A Research Report on

Educational Governance: A Descriptive Analysis of the Feedback Mechanism at Tikapur Multiple Campus

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Executive Summary

This research report, titled "Educational Governance: Descriptive Analysis of the Feedback Mechanism in Higher Education," investigates the feedback and monitoring mechanisms at Tikapur Multiple Campus (TMC), a constituent campus of Far Western University in Nepal. The primary objective is to analyze how TMC's feedback systems operate, focusing on their role in curriculum development, pedagogy, evaluation processes, and overall campus services. By assessing the feedback mechanisms, the study aims to provide insights into the effectiveness of educational governance at TMC and its impact on the satisfaction of students, faculty, and other stakeholders.

The study is driven by the need to understand how TMC, which is accredited by the University Grants Commission (UGC) for quality assurance, manages its educational governance to ensure continuous improvement and quality education. The research addresses critical questions regarding the operation of feedback mechanisms, stakeholder perceptions, and the challenges and opportunities in campus governance.

Using a descriptive research design, the study incorporates data collected from fifty students, forty-three guardians, six teaching staff, and three non-teaching staff, including the institutional head. The findings reveal significant insights into the current state of feedback mechanisms, highlighting areas such as curriculum feedback, teaching pedagogy, evaluation systems, and student services. The report underscores the importance of effective feedback systems in enhancing educational outcomes and meeting the expectations of various stakeholders.

Key recommendations from the study emphasize the need for regular monitoring and feedback collection, improved communication between stakeholders, and the implementation of policies that support continuous improvement in teaching and learning processes. The research concludes that while TMC has made strides in educational governance, there are areas that require attention to ensure the institution continues to provide high-quality education and meets its strategic goals.

Overall, this report contributes valuable knowledge to the field of educational governance, particularly in the context of higher education institutions in Nepal, and provides a foundation for future studies aimed at improving feedback mechanisms and educational quality.

Contents

Chapter: One
Introduction

Background

Educational governance refers to the structures, processes, policies, and decision-making mechanisms that guide and regulate the operation of educational institutions and systems. It encompasses a wide range of activities and responsibilities related to the planning, implementing, and evaluating of education at various levels, from local schools to national education systems. In the context of Nepalese higher education institutions, Nepal's University Grants Commission (UGC) has made provisions and guidelines for quality assurance and accreditation of universities and campuses (UGC, 2022). Governance and leadership are some of the most pivotal criteria for higher educational institutions. Under this criteria, internal monitoring mechanisms and institutional systems for feedback, feed-forward, and grievance redress are the indicators of academic governance.

Chhotray and Stoker (2009) broadly noted that governance is about the rules of collective decision-making in settings where there is a plurality of actors or organizations and where no formal control system can dictate the terms of the relationship between these actors and organizations. This assertion has associated four fundamental elements to understand with the broad concept of governance. First, the 'rules are embedded within a stable governance system. A collection of individuals and stakeholders takes the concept of a 'collective ' decision. Third, the 'decision-making' should be accountable and collective. The fourth element is 'no formal control system'- collective oversight and supervision can control the decision-making in the governance system. In this context, how does the higher educational institution operate the educational governance system for quality education?

The primary objective of this research is to examine the educational governance pertaining to the feedback mechanism within the higher education system on campus. Feedback, as defined by Ende (1983), involves regulating a system by reintroducing the outcomes of its operations back into the system. The feedback mechanism plays a crucial role in shaping campus governance, particularly in curriculum development, pedagogy, evaluation processes, and overall campus services. Feedback is commonly perceived as an intervention aimed at enhancing the

performance of learners. Generally, feedback is regarded as a valuable instrument that assists learners in their educational journey. It not only benefits the learners by providing them with valuable insights into their performance but also proves advantageous for the educators. This occurs when learners receive feedback regarding their performance and are subsequently given the opportunity to implement the suggested changes. In order to establish sustainable feedback practices, both learners and educators must exhibit dedication and proficiency. Additionally, educators should gradually reduce the amount of didactic performance information provided to students as they demonstrate competence and self-assurance in self-monitoring (Molloy,2014).

The monitoring process is another means of feedback mechanism. Monitoring is the continuing function that uses systematic data collection on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of progress and achievement of objectives and progress in using allocated funds (Kariuki, 2017). Moreover, the monitoring mechanism is one of the effective tools for the accountability of duty-holders (Shahi,2023). On this subject, Tikapur Multiple Campus as a higher educational institution, how does the monitoring mechanism function as a part of educational governance? Similarly, a feedback system for an educational institution is crucial for continuous improvement, ensuring the satisfaction of students, faculty, and other stakeholders. The feedback collection process is another fundamental aspect of educational governance. In this regard, this study focuses on assessing the educational governance system, especially the feedback and monitoring system of the Tikapur campus.

Brief Introduction of Tikapur Multiple Campus

Tikapur Multiple Campus (TMC) is a Constituent Campus of Far-Western University that has been certified for Quality Assurance and Accreditation (QAA). It is located in the Eastern part of Kailali district, 16 km south of East-West Highway. TMC was established in 2001 as a non-profit community campus, initiated by members of society such as social workers, statesmen, administrators, professionals, businessmen, and representatives of different communal groups. The aim was to create an educational destination for quality education. Since its inception, TMC has been running higher-level academic programs and providing quality education to students. It is a non-profit constituent campus that aims to make higher education accessible to those cut off from it for various reasons. TMC is committed to promoting students' potential as per social

expectations and demands, with the help of highly qualified, experienced, and professional faculty. (Tikaur Multiple Campus,2023).

In July 2018, Tikapur Multiple Campus (TMC) joined forces with Far Western University as a constituent campus and has since been certified by UGC as a Quality Assurance and Accreditation (QAA) institution for a second term. TMC adheres to the regulations and rules of Far Western University, ensuring the provision of top-tier education to students.

The college has broadened its academic offerings to include bachelor's degree programs in Management, Humanities, and Education and master's degree programs in education with subjects such as Health, Nepali, English, and Curriculum. Additionally, TMC offers a BBA program. The institution serves almost 1,500 students from diverse socio-economic backgrounds in the region who rely on it as their sole option for higher education.

Statement of the Problem

TMC is one of the second cycles completed by quality accredited higher educational institutions in the Sudurpaschim province. Moreover, it has a second five-year strategy plan with a vision, mission, and strategic areas. As a UGC-accredited institution, it is eager to know what does its educational governance looks like for the study. The campus authority has been claiming that the institution provides effective management and quality education to its students. But in this regard, there is a lack of informative objective facts obtained from a systematic process. This study is done to find real knowledge from statements and objective facts.

On the other hand, the annual report of TMC (2023) shows that some indicators like student enrollment, pass rate, number of pass-out graduates, and employment ability are deteriorating. The student representatives have expressed their view that the academic program's semester system has not operated correctly as its vision. The feedback mechanisms of TMC are responsible for addressing various aspects of teaching and learning activities, such as the curriculum, teaching pedagogy, evaluation, and student' facilities. As it is an organization that claims to be a quality higher education provider, it seems necessary to analyze its governance aspects. To what extent does the campus administration take responsibility for addressing the concerns, demands, and suggestions of students, teachers, staff, and parents? How is the feedback

mechanism operating at Tikapur Multiple Campus? What are the perceptions of key stakeholders towards the feedback system TMC?

Research Questions

1. How is the feedback mechanism on campus currently operating?
2. How are the curriculum, pedagogy, and assessment mechanisms in the TMC functioning in terms of feedback mechanisms?
3. How does a student view the TMC service delivery?
4. What feedback and suggestions for improvement are regularly provided by the main stakeholders of Tikapur Campus, including teachers, students, staff, and parents?
5. What are the challenges and opportunities in campus governance, particularly feedback systems?

Research Objectives

1. To analyze the feedback mechanism operating in TMC
2. To examine key stakeholders' input regarding educational governance at TMC.

Significance of the Study

This research holds great importance in enhancing educational governance, specifically the feedback mechanism, as a regular practice in higher education, such as the TMC. The study findings will prove advantageous to students, teachers, and the administrative body regarding the regular teaching and learning activities as feedback mechanisms within the higher educational institution. The study is helpful for realizing and activating the teaching and non-teaching staff for the smooth implementation of the rules and directives of the university. The study will provide the basis for improving the implementation aspect of the curriculum and pedagogical practices at TMC. Along with this, the stakeholders and governing body will benefit from supporting the effective policymaking and implementation of the rules and directives at higher education.

Delimitation of the Study

The limitations of this study were as follows:

- The study was limited to the Tikapur Multiple Campus of Kailali district only.

- The study was based on only fifty students, 42 corresponding guardians, six teaching staff, and 3 nonteaching staff, including the institutional head.
- The study was limited to a descriptive research design, and the theoretical lens was program theory only.
- The study was focused on the feedback mechanisms of the selected institution only.

Chapter: Two
Literature Review and Research Gaps

Theoretical Review

The issue of higher education governance can be observed through different theoretical lenses. Therefore, many relevant theories and approaches can underpin analysis and discourse. Program theory logically describes why the organization's activities lead to the expected results or benefits. Practical programming is the backbone of the success of any organization's project and program. The assessment of the monitoring and feedback system of the Tikapur Multiple campus has observed through the lens of program theory. A program theory is an explicit theory or model of how an intervention, such as a project, a program, a strategy, an initiative, or a policy, contributes to a chain of intermediate results and, finally, to the intended or observed outcomes. A program theory ideally has two components: a theory of change and a theory of action. As Jacobs et al. (2010) focus on *program theory,* the term *program* refers not only to something formally labeled as a program. It can refer to any intervention: a project, a strategy, a policy, a funding initiative, or an event. It includes interventions undertaken by a single organization, such as a direct service delivery project and those undertaken by multiple organizations, such as a whole-of-government policy. It refers to preplanned, tightly specified, and broadly defined emergent interventions. The theory needs to explain how the program's activities contribute to the results (Jacobs, Barnett, & Ponsford, 2010).

The program theory incorporates the conceptual framework of activities of the organization: inputs, processes, outputs, and outcomes. Where inputs indicate the organization invested to make the program, process refers to the planning and operation of the organization, outputs specify the result and achievements of the program and outcomes refer to the broad expected effect of the program. In the context of the local government monitoring system, we can observe the monitoring mechanism of local government as the program. The program denotes the monitoring mechanism of campus as the structure formation of monitoring and feedback mechanism and its accountability.

Public sector reform in the 1980s and the 1990s has changed the various government roles. In traditional public governance, the government takes on several roles to allocate a number of goods and services to its population. Modern public governance separates these roles from each

other based on a much more refined analysis of how government can fulfill various roles in the economy (Lane, 2000). New Public Management (NPM) theory is a new concept of reforms in public administration to improve public service delivery. It basically emphasizes efficiency, centrality of the citizen or customer, and accountability for public sector results (Kharel, 2020). Thus, it is closely incorporated with the new governance and public policy reform.

New public management (NPM) as advocated by neoliberals; these reforms were attempts to increase the role of markets and of corporate management techniques in the public sector (Bevir, 2007a). In addition, the NPM approach replaces centralized, hierarchical structures with decentralized environments, bringing resource allocation and service delivery decisions closer to the point of delivery. In the same vein, NPM has emphasized citizen value, service delivery, outcomes, accountability, and customer choice in the public sector (Firmassyah, 2001). As a result, the public management approach, which is focused on results-based accountability, is encouraging government and institutional governance in the present day.

Policy Review

Far Western University has its acts, rules, regulations, and guidelines to run the university system. Far Western University Act defines the major role and responsibility of the overall university system, dean's office, department, campus, and committee. Far West University Organization and Academic Administration Regulations, 2069 have clearly defined the constituent campus's responsibility. The campus has to maintain a high level of quality in services such as teaching, research, and consulting services within the educational program and qualitatively enhance and manage them. Similarly, the campus is responsible for the expansion, promotion and development of public participation, cooperation and social relations necessary for institutional development. Furthermore, the campus makes the college's educational program effective and for the welfare of the staff, teachers, and students (Far Western University,2068 B.S.).

The campus chief is the executive who runs the campus and takes full responsibility for academic, financial, and administrative functions. According to regulation (2068 B.S.) campus chief has monitored all administrative and educational activities. Likewise, the subject teaching committee head manages the grievances of teachers and students and teaching, learning, and

coordination with student and faculty members. Individual faculty members must also be accountable for the teaching and research. Likewise, the UGC quality assurance and accreditation guideline (2022) has provision six primary criteria and 80 indicators for the institution's quality accreditation. Under the governance and leadership criterion, the institution should have regular practice on monitoring and giving feedback to key stakeholders (students, teacher garden). This study's prime concern is how much such policy provision occurs in practice.

Empirical literature review

According to a study by Eurydice in 2008, the significance of higher education in the knowledge society is acknowledged by both European and Member State levels. The study examines the modernization process in higher education in Europe and focuses on the governance structures, funding methods, and responsibilities of academic staff in higher education institutions. It also highlights the different governance models in higher education, including private fundraising and decision-making bodies within institutions. The study emphasizes that there are essential national debates regarding the strategic policies of higher education involving various stakeholders. The study surveyed 30 European countries in the Eurydice Network, providing valuable insights into the governance processes in higher education.

In a study conducted by Zaman (2015) on 'Quality guidelines for good governance in higher education across the globe', it was found that governance indicators play a significant role in enhancing educational outcomes. The study concludes that more incredible Voice and Accountability, political stability, government effectiveness, regulatory quality, rule of law, and control of corruption lead to better educational outcomes. The benefits of this are ultimately enjoyed by the central regions of the world that have internationalized their universities.

Subedi et al. (2018) claimed significant variations and discrepancies in the campus management committee formation process and its components, the campus chief selection process, and its tenure within Nepal's community campuses. The perception of teachers towards their career development was found to be pessimistic. There was also substantial variation in teachers' workload and their recruitment process. Transparency and accountability, which are hallmarks of good governance, were found to be poor amongst the respondent campuses. The campuses have suffered a lot due to a lack of financial sustainability.

Chaudhary (2017) has done research on job satisfaction among teachers of community campuses in the Sudurpaschim province of Nepal. He claims that the college teachers were moderately satisfied with responsibility for their work, their relationship with students and the work itself. However, the faculty members on campus need more support and recognition from the institution as part of the regular task of educational governance. This study excluded institutional monitoring and feedback mechanisms, which are essential part of campus administration and governance.

Research Gaps

Numerous pieces of literature concentrate on educational governance in broad domains. However, empirical research places less emphasis on the variable of feedback mechanisms in teaching and learning processes. Within the realm of educational governance, the feedback theme encompasses specific sub-variables such as curriculum aspects, teaching pedagogy, evaluation systems, and student facilities, which serve as the focal points of this study. Consequently, this particular study aims to address the existing research gap in educational governance within higher education. TMC has been reaccredited twice by QAA, but student enrollment trends are deteriorating. Furthermore, we need to analyze the current effectiveness of these criteria and identify potential revisions that can better serve the provision of the mission, vision, and goals of TMC.

Figure 1

Conceptual Framework

Educational Governance

Theoretical Lens (Program Theory)

Feedback Mechanism

Faculties   Staffs   Students   Community (Guardian))

Academic calender (Course completion, internal evaluation, regularity of teachers, examination system)
Rules and regulations (Act,bylaws,policy and guidelines)
Grievance Redress

Curriculum\Couse of study
Pedagogical Practices
Evaluation System
Service Delivery

Data

Literature study, Observation, InDepth interview

Thematic

Questionnaire
FGD

Conclusion

Note. *This conceptual framework is adopted from the program theory and new public management theory. (Firmassyah, M.,2001) and (Jacobs, Barnett, & Ponsford, 2010).*

3.

Chapter: Three
Research Methodology

Selection of Study Area

There are a total of 15 campuses that make up Far Western University. Among these campuses, Tikapur Multiple Campus has been chosen as the designated study area. Due to constraints in terms of budget and time, it is not feasible to select all of the constituent campuses for research purposes. Therefore, the researchers have decided to focus solely on Tikapur Municipality in the Kailali district. As members of the TMC faculty, the researchers are well-informed about the administrative structure and various programs offered on campus. Hence, TMC has been selected as the study area for this research.

Research Design

The study is based on a qualitative research approach following the descriptive research design.

Population of the Study

This study's population comprises all teaching and non-teaching staff, all undergraduates and graduates, and the guardians of the corresponding TMC graduates.

Sampling

Utilizing the purposive sampling technique, the researchers chose four faculty members (from the Education, Humanities, and Management departments) as the primary informants. Likewise, three non-teaching staff members were selected for in-depth information through interviews. Additionally, 50 students from the three faculties' programs, along with 42 corresponding guardians, were chosen as the sample respondents for the primary data collection.

Methods of data collection

Data collection for this study involved extensive fieldwork to gather primary data, as well as the collection of all other necessary information during the field survey. In addition, various types of books, journals, and newspapers were reviewed as secondary data sources. Both primary and secondary data were collected to facilitate the analysis.

Sources of primary data

The significant sources of the primary data are Key Informants of TMC. They are the campus chief, chairpersons, faculty, personnel, students, and parents.

Sources of secondary data

Secondary data refers to data that has been collected and compiled for a different purpose. In the specific context of educational governance, the relevant articles were reviewed to gather information. Additionally, the Annual Report of TMC, progress reports, and Result analysis reports of each faculty were also considered.

Tools and techniques of data collection

This research has used the following data collection tools and techniques.

Questionnaire

The questionnaire was used to dig out the feedback phenomena of TMC with faculty, personnel, students and parents. The instrument is divided into two sections. Section A is on the demographic information of the respondents. Section B contains closed-ended questions.

Interview Guidelines

An in-depth interview was conducted with TMC faculty members and non-teaching staff to investigate the feedback mechanisms adopted and implemented in each sector. The interview provides the actual information.

Observation form

The researchers used an observation form to follow the non-participant observation of various rules and regulations, as well as the policies and practices of those policies, during the campus running days.

Variables and Measures

In this study, the participants' demographic information is represented by variables such as age, gender, educational level, and discipline. As for the research question, the variables pertain to

educational governance and include University policy and practices (involving the roles and responsibilities of campus chief, teaching committee, sub-committee, faculty and staff, and students), Curriculum (encompassing pedagogical practices and perception towards teachers and staff), Pedagogy (covering course, content, and class), Evaluation System (focusing on internal evaluation), Service Delivery (measuring satisfaction of service holders), and Grievance Redress (examining cases of grievances and the number of responses).

Data Analysis Procedure

Descriptive analysis was used as the analysis technique in this research. Descriptive analysis transforms raw data by summarizing, rearranging, categorizing, and presenting it in a more understandable format. Descriptive statistics is used to describe the demographic data of the respondents. Data analysis is the main part of the research methodology, which draws meaningful results from the collected data, which are manually tabulated and prepared appropriately for analysis. SPSS software was also applied to formulate the charts and diagrams based on the findings.

Chapter: Four

Results and Analysis

Demographic description of Respondents

The research has examined two categories of participants, namely college students and their parents. Students play a crucial role as respondents since they directly benefit from the educational system. Likewise, parents represent another segment of stakeholders, and their perspectives are significant for campus management and contribute to the overall understanding of the community's views on Tikapur Multiple Campus. A brief overview of the participants is provided below.

Description of Students

Among the three faculties, a total of 50 students were observed, with 17 being male and 33 being female. In terms of caste and ethnicity, 2 students belong to the Dalit community, 28 are Janjati, 11 are Bahun, and the remaining 9 are Chhetri. It is evident that females and Janjati students are the dominant groups among the respondents, reflecting the overall student demographic of the campus.

Table1

Respondents (Students) and their Distribution by Faculty, Caste and Sex

Faculty			Caste of the Students				
			Dalit	Janajati	Bahun	Chhetri	Total
Education	Sex of the students	Male		1	1	1	3
		Female		9	3	2	14
	Total			10	4	3	17
Management	Sex of the students	Male	1	3	1	2	7
		Female	1	5	3	1	10

	Total	2	8	4	3	17
Humanities	Sex of the students	Male		4	1	2	7
		Female		6	2	1	9
	Total		10	3	3	16
Total	Sex of the students	Male	1	8	3	5	17
		Female	1	20	8	4	33
	Total	2	28	11	9	50

The data presents the distribution of 50 student respondents categorized by educational faculty, caste, and sex. In the Education faculty, there are 17 students, with 10 males and 14 females. Among them, the caste distribution includes 10 Dalits, 4 Janajatis, and 3 Bahuns. The Management faculty also has 17 students, composed of 7 males and 10 females. The caste breakdown here is 2 Dalits, 8 Janajatis, 4 Bahuns, and 3 Chhetris. In the Humanities faculty, there are 16 students, with 7 males and 9 females, including 10 Janajatis, 3 Bahuns, and 3 Chhetris. Overall, the total count across all faculties includes 17 males and 33 females, with a caste distribution of 2 Dalits, 28 Janajatis, 11 Bahuns, and 9 Chhetris.1. The data suggests that the Janajati group comprises the majority of students among all respondents, with female students being the predominant group.

Education Level and Faculty of the Respondent (Students)

The survey conducted by students at Tikapur Multiple Campus involved a total of 50 students from three different faculties: humanities, education, and management. Additionally, the respondents included both graduates and undergraduates.

Table2

Respondents (Students) by Sex, Educational Level and Faculty

			Education	Management	Humanities	Total
Male	Level	undergraduate	1	2	3	6
		Graduate	2	5	4	11
	Total		3	7	7	17
Female	Level	undergraduate	9	8	7	24
		Graduate	5	2	2	9
	Total		14	10	9	33
Total	Level	undergraduate	10	10	10	30
		Graduate	7	7	6	20
	Total		17	17	16	50

The survey conducted at Tikapur Multiple Campus gathered responses from students at different levels, genders, and faculties. The collected data consists of responses from both male and female students at the undergraduate and graduate levels within three faculties: Education, Management, and Humanities.

There were 17 male students who responded. There were 6 respondents at the undergraduate level (1 from Education, 2 from Management, and 3 from Humanities) and 11 respondents at the graduate level (2 from Education, 5 from Management, and 4 from Humanities).

Female students, on the other hand, had 33 respondents. At the undergraduate level, there were 24 respondents (9 from Education, 8 from Management, and 7 from Humanities). At the graduate level, there were 9 respondents (5 from Education, 2 from Management, and 2 from Humanities).

The survey included 30 undergraduate respondents (10 each from Education, Management, and Humanities) and 20 graduate respondents (7 from Education, 7 from Management, and 6 from Humanities), for a grand total of 50 respondents.

Descriptions of Guardians of the Corresponding Students

Students play a crucial role in educational governance by engaging with feedback mechanisms on campus. Additionally, parents serve as secondary respondents in order to gain insight into the campus environment and education system. In this research, surveys were distributed to students to be completed by their parents. Out of 50 students, 42 parents responded to the questionnaire, while 8 survey forms were not returned. The specifics regarding parental responses are outlined in the table.

Table 3

Respondents (Guardians) by Caste and Sex

Sex	Caste of the Parents				
	Dalit	Janajati	Bahun	Chhetri	Total
Male	2	15	6	3	26
Female	0	9	5	2	16
Total	2	24	11	5	42

Out of the 42 respondents from the parents' side, 16 were females and 26 were males. The parents' caste composition reveals that only 2 individuals belong to the Dalit community, while the majority, 24 people, are Janajati. Bahun parents comprise 11 individuals, and Chhetri parents are the smallest group, with only 5 individuals. These findings suggest that Janajati parents and male parents hold the majority representation among the parents of students on campus.

Nature of Guardians' Occupations

Parents' occupations can significantly influence students' educational performance through several mechanisms, including socioeconomic status, parental involvement, and the value placed on education. Higher-income occupations often give parents more financial resources to invest in Parents ' occupations can influence their children's education. This can include better school environments, tutoring, educational materials, and extracurricular activities that enhance learning experiences. Overall, while parents' occupations are not the sole determinants of a student's

educational performance, they play a significant role in shaping the environment and opportunities available to children, influencing their academic success.

Figure 2

Occupation of the Guardians
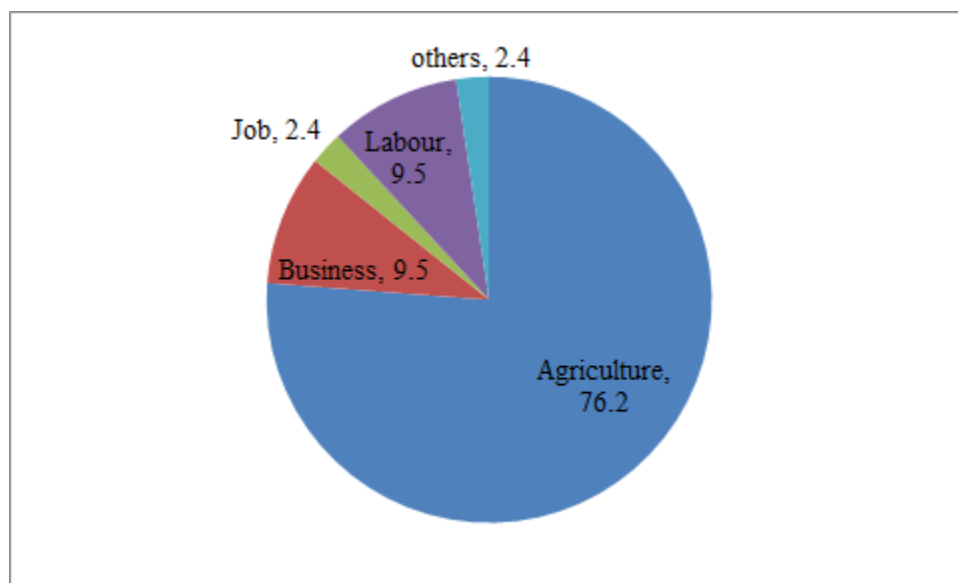
The provided data presents the distribution of various economic activities in a given area, presumably reflecting the proportion of the population or workforce involved in each sector. Most (76.2 %) of the parents are engaged in agricultural activities. This indicates a predominantly agrarian economy where farming, livestock, forestry, and possibly fishing are the primary sources of livelihood. A significant (9.2 %) portion is involved in business activities, including trade, retail, services, and other commercial enterprises. Similar to the business sector (9.2(9.2 %), this percentage represents those engaged in labor-intensive activities. Overall, the data highlights a predominantly majority of the parents of TMC students.

