

Tracer Study Report (Graduates of 2024)

Okhaldhunga Campus

Okhaldhunga

Submitted to:

University Grants Commission

Sanothimi, Bhaktapur

Submitted by:

Okhaldhunga Campus



INDRA PRASAD TIMALSENA
Campus Chief



Acknowledgement

Tracer study incorporates the overall synopsis of graduates of any higher academic institutions. The study imparts the true information regarding the achievement of graduate and post graduate programs. The study accommodates the status and perception of the graduates in association to the services provided by the institutions and the important suggestions to improve the management. Similarly, it also analyzes the ethnic compositions of the graduates as well as their employment status. The findings of the tracer study will be the significant criteria for the formulation of institutional strategies. Education has become a universal requirement for all groups of people. Delivering practical and useful education is the current demand of the society. Hence, scoring higher results should not be the only indicator of success of any students.

In this connection, the University Grants Commission (UGC) has offered an excellent opportunity for conducting this tracer study. It has encouraged us to work actively in reaching the access of the ex-graduate students for the opportunity using the degree achieved from this campus. The task given by UGC is also useful for having economic support based on the contribution and achievement of the campus. The research team is thankful to the students who graduated in 2024 A.D. This research work would never have been completed without their assistance and sincere response in the time we needed. We are highly grateful for their selfless participation and active role in accomplishing this research work.

We'd like to offer votes of thankfulness to Mr. Indra Prasad Timalsena, Campus Chief for granting us invaluable opportunity to bring about "Tracer Study" into successful accomplishment and crucial role in course this study. We never can discard the unflagging support of all the teaching and non-teaching staff belonging to all the departments for providing us with details of the pass out graduates from OC in the Year 2024 A.D. Our key focus was to collect responses of graduates towards their academic achievements cum OC in totality. In the liked manner, the administrative staff also cordially coordinated our team to bring this project into logical synopsis.

Finally, credit goes to all the well-wisher from the inside and outside the campus that provided their valuable contribution directly and indirectly for the completion of this work.

Prabin Sainju (Coordinator)


INDRA PRASAD TIMALSENA
Campus Chief


EXECUTIVE SUMMARY

Okhaldhunga Campus undertook a tracer study to assess the academic achievements and employment status of its 2024 graduates. Despite encountering challenges in data collection, the study offered valuable insights and recommendations for enhancement. Established as a non-profit public institution over 42 years ago, Okhaldhunga Campus has provided quality education to marginalized communities. It offers programs in management, humanities and social sciences, and education streams, catering to a diverse student body.

The tracer study aimed to track graduates, evaluate their employment status, and foster alumni relations. It involved a dedicated Task Force comprising teaching and nonteaching staff members who employed various strategies for data collection. Utilizing a standardized questionnaire provided by the University Grants Commission, the study covered personal details, employment status, job satisfaction, and further educational pursuits.

Despite facing a lower-than-anticipated response rate and limitations regarding the specific group of graduates studied, with only 36 out of 58 completing and submitting the questionnaire, the tracer study provided valuable insights into graduates' experiences and outcomes. Key findings revealed demographic profiles across faculties, disparities in gender representation, and notable proportions of graduates from economically disadvantaged backgrounds, particularly females.

Additionally, the study shed light on tracer student profiles, with varying patterns observed across faculties regarding further studies and employment rates. Caste-wise composition analysis exposed disparities in educational access and representation among different ethnic groups.

Identified areas for improvement encompassed program quality and relevance, extracurricular activities, problem-solving skills, work placement/internship programs, teaching-learning environments, and educational delivery quality. Recommendations included addressing gender equality, educational disparities, and enhancing the inclusivity and responsiveness of the educational environment.

In conclusion, Okhaldhunga Campus's tracer study offers valuable insights for self-assessment and enhancement. Despite challenges, the study provides crucial data on academic and employment outcomes, guiding the institution's efforts in maintaining standards, adapting to market needs, and delivering impactful education, thus reaffirming its commitment to societal and individual development.

57/2024
INDRA PRASAD THAKUR
Campus Chief



Table of Contents

Tracer Study Report (Graduates of 2024)	i
Acknowledgement	ii
EXECUTIVE SUMMARY	iii
CHAPTER: ONE	1
1.1 Introduction	1
1.5 Data collection- instruments and approach.....	3
1.6 Methodology.....	3
1.7 Scope and limitation of study	4
DATA PRESENTATION AND ANALYSIS	5
2.1 The Profile of the Graduates.....	5
2.2 The Profile of the Tracer Students	5
2.3. The caste-wise composition of tracer study	6
2. 4. Employment Status of the Graduates.....	7
2.5. Further Study Status of the graduates.....	8
2.6: Issues Related to Quality and Relevance of Program, OC; (2024)	9
2.8: Effectiveness on Problem solving skill	10
2.9: Effectiveness on Work placement/attachment/Internship	10
2.10: Teaching - Learning Environment	11
2.11: Quality of Education Delivery	11
2.12: Teacher - Student Relationship.....	12
2.13: Library Facility.....	12
2.14: Sports Facilities.....	13
2.15: Canteen and Urinals Facility	13
MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION OF THE STUDY	15
3.1 Major Findings of the Study.....	15
3.2 Conclusion of the Study:	15
3.3 Recommendation.....	15


