

**Gaurishankar Multiple Campus
Tracer Study Report**

2023

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

Nurturing Excellence in Higher Education Program (NEHEP)

Submitted By

Gaurishankar Multiple Campus

Charikot, Dolakha, Nepal

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ACKNOWLEDGEMENT

Gaurishankar Multiple Campus is affiliated to TU. It is the first community based campus in Dolakha district. According to the EMIS report published by University Grants Commission (UGC) in the 2074/2075, in term of number of students and its establishment it is one of the senior community Campus among the community campuses established in the Himalayan District in Nepal. It was established as a non-profit- making institute with the motto of providing quality education in higher level, currently has been selected as the Beneficiary Regarding Performance Based Funding under the **Nurturing Excellence in Higher Education Program (NEHEP)** by The University Grants Commission (UGC), accordingly, a comprehensive strategic development plan of the campus in line with the spirit and objective of the project has been submitted to the UGC. As this campus has been selected for NEHEP (DLRs) regarding further process to be followed and being considered eligible for further procedure, the tracer study report is prepared to submit to UGC. A team is responsible to prepare this report by taking direct or indirect support from different personnel and sectors who are to get credits.

First of all the campus administration and exam section of this campus is thanked for providing necessary data and information about graduates. Similarly, words of thanks need to be expressed to teaching and non-teaching staffs of this campus for their valuable information and suggestions.

Heartly gratitude is to be expressed to the researchers whose documents have been the reference materials to prepare this report.

At last but not the least, the team of tracer report preparation is thankful to all who helped, inspired and suggested to prepare the report in full-fledged form.

18th May, 2025

EXECUTIVE SUMMARY

The report has been prepared as the **Tracer Study Report** of the graduates from Gaurishanker Multiple Campus, Charikot, Dolakha. The students selected were the graduates who has completed their Bachelor Degree in 2080 BS (2023 AD) from the stream of Education, Management and Humanity. The students who are selected were the graduates who completed their Master's degree in the same year which could be a prospective tool to be used for the quality management of the campus. The findings of this study are likely to be used in different areas of higher education development such as curriculum planning, evaluation, monitoring and feedback, as well as to improve services provided by this institution. One of the requirements of quality management in higher education is the consideration of different perspectives when trying to assure quality of teaching and learning. In this context, this tracer study represents an inclusive tool for incorporating graduates points of view. Common topics covered in this study include questions on study progress, the transition to work, work entrance, job career, use of learned competencies and current occupation.

This report has been carried out to survey the status of the students and promote a better understanding of the employment of the graduates who left the Gaurishaner Multiple Campus in 2023 A.D. This report has been divided into five chapters. The first chapter is introductory or background of the report. The second part focused on the presentation and analysis of data. The third part provides the major findings of the report and four chapter draws the conclusion and suggest some recommendations. In appendix part, various supporting documents are included with respect to the decisions regarding batch selection for the study, program wise name list of the graduates in the batch incorporating the information (such as present employment status: employer's name and address, organization type, date of appointment / starting date, annual salary or in case of the self-employment, sector of involvement, annual earning etc or in case of the pursuing further studies, enrolment date, program, institution, address etc.), filled up Tracer Study questionnaire (approved by campus).

The main concentration of preparing of this report is to find out the issues related to the quality and relevance of higher education. The overall objectives of the study are focused on the measurement of quality of education, their expectation and outcomes. The survey was also aimed to use the report for the formulation and amendments of its

Mission, Visions, Goals, Objectives and strategic plan as per the need and expectation of community and society. While collecting the data for preparing this report we used both quantitative and qualitative tools and a questionnaire for interviewing was prepared to collect the right information. Gaurishanker Multiple Campus has the confidence of students, parents, society and other concern stakeholders as most of the graduates of this campus has more opportunities to get jobs. Moreover, this campus has also produced qualified graduates to serve the current social needs and many of them had opportunities to work in the organization and self-employment.

ABBREVIATIONS

TU	: - Tribhuwan University
UGC	: - University Grants Commission
NEHEP	: - Nurturing Excellence in Higher Education Program
GMC	: - Gaurishankar Multiple Campus

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Chapter: One

Introduction

1.1 Background/ Rationale

The strength of any academic institution lies in various factors that contribute to its overall development and success. These factors include the quality and expertise of its faculties, the range and relevance of programs offered, research activities conducted, extra-curricular activities available, training opportunities provided, outreach programs organized, and effective coordination among stakeholders. To assess and enhance its performance, a tracer study was conducted by a campus on its graduates who completed their degrees in 2023 (AD).

Gaurishankar Multiple Campus, with its own land and buildings affiliated to TU, is the first community based campus in Dolakha district established in 2038 B.S. as a non-profit-making educational institute to ensure easy access to education in higher level for the students from every community and areas of the district and of some parts of neighboring districts too. According to the EMIS report published by the University Grants Commission in 2075, it is one of the senior Community Campus in terms of the number of students and its establishment among the Community Campus situated in Himalayan District like Dolakha. Currently, around 870 students from Bachelor to Masters Level are enrolled in this institution. The campus has been running classes in Management, Education and Humanities streams. Furthermore, it has been providing the opportunity of master's degree in English, Nepali and Educational Planning and Management (EPM) in Education stream, Masters in Business Studies (MBS) in management stream and this campus is near to get the affiliation of Masters in Arts (MA) from Tribhuvan University in near future.

The Tracer Study Report captured essential feedback from the students through the utilization of a questionnaire provided by the University Grants Commission (UGC) of Nepal. This standardized questionnaire was employed to gather data from the graduates who had successfully completed their respective academic levels and also to assess their employment status. However, the team conducting the study encountered some challenges during the data collection process. Not all of the respondents submitted their survey forms to the campus survey team, which resulted in incomplete data.

This Tracer study report is as a means of following graduates to find out what they are doing with the education they received from this campus and as a quality assurance tool for quality management in the campus. On the other hand this report also helps to the institution to identify different productive areas where the graduates who completed their bachelor and Masters Levels from this

institute. This campus has identified the potential area for the implementation of our products to achieve the further career.

