

REPORT OF THE TRACER STUDY

2022

Submitted to the University Grants Commission
Sanothimi, Bhaktapur
Nepal

BARUN MULTIPLE CAMPUS

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ACKNOWLEDGEMENT

Tracer study, a part of the performance activity of the campus, has given a clear picture of the graduates passed in a year. To carry out this study, a team has been formed to collect, tabulate and analyze the information obtaining from the graduates in a designated form provided by the UGC. The team has worked in the schedule granted by the CMC. It is the second attempt of the campus in tracing the graduates. The CMC has decided and given the responsibility to carry out the tracer study for the graduates of the year 2022. The members of the team have worked sincerely and unreservedly in the stipulated schedule. One of the most striking problems realized in doing this study is that the graduates are dispersed in different districts and are out of reach of the campus to get the information of their condition. To carry out the study, team work is most essential part which we have accomplished in this work. But the team, itself has not been sufficient to land the study in this form. Many inspiring, encouraging and supportive people have been induced. First of all, we would like to express our sincere gratitude to the chairperson of Campus Management Committee **Mr. Dirghadhwoj Chapagain** for his support and invaluable suggestions to carry out this study.

We express our cordial gratitude to the Campus Chief **Mrs. Chitra Rekha Karki Adhikari** for her constant guidance, valuable suggestions and encouragement. Her constructive feedback from the beginning to the last has played an imperative role to bring this study in this form. We are highly indebted to the QAA Focal Person **Mr. RudraNath Dahal** and Program Coordinator **Mr. Danda Pani Guragain** for their precious inspirations and kind supports to complete this study. In the same way, we are indebted and would like to appreciate the contributions of all the members of CMC, teacher staff for their encouragements and suggestions.

Our sincere gratitude goes to the officials of UGC Nepal for their incessant inspirations, feedback and guidance to complete the study.

Similarly, we would like to thank to all the graduates graduated from the campus in 2022 for their cooperation and sincere help in filling the designated forms provided by the campus. Last but not least, we would like to extend our earnest gratitude to our family members in managing the extra time for us to complete this study by shouldering the house hold works in them.



Chitra

Chitrarekha Karki Adhikari
Campus Chief

Tracer Study Team
Barun Multiple Campus, Khandbari.

EXECUTIVE SUMMARY

Barun Multiple Campus was one of the beneficiaries regarding the Reform Grants (Scheme –C) under the Second Higher Education Project (SHEP) and HERP (2015-2020). The campus successfully participated and completed the both programs. Presently, NEHEP (Nurturing Excellence Higher Education Program), Equity Grants Funded Project is being run under UGC Nepal. LOI for QAA of the campus has been accepted by UGC Nepal and under process of SSR writing at present.

This tracer study aims to assess the employment status, further education, and overall professional trajectory of the graduates from Barun Multiple Campus. The study provides valuable insights into the effectiveness of the academic programs and their alignment with labor market demands. The study covers graduates from multiple academic years, collecting data through surveys, interviews, and institutional records. The findings indicate that a significant percentage of graduates have secured employment in diverse sectors, including education, government services, private enterprises, and self-employment. A considerable number of graduates have also pursued higher education, reflecting their aspiration for academic and professional growth.

Key findings reveal that the majority of employed graduates have secured positions relevant to their field of study, demonstrating the applicability of their academic training. However, some challenges persist, such as skill gaps, limited job opportunities in local markets, and the need for enhanced practical exposure during academic programs. The study further highlights employer feedback, indicating satisfaction with graduates' technical knowledge but suggesting improvements in soft skills, critical thinking, and real-world problem-solving abilities. Recommendations include curriculum updates to incorporate industry-relevant competencies, strengthening career counseling services, fostering stronger industry-academia collaboration, and expanding internship opportunities.

Overall, the tracer study underscores the positive impact of Barun Multiple Campus on graduate employability while identifying key areas for continuous improvement. These insights will serve as a foundation for refining academic programs and enhancing student career prospects in the future.




Chitrankha Karki Adhikari
Campus Chief



Kishor Shrestha
Team Leader
Tracer Study Team

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ABBREVIATIONS

Ad.	Advertisement
Agr.	Agriculture
Asst.	Assistant
BC	Brahmin/Kshetri
B.A.:	Bachelor of Arts
B.Ed.:	Bachelor of Education
BBS :	Bachelor of Business Studies
Bdr.	Bahadur
BMC:	Barun Multiple Campus
BS:	BikramSambat
CMC:	Campus Management Committee
D.	Dalit
Dr.	Doctorate
EDJ.:	Educationally Disadvantaged Janajati
F:	Female
Gvt.	Government
HERP:	Higher Education Reform Project
JJ:	Janajati
M:	Male
NGO	Non-Governmental Organization
Prof.:	Professor
SHEP:	Second Higher Education Project
UCG:	University Grants Commission



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1. INTRODUCTION

1.1. Background/Rationale

Barun Multiple Campus (BMC) was established in the community efforts in Khandbari Municipality, the head quarter of Sankhuwasabha district, in 1986 with the affiliation of Tribhuvan University. It was founded with the community and local administrators' initiation. District Development Committee, Khandbari Municipality, Sankhuwasabha Chamber of Commerce and Industry, the then Chief District Officer, politicians and local parents. They contributed their time, capital and labor for the establishment of the campus. Since then, contributions of national and international donor organizations, individuals, University Grants Commission, Tribhuvan University, local government and line agencies of Sankhuwasabha, teachers and students are genuinely remarkable for the incessant growth and development of the campus.

Barun Multiple Campus was one of the beneficiaries regarding the Reform Grants (Scheme –C) under the Second Higher Education Project (SHEP) and HERP (2015-2020). The campus successfully participated and completed the both programs. Presently, NEHEP (Nurturing Excellence Higher Education Program), Equity Grants Funded Project is being run under UGC Nepal. LOI for QAA of the campus has been accepted by UGC Nepal and under process of SSR writing at present.

An important part of the educational institution is to produce competent and efficient manpower. They are actually graduates of different levels. The efficiency and competency of the institution is measured on the basis of the graduates produced. Another important measuring condition is the employability of the graduates. To find out the employability condition, salary range, designation and the official status of the graduates, information was drawn using the tracer forms. That is to say, a survey was carried out using the tracer study form provided by the UGC.

1.2. Objectives of the study

The study has the following objectives:

- a) To sort out the graduates of the campus
- b) To draw out personal information of the graduates
- c) To find out programs' contribution to graduates' professional development



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- d) To induce the employment and further study status of the graduates
- e) To judge the effectiveness of the programs in providing quality and relevant education
- f) To evaluate student-teacher relationship and education delivery efficiency of the institution
- g) To find out the level of satisfaction of the graduates to the facilities provided by the institution
- h) To find out the contribution of the institution to graduates' personal development
- i) To provide suggestions for institutional reform.

1.3. Institutional Arrangements to Conduct the Study

The Tracer Study Team has formed assigning the responsibility of carrying out the data collection, presentation, analysis of the tracer study and writing the report of the study. The team has formed by the decision of CMC meeting to exercise the full-fledged academic right to bring the report in to the final form. There are three members in the team which is as below:

1. Mr. Kishor Shrestha – Team Leader
2. Mr. Rajesh Rai – Member
3. Mr. Umesh Basnet – Member

1.4. Graduate Batch Taken for the Study

The students graduated in 2022 were taken for the study. There are 16 graduates out of which 10 graduates are from bachelor's degree in Education, 5 from Management and 1 from Master's degree in Education and completed their graduation in 2022. There were no students from the Faculty of Humanities who completed their graduation this time.

1.5. Data Collection - Instruments and Approach

To carry out the tracer study the committee members visit the students and asked them to fill out the designated forms provided by the UGC Nepal. All the information is generated through written answers of the graduates in the designated questionnaire forms.

1.6 . Scope and Limitations of the Study

The scope of the study is to sort out the graduates of the campus and to find out their employment status and job to suit their qualification. It draws out personal information of the graduates and find out the contribution of the institution to graduates' personal development. It judges the effectiveness of the programs in providing quality and relevant education and provides suggestions for institutional reform.

This study is limited to the students of Barun Multiple Campus, Khandbari who took the certificate of graduation in 2022 from this campus.

2. DATA PRESENTATION AND ANALYSIS

The data are presented here are generated from the information provided by the graduates in the questionnaire forms distributed to them.

