates even selected 5 (excellent) suggesting that they were highly satisfied with the quality of the educational programs they attended. The average rating for each program was: BBS- 3.84, B Ed- 3.97, BA- 3.66, B Sc- 3.2, M Ed- 3.9, and MBS- 3.41. This shows that B Ed graduates were most satisfied and B Sc graduates were least satisfied

with the quality of education. Very few graduates seemed dissatisfied with the quality of the programs.

Graduates' Responses on Relevance of the Programs

The graduates were also asked to provide their responses on how their programs of study were relevant to their professional requirements. Like the information analyzed above, they said that the programs of study were largely relevant to their professions. Details of the responses provided by the graduates are presented in the following table.

Table 12

Relevance of Educational Programs to Graduates' Professional Requirements

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)
BBS	-	1	5	8	3	2
B Ed	-	3	7	12	13	6
BA	-	-	1	1	1	-
B Sc	-	2	4	6	7	1
M Ed	-	4	7	10	20	8
MBS	-	1	2	8	4	2
Total	-	11	26	45	48	19

The above table shows average rating of 3.26 on relevance of the educational programs conducted at the campus. The largest number of graduates selected 4, which indicates that the programs of study were highly relevant to students' professional requirements. Yet, around one-fifth of the graduates (those who selected 0, 1 and 2) seemed less convinced with the relevance of their programs of study. The average rating for relevance of each program was: BBS- 3, B Ed- 3.29, BA- 3, B Sc- 2.4, M Ed- 2.82, and MBS- 2.65. This shows that B Ed graduates were most satisfied and B Sc graduates were least satisfied with the professional requirements. Whatever, the graduates rated in the data collection questionnaire, we did not find the close correlation between the programs and graduates' employment. For example, most of the graduates were found to be working as teachers. However, programs of study under faculty of Humanities and Social Science, Management and Science did not seem quite relevant to the graduates' employment status.

Graduates' Suggestions on Quality and Relevance of Institutional Programs

All the traced graduates were asked to provide suggestions related to the quality and relevance of the programs offered at the campus. These suggestions are expected to promote betterment of the institution. The suggestions provided by the graduates on quality of various programs are summarized in table 13 below.

Table 13

Graduates' Suggestions on Quality of Programs

Suggestions	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Teachers should be regular and punctual	4	4	1	1	7	1	18
Maintain discipline and regularity of students	1	1	-	2	1	-	5

Improve administration	2	3	1		6	3	15
Use technology in the class	1	-	-	1	1	-	3
Improve exams	-	-	-	3	6	2	11
Minimize political activities	3	5	1	2	7	2	20
Launch new/professional/technical courses	1	2	-	1	3	-	7
Appoint more qualified teachers	2	4	-	2	4	3	15
Improve teaching quality	2	1	-	3	4	3	13

This table shows that a large number of graduates suggested minimizing political activities in order to improve the quality of education at SMC. Appointment of more qualified teachers has also been largely suggested by the graduates. The major suggestions given by graduates from each program are highlighted below.

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

Figure 2

Graduates' Suggestions on Quality Improvement
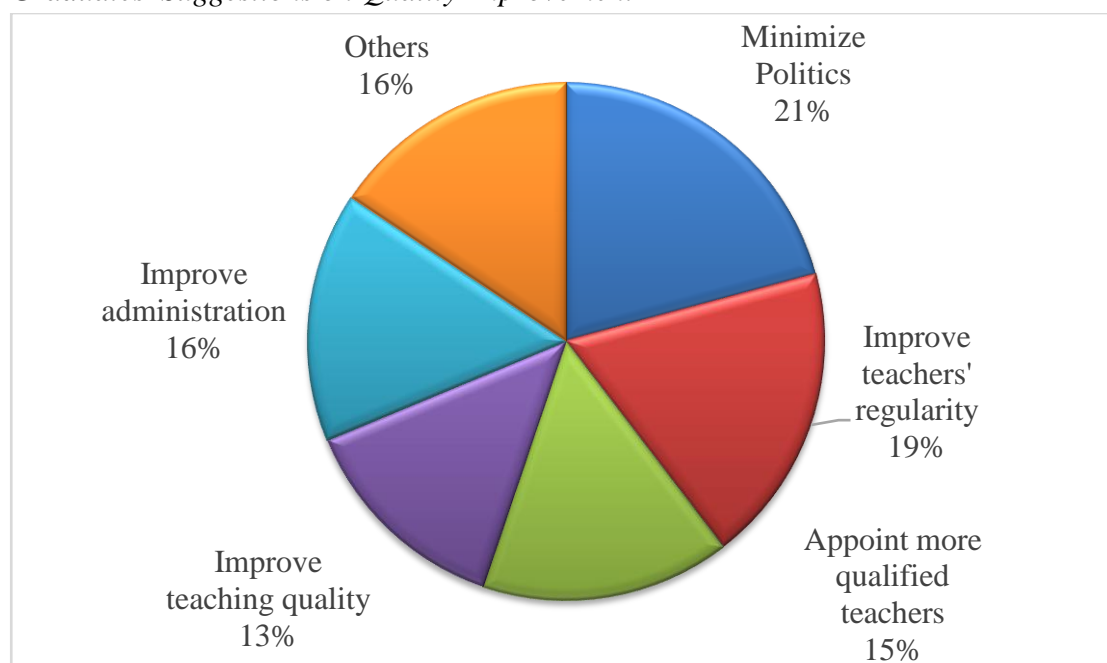
The figure shows that the biggest suggestion on improvement of quality was minimizing political activities at the campus. Nearly one-fifth of the suggestions related to quality improvement were related to political activities. Nearly equal proportion of suggestions were related to teachers' regularity and punctuality. Likewise, more than one fourth of the suggestions were related to teachers' qualification and quality delivery. A large proportion of suggestions were also about improvement in administration.