1.2 Objectives of the study

The primary objectives of the tracer study encompass tracking graduates, assessing their employment status, evaluating their performance in professional settings, and fostering ongoing connections with alumni. Supplementary objectives include:

- To find out what happened to graduates after they have completed their studies;
- To find out if they are employed, self-employed or whether they are still looking for job;
- To find out if their studies prepare them for the work place;
- To find out graduates use the knowledge and skills they have learned during their studies;
- To assess the contribution of graduates in the development of nation;
- To use graduates' feedback to improve the study programs and for quality management of the campus
- To suggest some pedagogical implication
- To find out the quality of education that we are providing in this Campus.
- Establishing a framework to acknowledge the utility of acquired skills in various professional domains, further education pursuits, entrepreneurship, and other areas of interest.
- Assessing the academic reputation of the institution both nationally and regionally.
- Evaluating the quality and efficacy of higher education programs offered.

1.3 Institutional Arrangements to conduct the study.

Since its selection as the beneficiary's campus of Nurturing Excellence in Higher Education Program (NEHEP) through the nationwide competition by the University Grant Commission (UGC) it has been conducted different survey and prepared various assignments. Regarding the preparation of different survey and report based on the Nurturing Excellence in Higher Education Program (NEHEP) this campus has formed the separate committee or team who are directly involved on this report too. The preparation of Tracer Study Report is one of them. This report has been prepared through this team co-ordination with different department, Faculties, Staffs and concern authority. GMC has already conducted the preparation of Tracer Study Report of the graduates in 2022 AD. So, preparation of this report is its Six attempts after selecting for Nurturing Excellence in Higher Education Program (NEHEP) and the continuation of its regular tracer study report will be conducted regularly. Gaurishanker Multiple Campus's subcommittee Tracer Study Team with specific ToR can conduct the tracer study report writing in every year.

The whole report can be divided into the three major parts: **pre-introduction** (title page, Acknowledgement, executive summary, table of contents, list of abbreviations); **appendices** (appendix tables, coordination schema, questionnaires, list of graduates with respondents and non-respondents with their addresses and contact details); and **main body** which is comprised of the following sections:

- 1 Introduction
- 2 Research Design
- 3 The Graduates
- 4 Graduates before Studying at GMC
- 5 Studies at GMC
- 6 Feedbacks on Teaching, Research and Services
- 7 Career Decision and Employments
- 8 Relevancies and Effectiveness
- 9 Development Activities and Networking
- 10 Partnership and Suggestions
- 11 Perspectives of Employers and Peers on GMC Graduates
- 12 Key Findings and Recommendations

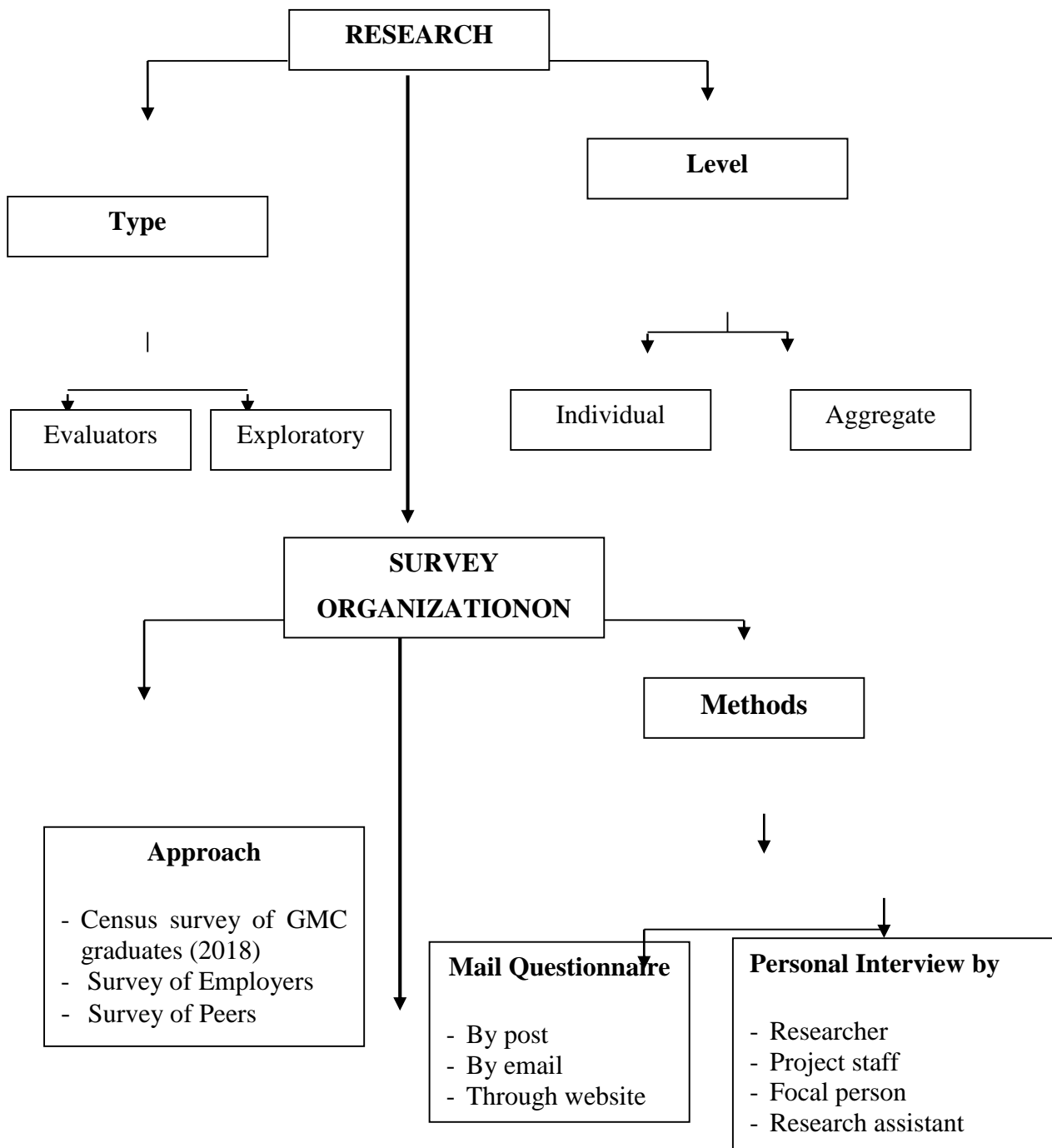
The Tracer study team consulted the campus administration, exam department and the graduates of 2075. Data were collected using questionnaire and report was prepared by tracer study report team.