2.1. Major strengths and weakness of the institutional

Table No :1

Relevance of the Program to Job	Extra curricular activities	Problem Solving	Work placement/ attachment	Teaching Learning environment	Quality in delivery	Teacher student relationship	Library facility	Lab Facility	Sports Facility	Canteen/ Urinals etc	Other (Electricity)
3.50	3.19	3.00	3.44	3.63	3.38	3.63	3.06	0.88	2.31	2.78	0.31

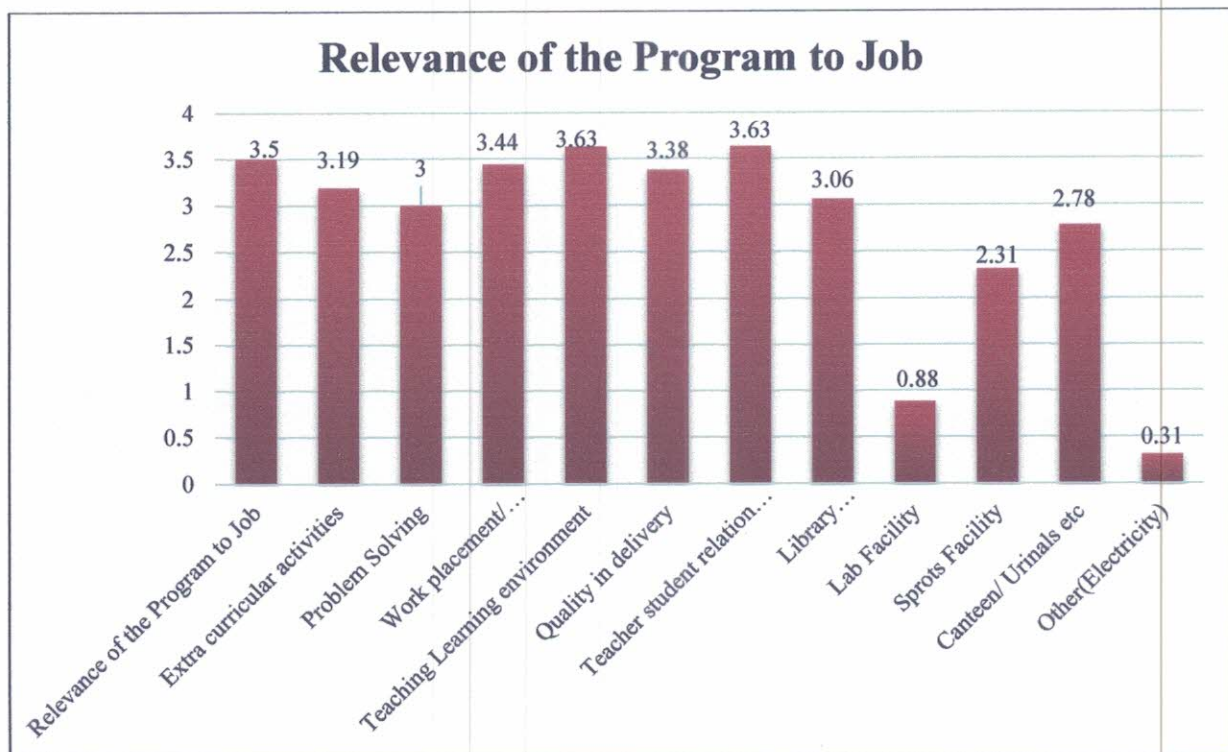


Figure No :1

This shows teacher student relationship and teaching learning environment occupies highest position where as electricity facility is very poor. This shows all other indicators are in satisfactory level but the electricity status is required urgent improvement. The institution

should establish Language Lab, computer lab, social lab, local museum immediately for quality delivery.

2.2. Status of job to suit their qualification

Status	No of Graduates	Percentage
Unemployed	8	50.00
Higher Study	0	0.00
Match Down	6	37.50
Match	2	12.50

Table No : 2

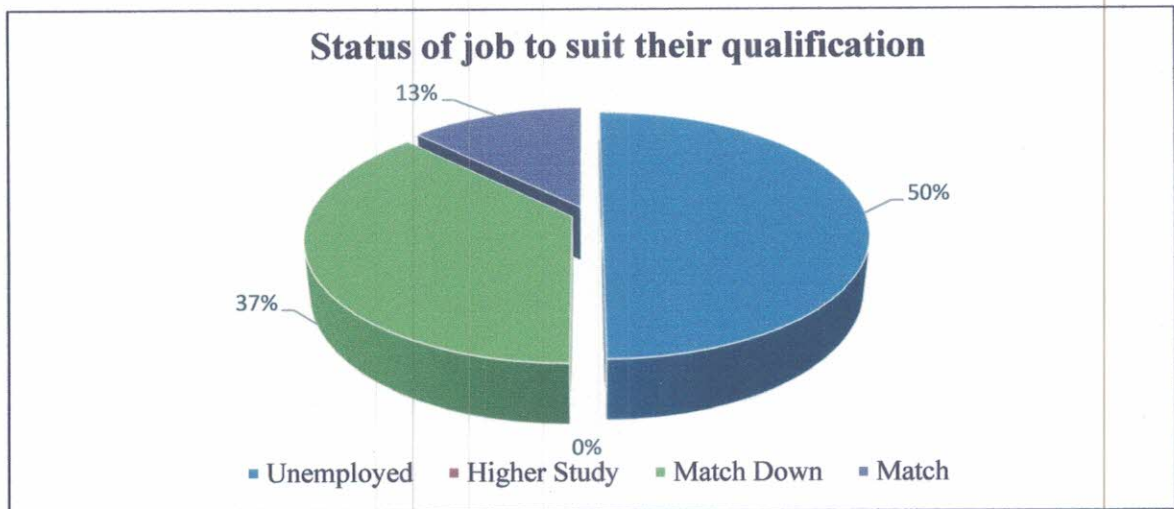


Figure No :2

50% of the graduates are employed but the job they obtained is a step dower to their educational qualification. some graduates got the job meet their qualification which is a matter of happy. The unemployment rate is the half of the total number of graduates. None of graduates were gone for their higher study. The job placement cell needs to be active to find job to suit the graduates' qualification.

2.3. Employment and Further Study Status of the graduates

Status	No of Graduates	Percentage
Employed	8	50
Higher Study	0	0
Unemployed	8	50

Table No: 3

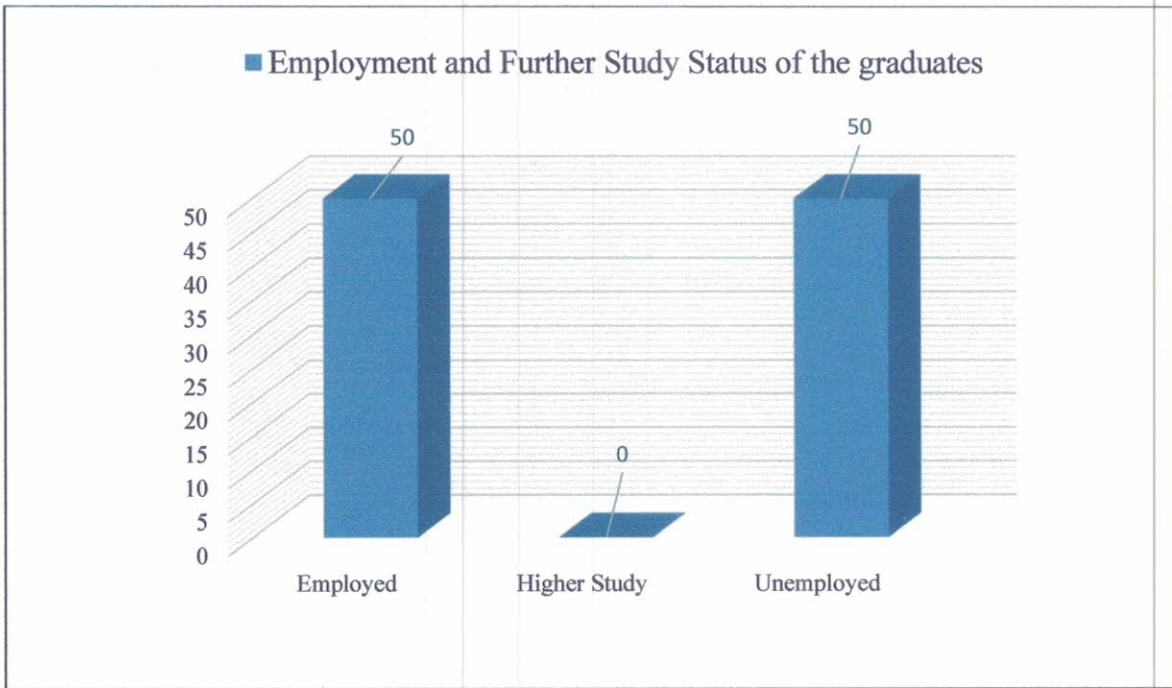


Figure No: 3

Regarding the employment and further study status of the graduates, 50 percent of the graduates are employed and 50 percent of the graduates neither get job nor go for higher study. This unemployment rate does not show positive outcome of the institutional program and the rate of unemployment is increasing in comparison to 2021.

2.4. Issues related to quality and relevance of the programs

Relevance of the Program to Job	Extracurricular activities	Teaching Learning environment
3.50	3.19	3.63

Table No : 4

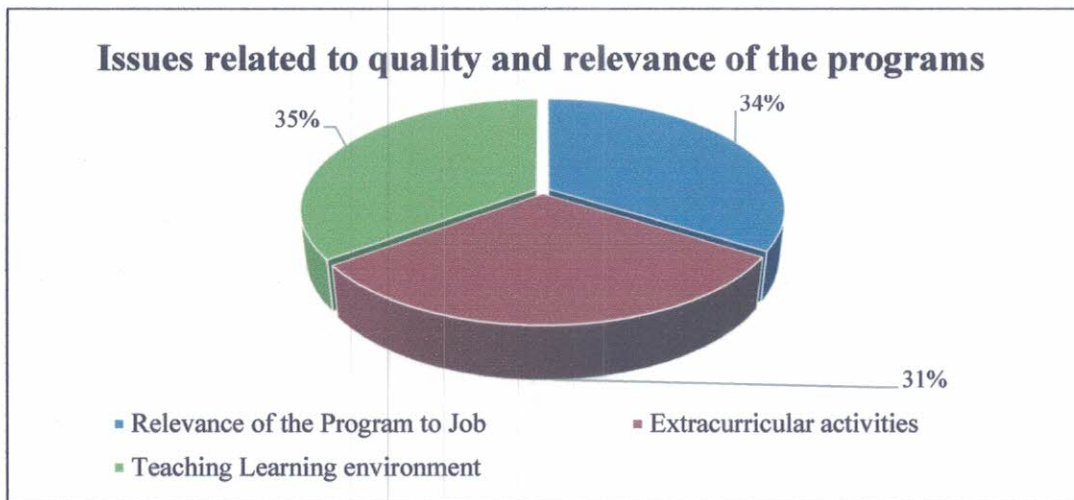


Figure No: 4

To analyze the quality and relevance of the programs 3 indicators, viz. relevance, extra-curricular activities and teaching-learning environment are entertained. Seeing in the responses to the indicators, teaching learning environment is stronger for the programs. Extra-curricular activities deserve medium range whereas relevancy occupies the satisfactory. It is suggested that the institution should improve the extracurricular activities. In all these indicators, fifty percent does not cross regarding quality and relevance of the program. So, all indicators are needed to improve.