Existing Feedback Situation of Tikapur Multiple Campus

The investigation into the existing feedback situation at Tikapur Multiple Campus explores the complexities of the feedback system within its teaching and learning framework, which is a crucial aspect of educational governance. This study encompasses a comprehensive survey that targets both students and their parents, to capture their perceptions and evaluations of the

campus's feedback mechanisms. This research examines key variables such as curriculum aspects, teaching pedagogy, evaluation systems, and student-related service activities. Through assessing these areas, the research aims to provide a comprehensive understanding of how feedback is integrated and utilized to enhance educational practices and outcomes. The findings are anticipated to illuminate the effectiveness of current strategies and identify potential areas for improvement, ultimately contributing to the enhancement of educational standards at Tikapur Multiple Campus.

Guardians' Responses toward Tikapur Multiple Campus

A total of 42 guardians whose children are enrolled in Tikapur Multiple Campus participated in a survey regarding their perceptions of education. The predetermined questions and their corresponding options were provided to the guardians within the community. The variables examined in this study included the campus's contribution to higher education, tuition fees, frequency of visits to the campus, concerns of the guardians regarding the campus, the relationship between the guardians and the campus, and measures for effective teaching and learning. The specific variables and the responses provided by the guardians are presented in the following data.

Figure 3

Guardians' Responses towards TMC Contribution in Higher Education
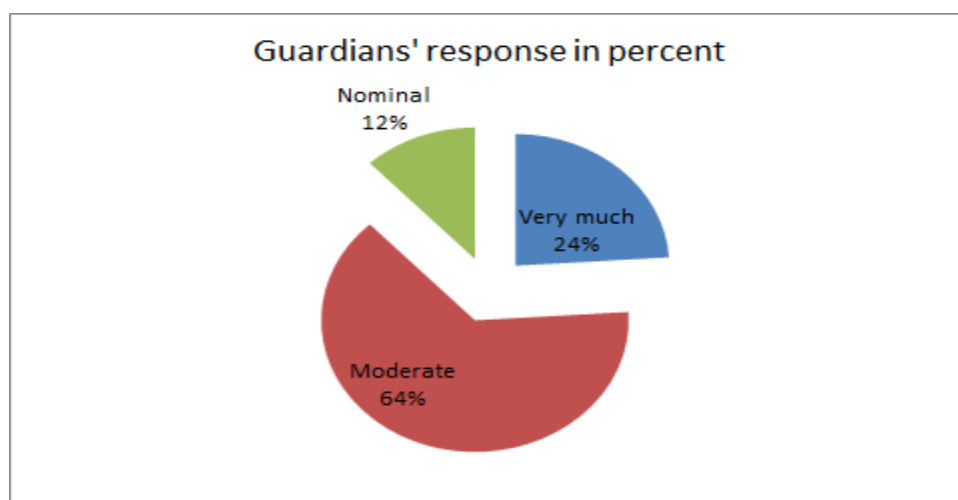
The provided data presents the feedback received from guardians regarding the contribution of the TMC to higher education. According to the results, the majority of guardians, accounting for 64 percent, considered the contribution of the TMC to be moderate. In contrast, 24 percent of the guardians perceived the contribution as high, indicating a noteworthy positive perception among approximately a quarter of the respondents. Conversely, 12 percent of the guardians rated the contribution as low, suggesting a smaller group with less favorable views. Overall, the data suggests that guardians generally hold a moderate to positive response toward the TMC's influence on higher education.

Figure 4

Scaffolding to Children by their Guardians
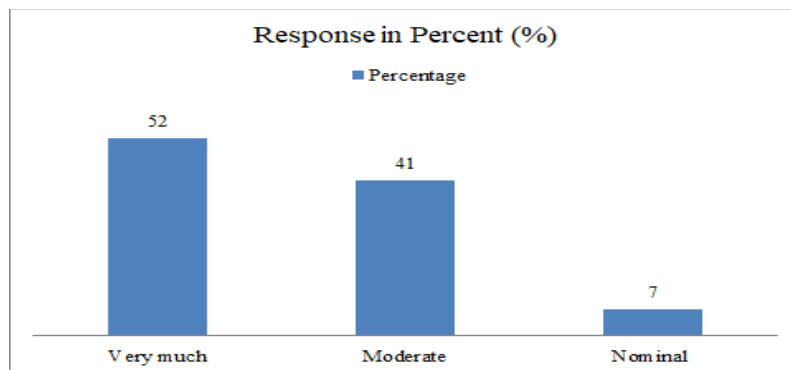
The data presented in the figure provides an overview of the extent to which guardians prioritize their family member's studies, as measured in percentages. Based on the information provided, it can be observed that 24 percent of guardians exhibit a significant level of concern, indicating a strong sense of engagement and awareness towards their family member's academic pursuits. A substantial majority, comprising 64 percent of guardians, express a moderate level of concern, suggesting a reasonable level of involvement without excessive worry. In contrast, 12 percent of guardians demonstrate only a nominal level of concern, implying minimal engagement or apprehension regarding their family member's educational progress. This distribution underscores the fact that while a majority of guardians are moderately involved, there exists a distinct segment that either displays high or very low levels of concern regarding their family member's educational endeavors.

Figure 5

Guardians 'Perceptions toward the Tuition Fee of TMC
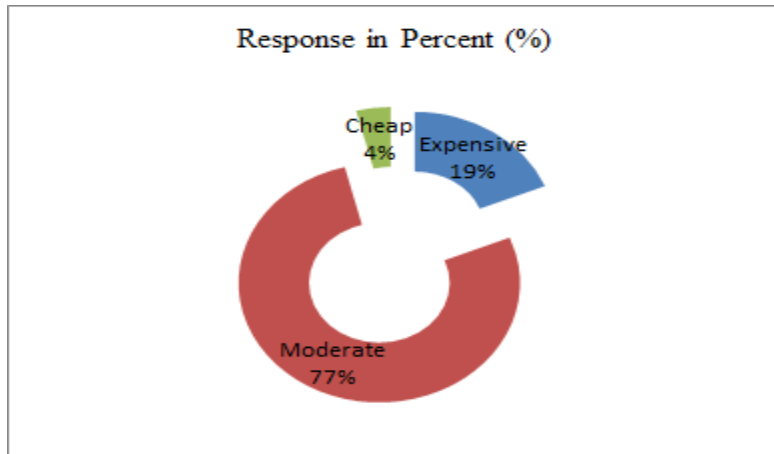
The data illustrates the reactions of parents to the tuition fees and their amounts for their children. The vast majority of parents, 78 percent, view the fee structure as reasonable. A smaller segment, 19 percent, regard it as costly, whereas merely 4 percent deem it affordable. These findings suggest that the majority of parents are content with the current fee rates, although a notable minority have reservations about the high expenses, and only a small fraction perceive the fees as inexpensive.

How frequently do you reach out to the campus for updates regarding your child's education?

Figure 6

Campus visited by the Guardian
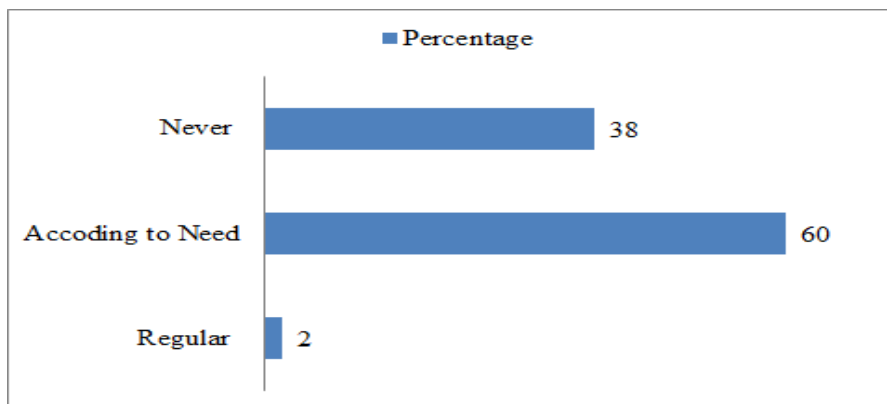
The data provided summarizes the frequency of campus visits by guardians. According to the data, a small minority of guardians, specifically 2 percent, visit the campus regularly. The majority, accounting for 60 percent, visit the campus according to need, indicating a flexible and situational approach to their visits. Lastly, 38 percent of guardians report that they never visit the campus. This distribution suggests that while a significant portion of guardians are engaged as needed, there is also a notable proportion that does not participate in campus visits at all.

Have you represented the parents at the campus's annual festival?

The response of guardians reveals that a minority of parents, 24 percent, have volunteered to represent their children at the school's annual festival. Conversely, a significant majority, 76 percent, have not taken on this responsibility. This indicates that most parents do not participate in representative roles during this event.

Figure 7

Reasons Behind not Participating in the Campus Function
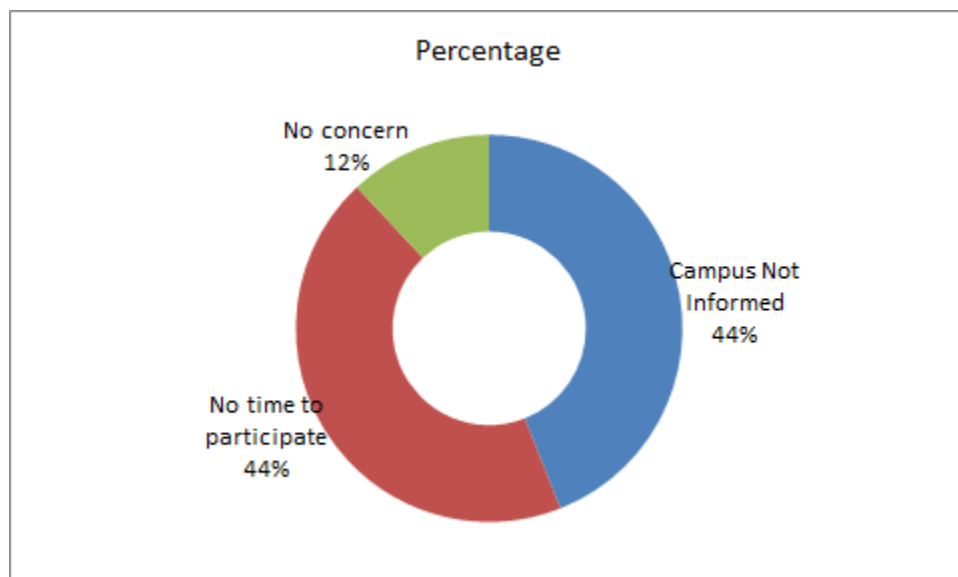
The data provided highlights the main reasons why guardians did not participate in the annual function at the campus. A significant number of guardians, accounting for 44 percent, stated that they were not informed about the event, indicating a communication gap between the campus and

the guardians. Another 44 percent mentioned a lack of time as their reason for not participating, suggesting that conflicts in scheduling or busy personal commitments pose significant obstacles. Lastly, 12 percent of guardians expressed no concern or interest in the event, emphasizing a minority who may not perceive the value or relevance of the function. This data emphasizes the necessity for improved communication and consideration of scheduling to enhance guardian engagement in campus activities.

Does the campus consider suggestions from the parents of its students?

The guardian of this question states that approximately 10 percent have responded affirmatively that the campus has collected the feedback from their students' guardians, while the remaining 90 percent are referred to as campus never take.

What should the campus do to improve regular relations with guardians or parents?

Figure 8

Guardians' perceptions towards relationship between Campus and Community
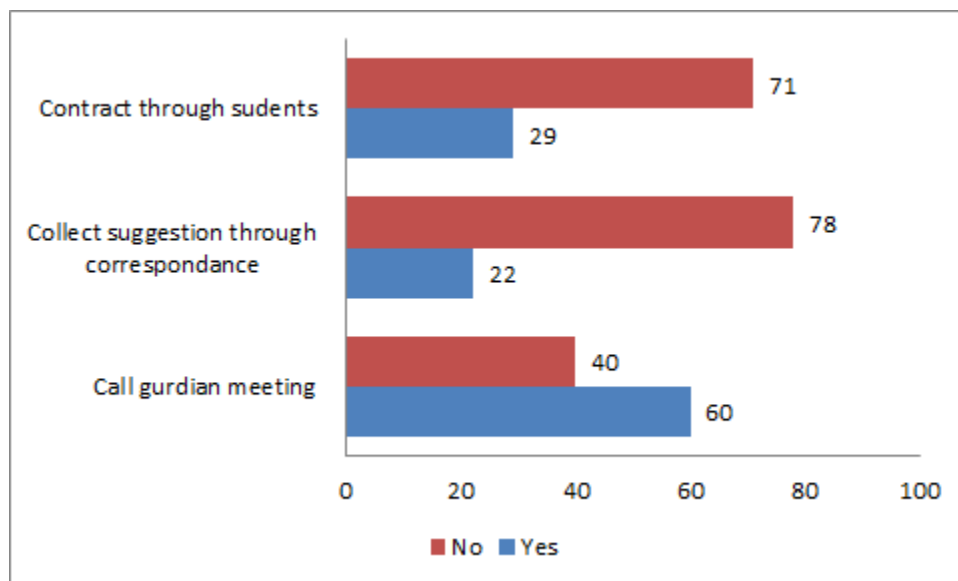
The information provided represents the feedback received from guardians on strategies to enhance the relationship between the campus and the student's guardians. The evaluation involved three different approaches: organizing guardian meetings, gathering suggestions through

correspondence, and communicating with students. The majority of guardians (60%) expressed a preference for guardian meetings, while 40 percent opposed this method. On the other hand, collecting suggestions through correspondence was less favored, with only 22 percent in favor and 78 percent against. Similarly, contacting guardians through students was not widely supported, with 29 percent in favor and 71 percent against. These findings highlight the strong preference of guardians for direct engagement through meetings, as opposed to indirect methods such as correspondence or using students as intermediaries.

If you could recommend a campus, who would you give it to?

The question's response indicates guardians' preferences when asked whom they would recommend a campus to. Out of the total responses, 15 percent of guardians would recommend the campus to a teacher, while a significant majority, 85 percent, would recommend it to a campus chief. This suggests that the campus chief is overwhelmingly favored by the guardians for recommendations.

Feedback Mechanism Regarding Curriculum

Educational governance and curriculum development are multifaceted processes that demand cooperation among diverse stakeholders. Efficient governance guarantees that educational policies and curricula are devised and put into practice to offer high-quality education to every student. The aim is to establish a system that promotes student achievement and readies learners for future challenges

The educational standards are upheld through the implementation of the curriculum. A clearly outlined curriculum establishes a structure that ensures students obtain the essential knowledge, abilities, and proficiencies. It acts as a guide for instructors to offer uniform and top-notch education, which is essential for the institution's standing and validation. An intricately crafted educational program is in harmony with the requirements of the labor market and societal expectations, consequently improving the employability of students. Through the integration of pertinent competencies and information, the curriculum equips students to tackle professional obstacles and thrive in their chosen fields. This synchronization is crucial for the institution's efficacy in cultivating graduates who are well-prepared for the job market

Feedback on the Semester System

The semester system is a common academic calendar structure used in educational institutions around the world, particularly in colleges and universities. The higher education at Far Western University (FWU) is conducted using the semester system across its various faculties. This student-centered approach to teaching and learning has been implemented to enhance the educational experience. However, it remains to be explored how students from the social science wing perceive this particular method. Conceptually semester system provides a structured yet flexible framework for academic scheduling, balancing comprehensive learning experiences with manageable workloads over an extended period.

Figure 9

Students' Perceptions toward Semester System
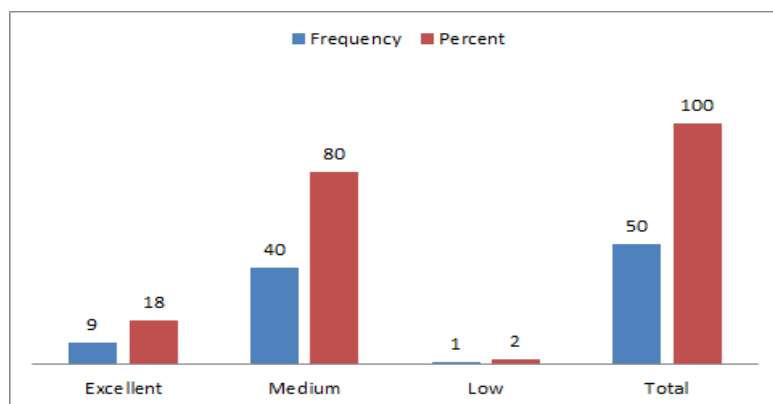
The data provided represents students' perceptions towards the semester system categorized into three levels: Excellent, Medium, and Low. The overwhelming majority, 80 percent perceive the semester system as "Medium." This suggests that most respondents find the system to be average or satisfactory. It indicates a level of acceptance but not high enthusiasm. About 18 percent of respondents view the semester system as "Excellent." This indicates a significant minority of people who are very satisfied and believe the system is highly effective. Only minimal negative perceptions only 2 percent of respondents rated the semester system as "Low." This suggests that very few students are dissatisfied or find the system inadequate. In this regard, it is crucial for educators to articulate their perspective that the semester system is not functioning according to

its principles. It necessitates that students actively engage in teaching and learning activities, yet this is not evident in practice.

The professors of the campus noted that the implementation of the semester system is not satisfactory according to the principles of the semester system. One of the professors claimed that "Semester is total engagement on behalf of teacher and student; we are in a traditional mindset, so we are not getting the expectation of the semester system." All respondents have accepted the principle of the semester system; however, it has not been institutionalized at TMC.

Place of Complaint at TMC

Students on a college campus have various options available to them when it comes to filing complaints or voicing concerns. The individuals or offices that students can turn to may include professors, administrative offices, campus authorities, student unions, or other platforms. While the names and structures of these offices may vary slightly from one campus to another, they typically fulfill similar roles. It is advisable for students to refer to their university's website or student handbook for detailed information on how to address specific types of complaints.

Figure 10

Place of Complaints of Student at TMC
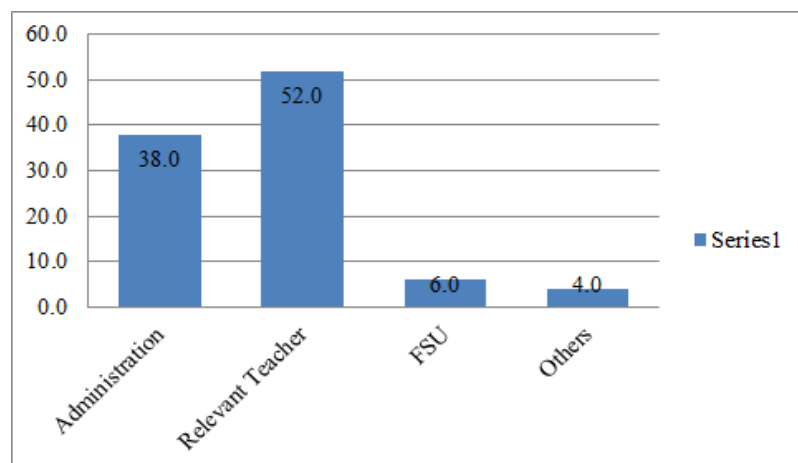
Note. *FSU indicate the Free Student Union.*

The data indicates that a significant majority of 52 percent of the students have expressed their grievances to their respective teachers. In contrast, 38 percent of the students solely approach the administration to voice their complaints, while a mere 6 percent seek assistance from their free student union. The remaining 4 percent of students opt to file their grievances with alternative sources. These findings clearly demonstrate that teachers or faculty members serve as the primary recipients of student complaints and seek their guidance.

Addressing Mechanism of Complaint of the Students

An effective system for managing student complaints is crucial within the campus environment to uphold a responsible educational framework. This mechanism offers students a structured avenue to voice their grievances, guaranteeing that their concerns are acknowledged and resolved in a suitable manner. By addressing issues in a timely and efficient manner, it elevates the quality of the student experience, resulting in increased satisfaction levels and retention rates. Furthermore, it serves as a means to hold faculty, staff, and administration responsible for their conduct and practices, thereby fostering a culture of ethical standards.

Table 4

The response towards Addressing mechanism of Complaints of the students

Responses	Number	Percent
Sufficient	2	4
Satisfactory	38	76
Neutral	5	10
Insufficient	5	10
Total	50	100

The data provided appears to be about student satisfaction regarding how their complaints are addressed on campus. A large majority of students (76%) find the complaint resolution process to be satisfactory. This indicates that while the process is generally acceptable and meets a reasonable standard, there might still be room for improvement. About 10 percent of students feel neutral about the complaint-handling process. This group likely has no strong opinions either

way, suggesting that their experiences have neither been particularly positive nor negative. About 10 percent of students feel neutral about the complaint-handling process. This group likely has no strong opinions either way, suggesting that their experiences have neither been particularly positive nor negative. While most students (80%) find the complaint-handling process at least satisfactory, there is a notable minority (20%) that feels neutral or dissatisfied, indicating areas where the campus might focus on improving its complaint-resolution mechanisms.

Implementing Semester Activities per Academic Calendar

Academic schedules play a crucial role in educational institutions, aiding students, faculty, and administrators in organizing their academic year effectively. They outline key dates such as semester start and end dates, holidays, registration periods, and exam schedules, enabling students to plan their studies and time efficiently. Moreover, these calendars facilitate the coordination of classes, exams, and other academic events, reducing conflicts and maximizing the use of resources like classrooms and faculty. Additionally, academic calendars are essential for meeting educational standards and regulations established by accrediting bodies and government entities.

Figure 12

Students Responses Regarding the Timely Completion of the Course
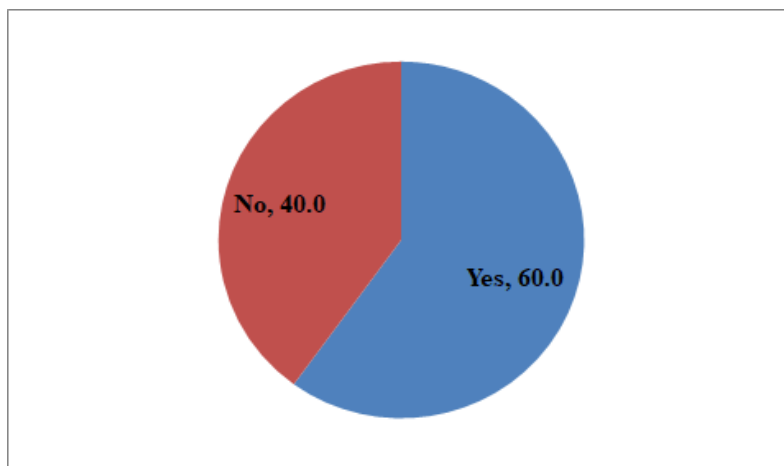
The majority of students (60%) concur that both the campus and the teacher have successfully concluded the course within the designated timeframe. However, 40 percent of the students expressed disagreement, asserting that the course was not completed on time. It is of utmost importance to consider the reasons behind the failure to complete a course within the

designated timeframe. A faculty member of management has expressed his view that the academic calendar has not followed due to the gap between the theoretical and practical requirements of the courses in various subjects.

In light of the inquiry regarding measures to ensure timely completion of the course, 34 percent of respondents highlighted the necessity of organizing supplementary classes, whereas the remaining 64 percent emphasized that the class should be regular.

Monitoring of Course Completion Mechanism at TMC

Campus administration regularly monitors course completion status to ensure effective academic management. This process involves tracking and evaluating students' progress throughout their academic journey to ensure they are on track to meet their educational goals. Regularly checking on course completion helps keep students engaged and motivated, which can lead to higher retention and graduation rates. This proactive approach not only supports student success but also strengthens the institution's overall academic standing.

The students were questioned regarding whether the campus administration had monitored the completion of courses. Their responses indicated that 44 percent were unaware of any monitoring, while 18 percent had no knowledge about campus monitoring. Only 38 percent of students agreed that the campus had indeed monitored the progress of course completion. The majority of students at the field level reported that they had never witnessed any campus monitoring activities related to the status of course completion.

During the interview conducted with the key informant, who is a teacher, three professors from the campus observed that the campus administration shows no concern for teachers' failure to complete their courses within the semester. Furthermore, it appears that there is no established formal mechanism in place to monitor this issue. This observation highlights the absence of a monitoring and feedback system to ensure that teachers fulfill their academic responsibilities within the designated timeframe.

Feedback on Teaching Pedagogy

The integration of effective teaching strategies and educational theories into educational governance is essential for ensuring high-quality education and improved learning outcomes. By

aligning policies and practices with sound pedagogical principles, governance decisions can be informed by the best educational research and practices. This holistic approach promotes inclusivity, continuous learning, and stakeholder engagement, ultimately leading to a more equitable and effective educational system. To ensure effective teaching pedagogy within educational governance, a comprehensive approach is necessary, which integrates diverse teaching methods and educational policies to cultivate a supportive, inclusive, and effective learning environment.

It is evident that 32 percent of the students' responses can be classified as satisfactory. This finding suggests that approximately one-third of the responses have met the minimum acceptable criteria or expectations. Around 60 percent of the responses fall under the category of good. On the other hand, 8 percent of the responses are categorized as needing improvement. This indicates that a small proportion of the responses did not meet the satisfactory criteria and require additional enhancements in the teaching methods employed by their teachers. The distribution of these categories provides a comprehensive overview of the overall quality of the responses and highlights areas that have potential for improvement. In contrast to the claims made by faculty members during the key informant interview, the instructional methods employed by professors at TMC have not demonstrated their effectiveness. As one of the educational faculty members said, " The learners should be active in teaching-learning activities through interaction in the semester system, but the instructional method is different from the purpose of the semester.

The students were asked about the teaching activities of the subject teachers, which can be tabulated as follows:

Table 5

Students' views on Teaching activities of the Subject Teachers

Express your response to the following statements about teaching and learning

Categories of Responses	Regularity of Teacher in Class	Class Preparation	Teacher Presentation Skill in Class Room	Contain Explain Skill of Teacher	Evaluation Skill	Student Teacher Relationship	Extra curriculum Activities
Poor	2	10	6	16	34	12	38
Neutral	24	22	28	24	20	32	22
Good	64	46	54	50	36	34	30
Very good	10	22	12	10	10	22	10
Tool	100	100	100	100	100	100	100

The data presents a detailed evaluation of various aspects of teaching and learning, reflecting student responses categorized into four levels: Poor, Neutral, Good, and Very Good. Here is a descriptive analysis of each aspect based on the percentages provided.

Regularity in the Class. The majority of students (64%) rated the regularity of the teacher in class as good, indicating that teachers are generally punctual and consistent in attending classes. A smaller percentage (10%) rated it as very good, showing high satisfaction. Only a minimal percentage (2%) found it poor, suggesting occasional issues with regularity.

Class Preparation of the Teacher. Class preparation by teachers was rated as good by 46 percent of students, showing a positive perception of teachers' readiness for classes. A substantial 22 percent rated it very good, while 22 percent remained neutral, indicating some variability in perceived preparation quality. However, 10 percent of students felt it was very poor, pointing to room for improvement in preparation.