Major suggestions received from each program on quality improvement are summarized below.

❖ BBS: Minimize Political activities, maintain regularity of teachers; improve administration; appoint more qualified teachers; improve teaching quality.

- ❖ B Ed: Maintain regularity of teachers, improve administration, Appoint more qualified teachers, minimize political activities.
- ❖ B A: Minimize political activities; maintain regularity of teachers, improve administration
- ❖ B Sc: Appoint more qualified teachers; Minimize political activities, improve teaching quality; maintain students' regularity.
- ❖ M Ed: Maintain regularity of teachers; improve administration; improve exams, minimize political activities; appoint more qualified teachers, improve teaching quality.
- ❖ MBS: Improve administration; appoint more qualified teachers; improve teaching quality; improve exams; minimize political activities.

The suggestions provided by the graduates are mainly related to minimizing political activities, improving teaching quality, appointment of more qualified teachers and improving administration.

Programs' Contribution to graduates' Professional and Personal Development

This study has also attempted to explore how programs of study contributed the professional and personal development of the graduates. In order to discover the contribution of the programs to their personal and professional development, they were asked to rate among six options: '0 (Very Weak)', '1(Weak)', '2 (Fair)' '3 (Good)', '4(Very Good)' and '5(Excellent)' The ratings made by the graduates are summarized in the table 14 below.

Table 14

Programs' Contribution to Graduates' Professional and Personal Development

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
BBS	-	1	5	5	6	2
B Ed	-	1	5	12	16	7
BA	-	-	1	1	1	-
B Sc	-	3	7	7	2	1
M Ed	-	1	7	14	17	10
MBS	-	2	3	6	4	2
Total	**-**	**8**	**28**	**45**	**46**	**22**

The average rating of the graduates on the contribution of the programs on their personal and professional development is 3.31. Program-wise calculation shows that the average rating from each program is: BBS-3.15, B Ed- 3.56, BA-3, B Sc-2.55, M Ed- 3.57, and MBS-3.06. This indicated that M Ed graduates have provided the highest and BA graduates have provided the lowest rating on relevance of the programs to their personal and professional development. The table shows that only 5.48 per cent of the graduates rated 1; 19.17 per cent of the graduates rated 2; 28.76 per cent of the graduates rated 3; 31.50 per cent of the graduates rated 4; and 15.07 per cent of the graduates rated 5. This suggests that the graduates largely considered their programs to be relevant to their personal and professional development.

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

Regarding teaching-learning environment, teacher-student relationship and delivery and efficiency of education, graduates were asked to provide their responses by rating from the same five rating points discussed above.

We have attempted to analyze the graduates' responses on these aspects in each program. The BBS graduates' responses on these aspects are presented in table 15 below.

Table 15

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

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	1	3	6	7	2
2	Teacher- Student Relationship	-	-	-	3	4	12
3	Education delivery Efficiency	-	1	4	7	4	3

As the table shows, average rating on teaching-learning environment is 3.31; teacher-student relationship is 4.47, and efficiency in education delivery is 3.84. General impression of these ratings is that the BBS graduates have largely provided the positive responses on these aspects. The graduates seemed most satisfied in teacher-student relationship but least satisfied in teaching-learning environment. This clearly calls for improvement in bringing improvement in teaching-learning environment of the campus.