2.5. Programs' contribution to graduates' professional and personal development

Problem Solving	Work placement/attachment
3.00	3.44

Table No : 5

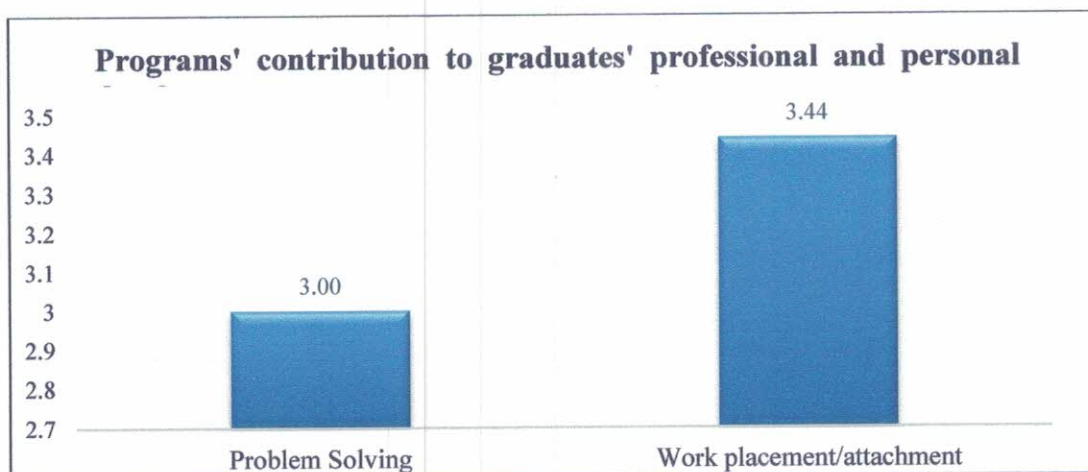


Figure No: 5

Regarding the programs' contribution to graduates' professional and personal development, two indicators viz. problem solving and work placement are entertained. For this, problem-solving seems weaker than the work placement skills for the graduates. These two indicators again do not provide satisfactory contribution of the programs to the graduates professional and personal development.

2.5.1. Program-wise contribution to the graduates

Graduates of Humanities:

There are no graduates in this year.



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Graduates of Management

Problem Solving	Work placement/attachment
3.00	3.60

Table No : 6

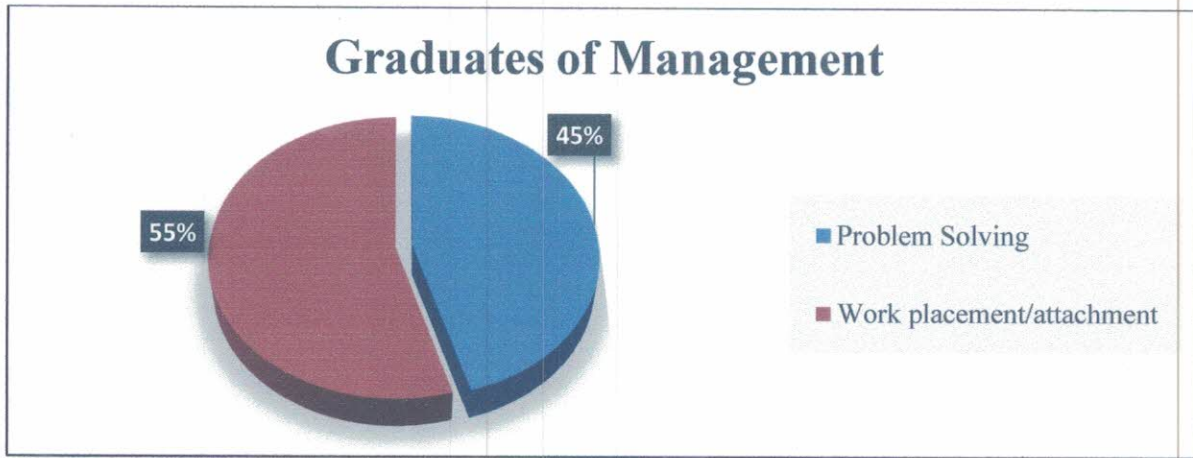


Figure No: 6

Graduates of Education (B.Ed.)

Problem Solving	Work placement/attachment
2.90	3.20

Table No: 7

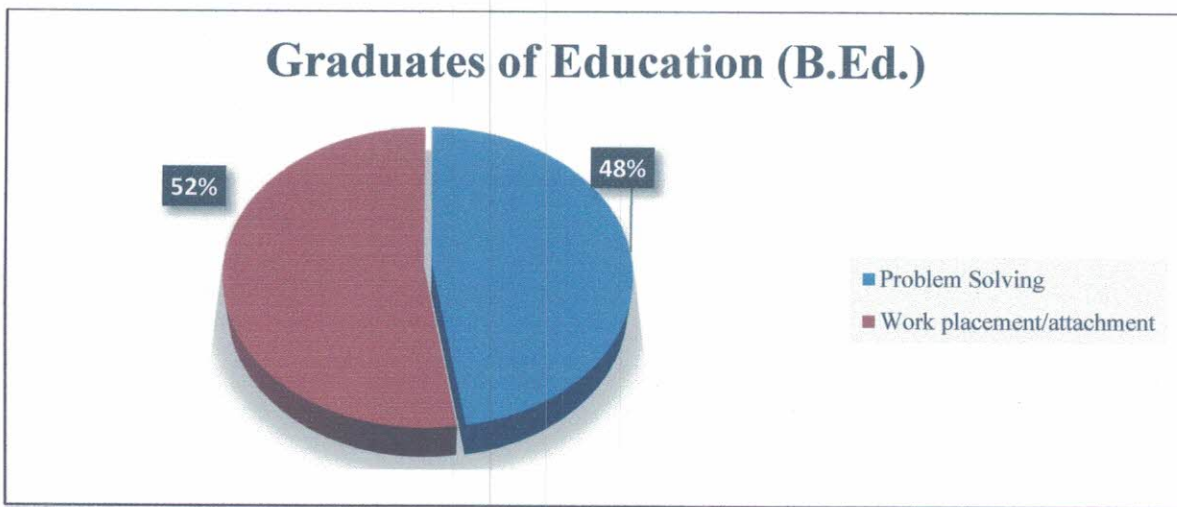


Figure No: 7



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Graduates of Education (M.Ed.)

Problem Solving	Work placement/attachment
4	5

Table No: 8

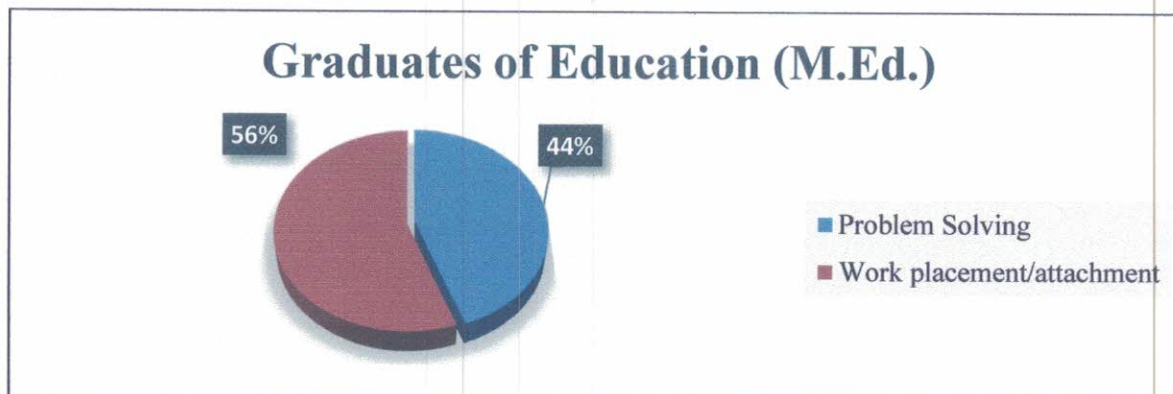


Figure No: 8

Looking at the program-wise contribution to the graduates' professional and personal development, the faculty of management deserves highest rank than humanities and education. The graduates of master of education are higher in work placement whereas the graduates of bachelor's degree in education and management seem in satisfactory level. The job placement cell in the campus needs to be worked actively for work placement of graduates. It is very serious matter for any institution to produce unsellable human resources.

2.5.2. Gender-wise contribution to the graduates

Sex	Problem Solving	Work placement/attachment
Male	2.67	2.33
Female	3.08	3.69

Table No: 9

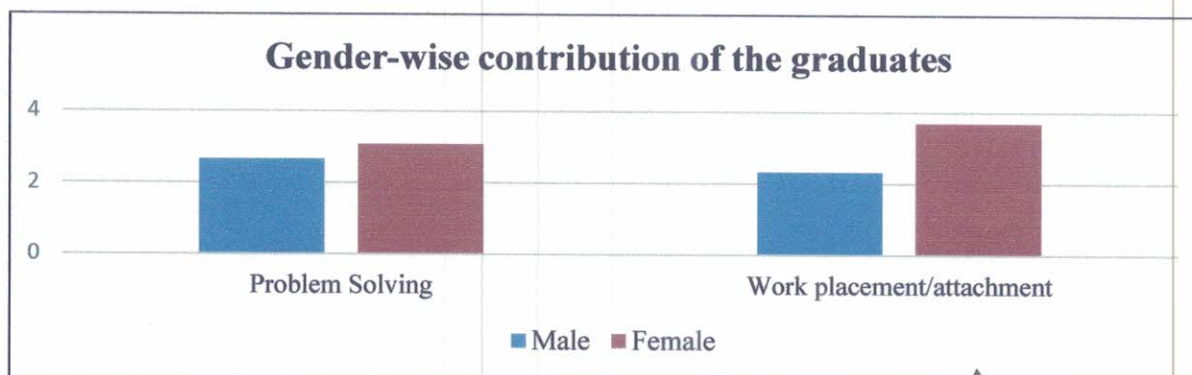


Figure No: 9



[Signature]
 Chitrekha Karki Adhikari
 Campus Chief

Regarding the gender-wise contribution of the programs' to the graduates' professional and personal development male are weaker than their female counterpart in problem solving and skills job placement. The institution should make a practical effort for the work placement of the male graduates.