Teacher Presentation Skill in Class Room. A majority (54%) of students deemed teacher presentation skills good, and 12 percent rated them very good, suggesting effective lesson delivery. However, 28 percent remained neutral, and 6 percent found the presentation skills very poor, indicating that, while generally positive, presentation skills could still be enhanced for some teachers.

Content Explanation Skill of the Teacher. Half of the students (50%) rated the content explanation skill of teachers as good, with 10 percent rating it very good. A significant 24 percent were neutral, and 16 percent rated it very poor, suggesting that while many students are satisfied with how the content is explained, there is a notable portion that feels it could be much better.

Evaluation Skill. The evaluation skills of teachers received mixed reviews. 36 percent of students rated it good, and 10 percent very good, showing some confidence in teachers' evaluation methods. However, a notable 34 percent rated it very poor, indicating significant dissatisfaction with how evaluations are conducted, while 20 percent were neutral.

Student Teacher Relationship. The student-teacher relationship was viewed positively by 34 percent of students who rated it good, and 22 percent who rated it very good, indicating generally healthy interactions. However, 32 percent were neutral, and 12 percent found the relationship very poor, suggesting some variability in how students perceive their interactions with teachers.

Extra-Curricular Activities. Thirty eight percent of students rated extracurricular activities very poorly, highlighting significant dissatisfaction in this area. However, 30% rated them good, and 10 percent rated them very good, showing that some students do appreciate the extracurricular offerings. With 22 percent neutral, the data indicates a need for substantial improvement in the provision and quality of extracurricular activities.

The overall analysis of the data indicates that while there are areas of strength, such as regularity of teachers and their presentation skills, there are notable areas needing improvement, particularly in evaluation skills and extra-curricular activities. The mixed ratings across all categories suggest that there is variability in teacher performance and student satisfaction, pointing to the need for targeted interventions to address the weaker areas while maintaining and enhancing the strengths.

Challenges of Teaching Pedagogy

The semester system and modern educational environments encounter various challenges when it comes to teaching and learning. These challenges primarily revolve around integrating technology into the classroom, adequately preparing teachers, monitoring of campus activities, ensuring regular attendance, and providing access to library resources. Overcoming these obstacles necessitates a comprehensive strategy that includes investing in infrastructure, continuous professional growth, and the enforcement of supportive policies and initiatives. By concentrating on these aspects, educational establishments can establish more efficient and diverse learning atmospheres.

The study team endeavored to comprehend the perspective of TMC students regarding the challenges associated with teaching pedagogy. The participants were presented with four predetermined statements and were given the options of agreeing, remaining neutral, or disagreeing with each statement.

Table 6

Challenges of the Teaching Learning System at TMC

Statements	Yes (percent)	No(%)	Total (%)
Lack of use of information technology in teaching and learning	44	56	100
Lack of Teacher's class note preparation	38	62	100
Lack of Campus Administration Monitoring	72	28	100
Lack of regularity of teacher in class room	54	46	100
Lack of sufficient books in library	70	30	100
Irregularity of students	86	14	100

Lack of Use of Information Technology in Teaching and Learning

A significant portion of students (44%) feel that there is a lack of information technology (IT) integration in teaching and learning. This could indicate a need for more digital tools, online resources, and modern teaching methods that utilize IT to enhance the learning experience. However, the majority (56%) do not see this as an issue, suggesting that IT usage might be sufficient for some students or that traditional methods are still effective for them.

Lack of Teacher's Class Note Preparation

Only 38 percent of students feel that teachers are not adequately preparing class notes. This indicates that most students (62%) believe their teachers are well-prepared, which is a positive sign. However, the 38 percent still represents a significant minority that might benefit from more structured and prepared class notes to aid their learning.

Lack of Campus Administration Monitoring

A high percentage (72%) of students perceive a lack of effective campus administration monitoring. This suggests that students feel there is inadequate oversight and involvement from the administration in academic and perhaps non-academic activities. This could lead to issues

such as lack of rule enforcement, poor facility maintenance, and overall inefficiency in campus operations.

Lack of Regularity of Teacher in Classroom

Over half (54%) of the students feel that teachers are not regular in the classroom. This is a critical issue as it directly impacts the continuity and quality of education. Regular attendance of teachers is fundamental for maintaining academic standards and ensuring students receive consistent instruction.

Lack of Sufficient Books in the Library

A large majority (70%) of students feel there are not enough books in the library. This points to a significant gap in the available resources for students to support their studies. Adequate library resources are essential for research, reference, and supplemental learning, and this shortage could hinder students' academic progress.

Irregularity of Students

The most concerning finding is that 86 percent of students perceive irregularity among their peers. This could indicate widespread issues with attendance, punctuality, and engagement in the academic process. Student irregularity can disrupt the learning environment and affect the overall academic performance of the class.

Addressing these challenges would likely involve improving administrative oversight, increasing library resources, enhancing IT infrastructure, and fostering a culture of regular attendance and engagement among students and teachers. The information gathered from interviews with faculty members shows that there is a lack of monitoring of the pedagogical practices of the relevant faculties by the campus administration. Along with this, there is also a lack of proper utilization of information technology in teaching. One of the faculty members stated that "The technology used by the teacher in the classroom is insufficient, and the campus administration lacks the capability to oversee its usage effectively."

Feedback Mechanism on Evaluation System in Teaching Learning

The evaluation system in teaching and learning is centered on a structured approach to assess and enhance student learning and instructional effectiveness. It encompasses a range of techniques and resources to collect data, analyze performance, and offer feedback. The primary objective is to optimize educational outcomes by identifying strengths and areas for improvement in teaching and learning methodologies. Internal assessment refers to the evaluation of students' progress and performance through various methods. These can include Formative assessments, Summative Assessments, Continuous Assessments and Self-Assessment, and Peer Assessments. The regular internal assessment has been provisioned to the FWU under the semester system. In light of this, what is the perception of student communities regarding the evaluation system in the semester system? This holistic approach ensures that education is not only measured effectively but also continuously enhanced to provide the best possible learning outcomes.

Figure 13

Students' Perceptions toward Semester Internal Evaluation System
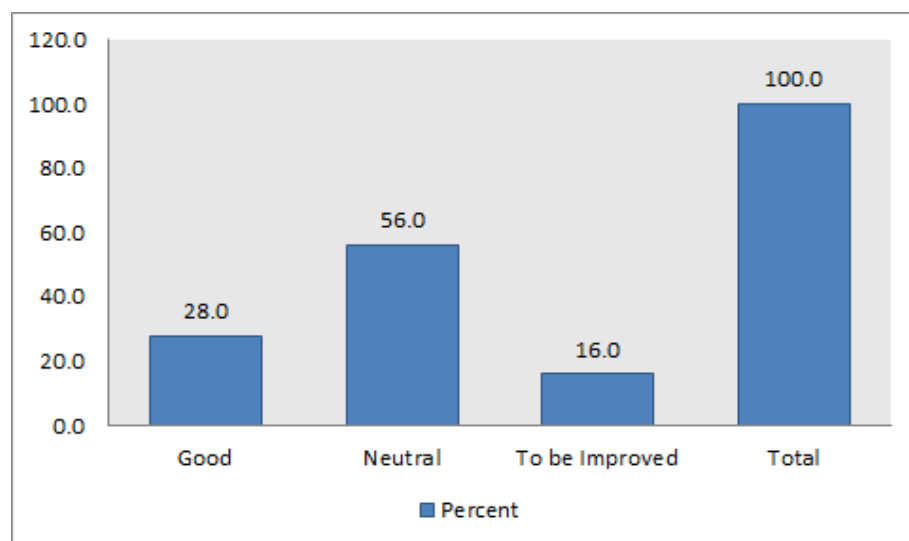
The provided data represents students' perceptions of the semester evaluation system, categorized into three different responses: Good, Neutral, and to be Improved. A majority of the students, 56 percent, have a neutral stance toward the semester evaluation system. This means they neither find it particularly good nor bad, suggesting ambivalence or indifference 16 percent of the students believe that the semester evaluation system needs improvement. This reflects a segment

of the student population that is dissatisfied with the current system and feels that changes are necessary. The largest proportion of students (56%) is neutral about the semester evaluation system, while 28 percent view it positively, and 16 percent feel it requires improvement. This data can be used to understand the overall sentiment and identify areas for potential enhancements in the evaluation process.

Karmakandi **(Ritual)** *Internal Evaluation System*

A key informant faculty member of education expressed claims that "Students are the only listeners or passive agents, there is only the internal evaluation as a ritual, or *Karmakandi* nature Most of the basis of internal evaluation is limited to the formality of mid-term examination. The researchers observed how the teaching staff at TMC conducts the internal evaluation. Especially, the students are not serious about completing the criteria mandated for the internal evaluation system, such as attendance of students, presentations, essay writing, home assignments, Mid-term examinations by Far Western University officials. Thus, the internal evaluation system looks like *Karmakandi* in nature.

Teacher's Feedback and Changes in Students' Behavior

The mid-term examination is the key aspect of the internal evaluation system at TMC. After the examination, teachers provide feedback to their students on the improvement in their learning achievements. Teacher feedback plays a crucial role in shaping students' behavior and academic performance. Constructive feedback, when delivered effectively, can enhance students' motivation, engagement, and self-esteem. Positive feedback reinforces good behavior and encourages students to continue their efforts, while specific and actionable suggestions help students understand areas needing improvement. Conversely, negative or non-constructive feedback can lead to disengagement, decreased motivation, and negative self-perception. Therefore, the manner and content of feedback are vital in fostering a supportive learning environment and promoting positive behavioral changes in students.

Figure 14

Sudents Responses to Teacher's Feedback on Internal Evaluation
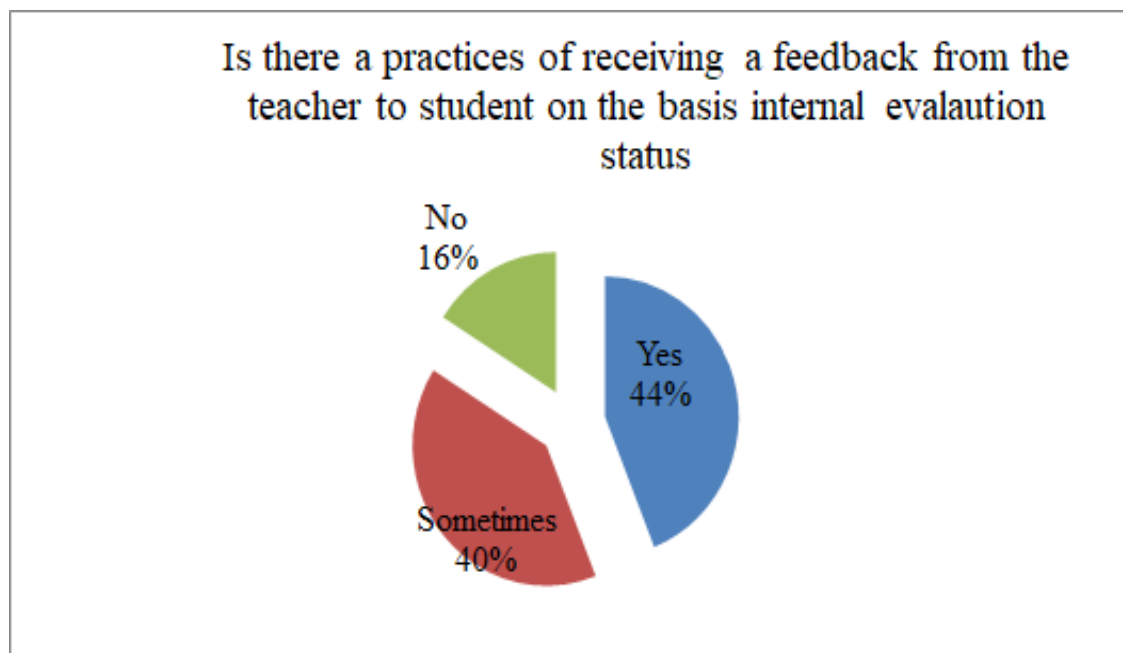
The data provided represents students' perceptions of teachers' feedback in internal assessments. About 44 percent of students perceive that teachers always provide feedback in internal assessments. On the other hand, 40 percent of students feel that teachers sometimes provide feedback in internal assessments, not regular basis. Whereas, 16 percent of students perceive that teachers do not provide feedback in internal assessments. The majority of students (84%) have a generally positive perception regarding teachers' feedback, with 44% believing that feedback is consistently given and 40 percent stating that it is given sometimes. A significant portion (40%) of students experience inconsistency in receiving feedback, which suggests that while feedback is generally provided, it may not be reliably or consistently given to all students. The 16 percent of students who perceive that they do not receive any feedback at all highlight an area of concern. This indicates that a small but notable group of students feel neglected or unsupported in terms of receiving feedback.

The information obtained from the questionnaire about the students' learning achievements based on the teacher's feedback can be summarized as follows: a significant majority of students (74%) improved in their learning achievement after receiving feedback from their teachers. This

indicates that the feedback provided by teachers was effective in enhancing the students' performance. A smaller portion of students (26%) did not show improvement in their learning achievement despite receiving feedback. This indicates that for some students, the feedback did not translate into better performance, which could be due to various factors such as the quality of feedback, students' individual learning styles, or external factors affecting their ability to improve. While the feedback is effective for most students, there is still a significant minority (26%) who did not benefit. This indicates a need for further investigation into how feedback can be tailored or improved to support these students better.

Grievance Addresses Students regarding Semester

The researchers asked the respondents (students) that "How much should the grievance of the examination system at TMC be addressed?" The responses are shown as follows:

Figure 15

Students Responses to Campus Handling of Semester System Grievance
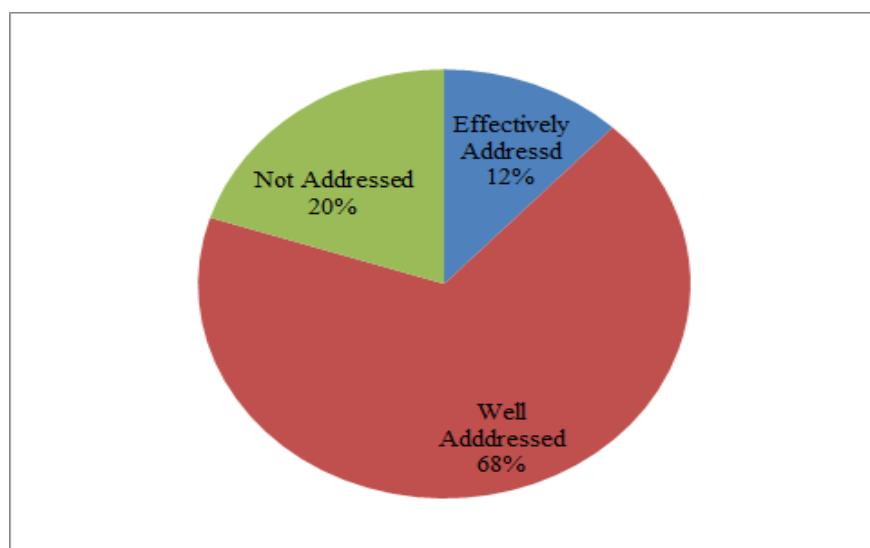
The data of figure represents students' perceptions of how effectively their grievances related to the semester system are addressed. A small portion of students (12%) feel that their grievances are handled effectively. This indicates that only a minority of students have a high level of satisfaction with how their issues are resolved. The majority of students (68%) feel that their grievances are well addressed. This suggests that while the majority are satisfied with the

handling of their issues, it may not be at the highest level of effectiveness but is still considered adequate. A significant portion of students (20%) feel that their grievances are not addressed. This is a concerning figure as it represents one-fifth of the student population, indicating there are still substantial improvements needed in grievance handling.

Challenges of the Evaluation System

Evaluation in teaching-learning at the campus level is a complex process influenced by multiple factors. Evaluation in teaching-learning at the campus level faces challenges related to consistency, resource management, scheduling, accuracy, academic integrity, and the design of practical assessments. Addressing these challenges requires a comprehensive approach that includes careful planning, adequate resource allocation, clear communication, and continuous improvement based on feedback and best practices. The research team endeavored to examine the students' feedback regarding the difficulties encountered within the evaluation system of the campus teaching and learning system. The table provides a comprehensive overview of the students' individual perspectives.

Table 7

Students Perceptions towards Challenges of Evaluation

Statements	Yes (%)	No (%)
Lack of regular evaluation system	46	54
Punctual exam schedule	28	72
Result in not in time	66	34
Lack of discipline exam	20	80
Failure of practical exam	44	56

The data provided represents the percentage responses from students about the challenges of the evaluation system in the teaching-learning environment on campus. A significant portion of students (46%) believe there is a lack of a regular evaluation system, though a slightly larger group (54%) does not see this as an issue. This indicates a nearly split opinion among students, suggesting that while some students are satisfied with the regularity of evaluations, a notable

number still feel improvements are needed. A large majority of students (72%) feel that the exam schedule is not punctual, while only 28 percent believe it is. This suggests a strong consensus that exams are not being conducted on time, which could lead to increased stress and uncertainty among students. An overwhelming majority (66%) of students indicate that results are not provided in a timely manner. This is a major concern as timely feedback is crucial for students to understand their performance and areas needing improvement.

Most students (80%) do not feel that there is a lack of discipline during exams, with only 20 percent expressing concerns. This suggests that disciplinary issues during exams are not prevalent and are handled satisfactorily. A significant number of students (44%) report issues with practical exams, though a slight majority (56%) do not share this concern. This indicates that while practical exams are generally functioning well, there is room for improvement to address the concerns of nearly half the student body.

Service and Facilities to Students

The services provided by a campus to students are essential for supporting their academic and personal development. Each service addresses specific needs and contributes to the overall student experience. The study outlines the specific services related to the students, including the admission process, career counseling, ID card issue, scholarship opportunities, canteen facilities, sports amenities, provision of drinking water and sanitation, as well as certification procedures. Admission services handle the application process for prospective students. This includes providing information about programs, processing applications, and managing enrollment. Freeship refers to the provision of financial aid or scholarships that cover tuition fees for students from economically disadvantaged backgrounds. Each of these services plays a vital role in creating a supportive and conducive environment for students to thrive academically and personally

Table 8

Students' responses to Availability of Campus Facilities

Statements	Response in Percent		
(Kinds of Facilities)	Excellent	Moderate	To be improved
Selection of Subjects	18	70	12
Enrollment and ID card	24	66	10
Incentive and Free ship	14	54	32
Drinking water and Sanitation	46	44	10
Canteen	26	62	12
Sports	24	62	14
Certificate	32	50	18

The data from the table presents student responses towards various campus facilities, categorized into three response types: excellent, moderate, and to be improved. A significant majority (70%) of students find the selection of subjects to be moderate. Only a small portion (18%) rates it as excellent, indicating room for improvement, as 12 percent also see it as needing enhancement. The enrollment and ID card process is viewed moderately by 66% of the students. A quarter of the students (24%) think it is excellent, while 10 percent feel it needs improvement, suggesting general satisfaction with minor areas for improvement. Incentives and free ship facilities are seen as moderate by over half of the respondents (54%). However, a significant portion (32%) feels these facilities need improvement, indicating potential issues that could be addressed to enhance student satisfaction.

Nearly half of the students (46%) rate drinking water and sanitation as excellent, and 44 percent find it moderate. Only 10 percent believe it needs improvement, showing a generally positive perception with some areas for minor enhancements. The canteen is rated moderately by 62 percent of the students. About a quarter (26%) rate it as excellent, while 12% think it needs

improvement, indicating overall satisfaction with some room for improvement. Similar to the canteen, the sports facilities are seen as moderate by 62 percent of students. An equal 24 percent find it excellent, and 14 percent feel improvements are necessary, suggesting adequate but improvable facilities. Certificate-related facilities receive a higher excellent rating (32%) compared to other facilities. Half of the students (50%) rate it moderate, while 18 percent see a need for improvement, indicating overall good performance with potential enhancements.

The data shows that most campus facilities are rated as moderate by a majority of students. Drinking water and sanitation receive the highest excellent rating (46%), suggesting they are the best-regarded facilities. On the other hand, incentives and free ship facilities have the highest percentage (32%) of students indicating a need for improvement, highlighting this as the area requiring the most attention.

Carrier Counseling

Career counselling is a service that helps students understand their strengths, interests, and career aspirations. It provides guidance on career options, educational pathways, and job search strategies. The students' responses to providing carrier counselling provision at TMC by the faculties of the campus are illustrated as follows:

Figure 16

Students Responses on Carrier Counseling by Campus Teachers
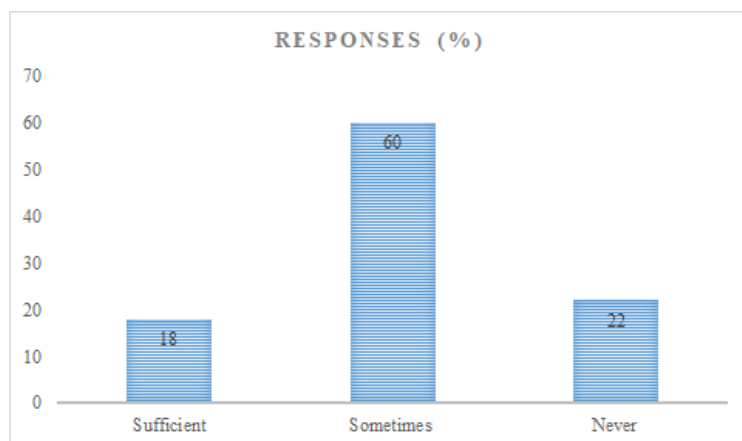
The data provided represents the percentage of student responses regarding how often campus teachers provide career counseling. Just 18 percent of students think that the career advice provided by campus faculty members is sufficient. This indicates that only a minority of students are fully satisfied with the level of career guidance they receive. The majority of students (60%) feel that career counseling is provided sometimes. This suggests that while career counseling is available, it is not consistent or frequent enough to meet all students' needs. A significant portion of students (22%) feel that they never receive career counseling from campus teachers. This is concerning, as it indicates that nearly a quarter of the students are not getting any career guidance at all. The data indicates that there is room for improvement in the career counseling services provided by campus teachers.

Challenges of Campus Services

The researchers asked six predefined statements related to the campus services provided to students by all the faculties. The opinions of students towards the challenges of the services provided by the campus in various categories can be illustrated in the following diagram.

Figure 17

Students Response to Challenges of Campus Service
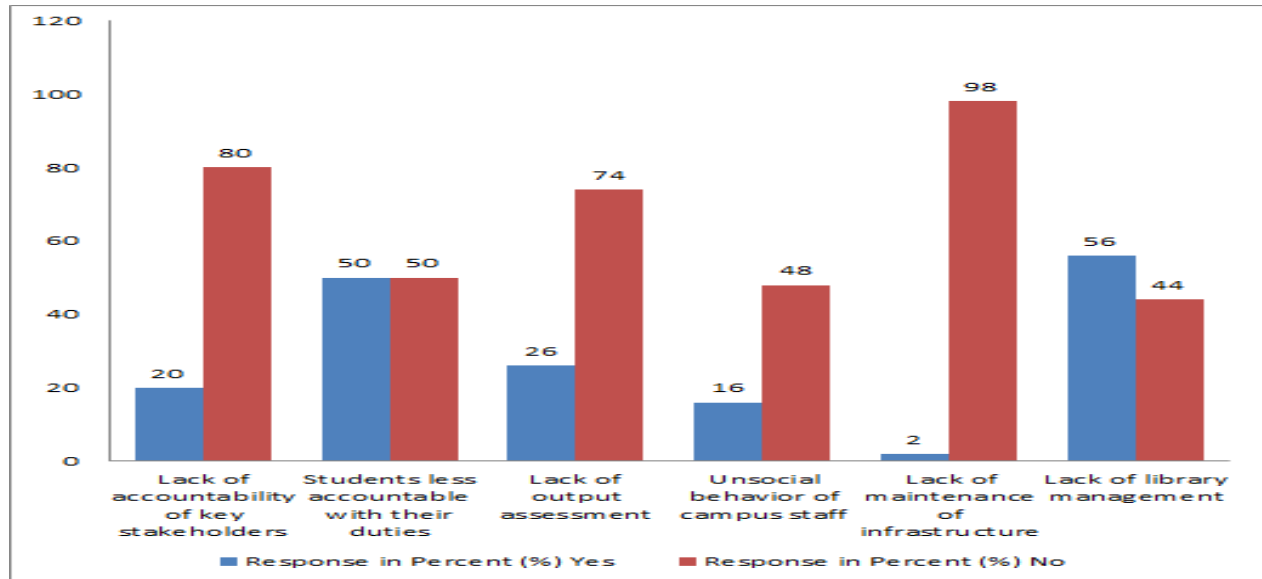
The aforementioned figure represents student responses about the challenges of campus services, specifically highlighting areas that require improvement. A majority of the students (80%) do not perceive a lack of accountability among key stakeholders as a significant issue. Only 20 percent of the students feel that this is a challenge. Students are evenly split on this issue. Half of the respondents believe that students are not accountable with their duties, while the other half do not see this as a problem. Interpretation: The majority of students (74%) do not see a lack of output assessment as a significant challenge. However, 26 percent believe it is an issue that needs to be addressed. Only 16 percent of the students perceive unsocial behavior of campus staff as a problem, while a significant majority (84%) do not see this as a challenge. An overwhelming majority of students (98%) do not believe that there is a lack of maintenance of infrastructure. Only 2 percent think that infrastructure maintenance is an issue. More than half of the students (56%) see a lack of library management as a significant challenge, whereas 44 percent do not consider it a problem.

The data reveals that the most significant challenge perceived by students is the lack of library management, with a majority expressing concerns about this issue. On the other hand, the Maintenance of infrastructure is seen as the least concerning issue, with an overwhelming

majority of students satisfied with it. Mixed feelings about student accountability indicate a divided perception. Other challenges, such as the accountability of key stakeholders, output assessment, and the behavior of campus staff, are not perceived as significant problems by the majority of students.

Campus Feedback Mechanism

The students' feedback mechanism on campus can be conveyed through various mediums such as print media, electronic media, and oral methods. Each medium presents its own pros and cons, leading to the common practice of utilizing a combination of these methods to obtain thorough and valuable feedback. This research has examined the viewpoints of the students regarding the current feedback system on campus. The respondents were provided with three predetermined choices for their responses in statements- electronic media, print media and oral. .The data provided from the student's responses regarding the campus's existing feedback mechanism. In relation to the electronic medium, a total of 8 percent of students indicated their preference for using this method, whereas the majority of 92 percent responded negatively. Similarly, when it comes to the print media, only 2 percent of students expressed their inclination towards this method, while the remaining 88 percent responded negatively. On the other hand, a considerable 44 percent of students favored the oral medium, while 56 percent responded negatively. It is worth noting that among these three mediums, 44 percent of students who responded positively to using multiple methods utilize all three means of communication.