Table 16

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

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	2	5	11	16	7
2	Teacher- Student Relationship	-	-	2	9	13	17
3	Education delivery Efficiency	-	3	8	8	18	4

The ratings provided by B Ed students are similar to those provided by the BBS students. As the table shows, average rating on teaching-learning environment is 3.51; teacher-student relationship is 4.1, and efficiency in education delivery is 3.29. These ratings generally imply that the B Ed graduates have largely provided the positive responses on these aspects. The graduates seemed most satisfied in teacher-student relationship but

least satisfied in efficiency of education delivery. This suggests that the campus should look for some strategies to improve delivery of education.

The number of the BA graduates was only 3. This small number may not provide a comprehensive information about teaching-learning environment, teacher-student relationship and delivery and efficiency of education. Yet the information obtained from the traced graduates of the BA program is presented in table 17.

Table17

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

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

The average ratings on teaching-learning environment, teacher-student relationship and efficiency of education delivery are 3.66, 4.33 and 3.3 respectively. As the table shows most of the responses on these aspects are geared in favor of the program. It can be generalized that all respondents have rated and positively for these aspects.

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

Table18

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

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	3	4	7	4	2
2	Teacher- Student Relationship	-	-	1	7	9	3
3	Education delivery Efficiency	-	2	8	5	4	1

The above table displays that the responses of the B Sc graduates on teaching-learning environment, teacher-student relationship and delivery and efficiency of education are less positive compared to the responses of other graduates. The average rating of the graduates on teaching-learning environment, teacher-student relationship and delivery and efficiency of education are 2.9, 3.7 and 2.7 respectively. Thus the average rating on these aspects by the B Sc graduates suggests that the campus needs to concentrate on this area for improvement.

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

Table19

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

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	9	4	10	24	9
2	Teacher- Student Relationship	-	-	1	4	23	21
3	Education delivery Efficiency	-	1	7	12	21	8

As the table shows, average rating on teaching-learning environment, teacher-student relationship and education delivery efficiency are 3.84, 4.31 and 3.57 respectively. General impression of these ratings is that the M Ed graduates seemed highly satisfied with the teaching-learning environment, teacher-student relationship and education delivery efficiency. Among these three aspects, the graduates seemed most satisfied in teacher-student relationship but least satisfied in education delivery efficiency. This clearly shows that teaching-learning environment needs some improvement for the campus.

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

Table20

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

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

The average ratings on teaching-learning environment, teacher-student relationship, and efficiency of education delivery are 3.53, 4.12 and 3.65 respectively. As the table shows most of the responses on these aspects are geared in favor of the program. It can be generalized that all respondents have rated and positively for these aspects. Among the three areas, the graduates provided highest rating for teacher-student relationship and lowest rating for teaching-learning environment.

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

In recent years, Sukuna Multiple Campus has made some modifications in the facilities provided to students. Therefore, most of the graduates in the survey expressed positive responses to the facilities provided at the campus. The responses provided by the graduates are summarized in the following sections.

Graduates' Response to Facilities Provided at SMC

This section analyzes the graduates' responses on facilities provided to students. The graduates involved in the study were asked to choose one of five options to rate existing facilities. The responses obtained from the graduates of different programs are presented in able 21.

Table 21

Graduates' Rating on Facilities Provided at the Campus

Program		Number of rates				
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4(Very Good)	5(Excellent)
BBS	-	1	3	3	8	4
B Ed	-	1	7	11	19	4
BA	-	-	-	2	1	-
B Sc	-	4	6	7	2	1
M Ed	-	2	9	7	21	10
MBS	-	1	1	5	8	2
Total	**-**	**9**	**26**	**35**	**59**	**21**

The average rating of the graduates on the facilities provided at the campus is 3.40. Program-wise calculation shows that the average rating from each program is: BBS-3.58, B Ed- 3.51, BA-3.33, B Sc-2.5, M Ed- 3.57, and MBS-3.53. This indicated that BBS graduates have provided the highest and B Sc graduates have provided the lowest rating on facilities offered to students at the campus. The table shows that only 6.16 per cent of the graduates rated 1; 17.81 per cent of the graduates rated 2; 21.91 per cent of the graduates rated 3; 40.41 per cent of the graduates rated 4; and 14.38 per cent of the graduates rated 5. This suggests that the graduates' responses on the facilities were highly positive.

Graduates' Suggestions about Facilities

The graduates were asked to provide suggestions for institutional reform. They have provided a number of suggestions related to facilities at the campus. These suggestions are important because they are a basis for institutional reform. The suggestions provided by graduates from different programs are summarized in the following table.