2.5.3. Cast-wise contribution to the graduates

Caste	Problem Solving	Work placement/attachment
Janajati	2.88	3.50
BC	2.75	3.00
Dalit	3.50	3.50
EDJ	3.50	4.00

Table No: 10

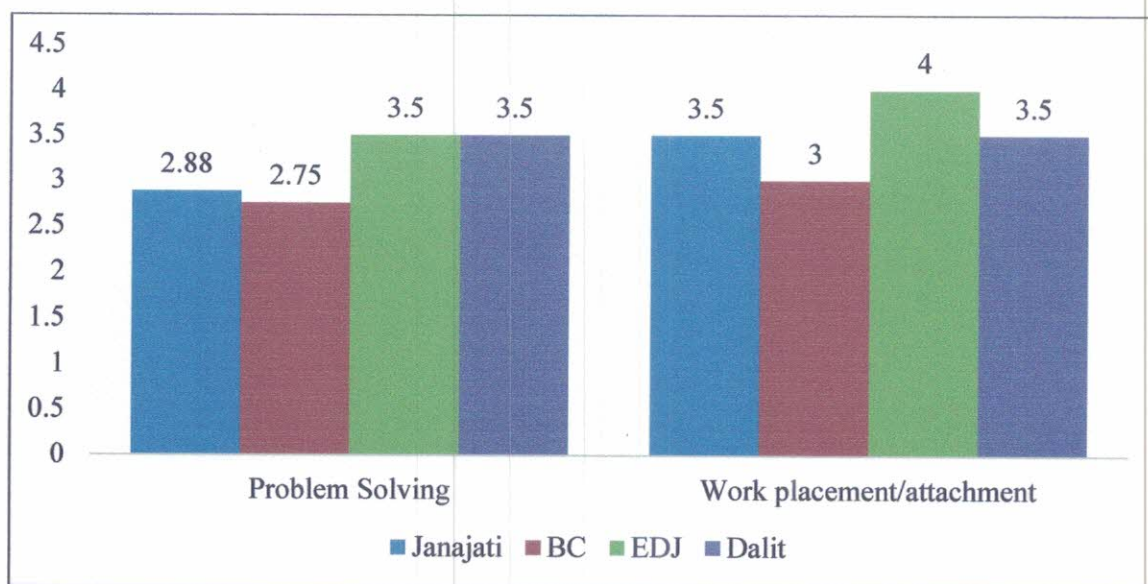


Figure No : 10

The graduates fall mainly in four casts, viz. Janajati, Brahmin-Kshetri (BC), Dalit and EDJ. Among them, EDJ deserves the highest position whereas D, BC and Janajati occupies the normal rank in these indicators. EDJ tops in both indicators to other graduates. This shows the positive sign in the inclusion policy and priority.



Chitrekha
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Campus Chief

2.7. Issues related to teaching/learning, teacher/student relationship and education delivery efficiency

Quality in Delivery	Teacher student relationship
3.38	3.63

Table No : 11

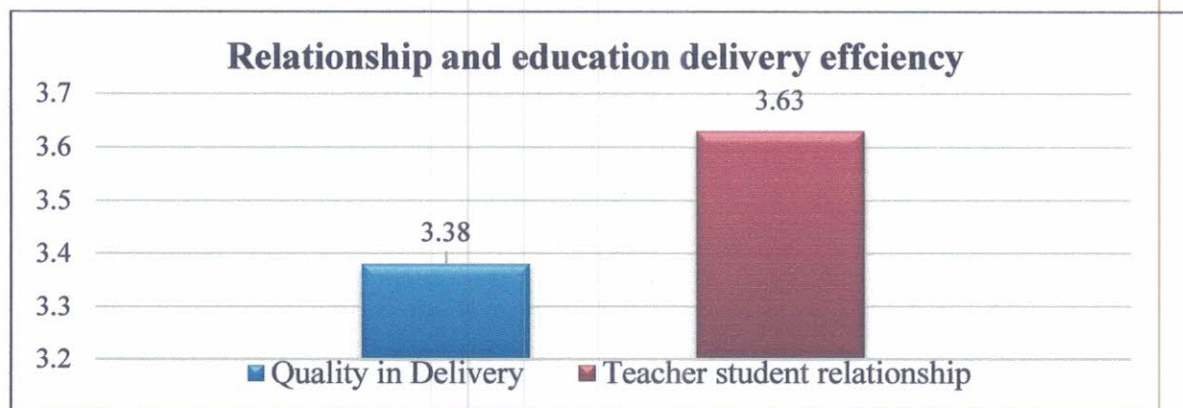


Figure No: 11

To observe the issues related to teaching/learning, teacher/student relationship and education delivery efficiency two indicators, viz. quality in delivery and teacher-student relations are set. In these two indicators quality in delivery stands weaker than teacher-student relation. It is suggested that the institution should pay its attention for the effective delivery of the subject matter by applying modern and effective classroom delivery strategies.

2.5. Issues related to facilities

Library Facility	Lab Facility	Sports Facility	Canteen/ Urinals etc
3.06	0.88	2.31	2.75

Table No: 12

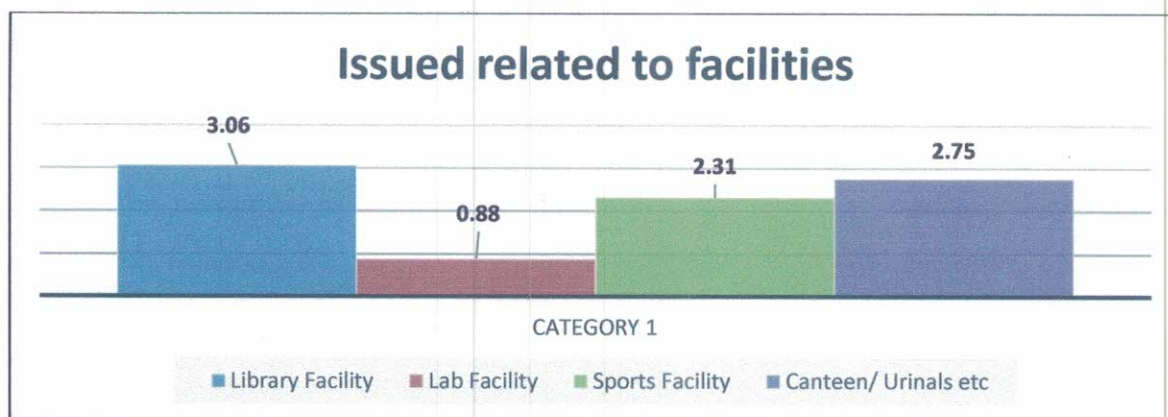


Figure No :12

Four indicators are set to get the views of the graduates related to the issues of facilities provided by the institution. The indicators are library facility, lab facility, sport facility and canteen/urinal facilities. All these indicators show that the facilities provided by the institution are under satisfactory level. The lab facility is poorer than other which calls for emergency to setup.

3. MAJOR FINDINGS

3.1. Employment and Further Study Status of the graduates

Particulars	Number of Graduates
Employed	8
Higher Study	0
Unemployed	8
Total	16

Table No: 13

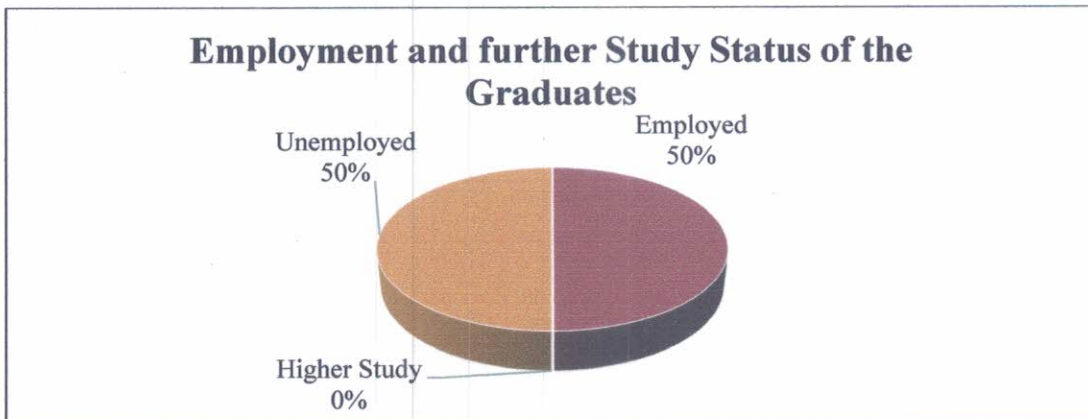


Figure No: 13

The table shows that the total number of traced graduates is 16 in number. Out of these graduates' 50 percent are employed and about 50 percent are unemployed.