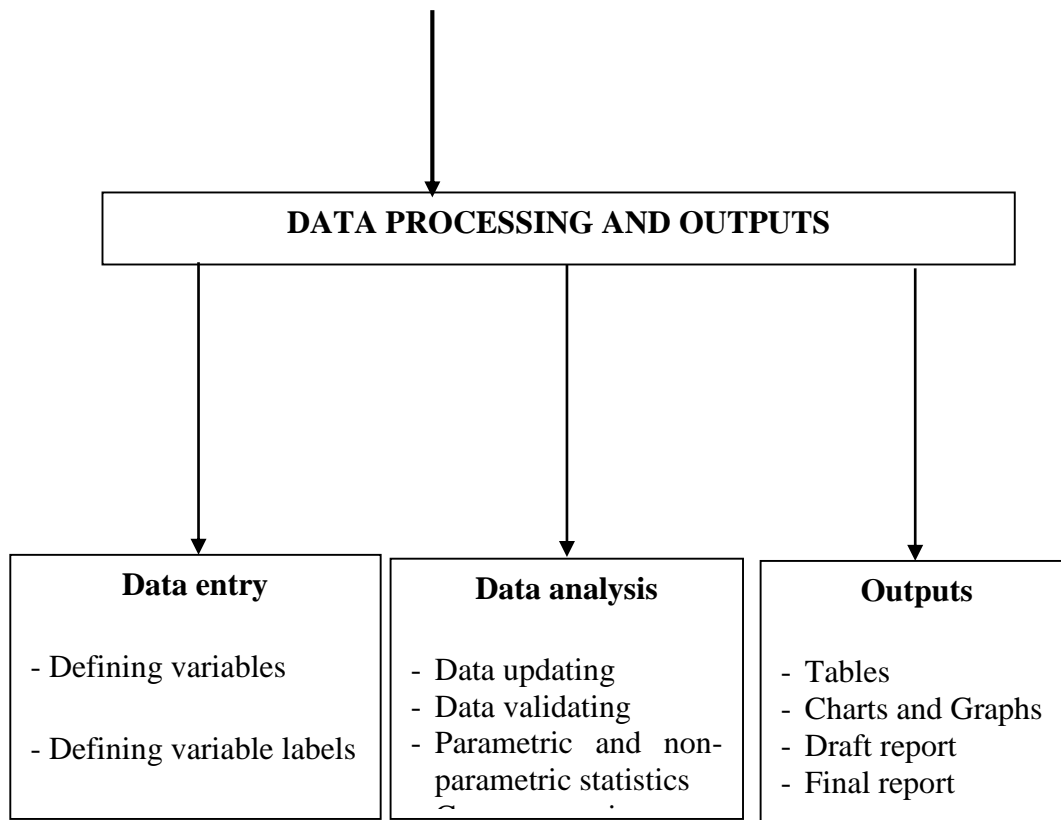
1.4 Graduate batch taken of the study

The graduate batch of GMC of 2080 (2023 AD) was taken for the tracer study during the fiscal year of 2080/2081.

1.5 Data collection- Instrument and approach

Conceptual Framework of the Tracer Study





Two kinds of sources were used for data collection as to the study. The Primary sources were the students who graduated from this campus in 2080 (2023 AD) including teaching / non-teaching staff of the campus. Similarly, the secondary sources were the exam report, journals, web based materials, etc. Questionnaires were used to get necessary information from the sources.

1.6 Scope and limitations of the study

The study has a wider scope since it covers cross sectional data of the graduates from different parts of the district and neighboring district too. The target population consisted of substantial number of female 71 compared to male 33 the graduates which provided sufficient ground for gender analyses on various aspects of education and their professional advancements. A full attempt was made to get the completed questionnaire from all the target graduates, however, due to time and budget constraints, it was only possible to get response rate with the following limitations.

- This study is only limited to Gaurishankar Multiple Campus, Charikot, Dolakha.
- The total number of graduates is limited to 104 in 2080 (2023 AD).
- The total number of graduates is limited to 104 in 2080 (2023 AD)
- The graduate batch of 2080 (2023 AD) was taken for study.

Chapter: Two
Data Presentation and Analysis

2.1 The profile of the graduates

The number of graduates during 2023 AD are presented in the following table. 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, and B.Ed., along with the overall total.

Table 1 Profile of the Graduates of GMC in Bachelor Level in 2023 AD

Faculties	Total Graduates	Male Graduates	Female Graduates	Educationally Disadvantages Graduates		
				EDJ	Dalit	Madeshhi
Management	38	11	27	16	3	1
Education	40	10	30	15	1	-
Humanities	26	12	14	7	2	-
	104	33	71	38	6	1

Note:- M = Male F= Female J = Janajati D = Dalit GT = Grand Total

Source: Tracer Survey 2023

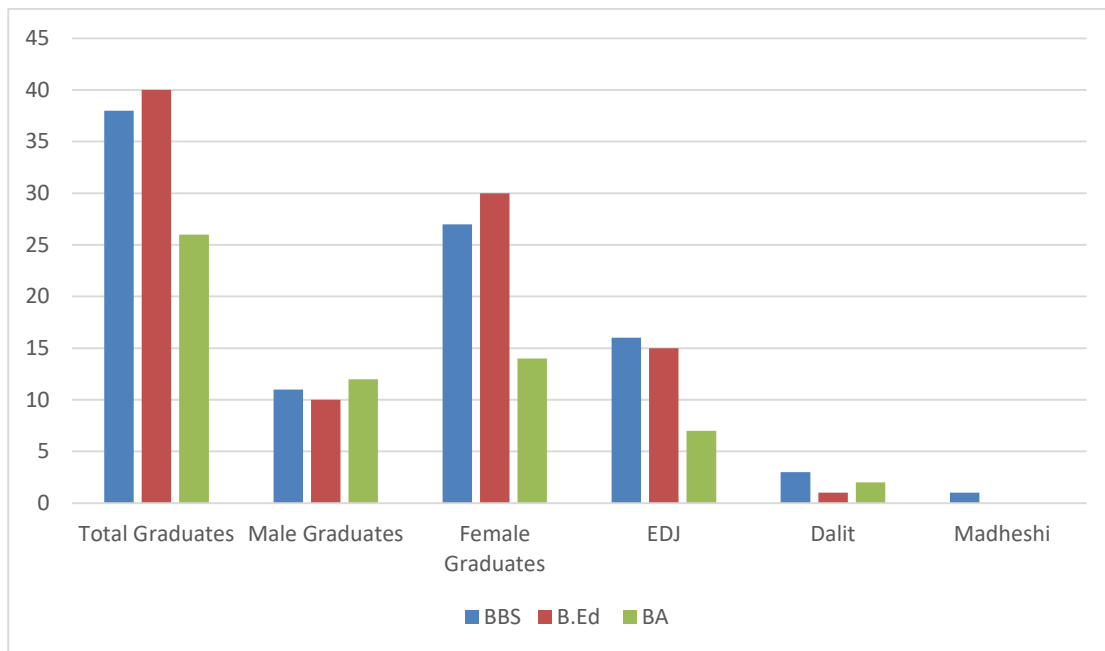
The above table presents data on the total number of graduates from three different faculties in Bachelor level, they are BBS, B.Ed & BA along with a breakdown of male and female graduates, as well as graduates from educationally disadvantaged backgrounds categorized into Dalit and Madhisi groups. Let's analyze the data:

Firstly, in terms of total graduates, there were 38 from BBS, 40 from B.Ed and 26 from BA, making a total of 104 graduates overall. It presents that the higher number of graduates are from Education Faculty and the lowest number of graduates are from Humanities and Social Science Faculty. Moreover, the number of graduates from Management faculty occupies the second position in terms of the number of graduates.

Looking at the gender distribution, B.Ed had a higher number of Female graduates (30) compared to Male graduates (10), while BBS had a higher number of Female graduates (27) compared to Male graduates (11), and BA had a higher number of Female graduates (14) compared to Male graduates (12). In summary, the total number of graduates are higher number of Female graduates (71)

compared to the Male graduates (33). When considering graduates from educationally disadvantaged backgrounds, the total number of graduates are 38 in number, Dalit are 6 and Madheshi is 1

Overall, the data illustrates some disparities, particularly in the gender distribution within the BBS program and the representation of educationally disadvantaged graduates in the BA program. Further analysis could delve into the reasons behind these disparities and explore potential strategies to address them, such as targeted support programs or initiatives to promote inclusivity and diversity within academic settings. The data can also be presented in the following ways.



2.2 Employment & Further Study Status of Graduates:

2.2.1 Employment Status of Graduates:

The table presents data on the employment status of graduates from three faculties, BBS (Bachelor of Business Studies), B.Ed (Bachelor in Education) and BA (Bachelor of Arts) in Bachelors level, expressed in percentages. The employment status categories include employed, self-employed, and unemployed.

In the BBS program, 50.00% of graduates are employed, while 50.00% are unemployed. There are no graduates reported as self-employed in this program. The total number of graduates in the BBS program is 38. Conversely, in the B.Ed program, a 32.50% graduates are employed, with 67.50% reported as unemployed. Similar to the BBS program, there are no graduates identified as self-employed in the B.Ed program. Moreover, in the BA program, a lower percentage of graduates, 34.61%, are employed, with 65.38% reported as unemployed. Similar to the BBS & B.Ed program there are no graduates identified as self-employed. This data shows that the higher percentage of employed are from management faculty & the lower percentage of employed are from Education faculty.

These percentages offer insights into the employment outcomes of graduates from these three faculties. The higher percentage of employed graduates in the BBS program suggests potential differences in the market demand or career pathways associated with the fields of study. Further analysis could explore factors influencing the employment outcomes, such as the specific skills and knowledge acquired during the programs, industry trends, or networking opportunities facilitated by the respective faculties. Additionally, strategies to address the unemployment rate among BBS graduates may warrant consideration, including career counseling, job placement assistance, or curriculum enhancements aligned with industry needs. The summary of the employed graduates are mentioned in the following table.

Table 2 Employed Graduates of GMC in 2023 AD

Faculties	Total Employed	Male Employed	Female Employed	Educationally Disadvantages Employed		
				EDJ	Dalit	Madeshi
Management	23	2	15	10	1	-
Education	27	7	20	9	1	-
Humanities	9	4	5	1	-	-
	59	13	40	20	2	-

Note:- M = Male F= Female J = Janajati D = Dalit GT = Grand Total

Source: Tracer Survey 2023

2.2.2 Further Study Status of Graduates:

Among total graduates, most of them showed their expectations to get the further study in different discipline. The graduates from this campus were not be involved in the job of particular areas. Some of them went to the university and other college for their further study. The status of the graduates for the further study also mentioned on the basis of gender/ethnicity/caste/etc. program wise eg. Management, Humanities, Education, Science, time series comparison)

Further Study status of the graduates regarding faculty and gender

Level/ Program	Education					Humanity					Management					Grand Total
	M	FS	F	FS	Tot FS	M	FS	F	FS	Tot FS	M	FS	F	FS	Tot FS	
Bachelor	10	3	30	9	12	12	4	14	5	9	11	5	27	11	16	37
Master's degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	10	3	30	9	12	12	4	14	5	9	11	5	27	11	16	37

Note:- M = Male F= Female FS = Further Study Tot = Total GT = Grand Total

This table shows that among 104 graduates in 2080 (2023 AD), 37 seems to be gone to other different university and institute for further study. It means 35.57 percent graduates are gone to get the further study and qualification from other university and educational institute. Regarding the gender 12 male 25 female graduates have gone to further study. In percent, 32.43% male and 67.57% female are

gone to get the further study. Regarding the faculty wise comparison, in education faculty, among 40 graduates 12 are gone to get further study, i.e. 30.00 percent. In humanities, among 26 graduates 9 are gone to get further study i.e. 34.61 percent. Similarly in management, among 38 graduates, 16 are gone to get further education, i.e. 42.10 percent. From the above mentioned data the total graduate from the Bachelor only gone to get the further study on Masters on Education, Humanity & social science and Master in Business study. Till the date of this study none of the students are graduated from Masters Level and have gone to the further study.

Further Study status regarding caste and ethnicity

	Janajati		Dalit		Madheshi		Others	
	Total Graduates	Further Studied	Total Graduates	Total Graduates	Total Graduate	Further Studied	Total Graduate	Further Studied
	38	6	6	1	1	1	59	29
Further Study								29

Emp = Employed, Janajati = Indigenous group

According to this table, the highest rate of students who have gone to study the further education after getting the bachelor degree from this college is 50 percent is of from others group. The rate of the students who have gone to further study from Janajati, Dalit & Maheshi ethnicity is 16.21 percent, 2.70 and 2.70 percent respectively.