Table 22

Graduates' Suggestions about Facilities Provided at the Campus

Suggestions	BBS	BEd	BA	BSc	MEd	MBS	Total
Be fair and inclusive in scholarship and freeship facilities	3	3	1	3	4	2	16
Provide sufficient books in the library	11	5	-	7	10	6	39

Update and improve lab	-	5	-	5	-	-	10
Provide hostel facility	1	6	-	-	4	-	11
Keep toilets and urinals Clean	6	12	2	4	23	6	51
Total Suggestions	**21**	**31**	**1**	**19**	**41**	**14**	**127**

As the table mainly shows that the the graduates suggested maintaining cleanliness of urinals and toilets.

The major suggestions provided about the facilities offered by the campus are presented in the figure 3 below.

Figure 3

Graduates' Suggestions on Facilities
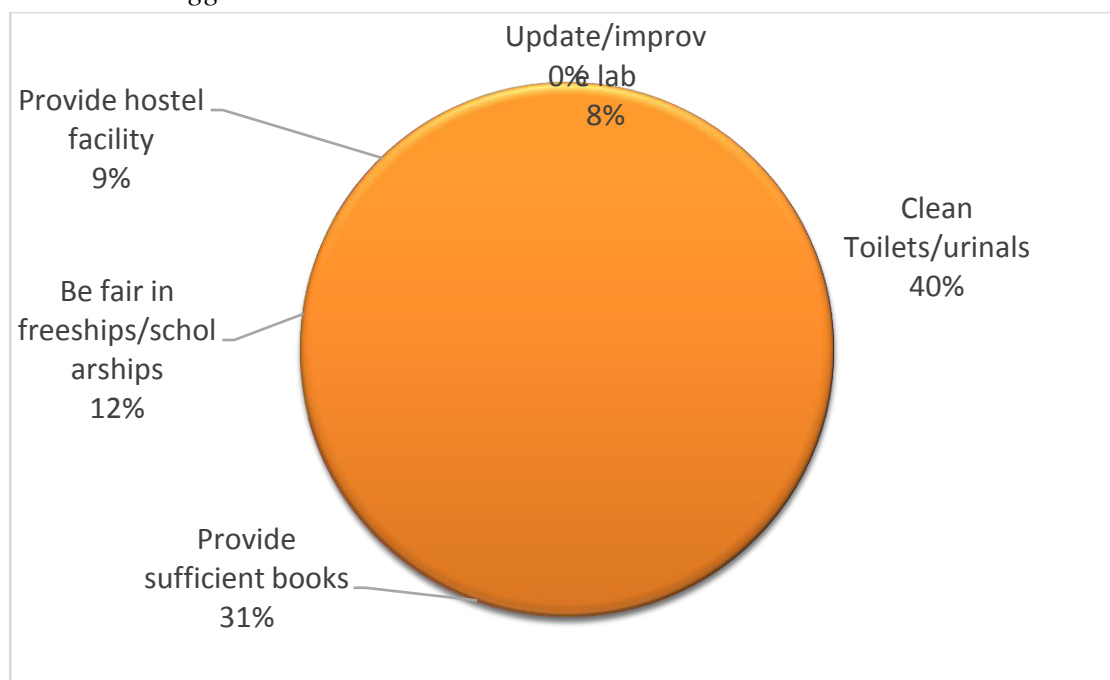
Among 127 suggestions related to facilities provided at the campus, the biggest suggestion was related to cleaning toilets and urinals. More than 40 per cent of the graduates suggested cleaning toilets and urinals regularly. Similarly nearly one-third (30.17 %) of the suggestions related to facilities were about adding more books in the library. Likewise, a significant number of graduates (12.6 %) also suggested being fair in distribution of free-ship and scholarship to students.

The major suggestions given by graduates from each program are summarized in the following points.

❖ BBS: Provide sufficient books in the library; keep toilets and urinals clean.
❖ B Ed: Keep toilets and urinals clean; provide hostel facility; provide sufficient books in the library, update and improve lab.
❖ B A: Keep toilets and urinals clean; be fair in distribution of freeship and scholarship.
❖ B Sc: Provide sufficient book in the library; update and improve lab; keep toilets and urinals clean.
❖ M Ed: Keep toilets and urinals clean; provide sufficient books in the library.
❖ MBS: Keep toilets and urinals clean; provide sufficient books in the library.