3.2. Status of job to represent their qualification

Status	No of Graduates	Percentage
Unemployed	8	50.00
Higher Study	0	0.00
Match Down	6	37.50
Match	2	12.50

Table No: 14

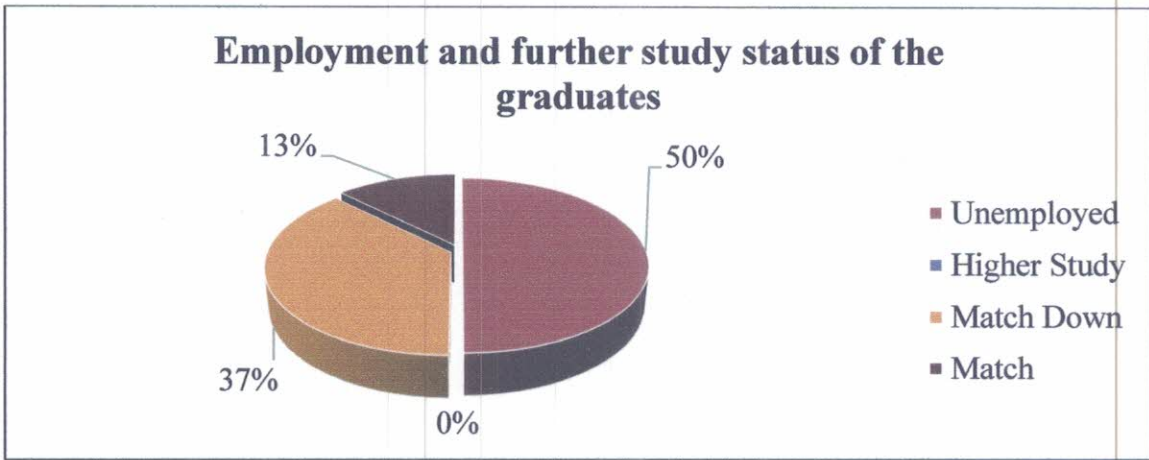


Figure No: 14

The table shows that 50 percent of the graduates are unemployed whereas 37.50 percent of the graduates are getting the jobs one step below their qualification. 12.50 percentage of graduates got the job to should their academic qualification. Noone of graduates went for their higher study.

3.3. Issues related to quality and relevance of the programs

Areas	Relevance of the Program to Job	Extracurricular activities	Teaching Learning environment
Average marks out of 5	3.50	3.19	3.63

Table No:15

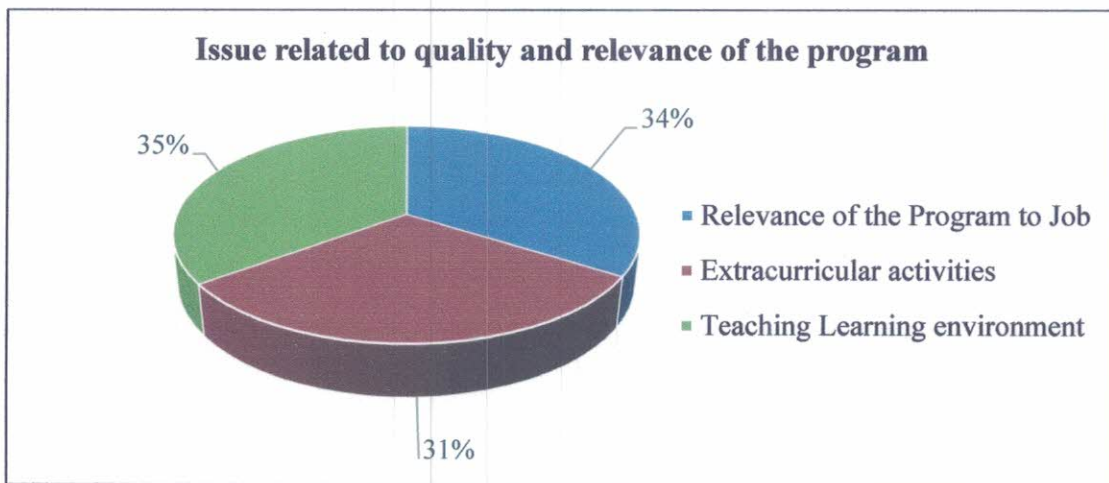


Figure No :15

Regarding the quality and relevancy of the program, extra-curricular activities occupy lowest rank and teaching learning environment deserves highest rank. But all indicators show the quality and relevance of the program is very poor because indicators do not cross 50 percentage of the success.

3.4. Programs' contribution to graduates' professional and personal development

Areas	Problem Solving	Work placement/attachment
Average marks out of 5	3.00	3.44

Table No:16

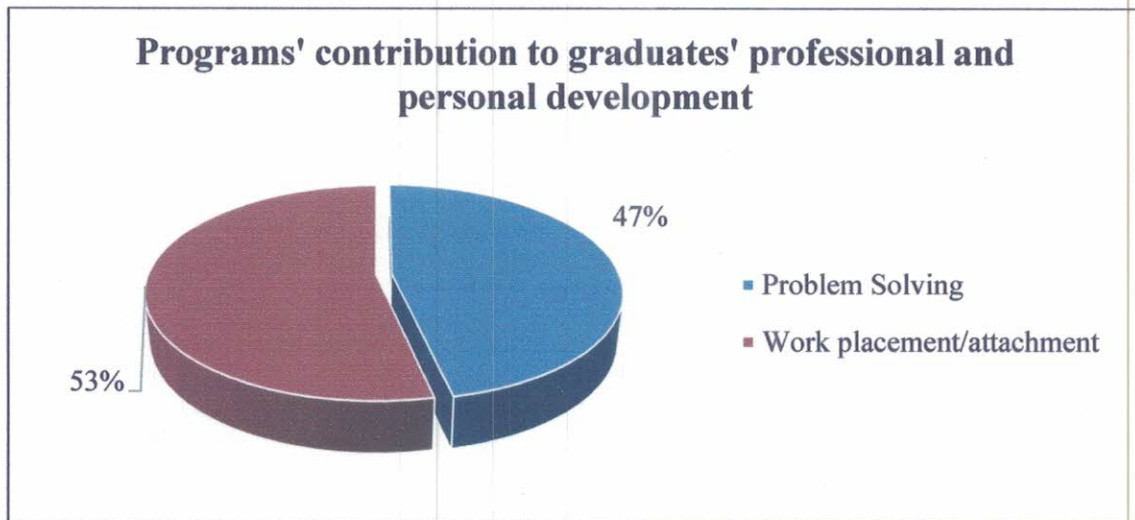


Figure No: 16

The contribution to graduates' professional and personal development, the programs transfer 47 percent of the problem-solving skills to its graduates but they are not sold in the market yet which tells to strengthen in the quality. Work placement/attachment is stronger than problem solving skills.

3.4.1. Program-wise contribution to the graduates

Graduates of Management

Areas	Problem Solving	Work placement/attachment
Average marks out of 5	3.00	3.60

Table No:17



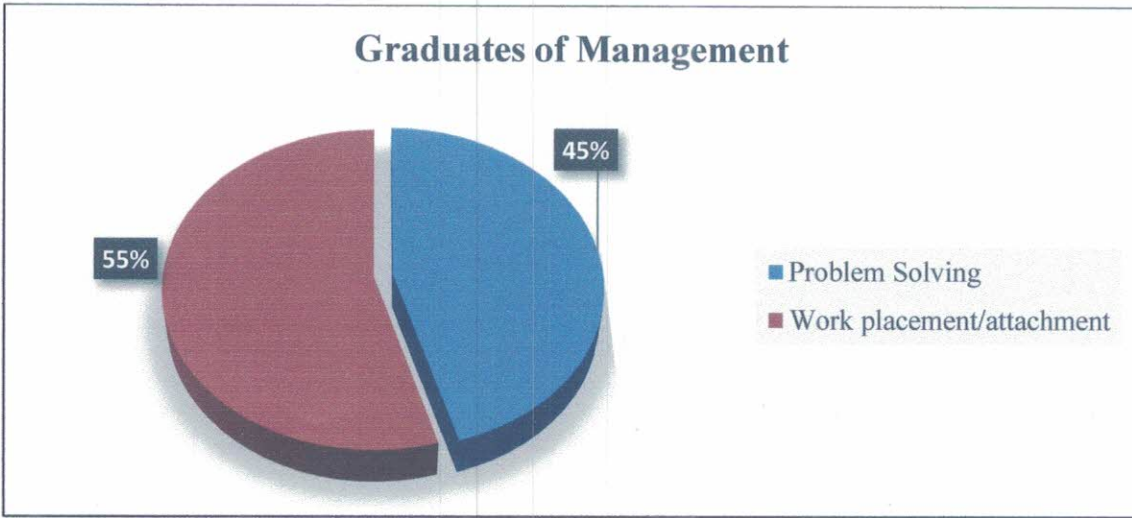


Figure No :17

Regarding program-wise contribution to the graduates, the graduates of management response move to work placement than the problem-solving skills. They receive poor contribution by the program.

Graduates of Humanities

Areas	Problem Solving	Work placement/attachment
Average marks out of 5	0	0

Table No:18

There are no graduates in humanities.

Graduates of Education (B.Ed.)