2.3. Issues Related to the Quality and Relevance of Program

The graduates who are completed bachelor degree and involving in different job market have developed to the direct participation of the guardian's business, local authorities, community and political parties. They have seemed to have gained experiences and knowledge for their future education. They also seem to have improved their quality on educational and job sectors. Most of the employed students have positive attitudes towards the quality about higher education. A large numbers of students have responded that the education they got is qualitative and has a relation to higher education. They are eager to enroll in the higher educational intuitions. It is a positive impact in their life.

The students having passed out maintained quality and linkage to higher education. They somehow maintain quality and directly as well indirectly have relation to higher education for their educational and professional development.

Year	NO of Passed out	Maintaining Quality			Linkage to Higher Education	
		High	Medium	Low	Yes	NO
2080	104	41	37	26	41	63

2.4 Programs' Contribution to graduates, Professional and personal development

(By Gender/Ethnicity/Cast etc Program wise e.g Management, Humanities, Education, Science; time series comparison)

As we have analyzed the ratio of the graduates who are involving in different sectors for their professional and personal development the program that the campus had lunched are very useful and effective to those who are graduated from this Campus. From the initial phase of its establishment it has only got the affiliation from Tribhuwan University to lunch only one program but now it has widened its scope to other three disciplines like Education, Humanity & Social science and Management in bachelor level and Education and Management programs in the Masters' level.

The Graduates students who passed out and employed in different sectors getting education have enhanced their personal development. It has contributed to develop their personal career. Even the students from different social backgrounds such as Dalits, Janajatis, socially back-warded have got chance to develop their personalities. Regarding the personal development of the graduates the campus has organized different extra-curricular activities in this academic year. Those who are graduated in 2080 (2023 AD) are directly participated in different personal development program actively and have got the success in different sectors. We can present the date of the graduates who are involving for their personal development in the following table.

Graduates who are directly involved in the personal development with the active participation of extra activities organized by the Campus during the 2080 (2023 AD) regarding faculty and gender

Level/ Program	Education					Humanity					Management				
	M	Participation on personal development Activities	F	Participation on personal development Activities	Tot Students	M	Participation on personal development Activities	F	Participation on personal development Activities	Tot Students	M	Participation on personal development Activities	F	Participation on personal development Activities	Tot Students
Bachelor	10	5	30	13	18	12	7	14	5	12	11	8	27	13	21
Master's degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	10	5	30	13	18	12	7	14	5	12	11	8	27	13	21
Total Graduates involved in personal development activities															51

Note:- M = Male F= Female Tot = Total GT = Grand Total

The graduates those who are involving the job and life skill sectors after getting the graduation from this college are directly benefited in the sector of their professional development. The programs have the great impact on the professional development of the graduate during the academic year of 2080 (2023 AD) as a result most of the graduates are involving for their professional career development. As per the ethnic groups the number of students who are participated for the professional and personal development in this campus are Janajati and others. The number of students from Dalit community are less active for the professional and personal development due to the less in number.

2.5 Issues Related to the teaching/learning, teacher/students relationship and education delivery efficiency.

Teaching learning process is the complex phenomena. While teaching and learning process the teacher should face many problems and issues related to different aspects. Though our college face the result of widely spread impact of Covid 19 and different sorts of financial crisis. Due to the impact of devastating earthquake and lots of aftershocks our college building and other infrastructure were totally damaged. We don't have the sufficient infrastructure to conduct the teaching learning activities effectively and efficiently. Due to the lack of sufficient materials, technology based materials, Proper classroom management, involvement of diverse students on the basis of language, ethnicity, cast, gender the language teacher faced so many issues related to teaching learning activities. Some of the common issues related to teaching learning activities are mentioned in the following points.

- Lack of sufficient teaching learning materials.
- Lack of the training related to digital pedagogy.
- Lack of student's consciousness on teaching and learning process.
- Student's irregularity in the classroom.
- Involvement of Varied students regarding gender, cast, religion, ethnicity and language.
- Lack of the technology based teaching learning materials in the campus.
- Lack of using innovative teaching pedagogy and innovation in the process of teaching and learning.
- Lack of sufficient infrastructure related to ICT such as internet, wifi and other electronic devices.

The teacher student relationship is very important for a good learning environment. There should be an excellent relationship between a student and teacher in order to facilitate the learning and gain positive attitude. This relationship between teacher and student has vast influence on the learning process of the students. Teacher-students' relationship confirms that, positive teacher-student relationships influence students' learning. Though the campus tried to maintain the good rapport between students and teachers in teaching and learning process. Sometimes the issues related to the relationship also seen during the period of teaching and learning process. Some of the common issues related to the student's teacher's relation in language classroom in this college are mentioned in the following points.

- Issues occur regarding the involvement of the students varied on gender, ethnicity, cast & linguistic background.
- Issues occur due to the diversity on the age of the students.
- Negligence of the students during the involvement on internal assessment tools of the campus.

The effectiveness of the teaching and learning process play the vital role for increasing the achievement of the campus educational goal. The delivery of the effective teaching learning process may also be affective due to the different factors like managing the wide range the students in the classroom, lack of parental support, lack of proper funding, poor public perception, educational trends and so many other factors. In the context of this campus the common issues related to the teaching learning efficiency are listed as below.

- Participation of the students with varied background related to the age, ethnicity, cast and language which create the problem for the selection of proper teaching method and techniques,
- Lack of the proper teaching learning materials based on the content in the campus,
- Lack of the IT friendly classroom and equipment's,
- Lack of the proper physical infrastructure the students cannot have proper access of their living condition.

By in large, the above mentioned issues related to teaching learning efficiency, teacher students relationship and teaching and learning process are seen in this campus.

2.6 Issues Related to the facility such as the library, laboratory, canteen, sports facilities, Urinal, etc

Though this campus has a poor financial status and other infrastructure conditions it has provided different facilities related to the library, laboratory, canteen, and others. We have a separate library room and manage different types of books, reference materials, journals, and other reading materials which the students have easy access on campus. We have collected/ bought books related to different levels in order to provide the students with enhancing the educational quality of the campus. Some books are also gained from the donation of different stakeholders like previous student unions (alumni), different publications as their sample piece support, and so on. In the present condition, we are unable to provide the books from the library because of the increase in the number of students. Now campus has planned to buy the books for different levels and manage to allocate the proper budget in the year 2081. With close coordination with different publications, the Kathmandu-based

model campus, and other concerned stakeholders we collected the books related to BBS first and second year and have distributed in this year. The campus has planned to establish the E-library this year.