INDRA PRASAD TIMAL SENA
 Campus Chief



List of Table	5
Table 1: Profile of the graduates of OC, 2022	6
Table 2: Profile of the tracer graduates of OC, 2022	7
Table 3: The caste-wise composition of tracer study of OC; 2022	8
Table 5: Employment Status of the Graduates	9
Table 6: Percent distribution of tracer graduates for Further Study of OC; 2022	9
Table 7: Student's perception on quality and relevance of college program; 2022	10
Table 8: Effectiveness of Extracurricular activities	11
Table 9: Effectiveness on Problem solving skill	11
Table 10: Effectiveness on Work placement/attachment/Internship	11
Table 11: Teaching - Learning Environment	12
Table 12: Quality of Education Delivery	12
Table 13: Teacher - Student Relationship	13
Table 14: Library Facility	13
Table 15: Sports Facilities	14
Table 16: Canteen and Urinals Facility	15



CHAPTER: ONE

1.1 Introduction


This study is carried out to assess the quality of the academic program of the Okhaldhunga Campus Okhaldhunga. The graduates who graduated in the year 2024 in BA, BED, BBS and M.Ed were traced. The primary objective of the study was to understand the interface between the programs of the campus and the employment prospect and status of the graduates. The introductory chapter provides the background of OC. The second chapter presents and analyzes the data collected from graduates. The third chapter presents the major findings of the study. Chapter four focuses on the implications and the final chapter significantly draws conclusion and provides necessary recommendations. *

1.2 Rationale of the Study

University education of Nepal has been developing human resources required to the country. The increasing rate of graduates from the different universities has created high competition in the job market. Due to the increasing rates of graduates and high competition in job markets, employers have high options for searching for new competitive recruitment. Whatever studies so far have been done in regard of the absorption of graduates in the job market is not adequate, so this study has attempted to find out the status of employment and career in the job market of graduates of 2024 A.D. of this campus.

In this context, the status of graduates from OC, TU need to be identified. It is believed that OC, TU has contributed to the development of experts in the field of Management, Education and social sciences in Nepal. The up-to-date information regarding the placement of OC graduates is not available, however it can be assumed that OC graduates provide services in different government, non-government organizations with different designations and involvement in different business as well as self-employment forums. In this scenario, this study carried out the status of employment, entrepreneurial, further educational social etc. of the graduates. This study produces fruitful documents for OC as well as TU. Similarly, the study helps OC to formulate university level alumni thereby using the network the OC and TU can establish a strong relationship with the different national and international organizations. Besides these rationalities the study will be helpful to improve the different internal departmental and external social units in the campus.

5-3-2024
INDRA PRASAD THAKUR
Campus Chief



1.3 Objectives of the Study

The main objective of the study is to trace out the students who have graduated from Okhaldhunga Campus Okhaldhunga in 2024A.D. The study has the following specific objectives.

1. To explore the status of graduates of all the faculties of OC, Okhaldhunga in the year 2024A.D.
2. To identify the effectiveness and relevancy of academic programs of OC, Okhaldhunga for their employment and higher study.
3. To evaluate the academic programs of OC.
4. To identify the strengths and weaknesses of the campus.
5. To examine the expectations and aspirations of the graduates.

1.4 Campus Arrangements to Conduct the Study

To ensure the successful implementation of the tracer study, the campus formed a dedicated Task Force comprising both teaching and non-teaching staff members of Okhaldhunga Campus. This interdisciplinary team was responsible for carrying out the survey of the students and collecting primary data.

The Task Force utilized various strategies to gather accurate and comprehensive information. They leveraged their extended social networks and contacts, reaching out to graduates through personal connections. Additionally, they sought assistance from the Alumni Association, which proved valuable in facilitating communication and data collection.

Despite potential challenges, the survey team demonstrated efficiency and timeliness in accomplishing the assigned task within the specified timeframe. Their dedication and collaborative efforts ensured the successful execution of the tracer study, enabling the campus to obtain vital information regarding the graduates' employment status and feedback on the quality of education provided.

The involvement of both teaching and non-teaching staff in the Task Force allowed for a diverse range of perspectives and expertise, enhancing the overall effectiveness of the study. The campus's proactive approach in utilizing personal contact and alumni networks played a crucial role in overcoming obstacles related to data collection.

By establishing a dedicated team and implementing well-planned strategies, the campus demonstrated its commitment to obtaining accurate and relevant information about its graduates. This comprehensive approach in conducting the tracer study laid the foundation for informed decision-making and further improvements in the educational programs offered by the institution.



INDRA PRASAD TIMAL
Campus Chief



1.5 Data collection- instruments and approach

The tracer study team employed a survey method to collect the necessary data for the study. The questionnaire used for data collection was provided by the University Grants Commission (UGC) of Nepal, ensuring standardization and consistency in the data gathered.

The questionnaire consisted of a range of sections, including personal details, contact numbers, and information relevant to the study. The team distributed these questionnaires to the respondent, who were the graduates of the years 2024. The information sought through the questionnaire covered aspects such as gender, ethnicity, work placement, employment category, employers, and whether the graduates were pursuing further studies.

By dividing the respondents into various sections, the team was able to categorize and analyze the data in a structured manner. This allowed for a comprehensive understanding of the employment status and educational pursuits of the graduates. The data collected through the questionnaire provided valuable insights into the distribution and characteristics of the respondents, enabling the campus to assess the outcomes of its educational programs and identify areas for improvement.

The utilization of a standardized questionnaire provided by the UGC ensured consistency and comparability in the data collected. This approach enhanced the reliability and validity of the study, enabling meaningful analysis and interpretation of the results. Overall, the survey method and the questionnaire used by the tracer study team facilitated the systematic gathering of data, leading to a comprehensive understanding of the graduates' employment status and their further educational endeavors.