Areas	Problem Solving	Work placement/attachment
Average marks out of 5	2.90	3.20

Table No:19

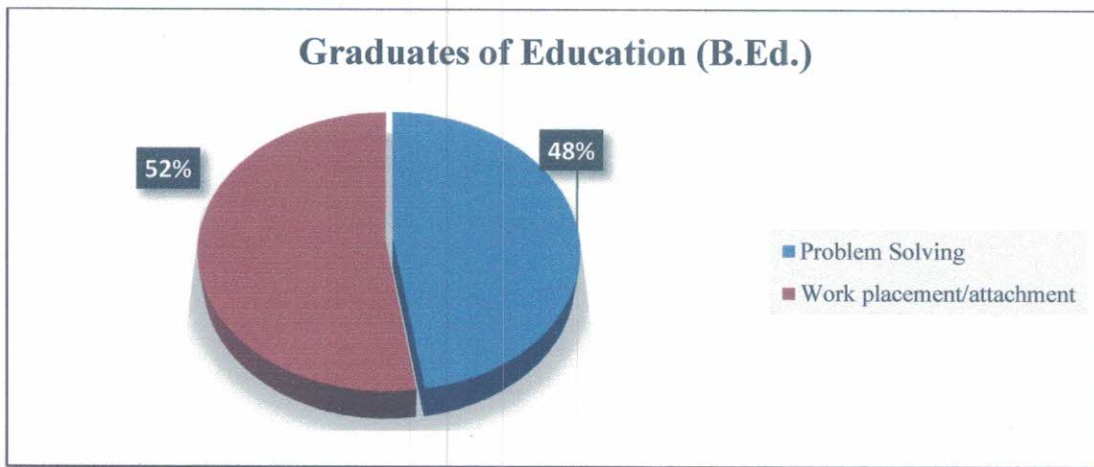


Figure No: 19

The graduates of education (B.Ed.) response nearly 48 percent of contribution by the institutional program in problem solving and 52 percent of work placement.

Graduates of Education (M.Ed.)

Areas	Problem Solving	Work placement/attachment
Average marks out of 5	4.00	5.00

Table No: 20

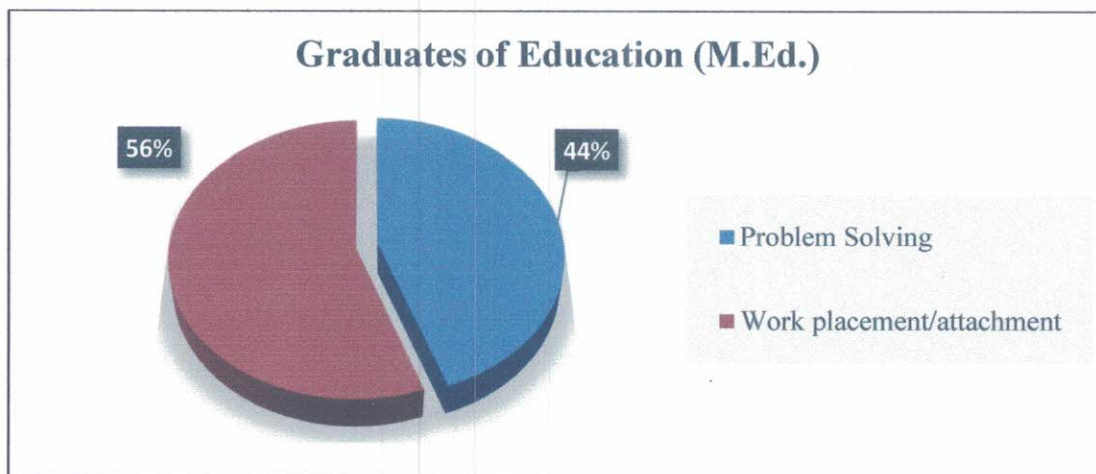


Figure: 20

The graduates of M.Ed. response 44 percent of the institutional contribution in problem solving and 56 percent in work placement.

3.4.2. Gender-wise contribution to the graduates

Sex	Problem Solving	Work placement/attachment
Male	2.67	2.33
Female	3.08	3.69

Table No:21

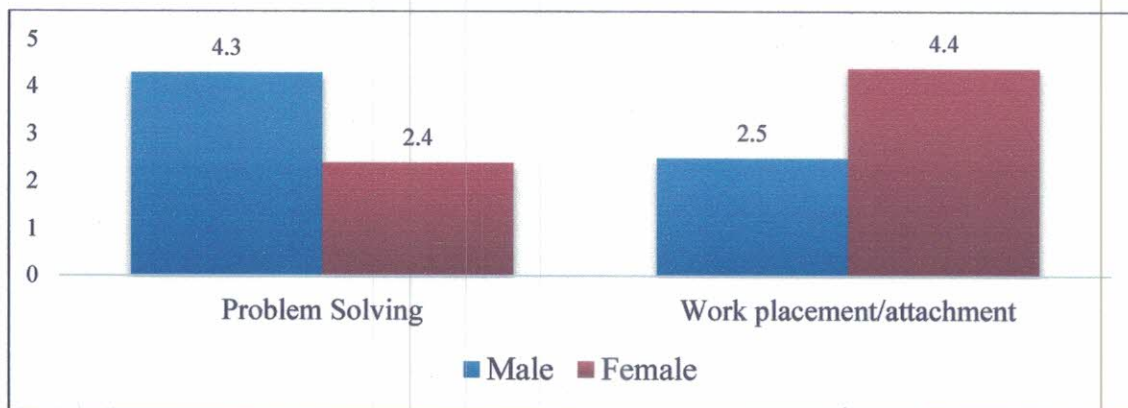


Figure No: 21

Regarding gender, both females occupy more contribution in problem solving and work placement whereas than their male counterparts.

3.4.3. Cast-wise contribution to the graduates

Caste	Problem Solving	Work placement/attachment
Janajati	2.88	3.50
BC	2.75	3.00
Dalit	3.50	3.50
EDJ	3.50	4.00

Table No:22

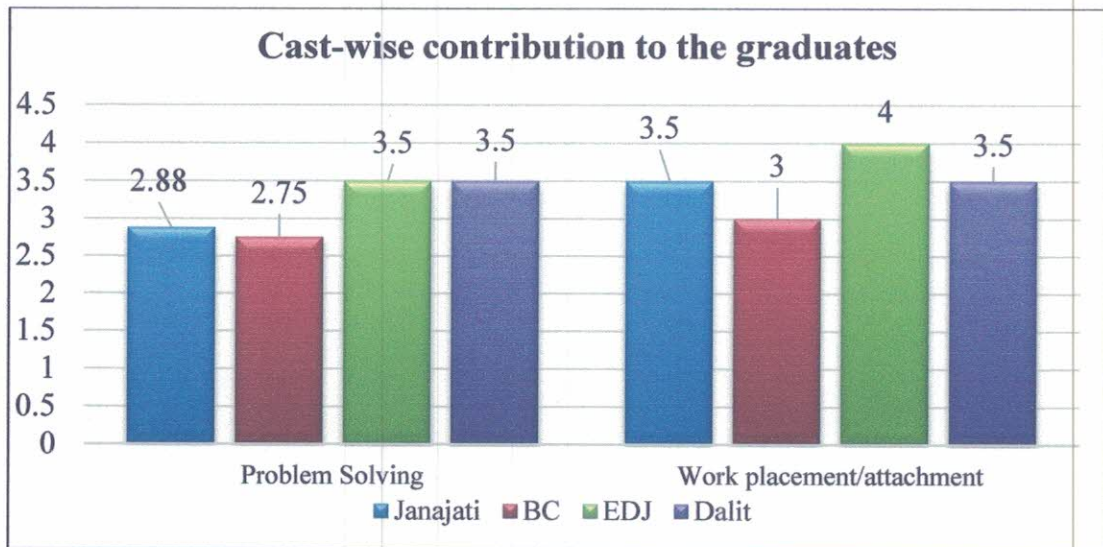


Figure No: 22

The contribution of the institutional program is higher in EDJ than other. The BC, D and Janajati graduates receive Normal contribution.

3.5. Issues related to teaching/learning, teacher/student relationship and education delivery efficiency

Quality in Delivery	Teacher student relationship
3.38	3.63

Table No: 23



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Chitrekha Karki Adhikari
Campus Chief

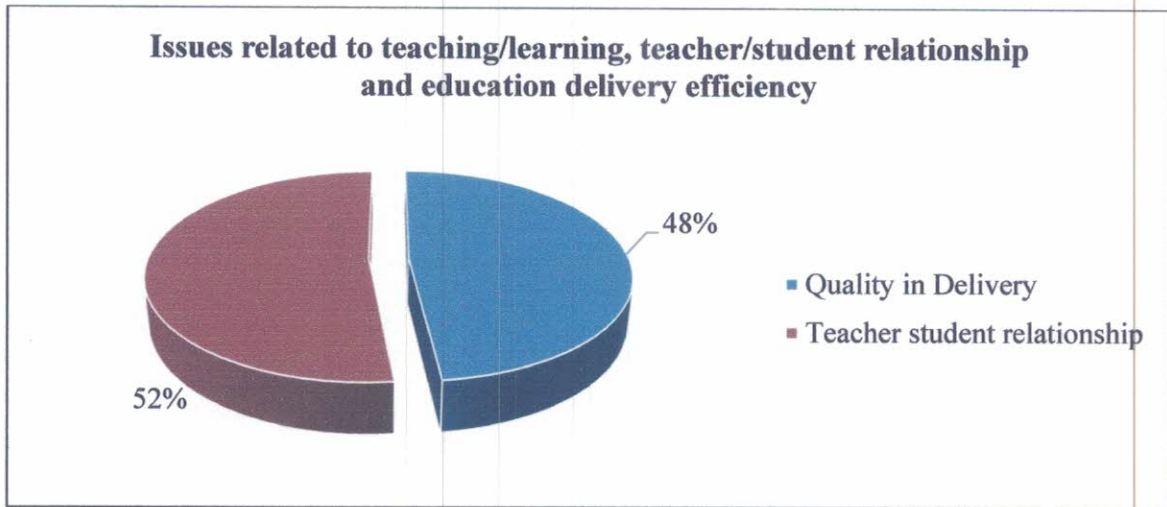


Figure No :23

The issues related to quality in delivery process and contents are 48 percent whereas the relationship between teacher and student cross 52 percent. This shows that the relationship between teacher and students is better but this relationship does not have positive result in quality delivery.

