A Report on

Tracer Study of Graduates of the Year 2024

Tikapur Multiple Campus

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ACKNOWLEDGEMENT

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-Tracer Study Committee

EXECUTIVE SUMMARY

This Tracer Study Report (TSR) examines the 2024 graduates (130) of FWU, Tikapur Multiple Campus, across Humanities & Social Sciences, Education, and Management faculties. It assesses the quality and relevance of higher education to align institutional strategies with job market and societal needs. The study employed both quantitative and qualitative methods, using a piloted questionnaire for data collection through social media, telephone, and email. Face-to-face and virtual interviews ensured comprehensive data gathering, enabling a thorough analysis of graduates' experiences and employment outcomes.

Structured into three chapters, the report begins with an introduction outlining its objectives and context. The second chapter presents and interprets key findings based on analyzed data, while the final chapter summarizes insights and provides recommendations for enhancing educational quality. By addressing gaps and aligning academic programs with market demands, the report serves as a strategic tool for institutional development and continuous improvement.

LIST OF ABBREVIATIONS

M	Male
F	Female
E	Employed
U	Unemployed
S	Studying
TMC	Tikapur Multiple Campus
UGC	University Grants Commission
D	Dalit
BC	Brahmin & Chhetri
EDJ	Disadvantage in Education & Janajati Groups
TSQF	Tracer Study Questionnaire Form
TSR	Tracer Study Report

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CHAPTER: ONE

1. Introduction

Tikapur Multiple Campus (TMC), the constituent campus of Far Western University since 2075 B.S., has been evolved as a prominent center for higher learning in this area. It has been offering education across Management, Education, and Humanities & Social Sciences at both Bachelor and Master levels. The campus takes pride in being the only college in the region to achieve Quality Assurance and Accreditation (QAA) certification twice from the University Grants Commission (UGC) Nepal, and is actively working towards its third cycle of certification. This reflects the dedication of TMC to maintaining and enhancing educational standards, contributing significantly to the academic landscape in the region.

The Tracer Study Report has been prepared as a part of the regular activities of the campus. The report focuses on 130 graduates from the year 2024 covering both undergraduate and graduate level across three streams: management (Including BBS & BBA), humanities and social sciences, and education. Each graduate's information has been collected using the Tracer Study Questionnaire Form (TSQF) provided by UGC, Nepal. The TSQF covers personal details, employment information, information on further studies, and other relevant coexisting factors.

Associated with the TSQF, supporting documents such as transcripts and appointment letters (if applicable) have been attached for thorough documentation. The primary objective of tracing these graduates was to identify issues related to the quality and relevance of higher education. To reach out to the graduates, a notice for the tracer study was disseminated through social media platforms, particularly Facebook. For those who could not be reached through these means, additional efforts were made via telephone and email. Information was collected through face-to-face interviews, telephonic conversations, and email correspondence. The collected data have been compiled, analyzed, and evaluated to provide insights into the graduates' experiences. Furthermore, the annex provides detailed information about the Tracer Study of 2024 graduates, offering a complete overview of their graduation.

1.2 Objectives of the Study

The overall objectives of this study are to enhance our comprehension of the employment status of 2024 graduates and to discern issues relating to their employment experiences, expectations, and aspirations. The study delves into the following objectives:

- Examine the current employment status of the graduates of 2024.
- Find out the nature of programs that the graduates are pursuing after completing their initial academic programs.
- Analyze the challenges faced by graduates in securing placements within the job market following the completion of their respective programs.
- Relate the experiences and perspectives of graduates as they assess various facets of the educational experience at TMC, including teaching and learning materials, institutional facilities, and curriculum.

By addressing these objectives, the study aims to provide valuable insights that can inform strategies for future improvements in teaching and learning methods, institutional facilities, and curriculum design. This holistic approach will contribute to an inclusive understanding of the post-graduation landscape and help enhance the overall educational experience for future graduates.

1.3 Institutional Arrangements to Conduct the Study

TMC, the constituent campus of Far Western University has been chosen through a nationwide competition by the University Grants Commission (UGC) to participate in the Higher Education Reform Program. Following its selection, TMC has actively engaged in several assigned tasks, with the preparation of the Graduates Tracer Study Report being one of them. The Graduates' Tracer Study 2024 has expected to be a crucial component in meeting the prerequisites for the third cycle of Quality Assurance and Accreditation (QAA) certification from the UGC.

1.4 Graduate Batch Taken for the Study

TMC has taken the graduates (undergraduate/bachelor and Graduate level) of 2024 for the Tracer Study, ranging to the faculties of Humanities, Management, and Education. The total number of graduates as per the certificate taken from the campus of the year 2024 is 130 (One hundred thirty).

1.5 Data Collection-Instruments and Approach

The focus of this Tracer Study centers on evaluating the quality of higher education services provided to students, examining the employment conditions of graduates, and exploring the role of their education in their job-seeking endeavors. Moreover, the study aims to assess the alignment of graduates' areas of work with the programs offered by the college. It is anticipated that the findings will contribute to identifying the relevance of programs to current market demands, conducting a thorough analysis of the strengths and weaknesses of college programs, and establishing connections between education/training and labor market needs.

To gather the necessary information, a combination of quantitative and qualitative methods was employed for data collection. A carefully piloted questionnaire was used for interviews to ensure the retrieval of accurate and relevant information. The Tracer Study subcommittee compiled the list of graduates from the year 2024. The notification for the tracer study was disseminated through various channels, including social media, Facebook, Email, WhatsApp and telephone.

Consequently, the collected information underwent comprehensive compilation, analysis, and evaluation. The final report was then accurately prepared to provide a cohesive and coherent presentation of the study's outcomes, aiming to enhance our understanding of the employability conditions of the graduates.

1.6 Scope and Limitations of the Study

This study focused on the graduates of 2024 of TMC from both undergraduate and graduate level. The total number of graduates of the year was 130. To be more specific, the total traced graduates of the year 2024 are presented in the following tables.

Table 1: Overall Graduates' Status

2024						
Undergraduate			Graduate			Grand Total
Management (BBS+BBA)	Humanities	Education	Management	Humanities	Education	
30	36	31	5	11	17	
Total=97			Total=33			130

The report, based on the enrollment data, draws from a total sample of 130 graduates, comprising 97 undergraduate students (Management: 30, Humanities: 36, Education: 31) and 33 graduate students (Management: 5, Humanities: 11, Education: 17). The scope of the study lies in its comparative examination of academic disciplines across both undergraduate and graduate levels, allowing for cross-level and cross-faculty analysis within Management (BBS+BBA), Humanities, and Education streams. It provides a focused snapshot of enrollment distribution and enables discipline-based comparisons within a defined academic year. However, the report is limited by its relatively small and uneven sample size, particularly at the graduate level, where Management has only 5 respondents, potentially affecting representativeness and generalizability. Additionally, the data appears confined to a single year (2024) and possibly a single institution, restricting longitudinal analysis and broader applicability. The absence of demographic variables and qualitative insights further limits deeper interpretation, making the findings more descriptive than explanatory in nature.

To be more specific, it applied the following limitations:

- The tracer study exclusively targeted the graduates from TMC (both graduate and undergraduate levels) of the year 2024.
- The research was conducted within a constrained timeframe and with a limited budget.
- Only those graduates who had been in contact were included in the study.
- Data collection primarily relied on face-to-face interviews, using Likert scale, supplemented by social media email, and telephone communication.

CHAPTER: TWO

2.1 Details of the graduates

In the tracer study, a total of 130 graduates were surveyed. These graduates span across multiple faculties and degree levels, including undergraduate (Bachelor's degree) and graduate (Master's degree) programs within Humanities and Social Sciences, Education, and Management.

This analysis highlights the diverse career and study trajectories of the 2024 graduates across various faculties and degrees. The data suggests a blend of outcomes, with many graduates either employed or pursuing further studies, while some still seek employment or overseas opportunities. The inclusion of disadvantaged groups reflects an effort toward inclusive education, as evidenced by the EDJ and Dalit representation. This diversity of backgrounds and post-graduation paths demonstrates both challenges and progress in employment opportunities and further education access among these recent graduates. To substantiate the above interpretation, the following tables become more reliable.