1.6 Methodology


The data collection process for the tracer study utilized a variety of methodologies to ensure a comprehensive and diverse range of insights from the graduates. These methodologies encompassed distributing questionnaires, making telephone contacts, conducting personal interviews, home visits, utilizing emails, personal interactions, and deploying online surveys. This multifaceted approach aimed to capture a broad spectrum of perspectives and experiences from the graduates.

The questionnaire provided to the graduates was meticulously designed to gather information on several pivotal areas. Firstly, it sought to evaluate the impact of research and training programs on personal and professional development. This assessment aimed to ascertain how the graduates' academic experiences at Okhaldhunga Campus contributed to their growth and readiness for their professional endeavors.

Secondly, the questionnaire focused on gathering data regarding the graduates' employment status. It aimed to discern whether they had secured employment post graduation and provided insights into the types of job roles they were occupying.

Moreover, the questionnaire explored graduates' job satisfaction, allowing them to articulate their level of contentment with their current employment. This feedback facilitated the campus in understanding the efficacy of its educational programs in preparing graduates for fulfilling careers.

97/2024
INDRA PRASAD TIMALSENA
Campus Chief



9

Additionally, the questionnaire solicited feedback on the graduates' experiences and the training received at Okhaldhunga Campus. It offered an avenue for graduates to share their perspectives on the quality of education, teaching methodologies, facilities, and support services provided by the institution.

Lastly, the questionnaire addressed the relevance of the graduates' courses and their applicability in securing employment. This aspect enabled the campus to evaluate the alignment between the curriculum and the demands of the job market, ensuring that the programs offered remained contemporary and advantageous for the students.

By encompassing these areas, the tracer study aimed to gather valuable insights to assist the campus in evaluating the effectiveness of its programs, identifying areas for enhancement, and enriching the overall educational experience for future students.

1.7 Scope and limitation of study

The tracer study was conducted within three months following the publication of the graduates' results. While the team received some completed questionnaire forms from students, the expected response rate was not met. Factors contributing to this included student reluctance, changes in residence, and difficulty in contacting them via phone.

Out of the total 58 students who graduated from the campus in 2024 AD, only 36 submitted completed questionnaire forms to the tracer team.

The study specifically targeted graduates employed within the country across various workplaces. Those who did not submit their transcripts to the campus were excluded, further narrowing the study's focus.

A primary objective of the study was to examine graduates' expectations upon selecting their specific programs and evaluate the degree to which these expectations were fulfilled. This aspect enabled the campus to assess the alignment between student aspirations and the outcomes of their educational pursuits.

Despite limitations in response rate and the specific group studied, the tracer study yielded valuable insights into participant experiences and outcomes. Data collected from the 36 respondents provided illumination on the relevance and effectiveness of the campus programs, facilitating the identification of areas for enhancement and the improvement of educational experiences for future students.


INDIRA PRASAD TIMALSENA
Campus Chief



DATA PRESENTATION AND ANALYSIS

2.1 The Profile of the Graduates

The table provides information about the number of graduates from different faculties, categorized by gender and educational disadvantages. It presents data on three faculties: BBS, BA, B.Ed., and M.Ed., along with the overall total.

Table 1: Profile of the graduates of OC, 2024

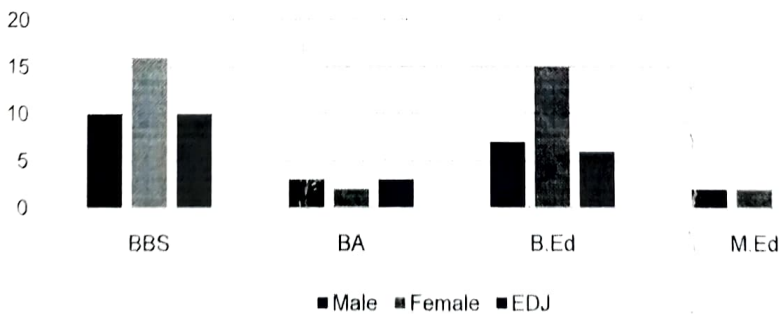
SN	Faculty	Total Graduates	Male Graduates	Female Graduates	Educationally Disadvantages Graduates		
					EDJ	Dalit	Madhisi
	BBS	27	10	17	10	1	
	BA	5	3	2	3		
	B.Ed.	22	7	15	6		
	M.Ed.	4	2	2	1		
	Total	58	22	36	20	1	

In total, there are 58 graduates, with 22 males and 36 females. The BBS faculty accounts for 10 graduates, male students. However, 1 graduate from this faculty fall under the category of educational disadvantage Dalit. The BA faculty, with 2 graduates, shows females. Moreover, this faculty has the no number of graduates classified as dalit and madhisi, with individual.

Contrastingly, the B.Ed. faculty has 22 graduates, with 7 male and 15 female students. 6 of these graduates are categorized as educationally disadvantaged.


Lastly, there are 4 graduates in M. Ed with 2 male and 2 female students and 4 of these graduates are categorized as educationally disadvantaged.

Graduate in 2025



2.2 The Profile of the Tracer Students

The following table presents the number of trace students in three faculties: BBS, BA, and B.Ed., with a total of 36 trace student in the 2024 academic year


INDRA PRAKASH TIMAL SENA
 Campus Chief

4

Table 2: Profile of the tracer graduates of OC, 2024

SN	Faculty	T.S	M.G	F.G	Educationally Disadvantaged Graduates EDJ	Dalit	Madhesi	E.		F.S	S.E	U.
1	BBS	16	4	12	6	-		5				11
2	BA	4	1	3	2	-	-				1	3
3	B.Ed.	12	9	3	3	-	-	4				8
4	M.Ed	4	2	2	2			3				1
	Total	36	16	20	13	-	-	12			1	23

Source: Trace survey; 2024

Across all faculties, the tracer study captured a total of 36 graduates, comprising 16 male and 20 female students.

