Tracer Study Report 2017

Makawanpur Multiple Campus, Hetauda

March, 2019

ACKNOWLEDGEMENTS

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Task Force

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EXECUTIVE SUMMARY

The prime objective of this study is to calculate the data on the employability and experiences of the graduates of this campus who have graduated in 2017. The study basically made use of a survey with the provided questionnaire which provides detail information of the students. It mainly includes the names, addresses, employment status, and job satisfaction of graduates from the different programs of study in 2017 year of graduation.

This tracer study has been carried out to survey the status of the pass out students and promote a better understanding of the employment of graduates who left the Makawanpur Multiple Campus (MMC) in 2017. The overall objectives of the study are focused on the measurement the quality of the education, their expectation and the outcomes after the completion of the study. Basically it figures out the job placement and consequences of the study.

The study targeted a sum of 268 graduates. 220 graduates were selected as the sample. Out of 220 graduates, there were 60.91 % females and 39.09 % males. The highest respondents were from BBS (27.72 %) with lowest consist BBM with 5.45 %. Among the graduates highest respondents (60.45%) represent Bramhin/Chhetri, 22.73% represent from *Educationally Disadvantage Janajati*, 12.73% represent *Adibasi/Janajat, 2.27*% from *Dalit* group, only 1.82% from *Madhesi* community. The study further revealed that 40.00% were employed 3.64% are self employed. Most of the employed graduates (59.09%) worked in private sector, 29.55% in government sector, 3.41% worked in public sectors, 3.41% in NGO/INGO. 30.21% graduates worked as assistant level, 29.17% are teaching, 11.46% run their own business or self employed. The study found 18.75% worked in banking sectors, 31.25% were employed in school and remaining in others. 37.27% graduates continued their further study with maximum select T.U. A number of conclusions can be drawn about the employment opportunities for new graduates and the quality and relevance of Higher Education in meeting the labor market needs and the labor market need the current context. Many respondents who completed their bachelor level were found unemployed also because they involved in the further study of the master level.

Out of total 220 respondents, majority were satisfied with teaching/learning environment (64.55%), quality of education delivered (68.63%), teacher student relationship (78.18%) and library facility (62.27%). However minority students satisfied with the relevance of the programs to professional jobs (39.18%), extracurricular activities (29.09%), problem solving ability (35.91%), work placement/attachment/internship (23.64%), lab facility (40.36%), sports facility (29.09%) and canteen/urinal facility (40.91%). These findings indicate the need to review curriculum of the programs to build relationship between programs and professional jobs, and institutional support for the work placement/attachment/internship through building relationship with employers.

Makawanpur Multiple Campus holds the confidence of students, parents and stakeholders as most of the graduates leaving MMC had more opportunities to get jobs. Moreover, MMC has also produced qualified graduates to serve current social needs and many of them had opportunities to work in a wide range of occupation such as private sector, government sector, NGOS/INGOs, Financial institutions. In addition to academic achievement, the graduates were trained to have attitude such as problem-solving skills, research skills, learning skills, communication skills, IT skills and team spirit. These qualities are the integral parts of the program offered by MMC.

The study shows that there is a gap after the completion of the study and getting the job because most of the respondents told that there were no job opportunities while some were preparing for their abroad study or further study.

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ABBREVIATIONS

BBS	Bachelor's Degree in Business Studies
BA	Bachelor's Degree in Humanities & Social Sciences
BED	Bachelor's Degree in Education
BSC	Bachelor's Degree in Science & Technology
BBM	Bachelor's Degree in Business Management
MBS	Master's Degree in Business Studies
MA	Master's Degree in Arts
QAA	Quality Assurance & Accreditation
UGC	University Grants Commission
MMC	Makawanpur Multiple Campus
NGO	Non-Governmental Organization
INGO	International Non-Governmental Organization
EDJ	Educationally Disadvantaged Janajati
TU	Tribhuvan University
PU	Pokhara University

CHAPTER ONE: INTRODUCTION

1.1 Background/Rationale:

The success of the Nepalese economy is linked with the quality of its human resources. The kind of professionals educational institutions produce plays important role in the development of the country. So it should be the priority of the institutions to know what kind of professionals the institution is producing.

Makawanpur Multiple Campus has been doing tracer studies to evaluate the outcome of the campus. Tracer studies constitute one form of study by bringing together certain basic types of information concerning, amongst others, the level of employment, unemployment and underemployment amongst graduates, the correspondence between educational qualifications and employment and the contemporary undergraduate experience they can indicate possible deficits in a given educational program and assist in better planning of the institution.

The Tracer Study of graduate students is developed and administered by the MMC to track graduates' progress in employment, further study, entrepreneurship and civic involvement after graduation. The study also seeks to evaluate the general impact of programs run by the campus. Findings from this study provide invaluable information on graduates' current professional and academic activities and career paths and can be used to support planning initiatives for the delivery of current and future programs and services.

1.2 Objective of the Study

This tracer study determined the employability and the status of employment of Makawanpur Multiple Campus graduate students, in the academic year of 2017. It sought to answer these objectives to: ascertain the profile of the graduates in terms of their degrees, graduates' demographic background as regards to employment rate and status of graduates, categories of the occupational groups that they perform, determine the relationship between their present job and the course they finished and know the weakness and strengths of institution.

1.3 Institutional arrangements to conduct the study

Makawanpur Multiple Campus carried out tracer study from 2017 AD. The campus executive committee has decided to form the Tracer Study task force to carry out the study. Name list of Tracer Study Task Force has been mentioned before.

1.4 Graduate batch taken for the study

The Graduate batch of 2017 is taken for the study which includes following faculty:

1. Bachelor's Program
   i. B.B.S.
   ii. B.A.
   iii. B.Ed.
   iv. B.Sc.
   v. BBM
2. Master's Program
   i. M.B.S.
   ii. M.A.

1.5 Data collection-instruments and approach

This study is conducted on the graduating class of 2017. Out of 268 students graduated from MMC in 2017, 220 graduates participated in this study. The respondent profile (refer to Appendix) is broadly representative of the 2017 graduating class. Data was collected through the use of questionnaires with close and open-ended questions. The questionnaire includes data on biographical history, course of study, employment history, knowledge and skills learned during their studies, feedback to improve the quality of the study programs. Students were participated for this study based on their graduation dates. Methods of gathering data included:

i. E-mail
ii. Personal interviews by visit
iii. Personal interviews by phone

1.6 Scope and Limitation of the Study

Makawanpur Multiple Campus carried out this study to trace the status of graduated students of this campus. It is intended to trace graduates of 2017 as a whole. But because of time limitation, we could study only limited number of graduates. The campus has developed the mechanism for the tracer studies and it has been given priority by the institution because it is also source of feedback for the programs run by the institution and for better policy making. This study is only focused on some areas about the status of graduates. The questionnaire provided to graduates only gives information about employment type, job status, and satisfaction.

CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

The format of tracer study questionnaire was designed by UGC. The questionnaire was distributed to the graduates from MMC. Their responses have been translated and presented into tables and graphs. The data has been analyzed and interpreted in this chapter.

2.1 Employment status of the graduates

Out of total 268 passed out graduates on 2017 AD (2074 BS), useable data from 220 are collected. The following table shows the distribution of the respondents on the basis of employment status of the respondents.

Table: 2.1

Employment Status of Respondents

Characteristic	Frequency	Percentage
Employed	88	40.00
Self Employed	8	3.64
Unemployed	124	56.36
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.1 reveals that out of 220 respondents, 40 percent are employed, 3.64 percent are self employed and 56.36 percent are unemployed. This shows that less than average are employed while more that average are unemployed and very few are self employed. The reason behind the high percentage an unemployed graduate is that most of them have been continuing their higher study.

The following figure shows employment status of the respondents.

Figure: 2.1

Employment Status of the Respondents
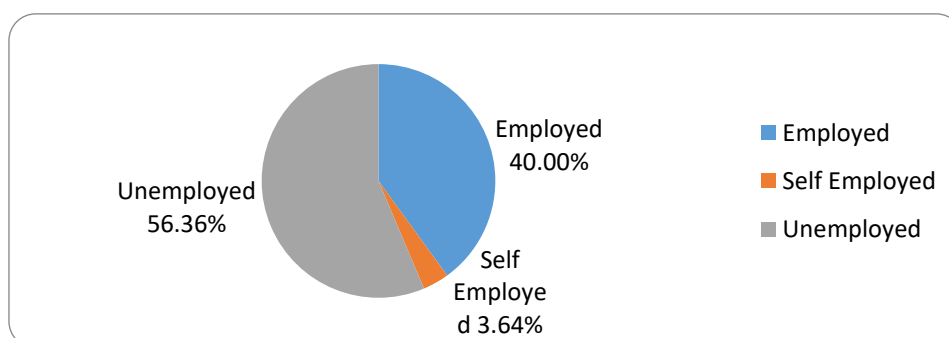
The following table presents types of employer's institution.