Table 2: Gender & Caste-wise Profile

2024																													
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**
13	17	12	0	18	31	5	27	2	7	0	31	23	1	7	5	0	2	0	3	2	9	9	0	2	5	12	**6**	**1**	**10**
Total=30					**Total=36**					**Total=31**					**Total=5**					**Total=11**					**Total=17**				
Total = 97															**Total =33**														
Grand Total = 130																													

Abbreviations:

M: *Male* **F:** *Female* **EDJ:** *Educationally Disadvantage & Janajati*

D: *Dalit* **BC:** *Brahmin & Chhhetri*

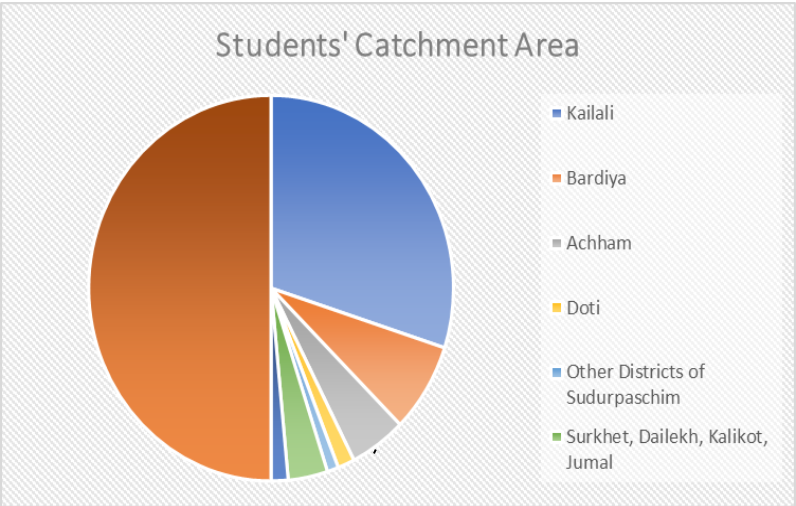
The Gender & Caste-wise Profile of the Graduates for the year 2024 reveals a total of 130 graduates, comprising 97 undergraduates and 33 postgraduates. At the

undergraduate level (Total = 97), Management recorded 30 students (13 males and 17 females) with caste distribution of 12 EDJ, 0 D, and 18 BC. Humanities had the highest undergraduate enrolment with 36 students (31 males and 5 females), including 27 EDJ, 2 D, and 7 BC students. Education accounted for 31 undergraduates (0 males and 31 females), with 23 EDJ, 1 D, and 7 BC students. At the graduate level (Total = 33), Management had 5 students (5 males, 0 females) comprising 2 EDJ, 0 D, and 3 BC. Humanities recorded 11 students (2 males and 9 females) with 9 EDJ, 0 D, and 2 BC. Education showed the highest postgraduate enrolment with 17 students (5 males and 12 females), distributed as 6 EDJ, 1 D, and 10 BC. Overall, the data reflect a strong female presence in Education at both levels, a male-dominated Humanities undergraduate cohort, limited representation from category D (Dalit) across programmes, and a comparatively higher concentration of BC students in certain streams, particularly Undergraduate Management and Postgraduate Education, indicating both gendered programme preferences and uneven caste distribution patterns.

2.1.1. The Catchment Area

TMC has been providing higher education courses to the students surrounding the region of the eastern part) Kailali, Bardia, Achham, Surkeht district, and so on. The study team had a question regarding students' personal information that included their residence, familiarity with media and technology, and parents' educational and occupational background. It shows that more than 69.0% of the graduates were from Kailali, 13% students were from Bardiya, 7% from Achham, 3% from Doti, 3% form other districts of Sudurpaschim Province, 3% from Surkhet, Dailekh, Kalikot, Jumal, and 2% of graduates were from the rest of the districts. The aforesaid interpretation is shown in the following pie chart.

Figure 1: Student's catchment Area



2.1.2 Familiarity with media and technology

Concerning the familiarity with media and technology among the graduates, it was observed that almost all the graduates had familiarity with media and technology. However, 3 graduates were found to have no email and Facebook *Id* out of a total of 130 graduates. The table below provides detailed information on faculty-wise use of email and social media in 2024.

Table 3: Faculty/*Level-wise Email and social Media Users*

Year	Level	Program	Email/Facebook		Total
			Yes	No	
2024	Undergraduate	BBS	6	0	6
		BA	35	1	36
		BED	29	2	31
	Graduate	MBS/MBM	5	0	5
		MA	10	1	11
		MED	16	1	17
Total			**127**	**3**	**130**

Source**: Tracer Study Survey **2024

The tracer study survey (2024) of 2024 graduates shows that the vast majority of students use email or Facebook, with 127 out of 130 graduates (97.7%) reporting "Yes" and only 3 (2.3%) reporting "No," indicating a very high level of digital connectivity among graduates. At the undergraduate level, usage is almost universal: all 6 BBS graduates reported using email/Facebook, while BA had 35 out of 36 users (97.2%) and BED had 29 out of 31 users (93.5%), showing only minimal non-usage. Similarly, at the graduate level, 100% of MBS/MBM graduates (5 out of 5) reported usage, while MA (10 out of 11; 90.9%) and MED (16 out of 17; 94.1%) also demonstrated very high engagement. Overall, the data clearly indicate that email and social media platforms are widely adopted across all programs and levels, suggesting strong digital access and communication readiness among the 2024 graduates.

2.1.3 Parents' Educational and Occupational Status

The total traced parents of the year 2024 were 130.

Table 4: Parent's Educational and Occupational Status

Indicators	Types	Total Number	Percentage	Remarks
Education	Literate	110	84.64%	
	Illiterate	5	3.85%	
	SLC & above	15	11.54%	
	Total	**130**	**100**	
Occupation	Agriculture	100	76.92%	
	Business	20	15.38%	
	Foreign employment	5	3.85%	
	Other	5	3.85%	
	Total	130	100	

Source: ***Tracer Study Survey 2024***

The above data indicate that the majority of graduates come from families with relatively low educational and occupational backgrounds, which may have significant implications for their academic motivation and socio-economic mobility. Although a high proportion of parents are reported as literate (84.64%), only a small percentage (11.54%) have attained SLC and above, while 3.85% remain illiterate, suggesting that most parents possess only basic literacy rather than higher educational qualifications. This limited level of advanced education may restrict the extent of academic guidance and educational support available at home. In terms of occupation, an overwhelming majority (76.92%) are engaged in agriculture, with comparatively few involved in business (15.38%), foreign employment (3.85%), or other professions (3.85%). This heavy reliance on agriculture reflects a predominantly rural and subsistence-based economic background, which may constrain financial resources but also highlights the transformative role of higher education for these graduates. Overall, the data suggest that many graduates originate from modest socio-economic settings, underscoring the importance of educational institutions in providing opportunities for upward mobility while also pointing to potential challenges related to limited parental educational exposure and economic diversification.

2.2 Overall Status of the Graduates

Among 130 traced graduates, only 7 were found employed, whereas 73 were found to be unemployed, 50 of them were found to be pursuing higher studies. The table given below shows the detailed employment and further study status of the graduates.

Table 5: Status of the Graduates 2024

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	6	2	4	2	0	0	4	2
BBA	24	11	13	10	0	1	10	13
BA	36	5	31	27	2	1	15	20
B. Ed	31	0	31	23	1		16	15
MBS/MBM	5	5	0	2	0	1	4	0
MA	11	2	9	9	0	2	9	0
M.Ed	17	5	12	6	1	2	15	0
Grand Total	**130**	**30**	**100**	**79**	**4**	**7**	**73**	**50**

Source: Tracer Study Survey 2024

To be more specific, the number is slightly more females (69) than males (61), indicating a relatively balanced gender distribution overall. Among undergraduate programs, BA has the highest number of graduates (36), followed by B. Ed (31) and BBA (24), while MBS/MBM has the lowest (5) among graduate programs. Female participation is particularly high in BA (31 out of 36) and MA (9 out of 11), whereas B. Ed and MBS/MBM are entirely male-dominated. A significant proportion of graduates (79) belong to the EDJ category, while Dalit representation is comparatively low (4 in total). In terms of employment status, only 7 graduates are employed, 73 are unemployed, and 50 are pursuing further studies.

2.2.1 Provision Related to Placement Service

Tikapur Multiple Campus (TMC) has actively supported the placement of its graduates through a range of initiatives and institutional mechanisms. The campus has formed various committees and centers that directly contribute to enhancing graduate employability. Notably, the *Sujhab Sankalan, Pramarsa tatha Sabalikaran Kendra* plays an informative and facilitative role in this regard. It conducts training for students to familiarize them with the Mero Job app, enabling them to access academic and job-related information, prepare professional CVs, and apply for suitable job opportunities. The center also informs about the notice related to vacancy announcements and encourages graduates to apply for jobs, thereby bridging the gap between education and employment.