The data indicates that the current feedback mechanisms are not widely adopted, especially in electronic and print media. Oral feedback and the combination of all methods have a higher acceptance rate but still face significant resistance. This suggests that there might be underlying issues with the current feedback system's accessibility, awareness, or overall effectiveness. To improve the feedback mechanism, the campus might consider increasing awareness, enhancing the usability of electronic feedback, and addressing any barriers students face with these methods.

Inputs of Key Stakeholders on Feedback Mechanism

 Another particular aim of the research is to gather feedback from important stakeholders regarding the educational governance of the campus, particularly in relation to curriculum, pedagogy, Internal Evaluation system, Service delivery. The study has identified three key

stakeholders: faculty members, students, and their guardians. The feedback and suggestions for improving the teaching and learning system on campus by these stakeholders are outlined below.

Students' Input on Feedback Mechanism Pedagogical Practices. The utilization of different indicators like feedback, teacher self-evaluation, and monitoring can greatly improve the efficacy of teaching and learning. These indicators play a crucial role in evaluating the learning process and its results, offering valuable insights for ongoing enhancement. Timely feedback helps students correct errors and misunderstandings promptly, leading to better learning outcomes. The utilization of different indicators like feedback, self-evaluation, and monitoring can greatly improve the efficacy of teaching and learning. These indicators play a crucial role in evaluating both the learning process and its results, offering valuable insights for ongoing enhancement. The students indicated their responses in five predefined statements, which are given below

Feedback to the Teacher. Seventy two percent of students agreed on the statement that individual feedback to the teacher is necessary for improving teaching methods, while 28 percent of students had the opposite view.

Monitoring by Campus Administration. A considerable proportion of respondents (46%) believe that supervision from campus administration is essential for successful teaching, while 40 percent of students hold the opposite view and 14 percent remain neutral.

Teacher Self-Evaluation. Ninety-two percent of students suggested that self-evaluation is required to improve the pedagogical practices adopted by the faculty of TMC; however, eight percent of students disagreed with this statement. This indicates that self-evaluation is not sufficient and that teachers must be evaluated externally as well.

The data suggests a strong preference for teacher self-evaluation as the most agreed-upon method for improving teaching. There is moderate support for monitoring by campus administration and less support for individual feedback. The majority clearly believe that feedback and improvement are necessary for effective teaching.

Internal Evaluation System. The internal assessment process within the semester system usually encompasses various individuals who play different roles, such as teachers, students, and administrative staff. Each of these groups bears distinct responsibilities to guarantee the efficacy, impartiality, and comprehensiveness of the evaluation system. Teachers are responsible for creating internal assessment tools that accurately measure student learning. This includes designing tests, quizzes, assignments, projects, and other forms of evaluation. Similarly, the students should engaged actively in the learning process by attending classes, participating in discussions, and completing assignments on time.

Table 9

Students Perceptions towards Improvement of Internal Evaluation

Statements	Yes(%)	No(%)
Teachers should be pro-active	20	80
Students should be active in learning	80	20
Students should be regular in class room	48	52

The data provided represents students' perceptions towards various aspects of improving the internal evaluation system. Only 20 percent of students believe teachers need to be more proactive in the internal evaluation system. This relatively low percentage suggests that most students do not see a strong need for increased proactivity from teachers. It could indicate that students are either satisfied with the current level of teacher involvement or that they believe other factors are more critical for improving the evaluation system. About 48 percent of students agree that regular attendance in the classroom is important for the internal evaluation system. This moderate percentage indicates a split opinion among students. While nearly half see regular attendance as important, the other half may believe that other factors are more important or that flexibility in attendance does not necessarily hinder their learning and evaluation.

Overall, the data indicates that students feel their own active involvement is the most critical factor for improving the internal evaluation system. There is less concern about the need for

increased proactivity from teachers, and opinions are divided on the importance of regular classroom attendance. This suggests that efforts to improve the evaluation system might be more effective if they focus on fostering student engagement and active learning.

Service Delivery of Campus

The data indicates that it is crucial for the campus administration to give priority to enhancing leadership, accountability, student representation, and communication to address the needs and expectations of the student body effectively. The statement related to the campus facilities is that the campus chief's responsibility includes regular monitoring, ensuring accountability of stakeholders, addressing students' concerns through representatives, providing information about campus facilities, and addressing students' own concerns regarding campus facilities.

Table 10

Students Responses on Improving the Service Delivery of the Campus

Description	Response in Percent	
(Feedback for improvement)	Yes	No
Campus chief regular monitoring	38	62
Accountability of key stakeholders of campus	22	78
Concerns of Students representatives	18	82
Students oneself concern	52	48
To inform the students about the services and facilities of the campus	20	80

The data in the table illustrates the opinions of students regarding different statements that aim to enhance service provision on campus. The responses are represented in percentages, indicating the extent of agreement or disagreement among the students.

Campus Chief Regular Monitoring

A significant majority of students (62%) feel that the campus chief does not regularly monitor the campus effectively. Only 38 percent of students agree that regular monitoring is taking place. This indicates a potential area for improvement in leadership oversight and involvement

Accountability of Key Stakeholders of Campus

A substantial majority (78%) of students believe that key stakeholders are not held accountable. Only 22 percent feel that there is adequate accountability. This suggests a need for enhanced transparency and responsibility among campus stakeholders.

Concerns of Student Representatives

An overwhelming 82 percent of students think that the concerns of student representatives are not adequately addressed. Only 18 percent feel that these concerns are taken seriously. This highlights a significant disconnect between student representatives and the campus administration.

Students' Own Concerns

The feedback is relatively balanced with a slight majority (52%) of students feeling that their personal concerns are considered. However, 48 percent disagree, indicating room for improvement in addressing individual student issues.

Informing Students About Services and Facilities

A large majority (80%) of students feel uninformed about the services and facilities available on campus. Only 20 percent believe that they are well-informed. This points to a critical need for better communication and dissemination of information regarding campus resources.

The data indicates that it is crucial for the campus administration to prioritize enhancing leadership, accountability, student representation, and communication in order to effectively address students' needs and expectations for better campus service.

Faculty Member's Inputs on Feedback Mechanism

The researchers interviewed with four key informants- faculty members of TMC- on components of educational governance like curriculum of semester system, pedagogy, internal evaluation system and services provided by the campus. The information gathered from them is summarized and analyzed separately.

Key Informant 1 emphasized several key strategies for improving educational outcomes at their institution. One primary strategy involves continuous monitoring by the campus chief. Another crucial aspect highlighted is the importance of teacher training. By investing in the professional development of educators, the institution ensures that teachers are equipped with the latest pedagogical techniques and subject matter expertise. Addressing students' interests is also a significant focus. This student-centered approach can lead to increased student satisfaction and better academic outcomes. Lastly, the key informant pointed out the value of field-based teaching. By incorporating field experiences into the curriculum, the institution prepares students for practical challenges and helps them develop critical thinking and problem-solving skills.

The key informant 2 emphasizes the critical importance of robust monitoring mechanisms to ensure teachers' performance is consistently evaluated and improved. He advocates for the integrity and honesty of teachers as fundamental to the educational process. Additionally, the informant 2 highlights the necessity of providing adequate facilities and incentives to motivate and support teachers effectively. Furthermore, the informant underscores the need for a well-resourced library, suggesting that access to comprehensive educational materials is crucial for both teaching and learning. These combined elements are seen as essential to fostering a productive and effective educational environment.

Key informant 3 emphasizes the importance of student engagement and the adoption of alternative teaching methods. Teachers should actively apply their acquired knowledge and skills in the classroom, ensuring that learning is dynamic and interactive. Integrating Information and Communication Technology (ICT) is crucial, as it enhances the learning experience and keeps it relevant to the digital age. Additionally, establishing robust feedback mechanisms for both students and teachers is essential. This allows for continuous improvement, personalized learning experiences, and effective teaching practices, fostering a supportive and responsive educational

environment. He focused on the provision of feedback mechanisms for students and faculty members, which should be managed immediately by the administrators.

The key informant 4 contrasts traditional thinking with the new realities of the educational landscape, indicating a significant shift in attitudes and approaches. The informant observes a decline in reading habits and a pervasive loss of faith in the value of education, attributing these issues partly to societal and individual responsibilities. The informant stresses the need for embracing modern tools such as digital libraries to adapt to contemporary needs. Additionally, he emphasizes the importance of the reward and punishment system, suggesting that this discrepancy could be a factor in the existing difficulties in upholding educational standards and fostering motivation among students and teachers.

Guardians' Inputs on Feedback Mechanism
The guardians suggest several initiatives to enhance educational governance in TMC. They recommend organizing regular meetings with guardians to foster open communication and collaboration. Gathering feedback through letters and from students is proposed to gain valuable insights into educational governance. Involving social leaders in curriculum development is highlighted as a way to ensure that the curriculum remains relevant Key. Recognizing and celebrating the achievements of students who graduate with high ranks by acknowledging their guardians is suggested as a motivational tool. Additionally, implementing apprenticeship teaching methods is recommended to provide practical, hands-on learning experiences that better prepare students for their future careers.

Non-teaching Staff Feedback on Service Delivery
Staff A offers suggestions to enhance campus services and improve the academic experience. They emphasize the importance of students consulting reference books in addition to their standard textbooks to broaden their understanding and deepen their knowledge. Effective library management is crucial to ensure students have access to these resources. Teachers should actively recommend additional reading materials to students, guiding them toward useful resources. Faculty members are encouraged to provide lecture notes, which can serve as valuable study aids. Finally, fostering self-motivation among students is essential for their academic success through consulting library services.

Staff B emphasizes the importance of students staying informed by regularly reading campus notices, which contain essential information about available services and important deadlines. They suggest that students should adhere to these guidelines to fully benefit from the campus resources and services. Timely payment of tuition and examination fees is also stressed, as procrastination and last-minute payments can create administrative challenges and disrupt services. By staying informed and managing their responsibilities proactively, students can contribute to a more efficient and supportive campus environment.

Staff C suggests that enhancing campus services begins with ensuring students are well-informed about what the campus offers. Despite the provision of effective services, students often lack awareness of the specific materials and processes required to access these services. To address this, Staff C recommends better communication about the nature and scope of campus services. Additionally, implementing citizen charters in the administrative building can help clarify service standards, expectations, and procedures, thereby improving transparency and accessibility for students. This approach aims to empower students with the knowledge they need to efficiently utilize campus resources.

Chapter: Five

Discussion and Conclusion

Analysis of Feedback Mechanism

The feedback mechanism at Tikapur Multiple Campus (TMC) reveals significant insights into the educational governance and the effectiveness of feedback system in higher education. Based on the data collected, various aspects of the feedback system, including electronic, print, and oral methods, show differing levels of acceptance among students. A critical evaluation of these methods indicates a clear preference for oral and combined feedback mechanisms over purely electronic or print mediums. This research primarily concentrates on the four key components of educational governance, namely curriculum, pedagogy, evaluation, and student-centered services, which are considered as the focal points of study.

The overwhelming preference for oral feedback (44%) and the combination of all mediums (44%) suggests that students favor more direct and interactive forms of communication. This preference aligns with the theory that effective feedback mechanisms must be interactive, continuous, and capable of fostering direct engagement between students and educators. The study examined various areas, including curriculum, teaching, assessment, and student-centered services, which were not considered formal feedback mechanisms at this institution. However, the program theory underscores the importance of a specific process and approach to bring about change and success, highlighting the need for an institutionalized process.

Feedback Mechanism Regarding Curriculum and Pedagogy

Educational governance and curriculum development demand the collaboration of various stakeholders to ensure the formulation and execution of policies that provide high-quality education. The semester system, widely adopted in higher education institutions like Far Western University (FWU), aims to offer a balanced and student-centered learning experience.

However, perceptions among students, particularly from the social science wing, reveal a mixed response, with a significant majority rating the system as average. Teachers and administrative staff at FWU acknowledge the principles of the semester system but highlight challenges in its practical implementation, citing a traditional mindset and inadequate student engagement. Additionally, the study emphasizes the importance of effective complaint

management systems, noting that while a majority of students find the current mechanisms satisfactory, there is room for improvement. The completion of courses within the academic calendar remains a contentious issue, with a notable percentage of students reporting delays and a lack of administrative monitoring. This underscores the need for enhanced oversight and supplementary measures to ensure timely course completion and uphold educational standards.

The FWU Campus\Department Internal Work Management Guideline 2078 B.S. outlines the establishment of an administrative committee and its corresponding duties. These responsibilities include conducting regular academic reviews, organizing teacher training sessions, and ensuring accountability among both teachers and students. Despite these clear directives, the researchers observed that the administrative body at TMC has not effectively implemented compliance with the guidelines. This phenomenon can be obtained from key stakeholders through online suggestion boxes and direct complaints to the administrative body, which is included in the aforementioned guidelines. However, the researchers observed that only the direct complaints process is followed in TMC, and other ways for feedback mechanisms are lacking in practice.

Impact of Feedback on Learning Achievements

The data indicates that a significant majority of students (74%) improved their learning achievements after receiving feedback from their teachers. This supports the program theory which posits that constructive feedback is essential for student improvement and learning outcomes. According to Thurlings et al. (2013), the learning theory of behavior change suggests that providing immediate and corrective feedback can effectively promote the desired behaviors in both teachers and students. Additionally, students perceive positive feedback from teachers as beneficial to their learning outcomes. However, a notable minority (26%) did not show improvement despite receiving feedback, highlighting potential issues in the feedback delivery or its reception by students. According to the Internal examination committee and its responsibility, the result analysis of each program of TMC should be regularly analyzed to provide feedback to teachers and students. The key informant 4 noticed that the semester-wise result analysis of TMC has not been adhered to regularly for better achievements of the student. Thus, one of the best feedback mechanisms of TMC is not functioning in practice for students learning achievements.

As a result, the impact of learning achievement is not working, which is a mandatory responsibility of the committee formatted in TMC.

Internal Evaluation and Stakeholder Perceptions

The internal evaluation system within TMC reveals mixed perceptions among students regarding teacher proactivity and student engagement. Only 20 percent of students believe that teachers should be more proactive, while a significant majority (80%) feel that students should take an active role in their learning. This aligns with the program theory's emphasis on student-centered learning environments where students are active participants in the educational process.

Additionally, the perceptions towards classroom attendance highlight a split opinion, with 48 percent valuing regular attendance. This suggests a need for more flexible and student-friendly attendance policies that cater to the diverse needs of the student body. Although the syllabus of each subject of undergraduate levels marked the major criteria for internal evaluation viz. Quiz, mid term examination, attendance, class presentation, term paper but the internal evaluation is limited to formality only. In this regard, key informants 3 claimed, "the internal evaluation as *Karmakandi* in practice." By this, we can say that the internal evaluation of TMC has not been meeting all the criteria of the evaluation system.

Challenges in Evaluation System

The evaluation system faces several challenges, including a lack of regular evaluation (46%), non-punctual exam schedules (72%), and delayed results (66%). These challenges indicate systemic issues that need addressing to ensure timely and accurate assessment of student performance. The program theory suggests that consistent and timely evaluations are critical for maintaining academic standards and student motivation.

Addressing Grievances and Feedback Utilization

In terms of the grievance management mechanism, both students and teachers rely on oral communication to address and resolve individual issues. Although there is a suggestion box available, it is rarely utilized for submitting written complaints. Furthermore, there is no provision for an open suggestion box for complaints and record-keeping. Occasionally, the campus administration arranges meetings with class monitors to address teaching and learning concerns,

which serves as an additional method of managing grievances. Likewise, regular staff meetings are conducted where teachers and staff engage in discussions, and the campus administration disseminates information and ideas to effectively manage various issues.

Students Service in Campus

The services and facilities provided to students at TMC encompass various aspects essential for supporting their academic and personal growth. These include the admission process, career counseling, issuance of ID cards, scholarship opportunities, canteen facilities, sports amenities, drinking water, sanitation, and certification procedures. Most campus facilities are rated as moderate by students, with drinking water and sanitation receiving the highest excellent rating (46%). However, areas like incentives and free ship have the most students indicating a need for improvement (32%). Career counseling is seen as inconsistent, with only 18 percent of students fully satisfied. Challenges identified by students include a significant concern over library management, with more than half perceiving it as a problem, while issues like infrastructure maintenance and campus staff behavior are less concerning for the majority.

Implication of Program Theory

The findings from TMC's feedback mechanism and evaluation systems can be better understood through the lens of program theory, which emphasizes the importance of systematic feedback loops and stakeholder engagement. Program theory, also known as the theory of change or logic model, is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve. Program theory evaluation is essential for determining not just the outcomes of a program but also understanding the processes and reasons behind those outcomes (Brousselle & Champagne, 2011). The issue of the validity of intervention theory becomes increasingly crucial, as it is commonly acknowledged that programs are frequently inadequately designed, often reflecting the beliefs of current stakeholders rather than being grounded in solid evidence. It explains the logic behind why a program is expected to work and helps stakeholders understand how the program is intended to achieve its goals(Brousselle & Champagne,2011).The Program theory advocates for input, process and theory can be compared with feedback mechanism in terms feedback system at TMC.

Program theory	Feedback Mechanism at TMC
Input Programming	- FWU has made policies and guidelines for the curriculum, pedagogy, evaluation, and service. - Campus has its structure and unit according to the policy.
Process Programming	- Partially, the structured process of the activities regarding the feedback mechanism of teaching-learning through the webpage, Facebook pages, Printed TMC Saugat feedback form, suggestion box, and direct feedback to the related personnel. - Deficiencies are present in the effectiveness of curriculum, pedagogy, and evaluation feedback mechanisms within the educational governance.
Output\ Outcome	- Activity of feedback limited to formality. - Inefficient evaluation system - Low learning achievement - Lacking of Accountability in teachers and student

The aforementioned table compares program theory with TMC's feedback mechanism. There is a gap between policy and practice in various components of program theory, process, and output. The descriptive analysis of TMC's feedback mechanism highlights critical areas for improvement and alignment with program theory. Implementing these changes will require concerted efforts from all stakeholders, ensuring that feedback not only informs but also transforms the educational experience at TMC.

Conclusion

The research on educational governance and feedback mechanisms within teaching and learning on campus reveals several critical insights. The study highlights the critical role of effective feedback in enhancing educational outcomes and the importance of integrating stakeholder perspectives into governance processes. The absence of a robust and constructive feedback mechanism is evident in the realm of educational governance, specifically in relation to curriculum, pedagogy, evaluation systems, and services at TMC. The findings indicate that while many campus facilities are deemed moderately satisfactory by students, there are significant areas needing improvement, particularly in the provision of incentives and free-ships, as well as extra-curricular activities. The data highlights the importance of effective communication, leadership accountability, and student representation in enhancing campus services.

Career counseling services are currently inconsistent, with a notable portion of students feeling underserved. This calls for a more structured and frequent approach to career guidance. Additionally, the evaluation of teaching activities shows a need for improvement in teachers' evaluation skills and the student-teacher relationship, emphasizing the need for targeted interventions to address these weaknesses. Furthermore, the internal evaluation system could benefit from increased student engagement and active learning, rather than solely focusing on teacher proactivity. Enhancing the transparency and accountability of campus stakeholders, along with better communication about available services, are essential steps for meeting student expectations and improving overall campus service delivery. Similarly, the internal evaluation lacks proactivity and fails to be formative. Teachers should engage in self-evaluation regarding their pedagogical practices. Conversely, campus administration should diligently monitor and provide feedback to the respective teachers, rather than the teaching staff and students.

Recommendations

Based on the study's findings, the following recommendations can be made to improve the feedback Mechanism in educational governance.

Policy Level

- The University should make the formative policy on curriculum development and implementation, teaching pedagogy, internal evaluation system, and services provided by the campus and University.

In Implementation level

- The campus should establish a comprehensive monitoring system to ensure effective feedback mechanisms.

- It is essential for the campus to implement a culture of recognition and consequences.

- Teaching and learning activities should be designed to promote performance-based outcomes.

- Emphasizing integrity and morality should be given utmost importance.

In Research level

- Further research can be conducted by expanding the research site, methodology, and other theoretical perspectives in order to explore the feedback mechanism in educational governance at the university level.

In conclusion, the report is fine. The skills of qualified sirs have been used. But one of my questions is that the suggestions should clarify what should be done at the university authority and campus level.? Similarly, teachers, students and the community?

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Annex :1 Institutional Observation Check List (TMC)

Description \ Provision	Yes	No
Educational Governance		
Provision of reward and punishment (Faculty and Staff)		No
Periodic Plan	Yes	
Progress Review of Periodic Plan		No
Provision of Monitoring Committee		No
Exam Conduction Committee	Yes	
Regular Faculty(Subject Committee) Meeting		No
Regular Staff Meeting	Yes	
Provision of Alumni	Yes	
Regular meeting of class monitor		No
Annually public EMIS report		No
Annual publication of the campus	Yes	
Curriculum , Pedagogy and Evaluation Aspect		
Provision of Faculty wise Result analysis		No
Strongly flow up academic calendar		No
Provision of Class monitor	Yes	
Students attendance records		No
Monitoring of teacher's regularity in class room		No
Internal evaluation system in each semester	Yes	
Feedback Mechanism		
Installing of suggestion boxes and response mechanism		No
Provision of academic\social audit		No
Monitoring of course completion		No
Students counseling service	Yes	

Note. TMC has addressed 9 out of the total 21 variables (Yes=9) and has not followed 12 (NO=12).

Annex: 2 Survey Questionnaires

नोटः यो प्रश्नावली टीकापुर बहुमुखी क्याम्पसको शैक्षिक व्यवस्थापनमा पृष्ठपोषण संयन्त्रको अवस्था तथा मुख्य सरोकारवाला पक्षहरूका सन्दर्भमा सुभाव के कस्तो छ भन्ने विषयमा केन्द्रित रहेर गरिने लघु अनुसन्धान निम्ति तयार गरिएको प्रश्नावली हो । यस अनुसन्धामा प्रश्नावलीको उत्तर दिएर सहयोग गरिदिनु हुने छ भन्ने अपेक्षा गरिएको छ । यसका निम्ति उत्तरदाता तल उल्लेखित प्रश्नहरूको उत्तरदिन स्वतन्त्र रहने छन् ।

टीकापुर बहुमुखी क्याम्पसको शिक्षण सिकाइमा पृष्ठपोषण संयन्त्र तथा प्रक्रियाको लेखाजोखासम्बन्धी प्रश्नावली

१. विद्यार्थीहरूको प्रतिक्रियाका लागि प्रश्नावली

व्यक्तिगत विवरण   मिति.......................

विद्यार्थीको नाम.............   जातजाति.: दलित/जनजाति/बाहुन./ क्षेत्री..............
लिङ्ग   ....   अध्ययनरत संकाय............
तह.......   विषय.....

अध्ययनबाहेक कुनै पेसा वा व्यवसायमा संलग्न छ /छैन, यदि संलग्न भएको भए कुन प्रकृतिको पेसा वा व्यवसायमा रहेको छ ?
          क. व्यपार   ख. नौकरी   ग. अन्य ....

क. पाठ्यक्रमसम्बन्धी प्रश्नहरू

१. हाल अध्ययन गरिरहेको सेमेस्टर प्रणालीप्रति तपाईंको कस्तो धारणा रहेको छ ?
          क. उत्तम   ख. मध्यम   ग. निम्न
२. पाठ्यक्रम तथा पठनपाठनसम्बन्धी समस्या तथा सुधारका लागि तपाईं गुनासो कसलाई सुनाउनु हुन्छ ।
          क. प्रशासन   ख. सम्बन्धित शिक्षक   ग. स्व.वि.यु.   घ. अन्य
३. पठनपाठनसम्बन्धी गुनासो कतिको सम्बोधन हुन्छ जस्तो लाग्छ ?
          क. पर्याप्त   ख.ठिकै   ग. तटस्थ   घ. न्युन
४. शैक्षिक कार्यतालिका अनुसार समयमा पठनपाठन सम्पन्न हुन्छ ?
          क. हुन्छ   ख. हुँदैन
५. यदि हुँदैन भने समयमा पूरा गर्न के गर्नुपर्ला ?
          क. अतिरिक्त कक्षा   ख. नियमित कक्षा   ग. अन्य
६. कोर्ष पूरा भए नभएको अनुगमन हुन्छ ?
          क. हुन्छ   ख. हुँदैन   ग. थाहा छैन

ख. शिक्षणविधि सम्बन्धी

७. तपाईंलाई प्राध्यापकहरूको शिक्षण विधि कस्तो लाग्छ ?
          क. राम्रो   ख. ठिकै   ग.सुधार गर्नुपर्ने

तल उल्लेखित शिक्षण सिकाइसम्बन्धी कथनहरूमा तपाईंको प्रतिक्रिया व्यक्त गर्नुहोस् । (कृपया ५ उत्कृष्टदेखि १ कमजोर रहने गरी स्तरीकरण गर्नुहोस् ।

क्र.स.	विवरण	अङ्क
१	शिक्षकको कक्षामा नियमितता	
२	शिक्षकको विषयवस्तुको तयारी	
३	विषयवस्तुको प्रस्तुतीकरण	
४	कक्षामा विद्यार्थीलाई विषयवस्तु बुझाउने सिप	
५	विद्यार्थीको सिकाइ मूल्याङ्कन गर्ने सिप	
६	शिक्षक विद्यार्थी सम्बन्ध	
७	आंतरिक्त शैक्षिक क्रियाकलाप	

८. शिक्षण विधि कस्तो हुनुपर्छ जस्तो लाग्छ ?

क. शिक्षक केन्द्रित   ख. विद्यार्थी केन्द्रित   ग. प्रविधि केन्द्रित   घ. अन्य

९. शिक्षण विधि प्रभावकारी बनाउन तपाईंको विचारमा तलका कथनमा कस्तो धारणा रहेको छ ?