Table: 2.2

Types of Employer's Institution

Types of Institution	Frequency	Percentage
Private	52	59.09
Public	7	7.95
NGO/INGO	3	3.41
Government	26	29.55
Total	**88**	**100.00**

Source: Field Survey 2019

Table 2.2 indicates that out of the total employed graduated, 59.09 percent are found employed in private, 7.95 percent in public, 3.41 percent in NGO/INGO and 29.55 percent in government institutions. This shows the most of the graduates are found employed in private institutions and government institutions where as very few are in public and NGO/INGO institutions.

The following figure shows types of employers' institution of the respondents.

Figure: 2.2

Types of Employer's Institution
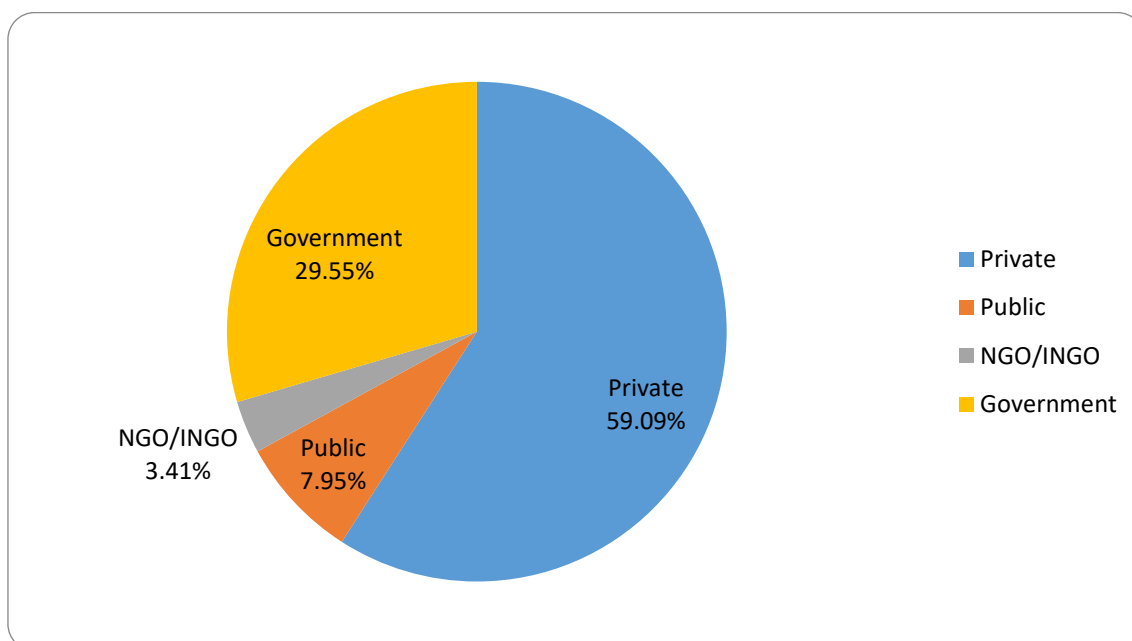
The following table shows types of the respondents:

Table: 2.3

Types of Employment

Types of Employment	Frequency	Percentage
Full Time	87	96.67
Part Time	3	3.33
Total	**90**	**100.00**

Source: Field Survey 2019

Table 2.3 explores that out of total employed respondents, 96.67 percent have found working as full time and 3.33 percent part time employees. This indicates that most of the graduates are full time employees.

The following figure shows type of employment of the respondents:

Figure: 2.3

Type of Employment
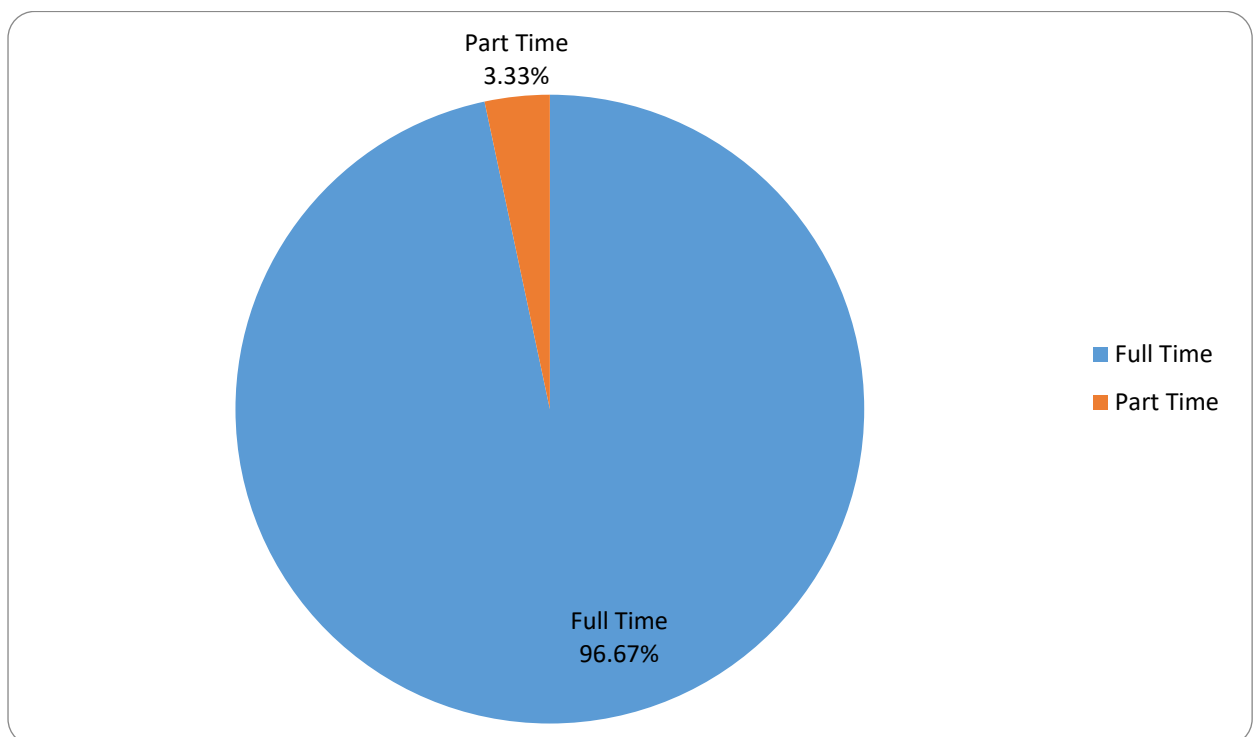
The following table presents designation of the respondents at the work place:

Table: 2.4

Respondents' Designation in the Employment

Designation	Frequency	Percentage
Accountant	12	12.50
Assistant	29	30.21
Assistant Sub Inspector	3	3.13
Assistant Officer	1	1.04
Computer Operator	1	1.04
Officer/Manager	7	7.29
Owner	11	11.46
Researcher	1	1.04
Salesman	1	1.04
Senior Chemist	1	1.04
Teacher	28	29.17
Underwriter	1	1.04
Total	**96**	**100.00**

Table 2.4 shows that out of total employed, 30.21 percent are found in the position of assistant, 29.17 percent are teachers, 12.50 percent are accountant, 11.46 percent owner, 7.29 percent are officer/manager, 3.13 percent assistant sub-inspector and 1.04 percent each in the position of assistant officer, computer operator, researcher, salesman, senior chemist and underwriter. The statistics shows that larger portion of the respondents have found working as assistant level.

The following table presents specification of employers of the respondents:

Table: 2.5

Specification of Employers of the Respondents

Characteristic	Frequency	Percentage
Hotel/Restaurant	1	1.04
Bank and Finance Company	18	18.75
Business House	11	11.46
Campus/College	1	1.04
Consultancy	3	3.13
Co-operative	3	3.13
Factory	6	6.25
Government Organizations	7	7.29
Health Center	1	1.04
Hospital	1	1.04
Insurance Company	3	3.13
Hydropower Company	1	1.04
Nepal Police	3	3.13
NGO/INGO	3	3.13
School	30	31.25
Share Broker House	1	1.04
Shopkeeper	3	3.13
Total	**96**	**100.00**

Table 2.5 shows that out of total employed, 31.25 percent are found in working in school, 18.75 percent bank and finance company, 11.46 percent in business house, 7.29 percent government organizations, 3.13 each in consultancy, co-operative, insurance company, Nepal police, NGO/INGOs and shopkeeper, 1.04 each in campus/college, health center, hospital, hydropower company and share broker house. This indicated that relatively larger proportions are employed school, bank and finance company, business house and government organizations.

2.2 Graduates' Status of Further Study

This section describes about the further study persuason of graduates. It presents enrollment of graduate in higher education in different disciplines in different universities.

The following table shows graduates' enrollment in different programs:

Table: 2.6

Graduates' Enrollment in Different Disciplines

Characteristic	Frequency	Percentage
MBS	51	62.20
MA	10	12.20
MED	6	7.32
MSC	7	8.54
MBA	5	6.10
LLB	3	3.66
Total	**82**	**100.00**

From the table above, it is found that 37.27 percent of total graduates are enrolled in further study whereas 62.37 percent are not enrolled. Out of total enrolled graduates, 62.20 percent enrolled in MBS, 12.20 percent in MA, 7.32 percent in MED, 8.54 percent in MSC, 6.10 percent in MBA and 3.66 percent LLB. The above statistic shows that most of the graduates are enrolled in management discipline for the further study indicating popularity of management study.