In addition to the role of this center, other campus bodies have also contributed to graduate placement. For instance, the Free Student Union of TMC organized special preparation classes for the Public Service Commission exams by inviting experienced tutors from relevant administrative sectors. Such initiatives aim to equip students with the knowledge and skills necessary for public sector employment. Furthermore, the campus runs non-credit courses and training programs related to entrepreneurship, which help foster a mindset geared toward self-employment among graduates. These provisions ranging from job application guidance and skill-building training to exam preparation demonstrate a comprehensive approach to placement services that connect directly to the needs and aspirations of the graduates. The key provisions regarding the placement services of the graduates have been as:

- Via the direct and initiative role of *Sujhab Sankalan, Pramarsa tatha Sabalikaran Kendra* for familiarizing Graduates with the *Mero Job app*, enabling them to access academic and job-related information,
- Conducting preparation class for Public Commission Exam targeting graduates by TMC Free Student Unit,
- TMC has conducted preparation classes for the teaching license exam,
- Running no-credit courses to inspire students for both job placement and self-employment,
- Conducting entrepreneurship training and
- Involving students in Fundamental Agricultural Practices.

2.2.2 Summary Report from EMIS for the Last 4 Years

Over the four years from 2020 to 2023, Tikapur Multiple Campus saw a steady rise in the number of graduates, rising from 52 in 2020 to 83 in 2021, 108 in 2022, and reaching 160 in 2023. Female graduates outnumbered males in 2022, while males were dominant in 2020, 2021, and especially in 2023. The number of EDJ graduates increased significantly over the years, particularly in 2022 and 2023, while Dalit representation remained relatively low throughout. Employment figures improved gradually from 4 employed graduates in 2020 to 23 in 2023; however, unemployment also remained high, especially in 2022 and 2023. The number of graduates pursuing further studies fluctuated but generally increased compared to 2020. Overall, the data indicate expanding graduate output with modest improvement in employment outcomes, though unemployment continues to be a major concern.

2.3. Comparative Report of Graduates with Trend Analysis (2020 to 2024)

As the report received from EMIS, the graduation rates for 2020, 2021, 2022, and 2023 showed an upward trend, with improvements in various indicators such as employment outcomes, caste, gender, and the pursuit of further education. The tables below provide a detailed comparison of these aspects across the years.

Table 6: Status of the graduates of the year 2020

Faculty	Total Number of Graduates Approached	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
Management	33	17	16	11	4	2	31	13
Humanities	16	8	8	8	1	1	15	4
Education	3	2	1	1	0	1	2	2
Grand Total	**52**	**27**	**25**	**20**	**5**	**4**	**48**	**19**

Source: Tracer Study Survey 2020

Table 7: Status of the graduates of the year 2021

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	31	23	8	12	2	3	29	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	5	3	0
M.Ed.	10	5	5	0	0	2	8	0
Grand Total	**83**	**40**	**42**	**33**	**3**	**16**	**68**	**18**

Source: Tracer Study Survey 2021

Table 8: Status of the graduates of the year 2022

Faculties of Undergraduate & Graduate Level	**Total Number of Graduates**	**Male**	**Female**	**EDJ**	**Dalit**	**Employed**	**Unemployed**	**Studying**
BBS	47	19	28	20	2	1	46	22
BA	20	7	13	16	0	6	14	10
B. Ed	10	1	9	8	0	2	8	8
MBS	18	9	9	5	0	4	14	0
MA	7	3	4	7	0	3	4	0
M.Ed.	6	4	2	4	0	3	3	0
Grand Total	**108**	**43**	**65**	**59**	**2**	**20**	**88**	**40**

Source: Tracer Study Survey 2022

Table 9: Status of the graduates of the Year 2023

Faculties of Undergraduate & Graduate Level	**Total Number of Graduates**	**Male**	**Female**	**EDJ**	**Dalit**	**Employed**	**Unemployed**	**Studying**
BBS	51	35	16	35	1	1	20	30
BBA	17	8	9	1	1	0	0	17
BA	9	0	9	5	0	0	2	7
B. Ed	6	3	3	1	0	2	0	4
MBS	20	13	7	6	0	6	14	0
MA	19	15	4	16	1	7	12	0
M.Ed	38	18	20	17	1	9	29	0
Grand Total	**160**	**92**	**68**	**81**	**4**	**23**	**77**	**48**

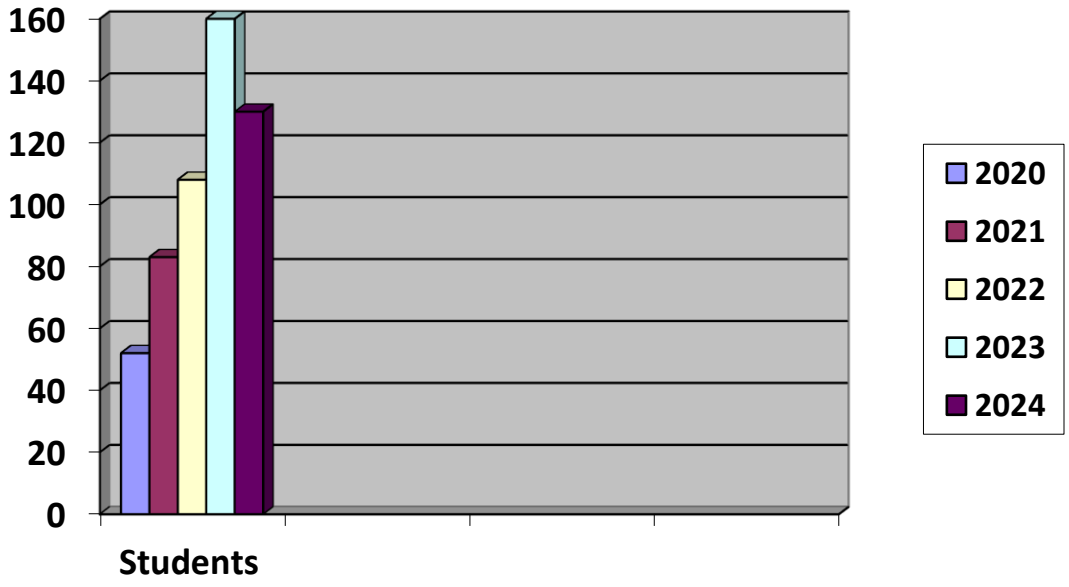
Source: Tracer Study Survey 2023

Table 10: Status of the graduates of the Year 2024

Faculties of Undergraduate & Graduate Level	Total Number of Graduates	Male	Female	EDJ	Dalit	Employed	Unemployed	Studying
BBS	6	2	4	2	0	0	4	2
BBA	24	11	13	10	0	1	10	13
BA	36	5	31	27	2	1	15	20
B. Ed	31	0	31	23	1		16	15
MBS/MBM	5	5	0	2	0	1	4	0
MA	11	2	9	9	0	2	9	0
M.Ed	17	5	12	6	1	2	15	0
Grand Total	**130**	**30**	**100**	**79**	**4**	**7**	**73**	**50**

Source: Tracer Study Survey 2024

Figure 2: Comparative Analysis of the Year 2020, 2021, 2022, 2023 &2024



2020 (52), 2021(83), 2022(108), 2023 (160) and 2024(130)

The comparative data from 2020 to 2024 shows a clear overall growth in the total number of graduates from 52 (2020) to a peak of 160 (2023), followed by a decline to 130 in 2024. This upward trend until 2023 suggests expansion in academic programs and increased student completion rates across faculties, particularly in undergraduate and postgraduate levels. However, the drop in 2024 may indicate changes in enrollment patterns, program completion rates, or institutional intake policies. Gender distribution also shows notable variation over the years. While earlier years (2020–2022) present relatively balanced male–female ratios, 2023 and 2024 reflect stronger female participation, especially in 2024 where female graduates slightly exceed males. This indicates improving gender inclusion overall, although disparities persist in certain faculties, such as male dominance in technical or management-related programs in some years. Additionally, representation of EDJ and Dalit groups fluctuates annually, with no consistent upward trend, suggesting that inclusion efforts may not yet be systematically sustained.

In terms of graduate outcomes, employment trends reveal mixed results. Although the total number of employed graduates increases alongside graduation growth, unemployment also rises significantly in 2021–2023 before declining sharply in 2024. This suggests that labor market absorption did not consistently match the rapid increase in graduates, particularly during the peak graduation year of 2023. The proportion of students pursuing further studies also increases notably, especially in 2022, 2023, and 2024, indicating a possible shift toward higher education as an alternative to immediate employment. However, the relatively high unemployment figures in some years may reflect gaps between academic programs and labor market demands. Overall, while the institution demonstrates quantitative growth in graduate output, the data highlights the need for stronger employment linkage, sustained inclusion strategies, and program alignment with market needs to ensure balanced and sustainable graduate outcomes.