Regarding the issues related to the facility of the laboratory, this campus has faced the problem of the scarcity of equipment in the computer lab. We have launched the class computer science at different levels and we are unable to conduct the practical classroom on computer science due to the insufficient number of computers and other laboratory equipment. Some course is such that needs the support of the internet and a friendly classroom but we are unable to conduct the classroom through multimedia as the means of teaching and learning process. Recently, we had managed the budget on the establishment of basic laboratory we can provide the facility of laboratory to the students of bachelor and masters level. Similarly, from this fiscal year we had managed the facility of cafeteria in the campus surrounding. Management of cafeteria in the campus premises is also one of the mandatory criteria for receiving the QAA certification, therefore we constructed canteen and provided the facility of it to the students within the campus surroundings.

Sports facilities are provided to the students in the campus. The sport materials related to different games are bought by the campus and provide to the students for enhancing the sport capability of the students. Moreover, sports are taken as the important aspect of extra-curricular activity of campus and mentioned in the academic calendar for the regular systematic organization of sports activities. Students have easy access to different types of sports activities like volleyball, football, badminton, table tennis, basketball and so on. There is the large space in the campus premises for organizing the different sports activities in the campus area. The sources are also limited in comparison with the number of students, therefore, we have to manage the other sources for increasing the sports materials and construction of the sports space in the campus. There is the facility of urinal in the campus surroundings. We have constructed the separate toilet for boys and girls in the campus through the financial support of University Grant Commission (UGC) and other organizations. There are altogether 15 gender friendly toilets in the campus premises. It shows that there is the proper facility of urinal to the students from different levels.

Chapter: Three

Major Findings

3.1 Employment and Further Study Status Graduates:

Generally, most of the total graduates in 2080 (2023 AD) in comparison with males more females are employed in terms of gender. Regarding the faculty-wise comparison, the graduates from the Management faculty are employed at a higher percent rate than other faculties. On merits, the Management faculty comes in the second and Humanity comes in the third position regarding the employment percentage of the graduates.

Moreover, regarding the further study status of the graduates in 2080 (2023 AD) none of the graduates from masters levels have been graduated & involved in the further studies activities. Generally, most of the total graduates from the bachelor level in comparison with male females equal percentage i.e 32.43% males and 67.57% females have gone to develop their further academic career in terms of gender. Regarding the faculty-wise comparison, the graduates from the Humanities and Social Science faculty are less in the further study status list than other faculties. Moreover, the Management faculty has the highest percentage to go to further study in other the universities and the humanities faculty comes into the second position.

3.2. Issues Related to Quality and Relevance of the Program

The graduates who are completed their bachelor's level and involving and different job markets have developed the direct participation of the guardian's business, local authorities, community, and political parties. They have seemed to have gained experiences and knowledge for their future education. They also seem to have improved their quality in educational and job sectors. Most of the employed students have positive attitudes toward the quality and relevance of the program that the campus has launched. A large number of students have responded that the education they got from this institution is qualitative and has a relation to higher education. They are eager to enroll in higher educational intuitions. It is a positive impact on their life. The relevancy and quality of the program are also seen in the number of students who are involved in the employment sectors like business, marketing, official work, and others. Some of the students also run their own businesses and have greater skill in the business sectors. The students who have involved in the further study program to develop their further career also feel easy to gain the knowledge based on the previous knowledge and experience. Therefore, the quality and relevancy of the program can be seen in different areas of study.

The graduates who are being employed in the various job markets seem to be self-dependent having distinguished features. They have become more self-oriented and improving their educational quality. They seem to be enthusiastic and expecting better chances and prosperous future.

3.3 Programs' contribution to graduates' professional and personal development

(By gender/ethnicity/caste etc.; Program wise e.g., Management, Humanities, Education, Science; time series comparison)

The program lunched by the campus has the great impact and contribution to the graduates' professional and personal development. Regarding the graduates' professional development the campus has lunched different professional development activities. The campus has made the operational calendar including different extra-curricular activities which are effective for the personal and professional developments of the graduates. The above mentioned data of the graduates who are involved in the professional activities shows that the female graduates are involved in the professional development in comparison with male graduates. The programs are more practicable and effective for getting the graduates professional and personal development.

The graduates from Management faculty can get the professional development area easily. Similarly, the graduates from Education Faculty can also involve in different public and private educational institutional. They can also involve in different training centers and other institutions. The student's graduates from Humanity and social science can easily develop their professional career in different government and non-government organizations. Community based organization are the focused area of their professional development which are large in number in our locality.

Based on the tracer study report of Gaurishankar Multiple Campus for the year 2080 (2023 AD), the academic programs offered have significantly contributed to graduates' professional and personal development across various dimensions such as gender, ethnicity, caste, and faculty. The campus offers programs in Education, Management, and Humanities. Among the 104 total graduates, a majority were female (71), reflecting strong female participation. Educationally disadvantaged groups (Dalits, Janajatis, Madhesis) also had representation, indicating inclusivity. The highest number of graduates came from the Education faculty (40), followed by Management (38) and Humanities (26).

Professionally, the Management stream demonstrated the highest employment rate, with 50% of its graduates employed. Education and Humanities followed with 32.5% and 34.6% employment respectively. Among employed graduates, females (27) outnumbered males (14), and 12 belonged

to educationally disadvantaged groups. This suggests the programs not only prepare students for the job market but also empower marginalized communities. In terms of further studies, 35.6% of graduates pursued higher education, with a higher proportion of females (67.6%) compared to males (32.4%). Faculty-wise, Management again led with 42.1% of its graduates continuing their education, showing its relevance and alignment with academic progression goals.

Personal development was bolstered through extra-curricular activities organized by the campus. A total of 51 graduates actively participated, again with strong female representation. These activities were instrumental in developing soft skills, leadership, and confidence, particularly for Dalits and Janajatis, though participation from the Dalit group was relatively low. Over time, the expansion from a single program to multiple faculties reflects the campus's growing capacity to support diverse educational needs. The tracer study confirms that Gaurishankar Multiple Campus programs are contributing meaningfully to inclusive, gender-sensitive, and professionally relevant graduate outcomes.