The following figure present graduates' enrollment in different disciplines:

Figure: 2.4

Graduates' Enrollment in Different Disciplines
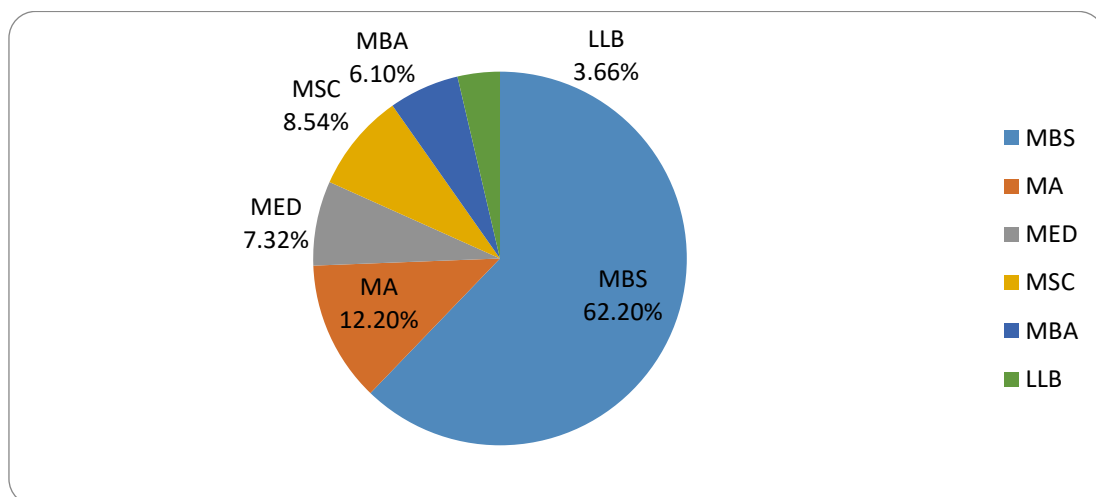
The following table shows graduates' universities for the further study.

Table: 2.7

Graduates' University for Further Study

University	Frequency	Percentage
TU	77	93.90
PU	5	6.10
Total	**82**	**100.00**

Table 2.70 shows that out of total enrolled respondents, 93.90 percent are in Tribhuvan University (TU) and 6.10 percent in Pokhara University (PU). This shows that maximum graduates are found continuing their further study in TU.

The following figure shows graduates' universities for further study.

Figure: 2.5

Graduates' University for Further Study
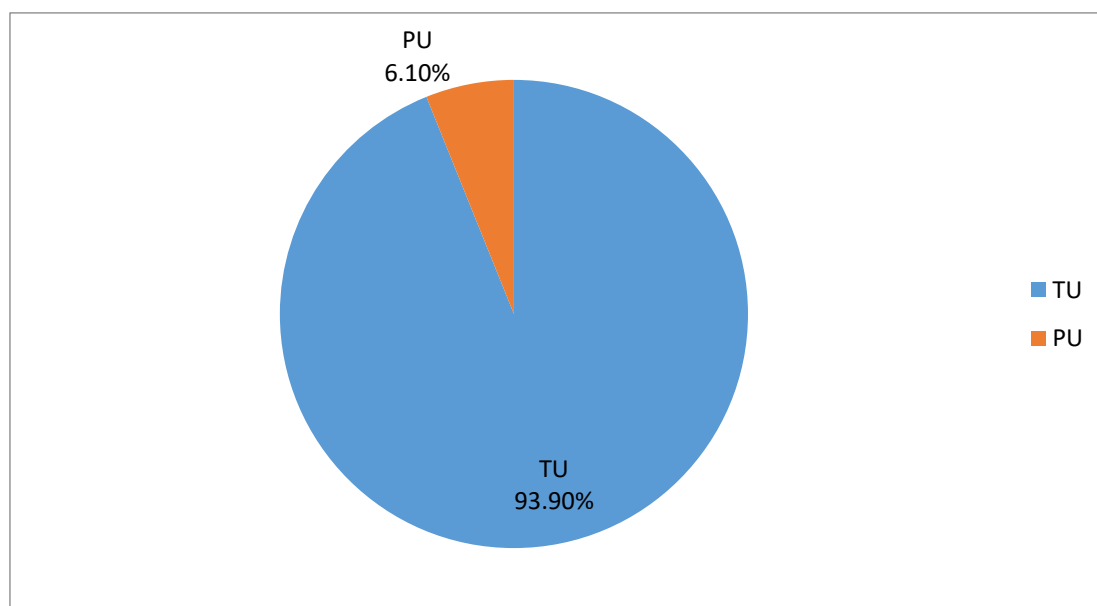
2.3 Profile of Graduates

This section presents profile of the graduates on the basis of their gender, caste, place of residence and programs they completed. The following table shows gender wise distribution of the respondents.

Table: 2.8

Gender of Respondents

Gender	Frequency	Percentage
Male	86	39.09
Female	134	60.91
Total	**220**	**100.00**

The above table shows that out of total respondents, 60.91 percent are found female and 39.09 percent are male. This statistics shows that female respondents are more than male.

Figure: 2.6

Gender of the Respondents
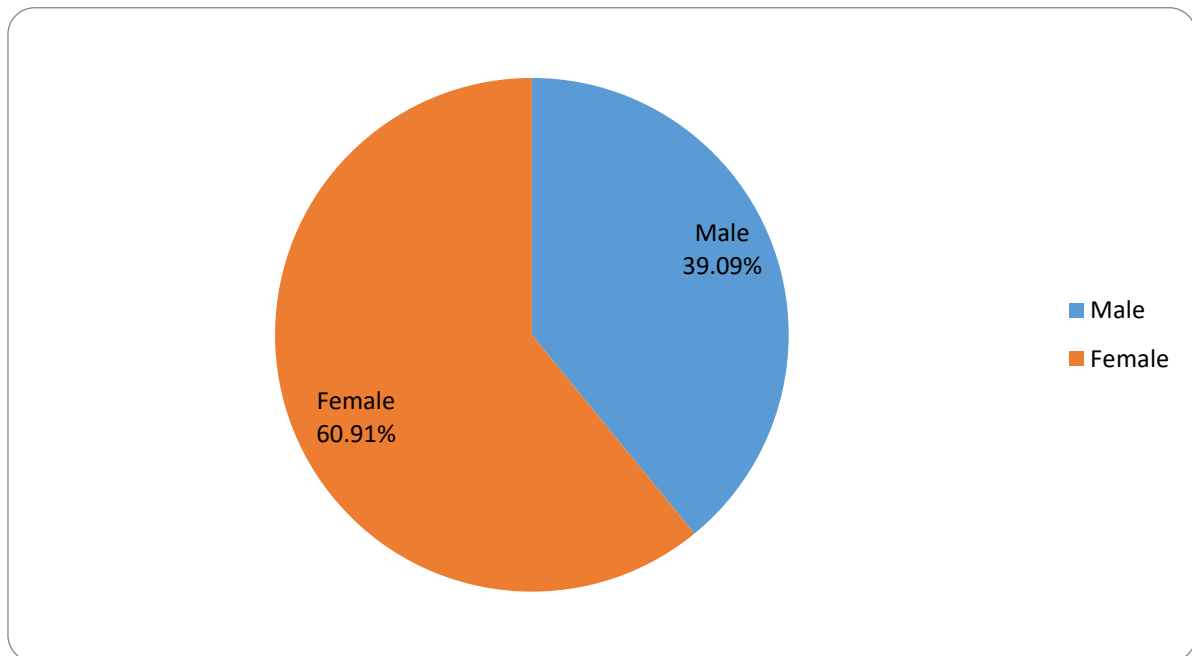
The following table presents caste of the respondents.

Table: 2.9

Caste of the Respondents

Characteristic	Frequency	Percentage
Bramhan	100	45.45
Chhetri	33	15.00
Janajani	28	12.73
EDJ	50	22.73
Dalit	5	2.27
Madhesi	4	1.82
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.9 shows that the majority of respondents represent from Bramhan caste with 45.45 percent, Chhetri with 15 percent, Janajati with 12.73 percent, EDJ with 22.73 percent, Dalit 2.27 percent and Madhesi with 1.82 percent. This shows that the largest portion of respondents consist from Brahman, EDJ, Chhetri and Janajti community.

The following figure shows different caste of respondents.