2.4. Strengths and Weaknesses of the Institutional Programs

The graduates were also asked about the strengths and weaknesses of the courses offered to them. The two (6) graduates out of 31 (undergraduate) and 4 graduates out of 17 (Graduates) from the Faculty of Education said that the courses offered to them was good enough to meet the demands of the market and cope with the changing times, whereas 4 of them (4) said that it was weak and not good enough. Similarly, 63.5% of students from the Faculty of Management and 61.02% of graduates

from the Faculty of Humanities and Social Sciences responded the course as good enough.

The graduates were also asked about the strengths and weaknesses of the number of optional subjects taught to them 53.42% of them replied that the optional subjects offered to them were good, where as 34% of the students replied that the course was weak enough to meet the requirements of the market, and the rest of the graduates remained silent. The graduates were also asked about the relevance of the program to meet their professional requirements. 49 % of the students responded that the program was good to meet their professional requirements. Whereas 25% said that it was better. 23.2 % of the students said that courses offered to them were weaker in terms of meeting the demands of their professional requirements.

The graduates were also asked about the strengths and weaknesses of the number of extracurricular activities conducted by the institution as part of its educational program. 55 % of the respondents replied that the number of extracurricular activities conducted by the campus as part of its educational program was good and useful also, where as 41.1% of the students replied that the extracurricular activities were better. However, 2.7% of the respondents replied that they were weaker

The study also tried to find out the views of graduates regarding their study experiences at TMC and its support to their employment as well as their expectation and aspirations. It also asked them about strength and weakness of the campus regarding the development of the problem-solving skill. 54.5 % of the respondent replied that it was better where as 39.07% told that it was just good enough. Only a few of them replied that it was weaker. The graduates were also asked about the strengths and weakness of TMC in terms its focus on inter disciplinary learning. 57% of the respondent replied that it was better whereas 30.25% told that it was just good enough.

The graduates were also asked about the strengths and weaknesses of the campus in terms its effectiveness on their Work placement/attachment after the completion of the program. 56% of the respondent replied that it was better where as 29 % told that it was just good enough. The study also attempted to find out the views of graduates regarding their study experiences at TMC and its strength and weaknesses in terms of teaching /learning environment offered by the institution.56.24 % of the respondent replied that it was better where as 21% told that it was just excellent one good enough. Only a few (3.1%) replied that it was weaker.

Further, the graduates were also asked about the strengths and weakness of the quality of education offered to them under various streams.52% of the respondents replied that the quality of the education offered to them were better where as 26% of the students replied that the quality of the education delivered was good enough to meet the requirements of the market.

The study also attempted to find out the views of graduates regarding their study experiences at TMC and the strength and weakness in terms of student teacher relationship. The graduates were also asked about the teacher student relation at TMC. 51.7% of the respondents replied that the student teacher relationship was better where as 27.5% of the students replied that the student teacher relationship was good enough. Only 22% student replied that the student-teacher relationship was excellent.

The graduates were also asked about the strengths and weaknesses of the campus in terms of its library and lab services. 41% of the graduates replied that it was better, where as 45.5% told that it was not good enough. To be more specific, the following points show the weaknesses and strengths of the institutional Programs.

Strengths:

1. 64.5% of graduates from the Faculty of Management and 61% from the Faculty of Humanities and Social Sciences found the courses good enough to meet market demands.
2. 55% of the graduates believed that the number of extracurricular activities conducted by the campus was good and useful.
3. 57% of the respondents rated the teaching and learning environment at TMC as better.
4. 51.7% of the respondents stated that the student-teacher relationship at TMC was better.

***Weaknesses*:**

1. One-third (32.5%) of the graduates felt that the optional subjects offered were weak in meeting market requirements.
2. 45.5% of respondents stated that the library and lab services were not good enough.

3. 25% of the students felt that the courses offered were weak in meeting their professional requirements.
4. 2.7% of respondents considered the extracurricular activities to be weaker.
5. More than 30.5% of the graduates realized poor enhancement of quality education and job placement.

2.5. Suggestions/Recommendations for the Betterment of the Institution

The study tried to find out the views of graduates regarding their study experiences at TMC and its support to their employment, as well as their expectations and aspirations towards the institutions. They were also asked about their suggestions regarding the educational services offered, about their skills, experience, and knowledge gathered at TMC, contributing to their jobs, further study, and at other related careers. The majority of the graduates' suggestions are given in the table below.

Table 11: Suggestions/recommendations for the betterment of the Institution

Suggestions/Recommendations		Responses in Percent
	Increment of Range of Courses	50%
	Promote Technical Education	29 %
	Improve Library	17%
	Improve Lab	41%
	Improve Teaching Learning	60%
	Relevancy of the Course to be Maintained	65%
	Increasing Job Placement	70%
	Need to Provide Quality Education	50%
	Maintain Quality Internet/Wi-Fi Service	17%
	Continue Sports Activity	32%
	Maintain Furniture in Canteen	61%

Source: Tracer Study Survey 2024

The survey conducted among 130 graduates highlights key areas for the improvement of the institution. The responses indicate a strong need to increase the range of courses offered and to promote technical education to better meet current industry demands. Improving the teaching-learning process and ensuring the relevance of courses are also highly prioritized to enhance academic quality. A significant number

of respondents emphasized the importance of increasing job placement opportunities and providing overall quality education. Improvements in laboratory facilities and library resources were suggested to strengthen practical and research-based learning. Additionally, maintaining quality internet/Wi-Fi services, continuing sports activities, and ensuring proper maintenance of canteen furniture were identified as important for creating a better campus environment and student experience. Overall, the feedback reflects the need for comprehensive academic, infrastructural, and placement-oriented development of the institution.

Moreover, the graduates' other suggestions include:

- Learning should relate to their needs and requirements
- There should be the fix quota system for enrollment
- The teacher should be accountable to the students
- There should be a connection between academic and industrial requirements.
- The college must introduce short-term professional courses
- Focus should be provided to skill-based education.
- Technical and practical education should be introduced.
- Work placements need to be increased.

2.5. Major Findings

The tracer study for the 2024 graduates of TMC, encompassing 130 participants from undergraduate and graduate programs across three main faculties, Education, Management, and Humanities & Social Sciences revealed distinct trends. A total of 130 graduates were recorded, with 7 employed, 73 unemployed, and 50 pursuing further education. It reveals that the majority of graduates (97%) possess digital literacy, indicating strong familiarity with email and social media platforms. The gender distribution is relatively balanced, with slightly more female graduates (100) than males (30). However, enrollment patterns vary across faculties, with Education showing strong female participation, while some programs remain male-dominated. Most graduates come from rural and agriculture-based family backgrounds, and although 84.64% of parents are literate, only 11.54% have attained SLC and above, reflecting modest socio-economic conditions. Comparative trend analysis from 2020 to 2024 shows growth in total graduates up to 2023, followed by a decrease in 2024, with fluctuating patterns in employment and inclusion indicators.

The study further highlights mixed perceptions regarding institutional quality and relevance. A majority of graduates view the courses, teaching-learning environment, extracurricular activities, and student–teacher relationships positively; however, notable weaknesses were identified in optional subjects, library and laboratory services, and alignment of programs with professional requirements. Graduates strongly recommended improvements in teaching quality, course relevance, job placement services, technical and practical education, and infrastructure such as laboratories, libraries, and internet facilities. Increasing employment opportunities and promoting skill-based and market-oriented education emerged as the highest priorities. Overall, while the institution demonstrates positive academic growth and inclusion efforts, the findings emphasize the need for stronger labor market linkage, enhanced practical training, improved facilities, and expanded placement support to better meet graduate expectations and employment demands.

CHAPTER: THREE

3. Conclusion and Recommendation

3.1 Conclusion

The tracer study of 2024 graduates (130 graduates) clearly indicates that Tikapur Multiple Campus (TMC) has made notable progress in expanding access to higher education and fostering digital readiness among its students. With 97% of graduates showing familiarity with email and social media, balanced gender participation, and increasing inclusion of EDJ groups, the institution reflects positive strides toward academic growth and social inclusion. Over the five-year trend (2020–2024), graduate output increased significantly until 2023, highlighting institutional expansion and improved completion rates. However, employment outcomes have not proportionately matched this growth, as a considerable number of graduates remain unemployed or opt for further studies, indicating limited labor market absorption and possible gaps between academic programs and market demands.

While graduates expressed overall satisfaction with the teaching–learning environment, student–teacher relationships, and extracurricular activities, concerns were raised regarding course relevance, optional subjects, library and laboratory facilities, and job placement effectiveness. Strong recommendations emphasized the need for skill-based, technical, and market-oriented education, improved infrastructure, and strengthened employment linkage mechanisms. Therefore, although TMC demonstrates commendable academic development and inclusive participation, sustained efforts in curriculum reform, practical training, infrastructure enhancement, and structured placement services are essential to ensure quality education translates into meaningful employment and long-term socio-economic mobility for its graduates.