3.6. Issues related to facilities

Library Facility	Lab Facility	Sports Facility	Canteen/ Urinals etc
3.06	0.88	2.31	2.75

Table No:24

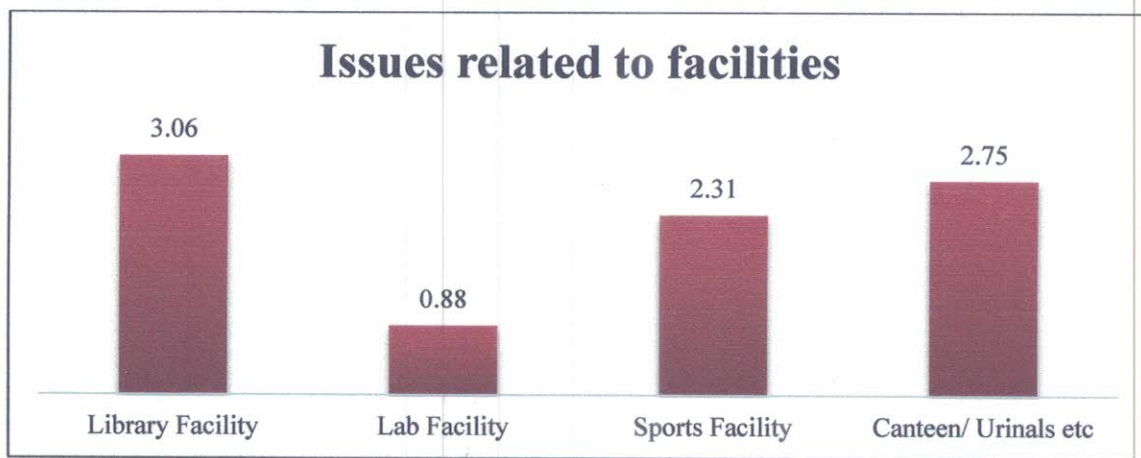


Figure No: 24

The facilities provided by the campus are quite satisfactory because the facility's cross fifty percent of the responses of the graduates. The facilities of Lab seem very poor than others.

4. IMPLICATIONS TO INSTITUTIONAL REFORM

The study is significant for the reform of the campus. The implications of the study are generated from the suggestions and voluntary contributions of the graduates' responses given in questionnaire sheets. The suggestions given by them are presented in the following table and graph. From the following table and graph, it is suggested that the immediate improvement of the enough book should be manage in library need to be managed. The graduates also highly suggested clean drinking water facilities. They also suggested to use to manage hygienic canteen. They demand for the management of good library, addition of new courses related to technical and vocational education with net facility.

Suggestions by the graduates for the betterment of the Institution

Suggestions/ Recommendations	Total
Annual schedule should be structure informed	1
Canteen should be well Manage and clean	6
Change Teaching Learning Process	1
Clean drinking water	10
Digital Class should be Manage	1
Extra Physical Course Should Manage	1
Extra Physical Course Should Manage	1
Help Dest should be Manage	1
Internship or other work should Provide	1
Library Book Manage	5
Net Facility	2
Online extra admission form Manage	1
Practical class should be Manage	1
Reading room well Manage	1
Sport Facility Manage	1
Teacher should be Responsibility and time manage	1
Toilet clean and manage	1
Unstable Person Facility to work	1

Table No:25



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Chitirekha Karki Adhikari
Campus Chief

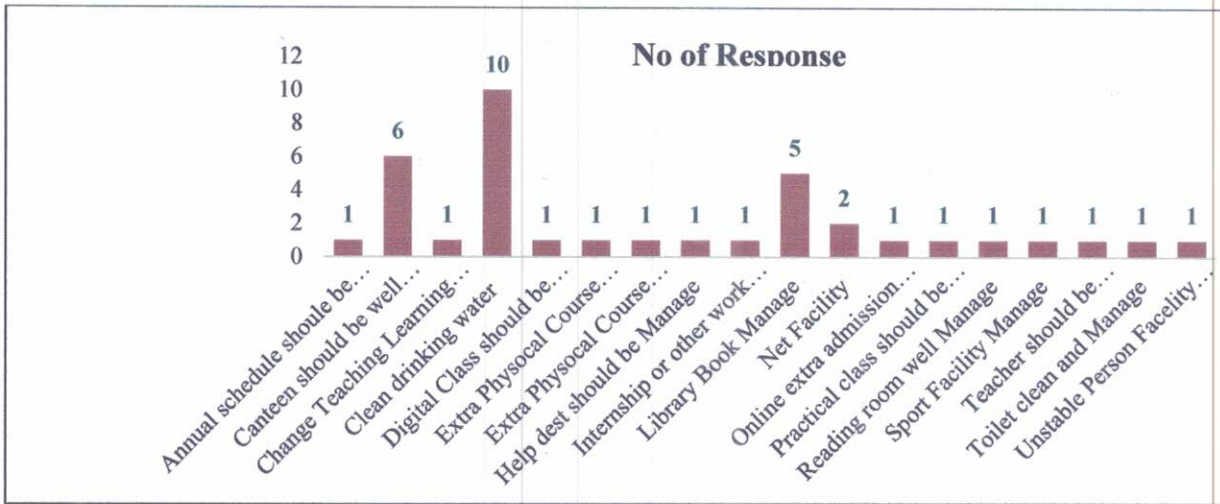


Figure No:25

The traced graduates voluntarily produced their contribution in some areas. They state to help to establish scholarship fund in the campus for needy and poor. They show their keen interest to support for library and promotion of the campus. This voluntary support that they assume to provide to the campus could be the big property of the campus. The campus should make a systematic plan and policy to cash their voluntary support into actions. Voluntary Contribution by the graduates for the betterment of the Institution

Contribution to the Institution	Number of Responses
I can Help to rise Scholarship Fund	4
I can Provide some Book	9
I Can Provide some Medicine	3
I can Provide some sport Materials	1
work as member of alumni	5
work as Volunteer	1

Table No:26

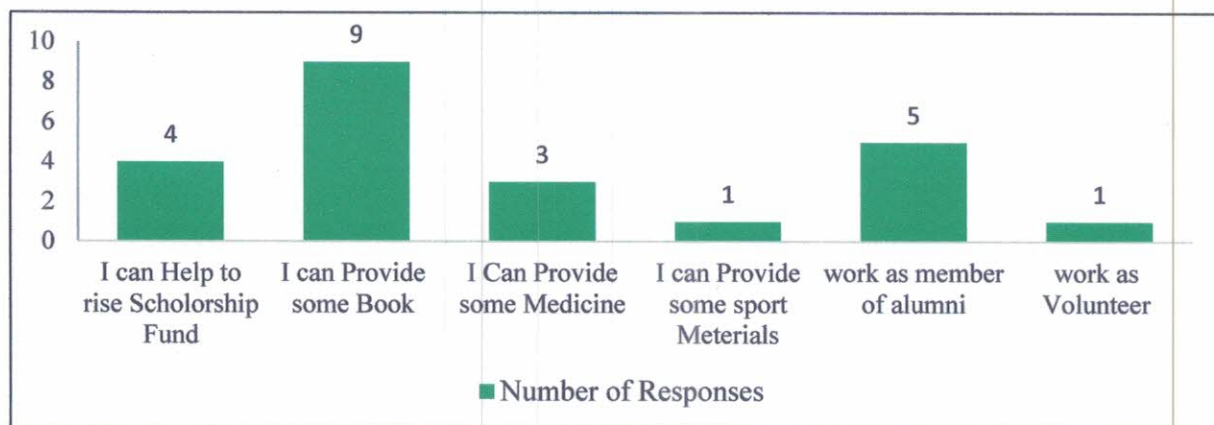


Figure No :26

5. IMPLICATIONS TO EDUCATIONAL REFORM

The study is very significant for the institutional reform and development. It traced its graduates to study their current status after their graduation. This study incorporates the information in reference to their employment and higher study status. It furnishes the personal details of the graduates incorporating the address, e-mail/mobile, age sex and caste. It also asks for their voluntary contribution to the campus and suggestions and recommendation to the campus for the institutional reform. The study encompasses the information from the graduates to put their remarks on the strengths and weaknesses of the institutional program in reference to relevancy of the programs to professional requirements, extracurricular activities, problem solving skills, work placement, teaching learning environment, quality in delivery, teacher student relationship, library/lab etc.

Academic institution like BMC always puts its interest to quality education for the graduates. But very few institutions carry out tracer study to trace the real state of their graduates. Educational institutions speak for its quality solely based on the rate of passing out. We do not worry about the employability of the graduates. We are ignorant about the needs and interests of the students and the demand of the job market that suit to our graduates' quality. We are unaware that our graduates are being unemployed due to the lack of information about the job market for which our minor attempt can work for them to be employed.

Above all, this study mirrors our institutional picture through which we can bring some reforms in quality delivery, relevancy of the programs, contributions of the programs in the transfer of knowledge, skills and attitudes. We also can help them to find the job to suit their qualification. Not only this, the study is very helpful to receive help for its physical, academic and economic growth and transformation of the institution. We can generate various supports from our graduates for institutional prosperity.



[Signature]
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6. CONCLUSION AND RECOMMENDATIONS

Sixteen students graduated in 2022 batch are considering under this study. The number of female graduates is slightly higher than the number of male graduates which proves that the institution contributes a lot for women empowerment. Through cast-wise analysis, 8 are Janajati, 4 BC, 2 EDJs and 2 Dalits. Out of this number of graduates 8 students are employed, no one go for their higher education and 8 are unemployed. The employability of the graduates is not satisfactory level that strikes about 50 percent unemployment which is a matter of apprehension.

Regarding the contribution they can provide to the institution, more than 73 percent of the graduates want to contribute financially and physically to the campus. About 22 percent of the graduates want to contribute socially to the campus where as other graduates want to contribute to the campus by being involved in the academically, semi-academically and semi-socially. Regarding the suggestions for the development of the campus, more than 30 percent of the graduates suggest for improvement Library, safe drinking water, help desk, and for well clean toilet and lab of the campus. And others suggest for improvement of teaching-learning and infrastructures development of the campus.