Figure: 2.7

Caste of Respondents
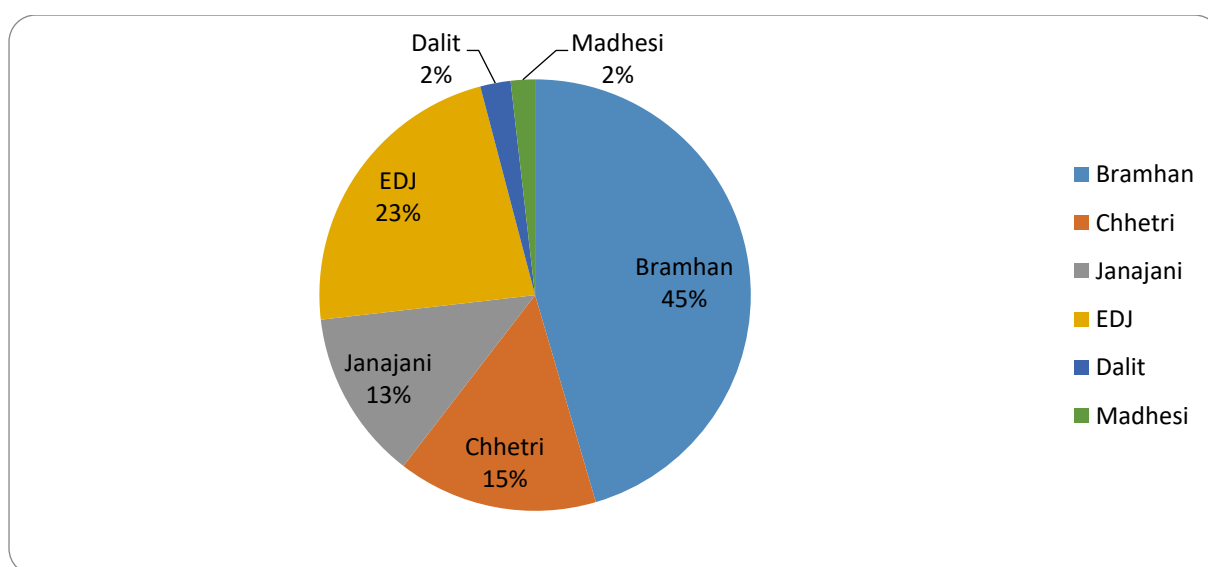
The following table present place of residence of the respondents.

Table: 2.10

Place of Residence of the Respondents

District	Frequency	Percentage
Makawanpur	178	80.91
Bara	11	5.00
Rautahat	10	4.55
Sarlahi	7	3.18
Chitwan	3	1.36
Rupandehi	2	0.91
Kathmandu	2	0.91
Dhading	2	0.91
Kavre	2	0.91
Dhanusha	1	0.45
Siraha	1	0.45
Ramechhap	1	0.45
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.10 presents that out of total respondents, 80.91 percent are found from Makawanpur, 5 percent from Bara, 4.55 from Rautahat, 3.18 from Sarlahi, 1.36 from Chitwan, 0.91 each from Rupandehi, Kathmandu, Dhading and Kavre and 0.45 percent from Dhanusha, Siraha and Ramechhap. This show the major sources of students are from Makawanpur, Bara and Rautaht.

The following table shows different graduates programs completed by the respondents.

Table: 2.11

Program wise Distribution of the Respondents

Level	Frequency	Percentage
BBS	96	43.64
BED	27	12.27
BA	23	10.45
BSC	25	11.36
BBM	12	5.45
MBS	22	10.00
MA	15	6.82
Total	**220**	**100.00**

Source: Field Survey 2019

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Out of total respondents, 43.64 percent are found from BBS, 12.27 percent from BED, 10.45 percent from BA, 11.36 percent from BSC, 5.45 percent from BBM, 10 percent from MBS and 6.82 percent from MA. This shows that more than average respondents are completed their graduates and postgraduates from management programs.

The following figure shows different graduates programs completed by the respondents.

Figure: 2.8

Program wise Distribution of Respondents
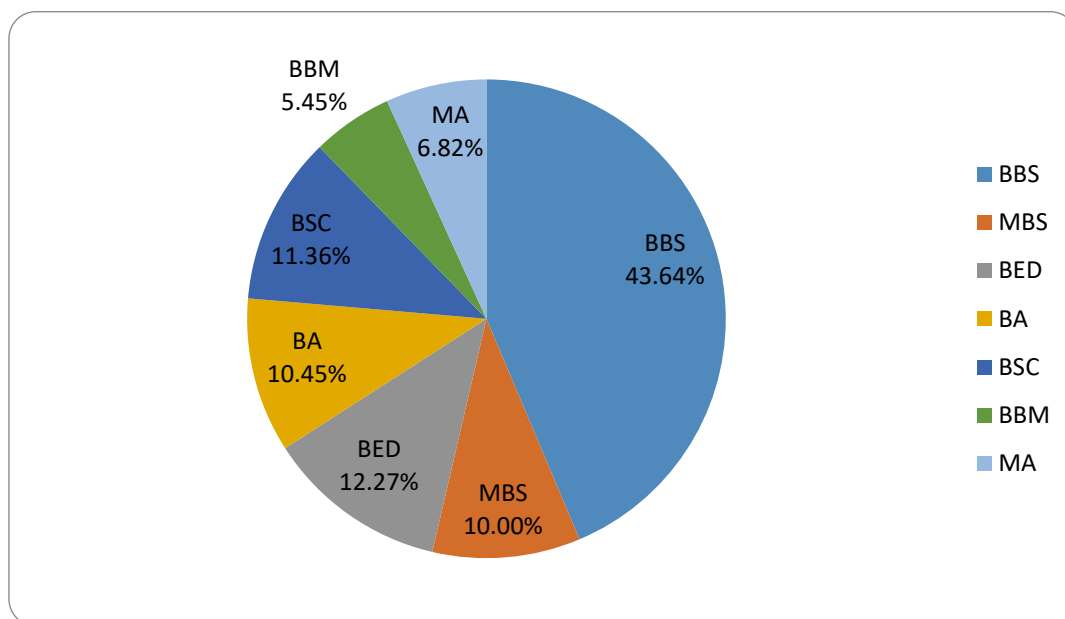
2.4 Graduates' Rating towards Quality Measures of MMC

This section deals with the graduates' perceived value regarding quality measure of different aspects of the institution. It shows the ratings of graduates on different variables of the institution relating with its quality education delivery mechanism. This study includes eleven specific variables to evaluate the institution strengths and weaknesses from the perspective of graduates.

The following table shows the graduates' perceived ratings on relevance of the program to their professional jobs.

Table: 2.12

Rating based on Relevance of the Programs to Professional Jobs

Characteristic	Frequency	Percentage
Very Weak	27	13.92
Moderate Weak	24	12.37
Weak	26	13.40
Neutral	41	21.13
Good	51	26.29
Excellent	25	12.89
Total	**194**	**100.00**

Source: Field Survey 2019

Note: out of total respondents 13.40 percent respondents ignore this variable.

Table 2.12 shows that out of total respondents, 12.89 percent highly satisfied, 26.29 percent are satisfied, 21.13 percent moderately satisfied and 39.69 percent are dissatisfied with the relevancy of the program to professional jobs. This shows that less than average respondents are satisfied with the relationship between professional jobs and programs they completed.

The following figure shows the ratings of graduates on strength of the institution in terms of relevance of program to their professional jobs.

Figure: 2.9

Rating based on Relevance of Programs to Professional Jobs
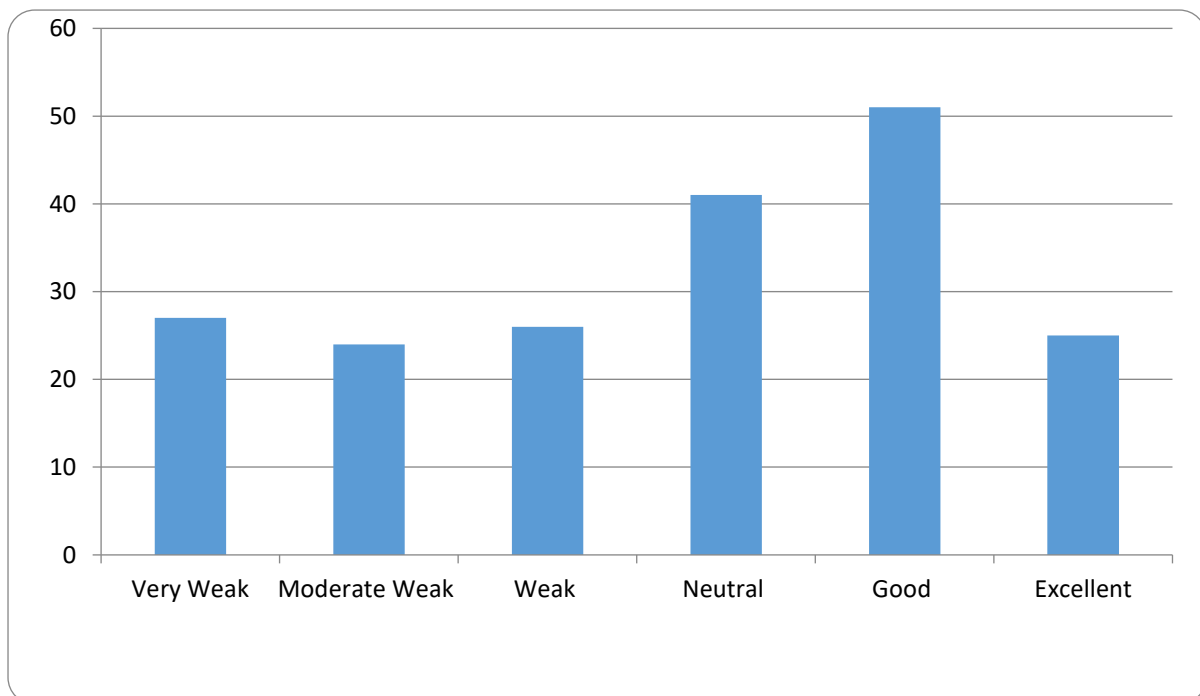
The following table shows graduates' ratings based on extra-curricular activities.