3.2 Recommendations

The Tracer Study Team conducted a comprehensive examination of the graduates from the undergraduate and graduate levels of 2024. This study researched into various aspects, including students' personal information, parental educational and occupational backgrounds, and employability of the graduates, job satisfaction, and an evaluation of the effectiveness of college programs, courses, and library and lab services, along with collecting feedback. Based on the findings presented in the Tracer Study report, the following recommendations have been put forth:

The task of Tracer Study should make an integral part of teaching learning program in future.

- The Strategic Plan of TMC should incorporate the suggestions made on Tracer study Report.
- The college should promote wide range professional courses, field-based learning, counseling etc.
- The EDJs and Dalit students should be offered more incentives to bring them into the mainstream of the nation.
- TMC should make its software-based record keeping system more effectively.
- TMC should enhance its library facilities connecting with technology.
- The campus should intensify the relationship between parent-teacher and students.
- TMC should include the teacher's self- assessment /appraisal plan and students feedback collection mechanism as a part of teaching learning
- The provision of student counseling service should be given higher priorities.
- UGS needs to improve its Tracer Study form/questionnaire to incorporate more information related to the unemployed and the studying ones.
- Teaching and learning activities should be relevant to job placement and quality education.

ANNEXEX

ANNEX 1: OVERALL PROFILE OF GRADUATES OF THE YEAR 2024 (Humanities, Education and Management)

Total Graduates (130)

The total graduates of the year 2024 were 130 in numbers the overall glimpse of graduates has shown as follows.

1. Level: **Undergraduate/<u>Bachelor Degree</u>**,

a) Humanities and Social Sciences (**B.A**, Total=**36**)

S.N.	Name of Student	Sex	EDJ	D	M	Faculty
1.	Amisha Bista	F	-	-	-	BA
2.	Anish Kumari Chaudhary	F	√	-	-	BA
3.	Anita Chaudhary	F	√	-	-	BA
4.	Babita Khatri	F	-	-	-	BA
5.	Binita Chaudhary	F	√	-	-	BA
6	Binita Kaili Kushmi	F	√	-	-	BA
7	Ela Kumari Chaudhary	F	√	-	-	BA
8	Ganesh Sarki	M	-	√	-	BA
9.	Garima Mahato	F	√	-	-	BA
10.	Gita Kumari Chaudhary	F	√	-	-	BA
11	Gita Kumari Chaudhary	F	√	-	-	BA
12	Hom Kumari Shahi	F	-	-	-	BA
13	Ishmarika Bhul	F	-	√	-	BA
14.	Karuna Kumari Neupane	F	-	-	-	BA
15	Kiran Chaudhary	F	√	-	-	BA
16	Kshitij Kumar Chaudhary	M	√	-	-	BA
17	Maheshwari Dahit	F	√	-	-	BA
18	Mahima Kathariya	F	√	-	-	BA
19.	Manisha Chaudhary	F	√	-	-	BA
20.	Motikala K.C.	F	-	-	-	BA
21	Nisha Kumari Chaudhry	F	√	-	-	BA
22.	Pramila Kumari Chaudhary	F	√	-	-	BA
23.	Pramila Kumari Chaudhary	F	√	-	-	BA
24	Pratibha Saud	F	-	-	-	BA
25	Priti Chaudhary	F	√	-	-	BA
26.	Samiksha Shahi	F	-	-	-	BA
27.	Sandip Kumar Dangaura	M	√	-	-	BA
28	Santosh Chaudhary	M	√	-	-	BA
29.	Sarmila Chaudhary	F	√	-	-	BA
30.	Stuti Chaudhary	F	√	-	-	BA
31.	Subash Tharu	M	√	-	-	BA

32.	Sumida Chaudhary	F	√	-	-	BA
33	Sushmita Dangaura Tharu	F	√	-	-	BA
34	Susmita Magar	F	√	-	-	BA
35	Swastika Chaudhary	F	√	-	-	BA
36	Yamuna Kumari Chaudhary	F	√	-	-	BA
Total		**36**	**27**	**2**	**0**	

~~b)~~ **Faculty**: **Education (B.Ed.**, Total-**31**)

S.N.	Name of Student	Sex	EDJ	D	M	Faculty
1.	Anita Chaudhary	F	√	-	-	B.Ed.
2.	Anu Dangaura	F	√	-	-	B.Ed.
3	Asmita Tharu	F	√	-	-	B.Ed.
4	Asmita Chaudhary	F	√	-	-	B.Ed.
5.	Deepika Rawal	F	√	-	-	B.Ed.
6	Dil Kumari Chaudhary	F	√	-	-	B.Ed.
7.	Durga Budha	F	-	-	-	B.Ed.
8	Janaki Khatri	F	-	-	-	B.Ed.
9.	Jiya Chaudhary	F	√	-	-	B.Ed.
10.	Karima Kumari Dangaura	F	√	-	-	B.Ed.
11	Karishma Chaudhary	F	-	-	-	B.Ed.
12	Laxmi Upadhayay	F	-	-	-	B.Ed.
13	Mahima Tharu	F	√	-	-	B.Ed.
14	Manju Dangaura	F	√	-	-	B.Ed.
15	Nikita Wod	F	-	√	-	B.Ed.
16.	Niranjana Thapa	F	-	-	-	B.Ed.
17	Rita Kathariya	F	√	-	-	B.Ed.
18.	Resham Kumari Chaudhary	F	√	-	-	B.Ed.
19	Rupa Dhami	F	-	-	-	B.Ed.
20	Rupa Mahato	F	√	-	-	B.Ed.
21.	Sarita Chaudhary	F	√	-	-	B.Ed.
22	Saraswati Kumari Chaudhary	F	√	-	-	B.Ed.
23	Sunita Chaudhary	F	√	-	-	B.Ed.
24	Sunita Kumari Rajbanshi Tharu	F	√	-	-	B.Ed.
25	Sushila Chaudhary	F	√	-	-	B.Ed.
26	Susmita Chaudhary	F	√	-	-	B.Ed.
27.	Susmita Tharu	F	√	-	-	B.Ed.
.28	Sushmita Kumari Chaudhary	F	√	-	-	B.Ed.
29	Susmita Dangaura	F	√	-	-	B.Ed.
30.	Tulsi Chaudhary	F	√	-	-	B.Ed.
31	Yashoda Jaishi	F	-	-	-	B.Ed.
Total		31	23	1	0	

Note: Only female graduates in B.Ed. are found.

c) **Faculty**: **Management** (BBS+ BBA= **30**)

S.N.	Name of Student	Sex	EDJ	D	M	Faculty
1	Akaksha Shahi	F	-	-	-	BBS
2	Anjali Tharu	F	√	-	-	BBS
3	Dharma Batal	M	-	-	-	BBS
4	Radha Kumari Chaudhary	F	√	-	-	BBS
5	Subina Thapa	F	-	-	-	BBS
6	Tapendra Bohara	M	-	-	-	BBS
	Total	**6**	**2**	**0**	**0**	

BBA

S.N.	Name of Student	Sex	EDJ	D	M	Faculty
1	Bharat Saud	M	-	-	-	BBA
2	Binu Chaudhary	F	√	-	-	BBA
3	Bishwa Maya Chaudhary	F	√	-	-	BBA
4	Dhansari Kunwar	F	-	-	-	BBA
5	Dhirendra Dhami	M	-	-	-	BBA
6	Dilmaya Chaudhary	F	√	-	-	BBA
7	Diwash Kadayat	M	-	-	-	BBA
8	Ganesh Bajgain	M	-	-	-	BBA
9	Ganesh Raj Nath	M	-	-	-	BBA
10	Himal Bohara	M	-	-	-	BBA
11	Jahar Punmagar	M	√	-	-	BBA
12	Janaki Sodari	F	-	-	-	BBA
13.	Krishna Thakulla	M	-	-	-	BBA
14	Laxmi Thakulla	F	-	-	-	BBA
15	Parbati Rawal	F	-	-	-	BBA
16	Parishma Aslamimagar	F	√	-	-	BBA
17	Ruksahr Bist	F	-	-	-	BBA
18	Sandhya Rana	F	√	-	-	BBA
19.	Sarobetra Tharu	M	√	-	-	BBA
20.	Sima Kushmi	F	√	-	-	BBA
21	Sristi Chaudhary	F	√	-	-	BBA
22	Suman Chaudhary	M	√	-	-	BBA
23	Swastika Chaudhary	F	√	-	-	BBA
24	Tapendra Rawal	M	-	-	-	BBA
Total		**24**	**10**	**0**	**0**	