In the BBS faculty, which accounted for the more than 50% number of tracer graduates, the study reveals that 75% of tracer students were female. However, 31.25% were employed of trace graduates and the remaining is unemployed.

For the B. Ed faculty, which had the 70% number of tracer graduates, the gender disparity was more pronounced, with 75% percent being male compared to female. A significant portion of 25% of tracer students from this faculty was educationally disadvantaged and 33% of tracer students were employed.

In contrast, the B.A. faculty had a second lowest number of tracer graduates, with 25% male and 75% female graduates. 50% were educationally disadvantaged, and one graduate was self employed.

Lastly, in M. Ed faculty, which had the 100% number of tracer graduates, the gender disparity was more pronounced, with 50 % percent being male compared to 50 %female. A significant of 50 % of tracer students from this faculty educationally disadvantaged and 75 % of tracer students were employed.

2.3. The caste-wise composition of tracer study

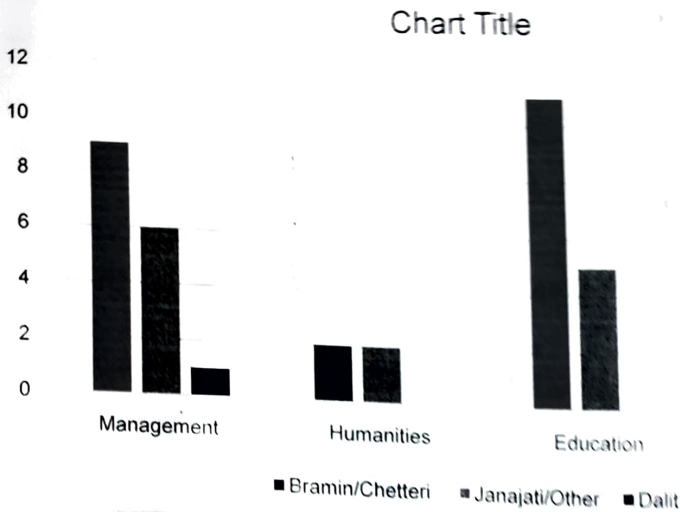
The table provides data on the distribution of students in different faculties based on their caste or ethnicity. The categories included are Bramin/Chetteri, Janajati or Educationally Disadvantaged (EDJ), and Dalit.

Table 3: The caste-wise composition of tracer study of OC; 2024

Faculty	Bramin/Chetteri	Janajati/Other	Dalit
Management	9	6	1
Humanities	2	2	0
Education	11	5	0
Total	22	13	1


INDRA PRASAD TIMALSENA
 Campus Chief





The table presents the caste-wise composition of tracer study graduates from Okhaldhunga Campus (OC) in 2024, categorized by faculty.

In the Management faculty, 1 graduates belonged to the Bramin/Chetteri caste, and 1 graduates belonged to the Janajati caste comprising 3 individuals. Additionally, there was no graduate from the Dalit communities.

For the Humanities faculty no graduates belonged to the Bramin/Chetteri caste, and 2 graduates belonged to the Janajati caste comprising 3 individuals. Additionally, there was no graduate from the Dalit communities.

In the Education faculty, 13 graduates belonged to the Bramin/Chetteri caste, and 4 graduates belonged to the Janajati caste comprising 3 individuals. Additionally, there was no graduate from the Dalit communities.

Overall, the caste-wise composition demonstrates varying levels of diversity across faculties, with the whole faculty being predominantly represented by graduates from the Bramin/Chetteri caste, and Janajatis. This data underscores the importance of promoting inclusivity and diversity within educational institutions, ensuring equitable access and opportunities for all students, regardless of caste or socioeconomic background.

2. 4. Employment Status of the Graduates

The following table provides insights into the employment status of graduates from Okhaldhunga Campus(OC) in 2024, categorized by faculty.

Table 5: Employment Status of the Graduates

SN	Faculty	Employed %	Self Employed %	*Unemployed %

5/7/24
 DRA PRASAD TIMALSANA
 Campus Chief

(Handwritten mark)

1	BBS	31.25%	0.0	68.75%
2	BA	0%	25%	75%
3	B.Ed.	33.33%	0.0	66.67%
4	M.Ed.	75%	0	25%

In the BBS faculty, 31.25% of graduates were employed, with no graduates indicating self-employment. A nearly equal percentage, i.e. 68.75%, reported being unemployed.

In the B.A. faculty, no one of graduates was employed, with 25% graduates indicating self-employment. The largest percentage reported being employed, i.e. 75%

In the B.Ed. faculty, 33.33% of graduates were employed, with no graduates indicating self-employment. The 66.67%, reported being unemployed.

In the M.Ed. faculty, 75% of graduates were employed, with no graduates indicating self-employment. And 25%, reported being unemployed.

Overall, while the M. Ed faculty had the highest percentage of employed graduates, a notable portion across all faculties reported being unemployed. This data highlights the importance of initiatives aimed at enhancing graduates' employability and job placement opportunities, particularly for those from the BA faculty where the unemployment rate is relatively higher. Additionally, it underscores the need for career support and guidance programs to assist graduates in transitioning from academia to the workforce successfully.

2.5. Further Study Status of the graduates

The table below presents the percent distribution of tracer graduates from Okhaldhunga Campus (OC) in 2024 that pursued further studies, categorized by faculty. In the B.Ed. faculty, out of 36 tracer graduates, null percentage opted for further study.