क्र.स.	कथन	प्रतिक्रिया		
		सहमत	तटस्थ	असहमत
१	शिक्षकलाई व्यक्तिगत रूपमा पृष्ठपोषण दिनुपर्छ			
२	शिक्षकले आफ्नो मूल्याङ्कन आफैंगर्नु पर्छ			
३	क्याम्पस प्रशासनले अनुगमन गर्नु पर्छ			
४	शिक्षकलाई पृष्ठपोषणको आवश्यकता पर्दैन			
५	क्याम्पसमा शिक्षण सिकाई सुधारगर्नुपर्ने आवश्यकता छैन			

१०. तपाईंलाई तल उल्लेखित कुनकुन चुनौतीहरू शिक्षण सिकाइ प्रक्रियासँग सम्बन्धित हुनजस्तो लाग्छ ? आफूलाई उपयुक्त लागेका बुँदाहरूमा ठिक चिन्ह लगाउनुहोस् ।

१.	प्रविधिको उचित प्रयोग नहुनु ।	
२.	शिक्षकले पढाउने विषयको पूर्वतयारी नगर्नु ।	
३.	क्याम्पस प्रशासनले प्रभावकारी रूपमा अनुगमन नगर्नु	
४.	शिक्षक कक्षा कोठामा अनियमित हुनु ।	
५.	पुस्तकालयमा पर्याप्त पुस्तकको उपलब्धता नहुनु ।	
६.	विद्यार्थी नियमित नहुनु ।	

ग. मूल्याङ्कनसँग सम्बन्धित

११. सेमिस्टरमा आन्तरिक मूल्याङ्कन प्रणाली कस्तो रहेको छ ?

क. राम्रो   ख. ठिकै   ग. सुधार गर्नुपर्ने

१२. आन्तरिक मूल्याङ्कन प्रणालीमा के शिक्षकबाट पृष्ठपोषण पाउनु भएको छ ?

क. पाएको छ   ख. कहिले काहीमात्र   ग. त्यस्तो केहि छैन

१३. यदि पृष्ठपोषण पाएको भए त्यसबाट तपाईं सिकाइ उपलब्धिमा सुधार भएको छ ?

क. सुधार भएको छ   ख. भएको छैन

१४. तलउल्लेखित कुनकुन विकल्पहरू आन्तरिक मूल्याङ्कन प्रणालीलाई सुधार गर्न आवश्यक छन् जस्तो लाग्छ ? ठिक चिन्ह लगाउनुहोस् ।

क. शिक्षक सक्रिय हुनुपर्छ   ख. विद्यार्थीले सिक्ने कुरामा सक्रिय हुनुपर्छ ।
ग. कक्षा कोठामा विद्यार्थी नियमित हुनुपर्छ   घ. अन्य

१५. विद्यार्थीहरूको सेमिस्टरको परीक्षा प्रणालीप्रतिको गुनासो कतिको सम्बोधन हुन्छ जस्तो लाग्छ ?

    क. प्रभावकारी रूपमा सम्बोधन हुन्छ ।   ख. ठिकै सम्बोधन हुन्छ ।   ग. सम्बोधन हुँदैन ।

१६. तल उल्लेखित कुनकुन बुँदाहरू मूल्याङ्कन कार्यका चुनौतीहरू हुनजस्तो लाग्छ ।

    क. नियमित मूल्याङ्कन नहुनु ।   ख. समयमा परीक्षा नहुनु ।

    ग. परीक्षाको नतिजा समयमा नहुनु ।   घ. परीक्षा मर्यादित नहुनु ।

    ङ. प्रयोगात्मक परीक्षाको पालना नहुनु ।

घ. सेवाप्रवाहसम्बन्धी प्रश्नहरू

१७. तपाईंलाई पढाउने शिक्षकबाट व्यवसायिक जीवनसम्बन्धी परामर्श प्राप्त गर्नु भएको छ ?

    क. पर्याप्त सहजीकरण भएको छ   ख. कहिले काँही भएको छ   ग. यस विषयमा खासैचर्चा हुँदैन

१८. क्याम्पसले विद्यार्थीलाई प्रदान गर्ने नियमित सेवा सुविधाको अवस्था कस्तो छ ?

कथन	अवस्था		
	धेरै राम्रो	ठिकै	सुधार गर्नुपर्ने
विषय छनोटसम्बन्धी			
भर्ना तथा परिचयपत्र			
छात्रवृत्तिसम्बन्धी			
खानेपानी तथा शौचालयसम्बन्धी			
क्यान्टिनसम्बन्धी			
खेलकुदसम्बन्धी			
शैक्षिक प्रमाणपत्र प्राप्तगर्दा			

१९. तल उल्लेखित कुनकुन विकल्पहरू क्याम्पसबाट प्राप्त हुने समग्र सेवालाई प्रभावकारी बनाउन थप सुधारका लागि आवश्यक छन् जस्तो लाग्छ ? कृपया आफूलाई ठिक लागेको विकल्पमा ठिक चिन्ह लगाउनुहोस् ।

    क. क्याम्पस प्रमुखको नियमित अनुगमन ।   ख. क्याम्पस पदाधिकारी तथा कर्मचारी जिम्मेबारी प्रति जवाफदेहि हुनु

    ग. विद्यार्थी प्रतिनिधिहरूले चासो राख्नुपर्छ ।   घ. विद्यार्थी स्वयमले चासो राख्नुपर्छ ।

    ङ. क्याम्पसको सेवा तथा सुविधासम्बन्धी विद्यार्थीलाई पर्याप्त जानकारी दिनुपर्छ ।

२०. तल उल्लेखित कुनकुन बुँदाहरू क्याम्पसको सेवा सुविधासँग सम्बन्धित चुनौतीहरू जस्तो लाग्छ ?

    क. क्याम्पस प्रशासन तथा कर्मचारी आफ्नो उत्तरदायित्वप्रति उदासिन भएको,

    ख. विद्यार्थी स्वयमा जागरुक नभएको,

    ग. क्याम्पसले दिने सेवाको प्रतिफलको आकलन नहुनु,

    घ. शिक्षक तथा कर्मचारीको रुखो व्यवहार,

    ङ. भौतिक सुविधाको नियमित मर्मत सम्भार नहुनु ,

    च. पुस्तकालय व्यवस्थापनमा कमजोरी हुनु ।

२१. यस क्याम्पसको गुणस्तरीय शिक्षाको लागि विद्यार्थीसँग लिइने पृष्ठपोषणसम्बन्धी प्रवधान कस्तो छ ?

    क. विद्युतिय माध्यमबाट   ख. प्रेन्ट मिडिया   ग. मौखिक   घ. सबै

२२. क्याम्पसको समग्र शैक्षिक विकासको लागि तपाईंको थप सुझाव भए सांक्षिप्तमा उल्लेख गर्नुहोस् ?

<div align="center">समाप्त</div>

नोट: यो प्रश्नावली यस टीकापुर बहुमुखी क्याम्पसको शैक्षिक व्यवस्थापनमा पृष्ठपोषण संयन्त्रको अवस्था तथा मुख्य सरोकारवाला पक्षहरूका सन्दर्भमा सुभाव के कस्तो छ भन्ने विषयमा केन्द्रित रहेर गरिने लघु अनुसन्धान हो । यस अनुसन्धामा उत्तरदाता तल उल्लेखित प्रश्नहरूको उत्तर दिन स्वतन्त्र रहेका छन् ।

अभिभावक प्रतिक्रियाका लागि प्रश्नावली

१. व्यक्तिगत विवरण   मिति.....................
        क. उत्तरदाताको नाम............   ख. लिङ्ग
        ग. उत्तरदाताको मुख्य पेसा
                १. कृषि   २. व्यापार   ३. नौकरी   ४. ज्याला मजदुरी   ५. अन्य

२. टीकापुर बहुमुखी क्याम्पसले विद्यार्थिहरुको उच्च शिक्षा प्राप्तिमा कतिको योगदान गरेको जस्तो लाग्छ ।
        क. धेरै   ख. ठिक   ग. सामान्य

३. तपाईंका परिवारका सदस्य विद्यार्थीहरूको पठनपाठनमा कतिको चासो राख्नु हुन्छ ?
        क. धेरै   ख. मध्यम   ग. न्यून

४. क्याम्पसको शिक्षण शुल्क तपाईंलाई कस्तो लाग्छ ?
        क. महंगो   ख. ठिकै   ग. सस्तो

५. तपाईंको छोरा छोरीको पढाइसम्बन्धी   जानकारी लिन क्याम्पस कतिको सम्पर्क गर्नुहुन्छ ?
        क. नियमित   ख. आवश्यकताअनुसार   ग. कहिले पनि छैन

६. क्याम्पसको बार्षिक उत्सबमा अभिभावकको तर्फबाट तपाई सहभागी हुनुभएको छ   ?
        क. भएको छ   ख. भएको छैन

६.१ यदि सहभागी भएको हुनुहुन्न भने   किन ?
        क. क्याम्पसले जानकारी नै गराउँदैन   ख.   आफ्नो फुर्सद नभएर   ग. चासोनै छैन

७. क्याम्पसले आफ्ना विद्यार्थीका अभिभावकहरु सँग सुभाव लिने   गरेको छ ?
        क.   छ   ख. छैन

८. क्याम्पसले अभिभावकहरूसँगको नियमित सम्बन्ध सुधार गर्न के गर्नुपर्ला जस्तो लाग्छ ?
        क. अभिभावक भेलागर्ने
        ख.पत्राचारमार्फत् सुभाव सङ्कलन गर्ने
        ग. विद्यार्थीमार्फत् सम्पर्क गर्ने

९. यदि तपाईंले क्याम्पस लाई सुभाव दिनुभयो भने कसलाई दिनु हुन्छ ?
        क. शिक्षक   ख. कर्मचारी   ग. क्याम्पस प्रमुख

१०. क्याम्पसले थप प्रभावकारी   पठन पाठनका लागि के कस्ता प्रयाहरू चाल्नुपर्ला जस्तो लाग्छ ?

११ . क्याम्पसलाई तपाईंको अन्य केही सुभाव भए छोटकरी उल्लेख गर्नुहोस ।
        ....

Graduates Survey of Tikapur Multiple Campus: Tracing on Employability, Further Study and Feedback

A Faculty Research Report

Submitted to Tikapur Multiple Campus, Research Management Cell (RMC)

Submitted by

Krishna Prasad Jaisi- Assistant Professor

Nabraj Pandey- Teaching Assistant

Kamal Chaudhary (Graduate of the Year 2022)

2024

ABSTRACT

The Graduates Survey conducted by Tikapur Multiple Campus (TMC) for the years 2021 and 2022 aims to investigate the employability, further education pursuits, and feedback from its graduates. Established in 2058 BS as TU affiliated public Campus and a constituent campus of Far-western University since 2075 BS, TMC has been providing quality education to the students from several districts across Nepal. Despite its commitment to an international standard semester system, the institution has been faced a decline in student enrollment and encouraging the necessity to evaluate the academic quality and outcomes for its graduates. The survey targeted 176 graduates from the faculties of Humanities and Social Sciences, Education, and Management comprising both undergraduate and graduate level employing a mixed-method approach. This approach combined quantitative data on employment rates and job satisfaction with qualitative insights derived from interviews and focused group discussions, intending to present a comprehensive overview of the graduates' experiences and the campus's impact on their employability and skills.

The findings reveal a challenging employment place for graduates. Out of 176 graduates, only 33 have secured jobs, while a significant majority of 113 remain unemployed, and 50 are pursuing further studies within Nepal. Although employment rates have shown gradual improvement since 2020, the majority of employed graduates have obtained positions through private sector vacancies and personal networks rather than public service commission's exams. This trend indicates a possible inappropriateness between the academic qualifications provided by TMC and the demands of the job market.

Graduates have highlighted the need for a curriculum that is more practical and skill-based, alongside technologically advanced teaching methods to enhance job readiness. The current educational framework appears insufficient in equipping students with the necessary skills and competencies required by employers, particularly in the public sector. The reliance on private sector opportunities and personal networks for employment emphasizes the necessity for the campus to reassess and readjust its curriculum with the evolving demands of the job market.

The study highlights the critical importance of addressing educational gaps to improve employability outcomes for graduates. For the campus administration, educators, and

policymakers, these insights are invaluable in shaping future academic programs and support services. Enhancing the practical relevance and technological integration of the curriculum could significantly improve the job readiness of graduates. Furthermore, positioning the skill sets informed by the campus with job market requirements can enhance the overall impact of the campus on the professional paths of its graduates. By addressing these educational inadequacies, the campus can enhance its appeal and effectiveness, ensuring that graduates are better prepared for the competitive job market. This comprehensive evaluation of graduates' experiences and outcomes provides a critical foundation for ongoing improvements in academic quality and student support at Tikapur Multiple Campus.

LIST OF ABBREVIATIONS

M	Male
F	Female
E	Employed
U	Unemployed
S	Studying
M	Muslim
D	Dalit
TMC	Tikapur Multiple Campus
UGC	University Grants Commission
FGD	Focus Group Discussion
BC	Brahmin & Chhetri
EDJ	Educationally Disadvantage & Janajati
TSQF	Tracer Study Questionnaire Form
TSR	Tracer Study Report

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

The Graduates Survey of Tikapur Multiple Campus (hereafter, TMC) for the years 2021 and 2022 aims to trace the employability, further study pursuits, and feedback from its graduates. In general, graduates' surveys are related to education and personal development. As Glenn et al. (2022) state, they contribute to "generating at least two critical areas of development: education and research." In line with this, education and research—the basis for overall development of any academic intuition —have been the prime concern for TMC.

Since its inception in 2058 B.S. as a T.U. affiliated public campus and becoming a constituent campus of Far-western University in 2075 BS, TMC has been a vital academic hub in the eastern part of Kailali district, serving students from Kailali, Bardiya, Achham, Doti, Surkhet, Dailekh, Kalikot, Jumla, and other districts. Despite adopting an international standard 'semester system' for both undergraduate (Bachelor) and graduate levels (Master), TMC has realized a decline in student enrollment in recent years. This sort of decreasing order has heightened the sensitivity of both the faculty and administrative body towards maintaining academic quality and goodwill within the global trend of students seeking education abroad. In response, the graduates survey tries to identify areas for improvement by tracing graduates' outcomes in terms of employability, further studies, and their feedback on the institution.

The survey targeted 176 graduates from the years of 2021 and 2022, including 83 from 2021 and 93 from 2022, across the streams of Humanities and Social Sciences, Education, and Management. Tracing these graduates posed significant challenges, such as collecting sincere feedback and achieving a high response rate due to their geographical dispersion. Again, potential biases in self-reported data further complicated the survey. As Hlophe (2020) asserts, conducting surveys on graduates involves "retrospective analyses through a standardized survey," which takes place long after their graduation.

To address these challenges and complexities, the survey employed a mixed-method approach, incorporating both qualitative and quantitative data collection tools. The study began with surveys to gather numerical data on placement rates, job satisfaction, and program relevance for statistical analysis. Subsequently, interviews and focused group discussions were conducted to

obtain detailed insights into graduates' job market experiences and the impact of the campus on their employability and skills.

The results, expect to provide comprehensive insights into graduates' employment status, further education pursuits, and perceptions of TMC's academic quality. This information is significant for all stakeholders, including campus administration, educators, policymakers, and future students. It also helps assess and enhance the effectiveness of academic programs and support services of the campus.

1.2   Statement of the Problem

The Graduates Survey of Tikapur Multiple Campus (TMC) for the year 2021 and 2022 tries to find the employability outcomes and feedback of its graduates. This study faces several challenges, starting with the potential reluctance of graduates to provide sincere feedback, which could hinder the accuracy and comprehensiveness of the data collected. The academic programs, offered at TMC, Management, Education, and Humanities at both undergraduate and graduate levels, present a significant challenge in making a survey tool that accurately captures the unique experiences and challenges faced by graduates across these disciplines. Furthermore, ensuring a high response rate from graduates has been problematic due to their geographical dispersion or lost contact with the campus.

Besides, the reliability of the information gathered is at risk due to potential biases in self-reported data, such as social desirability bias, where respondents may provide answers, they believe are expected rather than their true experiences, and recall bias, where the accuracy of memories may affect responses. To overcome these challenges, the survey requires appropriate design, including strategies to encourage honest feedback and techniques to minimize biases. Effective communication strategies have become essential to engage graduates and ensure a representative sample while data analysis methodologies become crucial in interpreting the results accurately. Thus, by addressing these challenges, the survey purposes to provide meaningful insights into the graduates' status especially employability and feedback of TMC graduates.

1.3. Research Questions

On the basis of the aforesaid problematics, the research questions of the study are as follows.

a. What is the existing employment status of the 2021 and 2022 graduates?

b. What types of further education programs are graduates pursuing after completing their academic programs?

c. What challenges do the graduates face in securing employment after graduation?

d. How do the graduates suggest on the quality of teaching, learning materials, institutional facilities, and curriculum at TMC?

1.5. **Objectives of the study**

The general objective of this study is to get graduates' complete information of the years 2021 and 2022 differentiating issues relating to their employment experiences, expectations, aspirations. To be more specific, the following are the objectives of the study.

a. Examine the current employment status of the graduates from the years 2020 and 2022.

b. Find out the nature of programs that the graduates are pursuing subsequent to completing their initial academic programs.

c. Analyze the challenges faced by graduates in securing placements within the job market following the completion of their respective programs.

d. To evaluate the graduates' perceptions of the quality of teaching, learning materials, institutional facilities, and curriculum at TMC.

1.6. **Significance of the Study**

The Graduates Survey of TMC provides a comprehensive analysis of the employability, further studies, and feedback from graduates of 2021 and 2022. As a non-profit constituent campus of Far-western University, TMC has established a strong commitment to quality education, evidenced by its repeated Quality Assurance and Accreditation (QAA) certifications from the University Grants Commission (UGC), Nepal.

The graduate's survey is significant for involving detailed tracking of 176 graduates from Humanities and social Sciences, Education and Management faculties comprising graduates of both Undergraduates and Graduates level. This survey is also substantial as it provides comprehensive data of graduate's employability rates, pursuit of further studies, and their

feedback on the education they received. Such information is invaluable for multiple stakeholders, including the campus administration, educators, policymakers, and prospective students. It helps in assessing the effectiveness of the academic programs, identifying areas for improvement, and making informed decisions to enhance the quality of education and support services.

As a whole, understanding graduates' success in the job market and their continued educational pursuits can guide curriculum development and career counseling initiatives, confirming that the campus remains responsive to the developing needs of both students and the job market.

1.7. **Scope and Limitation of the Study**

This study focused on the graduates of the year 2021 and 2022 from TMC, including both undergraduate and graduate levels. The total graduates from these two years traced were 176. For the year 2021, 83 graduates were identified from three main faculties: Education, Management, and Humanities & Social Sciences. Specifically, there were 22 graduates from the Faculty of Education, 38 from the Faculty of Management, and 23 from the Faculty of Humanities and Social Sciences.

In 2022, the total number of traced graduates was 93, with 14 from the Faculty of Education, 53 from the Faculty of Management, and 26 from the Faculty of Humanities and Social Sciences. Graduates who could not be in contact were not included in the survey. Further, those who had gone abroad for study or work were excluded from the analysis, though their basic information was noted.

Regarding employability, only those graduates who provided their appointment letters were included in the analysis. The same criterion was applied to graduates pursuing further education. For comparative purposes, the previous tracer study report from 2020 was used as a baseline. To be more specific, the total traced graduates of the year 2021 and 2022 are presented as:

Table No. 1: Graduates of the Year 2021

Graduates of the Year 2021						
Undergraduate			Graduate			Grand Total
Management	Humanities	Education	Management	Humanities	Education	
31	15	12	7	8	10	
Total=58			Total=25			83

Table No. 2: Graduates of the Year 2022

2022						
Undergraduate			Graduate			Grand Total
Management	Humanities	Education	Management	Humanities	Education	
36	19	8	17	7	6	
Total=63			Total=30			93

More specifically, it applied the following limitations:

- The tracer study exclusively targeted graduates from TMC (both undergraduate and graduate levels) from the years 2021 and 2022.
- The research was conducted within a constrained timeframe and a limited budget.
- Only graduates who had been in contact with the researchers were included.
- For employment-related concerns, only graduates who provided their job appointment letters were included.
- Data collection primarily relied on face-to-face interviews with a focused group of 10 graduates, including those employed, unemployed, pursuing further education, self-employed, and alumni.
- Feedback was gathered using a Likert scale with five-point indicators.
- Other information was collected via social media, email, and telephone communication.

1.8. **Organization of the Study**

The organization of the study is structured to provide a comprehensive analysis of the employability, further study, and feedback from graduates of TMC. The study begins with an introduction, setting the stage with background information, statement of the problem, research questions, and the objectives of the study. The significance, scope, and limitations are outlined, followed by an overview of the study's structure. The second chapter reviews relevant literature, both theoretical and empirical, establishing a foundation for the research−a research gap. The third chapter outlines the methodology, detailing the survey design, sampling procedures, and data collection methods, including both quantitative and qualitative approaches. Integration and analysis procedures are also explained to ensure clarity in how the data were interpreted.

The fourth chapter presents the discussion and findings, beginning with general information about the graduates, including samples and educational background details. It then explores employment status, comparing data across different years and examining job search processes, job types, and the relevance of education to employment. Feedback on the graduates' educational experience is also included to provide insights into their overall satisfaction and areas for improvement. The study concludes in the fifth chapter with a summary of major findings, drawing conclusions, and offering recommendations. Directions for future research are suggested to guide further studies on this topic.

TWO: REVIEW OF LITERATURE

2.1. Theoretical Review

The theoretical review is based on the various theoretical claims, ideas and studies of different scholars or theorists. It comprises employability of graduates, their further studies and feedback and curriculum development to fairly scrutinize with the problematics of the study. All these theoretical variables try to dig out a relevant gap, the base for conceptual framework for the study.

Employability refers to the ability of graduates to secure employment and to perform well in their jobs. According to Yorke (2006), employability encompasses a set of achievements, understandings, and personal attributes that make graduates more likely to gain employment and succeed in their chosen occupations, benefitting themselves, the workforce, the community, and the economy. The concept highlights the importance of soft skills, such as communication, teamwork, and problem-solving, alongside academic knowledge. While employability emphasizes the significance of soft skills like communication, teamwork, and problem-solving alongside academic knowledge, researchers reflect on how effectively current educational programs integrate and balance these elements to truly prepare graduates for the workforce.

The decision to pursue further studies is often driven by various factors, including the perceived value of additional qualifications, the competitiveness of the job market, and personal career aspirations. According to HESA (2020), many graduates choose to continue their education to enhance their employability, specialize in their field, or change their career path. Further studies can provide deeper knowledge, advanced skills, and research capabilities, making graduates more attractive to potential employers. But the HESA's perception is rather feasible in the case of TMC because most of the graduates have found choosing their further education with their scorching interest of making the qualification a reliable base for going abroad and for adding their qualification in quite confusion.

Feedback from graduates is crucial for educational institutions to understand the effectiveness of their programs and to make necessary adjustments. Kolb's Experiential Learning Theory (1984) suggests that learning is a process whereby knowledge is created through the transformation of

experience. Continuous feedback loops between students and educational providers ensure that curricula remain relevant and aligned with industry demands. According to Biggs (2003), constructive alignment of curriculum design with learning activities and assessment tasks ensures that graduates acquire the competencies needed in the job market.

2.2. Empirical Review

Empirical studies have shown varying employment outcomes for graduates across different regions and disciplines. A study by Mason et al. (2009) highlighted that employability skills, work experience, and extracurricular activities significantly impact graduate employment outcomes. "Graduate Tracer studies constitute an important tool for educational planners, as they can provide valuable information for evaluating the results of the higher education and training Institutions" (Shaeed Smarak College, 2019). In developing countries, factors such as economic conditions, labor market demands, and quality of education play pivotal roles in graduate employability (McCowan, 2015). However, in spite of having substantial evidence on the impact of employability skills, work experience, and extracurricular activities on graduate employment outcomes, there is limited research on how these factors interplay with regional economic conditions and labor market demands, especially in developing countries. Further, studies are needed to explore the specific influence of quality of education across diverse disciplines in these areas.

Research by Tomlinson (2008) indicated that there is often a mismatch between higher education outputs and labor market requirements, leading to graduate unemployment or underemployment. This mismatch is more obvious in fields with high graduate output but limited job opportunities, such as humanities and social sciences. In the same way, "Graduate education is important in developing research capabilities that improve educational theory and practice, uplifting socioeconomic conditions to become valuable members of society, and ensuring high employability of graduates for the world of work" (Bueno, 2017; Daguplo et al., 2019). It also "advances career and promotion, develop professional networks and linkages, fulfill purpose-driven personal and professional life, and encourage theory to work-based praxis" (Sumande et al., 2022). In spite of having the acknowledged importance of graduate education in enhancing research capabilities, socioeconomic status, and employability, there is a lack of comprehensive

studies that examine the holistic impact of these factors on graduates' long-term career paths. Again, the role of professional networks and the translation of theoretical knowledge into practical application remains underexplored.

Studies have shown that graduates' feedback on their educational experiences can provide valuable insights into the strengths and weaknesses of academic programs. According to a study by Kuh (2008), graduates often highlight the need for more practical, hands-on training and industry-relevant skills. This feedback is crucial for institutions aiming to enhance their curriculum and improve employability outcomes. Here, Kuh seems, somehow, relevant to the concerns of the survey.

2.3. Research Gap

While previous studies have explored various aspects of graduate employability, further studies, and feedback mechanisms, there is a notable lack of comprehensive research focusing on the specific context of TMC. The unique socio-economic conditions, educational structures, and job market dynamics within Nepal require personalized research to understand the specific challenges and opportunities faced by TMC graduates. Furthermore, most existing literature emphasizes general trends and does not provide detailed empirical data on the employment status, further study engagement, and qualitative feedback from graduates at a micro level. In line with this, the survey aims to fill this gap by providing a detailed analysis of TMC graduates' employability, further studies, and their feedback on their educational experience.

Thus, the theoretical and empirical reviews highlight the critical factors affecting graduate employability, the pursuit of further studies, and the importance of feedback in curriculum development. By focusing on the specific context of TMC, this study explores to provide in-depth understanding of these issues and offer actionable insights for improving graduate outcomes.