2. Level: **Graduate/Master's Degree**

a) Faculty: **Humanities and Social Sciences** (**MA**, Total=**11)**

Female

S.N.	Name of Student	Sex	EDJ	D	M	Faculty
1.	Bhagirathy Chaudhary	F	√	-	-	MA
2	Bhagyaswari Chaudhary	F	√	-	-	MA
3.	Hemant Mahato	M	√	-	-	MA
4.	Khageswari Hamal	F	-	-	-	MA
5	Matrika Prasad Timilsena	M	-	-	-	MA
6	Mina Kumari Chaudhary	F	√	-	-	MA
7.	Ranju Kushmi	F	√	-	-	MA
8	Sabita Kumari Chaudhary	F	√	-	-	MA
9.	Sakuntala Chaudhary	F	√	-	-	MA
10.	Sujata Chaudhary	F	√	-	-	MA
11	Sumitra Chaudhary	F	√	-	-	MA
Total		**11**	**9**	**0**	**0**	

b) Faculty: **Education (M.Ed., Total=17)**

S.N.	Name of Student	Sex	EDJ	D	M	Faculty
1.	Anita Budha	F	-	-	-	M.Ed.
2.	Bandhu Ram Chaudhary	M	√	-	-	M.Ed.
3.	Deukala Budha	F	-	-	-	M.Ed
4	Dhaneswari Sharma	F	-	-	-	M.Ed
5.	Khem Kumari Sharma	F	√	-	-	M.Ed
6.	Lamita Kafle	F	-	-	-	M.Ed
7	Nar Bahadur Bohara	M	-	-	-	M.Ed
8	Pashupati Chaudhary	F	√	-	-	M.Ed
9	Ramila Neupane	F	-	-	-	M.Ed
10	Rekha Kumari Kathariya	F	√	-	-	M.Ed
11	Rekha Pant	F	-	-	-	M.Ed
12	Sarita Nepali	F		√	-	M.Ed
13	Satyanarayan Rana	M	√	-	-	M.Ed
14	Shankar Bahadur Rawal	M	-	-	-	M.Ed
15	Sita Chaudhary	F	√	-	-	M.Ed
16	Smritee Rijal	F	-	-	-	M.Ed
17.	Yogendra Dhami	M	-	-	-	M.Ed
Total		**17**	**6**	**1**	**0**	

c) Management (MBS. Total=5)

S.N.	Name of Student	Sex	EDJ	D	M	Faculty
1	Ashok Chaudhary	M	√	-	-	MBS
2	Min Bahadur Rokaya	M	-	-	-	MBS
3	Pramod Kumar Chaudhary	M	√	-	-	MBS
4	Rabin Bist	M	-	-	-	MBS
5	Surat Kunwar	M	-			MBS
Total		5	1	0	0	

ANNEX-2: FACULTY-WISE LIST OF GRADUATES WITH PHONE AND EMAIL

Management (BBS)

Female

SN	Name	Contact No.	Gmail	Remarks
1.	Anjali Tharu	9822116596	anjalitharu96@gmail.com	
2	Akaksha Shahi	9811687715	guakaksha22@gmail.com	
3	Radha Kumari Chaudhary	973806449	radhachy222@gmail.com	
4	Subina Thapa	9768266604	subinathapa525@gmail.com	

Male

S.N.	Name	Contact No.	Gmail	Remarks
1	Dharma Batal	9848296430	dharmatkp2019@gmail.com	
2	Tapendra Bohara	9845760253	boharatapendra2@gmail.com	

Management (BBA)

Female

SN	Name	Contact No.	Gmail	Remarks
1.	Binu Chaudhary	9840816058	binu3200@gmail.com	
2.	Bishwa Maya Chaudhary	9804649240	mayabishwa@gmail.com	
3	Dhansari Kunwar	9863528648	kunwardhansari07@gmail.com	
4.	Dilmaya Chaudhary	9746328176	dilmayachaudhary451@gmail.com	
5.	Janaki Sodari	9706591307	rinachaudhary094@gmail.com	
6	Laxmi Thakulla	9804657206	laxmithakulla26@gmail.com	
7	Parbati Rawal	9845640902	rawalparbati800@gmail.com	
8	Parishma Aslamimagar	9844759067	aslamimagarp@gmail.com	
9	Ruksahr Bist	9821613241	ruksarbist2002@gmail.com	
10	Sandhya Rana	9745628204	ranasandhya892@gmail.com	
11	Sima Kushmi	9765319916	simakushmi4@gmail.com	
12	Sristi Chaudhary	9821617030	shristichaudhary2@gmail.com	
13	Swastika Chaudhary	9800680255	chaudharyswastika09@gmail.com	

Male

S.N.	Name	Contact No.	Gmail	Remarks
1	Bharat Saud	9848082459	bharatsaud2060@gmai.com	
2	Diwash Kadayat	9800672219	diwash2019@gmail.com	
3	Dhirendra Dhami	9865899138	dhamidhiren25@gmail.com	
4	Ganesh Bajgain	9745628207	ganeshbazar@gmail.com	
5	Ganesh Raj Nath	9862371741	ganeshrajnath@gmail.com	
6	Himal Bohara	9767417225	himalbohara16@gmail.com	
7	Jahar Punmagar	9845469181	jaharmagar5@gmail.com	
8	Kushal Kathariya	9809318638	kushalkathariya5@gmail.com	
9	Krishna Thakulla	9800561450	krishnathakulla622@gmail.com	
10	Sarobetra Tharu	9746316093	sarobetratharu777@gmail.com	
11	Suman Chaudhary	9811651449	sumanchy2020@gmail.com	
12	Tapendra Rawal	9824641777	rawalrudra16@gmail.com	

Faculty: Humanities & Social Science (BA)

Female

SN	Name	Contact No.	Gmail	Remarks
1.	Amisha Bista	9860467019	amisha23@gmail.com	
2.	Anish Kumari Chaudhary	9767693874	chyanisha22@gmail.com	
3.	Anita Chaudhary	9862951344	chaudharyanita@gmail.com	
4.	Babita Khatri	9766056240	khatri226@gmail.com	
5.	Binita Kaili Kushmi	9849686352	kailikushmibinita@gmail.com	
6	Binita Chaudhary	9825621027	binitachaudhary22@gmail.com	
7.	Ela Kumari Chaudhary	9703538925	elachaudhary8976@gmail.com	
8	Garima Mahato	9700964255	mahatogarima55@gmail.com	
9.	Gita Kumari Chaudhary	9814612524	gitakumarichy99@gmail.com	
10.	Gita Kumari Chaudhary	9824617496	gitac646@gmail.com	
11	Hom Kumari Shahi	9868994211	homkumarido22@gmail.com	
12	Ishmarika Bhul	981165212	chaudharyrina085@gmail.com	
13	Karuna Kumari Neupane	9813202530	karunaneupane20@gmail.com	
14.	Kiran Chaudhary	9821603941	kiranchy253@gmail.com	
15.	Priti Chaudhary	9824602750	chaudharypirti368@gmail.com	
16.	Maheshwari Dahit	9767417229	maheswari@gmail.com	
17	Mahima Kathariya	9814628912	kjanal@gmail.com	
18	Manisha Chaudhary	9742411154	chyteamanisha010@gmail.com	
19	Motikala K.C.	98116425603	kcm520@gmail.com	
20.	Manisha Chaudhary	9811346709	manishachy345@gmail.com	
21.	Nisha Kumari Chaudhry	9800625822	nishachy644@gmail.com	
22.	Pramila Kumari Chaudhary	9825632346	rinachaudhary@gmail.com	
23	Pramila Kumari Chaudhary	9843352913	cpramila420@gmail.com	
24.	Pratibha Saud	97464221794	saudpratibh201@gmail.com	
25	Samiksha Shahi	9868524653	samikshado@gmail.com	
26	Sarmila Chaudhary	9825611895	sarmilachy5@gmail.com	
27.	Stuti Chaudhary	9812622604	stutichy143@gmail.com	
28.	Sumida Chaudhary	9847533560	sumidachaudhary350@gmail.com	
29	Sushmita Dangaura Tharu	976283830	dangaurasus35@gmail.com	
30.	Susmita Magar	9765320606	susmita524@gmail.com	
31.	Swastika Chaudhary	9821617724	swastikachaudhary671@gmail.com	
32.	Yamuna Kumari Chaudhary	9700837483	yamunachy22@gmail.com	

Male

S.N.	Name	Contact	Gmail	Remarks
1	Ganesh Sarki	9868510554	ganeshsarki@gmail.com	
2	Kshitij Kumar Chaudhary	9811607234	badayatkshitj11@gmail.com	
3	Sandip Kumar Dangaura	9825621344	schy8683@gmail.com	
4	Santosh Chaudhary	9816428290	santoshkailikushmi@gmail.com	
5	Subash Tharu	9824682662	chysubash326@gmail.com	

Faculty: Bachelor In Education (B. Ed.)