Table 5: Percent distribution of tracer graduates for Further Study of OC; 2024

SN	Faculty	Tracer Graduate	Percentage of Further Study	Number of Further Study Student's
1	BBS	16	0	0
2	BA	4	0	0
3	B.Ed.	12	0	0
4	M.Ed.	4	0	0
	Total	36	0	2

Source: Trace survey; 2024

5/7/24
 INDIRA PRASAD TIMALSENA
 Campus Chief



2.6: Issues Related to Quality and Relevance of Program, OC; (2024)

The table presents the student's perception of the quality and relevance of the college program at Okhaldhunga Campus(OC) in 2024, categorized by different levels of satisfaction.

None of tracer participants rated the program as "Very Weak," and "Weak," indicating that no students perceived the program to be of extremely low quality. However, a small percentage, 8.33%, rated it as "Weak" and 13.89% are "Satisfactory," and "very good" suggesting room for improvement in certain aspects.

A substantial portion of participants, totaling 36.11%, rated the program as "Good" perception of quality and relevance.

Table 6: Student's perception on quality and relevance of college program; 2024

Level	Number of Tracer Participant	Percent
Very Weak (0)	0	0.0
Weak (1)	3	8.33%
Satisfactory (2)	5	13.89%
Good (3)	13	36.11%
Very Good (4)	9	25%
Excellent (5)	6	16.67%
Total	36	100%

Source: Tracer survey, 2024

2.7: Effectiveness of Extracurricular activities

Table 7: Effectiveness of Extracurricular activities

Level	Number of Tracer Participant	Percent
Very Weak (0)	0	0
Weak (1)	3	8.33%
Satisfactory (2)	7	19.44%
Good (3)	10	27.78%
Very Good (4)	6	16.67%
Excellent (5)	10	27.78%
Total	36	100%

Source: Trace survey; 2024

The above table illustrates the perceived effectiveness of extracurricular activities among tracer participants at Okhaldhunga Campus(OC) in 2024, categorized by different levels of satisfaction.

None of tracer participants rated the effectiveness of extracurricular activities as "Very Weak," indicating that a minimal number of students perceived these activities to be highly ineffective.

However, a substantial majority of participants, totaling 27.78%, rated the effectiveness of extracurricular activities positively as "Good" and "Excellent". 9.52 % as "Very Good."

The data suggests that the majority of tracer participants perceive the extracurricular activities at OC to be effective, with a significant proportion rating them as Excellent or Good. This indicates that these activities play a valuable role in enhancing the overall college experience and contributing to the personal and social development of students. However, there is still room for improvement to ensure that all students benefit optimally from these activities.

2.8: Effectiveness on Problem solving skill

Table 8: Effectiveness on Problem solving skill

Level	Number of Tracer Participant	Percent
Very Weak (0)	0	0
Weak (1)	0	
Satisfactory (2)	5	13.89%
Good (3)	8	22.22%
Very Good (4)	13	36.11%
Excellent (5)	10	27.78%
Total	36	100%

Source: Trace survey; 2024

The table presents data on the perceived effectiveness of problem-solving skills among tracer participants at Okhaldhunga Campus (OC) in 2024, categorized by different levels of satisfaction.

Notably, none of the tracer participants rated the effectiveness of problem-solving skills as "Very Weak" or "Weak," indicating that no students perceived significant inadequacies in this aspect.

Among the participants, 13.89% rated the effectiveness as "Satisfactory," suggesting a small proportion of students felt that there was room for improvement in problem-solving skills development. And 22.22 % rated it as "Good," while 36.11% considered it "Very Good." with the problem-solving skill development at OC.

2.9: Effectiveness on Work placement/attachment/Internship

Table 9: Effectiveness on Work placement/attachment/Interaship

Level	Number of Tracer Participant	Percent
Very Weak (0)	2	5.56%
Weak (1)	3	8.33%
Satisfactory (2)	5	13.89%
Good (3)	10	27.78%
Very Good (4)	9	25%
Excellent (5)	7	19.44%
Total	36	100%

The table presents data on the perceived effectiveness of work placement/attachment/internship among tracer participants at Okhaldhunga Campus (OC) in 2024, categorized by different levels of satisfaction.


PRASAD TIMALSENA
 Campus Chief





Notably, least percentage of the participants rated the effectiveness of work placement/attachment/internship as "Very Weak", 8.33 % of participants says "Weak".

A significant majority of participants, comprising 100%, rated the effectiveness of work placement/attachment/internship positively. Specifically, 25% rated it as "Good" while 19.44% considered it "Excellent" with the work placement/attachment/internship opportunities provided by OC.

2.10: Teaching - Learning Environment

Table 10: Teaching - Learning Environment

Level	Number of Tracer Participant	Percent
Very Weak (0)	0	0
Weak (1)	1	2.78%
Satisfactory (2)	4	11.11%
Good (3)	6	16.67%
Very Good (4)	16	44.44%
Excellent (5)	9	25%
Total	36	100%

Source: Trace survey; 2024

The table depicts the perceived quality of the teaching-learning environment among tracer participants at Okhaldhunga Campus (OC) in 2024, categorized by different levels of satisfactions.

Notably, none of the tracer participants rated the teaching-learning environment as "Very Weak," "Very Good," and "Excellent" indicating that no students perceived significant inadequacies in this aspect.

The majority of participants, totaling 11.11%, rated the teaching-learning environment positively as "Satisfactory," 44.44% considered it "Very Good," and 25% considered in "Excellent" of participants rated the teaching-learning environment educational atmosphere at OC.