CHAPTER III
MAJOR FINDINGS

This section presents the findings obtained from the analysis of the quantitative information obtained from 149 students graduated in 2021. These findings are mainly based on the objectives states in the first chapter. Therefore, these findings are related to employment and further study status of the graduates; the issues related to the quality and relevance of programs conducted at the campus, contribution of the programs of study to graduates' professional and personal development; issues related to teaching-learning environment, teacher-student relationship and education delivery efficiency; and perception of the graduates on the facilities provided at the campus. The major findings of this tracer study not only include graduates' status at the time of data collection, but these findings also comprise how they perceive the programs of study and facilities available at the campus.

Employment and Further Study Status of the Graduates

- The study traced 149 traced graduates. Among them 81 (54.36%) were employed, all of whom were working in organizations.
- The graduates were from six programs conducted at the campus. The study shows that the largest number of employed graduates were from the M Ed program. Excluding the BA program, the employment rate looks higher among graduates from Master's programs than among those from Bachelor's programs
- M Ed had the largest and BA had the smallest number of employed graduates.
- BA had the highest and B Sc had the smallest employment rates.
- Although the study collected information from the larger number of female graduates, it showed higher employment rate among male graduates.
- The largest number of employed graduates were from the Faculty of Education.
- The proportion of employed graduates was higher among females in Bachelor's programs except for B Sc, whereas proportion of the male graduates was higher in Master's programs.
- In terms of the ethnicity of more than two third of the graduates were from the Brahmin/Chhetri community. Similarly more than 26.84 per cent of the graduates were from the Janajati group. Graduates from the Madhesi and Dalit groups occupied the smallest proportion occupying just more than two per cent of the traced graduates. Out of 81 employed graduates, 58 (71.60%) were from the Brahmin/Chhetri group. The smallest proportion of the employed graduates were from Madhesi and Dalit groups employing only two graduates from either of these programs
- The study revealed 56.31 per cent employment rate among Brahhmin/Chhetri graduates, 47.5 per cent employment rate among Janajati graduates, 66.66 per cent employment rate among the Madhesi graduates and Dalit graduates. Thus, Madhesi and Dalit groups demonstrated the highest employment rate and Janajati group demonstrated the lowest employment rate.
- The study did not find any Muslim graduates. Therefore their employment status remained unexplored.

- Brahmin/Chhetri graduates had higher employment rate than Janajati except in BA program.
- Nearly 60 per cent of the employed graduates were doing government jobs. Followed by this, about one third (34.56 %) of the employed graduates were working in private institutions. The proportion of the graduates working in public institutions was very low – only 6.17 per cent of the employed graduates were working in these institutions. However, the proportion of graduates working in private institutions was larger than those working in government institutions for BA, B Sc and MBS. Similarly, the proportion of graduates working in private and government institutions was equal for BBS
- The study did not find any graduate working in NGOs and INGOs.
- All of the employed graduates were found to be doing full-time jobs.
- This tracer study did not find any self-employed graduates, which indicates inability of the campus to develop students' self-dependence on income generation because none of the graduates were found of the self-employed.
- The study shows nearly one-third of unemployed graduates.
- The female graduates' unemployment proportion was slightly higher than that of the males.
- Unemployment rate was highest among BBS. graduates , with nearly half of the unemployed graduates. Similar unemployment rate was found in the B Sc program. In this program, the unemployment among female graduates was alarmingly high. In BBS program, unemployment rate was higher among male graduates.
- None of the BA graduates were unemployed.
- The unemployment rates in Master's programs (M Ed and MBS) as well as in B Sc program were higher among female graduates than among male graduates.
- Among 149 graduates involved in the study, 31 were pursuing further studies. This accounts for nearly one-fifth of the traced graduates.
- There were no GPFS from Master's programs.
- The highest rate of further studies was found among B Sc. graduates. The GPFS from this programs are nearly double in number than GPFS from BBS and B Ed programs.
- The rates of further studies among BBS and B Ed graduates were almost same, with almost one-third of the graduates pursuing further studies.
- The study did not find any GPFS from the BA program.
- The number and percentage of the female graduates pursuing further studies were higher than those of the male graduates.

Issues Related to Quality and Relevance of Programs

- Out of the 5 rating points, the graduates provided average rating of 3.77 for the quality and relevance of the programs conducted at the campus. This indicates that the graduates seemed highly satisfied with the quality of education.
- Regarding the quality and relevance of the programs, most of the graduates selected 4 (very good) options, indicating that majority of the graduates largely found quality standards in their programs of study.

- The average rating provided by the graduates from each program for quality of programs was: BBS- 3.84, B Ed- 3.97, BA- 3.66, B Sc- 3.2, M Ed- 3.9, and MBS- 3.41. This shows that B Ed graduates were most satisfied and B Sc graduates were least satisfied with the quality of education. Very few graduates seemed dissatisfied with the quality of the programs.