3.4 Issues Related to the teaching/learning, teacher/students relationship and education delivery efficiency.

Teaching and learning process is the complicated task. It is not bounded by the different cultural and social factors and age factors also. The involvement of the students from different ethnic background may create the problem in teaching and learning process. Though the campus is community based the students from different cultural background comes to achieve their educational desire and the teacher faced the problem regarding classroom management and teaching learning activities. The important factor to be consider in the classroom teaching is the relationship between students and teachers. If there is the good rapport between the teacher and students the teaching and learning activities are more effective and purposeful. Most of the students are unable to attend in the regular classroom and perform the task assigned by the teachers. Such students are large in number in this campus. The main issues is to make the participation of such students in the regular classroom in the campus. The collected and analyzed data shows that in comparison with males the females' students are absent and irregular in the classroom in terms of gender. Therefore, there is the gap between students and teachers for the establishment of well relationship in teaching and learning activities. Likewise, due to the lack of different teaching learning materials and reference, there is the issue related to the efficiency of education delivery. We are unable to manage the ICT friendly classroom in the language teaching. If we provide such facility in the classroom, the students will grasp the knowledge and skills effectively. This campus also face the challenges related to the lack of effective teaching and learning materials for the effective delivery of education.

The teaching and learning process at this Campus faces several challenges, primarily due to inadequate infrastructure, resource limitations, and diverse student backgrounds. The lack of sufficient teaching materials, including technology-based tools, hampers effective instruction. Many classrooms lack digital pedagogy training, which restricts the adoption of modern teaching methods. Additionally, student irregularity and varying levels of consciousness about learning further complicate the process. Teacher-student relationships are crucial for fostering a positive learning environment, but issues arise due to the diverse demographics of students, including differences in gender, ethnicity, caste, and language. This diversity sometimes leads to communication barriers and unequal participation in classroom activities. Age disparities among students also create challenges in maintaining a cohesive learning atmosphere. Furthermore, students' negligence toward internal assessments affects their engagement and academic progress.

Education delivery efficiency is impacted by several factors. The absence of IT-friendly classrooms and equipment limits the use of multimedia and interactive teaching methods. Poor physical infrastructure, such as insufficient seating and inadequate lighting, affects students' comfort and concentration. Additionally, the lack of parental support and proper funding exacerbates these challenges, making it difficult to implement innovative teaching strategies. Despite these issues, the campus strives to maintain a supportive learning environment. Efforts are being made to improve infrastructure, such as establishing an e-library and enhancing laboratory facilities. However, addressing these challenges requires sustained investment in resources, teacher training, and student engagement initiatives to ensure a more effective and inclusive educational experience.

3.5 Issues related to facilities such as library, laboratory, canteen, sports facilities, Urinals

The above mentioned data shows that due to the increasing ratio of the number of students the number of books found in the library are limited in number. We have also collected the books from the internal fund of the campus and some other are collected from the forum of former students association. We have managed the library with academic and reference materials and librarian also for the effective management of library and provide the facility of library in the campus premises. Due to the devastating earthquake in 2072 most of the physical infrastructures are fully damage and our cafeteria building was also damaged and we don't manage the canteen in the campus premises. But now campus has managed the facility of for the construction of cafeteria/canteen within the campus surroundings. Construction of cafeteria in the campus premises is also one of the mandatory criteria for receiving the QAA certification, therefore we had managed canteen and provide the facility of it to the students with the reasonable rate of the snacks and lunch items. The campus also provide the facility of different sport activities. We have constructed the field/court of different

sports activities like volleyball, badminton, table tennis and so on. The campus also establish the Gaurishanker Cup Volleyball Tournament in every year on the occasion of campus annual ceremony from previous year. It is one of the good step for the development of sports activities in the campus. We also regular organize the different sport competition in campus on the occasion of different ceremony like campus day, Dashain festival and others. There is also the well facility of urinal. We have constructed the gender friendly toilet with financial support from University Grant Commission (UGC) year. Regarding the facility of laboratory we had provided the facility on computer lab and ICT with the scarcity of proper number of computer. We had submitted the proposal in different organization regarding the financial support for establishing the ICT lab, If our proposal approved from the concern authority we had planned to establish the well-furnished basic laboratory on Computer and ICT with the capacity of 25 students.

From this concerned, finally, this campus has provided the facility of library, Canteen, Urinal, Laboratory, sports and so many other aspects which are directed linked for the effectiveness of the campus program.

Chapter: Four

Implication to Institutional Reform

4. IMPLICATIONS TO INSTITUTIONAL REFORM

The findings from the Tracer Study Report of this campus highlight several critical areas requiring institutional reform to enhance the quality and relevance of higher education. The disparities in employment outcomes among graduates from different faculties, such as the higher employment rate in Management compared to Education and Humanities, suggest a need for curriculum realignment to better meet market demands. Strengthening career counseling and job placement services could bridge this gap, ensuring graduates are better prepared for the workforce. The study also underscores the importance of addressing infrastructure deficiencies, such as inadequate teaching materials, lack of IT-friendly classrooms, and insufficient laboratory equipment. Investing in modern teaching tools, digital pedagogy training for faculty, and expanding e-library resources would significantly improve education delivery efficiency. Additionally, fostering inclusive learning environments is essential, given the diverse student demographics in terms of gender, ethnicity, and socioeconomic background. Targeted support programs for educationally disadvantaged groups, such as Dalit and Madheshi students, could promote equity and participation.

Teacher-student relationships and pedagogical methods also require attention. Implementing innovative teaching strategies and regular faculty development programs would enhance engagement and learning outcomes. Furthermore, the campus should prioritize parental and community involvement to create a supportive ecosystem for students. The tracer study serves as a valuable tool for evidence-based decision-making. By incorporating alumni feedback into strategic planning, GMC can refine its mission, vision, and goals to align with societal needs. Institutional reforms should focus on sustainable funding models, partnerships with industries, and periodic program evaluations to ensure continuous improvement. These measures will not only elevate the campus's academic reputation but also empower graduates to contribute meaningfully to national development.

Tracer study can be a tool to enhance education policy of the institution as they are the experienced graduates of the institution. It helps to identify how effective our teaching has become to make our students competent in the market. It also helps to make necessary corrections in the policy and programs of the institution. GMC has been contributing to match supply of human resources with demand of the economy since its establishment as an average graduates and postgraduates were found employed.