2.11: Quality of Education Delivery

Table 11: Quality of Education Delivery

Level	Number of Tracer Participant	Percent
Very Weak (0)	2	5.56%
Weak (1)	2	5.56%
Satisfactory (2)	3	8.33%
Good (3)	8	22.22%
Very Good (4)	13	36.11%
Excellent (5)	8	22.22%
Total	36	100%

Source: Trace survey; 2024

The above table presents data on the perceived quality of education delivery among tracer participants at Okhaldhunga Campus (OC) in 2024, categorized by different levels of satisfaction.

Notably, less percentage of the participants rated the quality of education delivery as "Very Weak.", "and "Weak," i.e. 5.56% indicating that no students perceived significant inadequacies in this aspect.

Most participants, totaling 100.0%, rated the quality of education delivery positively. Specifically, 22.22% rated it as "Good" as well as "Excellent" and 36.11% considered it "Very Good," rated the quality of education delivery as "Good," indicating a high level of satisfaction with the educational delivery at OC.

2.12: Teacher - Student Relationship

Table 12: Teacher - Student Relationship

Level	Number of Tracer Participant	Percent
Very Weak (0)	1	2.78%
Weak (1)	2	5.56%
Satisfactory (2)	5	13.89%
Good (3)	3	8.33%
Very Good (4)	13	36.11%
Excellent (5)	12	33.33%
Total	36	100%

Source: Trace survey; 2024

The table illustrates the perceived quality of teacher-student relationships among tracer participants at Okhaldhunga Campus (OC) in 2024, categorized by different levels of satisfactions.

Notably, least percentage of the tracer participants rated the teacher-student relationship as "Very Weak", and "Very Weak" indicating that no students perceived significant inadequacies or dissatisfaction in this aspect.

A significant majority of participants, totaling 69.44%, rated the teacher-student relationship positively. Specifically, 36.11% rated it as "Very Good," and 33.33% considered it "Excellent" indicating a high level of satisfaction with the relationships between teachers and students at OC.

2.13: Library Facility

Table13: Library Facility

Level	Number of Tracer Participant	Percent
Very Weak (0)	2	5.56%
Weak (1)	2	5.56%
Satisfactory (2)	4	11.11%
Good (3)	6	16.67%
Very Good (4)	11	30.55%
Excellent (5)	11	30.55%
Total	36	100%

57/21-2

INDRA PRASAD TIMAL SENA
 Campus Chief




Among the participants, 11.11% rated the library facility as "Satisfactory," suggesting a 11.11% proportion of students felt that there was room for improvement in this area.

Specifically, 30.55% rated it as "Very Good," as well as "Excellent," with the library facility at OC.

2.14: Sports Facilities

The table provides insights into the perceived quality of sports facilities among tracer participants at Okhaldhunga Campus (OC) in 2024 categorized by different levels of satisfaction.

Nearly 36.11% of the tracer participants rated the sports facilities as "Very Weak," indicating that no students perceived significant inadequacies or dissatisfaction with the available facilities.

Among the participants, only 5.56% rated the sports facilities as "Weak," suggesting a small proportion of students felt that there was room for improvement in this area.

A mostly of participants, totaling 19.44%, rated the sports facilities slightly positively. Specifically, 16.67% rated it as "Satisfactory," 22.22% considered it "Good," medium level of satisfaction with the available sports amenities at OC.

Table 14: Sports Facilities

Level	Number of Tracer Participant	Percent
Very Weak (0)	13	36.11%
Weak (1)	2	5.56%
Satisfactory (2)	6	16.67%
Good (3)	8	22.22%
Very Good (4)	7	19.44%
Excellent (5)	0	0
Total	36	100%

Source: Trace survey; 2024

2.15: Canteen and Urinals Facility

Table 15: Canteen and Urinals Facility

Level	Number of Tracer Participant	Percent
Very Weak (0)	6	16.67%
Weak (1)	1	2.78%
Satisfactory (2)	6	16.67%
Good (3)	7	19.44%
Very Good (4)	10	27.78%
Excellent (5)	6	16.67%
Total	36	100%

Source: Trace survey; 2024


INDRA PRASAD TIMALSENA
 Campus Chief



[Handwritten mark]

Notably, 16.67% of the tracer participants rated the canteen and urinals facility as "Very Weak" and 2.78% of tall student's participants rated the canteen and urinals facility as "Weak" indicating that almost students perceived significant inadequacies or dissatisfaction with these facilities.

Among the participants, 16.67% rated the canteen and urinals facility as "Satisfactory," and "Excellent," suggesting a fewer proportion of students felt that there was room for improvement in this area.


INDRA PRASAD TIMALSENA
Campus Chief




MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION OF THE STUDY

3.1 Major Findings of the Study

- There are 58 student's graduates, with 22 males and 36 females.
- Diversity varies across faculties, with the Management faculty predominantly represented by Brahmin/Chhetri graduates and the Humanities faculty exhibiting greater diversity.
- The tracer study captured 36 graduates, with 16 males and 20 females.
- Notable proportions of tracer's students are BA and M.Ed faculty in 2024 batch.
- Highest percentage of employed graduates (75%) in M.Ed., with significant unemployment (25%).
- Lower employment rate BA compared to BBS and B.ED.
- 25% of graduate of self employed in BA faculty
- Mostly rated positively, with room for slight improvement (11.11% - 16.67%) larated "Satisfactory").
- Mostly rated positively, with room for slight improvement (16.67% - 44.44%) rated "Very Good").
- Focus on reducing educational disadvantages and enhancing ethnic diversity.
- Implement initiatives to enhance employability, particularly in all faculty.
- Address areas with room for improvement in facilities and services, such as libraries, and extracurricular activities.