Table: 2.13

Rating based on Extra-Curricular Activities

Characteristic	Frequency	Percentage
Very Weak	9	4.09
Moderate Weak	20	9.09
Weak	53	24.09
Neutral	74	33.64
Good	45	20.45
Excellent	19	8.64
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.13 shows that, 8.64 percent are highly satisfied, 20.45 percent are satisfied, 33.64 percent are moderately satisfied and 37.27 percent are dissatisfied with the extracurricular activities of the institution. It indicates less than average respondents are satisfied with the extracurricular activities of the institution.

The following figure shows ratings of respondents on extracurricular activities.

Figure: 2.10

Rating based on Extra-Curricular Activities
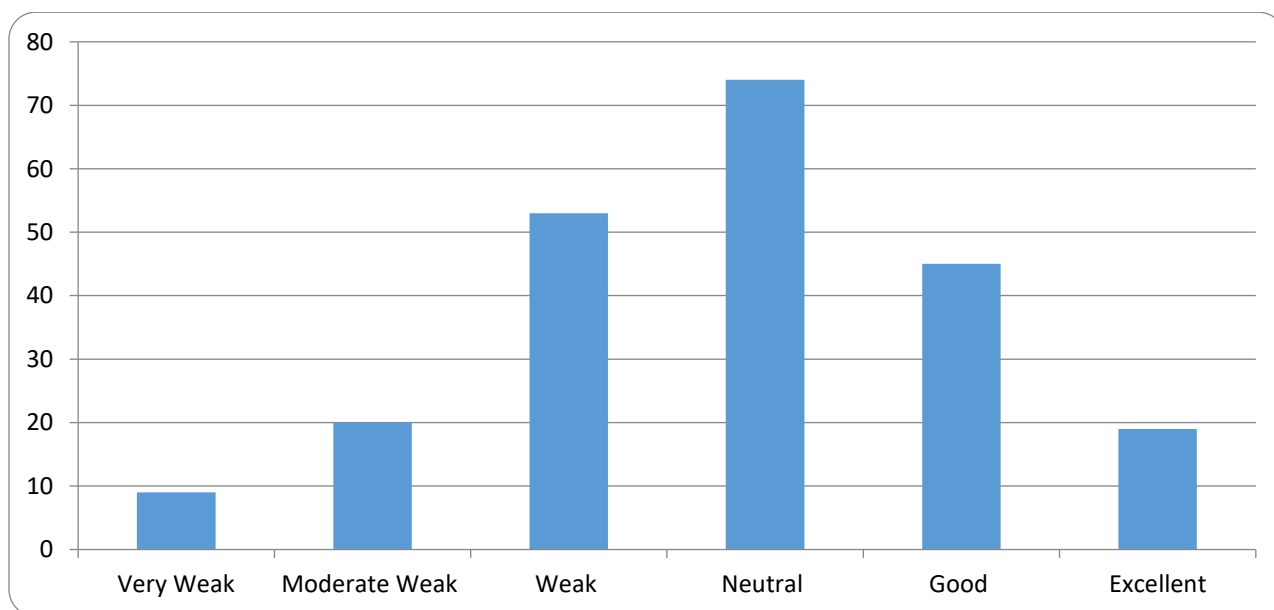
The following table shows rating of the respondetns on problem solving skill they learned from the program offered by the institution.

Table: 2.14

Rating based on Problem Solving Ability

Characteristic	Frequency	Percentage
Very Weak	5	2.27
Moderate Weak	16	7.27
Weak	36	16.36
Neutral	84	38.18
Good	53	24.09
Excellent	26	11.82
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.14 indicates that 11.82 percent are highly satisfied, 24.09 percent are satisfied, 38.18 are moderately satisfied, 9.54 percent are dissatisfied with the problem solving ability they learned from the program. The table shows less than average respondents are satisfied with the problem solving ability learned from the program.

The following figure shows rating of the respondents on problem solving skill they learned from the program.

Figure: 2.11

Rating based on Problem Solving Ability
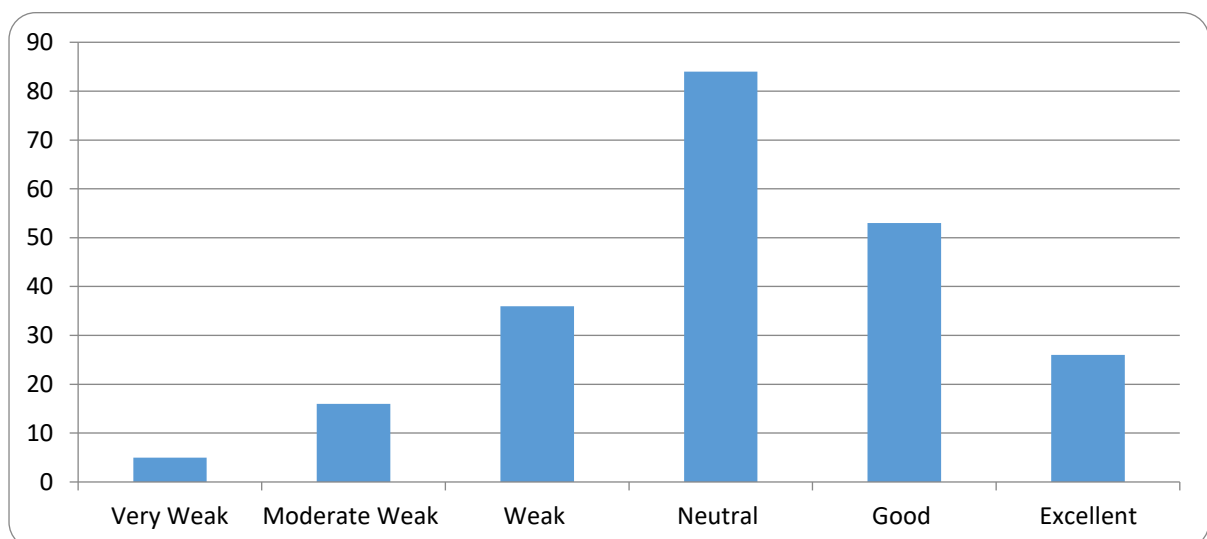
The following table shows rating on work placement/attachment/internship possibility of the graduates after completion of the study

Table: 2.15

Rating based on Work Placement/Attachment/Internship

Characteristic	Frequency	Percentage
Very Weak	8	3.64
Moderate Weak	29	13.18
Weak	64	29.09
Neutral	67	30.45
Good	30	13.64
Excellent	22	10.00
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.15 reveals out of total respondents, 10.00 percent are highly satisfied, 13.64 percent are satisfied, 30.45 percent are moderately satisfied and 45.91 are dissatisfied with the work placement/attachment/internship after completion of the study. This indiactes that less than average respondents are satisfied with work placement/attachment/internship.

Figure: 2.12

Rating based on Work Placement/Attachment/Internship
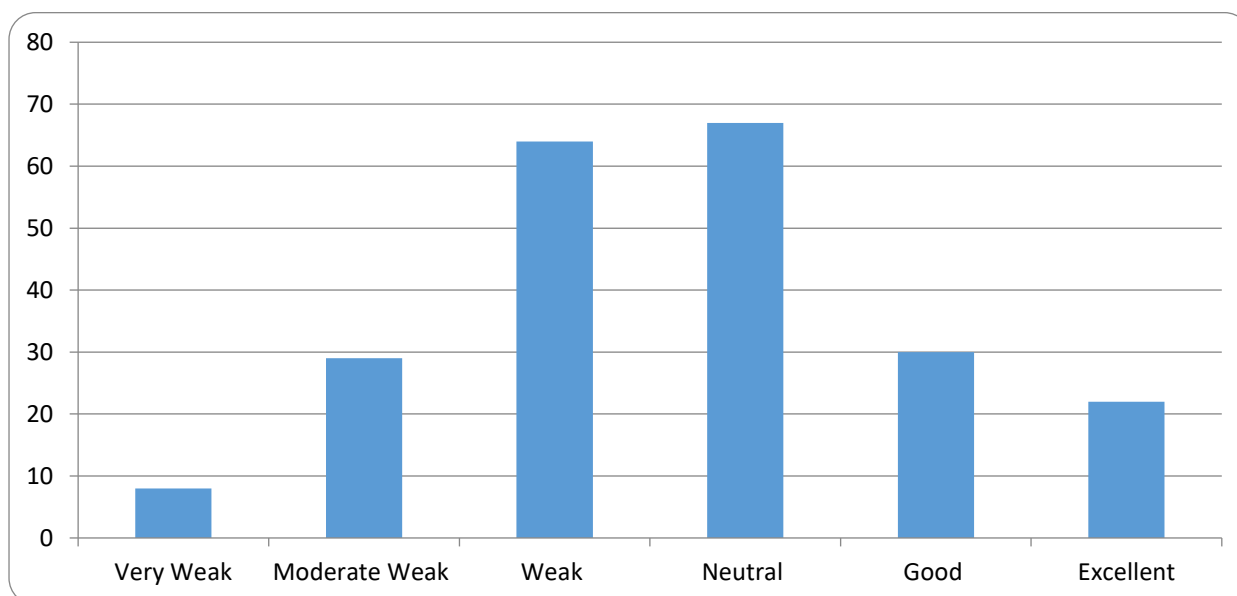
The following table shows rating based on teaching/learning environment of the institution.