2.4. Conceptual Framework

The overall conceptual framework of the study is as follows:

Conceptual Framework for the Study

- Graduates' Survey of TMC (2021-2022=176)
  - Level
    - Undergraduate
    - Graduate
  - Faculties
    - Humanities & Social Sciences
    - Education
    - Management
  - Variables to be analysed
    - Graduates Status
    - Employablility
    - Feedback Educational Experiences
    - Further study
  - Methods
    - Quantitative
    - Qualitative
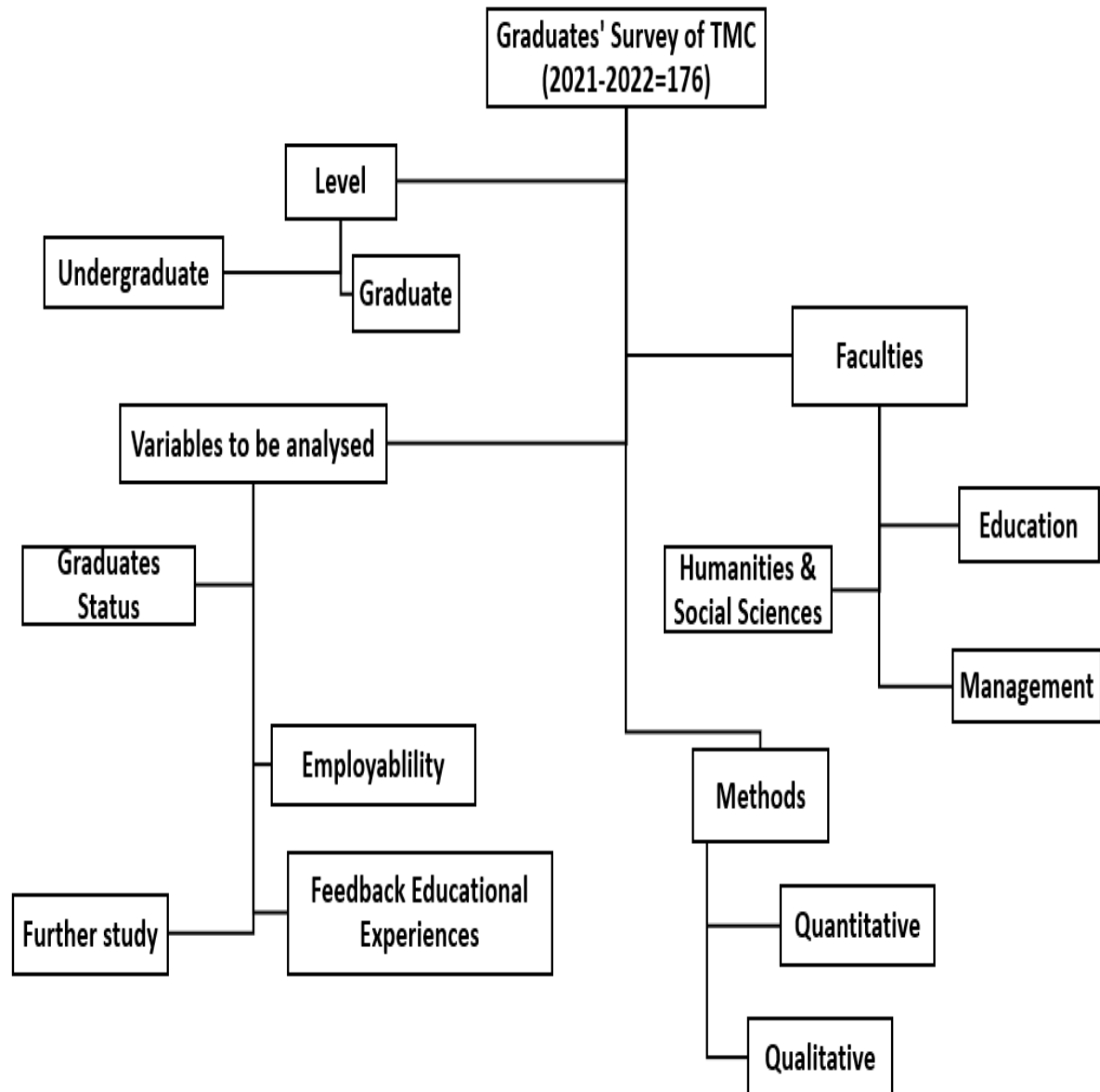
CHAPTER THREE: METHODOLOGY

3.1. Survey Design

The study adopted a mixed method design (Creswell & Clark, 2017) of using a combination of qualitative and quantitative data collection and analysis approaches and techniques to gain a deeper understanding of graduates of the years 2021 and 2022 of TMC experiences and perspectives. In general, "a mixed methods design is necessary to examine the relationships between different variables because examining the relationships between diverse variables is not viable just through a single research design" (Sharma et.al., 2023). In line with this, the survey adopts the same instinct regarding design. First, the study began with a quantitative phase, utilizing surveys to collect numerical data on placement rates, job satisfaction, and the relevance of academic programs to the graduates' existing positions. This allowed for statistical analysis and the identification of patterns and trends within the data.

Following the quantitative phase, a qualitative phase conducted through in-depth interviews and focus group discussions. The qualitative findings, hence, aimed to collect rich, detailed insights into graduates' experiences, challenges faced in the job market, and their perceptions of the campus's role in shaping their employability and academic competencies.

3.2. Respondents Sampling Procedure

Quantitatively, the respondents were the total 176 graduates of both undergraduates and graduates level comprising three faculties viz. Humanities and Social Sciences, Management and Education. For qualitative analysis, all the graduates were not included. Out of them, only 15 graduates (as Focused Group Discussion) covering different level and faculties were selected for face-to face interview and questionnaire techniques.

3.3. Data Collection Tools and Procedures

To comprehensively explore the employability and feedback of graduates, the study employed a rigorous and multi-layered data collection strategy. This used both primary and secondary data in a mixed-methods design to fully understand graduates' experiences and outcomes.

3.3.1. Quantitative Data Collection

The quantitative phase involved collecting numerical data through structured (with closed-ended questions) survey. The structured questions were administered to graduates with key metrics such as placement rates, job satisfaction levels, and the relevance of academic programs to recent employment. The questionnaires included closed-ended questions utilizing a Likert scale to quantify respondents' satisfaction and perceptions systematically. This structured format allowed for statistical analysis, enabling the identification of patterns and trends within the data. The data received from the respondents were also tabulated, shown in diagram, chart and figure. Information from Graduates were collected via email, social media platforms (such as Facebook, and LinkedIn), and messaging applications (such as Viber, Messenger, WhatsApp). In addition, telephone surveys were also applied to reach those who did not have access to digital platforms.

3.3.2. Qualitative Data Collection

Following the quantitative stage, the qualitative phase explored deeper into the graduates' experiences through in-depth interviews and focus group discussions (FGDs). These methods aimed to provide rich, contextual insights that complement the numerical data. The qualitative tools included interview guides and focus group procedures, both designed to explore graduates' personal experiences, challenges faced in the job market, and perceptions of TMC's influence on their employability and academic preparation. FGDs organized to include the different level, faculties and diverse groups (such as EDJ, women, Muslims, Dalits, and economically deprived individuals). This inclusivity ensured that the study captures a wide range of perspectives and experiences.

The qualitative data collection also involved some level of observation, particularly in FGDs, to measure participants' non-verbal feedback and group dynamics. This observational data will be overt, with participants informed about its purpose, to maintain ethical standards and transparency.

3.3.3. Secondary Data Collection

Secondary data for the study were collected from previous tracer studies conducted by TMC and other campuses, guidelines provided by the University Grants Commission (UGC) of Nepal, and

scholarly research on similar surveys. This secondary data, covering a period of up to 5 to 12 years old, provided a theoretical underpinning and contextual background for the current study. It was used to benchmark findings and assess longitudinal trends in graduates' employability and feedback.

3.3.4. Integration and Analysis

The integration of quantitative and qualitative data enhanced the validity and reliability of the study's findings. Quantitative data statistically (comparing with percentage and other numerical procedures) analyzed to identify trends, while qualitative data thematically analyzed to extract deeper insights. This mixed-methods approach has ensured a complete perception of the factors influencing graduates' employability and their feedback on the education received from TMC.

3.4. Procedure for Data Analyses

The data analysis procedure for this study involved a systematic and integrated approach, combining both quantitative and qualitative methodologies to ensure a comprehensive understanding of the findings. Initially, the quantitative data collected through structured surveys were underwent statistical analysis manually and using Excell (Tabulation, chart, diagram etc.). This stage included descriptive statistics to summarize the variables like placement rates, job satisfaction levels, and the relevance of academic programs to current employment. For example, finding responses for the satisfaction on employability of graduates, Likert scale was used. It consisted the variables (5point scales) as:

1. Strongly Disagree,
2. Disagree,
3. Neutral,
4. Agree, and
5. Strongly Agree.

Similar procedures were applied for other indicators as well. Following the quantitative analysis, the qualitative data gathered from in-depth interviews and focus group discussions (FGDs) were analyzed thematically. For instance, some in-depth interview questions for finding out responses on employability/job placement of the graduates were as:

a) Can you describe your job search process after graduation?

b) How long did it take you to secure your first job after completing your degree?

c) Were you able to find a job in your field of study? If not, what field did you end up working in?

Similar techniques of asking questions for other indicators were applied. Likewise, using manual coding techniques, the qualitative data were categorized into themes and sub-themes that addressed graduates' experiences, challenges, and perceptions regarding TMC's impact on their employability. Such thematic analysis provided rich, contextual insights that complement the numerical data.

To increase the validity and reliability of the study, the findings from both the quantitative and qualitative analysis were hoped to integrate through a mixed-methods triangulation approach. This involved cross-verifying the quantitative trends with qualitative insights to identify consistencies and differences. For example, if a high percentage of graduates' reported job satisfaction in the quantitative survey, this trend would examine alongside qualitative feedback to understand the underlying reasons for this satisfaction.

Besides, secondary data as received from previous tracer studies of TMC, UGC guidelines, and scholarly research were analyzed to provide a contextual background and benchmark current findings against historical trends. Time-series analysis was maintained on this secondary data to observe longitudinal changes and patterns in graduates' employability and feedback.

Therefore, this mixed method-based data analysis approach ensured an appropriate comprehension of the factors influencing the graduates' employment outcomes and their perceptions of the education received.

CHAPTER 4: DISCUSSION AND FINDINGS

4.1. General Information of the Graduates

The study focuses on graduates of TMC from the years 2021 and 2022, expanding on its previous tracer studies of the year 2020. A total of 176 graduates of both undergraduate and graduate programs comprising Humanities and Social Sciences, Education and Management were included in the study.

For the year 2021, the study traced a total of 83 graduates from the streams of Education, Management, and Humanities & Social Sciences including both undergraduate and graduate level. The Faculty of Education covered 22 graduates, with a significant gender deference: 16 were female and 6 were male. Within this group, 11 graduates were from educationally disadvantaged and *Janajati* communities (EDJ). Notably, no graduates belonged to the *dalit* community, while the remaining 11 graduates were from the *Kshetri* and Brahmin groups.

In the Faculty of Management, there were 38 graduates. This faculty displayed a gender imbalance as well, with 13 female graduates and 25 male graduates. Among these 38 graduates, 16 were from educationally disadvantaged and *Janajati* groups, 3 were from the Dalit community, and 19 were from the Brahmin and *Kshetri* groups. The Faculty of Humanities and Social Sciences possessed a total of 23 graduates. Of these, 13 were female and 10 were male. This group included 12 graduates from educationally disadvantaged and *Janajati* communities, no *dalit* graduates, and 11 graduates from the Brahmin and *Kshetri* groups.

The study highlights several key demographic trends. The smallest number of graduates came from Dalit communities, whereas the highest number of graduates belonged to the Kshetri group. Graduates from educationally disadvantaged and *Janajati* communities represented the second largest group in terms of numbers. These findings provide important insights into the educational outcomes and caste-wise distributions among the graduates from different faculties and social groups.

In 2022, the total number of graduates traced from various streams akin to above was 93. Among these, the Faculty of Education had 28 graduates. This group included 10 female graduates and 4 male graduates. A closer look at the composition reveals that 11 of these graduates belonged to

educationally disadvantaged and *Janajati* groups, while none were from the Dalit community. Moreover, 17 graduates were from the Kshetri and Brahmin communities, highlighting the varied social backgrounds of the students in this faculty.

The Faculty of Management saw a higher number of graduates, totaling 43. Within this group, there were 17 female graduates and 26 male graduates. This faculty had a significant representation of educationally disadvantaged and Janajati groups, with 23 graduates belonging to these categories. Moreover, the Dalit community was represented by 2 graduates, while the majority, 24 graduates, were from the Brahmin and Kshetri communities. This distribution illustrates the diversity and the extent of inclusion within the Faculty of Management.

Meanwhile, the Faculty of Humanities and Social Sciences had 30 graduates in 2022. Out of them, 16 were female and 10 were male. The faculty also had a substantial number of graduates from educationally disadvantaged and Janajati groups, totaling 21. Notably, there were no graduates from the Dalit community in this faculty. The remaining 9 graduates were from the Brahmin and Kshetri communities, indicating a diverse but somewhat unbalanced representation in terms of social layers.

As a whole, the distribution of graduates across different faculties in 2022 reflects varying degrees of gender balance and social inclusivity. While there is a notable presence of educationally disadvantaged and *Janajati* groups across all faculties, the representation of Dalits remains minimal, particularly in the Faculty of Education and the Faculty of Humanities and Social Sciences. This data provides valuable insights into the demographic composition of graduates and highlights areas that may benefit from increased focus on diversity and inclusion. To substantiate the above interpretation, the following tables become more reliable.

Table 3: Gender & Caste-wise Profile 2021

2021																													
Undergraduate															Graduate														
Management					Humanities					Education					Management					Humanities					Education				
M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC
23	8	12	2	17	4	11	8	0	7	1	11	5	0	7	2	5	4	1	2	6	2	4	0	4	5	5	6	0	4
Total=31					Total=15					Total=12					Total=7					Total=8					Total=10				
Total = 58															Total =25														
Grand Total = 83																													

Table No. 4: Gender & Caste-wise Profile 2022

2022																													
Undergraduate															Graduate														
Management					Humanities					Education					Management					Humanities					Education				
M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC	M	F	EDJ	D	BC
17	9	18	2	12	7	12	15	0	4	0	8	7	0	1	9	8	5	0	12	3	4	6	0	5	4	2	4	0	6
Total=36					Total=19					Total=8					Total=17					Total=7					Total=6				
Total = 63															Total =30														
Grand Total = 93																													

4.1.1 The Catchment Area

TMC has been offering higher education courses to students from various districts, primarily in the eastern parts of Kailali, Bardiya, Achham, and Surkhet, among others. As part of a survey study conducted on the graduates from the years 2021 and 2022, the researchers gathered comprehensive personal information from the students. This information included details about their residences, familiarity with media and technology, and the educational and occupational backgrounds of their parents.

Figure 1: Graduates' Catchment Area
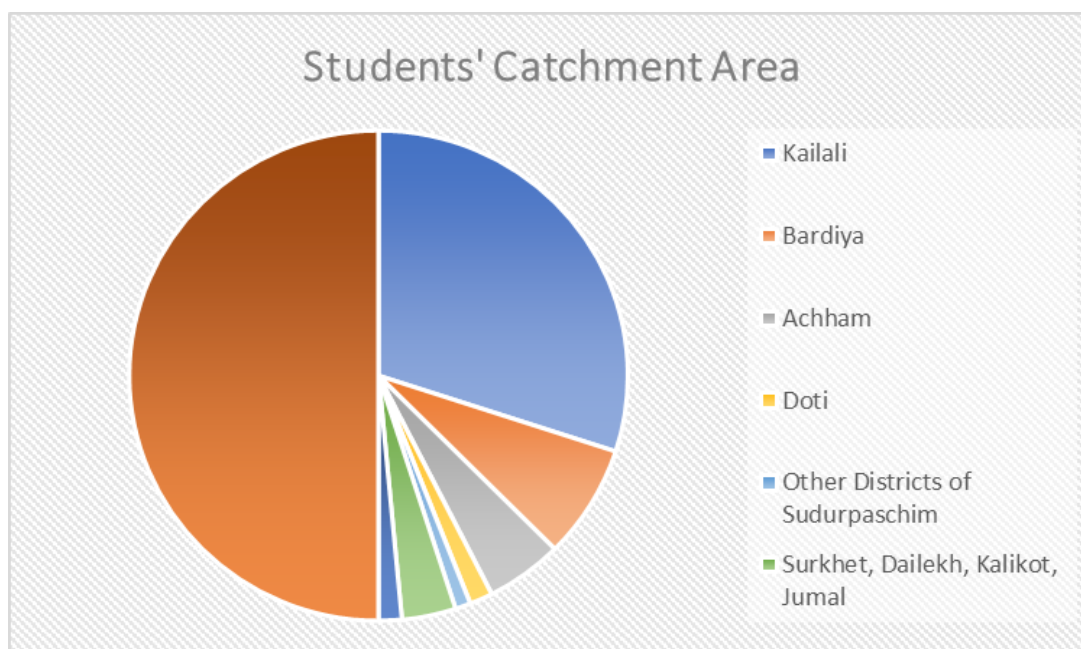
Figures No.1 reveals that a diverse geographical representation among the graduates. Particularly, over 60% of the graduates addressed from Kailali, making it the most represented district. Bardiya contributed 15% of the graduates, while 10% came from Achham. Graduates from Doti constituted 3% of the total, and 2% were from other districts within the Sudurpaschim Province. Also, 7% of the graduates were from a combination of Surkhet, Dailekh, Kalikot, and Jumla districts. The remaining 3% of graduates were from various other districts across the region.

This distribution highlights the significant outreach and impact TMC has had across these districts, reflecting its role in providing educational opportunities to a wide range of students. The study also underscored the importance of understanding the diverse backgrounds of the students to better cater to their educational needs and support their transition into the workforce. The results are visually represented in the accompanying pie chart, illustrating the proportionate distribution of graduates by their districts of residence.

4.1.2 Familiarity with Media and Technology

A comprehensive assessment of the familiarity with media and technology among graduates revealed a high level of engagement, with nearly all graduates demonstrating proficiency in these areas. Specifically, in 2021, out of a total of 83 graduates, only 2 individuals did not possess an email or Facebook ID. Similarly, in 2022, only 1 out of 93 graduates lacked these digital identifiers. This indicates that 97.59% of the graduates in 2021 and 98.9% in 2022 were using email and social media, demonstrating widespread adoption of these technologies.

Table 5: Social Media Users (2021 & 2022)

Year	Level	Program	Email/Facebook		Total
			Yes	No	
2021	Undergraduate	BBS	30	1	31
		BA	15	0	15
		BED	11	1	12
	Graduate	MBS	7	0	7
		MA	8	0	8
		MED	10	0	10
Total			81	2	83
2022	Undergraduate	BBS	35	1	36
		BA	19	0	19
		BED	8	0	8
	Graduate	MBS	17	0	17
		MA	7	0	7
		MED	6	0	6
Total			92	1	93

*Source: Tracer Study Survey **2021& 2022***

The above table (Table No. 5) further illustrates faculty-wise usage of email and social media for the years 2021 and 2022. It shows that not only did almost all graduates utilize these platforms, but many also used the same ID for both email and Facebook, reflecting a cohesive digital identity across platforms. Out of the total 176 graduates from both years combined, 173 had active email and Facebook accounts, while only 3 graduates did not. This data emphasizes the near-universal integration of email and social media in the lives of the graduates, highlighting their importance in modern communication and networking. The analysis confirms that media and technology literacy is prevalent among recent graduates, with only a minimal number lacking basic digital identifiers.

4.1.3 Faculty wise Parents' Educational and Occupational Status

The total traced parents of the year 2021 & 2022 were 176. In 2021, a total of 83 parents were traced, and their educational and occupational statuses were documented in Table 6. Regarding education, 51 parents (61.4%) were literate, able to engage in general reading and writing. Ten parents (12%) were identified as illiterate. Additionally, 22 parents (26.5%) had achieved an education level of SLC (School Leaving Certificate) and above, ranging up to a Master's degree. The combined total of these categories accounted for all 83 parents, representing 100% of the sample.

In terms of occupation, the majority of parents, 61 (73.4%), were engaged in agriculture, which included both conventional and cultural farming practices. Business was the occupation of 10 parents (12%), while 7 parents (8.4%) were employed abroad, either in India or other countries. The remaining 5 parents (6%) were involved in other types of work. These figures also summed up to the full 100% of the 83 parents surveyed.

In 2022, the survey traced 93 parents, with their data outlined in Table 7. Educationally, 55 parents (59.1%) were literate, and 10 parents (10.7%) were illiterate. There was an increase in the proportion of parents with higher education, with 28 parents (30.1%) having attained SLC and above. This totaled to 100% of the 93 parents.

For occupation, 61 parents (65.5%) were involved in agriculture, showing a slight decrease from the previous year. Business occupations saw an increase, with 14 parents (15%) engaged in such

activities. Foreign employment accounted for 13 parents (13.9%), showing a notable rise compared to 2021. The category of 'Other' occupations remained relatively stable, with 5 parents (5.3%). These occupational categories also collectively accounted for the entire 93 parents.

Table No. 6: Education & Occupational Status of Parents 2021

Indicators	Types	Total Number	Percentage	Remarks
Education	Literate	51	61.4%	General reading & writing
	Illiterate	10	12%	
	SLC & above	22	26.5	SLC to Master
	Toatal	83	100%	
Occupation	Agriculture	61	73.4%	Conventional and cultural farming
	Business	10	12%	
	Foreign employment	7	8.4%	Working in India & third country
	Other	5	6%	
	Total	83	100%	

Source: *Tracer Study Survey 2021*

Table No. 7: Educational & Occupational Status of Parents 2022

Indicators	Types	Total Number	Percentage	Remarks
Education	Literate	55	59.1%	
	Illiterate	10	10.7%	
	SLC & above	28	30.1%	
	Total	93	100%	
Occupation	Agriculture	61	65.5%	
	Business	14	15%	
	Foreign employment	13	13.9%	
	Other	5	5.3%	
	Total	93	100	

Source: *Tracer Study Survey 2022*

The total traced parents over these two years summed to 176, highlighting the diverse educational and occupational backgrounds of the community studied. This data was sourced from the Tracer Study Survey conducted in 2021 and 2022 by TMC.

4.2 Employment Status

4.2.1 Overall employment status

Among 176 graduates traced in the academic years 2021 and 2022, 33 were found employed whereas 113 were found to be unemployed, 50 of them were found to be pursuing higher studies within Nepal and 10 of the graduates were found to have gone for job in India and third country. Due to lack of authentic supporting documents (job appointment letter), they are excluded in the tables. The subsequent table shows graduates' detailed status of employment and further study.

4.2.2. Employment and Further Study of the Year 2021

In 2021, the employment and further study statistics for graduates across various faculties show a significant difference between the number of employed individuals and those continuing their education. The total number of graduates was 83, with a nearly equal gender distribution (40 males and 42 females). Among these graduates, 33 belonged to the EDJ (economically disadvantaged or

marginalized) category, and 3 were Dalits. However, only 15 graduates found employment, whereas a striking 68 remained unemployed, and 18 pursued further studies. Breaking it down by faculty, the Bachelor of Business Studies (BBS) program had the highest number of graduates (31), but only 4 were employed, and a majority of 28 were unemployed, with 8 continuing their studies. Similarly, for the Bachelor of Arts (BA), with 15 graduates, only 4 found employment, while 11 were unemployed, and 5 pursued further studies. The Bachelor of Education (B. Ed) program had 12 graduates with just 2 employed, 10 unemployed, and 5 continuing their education. For graduate programs, the Master of Business Studies (MBS) had 7 graduates with none employed and all 7 unemployed, indicating a complete gap in employment. The Master of Arts (MA) had 8 graduates, with 3 employed and 5 unemployed, and no further study engagement. Lastly, the Master of Education (M. Ed) program had 10 graduates, with 2 employed and 8 unemployed, and no further study.

Several factors could contribute to the low employment and further study rates among these graduates. The overall job market conditions could be challenging, with limited opportunities for new graduates, especially those from marginalized backgrounds. The mismatch between the graduates' skills and the job market demands could also be a critical issue, leading to high unemployment rates. Besides, the lack of professional networks and career guidance services might hinder graduates from securing jobs. The economic barriers faced by Dalits and EDJ graduates could further limit their access to employment opportunities and resources for further education. Furthermore, the pandemic's lingering effects could have exacerbated these challenges, leading to reduced hiring and disruptions in education systems, thus impacting the graduates' ability to find jobs or pursue higher studies. Addressing these issues requires targeted interventions, including skills development programs, robust career services, and policies aimed at improving job market conditions and supporting marginalized communities.

Table No. 8: Graduates' Employment and Further Study 2021

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	31	23	8	12	2	4	28	8
BA	15	4	11	8	0	4	11	5
B. Ed	12	1	11	5	0	2	10	5
MBS	7	2	5	4	1	0	7	0
MA	8	5	2	4	0	3	5	0
M.Ed	10	5	5	0	0	2	8	0
Grand Total	**83**	**40**	**42**	**33**	**3**	**15**	**68**	**18**

Source: Tracer Study Survey 2021

4.2.3. Graduates' Employment and Further Study Year 2022

In 2022, the employment status and further study of graduates across various undergraduate and graduate faculties reveal significant insights into the overall trends and challenges faced by graduates. The total number of graduates in 2022 was 93, with 18 individuals employed, 75 unemployed, and 42 pursuing further studies. Faculty-wise, BBS had the highest number of graduates with 36, out of which only 1 was employed, 35 were unemployed, and 23 were pursuing further studies. BA graduates numbered 19, with 7 employed, 12 unemployed, and 11 engaged in further studies. B. Ed had 8 graduates, none of whom were employed, all 8 were unemployed, and they were all pursuing further studies. MBS saw 17 graduates, with 5 employed, 12 unemployed, and none pursuing further studies. For MA, out of 7 graduates, 3 were employed, 4 were unemployed, and none were pursuing further studies. Finally, M.Ed. had 6 graduates, with 2 employed, 4 unemployed, and none engaged in further studies.

The analysis highlights several critical issues. The total employment rate is low, with only 18 out of 93 graduates finding employment. The high unemployment rate, particularly noticeable among BBS and B. Ed graduates, suggests potential oversaturation in these fields or a lack of job opportunities corresponding to their qualifications. Another significant observation is the high

number of graduates pursuing further studies, especially in the BBS and B. Ed faculties. This trend could be attributed to the competitive job market, driving graduates to seek higher qualifications to enhance their employability.

As with focused group discussion, several factors contribute to the affect employment and further study rates. One possible reason given by them (FG Graduates) is the mismatch between the graduates' skills and the demands of the job market. Graduates may also lack practical experience or soft skills, which are increasingly valued by employers. Additionally, economic factors, such as slow job creation rates and economic instability, may limit the availability of job opportunities. The inclination towards further studies might also indicate that graduates are not finding suitable job offers and are opting to enhance their qualifications instead. To improve employment rates, there may be a need for better alignment between academic programs and market needs, enhanced career counseling services, and stronger industry-academia partnerships to provide graduates with the necessary skills and experience.