- The graduates provided an average rating of 3.26 on relevance of the educational programs conducted at the campus. The largest number of graduates selected 4, which indicates that the programs of study were highly relevant to students' professional requirements.

- The average rating for relevance of each program was: BBS- 3, B Ed- 3.29, BA- 3, B Sc- 2.4, M Ed- 2.82, and MBS- 2.65. This shows that B Ed graduates were most satisfied and B Sc graduates were least satisfied with the professional requirements.

- The study did not find a close correlation between the programs and graduates' employment. For example, most of the graudates, even those from Faculty of Management and Faculty of Science, were found to be working as teachers.

- Regarding the quality and relevance of the programs, the biggest suggestion on improvement of quality was minimizing political activities at the campus.

- Nearly one-fifth of the suggestions related to quality improvement were related to political activities. Nearly equal proportion of suggestions were related to teachers' regularity and punctuality.

- More than one fourth of the suggestions were related to teachers' qualification and quality delivery.

- Major suggestions received from each program on quality improvement are summarized below.
  - ❖ BBS: Minimize Political activities, maintain regularity of teachers; improve administration; appoint more qualified teachers; improve teaching quality.
  - ❖ B Ed: Maintain regularity of teachers, improve administration, Appoint more qualified teachers, minimize political activities.
  - ❖ B A: Minimize political activities; maintain regularity of teachers, improve administration
  - ❖ B Sc: Appoint more qualified teachers; Minimize political activities, improve teaching quality; maintain students' regularity.
  - ❖ M Ed: Maintain regularity of teachers; improve administration; improve exams, minimize political activities; appoint more qualified teachers, improve teaching quality.
  - ❖ MBS: Improve administration; appoint more qualified teachers; improve teaching quality; improve exams; minimize political activities.

Programs' Contribution to Graduates' Professional and Personal Development

- The average rating of the graduates on the contribution of the programs on their personal and professional development was 3.31.
- Program-wise calculation shows that the average rating from each program was: BBS- 3.15, B Ed- 3.56, BA-3, B Sc-2.55, M Ed- 3.57, and MBS-3.06. This indicated that M

Ed graduates have provided the highest and BA graduates have provided the lowest rating on relevance of the programs to their personal and professional development.

- Only 5.48 per cent of the graduates rated 1; 19.17 per cent of the graduates rated 2; 28.76 per cent of the graduates rated 3; 31.50 per cent of the graduates rated 4; and 15.07 per cent of the graduates rated 5. This shows that the graduates largely considered their programs to be relevant to their personal and professional development.

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

- In general the graduates from all programs provided positive response towards teaching learning environment, teacher-student relationship and quality of delivery.
- Among the responses received from the BBS graduates, the average ratings on teaching-learning environment, teacher-students relationship and education delivery efficiency were 3.31, 4.47 and 3.84 respectively. General impression of these ratings is that the BBS graduates have largely provided the positive responses on these aspects.
- The BBS graduates seemed most satisfied in teacher-student relationship but least satisfied in teaching-learning environment. This clearly calls for improvement in bringing improvement in teaching-learning environment of the campus.
- The average ratings provided by B Ed students were similar to those provided by the BBS students. the average ratings on teaching-learning environment, teacher-students relationship and education delivery efficiency were 3.51, 4.1, 3.29 respectively. This shows that the B Ed graduates largely provided positive responses on these aspects. The graduates seemed most satisfied in teacher-student relationship but least satisfied in efficiency of education delivery.
- The average ratings received from the BA graduates on teaching-learning environment, teacher-student relationship and efficiency of education delivery were 3.66, 4.33 and 3.3 respectively. This suggests the BA graduates seemed largely satisfied with the program.
- The responses of the B Sc graduates on teaching-learning environment, teacher-student relationship and delivery and efficiency of education were less positive compared to the responses of other graduates. The average rating of the graduates on teaching-learning environment, teacher-student relationship and delivery and efficiency of education were 2.9, 3.7 and 2.7 respectively.
- average ratings provided by the M Ed graduates on teaching-learning environment, teacher-student relationship and education delivery efficiency were 3.84, 4.31 and 3.57 respectively. This shows that M Ed graduates seemed highly satisfied with the teaching-learning environment, teacher-student relationship and education delivery efficiency.
- Regarding teaching-learning environment, teacher-student relationship and education delivery efficiency, the M Ed graduates seemed most satisfied in teacher-student relationship but least satisfied in education delivery efficiency.
- The average ratings provided by the MBS graduates on teaching-learning environment, teacher-student relationship, and efficiency of education delivery were 3.53, 4.12 and 3.65 respectively. This shows that most of the responses on these aspects were highly positive.