Table 2.16

Rating based on Teaching/Learning Environment

Characteristic	Frequency	Percentage
Very Weak	2	0.91
Moderate Weak	6	2.73
Weak	21	9.55
Neutral	49	22.27
Good	77	35.00
Excellent	65	29.55
Total	**220**	**100.00**

Source: Field Survey 2019

The above table reveals out of the total respondents 29.55 percent are highly satisfied, 35.00 percent are satisfied, 22.27 percent are moderately satisfied and 13.19 percent are dissatisfied with the teaching/learning environment of the institution. This statistic shows that more than average respondents are satisfied with the teaching/learning environment of the institution.

The following figure shows ratings on teaching/learning environment of the institution.

Figure: 2.13

Rating based on Teaching/Learning environment
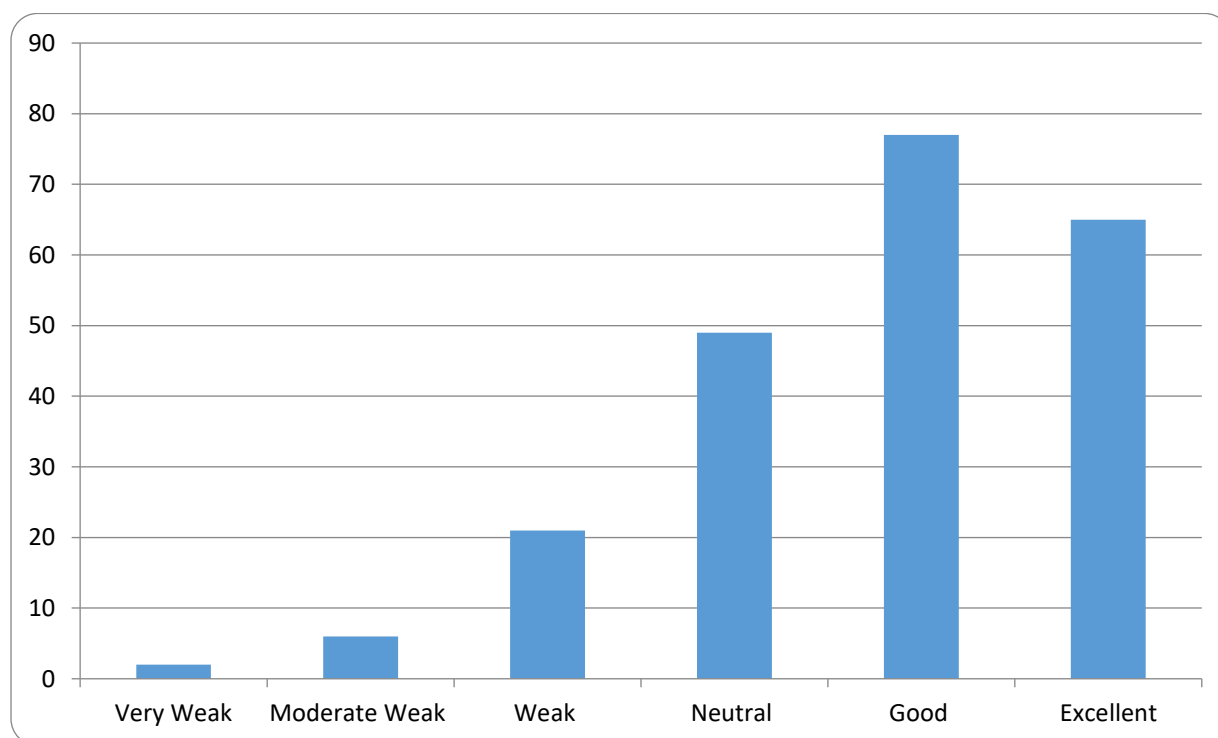
The following table shows ratings on quality of education delivered by the institution.

Table: 2.17

Rating based on Quality of Education Delivered

Characteristic	Frequency	Percentage
Very Weak	1	0.45
Moderate Weak	6	2.73
Weak	19	8.64
Neutral	43	19.55
Good	102	46.36
Excellent	49	22.27
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.17 reveals that out of the total respondents, 22.27 percent are highly satisfied, 46.36 percent are satisfied, 19.55 percent moderately satisfied and 11.82 percent are dissatisfied with the quality of education delivered by the institution. It indicates that more than average respondents are satisfied with the quality of education delivered by the institution

The following figure shows rating on quality of Education Delivered:

Figure: 2.14

Rating based on Quality of Education Delivered
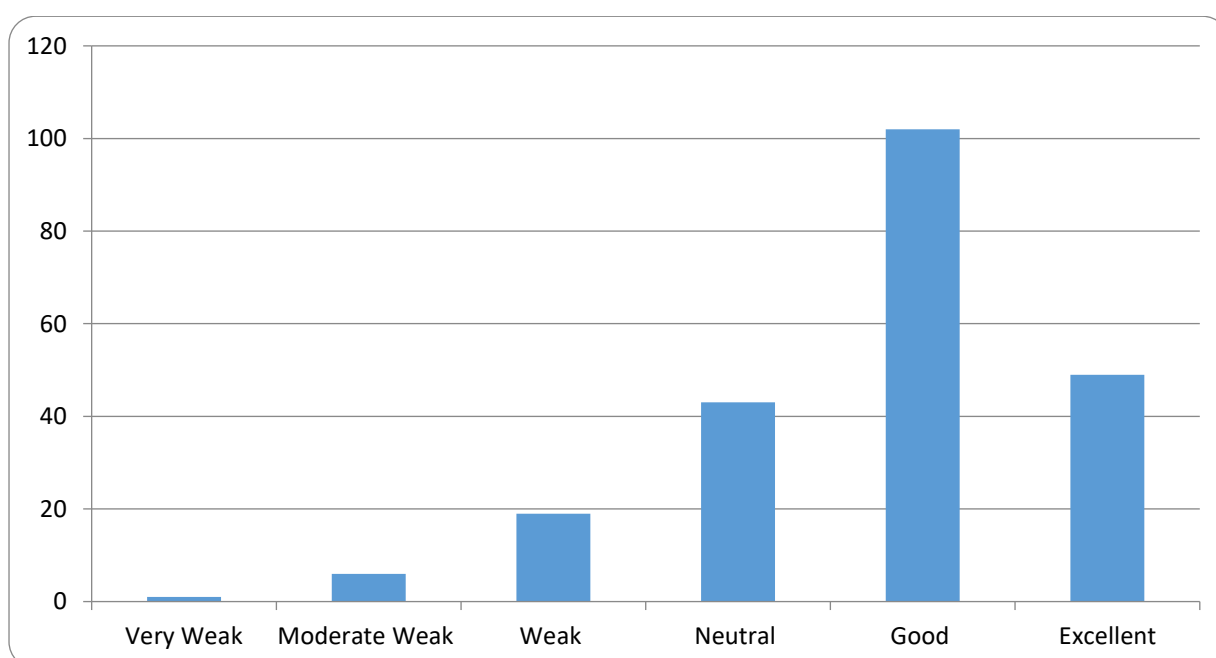
The following table shows ratings on teacher student relationship in the institution.

Table: 2.18

Rating based on Teacher Student Relationship

Characteristic	Frequency	Percentage
Very Weak	4	1.82
Moderate Weak	7	3.18
Weak	9	4.09
Neutral	28	12.73
Good	102	46.36
Excellent	70	31.82
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.18 shows that out of total respondents 31.82 percent are highly satisfied, 46.36 percent are satisfied, 12.73 percent moderately satisfied and 9.09 percent are dissatisfied with the teacher student relationship of the institution. It reveals that more than two third respondents are satisfied with the teacher student relationship during their study.

The following figure shows rating on teacher/student relationship in the institution.