Table No.9: Graduates' Employment and Further Study 2022

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	36	17	9	18	2	1	35	23
BA	19	7	12	15	0	7	12	11
B. Ed	8	0	8	7	0	0	8	8
MBS	17	9	8	5	0	5	12	0
MA	7	3	4	6	0	3	4a	0
M.Ed	6	4	2	4	0	2	4	0
Grand Total	**93**	**40**	**43**	**55**	**2**	**18**	**75**	**42**

Source: Tracer Study Survey 2022

Table No. 9, thus, vividly depict the employment and further study status of the total 93 graduates.

4.2.4. Comparison with the year 2020

The employment status of graduates in 2021 and 2022 has shown a gradual improvement compared to 2020. In 2020, out of 52 graduates, only 4 were employed. This number increased in subsequent years: in 2021, out of 83 graduates, 15 were employed, and in 2022, out of 93 graduates, 18 were employed. The trend indicates a consistent rise in the employment rate of graduates over these years. Furthermore, the comparative analysis has tabulated and graph-lined as:

Table No. 10: Employment Comparison of the Year 2020 with 2021 & 2022

Academic Year	Graduates	Employed	Percent
2020	52	4	7.69%
2021	83	15	18.07%
2022	93	18	19.35%

Figure No. 2: Percent-wise Comparison of Employment (2020-2022)
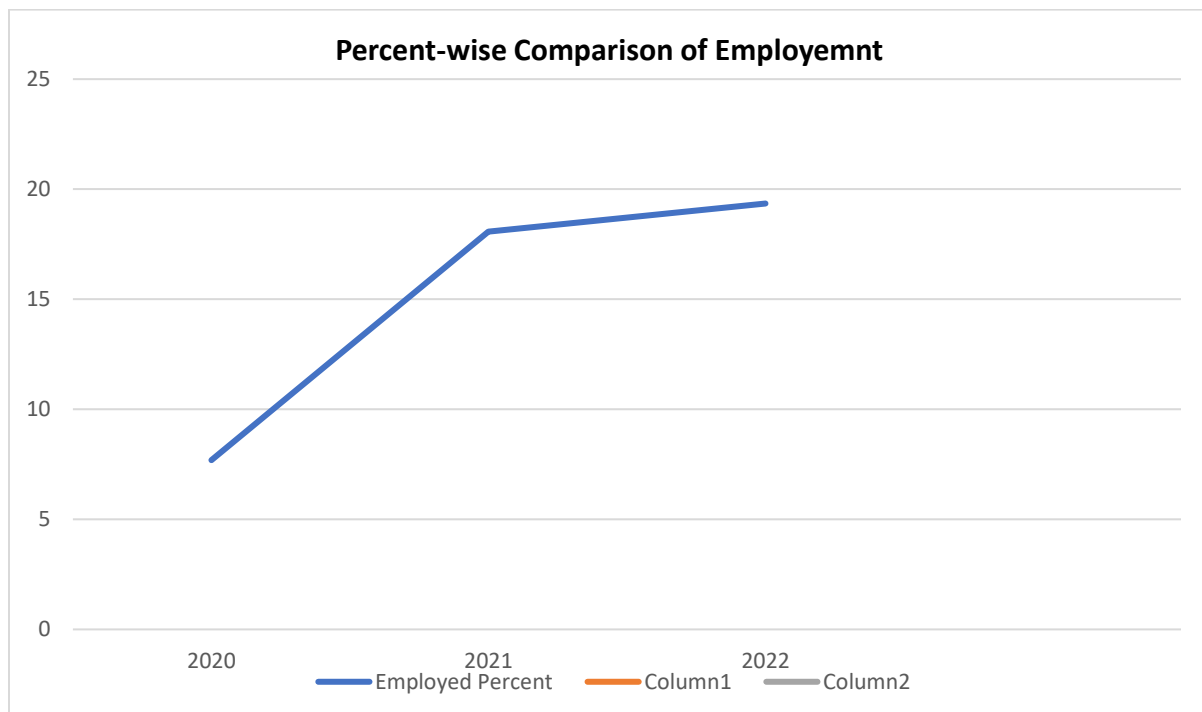
Analyzing the discussion carried out with the focused graduates and their supplied answers to the questions assigned, it is found in vivid way. The low increase in the employment rate compared to the number of graduates suggests that while more graduates are entering the job market, the

available job opportunities are not expanding at the same pace. This could indicate a saturation in the job market or insufficient job creation to accommodate the growing number of graduates.

4.2.5. Job Search and Acquisition

The researcher employed a mixed approach to gather information on employed graduates' job search and acquisition processes, utilizing telephonic, online, and messenger communication for those who couldn't attend face-to-face interviews, while conducting in-depth interviews and focused group discussions for physically available graduates. From the data presented in the table, it's evident that the majority of employed graduates (51.52%) secured their jobs through vacancy announcements published by various private and public sectors and organizations, as well as through personal contacts and information. Interestingly, only 21.21% of the employed graduates obtained their jobs by passing Public Service Commission exams. One of the interviewed graduates said that this relatively low percentage could be attributed to several factors, including the competitiveness of such exams, limited job openings through this channel, or perhaps a lack of awareness or accessibility among the graduates regarding the opportunities available through the Public Service Commission.

Despite the potential stability and benefits associated with government employment, the data above suggests that other avenues, such as private sector vacancies and personal networks, may currently offer more accessible or preferable options for job seekers. Thus, efforts to increase awareness, streamline processes, or expand opportunities within the Public Service Commission system could potentially enhance its effectiveness as a job acquisition channel for graduates in the future. The subsequent table and figure show the aforementioned textual details.

Table No. 11: Graduates' Job Search and Acquisition (2021 &2022)

S.N.	Mode of Job Search & Acquisition	Employed No.	Percent
1.	Via Vacancy Announcement published by various private and public sectors and organization	13	51.52
2.	Passing Public Service Commission Exam	7	21.21
3.	Personal contact and information	13	51.52
Total Employed Graduates of 2021 &2022		**33**	**100**

Figure No. 3: Graduates' Job Search and Acquisition (2021 &2022)
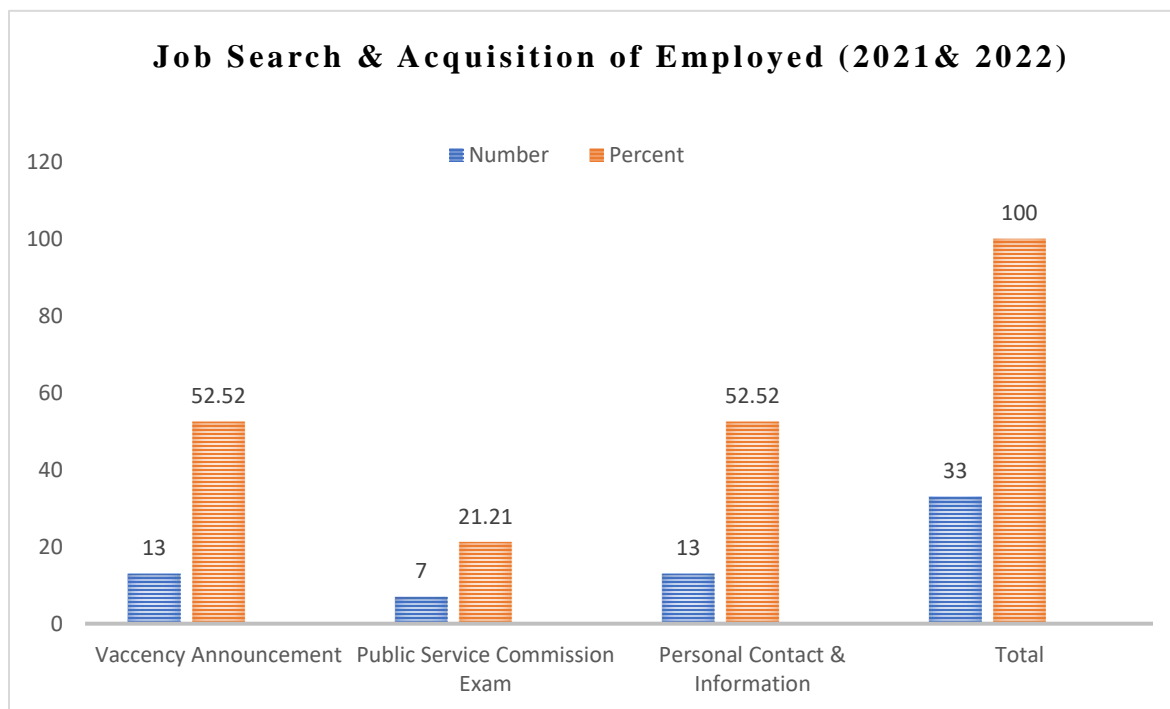
4.2.6. Types of Job Position and Organization:

Out of 176 graduates of the year 2021 7 2022, only 33 graduates ranging both Bachelor and Master's degree from different streams have found employed in different job sectors or organizations with various position. Basically, the employed graduates with their job position and organizations are diagramed as:

Table No.12: Employed Graduates of the Year 2021				
S.N.	Job Position	Organization	Number	Types
1.	Teacher	Various Schools (primary, secondary and higher secondary)	7	2 Private, 5 Government, and 1 *Bal Shikshak* (pre-primary level teacher)
2.	*Ban Rakshak*/Forest Security	Division *Forest Office*, Babiyachaur Surkhet	1	Government
3.	Accountant	Prabhu Bank, Mellekh Branch, Achham	1	Private
4.	Assistant	Unique Nepal Laghu Bitta, Janaki 3 Kailali	1	Private
5.	Education Project Officer	SHAHASH Nepal, Lalitpur	1	Private
6.	Trainee	CIMMYT, Nepal	1	Private
7.	HA	Subhealth Post Kailali and Basti Health Post Mangalsen Achham	2	Government
8.	Journalist	Samudayik Radio FM Tikapur, Kailali	1	Government
Total Employed Graduates			**15**	

In the year 2021, a total of 15 graduates secured employment across various job positions and organizations. Among these, the majority, seven graduates, were employed as teachers in various educational institutions including primary, secondary, and higher secondary schools. This group was diversified with 2 in private schools, 5 in government schools, and 1 as a Bal Shikshak (pre-primary level teacher). Additionally, one graduate found a role as a Ban Rakshak or Forest Security Officer with the Division Forest Office in Babiyachaur Surkhet, a government position. In the financial sector, one graduate was hired as an accountant at Prabhu Bank's Mellekh Branch

in Achham, representing private sector employment. Another graduate took on the role of an assistant at Unique Nepal Laghu Bitta in Janaki 3, Kailali, also within the private sector. In the development sector, one graduate became an Education Project Officer with SHAHASH Nepal in Lalitpur, and another was employed as a trainee at CIMMYT, Nepal, both private sector organizations. In healthcare, two graduates were employed as Health Assistants (HA) at Subhealth Post Kailali and Basti Health Post Mangalsen, Achham, both government positions. Lastly, one graduate was working as a journalist at *Samudayik* Radio FM in Tikapur, Kailali, a private position.

This analysis highlights the diverse employment sectors and roles these graduates entered, with a mix of private and government positions, reflecting a broad range of opportunities and career paths pursued by the graduates.

S.N.	Job Position	Organization	Number	Types
Table No. 13: Employed Graduates of the Year 2022				
1.	Teacher	Various Schools and Colleges	7	1 Private, 7 Government, and 1 Part-time Lecture
2.	Accountant	Ganesh Baba Secondary School Tikapur	1	Private
3.	Asst. Principal	Garden English Boarding school, Tikapur	1	Private
4.	HA	Sathi Hospital & Research Centre, Tikapur	1	Private
5.	Technical Assistant	Social Development, Bajura	1	Government
6.	Store Keeper	Tikapur Politechniques Institute, Tikapur	1	Government
7.	Meter Reader	Nepal Bidhut Pradikaran, Tikapur	1	Government

8.	Field Assistant	Unique Nepal Laghubitta, Bardiya	1	Private
9.	*Nayab Subba*	High Court, Tulshipur, Dang	1	Government
10	Ward Secretary	Bhajani Municipality, Kailali	1	Government
11	Office Assistant	Tikapur Municiapality, Tikapur Kailal	1	Contract
12	Principal	New Light Vision English Boarding School, Tikpur Kailali	1	Private
Total Employed Graduates			**18**	

As shown in aforementioned table No.13, in 2022, a total of 18 graduates were employed across various job positions and organizations. Among them, 7 were employed as teachers in various schools and colleges, with a distribution of 1 in a private institution, 7 in government institutions, and 1 as a part-time lecturer. The other job positions included roles such as accountant at Ganesh Baba Secondary School (private), assistant principal at Garden English Boarding School (private), Health Assistant (HA) at Sathi Hospital & Research Centre (private), and Technical Assistant at Social Development in Bajura (government). Additional roles included Storekeeper at Tikapur Polytechnique Institute (government), Meter Reader at Nepal Bidhut Pradikaran (government), field assistant at Unique Nepal Laghubitta (private), *Nayab Subba* at the High Court in Tulshipur (government), Ward Secretary at Bhajani Municipality (government), office assistant at Tikapur Municipality (contract), and Principal at New Light Vision English Boarding School (private). This distribution highlights a diverse employment landscape, with a mix of government, private, and contract positions.

4.2.7 Relevance of Education to Employment

The survey reveals a concerning trend regarding the employability of its graduates. Out of 176 graduates from various faculties, including Humanities and Social Sciences, Management, and Education, only 33 are found to have employment. This low employment rate raises questions about the relevance of the education provided by the campus.

The data indicates that a significant number of employed graduates, 14 out of 33, have found jobs as teachers. This concentration in a single sector suggests a narrow application of the skills

and knowledge gained from their studies. The remaining graduates have secured employment in various other sectors, but their numbers are notably few. This difference highlights a potential misalignment between the academic qualifications offered and the job market's requirements.

Graduates have expressed concerns that the education they received is predominantly general and lacks a focus on practical, skill-based training essential for today's job market. They suggest that the current curriculum does not adequately prepare them for the technical and vocational demands of contemporary employment opportunities. This sentiment was echoed during focus group discussions and in-depth interviews, where graduates emphasized the need for a more student-friendly teaching environment and increased training in technology.

To address these issues, graduates have recommended several changes. They advocated for the integration of job preparation classes and regular training sessions to better equip students for the job market. Furthermore, they call for a curriculum reformation to align it more closely with job-oriented examinations and the demands of professional and vocational education across all faculties. To substantiate and concretize the issue of the relevance of education on employment, a focus group discussion and semi-structured interviews were conducted with 10 employed graduates. Their suggestions for improving the education system are summarized in the following table:

Table No. 14: Graduates' Suggestions on Relevant Education

Graduates Number	Suggestions	Percent
3	Teaching learning environment should be both student-friendly and techno-friendly.	30%
4	Campus education should follow skill-based curriculum in each faculty and more practical activity related to our daily lives should prioritize.	40%
1	By the end of each month, workshop and seminar relating to 'Public Commission Exam' should conduct.	10%
2	The present curriculum is not practical and job oriented. So, it should be revised.	20%
10		**100**

As the table No. 13, the 10 interviewed graduates suggested several improvements to make the education system more job-friendly. The highest priority given to adopting a skill-based curriculum and increasing practical activities, as indicated by 40% of respondents. In addition, 30% believed the teaching-learning environment should be both student-friendly and technologically advanced, while 20% felt the current curriculum needs revision to be more practical and job-oriented. Lastly, 10% recommended monthly workshops and seminars focused on the 'Public Commission Exam'.

In conclusion, the findings suggest a significant gap between the education provided by TMC and the employment landscape. The current academic programs do not sufficiently bring into line with job requirements, as evidenced by the low employment rate among graduates and their feedback on the need for more practical and skill-oriented education. Addressing these gaps by revising the curriculum and enhancing practical training could improve the employability of future graduates and ensure that the education provided is relevant and effective in meeting job market demands.

4.3: Feedback on Educational Experience

According to Hashim (2015), graduates often feel their education provides a strong theoretical foundation but lacks practical skills and industry-specific training for immediate employment. At TMC, 176 graduates from 2021 and 2022 expressed similar sentiments in their feedback. Researchers collected data from 15 sampled graduates (7 from 2021 and 8 from 2022, with a balance of 8 employed and 7 unemployed) using a 5-point Likert scale through various communication methods (face-to-face, online communication, WhatsApp, telephoning etc.). Graduates provided detailed feedback on three indicators of their educational experience: 'Academic Curriculum', 'Teaching Quality', and 'Campus Facilities & Resources'.

Table No. 15: Feedback on Educational Experience (2021 & 2022)

1. **Academic Curriculum**	**Graduates number who chose under the 5- point variables which best suits their answer (out of 15)**				
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
- **Relevance of the Curriculum to the job**	4	5	3	3	0
- **Work Placement**	5	3	2	4	1
2. **Teaching Quality**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
- **Problem solving ability**	2	4	2	6	1
- **Teaching/learning environment**	1	3	4	6	1
- **Quality of education delivered**	3	2	3	5	2
3. **Campus Facilities & Resources**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
- **Lab facility**	10	3	2	0	0
- **Sports facility**	1	0	3	8	3
- **Canteen**	0	0	2	12	1
- **Other (Wi-Fi, drinking water)**	0	2	4	9	0

The above scaled feedback provided by the 15 graduates offers valuable insights into their educational experience across the aforementioned key indicators. The detailed analysis of their feedback is as:

1. Academic Curriculum

a. Relevance of the Curriculum to the Job

- Strongly Disagree: 4 graduates
- Disagree: 5 graduates
- Neutral: 3 graduates
- Agree: 3 graduates
- Strongly Agree: 0 graduates

The majority of graduates (9 out of 15) found the curriculum lacking relevance to their jobs, as indicated by the high number of 'Strongly Disagree' and 'Disagree' responses. Only a small number (3 graduates) agreed that the curriculum was relevant, suggesting a significant gap between the educational content and job market requirements.

b. Work Placement

- Strongly Disagree: 5 graduates
- Disagree: 3 graduates
- Neutral: 2 graduates
- Agree: 4 graduates
- Strongly Agree: 1 graduate

The feedback on work placement is mixed but leans towards dissatisfaction. While 6 graduates either agreed or strongly agreed that work placement was adequate, 8 graduates disagreed or strongly disagreed. This indicates that nearly half of the graduates were not satisfied with the work placement opportunities provided.

2. Teaching Quality

a. Problem Solving Ability

- Strongly Disagree: 2 graduates
- Disagree: 4 graduates
- Neutral: 2 graduates
- Agree: 6 graduates
- Strongly Agree: 1 graduate

The majority of graduates (7 out of 15) positively assessed their problem-solving abilities, with 6 agreeing and 1 strongly agreeing. However, a significant portion (6 graduates) did not find the problem-solving training adequate, suggesting room for improvement in teaching methods related to problem-solving.

b. Teaching/Learning Environment

- Strongly Disagree: 1 graduate
- Disagree: 3 graduates

- Neutral: 4 graduates
- Agree: 6 graduates
- Strongly Agree: 1 graduate

The teaching/learning environment received relatively positive feedback, with 7 graduates agreeing or strongly agreeing, and 4 remaining neutral. Only 4 graduates expressed dissatisfaction, indicating that most graduates found the learning environment to be conducive.

c. Quality of Education Delivered

- Strongly Disagree: 3 graduates
- Disagree: 2 graduates
- Neutral: 3 graduates
- Agree: 5 graduates
- Strongly Agree: 2 graduates

The quality of education received mixed feedback, with a slight majority (7 graduates) agreeing or strongly agreeing that the education quality was good. However, 5 graduates disagreed or strongly disagreed, pointing to a perceived inconsistency in education quality.

3. Campus Facilities & Resources

a. Lab Facility

- Strongly Disagree: 10 graduates
- Disagree: 3 graduates
- Neutral: 2 graduates
- Agree: 0 graduates
- Strongly Agree: 0 graduates

The lab facilities were rated very poorly, with an overwhelming majority (13 out of 15) expressing dissatisfaction. This is a critical area that requires immediate attention and improvement.

b. Sports Facility

- Strongly Disagree: 1 graduate
- Disagree: 0 graduates

- Neutral: 3 graduates
- Agree: 8 graduates
- Strongly Agree: 3 graduates

The sports facilities received positive feedback, with 11 graduates agreeing or strongly agreeing on their adequacy. Only 1 graduate was dissatisfied, indicating that sports facilities are a strong point of the campus.

c. Canteen

- Strongly Disagree: 0 graduates
- Disagree: 0 graduates
- Neutral: 2 graduates
- Agree: 12 graduates
- Strongly Agree: 1 graduate

The canteen facilities were highly rated, with 13 graduates expressing satisfaction. This suggests that the canteen meets the needs and expectations of the majority of the students.

d. Other (Wi-Fi, Drinking Water)

- Strongly Disagree: 0 graduates
- Disagree: 2 graduates
- Neutral: 4 graduates
- Agree: 9 graduates
- Strongly Agree: 0 graduates

Other facilities like Wi-Fi and drinking water received generally positive feedback, with 9 graduates agreeing on their adequacy. However, 2 graduates disagreed, and 4 remained neutral, indicating a need for minor improvements.

As a whole, the feedback reveals several prime areas for improvement, especially in the academic curriculum's relevance to job markets and lab facilities. While teaching quality and some campus resources (sports facilities and canteen) are rated positively, other areas such as work placement and overall education quality show mixed responses. Addressing the negative feedback and enhancing the educational and infrastructural aspects can lead to a more holistic and satisfactory graduate experience.

4.3.1. **Graduates' Overall Feedback**

To gather feedback on their educational experience, 15 graduates were selected and asked to provide their opinions on the following indicators: Academic Curriculum, Teaching Quality, and Campus Facilities and Resources. The graduates' names were kept close. Some raw feedbacks given by them are:

a. Please update the curriculum to include more profession-relevant skills and knowledge to better prepare us for the job market.

b. Add more practical training and hands-on experience to the courses so we can apply what we learn in real-world scenarios.

c. Enhance the work placement programs to ensure more students get relevant internships and job placements.

d. Incorporate more activities and coursework focused on developing our problem-solving abilities.

e. Work on maintaining a high and consistent quality of teaching across all courses.

f. Invest in upgrading the lab facilities to ensure they are modern and well-equipped for our studies.

g. Make sure the Wi-Fi is reliable and drinking water is always available on campus.

h. Continue to maintain the high quality of the sports facilities and canteen, as they are very beneficial to students.

i. Adopt a skill-based curriculum and increase practical activities.

j. Create a student-friendly and technologically advanced teaching-learning environment.

k. Revise the current curriculum to be more practical and job-oriented.

l. Organize monthly workshops and seminars focused on the Public Service Commission exam.

m. Work placement opportunities need to be improved; many of us are dissatisfied with the current arrangements.

n. Problem-solving abilities taught were not adequate; more emphasis is needed on this skill.

o. The teaching/learning environment is generally good, but there's room for improvement.

p. The quality of education is inconsistent; some courses are better than others.

q. The sports facilities are excellent and meet our needs well.

r.   The canteen facilities are satisfactory and meet our expectations but furniture are old and tattered.

UNIT 5: SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Summary of the Major Findings

The survey on the graduates of 2021 and 2022, taking previous tracer studies 2020 as base traced 176 graduates across various undergraduate and graduate streams. Among them, 33 graduates were found to be employed, while 113 were unemployed. Likewise, 50 graduates were pursuing higher studies within Nepal, and 10 graduates had sought employment in India or other countries, though these were excluded from the tables due to a lack of authentic supporting documents like job appointment letters.

The study has found out that several factors concern to the low employment and further study rates among the graduates. The challenging overall job market conditions, particularly for new graduates and those from marginalized backgrounds, play a significant role. There is a noticeable mismatch between the skills of graduates and the demands of the labor market, leading to high unemployment rates. Despite these challenges, employment rates have gradually improved from 2020 to 2022. In 2020, only 4 out of 52 graduates found employment. This number increased to 15 out of 83 graduates in 2021, and further to 18 out of 93 graduates in 2022, indicating a consistent rise in employment rates over the years. The study also reveals insights into how the employed graduates secured their jobs. A majority (51.52%) found employment through vacancy announcements by various private and public sectors and personal contacts. Only 21.21% obtained their jobs by passing Public Service Commission exams. In 2021, among the 15 graduates who secured employment, a significant number (seven) were employed as teachers in various educational institutions, including primary, secondary, and higher secondary schools. Other graduates found roles as a Forest Security Officer, accountant, assistant, Education Project Officer, trainee, Health Assistants, and journalist, reflecting diverse employment sectors.
In 2022, 18 graduates found employment in various positions. Seven were employed as teachers in schools and colleges, with one in a private institution, seven in government institutions, and one as a part-time lecturer. Other positions included Accountant, Assistant Principal, Health Assistant, Technical Assistant, Storekeeper, Meter Reader, Field assistant, *Nayab Subba*, Ward Secretary, Office Assistant, and Principal. This employment distribution highlights a mix of

government, private, and contract positions, indicating a diverse employment landscape for graduates.

The graduates suggested several improvements to make the education system more job-friendly. The highest priority was given to adopting a skill-based curriculum and increasing practical activities, as indicated by 40% of respondents. Additionally, 30% believed that the teaching-learning environment should be student-friendly and technologically advanced, while 20% felt that the current curriculum needs to be more practical and job-oriented. Lastly, 10% recommended monthly workshops and seminars focused on the 'Public Commission Exam'. These suggestions offer valuable insights into the graduates' educational experiences and highlight areas for improvement.

As a whole, the feedback from the graduates point to several significant areas needing enhancement, particularly in making the academic curriculum more relevant to job markets and improving lab facilities. While teaching quality and some campus resources like sports facilities and the canteen were rated positively, other areas such as work placement and overall education quality received mixed responses. Addressing the negative feedback and improving the educational and infrastructural aspects can lead to a more holistic and satisfactory graduate experience.

Major Findings

On the basis of the most significant and conclusive result that the graduate survey addressed the primary research questions and objectives, the following are some major findings.

- The study traced 176 graduates from 2021 and 2022, with 83 from 2021 and 93 from 2022.
- Out of 176 graduates, 33 were employed, 113 were unemployed, and 50 were pursuing higher studies in different universities and colleges of Nepal.
- The employment rate for graduates is found to have improved from 2020 to 2022, with 4 employed in 2020, 15 in 2021, and 18 in 2022.
- The majority of employed graduates (51.52%) found jobs through vacancy announcements and personal contacts.

- Only 21.21% of employed graduates secured their jobs through Public Service Commission exams.

- In 2021, 7 graduates were employed as teachers, with 5 in government schools and 2 in private schools.

- Graduates also found employed in various sectors, including government positions like Forest Security Officer, Teachers, Technical Assistant and Health Assistants.