However, this study found some of the areas of improvements that need to be executed in the future. The study revealed that very few graduates were in self-employed but most of the postgraduates were got the opportunity to work in the organization, mostly in the private and public community schools. It indicates that current academic programs are not sufficient to prepare entrepreneurs. The institution should prepare and implement curriculum for entrepreneurship development. This study covers various aspects of the institution, programs and the impact on personal development of the graduates. More than average graduates were found dissatisfied with the relevance of the program for their professional job, work placement/attachment/internship. This finding needs exploring and implementing curriculum that would be helpful to reduce their dissatisfaction. Likewise more than average graduates were found dissatisfied with problem solving ability they learned from their study.

There is a tracer study report preparation unit at the campus. The advantage of setting of unit is that it can integrate information from tracer studies right across to education system. To improve policy making decision on education, tracer study needs to be organized as part of the activities of the institution, and the information generated from them should be regularly fed into to the policy making process. Some of the major findings and recommendations from this tracer study report can be presented in the following points:

- provides information on how well the graduates are doing in their labor market,
- provides feedback to the campus to modify and upgrade the education and institution,
- helps to meet the needs of the employers,
- becomes the part of labor market information,
- the labor market information could be used to assist policy planners,
- assists to run the campus by improving every aspects viz. administrative, academic and managerial sectors,
- Finally, it could be implacable to other researchers, planners, policy makers, educationists, and other concern stakeholders.

Chapter: Five

Conclusion and Recommendation

5. CONCLUSIONS AND RECOMMENDATIONS:

This report provides the useful information on their employment status and earnings capacity of the graduates, entrepreneurial pursuits, community involvement and further study. It facilitates feedback from graduates about the extent to which desired learning outcomes have been achieved, and also assesses overall quality of the program offered by the campus. Results from this study are intended to be used to strengthen the programs and to improve the overall quality of the institution. The conclusion and recommendation regarding the betterment of GMC, for improving the financial status of GMC, establishing the public relationship to the concern stakeholders are written in different ways.

5.1 Suggestions for Strengthening GMC

All the target GMC graduates were requested to provide suggestions on financial viability and sustainability of GMC and its future move to meet the regional educational and developmental needs and strengthening relationships with GMC alumni. Several suggestions were received and summarized as here under.

5.1.1 Suggestions for Generating More Resources by GMC

- Increasing the number of students,
- Increasing the quality of education and other facilities so that self-financing students attracted,
- Organizing more trainings and workshops covering large number of areas by utilizing its internal experts,
- Implementing applied research
- Taking advantage of support of NGOs and companies for some burning issue,
- Providing scholarship to the students to attract the poor class students who cannot pay for quality education,
- Outsourcing some facilities which are currently not in satisfactory level,
- Building more trust with concerned development partners/supporters in the aspect of financial management,
- Coordinating with donor agencies and government,
- Establishing capitation or donation system,

- Focusing to secure more research in collaboration with companies, universities, organization to increase the credibility of the institute which will eventually bring more funds as collaborative research in future, and
- Increasing consulting services and networking
- Organization different soft skills training and non-credit courses to link the students on entrepreneur.

5.1.2 Suggestions for the Future Direction of GMC

- Deliver need based quality education. Conduct a research or a survey to identify the development needs of the region and revise its teaching pattern, methods, and courses accordingly.
- Add more new subjects related to IT
- Build self-reputation through students alumni
- Develop more networks with other key institutions and donors for updating of course curriculum which responds to regional development job market.
- Improve or strengthening of existing network for providing more active role to support GMC mission
- Library should be updated with new editions and recent publications with digital concept
- Suitable fund raising strategies should be developed
- Develop exchange programs and provide more scholarships to candidates from remote and poor areas in the district
- Provide scholarships to the relatively young students,
- Offer more full scholarship and enroll outstanding students of the region
- Secure more funds from developing organizations and providing lucrative scholarship to students from developing countries to pursue higher studies as many brilliant students can't get change for that due to financial problem,

5.1.3 Suggestions for Strengthening Relation / Partnerships with GMC Alumni

- Communication between advisers and advisees should be strengthened,
- Organize meetings for alumni at GMC once five years,
- Update the contacts, send the weekly letter to every alumnus, and inform GMC Alumni the new events and information through email and newsletter,
- Collect some funds from GMC alumni members and conduct research symposium and produce Journal annually or quarterly and provide awards to more contributing alumni,

- Deliver yearly plans to chapter or sub-chapter and organize workshops / conferences through them,
- More thematic meetings / conference should be initiated to attract alumni to experience and information sharing.
- Seek for research partnership with its alumni,
- Develop new strategy for strengthening relationships / partnerships with alumni.

The Education provided by this campus has contributed significantly in getting new jobs with different ranks and salaries. Furthermore, female graduates are found in less salaried positions compared to male graduates.

During the field visits and meetings with the graduates it was observed that the graduates have been serving in their own countries using the knowledge and skills they learned from this campus mainly related to management, education and humanities. These represent areas of importance in the district as well as other parts of country. The placement cell of the campus could help the graduates to get better job in the market in coming days.

APPENDICES:

ANNEX -1: GRADUATE VERIFICATION DOCUMENTS

NUMBER OF STUDENTS GRADUATED IN THE YEAR 2080 BS (2023 AD)

Level	Programs	NUMBER OF STUDENTS GRADUATED IN THE YEAR 2077			
		Total	Girls	Educationally Disadvantaged /Janajatis	Dalits
Bachelors	Education	40	30	15	1
	Management	38	27	17	3
	Humanities	26	14	7	2
Bachelor Total		104	71	39	6

APPENDICES:

ANNEX -1: GRADUATE VERIFICATION DOCUMENTS

NUMBER OF STUDENTS GRADUATED IN THE YEAR 2080 BS (2023 AD)

Level	Programs	NUMBER OF STUDENTS GRADUATED IN THE YEAR 2077			
		Total Graduates	Female Graduates	Educationally Disadvantaged Graduates	
				Educationally Disadvantaged Janajatis	Dalits
Master Degree	Humanities	-	-	-	-
	Education	-	-	-	-
	Management	-	-	-	-
Master Total		-	-	-	-

Grand Total: 104

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