Figure: 2.15

Rating based on Teacher Student Relationship
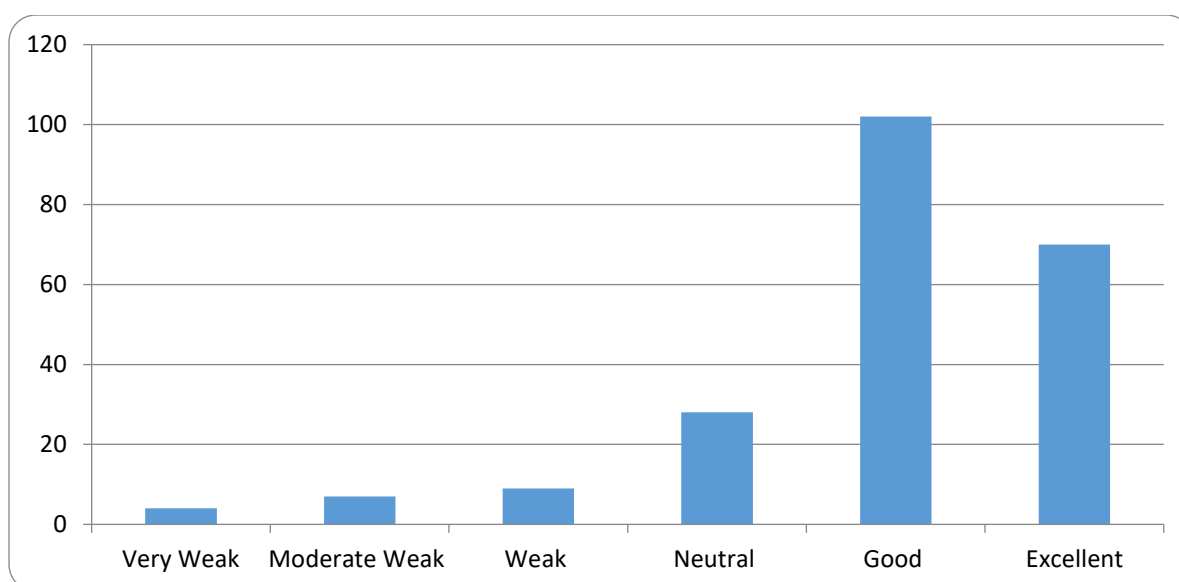
The following table shows ratings on library facility provided by the institution.

Table: 2.19

Rating based on Library Facility

Characteristic	Frequency	Percentage
Very Weak	9	4.09
Moderate Weak	8	3.64
Weak	19	8.64
Neutral	47	21.36
Good	79	35.91
Excellent	58	26.36
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.19 shows that out of total respondents 26.36 percent are highly satisfied, 35.91 percent are satisfied, 21.36 percent moderately satisfied and 16.37 percent are dissatisfied with the library facility of the institution. It reveals that more than two third respondents are satisfied with the library facility of the institution.

The following figure shows rating on library facility provided by institution.

Figure: 2.16

Rating based on Library Facility
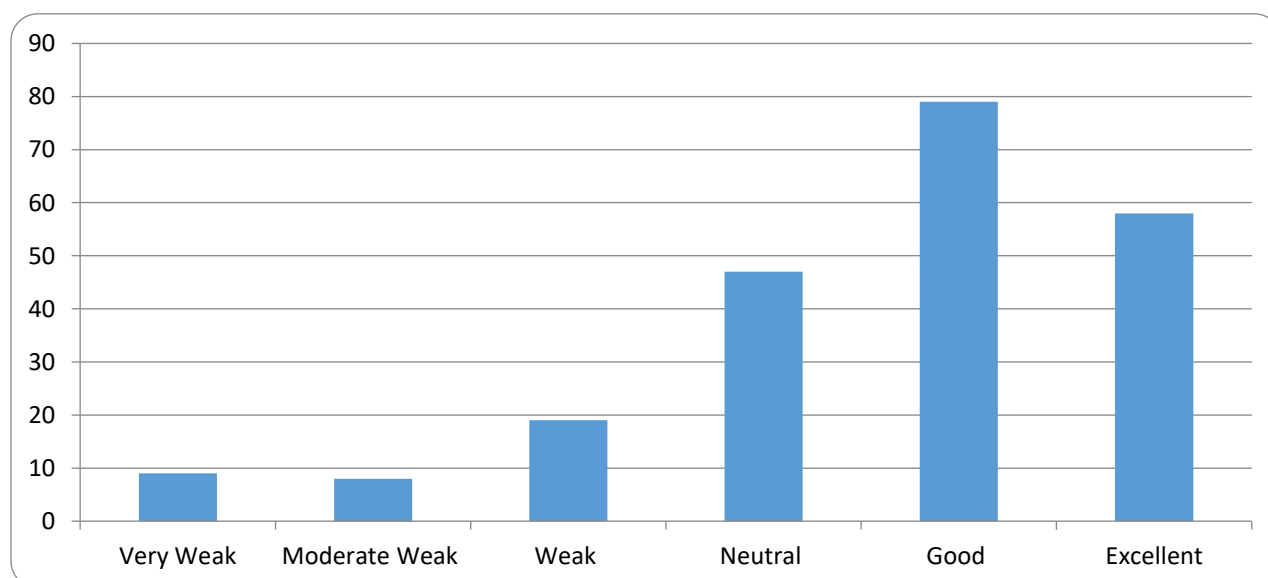
The following table shows ratings on lab facility provided by the institution.

Table: 2.20

Rating based on Lab Facility

Characteristic	Frequency	Percentage
Very Weak	16	7.34
Moderate Weak	41	18.81
Weak	28	12.84
Neutral	45	20.64
Good	51	23.39
Excellent	37	16.97
Total	**218**	**100.00**

Source: Field Survey 2019

Note: out of total respondents 1 percent respondents ignored this variable.

Table 2.20 shows that out of total respondents 16.97 percent are highly satisfied, 23.39 percent are satisfied, 20.64 percent moderately satisfied and 38.99 percent are dissatisfied with the lab facility of the institution. It reveals that less than average respondents are satisfied with the lab facility of the institution.

The following figure shows rating on library facility provided by institution.

Figure: 2.17

Rating based on Lab Facility
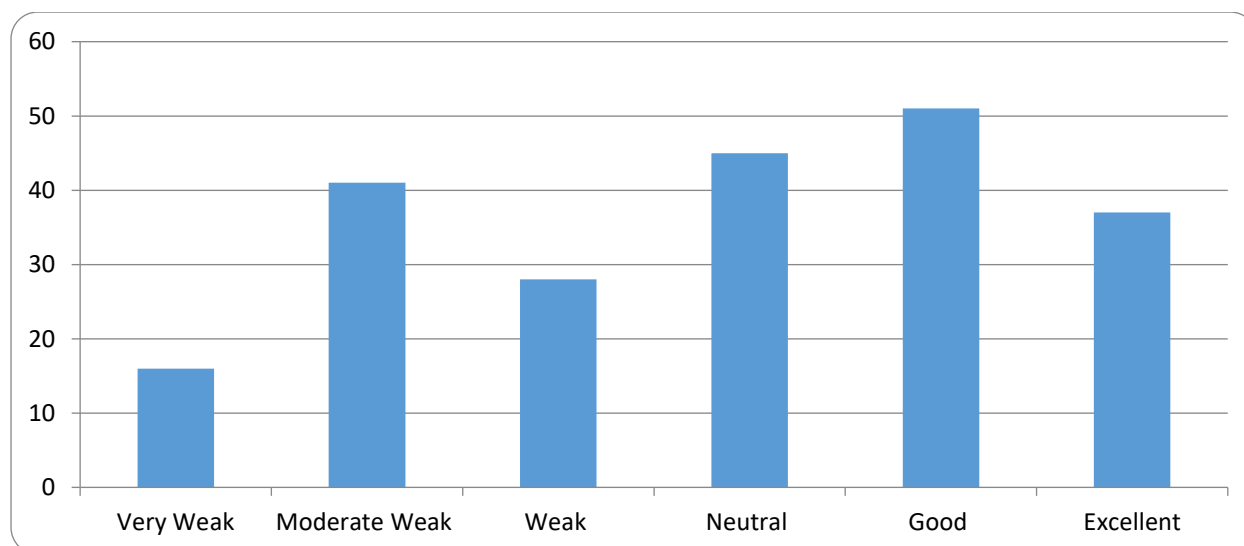
The following table shows ratings on sport facility provided by the institution.

Table: 2.21

Rating based on Sports Facility

Characteristic	Frequency	Percentage
Very Weak	8	3.64
Moderate Weak	13	5.91
Weak	41	18.64
Neutral	94	42.73
Good	37	16.82
Excellent	27	12.27
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.21 demonstrates that out of total respondents 12.27 percent are highly satisfied, 16.82 percent are satisfied, 42.73 percent moderately satisfied and 28.19 percent are dissatisfied with the sports facility of the institution. It reveals that few respondents are satisfied with the sports facility of the institution.

The following figure shows rating on sports facility provided by institution.