- In 2022, 7 graduates were employed as teachers, with 1 in a private institution and 6 in government institutions.

- The employment landscape for 2022 included diverse roles such as Accountant, Health Assistant, Technical Assistant, and government positions like Ward Secretary and *Nayab Subba*.

- A significant number of employed graduates (14 out of 33) found jobs as teachers, indicating a concentration in this sector.

- Graduates expressed that their education lacked practical, skill-based training necessary for the job market.

- 40% of graduates prioritized a skill-based curriculum and increased practical activities to improve job readiness.

5.2. Conclusion

The Graduates survey (2021 to 2022) highlights a demanding issue in the employment sector. Of the 176 graduates, only 33 have secured employment, while 113 remain jobless, and 50 have opted for further studies within Nepal. Although there has been a slight improvement in the employment rate since 2020, the data reflects a significant challenge for recent graduates. Especially, the majority of those employed have found jobs through private sector opportunities and personal networks, bypassing the traditional Public Service Commission's exams. This trend emphasizes a disconnect between the academic qualifications provided by educational institutions and the demands of the job market.

The traced graduates have voiced concerns about the existing educational system of TMC, demanding for a curriculum that needs to be more practical and skill-based. They emphasize the necessity for an educational environment that should be student-friendly and technologically

advanced. Such changes are essential to equip students with the skills and knowledge required to flourish in the professional market.

The reliance on private sector jobs and personal connections suggests that graduates may lack the specific qualifications or skills valued in public service roles, pointing to a need for educational reforms. By integrating more practical experiences and skill-based training into the curriculum, educational institutions can better prepare students for the workforce. In another words, enhancing the technological infrastructure and teaching methodologies could make learning more effective and engaging.

Fulfilling these gaps in education could significantly improve employability rates among graduates. Positioning academic programs with job market needs would ensure that graduates possess the relevant skills and qualifications, ultimately developing a more competent and competitive employees. So, such placement is vital for bridging the gap between education and employment, leading to better job opportunities for future graduates.

5.3. Recommendations

On the basis of the graduate survey of the years 2021 and 2022, the following recommendations expect to improve teaching learning activities, graduate employability, and other facilities of TMC.

- Update the curriculum to include more profession-relevant skills and knowledge, ensuring alignment with current job market demands.
- Integrate more practical training and hands-on experiences into courses, including labs, workshops, and real-world projects.
- Strengthen work placement programs to provide more students with relevant internships and job placements, promoting workplace connections.
- Incorporate activities and coursework that focus on developing students' problem-solving abilities and critical thinking skills.
- Implement measures to ensure high and consistent quality of teaching across all courses, such as regular teacher training and feedback mechanisms.

- Invest in modernizing and equipping lab facilities to enhance the practical learning experience for students.

- Ensure reliable Wi-Fi availability across the campus and provide sufficient access to computers and other technological resources.

- Maintain a continuous supply of clean drinking water on campus to support the health and well-being of students.

- Continue to invest in and maintain the high quality of sports facilities to promote physical fitness and well-being among students.

- Ensure the canteen provides nutritious and affordable food options, maintaining high hygiene standards.

- Adopt a skill-based curriculum that includes vocational and technical training to better prepare students for specific career paths.

- Develop a more student-friendly teaching environment by incorporating interactive teaching methods and personalized learning approaches.

- Conduct monthly workshops and seminars focused on industry trends, job preparation, and Public Commission Exams to enhance students' career readiness.

- Provide attractive career counseling services to guide students in their career choices, resume writing, and interview preparation.

- Develop and inspire partnerships with job market to create opportunities for internships, placements, and collaborative projects.

- Regularly track and evaluate the employment outcomes of graduates to identify trends, challenges, and areas for improvement in educational programs.

5.4 Future Research Directions

Future research should focus on exploring the underlying reasons for the high unemployment rates among graduates, particularly examining the inappropriateness between academic qualifications and job market demands. Investigating the effectiveness of skill-based curricula and practical training programs in enhancing employability can provide valuable insights for curriculum development. Additionally, longitudinal studies tracking graduates' career progression and the impact of further education on employment outcomes will offer a comprehensive understanding of the long-term benefits of higher education. Future surveys should include a

more diverse sample, considering various socioeconomic backgrounds and geographic regions to capture a holistic view of graduates' employability challenges. Moreover, incorporating qualitative data from in-depth interviews and focus groups can enrich the findings, providing detailed perspectives on the graduates' experiences and suggestions for improving educational programs to align better with job market requirements.

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APPENDIX

ANNEX-1

Level-wise and Faculty-wise Status

1. **Graduation Year**: **2021** (Total:**83**), **Leve**l: Undergraduate/Bachelor Degree, **Faculty**: **Humanities and Social Sciences** (**B.A**, Total=**15**)

Status: E=Employed, U=Unemployed S= Studying =EDJ (Educationally Disadvantage and J*anjati*), D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Mohamad Navi Jaga	M	-	-	√	BA	Studying/Employed
2	Daman Chaudhay	M	√	-	-	BA	Employed/studying
3	Rajesh Chaudhay	M	√	-	-	BA	Studying
4	Naresh Chaudhay	M	√	-	-	BA	Unemployed
5	Superjeeta Saud	F	-	-	-	BA	Employed/Studying
6	Gita Nagargi	F	-	-	-	BA	Unemployed
7	Jamuna Batala	F	-	-	-	BA	Unemployed
8	Aarit Chaudhay	F	√	-	-	BA	Studying MA
9	Nisha Bhandari	F	-	-	-	BA	Unemployed
10	Nilam Kumari Chauhdary	F	√	-	-	BA	Unemployed
11	Deepa Ghimeere	F	-	-	-	BA	unemployed
12	Kabita Mahato	F	√	-	-	BA	Studying MA
13	Samjhana Chauadhary	F	√	-	-	BA	Unemployed
14	Yashoda Kumari Joshi	F	-	-	-	BA	Unemployed
15	Seema Kathariya	F	√	-	-	BA	Studying MA

2. Graduation Year: 2021, **Leve**l: <u>Bachelor Degree</u>, **Faculty**: **Education (B. ED**, Total **12**)

Status: E=Employed, U=Unemployed S= Studying, *=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M= Muslim

M=Muslim,

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Balaram Bhattarai	M	-	-	-	B.Ed.	Studying MED
2	Bhuwan Regmi	F	-	-	-	B.Ed.	Employed
4	Parbati Rimal	F	-	-	-	B.Ed.	Studying
5	Sarmila Chaudhary	F	√	-	-	B.Ed.	Studying
6	Harikala Giri	F	-	-	-	B.Ed.	Unemployed
7	Arehana Tharu	F	√	-	-	B.Ed.	Studying
8	Sita Chaudhary	F	√	-	-	B.Ed.	Unemployed
9	Rupa Thakulla	F	-	-	-	B.Ed.	Unemployed
10	Roshika Devkota	F	-	-	-	B.Ed.	Unemployed
11	Indra Kumari Chaudhary	F	√	-	-	B.Ed.	Employed
12	Sabina Kumari Singh	F	√	-	-	B.Ed.	Studying MA

3. Graduation Year: 2021, **Leve**l: <u>Bachelor Degree</u>, **Faculty**: Managements (BBS, Total=**31**)

Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M=Muslim

M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Gaurav Bam	M	-	-	-	BBS	Studying
2	Shambhu Oad	M	-	-	-	BBS	Studying
3	Ramsamajh Dangaura	M	√	-	-	BBS	Employed/studying
4	Dinesh Prasad Devkota	M	-	-	-	BBS	Employed
5	Ashish Chaudhary	M	√	-	-	BBS	Employed
6	Harshata Bohara	F	-	-	-	BBS	Unemployed
7	Birkha Chaudhary	M	√	-	-	BBS	Studying

8	Madan Raj Jaishi	M	√	-	-	BBS	Unemployed
9	Kamal Timilsina	M	-	-	-	BBS	Unemployed
10	Hemanta Raj Bhandari	M	-	-	-	BBS	Unemployed
11	Samajh Kumar Dangaura	M	√	-	-	BBS	Unemployed
12	Madan Raj Khanal Jaishi	M	-	-	-	BBS	Unemployed
13	Karan Pariyar	M	-	√	-	BBS	Unemployed
14	Shiv Mohan Loniya	M	√	-	-	BBS	Unemployed
15	Sanjaya Bhandari	M	-	-	-	BBS	Studying
16	Lahu Ram Mahato	M	√	-	-	BBS	Unemployed
17	Nabin Chaudhary	M	√	-	-	BBS	Korea
18	Puspa Raj Timilsina	M	-	-	-	BBS	Unemployed
19	Min Bahadur Tharu	M	√	-	-	BBS	Unemployed
20	Rang Bahadur Saud	M	-	-	-	BBS	Studying
21	Kshitiz Chand	M	-	-	-	BBS	Unemployed
22	Nabin Karki	M	-	-	-	BBS	Abroad
23	Sujan Suchikar	M	-	√	-	BBS	Employed
24	Dipa Saud	F	-	-	-	BBS	Unemployed
25	Laxmi Upadhayay	F	-	-	-	BBS	Studying
26	Susmita Chaudhary	F	√	-	-	BBS	Unemployed
27	Nabina Bhattarai	F	-	-	-	BBS	Unemployed
28	Parbati Thapa	F	-	-	-	BBS	Studying
39	Nikshi KC	F	-	-	-	BBS	Studying
30	Sundar Kumari Chaudhary	F	√	-	-	BBS	Studying
31	Asmita Chaudhary	F	√	-	-	BBS	Unemployed

4. **Graduation Year**: 2021, Level: Graduate/Master Degree Faculty: **Humanities and Social Sciences** (MA, Total= **8)**

Status: E=Employed, U=Unemployed S= Studying, *=EDJ (Educationally Disadvantage and J*anjati*), D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Sabitra Kumari Chaudhary	F	√	-	-	MA	Unemployed
2	Yurika Kushmi	F	√	-	-	MA	Unemployed
3	Rubesh Bogari	M	-	-	-	MA	Unemployed
4	Sushil Ojha	M	-	-	-	MA	Employed
5	Keshab Bahadur Mauni	M	-	-	-	MA	employed
6	Ganga Ram Chaudhary	M	√	-	-	MA	Employed
7	Rajendra Chaudhary	M	√	-	-	MA	Employed
8	Iswor Bahadur Saud	M	-	-	-	MA	Employed

5. **Graduation Year**: 2021, **Leve**l: Graduate/Master Degree **Faculty**: **Education (ED, Total= 10)** Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Hira Lal Baidya	M	√	-	-	M.Ed.	Employed
2	Shambhu Raj Bhattarai	M	√	-	-	M.Ed.	Unemployed
3	Prakash Tharu	M	√	-	-	M.Ed.	Unemployed
4	Pramod Raj Khanal	M	-	-	-	M.Ed.	
5	Kalyan Jung Sijapati Baduwal	M	√	-	-	M.Ed.	Unemployed
6	Bishna Kumari Punmagar	F	√	-	-	M.Ed.	Employed
7	Khema Mahato	F	√	-	-	M.Ed.	Employed
8	Bhajan Adhikari	F	-	-	-	M.Ed.	Employed

| 9 | Jhuma Kumari Jaishi | F | - | - | - | M.Ed. | Employed |
| 10 | Jagat Kumari Upadhayay | F | - | - | - | M.Ed. | Employed |

6. **Graduation Year**: 2021, **Leve**l: Graduate/Master Degree **Faculty**: **Management (MBS, Total=7)** Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Lautan Dangaura Tharu	M	√	-	-	MBS	Employed (Appointment letter yet to get)
2	Jagnath Jaishi	M	-	-	-	MBS	Unemployed
3	Rima Kumari Chaudhary	F	√	-	-	MBS	Unemployed/Preparing public Service commission exam
4	Ganga Kumari ry	F	√	-	-	MBS	Unemployed
5	Yashoda Kumari Dangaura	F	√	-	-	MBS	Unemployed
6	Parbati Kumari Bhul	F	-	√	-	MBS	Unemployed
7	Laxmi Kandel	F	-	-	-	MBS	Unemployed

7. **Graduation Year**: 2022 (Total:93), **Leve**l: Undergraduate/Bachelor Degree, **Faculty**: **Humanities and Social Sciences** (B.A, Total=19) Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Gansh Kumar Chaudhary	M	√	-	-	BA	Unemployed
2	Ashok Chaudhary	M	√	-	-	BA	Employed
3	Hikmat Kumar Dhami	M	-	-	-	BA	Employed
4	Deepak Bahadur Saud	M	-	-	-	BA	Employed

5	Birendra Chaudhary	M	√	-	-	BA	Studying MA
6	Basudev Chaudhary	M	√	-	-	BA	Studying
7	Jug Bahadur Tharu	M	√	-	-	BA	Employed
8	Uma Kumari ᵥa	F	√	-	-	BA	Employed/studying
9	Harikala Kumari Bajgai	F	-	-	-	BA	Studying
10	Janaki Dhungana	F	-	-	-	BA	Studying
11	Sabita Chaudhary	F	√	-	-	BA	Employed
12	Archana Kumari Chaudhary	F	√	-	-	BA	Employed
13	Dina Chaudhary	F	√	-	-	BA	Studying
14	Pabitra Chaudhary	F	√	-	-	BA	Studying
15	Amrita Chaudhary	F	√	-	-	BA	Studying
16	Saraswati chaudhary	F	√	-	-	BA	Studying
17	Sarda Chaudhary	F	√	-	-	BA	Studying
18	Mankala Kumari chaudhary	F	√	-	-	BA	Deputy Mayor, Rajapur
19	Rima Chaudhry	F	√	-	-	BA	Employed/studying

8. Graduation Year: 2022, **Leve**l: Bachelor Degree, **Faculty**: **Education** (ED, Total:**8**)

Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit.

M=Muslim,

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Pabitra Chaudhary	F	√	-	-	B.Ed.	Studying
2	Saraswati Kathariya	F	√	-	-	B.Ed.	Studying
3	Resham Chaudhary	F	√	-	-	B.Ed.	Studying
4	Sarita Kumari Baidya	F	√	-	-	B.Ed.	Studying
5	Sushmita kumari Tharu	F	√	-	-	B.Ed.	Studying

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
6	Amrita Tharu	F	√	-	-	B.Ed.	Studying
7	Saskrita Dhakal	F	-	-	-	B.Ed.	Studying
8	Anju Chaudhary	F	√	-	-	B.Ed.	Studying Abroad

9. **Graduation Year**: 2022, **Leve**l: <u>Bachelor Degree</u>, **Faculty**: Managements (**BBS**, Total=**36**)

Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit

M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Ram Pawan Dangaura	M	√	-	-	BBS	Studying
2	Aman Khadka	M	-	-	-	BBS	MBS studying
3	Rajesh Chaudhary	M	√	-	√	BBS	Studying
4	Rajesh Tharu	M	√	-	-	BBS	Employed/studying
5	Amar Dangaura	M	√	-	-	BBS	Employed
6	Suya Prakash Tharu	M	√	-	-	BBS	Employed
7	Keshar Kalel	M	-	-	-	BBS	Unemployed
8	Yam raj Saud	M	√	-	-	BBS	Studying
9	Aditya Neupane	M	√	-	-	BBS	Unemployed
10	Laxman Kandel	M	-	-	-	BBS	Unemployed
11	Tika ram Chaudhary	M	√	-	-	BBS	Unemployed
12	Tapendra Aidi	M	-	-	-	BBS	Studying
13	Hari Prasad Bohara Jaishi	M	-	-		BBS	Studying
14	Naresh Khanal	M	-	-		BBS	Studying
15	Ram Bahadur Nepali	M	-	-		BBS	Studying
16	Jiban Kumar Khadka	M	-	-		BBS	Studying
17	Bibek Chaudhary	M	√	-		BBS	Studying
18	Radhika Saud	F	-	-	-	BBS	Unemployed
19	Anita Kumari Pun	F	√	-	-	BBS	Unemployed
20	Farida Saud	F	-	-	-	BBS	Unemployed

21	Anju Chaudhary	F	√	-	-	BBS	Studying
22	Binita Nayak	F	-	√	-	BBS	Unemployed
23	Kiran Shahi	F	-	-	-	BBS	Korea
24	Lalita Chaudhary	F	√	-	-	BBS	Unemployed
25	Sarita Kumari Chaudhary	F	√	-	-	BBS	Unemployed
26	Kamala Jaishi	F	-	-	-	BBS	Studying
27	Nirmala Dharmi	F	-	-	-	BBS	Studying abroad
28	Urmila Chaudhary	F	√	-	-	BBS	Studying
29	Pratima Chaudhary	F	√	-	-	BBS	Studying
30	Bina Kumari khatri	F	-	-	-	BBS	Studying
31	Radha Bhattarai	F	-	-	-	BBS	Studying
32	Hima Devkota	F	-	-	-	BBS	Studying
33	Kalpana Tamatta	F	-	√	-	BBS	Studying
34	Anisha Kumari Chaudhary	F	√	-	-	BBS	Studying
35	Rushma Tharu	F	√	-	-	BBS	Studying
36	Sabita Tharu	F	√	-	-	BBs	Studying

10. **Graduation Year**: 2022, **Leve**l: Graduate/Master Degree **Faculty**: **Humanities and Social Sciences** (MA, Total= **7**)

Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Pawan Kumar Chaudhary	M	√	-	-	MA	Unemployed
2	Bishnu Prasad Chaudhary	M	√	-	-	MA	Employed
3	Suman Kumar Chaudhary	M	√	-	-	MA	Employed

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
4	Ra Santoshi Kumari ry	F	√	-	-	MA	Unemployed
5	Sapana Shetty	F	-	-	-	MA	Unemployed
6	Riju Chukaha chaudhary	F	√	-	-	MA	Employed
7	Santa Chaudhay	F	√	-	-	MA	Unemployed

11. **Graduation Year**: 2022, **Leve**l: Graduate/Master Degree Faculty: **Education (M.ED. Total=6)**

Status: E=Employed, U=Unemployed S= Studying,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Nirpa Raj Bhandari	M	-	-	-	M.Ed.	Employed
2	Hem raj Chaudhary	M	√	-	-	M.Ed.	Unemployed
3	Laxiram Chaudhary	M	√	-	-	M.Ed.	Unemployed
4	Ganesh Chaudhary	M	√	-	-	M.Ed.	Employed
5	Shushma Chaudhary	F	√	-	-	M.Ed.	Employed
6	Kalpana Kumari Budha	F	-	-	-	M.Ed.	Unemployed

12. **Graduation Year**: 2022, Level: Graduate/Master Degree Faculty: **Management (MBS. Total=8)** Status: E=Employed, U=Unemployed S= Studying ,*=EDJ (Educationally Disadvantage and J*anjati*),D=Dalit, M=Muslim

S.N.	Name of Student	Sex	EDJ	D	M	Faculty	Status
1	Maniram Chaudhary	M	√	-	-	MBS	Unemployed
2	Birendra Prasad Joshi	M	-	-	-	MBS	Employed
3	Karam Bir Chaudhary	M	√	-	-	MBS	Employed
4	Durga Prasad Joshi	M	√	-	-	MBS	Unemployed
5	Dhan Bahadur Chaudhary	M	√	-	-	MBS	Employed
6	Pawan Pant	M	-	√	-	MBS	Employed

7	Chandra Prasad Giri	M	-	-	-	MBS	Employed
8	Yogendra Dhungana	M	-	-	-	MBS	Unemployed
9	Dilip Chaudhary	M	√	-	-	MBS	Unemployed
10	Nutan Timilsina	F	-	-	-	MBS	Employed
11	Kunta Devkota	F	-	-	-	MBS	Unemployed
12	Khem Kumari Rawal	F	-	-	-	MBS	Unemployed
13	Menuka Bhandari	F	-	-	-	MBS	Unemployed
14	Kamala Khatri	F	-	-	-	MBS	Unemployed
15	Nisha Joshi	F	-	-	-	MBS	Unemployed
16	Karishma Bam	F	-	-	-	MBS	Employed
17	Saraswati Bist	F	-	-	-	MBS	Unemployed

ANNEX-II

1. **Types of Employment** (full-time, part-time, self-employed).

Year 2021

S.N.	Name	Faculty	Institutions\Address	Designation	Types
1	Prakash Bahdur Darlami	BBS	Division Ban Karyalaya, Babiyachaur Surkhet	Ban Rakshak	Government
2	Apsara Bohara	BBS	Prabhu Bank, Mellekh Branch, Achham	Accountant	Private
3	Surat Kumari Saud	BA	Navadurga Secondary School, Tikapur	Bal Sikshak	Semi-government
4	Surya Prakash Tharu	BBS	Unik Nepal Laghu Bitta, Janaki 3 Kailali	Assistant	Private
5	Dinesh Devkota	BBS	SAHAS Nepal, Lalitpur	Education Project officer	Private
6	Daman Chaudhary	BA	CIMMYT, Nepal	Trainee	Private
7	Mohmad Navi Jaga	BA	Rukmani Primary School Janaki-5 kailali	Teacher	Government
8	Hira lal Baidya	MEd	Nepal Rastriya Primary school Ganeshpur Geruwa, Bardiya	Teacher	Government
9	Khema Mahato	M.Ed	Nawjagrit Lowersecondary Kailali	Teacher	Government
10	Ganga Ram Chaudhary	MA	Subhealth post Kailali	HA	Government
11	Iswar Bahadur Saud	MA	Samudayik Radio FM Tikapur, Kailali	Journalist	Private
12	Bhuwan Regmi	BEd	Basti Health Post Mangalsen Achham	HA	Government

13	Indra Kumari Chaudhary	BEd	Jagganath Primary school Janaki 3 kaialli	Teacher	Government
14	Superjeeta Saud	BA	Three-star School Indrahiya, Kailali	Teacher	Private (Appointment letter yet to get)
15	Chhabika Chaudhary	MA	Khadga Memorial Secondary, School, Tikapur, Kailali	Teacher	Private (Appointment letter yet to get)

Year 2022

S.N.	Name	Faculty	Institutions\Address	Designation	Types
1	Uma Kumari Bhagoriya	BA	Sathi Hospital and research center PLT. Tikapur	HA	Private
2	Ashok Chaudhry	BA	Garden English Boarding School Tikapur	Asst. Principal	Private
3	Sabita Chaudhary	BA	Garden English Boarding School Tikapur	Teacher	Private
4	Rima Chaudahry	BA	Tikapur Municiapality	Assistant	Contract
5	Hikamt Bahadur Dhami	BA	New Light Vision English Boarding School Tikpur Kailali	Principal	Private (Appointment letter yet to get)
6	Dipak Bahadur Suad	BA	Ghattedanda Basic School Mellekh Achham	Teacher	Government
7	Surya Prakash Tharu	BBS	Unique Nepal Laghubitta Bardiya	Field Asst.	Private
8	Bishnu Prasad Chaudahry	MA	Nepal Bidhut Pradhikaran Tikapur	Meter Reader	Government

9	Suman Chaudhray	MA	High Court Tulshipur	Nayab Subba	Government
10	Karam Bir Kathariya	MBS	Janata secondary school Kaialai	Teacher	Government
11	Birendra Prasad Joshi	MBS	Siddhnath higher secondary School Kanchanpur	Teacher	Government
12	Dhan Bahadur Chaudhary	MBS	Tikpaur Multiple Campus	Parttime Teacher	Contract
13	Karishma Bam	MBS	Ganesh Baba School Tikapur	Accountant	Private
14	Nirpa Raj Bhandari	M.Ed	Bhrikuti Lower secondary school Kaiali	Teacher	Government
15	Ganesh Chaudhary	M.Ed	Social Development office, Bajura	Bini	Government
16	Pawan Pant	MBS	Dolkha Higher Secondary School, Dolkha	Teacher	Government (appointment letter yet to get)
17	Jung Bahadur Tharu	BA	Tikapur Polytechnique Institutes Tikapur Kaialli	Store Keeper	Government (Appointment letter yet to get)
18	Riju Chukaha Chaudhary	MA	Bhajani Municipality	Ward Secretary	Gov. (Appoint letter yet to get)

ANNEX-III

1: Graduates Feedback on their Educational Experience (2021 & 2022)

- **Sampled Graduates: 15 (**7 from 2021 and 8 from 2022; out of them, 8 employed and 7 unemployed**)**

- **Methods:** Triangulation of Quantitative & Qualitative

- **Tools:** 5-point Likert Scale/ Interview & focused Group Discussion (Questionnaires)

- **Process of Data Collection:** Letting sampled graduates to tick the variables they think the best, asking semi-structured and open-ended questionnaires and participating in the discussion

- **Analysis Process:** Simple statistical process (comparing and contrasting numbers, interpreting with percentage and so on) and thematic analysis

- **Date:** 2081/1/8 to 2081/1/10

(Tool 1)

4. **Academic Curriculum**	Graduates number who chose under the 5- point variables which best suits their answer				
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
- **Relevance of the Curriculum to the job**	4	5	3	3	0
- **Work Placement**	5	3	2	4	1
5. **Teaching Quality**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
- **Problem solving ability**	2	4	2	6	1
- **Teaching/learning environment**	1	3	4	6	1
- **Quality of education delivered**	3	2	3	5	2
6. **Campus Facilities & Resources**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
- **Lab facility**	10	3	2	0	0
- **Sports facility**	1	0	3	8	3
- **Canteen**	0	0	2	12	1

- Other (Wi-Fi, drinking water)	0	2	4	9	0

(Tool 2)

Open-ended Questionnaires (Some selected ones)

A. Questions for interview

i. How would you describe the overall quality of education you received during your studies?

ii. In what ways did the university or college provide a student-friendly environment that supported your learning and personal development?

iii. How well did your educational experience prepare you for the job market and your chosen career path?

iv. How relevant and up-to-date was the curriculum in relation to current industry standards and practices?

v. Can you share your experiences with the support services (e.g., academic advising, career services, mental health resources) provided by your institution?

vi. What are your thoughts on the teaching methods and faculty engagement during your studies?

vii. Which specific skills (both technical and soft skills) did you find most valuable that you gained during your education, and how have they impacted your career?

viii. Based on your experience, what improvements would you suggest to enhance the educational experience for future students?

A. Questions for letting graduates to write their short answer

i. How would you describe the overall quality of education you received at our institution?

ii. In what ways did the curriculum align with current industry standards and trends?

iii. Can you share your thoughts on the effectiveness of the teaching methods used during your studies?

iv. How well did the student support services (e.g., counseling, academic advising) meet your needs?

v. What are your views on the practical experiences (internships, lab work, projects) provided during your course?"

vi. How effectively did your education help you develop the skills required for your career?

vii. Can you describe your experience with the learning environment and campus facilities?

viii. In what ways did your education prepare you for the job market and employment opportunities?