Female

SN	**Name**	**contact No.**	**Gmail**	**Remarks**
1.	Anita Chaudhary	9804689588	anitachaudhary1343@gmail.com	
2.	Anu Dangaura	9742484317	anudangaura4@gmail.com	
3	Asmita Tharu	9819590993	chakraasmi22@gmail.com	
4	Asmita Chaudhary	9814640323	chyasmita@gmail.com	
5.	Deepika Rawal	9865813608	deepika.rawal5599@gmail.com	
6	Durga Budha	9812723479	budhadurga33@gmail.com	
7.	Dil Kumari Chaudhary	9814672778	chydil@gmail.com	
8	Janaki Khatri	9764807248	janakikhatri22@gmail.com	
9.	Jiya Chaudhary	9824661394	chyjiya43@gmail.com	
10.	Karima Kumari Dangaura	9766590126	karimadangaura645@gmail.com	
11	Karishma Chaudhary	9821675520	kareeshma56@gmail.com	
12	Laxmi Upadhayay	9845639229	mellekh24@gmail.com	
13	Mahima Tharu	9805024063	chymahima00@gmail.com	
14	Manju Dangaura	9707579706	dangaura@gmail.com	
15	Nikita Wod	9848083583	nikitawodu@gmail.com	
16.	Niranjana Thapa	9742529658	nirathapa57@gmail.com	
17	Rita Kathariya	9805751396	ritakathariya76@gmail.com	
18.	Resham Kumari Chaudhary	9822623724	chaudharyresham46@gmail.com	
19	Rupa Dhami	9869823564	thapa205@gmail.com	

20	Rupa Mahato	9812698901	rupa1255@gmail.com	
21.	Sarita Chaudhary	9761311071	chaudharysarita400@gmail.com	
22	Saraswati Kumari Chaudhary	9824674819	saraswatichy2025@gmail.com	
23	Sunita Chaudhary	9815683070	chaudharysunita@gmail.com	
24	Sunita Kumari Rajbanshi Tharu	9765384343	tharusunita50@gmail.com	
25	Sushila Chaudhary	9825681000	sushilac83@gmail.com	
26.	Susmita Chaudhary	9749805892	chaudharysusmita081@gmail.com	
27	Susmita Tharu	9822659434	susmita250@gmail.com	
28.	Sushmita Kumari Chaudhary	9804623514	susmitac891@gmal.com	
29.	Susmita Dangaura	9742404118	susmitadangaura27@gmail.com	
30	Tulsi Chaudhary	9766998287	tulsichy60@gmail.com	
31.	Yashoda Jaishi	9845295830	yashodajaisi@gmail.com	

Graduates Level
Faculty: Management (MBS)

Male

SN	Name	Contact No	Gmail	Remarks
1.	Pramod Kumar Chaudhary	9848446078	pramodchaudhary2772@gmail.com	TU
2.	Rabin Bist	9868740576	bistrabin224@gmail.com	Tu

Faculty: Management (MBM)

Male

SN	Name	Contact No.	Gmail	Remarks
1.	Ashok Chaudhary	9848638747	ashokchydo1@gmail.com	
2.	Min Bahadur Rokaya	9868401260	rokayamin2000@gmail.com	
3.	Surat Kunwar	9866668375	kunwarsurat2020@gmail.com	

Faculty: Humanities & Social Sciences (MA)

SN	Name	Contact No.	Gmail	Remarks
1	Bhagirathy Chaudhary	9868473763	chaudharybhagirathi1@gmail.com	
2	Bhagyaswari Chaudhary	9811630785	bhagyachy@gmail.com	
3	Khageswari Hamal	9866668466	hamalkb2049@gmail.com	
4.	Mina Kumari Chaudhary	984850023	chilrahwatina22@gmail.com	
5.	Ranju Kushmi	982564284	nrkushmi22@gmail.com	
6.	Sabita Kumari Chaudhary	9848501003	sabitadhugrhwa22@gmail.com	
7	Sakuntala Chaudhary	9868457741	sakuntalachy222@gmail.com	
8	Sujata Chaudhary	9844141709	sujatachy2050@gmail.com	
9	Sumitra Chaudhary	9824638781	sumitrachy2048@gmail.com	

Male

S.N.	Name	Contact No.	Gmail	Remarks
1	Hemant Mahato	9868800008	mahatohemant2@gmail.com	
2	Matrika Prasad Timilsina	9865448533	matrikaprasad05@gmail.com	

Faculty: Masters' in Education (M.Ed.)

Female

SN	Name	Contact No.	Gmail	Remarks
1	Anita Budha	9868712397	budhaamrita2020@gmai.com	
2	Dhaneswari Sharma	9848613929	sharmadhaneswari@gmail.com	
3	Deukala Budha	9868434771	budhadeukala2046@gmail.com	
4	Khem Kumari Sharma	9848095371	kumarikhem010@gmail.com	
5	Lamita Kafle	9848572138	kaflelalita12@gmail.com	
6	Pashupati Chaudhary	9762774380	pashupatichy2000@gmail.com	
7	Ramila Neupane	9848517304	parbatiramila22@gmail.com	
8	Rekha Kumari Kathariya	9845755199	kumarirekha@gmail.com	
9	Rekha Pant	9848538105	athapar22@gmail.com	
10	Sarita Nepali	9814620658	nepalisarita2050@gmail.com	
11	Sita Chaudhary	9800644893	sitachyhelp@gmail.com	
12	Smritee Rijal	9811697613	smritarijal123@gmail.com	

Male

S.N.	Name	Contact	Gmail	Remarks
1	Bandhu Ram Chaudhary	9865786364	bandhuram@gmail.com	
2	Satyanarayan Rana	9764221754	satayarana535@gmail.com	
3	Nar Bahadur Bohara			
4	Shankar Bahadur Rawal	9845159979	swamikartik@gmail.com	
5	Yogendra Dhami	9864752100	dhamiyogendra@gmail.com	

ANNEX 3: FACULTY-WISE CGPA (UNDERGRADUATE LEVEL)

Faculty: Management (BBS)

Female

SN	Name	Letter Grade	CGPA/Percentage	Division
1.	Anjali Tharu		56.25%	Second
2	Akaksha Shahi		63.10%	First
3	Radha Kumari Chaudhary	C	2.72	Second
4	Subina Thapa		40.90%	Pass
Total		**4**		

Male

S.N.		Name	Letter Grade	CGPA/Percentage	Division
1		Dharma Batal		61.00%	First
2		Tapendra Bohara		56.9%	Second
	Total		**2**		

Faculty: Management (BBA)

Female

SN	Name	Letter Grade	CGPA/Percentage	Division
1.	Binu Chaudhary	C^+	2.87	Second
2.	Bishwa Maya Chaudhary	B	3.14	First
3	Dhansari Kunwar	B^-	3.01	First
4	Dilmaya Chaudhary	B	3.16	First
5	Janaki Sodari	B	3.18	First
6	Laxmi Thakulla	B-	3.00	Firs
7	Parbati Rawal	C+	2.91	Second
8	Parishma Aslamimagar	C+	2.81	Second
9	Ruksahr Bist	C+	2.89	Second
10	Sandhya Rana	B-	3.02	First
11	Sima Kushmi	B-	3.05	First
12	Sristi Chaudhary	B	3.26	First
13	Swastika Chaudhary	C^+	2.87	Second
Total		**13**		

Faculty: Management (BBA)

Male

S.N.	Name	Letter Grade	CGPA/Percentage	Division
1	Bharat Saud	A-	3.73	Distinction
2	Diwash Kadayat	B	3.23	First
3	Dhirendra Dhami	B	3.16	First
4	Ganesh Bajgain	B-	3.05	First
5	Ganesh Raj Nath	B-	3.05	First
6	Himal Bohara	B	3.16	First
7	Jahar Punmagar	B-	2.97	Second
8	Krishna Thakulla	C+	2.88	Second
9	Sarobetra Tharu	B-	3.05	First
10	Suman Chaudhary	B	3.18	First
11	Tapendra Rawal	B	3.07	First
Total		**11**		

Faculty: Humanities & Social Science (BA)

Female

SN	Name	Letter Grade	CGPA/Percentage	Division
1.	Amisha Bista	C	2.70	Second
2.	Anish Kumari Chaudhary	C	2.62	Second
3.	Anita Chaudhary	C	2.75	Second
4.	Babita Khatri	C^+	2.78	Second
5.	Binita Kaili Kushmi	C	2.72	Second
6	Binita Chaudhary	B-	2.91	Second
7	Ela Kumari Chaudhary	C	2.66	Second
8	Garima Mahato	C+	2.82	Second
9.	Gita Kumari Chaudhary	C^+	2.82	Second
10.	Gita Kumari Chaudhary	C	2.66	Second
11	Hom Kumari Shahi	C+	2.82	Second
12	Ishmarika Bhul	C	2.69	Second
13	Karuna Kumari Neupane	B	3.19	First
14.	Kiran Chaudhary	B^-	2.86	Second
15	Maheshwari Dahit	C	2.66	Second
16	Mahima Kathariya	B-	2.92	Second
17	Manisha Chaudhary	C	2.70	Second
18	Motikala K.C.	C	2.7	Second
19.	Nisha Kumari Chaudhry	C^+	2.76	Second
20.	Pramila Kumari Chaudhary	C^+	2.77	Second