3.2 Conclusion of the Study:

The tracer study conducted on the 2024 graduates of Okhaldhunga Campus (OC) has provided valuable insights into the academic performance, employment status, and overall satisfaction of the alumni. Despite encountering challenges in data collection, the study has shed light on various aspects of graduates' experiences, enabling the institution to evaluate its programs' effectiveness and relevance.

Through the comprehensive analysis of the tracer study findings, it is evident that OC has made significant strides in providing quality education to its students. The campus's commitment to academic excellence, coupled with its focus on holistic development, has contributed to producing graduates who are well-prepared for the challenges of the professional world. The positive feedback received from participants regarding program quality, faculty expertise, and overall satisfaction underscores OC's dedication to offering impactful educational experiences.

3.3 Recommendation

- Strengthen Alumni Engagement: Establishing a robust alumni network can facilitate ongoing communication and collaboration between the institution and its graduates. By maintaining official relationships with alumni, OC can leverage their experiences and feedback to continuously improve its programs and services.
- Enhance Employability Initiatives: Implementing initiatives aimed at enhancing students' employability skills, particularly in faculties with higher unemployment rates, can better



prepare graduates for the job market. This may include internship opportunities, career counseling services, and industry-relevant curriculum updates.

- **Address Facilities and Services:** Addressing areas with room for improvement in facilities and services, such as libraries, labs, and extracurricular activities, can contribute to a more enriching educational experience for students. Investing in infrastructure upgrades and expanding resources can further support teaching and learning initiatives.
- **Promote Diversity and Inclusion:** Implementing initiatives to reduce educational disadvantages and enhance ethnic diversity can foster a more inclusive learning environment at OC. This may involve targeted recruitment efforts, scholarship programs, and culturally sensitive curriculum development.
- **Continuous Program Evaluation:** Continuously evaluating the relevance and effectiveness of OC's educational programs through regular tracer studies and feedback mechanisms is essential. This will enable the institution to adapt to evolving market demands and ensure that its programs remain contemporary and advantageous for students.


INDRA PRASAD TIMALSEN
Campus Chief



92

ANNEX-I:

Okhaldhunga Campus

TRACRED LIST FOR BACHELOR LEVEL/ GRADUATE IN THE YEAR 2024

Status: E=Employed=Unemployed FS= Studying, E&FS=Employed and Further Study,

S. N.	Name of Graduates Student	level	program	TU reg. No.	Graduated Year	Employment Status	sex	Edj	Dalit	Mades hi
1	DEVI KUMARI KHATRI	Bachelor	Hum	6-2-226-101-2020	2024		F			
2	INDRA KHATIWADA	Bachelor	Hum	6-2-226-186-2020	2024	S.E	M			
3	KABIRAJ RAI	Bachelor	Hum	6-2-226-107-2020	2024		M	✓		
4	MANISHA RAI	Bachelor	Hum	6-2-226-102-2020	2024		F	✓		
5	SONAM SHERPA	Bachelor	Hum	6-2-226-181-2020	2024		M	✓		
EDUCATION										
6	ASMITA PARAJULI	Bachelor	Education	9-2-226-149-2020	2024		F	✓		
7	BAMALA DEVI GAUTUM	Bachelor	Education	9-2-226-061-2020	2024		F	✓		
8	CHAMPAWATI RAI	Bachelor	Education	9-2-226-060-2017	2024		F			
9	DEVIKA THAPA	Bachelor	Education	9-2-226-007-2020	2024	*	M	✓		
10	LILA GAUTUM	Bachelor	Education	9-2-226-042-2020	2024		M	✓		
11	MADAN KARKI	Bachelor	Education	9-2-226-015-2020	2024		F			
12	MADHUKAR MAHAT	Bachelor	Education	9-2-226-016-2020	2024		F	✓		



13	MINA DHAMALA	Bachelor	Education	9-2-226-018-2020	2024		M	
14	NIRAJ RAI	Bachelor	Education	9-2-226-055-2020	2024		M	
15	PUSPA RAJ THAPA	Bachelor	Education	7-2-25-0883-2014	2024	E	M	
16	RAJENDRA POUDEL	Bachelor	Education	9-2-226-176-2020	2024	E		√
17	SARMILA DAHAL	Bachelor	Education	9-2-226-052-2020	2024	E	M	
18	SUSHILA BANIYA	Bachelor	Education	9-2-226-038-2020	2024		F	
19	SIRJANA RAI	Bachelor	Education	9-2-226-048-2020	2024	M	M	
20	SMITA KHADKA	Bachelor	Education	9-2-226-142-2020	2024		F	
21	SOSTIKA BANIYA	Bachelor	Education	9-2-226-059-2020	2024		F	
22	TUKA DEVI DAHAL	Bachelor	Education	9-2-226-145-2020	2024		F	
23	YASHODA SHRESTHA	Bachelor	Education	9-2-226-041-2020	2024		M	√
24	ANITA KATWAL	Bachelor	Education	9-2-226-133-2019	2024		F	
25	RISHI KUMAR DHAMALA	Bachelor	Education	9-2-226-091-2017	2024		F	
26	SHYAM SHRESTHA	Bachelor	Education	9-2-226-114-2019	2024		F	
27	SIRJANA RAI	Bachelor	Education	9-2-226-116-2019	2024	E	M	

MANAGEMENT

28	ANIT BANIYA	Bachelor	Management	7-2-226-0093-2020	2024			√
29	ARNIKA RAJBHANDARI	Bachelor	Management	7-2-226-0150-2020	2024			
30	BHISMA LALL SHRESTHA	Bachelor	Management	7-2-226-0100-2020	2024			
31	BINITA DAHAL	Bachelor	Management	7-2-226-00064-2020	2024			
32	BISHNU BAHADUR	Bachelor	Management	7-2-226-0115-2017	2024		M	