The following recommendations also can be coated at the end of the study:

1. Safe drinking water calls for emergency to setup.
2. Expansion of library with sufficient resources and materials
3. Hygienic canteen needs to be managed
4. Make effective to alumni to be supportive to the campus
5. Improved in IT friendly instructional efficiency and delivery
6. Increase research activities along with classroom teaching
7. Make effective to ICT based programs and activities
8. Make effective to job placement and counseling cell
9. Enhanced research-based activities along with instructional undertakings.
10. Make an effective plan and policy to use voluntary support assured by the graduates.



[Signature]
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Campus Chief

ANNEX-1
Graduates name in alphabetically sorted order and group by programs along their personal information

S.N.	Name of the graduates	Level	Faculty	Reg No	Permanent Address	Present address	E-mail/ mobile	sex	EDJ	JJ	BC	D
1	JANUKA B.K.	Bachelor	Management	7-2-222-12-2018	SALPASILICHHO-7, BHOJPUR	KHANDBARI-7, S.S.	9862933248, janukabk233@gmail.com	2				✓
2	POOJA KULUNG	Bachelor	Management	7-2-451-47-2015	SALPASILICHHO-5, BHOJPUR	SALPASILICHHO-5, BHOJPUR	9769736326, pujasyakulung4@gmail.com	2		✓		
3	RAKSHYA SHRESTHA	Bachelor	Management	7-2-222-20-2018	KHANDBARI-1, S.S.	KHANDBARI-3, S.S.	9844486742, rshrestha742@gmail.com	2		✓		
4	SAKILA SHRESTHA	Bachelor	Management	7-2-222-29-2017	KHANDBARI-1, S.S.	KHANDBARI-1, S.S.	9862931682, shresthasakila321@gmail.com	2		✓		
5	SITA RAI	Bachelor	Management	7-2-222-156-2016	SILICHONG-3, S.S.	KHANDBARI-7, S.S.	9804308069, sectrai98043080@gmail.com	2		✓		
6	ASHMA TAMANG	Bachelor	Education	9-2-222-40-2017	SABHAPOKHARI-3, S.S.	KHANDBARI-7, S.S.	9807065710, aasmatamang10479@gmail.com	2	✓			
7	BIDHAN KULUNG	Bachelor	Education	9-2-222-40-2018	SILICHONG-4, S.S.	SILICHONG-4, S.S.	9849512147, kulung.bidhan22@gmail.com	1		✓		
8	BIPANA THAPA	Bachelor	Education	9-2-222-44-2018	SADANANDA-11, BHOJPUR	SADANANDA-11, BHOJPUR	986879138, bipana1660@gmail.com	2			✓	
9	CHITRA MAYA LIMBU	Bachelor	Education	9-2-222-19-2016	SABHAPOKHARI-6, S.S.	SABHAPOKHARI-6, S.S.	9842045294, limboochitra15@gmail.com	2		✓		
10	DIPESH RAI	Bachelor	Education	9-2-222-132-2017	SILICHONG-3, S.S.	SILICHONG-3, S.S.	9842194369, dipeshrai2045@gmail.com	1		✓		
11	HIMAL RAJ DHAKAL	Bachelor	Education	9-2-222-110-2018	CHAINPUR-10, S.S.	CHAINPUR-10, S.S.	9842193887, dihakal.himal1887@gmail.com	1			✓	
12	KABITA BHATTARAI	Bachelor	Education	9-2-222-60-2017	BIRTAMOD-3, JHAPA	BIRTAMOD-3, JHAPA	9824351800, bhishmapathak1234@gmail.com	2			✓	
13	KESHAWATI KATUWAL	Bachelor	Education	9-2-222-60-2018	SABHAPOKHARI-2, S.S.	SABHAPOKHARI-2, S.S.	9808419109, 9849518322, rewatirai59@gmail.com	2			✓	
14	RAJ KUMARI RAI	Bachelor	Education	9-2-7-58-2014	KHANDBARI-7, S.S.	KHANDBARI-7, S.S.	9860962766, srjanashankar12@gmail.com	2		✓		
15	SIRJANA SHANKAR	Bachelor	Education	9-2-222-120-2016	KHANDBARI-1, S.S.	KHANDBARI-1, S.S.	9842106717, pabitravounjan042@gmail.com	2	✓			✓
16	PABITRA LAXMI YOUNJAN	Master's	Education	9-2-220-44-2007	CHAINPUR-9, S.S.	SUNBARSHI-6, MORANG		2				
Total								2	2	8	4	2



Campus Chief
Chitratkha Karki Adhikari

ANNEX-2

Employment Status and Further Study of Graduates									
S.N.	Name of the graduates	Faculty	Level	Current Status	Nature of job	Designation	Type of employer	Remarks	Qualification and Job Matching
1	JANUKA B.K.	Management	Bachelor	-	-	-	-	Unemployed	0
2	POOJA KULUNG	Management	Bachelor	-	-	-	-	Unemployed	0
3	RAKSHYA SHRESTHA	Management	Bachelor	-	-	-	-	Unemployed	0
4	SAKILA SHRESTHA	Management	Bachelor	Computer Operator	Full Time	Computer Operator	govt	Employed	2
5	SITA RAI	Management	Bachelor	Accountant	Full Time	Accountant	Private	Employed	3
6	ASHMA TAMANG	Education	Bachelor	-	-	-	-	Unemployed	0
7	BIDHAN KULUNG	Education	Bachelor	-	-	-	-	Unemployed	0
8	BIPANA THAPA	Education	Bachelor	-	-	-	-	Unemployed	0
9	CHITRA MAYA LIMBU	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	2
10	DIPESH RAI	Education	Bachelor	HA	Full Time	HA	govt	Employed	2
11	HIMAL RAJ DHAKAL	Education	Bachelor	HA	Full Time	HA	govt	Employed	2
12	KABITA BHATTARAI	Education	Bachelor	-	-	-	-	Unemployed	0
13	KESHAWATI KATUWAL	Education	Bachelor	-	-	-	-	Unemployed	0
14	RAJ KUMARI RAI	Education	Bachelor	Vice. Principle	Full Time	Vice. Principle	Private	Employed	3
15	SIRJANA SHANKAR	Education	Bachelor	Social Worker	Full Time	Ward Member	govt	Employed	2
16	PABITRA LAXMI YOUNJAN	Education	Master's	Primary Teacher	Full Time	Pr. Teacher	govt	Employed	2

1 = Higher Study

2= Match down

3=Match

0=Unemployed



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Estd. 2043

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Ghitrarekha Karki Adhikari

ANNEX-3

Major Strengths and weaknesses of the institutional program

Particulars and range in numbers

S.N	Name of graduates	Faculty	Level	sex	EDJ	JJ	BC	D	Relevance of the Program to Job	Extracurricular activities	Problem Solving	Work placement/attachment	Teaching Learning environment	Quality in delivery	Teacher student relationship	Library Facility	Lab Facility	Sports Facility	Canteen/Urinals etc	Other
1	JANUKA B.K	Management	Bachelor	2				✓	2	3	3	4	4	4	5	3	2	2	3	0
2	POOJA KULUNG	Management	Bachelor	2		✓			4	2	3	3	3	2	4	4	0	1	2	0
3	RAKSHYA SHRESTHA	Management	Bachelor	2		✓			3	4	3	3	3	3	4	4	0	1	2	0
4	SAKILA SHRESTHA	Management	Bachelor	2		✓			4	3	3	4	4	4	3	4	3	3	4	0
5	SITA RAI	Management	Bachelor	2		✓			4	3	3	4	3	4	4	3	0	3	3	0
6	ASHMA TAMANG	Education	Bachelor	2	✓				4	4	3	3	4	3	3	2	0	2	3	0
7	BIDHAN KULUNG	Education	Bachelor	1		✓			4	2	3	3	3	3	3	2	0	1	2	0
8	BIPANA THAPA	Education	Bachelor	2			✓		4	3	3	4	4	3	3	3	0	2	2	0
9	CHITRA MAYA LIMBU	Education	Bachelor	2		✓			3	4	4	5	5	5	4	4	4	3	5	5
10	DIPESH RAI	Education	Bachelor	1		✓			3	4	2	2	3	3	3	4	1	3	3	0
11	HIMAL RAJ DHAKAL	Education	Bachelor	1			✓		3	3	3	2	3	4	4	3	0	2	3	0
12	KABITA BHATTARAI	Education	Bachelor	2			✓		2	3	2	3	3	2	3	2	3	3	2	0
13	KESHAWATI KATUWAL	Education	Bachelor	2			✓		3	2	3	3	4	3	3	4	0	3	2	0
14	RAJ KUMARI RAI	Education	Bachelor	2		✓			3	3	2	4	3	3	2	0	0	1	1	0
15	SIRJANA SHANKAR	Education	Bachelor	2			✓		5	4	4	3	5	4	5	3	0	4	3	0
16	PABITRA LAXMI YOUNJAN	Education	Masters	2	✓				5	4	4	5	4	4	5	4	1	3	4	0
	Average				2	8	4	2	3.50	3.19	3.00	3.44	3.63	3.38	3.63	3.06	0.88	2.31	2.75	0.31



Barun Multiple Campus
Khandbari, Solukhumbu
Nepal

Chittrarekha Karki Adhikari
Campus Chief

(Signature)

APPENDICES

- Decision Regarding Tracer Study Task Team Formation
- Decision Regarding Tracer Study Work Plan
- Graduate Name List in Alphabetically Sorted Order and Grouped by Programs)
- Transcripts of 2022 Sorted According to the Graduate List and Data Collection Forms




Chitrarekha Karki Adhikari
Campus Chief