21	Pramila Kumari Chaudhary	C+	2.76	Second
22.	Pratibha Saud	B-	2.83	Second
23.	Priti Chaudhary	C	2.66	Second
24	Samiksha Shahi	C+	2.78	Second
25	Sarmila Chaudhary	B-	2.91	Second
26.	Stuti Chaudhary	C+	2.82	Second
27.	Sumida Chaudhary	C	2.68	Second
28	Sushmita Dangaura Tharu	B-	2.86	Second
29.	Susmita Magar	C	2.64	Second
30.	Swastika Chaudhary	C	2.61	Second
31.	Yamuna Kumari Chaudhary	C	2.68	Second
Total		**31**		

Male

SN	Name	Letter Grade	CGPA/Percentage	Division
1	Ganesh Sarki	C+	2.84	Second
2	Kshitij Kumar Chaudhary	C	2.74	Second
3	Sandip Kumar Dangaura	C	2.75	Second
4	Santosh Chaudhary	C	2.70	Second
5	Subash Tharu	C+	2.76	Second
Total		**5**		

Faculty: Bachelor In Education (B. Ed.)

Female

SN	Name	Letter Grade	CGPA/Percentage	Division
1.	Anita Chaudhary	C	2.72	Second
2.	Anu Dangaura	C+	2.93	Second
3	Asmita Tharu	C	2.72	Second
4	Asmita Chaudhary	C	2.66	Second
5.	Deepika Rawal	C+	2.78	Second
6	Dil Kumari Chaudhary	C+	2.76	Second
7.	Durga Budha	C+	2.76	Second
8	Janaki Khatri	B-	3.00	Second
9.	Jiya Chaudhary	B-	3.15	Second
10.	Karima Kumari Dangaura	C+	2.76	Second
11	Karishma Chaudhary	B-	2.94	Second
12	Laxmi Upadhayay	B-	2.91	Second
13	Mahima Tharu	C+	2.82	Second
14	Manju Dangaura	C+	2.86	Second
15	Nikita Wod	B-	2.86	Second
16.	Niranjana Thapa	B-	2.96	Second
17	Rita Kathariya	B-	2.88	Second

18.	Resham Kumari Chaudhary	B	3.16	First
19	Rupa Dhami	B+	3.37	Second
20	Rupa Mahato	B	3.03	First
21.	Sarita Chaudhary	C^+	2.83	Second
22	Saraswati Kumari Chaudhary	B	3.09	First
23	Sunita Chaudhary	B-	2.93	Second
24	Sunita Kumari Rajbanshi Tharu	B	3.03	First
25	Sushila Chaudhary	B-	2.91	Second
26	Susmita Chaudhary	B-	2.89	Second
27.	Susmita Tharu	B-	2.91	Second
.28	Sushmita Kumari Chaudhary	C+	2.78	Second
29	Susmita Dangaura	C+	2.93	Second
30.	Tulsi Chaudhary	B	3.14	First
31	Yashoda Jaishi	C	2.70	Second
Total		**31**		

GRADUATES LEVEL

Faculty: Management (MBS)

Male

SN	Name	Letter Grade	CGPA/Percentage	Division
1.	Pramod Kumar Chaudhary	-	48.90%	Pass
2.	Rabin Bist	--	46.80%	Pass
Total		**2**		

Faculty: Management (MBM)

Male

SN	Name	Letter Grade	CGPA/Percentage	Division
1.	Ashok Chaudhary	B	3.22	First
2.	Min Bahadur Rokaya	B	3.20	First
3.	Surat Kunwar	B	3.26	First
Total		**3**		

Faculty: Humanities & Social Sciences (MA)

Female

SN	Name	Letter Grade	CGPA/Percentage	Division
1	Bhagirathy Chaudhary	B+	3.31	First
2	Bhagyaswari Chaudhary	B	3.18	Second
3	Khageswari Hamal	B	3.14	Second
4.	Mina Kumari Chaudhary	B	3.14	Second
5.	Ranju Kushmi	B	3.14	Second
6.	Sabita Kumari Chaudhary	B	3.14	Second
7	Sakuntala Chaudhary	B	3.22	First
8	Sujata Chaudhary	B	3.24	First
9	Sumitra Chaudhary	B	3.14	Second
Total		**9**		

Male

SN	Name	Letter Grade	CGPA/Percentage	Division
1	Hemant Mahato	B	3.18	Second
2	Matrika Prasad Timilsena	B	3.10	Second
Total		**2**		

Faculty: Masters' in Education (M.Ed.)

Female

SN	Name	Letter Grade	CGPA/Percentage	Division
1	Anita Budha	B	3.19	Second
2	Dhaneswari Sharma	B	3.17	Second
3	Deukala Budha	B	3.19	Second
4	Khem Kumari Sharma	B	3.25	First
5	Lamita Kafle	B	3.26	First
6	Pashupati Chaudhary	B+	3.30	First
7	Ramila Neupane	B+	3.10	Second
8	Rekha Kumari Kathariya	B	3.12	Second
9	Rekha Pant	B	3.27	First
10	Sarita Nepali	B	3.18	Second
11	Sita Chaudhary	B+	3.36	First
12	Smritee Rijal	B	3.28	First
Total		**12**		

Male

SN	Name	Letter Grade	CGPA/Percentage	Division
1	Bandhu Ram Chaudhary	B	3.23	First
2	Nar Bahadur Bohara	B	3.23	First
3	Satyanarayan Rana	-	44.40%	Pass
4	Shankar Bahadur Rawal	B	3.27	First
5	Yogendra Dhami	B+	3.34	First
Total		**5**		

OVERALL GRADE PROFILE OF THE GRADUATES

Letter Grade	Undergraduate								Graduate						Total	Percentage %
	BBS		BBA		BA		B.Ed.		MBS/MBM		MA		M.Ed.			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
A																
A-			1												1	0.76
B+								1				1	1	3	6	4.61
B	1	1	5	4		1		5	3		2	8	3	9	42	32.30
B-	1	1	4	4		6		11	2				1		30	23.07
C+			1	5	2	9		10							27	20.76
C		2			3	15		4							24	18.46
Total Percentage																**100**

ANNEX-4 GRADUATES STATUS SUMMARY

SUMMARY OF THE YEAR 2024	
Graduates' status summary • Traced Graduates:**130** • Employed before the Graduation Year 2024: 4 • Employed after graduation (2024): 3 • Unemployed: 73 • Graduates pursuing further Study: 50 • Male: 30 • Female:100 • EDJ: 79 • Dalit: 4	**Students Enrolled in Master's Degree in various Institutions/Campuses** • FWU, Tikapur Multiple Campus, Tikapur Kailali • Central Department of Management, TU • Lumbini Banijay Campus, Butwal; • NCC College, Katmandu • Kailali Multiple Campus • Nepalgunj Multiple Campus
Total Graduates of the Year 2024 = 130	

ANNEX-5 EMPLOYMENT STATUS OF GRADUATES OF THE YEAR 2024

Employment before and after the Graduation 2024

S.N.	Name	Faculty	Institutions & Address	Designation	Types	Phone
1	Pramod Chaudhary	M.B.S.	Pashupati Gramin Vidyut Shahakari Sanstha, Tikapur, 5, Kailali	Manager	Public	9848446078
2	Meena Kumari Chaudhari	MA	Center for Dalit Women Nepal, Kathmandu	Field Officer	Private	9848500023
3	Hemant Mahato	M.A.	Arogy Clinic, Tikapur, Kailali	Medicine Seller	Self-employed	9868800008
4	Satya Narayan Rana	M.Ed.	Amar Sahid Shree Dasrath Chand Secondary School, Rajapur, Bardiya	Primary Teacher	Public	9764221754
5	Ramila Neupane	M.Ed.	School of Dahkari Rural Municipality, Achham	Primary Teacher	Governme nt	9848517314
6	Himal Bohara	BBA	Kamana Bikas Bank Ltd, Kathmandu 30, Anandbhairab	Trainee Assistant	Private	97674117225
7	Mahima Kathariya	B.A	Far Western Province Ministry of Social Development, Janaki, 2 Kailali	Health Volunteer	Private	9814628912