- The MBS graduates provided highest rating for teacher-student relationship and lowest rating for teaching-learning environment.

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

- Most of the graduates gave gave positive responses about the facilities in the campus. The average rating of the graduates on the facilities provided at the campus was 3.40, which indicates that graduates from all the programs provided positive responses towards the facilities provided by the campus.

- Program-wise average rating for the facilities was: BBS-3.58, B Ed- 3.51, BA-3.33, B Sc-2.5, M Ed- 3.57, and MBS-3.53. This indicated that BBS graduates provided the highest and B Sc graduates provided the lowest rating on facilities offered to students at the campus.

- Only 6.16 per cent of the graduates rated 1; 17.81 per cent of the graduates rated 2; 21.91 per cent of the graduates rated 3; 40.41 per cent of the graduates rated 4; and 14.38 per cent of the graduates rated 5. This suggests that the graduates' responses on the facilities was highly positive.

- The graduates mainly suggested maintaining cleanliness of urinals and toilets. Among 127 suggestions related to facilities provided at the campus, the biggest suggestion was related to cleaning toilets and urinals. More than 40 per cent of the graduates suggested cleaning toilets and urinals regularly.

- Nearly one-third (30.17 %) of the suggestions related to facilities were about adding more books in the library. Likewise, a significant number of graduates (12.6 %) also suggested being fair in distribution of free-ship and scholarship to students.

- The major suggestions given by graduates from each program are summarized in the following points.
  - ❖ BBS: Provide sufficient books in the library; keep toilets and urinals clean.
  - ❖ B Ed: Keep toilets and urinals clean; provide hostel facility; provide sufficient books in the library, update and improve lab.
  - ❖ B A: Keep toilets and urinals clean; be fair in distribution of freeship and scholarship.
  - ❖ B Sc: Provide sufficient book in the library; update and improve lab; keep toilets and urinals clean.
  - ❖ M Ed: Keep toilets and urinals clean; provide sufficient books in the library.
  - ❖ MBS: Keep toilets and urinals clean; provide sufficient books in the library.

CHAPTER IV
IMPLICATIONS TO INSTITUTIONAL REFORM

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

- Although BBS program has the highest enrolment, the proportion of graduates form this program is just 13 per cent. This calls for some strategies to improve students' results in this program.

- In comparison to the previous graduate study, the employment and further study rates of the graduates have declined. It obviously means that the unemployment rate has increased. Therefore effective policies to make work placement of the graduates seem imperative.

- Previous graduates studies showed alarmingly low employment rate among graduates from the BA program, but this year they have 100 per cent employment rate, which is impressive. However, the employment rate among graduates form BBS and B Sc is low, which requires serious attention.

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

- The study shows higher unemployment rate among female graduates. It suggests that more effective and equitable strategies need to be adopted to improve female students' employability.

- None of the graduates in this study were found to be self-employed. This indicates that SMC has failed to develop students' self-dependence on income generation. This implies that the campus needs to adopt more effective policies to foster students' self-reliance.

- The study also shows a larger proportion of the employed graduates from Brahmin/Chhetri group. Although employment rates of other ethnic groups do not look worrisome, more attention is still required to maximize employability of Janajati, Madhesi and Muslim groups. If fact the study did not find any graduate from the Muslim group.

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

- The job market in Nepal is demanding professionals having academic degree in technical subjects. In this study a some graduates have suggested launching academic programs having such subjects. Therefore programs of study in technical and professional subjects need to be launched as soon as possible.
- As a large number of graduates in this suggested minimizing political activities, the campus needs to rethink on maintaining politics-free academic activities in order to improve the quality of education at SMC. Another issue indicated by a large number of graduates was teachers' irregularity and punctuality, which need to be addressed with effective strategies.
- Although a large number of graduates in the study seemed satisfied with the teaching-learning environment, teacher-student relationship and education delivery efficiency, some graduates, especially from the B Sc program provides lower ratings for teaching-learning environment and education delivery. Since unemployment rate is also high in this program, more hard work needs to be done to improve these areas.
- The average rating received on the facilities provided at the campus looks impressive, but a large number of graduates strongly pointed out some areas for correction. At the top of their suggestions were maintaining cleanliness of toilets and urinals and adding more books to the library. The graduates suggestions on improving the quality of labs is also an issue that needs to be considered with top priority.

CHAPTER V
CONCLUSION AND RECOMMENDATION

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

Conclusion

This study targeted the students graduated from the campus in 2021. Like the previous studies, graduates from six different programs (BBS, B Ed, BA, B Sc, M Ed and MBS) have been selected. There were a total of 149 graduates traced from these six programs.