2

RUPACHA									
33	DIKI SHERPA	Bachelor	Management	7-2-226-0156-2020	2024				
34	DIPESH SHRESTHA	Bachelor	Management	7-2-226-0066-2020	2024				
35	KHINI MAYA KATWAL	Bachelor	Management	7-2-226-0073-2020	2024				
36	KOPILA ADHIKARI	Bachelor	Management	7-2-226-0095-2020	2024				
37	LAXMI BK	Bachelor	Management	7-2-226-0016-2020	2024				
38	MAHESH KATWAL	Bachelor	Management	7-2-226-0132-2017	2024				
39	MENUKA BANIYA	Bachelor	Management	7-2-226-0075-2020	2024				
40	MILAN SHRESTHA	Bachelor	Management	7-2-226-0076-2020	2024				
41	MUNA KHATIWADA	Bachelor	Management	7-2-226-0098-2020	2024				
42	RAJESH KUMAR KHATRI	Bachelor	Management	7-2-226-0182-2020	2024				
43	RESU SHRESTHA	Bachelor	Management	7-2-396-0086-2020	2024				
44	ROSHAN DHAMALA	Bachelor	Management	7-2-226-0081-2020	2024				
45	SAJAN TAMANG	Bachelor	Management	7-2-226-0183-2020	2024				
46	SANGITA ADHIKARI	Bachelor	Management	7-2-226-0167-2020	2024				
47	SHOVA PARAJULI	Bachelor	Management	7-2-226-0088-2020	2024				
48	SHYAMANTA KATEL	Bachelor	Management	7-2-226-0170-2020	2024				
49	SITA RAM CHAULAGAIN	Bachelor	Management	7-2-226-0096-2020	2024				
50	HIMAL BASNET	Bachelor	Management	7-2-226-0154-2019	2024				
51	MENSAN TAMANG	Bachelor	Management	7-2-226-0025-2019	2024				
52	MENUKA KHATRI	Bachelor	Management	7-2-226-0026-2019	2024				

53	TEJI MAYA THAPA MAGAR	Bachelor	Management	7-2-226-0041-2019	2024
54	USHA DAHAL	Bachelor	Management	7-2-226-0045-2019	2024
55	DAMODAR DHAMALA	Masters	Education		
56	SUJATA SHRESTHA				
57	APSARA SHRESTHA				
58	MIN RAJ PAHADI				

*=EDJ (Educationally Disadvantage and Janjati), D=Dalit


INDRA PRASAD TIMALSENA
 Campus Chief





ANNEX-1.2 Tracer Study Student Name List of Okhaldhunga Campus

GRADUATE VERIFICATION DOCUMENTS

GRADUATE LIST FOR BACHELOR LEVEL/ GRADUATE IN THE YEAR 2024

S.No	name of Graduates	Student	sex	Bramh/Chhetri/Janajati/Other	Madesh/Edj/Dalit	Status	program
1	MILAN SHRESTHA		M	✓		E(mkbb)	BBS
2	ANITA PARIYAR		F	✓		U	BBS
3	DIPESH SHRESTHA		M	✓		self(diyo pustak)	BBS
4	GITA DAHAL		F	✓		U	BBS
5	MAHESH KATWAL		M	✓		U	BBS
6	MENUKA KHATRI		F	✓		U	BBS
7	SHOVA PARAJULI		F	✓		E(solu:na:pa)	BBS
8	MENUKA BANUYA		F	✓		U	BBS
9	DIKI SHERPA		F	✓		U	BBS
10	DOLMA SHERPA		F	✓		U	BBS
11	SAPANA TAMANG		F	✓		U	BBS
12	SGYAMANTA KATEL		F	✓		U	BBS
13	ANITA RAUT		F	✓		E(purba:yat)	BBS
14	MENSAN TAMANG		F	✓		U	BBS

INDRA PRASAD TIMALSENA
Campus Chief
OKHALDHUNGA CAMPUS



2

ANNEX-1.2 Tracer Study Student Name List of Okhaldhunga Campus

EMPLOYED VERIFICATION DOCUMENTS

GRADUATE LIST FOR BACHELOR LEVEL/ GRADUATE IN THE YEAR 2024

Status: E=Employed, U=Unemployed, SE=Self Employed,S= Studying, O= Out of reach

S.No	name of Graduates	Student	sex	Bramh/ Chhetri	Jangali/ Other	Madesh/ Edj	Dalit	Status E=Employed, U=Unemployed, FS=Studying	program
1	MILAN SHRESTHA		M		√			E(mkbb)	BBS
	DIPESH SHRESTHA		M		√			self(diyo pustak	BBS
3	SHOVA PARAJULI		F		√			E(solu.na.pa)	BBS
					√			E	BBS
4	MENUKA BANIYA				√			E(purba.yat)	BBS
5	ANITARAUT				√			E(teacher)	BBS
6	ROSAN DHAMALA				√			E(Napi.)	BED
7	ASTA BAHADUR RAI		F		√			E(teacher)	BED
8	LILA GAUTAM		M		√			E(Health post)	BED
9	MADAN KARKI		F		√			E(champa.ga.pa)	BED
10	SOSTIKA BANIYA		F		√			Self(Indira.falful)	BA
11	INDRA KHATIWADA		F		√			E(Si.Na.Pa.)	MED
12	SUJATA SHRESTHA		M		√			E(teacher)	MED
13	MIN RAJ PAHADJI								

INDRA PRASAD TIMALSENA
Campus Chief



8