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

The study shows some findings related to employment and further study information status of the graduates. Among 149 traced graduates, 81 (54.36%) were employed, all of whom were working in organizations. Similarly, 49 (34.69%) were unemployed and 31 (20.80% were pursuing further studies. Some graduates were employed as well as pursuing further studies. Although the study collected information from the larger number of female graduates, it showed higher employment rate among male graduates. The largest number of employed graduates was from the Faculty of Education. In terms of the ethnicity of more than two third of the graduates were from the Brahmin/Chhetri community. Nearly 60 per cent of the employed graduates were doing government jobs. Followed by this, about one third (34.56 %) of the employed graduates were working in private institutions. The study did not find any graduate working in NGOs and INGOs. All of the employed graduates were found to be doing full-time jobs. This tracer study did not find any self-employed graduates. The study shows nearly one-third of unemployed graduates. Unemployment rate was highest among BBS graduates, with nearly half of the unemployed graduates; the graduates from BA had no unemployed graduates. There were no GPFS from Master's programs. The highest rate of further studies was found among B Sc. graduates. It is very difficult to attribute the number of unemployed graduates solely to the quality of education in an academic institution. Some factors such as employment opportunities, graduates' personality, job security, working environment, etc. also tend to be responsible.

Some interesting findings have been explored related to the issues related to the quality and relevance of programs conducted at the campus, contribution of the programs of study to graduates' professional and personal development; issues related to teaching-learning environment, teacher-student relationship and and education delivery efficiency;

and perception of the graduates on the facilities provided at the campus. Out of the 5 rating points, the graduates provided average rating of 3.77 for the quality and relevance of the programs conducted at the campus. The graduates provided an average rating of 3.26 on relevance of the educational programs conducted at the campus. The study did not find a close correlation between the programs and graduates' employment. For example, most of the graudates, even those from Faculty of Management and Faculty of Science, were found to be working as teachers. Regarding the quality and relevance of the programs, the biggest suggestion on improvement of quality was minimizing political activities at the campus. The average rating of the graduates on the contribution of the programs on their personal and professional development was 3.31. In general the graduates from all programs provided positive response towards teaching learning environment, teacher-student relationship and quality of delivery. The average rating of the graduates on the facilities provided at the campus was 3.40, which indicates that graduates from all the programs provided positive responses towards the facilities provided by the campus. The the graduates mainly suggested maintaining cleanliness of urinals and toilets. Among 127 suggestions related to facilities provided at the campus, the biggest suggestion was related to cleaning toilets and urinals. More than 40 per cent of the graduates suggested cleaning toilets and urinals regularly.

Recommendations

- There is a decline in employment rate of the graduates, and therefore, some strategies should be formed to improve students' examination results and minimize dropouts.
- As the unemployment rate has increased this year, some effective policies need to be formed for the work placement of the graduates.
- The study does not show a good correlation between graduates' programs of study and the type of employment they have. It highly necessary to ensure relevance of the programs of study to students' professional requirements. For this, professionally oriented new programs need to be launched.
- The higher unemployment rate among female graduates calls for more effective and equitable strategies to improve female students' employability.
- The campus needs to more effective policies to foster students' self-reliance in income generation because the study does not show any self-employed graduates.
- The number of graduates doing government jobs seems high. However, some policies need to be formed to link graduates to potential employers in private and public institutions.
- Therefore programs of study in technical and professional subjects need to be launched as soon as possible. This will help to improve employment status of graduates.
- Graduates' dissatisfaction on political interference in an academic institution is not good. The campus needs to develop a politics-free academic environment to ensure the quality of education.
- Many of the graduates have pointed out teachers' irregularity and punctuality as an issue for correction. It needs to be addressed with effective strategies.

- Teaching-learning environment and quality of delivery in many programs seem satisfactory. However, this area needs to be considered for correction in B Sc program.
- A large number of graduates have suggested improving maintaining cleanliness of toilets and urinals. The graduates in this study have also suggested equipping the library with more books. Therefore, the campus needs to consider these areas for correction.

Academic Programs in Master's Level

MBS M.ED.

Academic Programs in Bachelor's Level

B.Ed. B.B.S.
B.Sc. BICTE B.A.
B.Ed. Science B.B.A.

SUKUNA
MULTIPLE CAMPUS

Sundarharaincha, Morang
021-545617, 021-545717
9852045617 (Campus Chief)
www. sukuna.edu.np
sukunamc2048@gmail.com
rmcsukuna1@gmail.com