Figure: 2.18

Rating based on Sports Facility
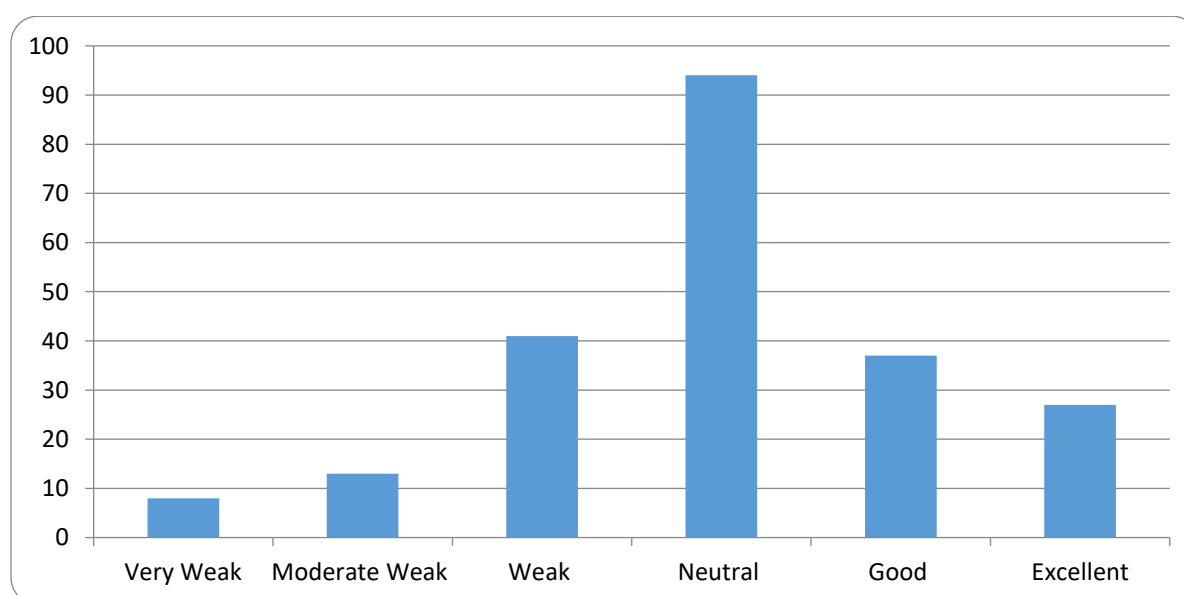
The following table shows ratings on sport facility provided by the institution.

Table: 2.22

Rating based on Canteen/Urinal Facility

Characteristics	Frequency	Percentage
Very Weak	6	2.73
Moderate Weak	10	4.55
Weak	23	10.45
Neutral	91	41.36
Good	63	28.64
Excellent	27	12.27
Total	**220**	**100.00**

Source: Field Survey 2019

Table 2.22 shows that out of total respondents 12.27 percent are highly satisfied, 28.64 percent are satisfied, 41.36 percent moderately satisfied and 17.73 percent are dissatisfied with the canteen/urinal facility of the institution. It reveals that more than average respondents are satisfied with the canteen/urinal facility of the institution.

The following figure shows rating on sports facility provided by institution.

Figure: 2.19

Rating based on Canteen/Urinal Facility
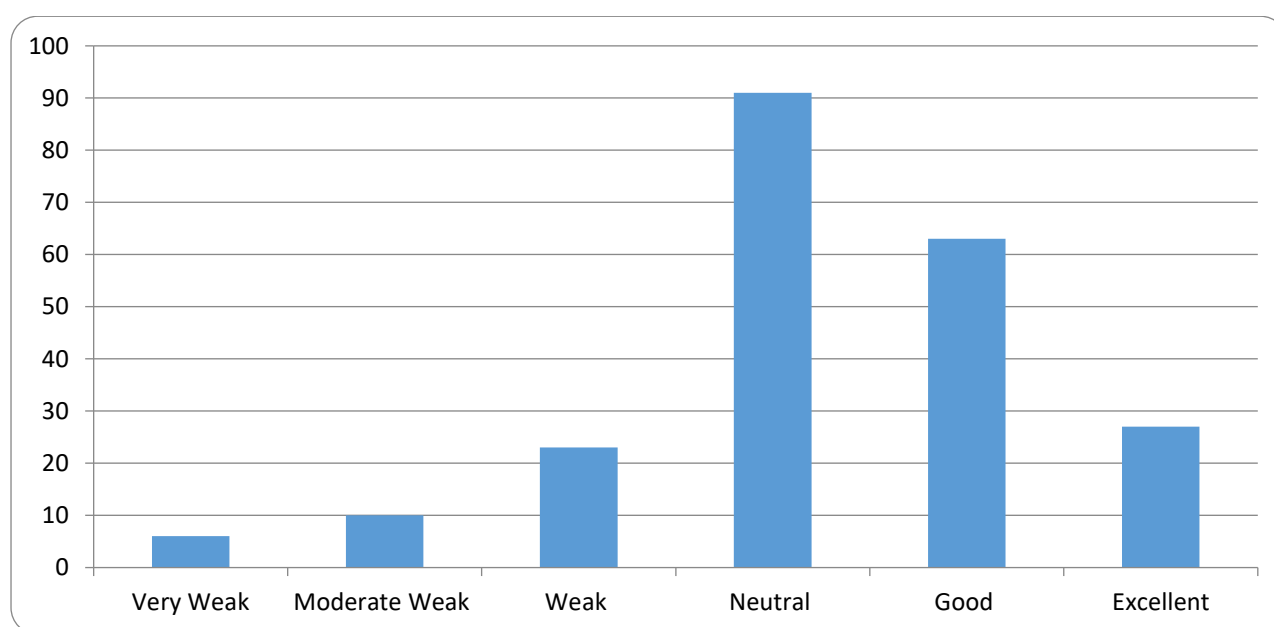
CHAPTER THREE: MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study status of the graduates. It also analyzes the ratings of the graduates on several teaching learning dimension: relevance of program to the professional jobs, extra-curricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, quality of education delivered, teacher student relationship, library, lab, sports and canteen/urinal. The major findings of the study are described as below:

- Most of the graduates and postgraduates are working in different private institutions in assistant level as full time employees. Government jobs also major attraction for the graduates as study indicates good number of graduates involved in government jobs after private sectors. The statistic shows a very few are self employed. This suggests that the program of MMC has less relevance with entrepreneurship and more job oriented rather than encouraging them to be self employed.

- Most of the graduates are enrolled in Tribhuvan University in management program for their further study which implies popularity of management study.

- Overall teaching learning environment of MMC have both strengths and weakness. The study shows that out of the total graduates, more than average graduates are dissatisfied to the relevance of the program to professional jobs, extra-curricular activities, problem solving ability, work placement/attachment/internship and sports facility. It indicates that the institution needs to be reformed with those variables.

- The finding of study indicates that teaching learning environment, quality of education delivered and teacher student relationship are proved to be strong as more than average graduates are satisfied with these variables.

- The study finds high numbers of female are graduates from the institution. It also finds that largest portion of the graduates represnt from Bramhin, EDJ, Chhetri and Janajati, very few of Dalit and Madhesi.

- The study finds that the key place of source of students is Makawanpur district due to the proximity, while student from Tarai districts also another source of the students.

- The study finds that most of the most of the graduates are satisfied with the library facility while more than average gradates are dissatisfied with the lab facility. It needs

to be well-equipped. Regular sports activity needs to address as more graduates are dissatisfied with the sports facility provided by instruction. Graduates are satisfied with canteen/urinal facility of the institution.

CHAPTER FOUR: IMPLICATION TO INSTITUTIONAL REFORM

Tracer study can be a tool to enhance education policy of the institution as they are the experienced graduates of the institution. It helps to identify how effective our teaching has become to make our students competent in the market. It also helps to make necessary corrections in the policy and programs of the institution.

MMC has been contributing to match supply of human resources with demand of the economy since its establishment as an average graduates and postgraduates were found employed. However this study found some of the areas of improvements that need to be executed in the future.

The study revealed that very few graduates and postgraduates were in self employed. It indicates that current academic programs are not sufficient to prepare entrepreneurs. The institution should prepare and implement curriculum for entrepreneurship development. This study covers various aspects of the institution, programs and the impact on personal development of the graduates. More than average graduates were found dissatisfied with the relevance of the program for their professional job, work placement/attachment/internship. This finding needs exploring and implementing curriculum that would be helpful to reduce their dissatisfaction. Likewise more than average graduates were found dissatisfied with problem solving ability they learned from their study. The intuition requires correcting this situation by incorporating case method into pedagogy   The feedback from the respondents helps to figure out the strength and the weakness of the academic programs, and helps the administration in implementation of different policies for institutional reform. The academic committee of this campus studies the data and makes decisions which are further endorsed by the management committee if the committee finds it better for institutional reform.

There is a permanent tracer study unit at the campus. The advantage of setting of unit is that it can integrate information from tracer studies right across to education system. To improve policy making decision on education, tracer study needs to be organized as part of the activities of the institution, and the information generated from them should be regularly fed into to the policy making process.

CHAPTER FIVE: CONCLUSION

The findings presented in this report represent a source of rich feedback for the institution and provide some indication of students since their graduation. The report has put into perspective of the level of underemployment and unemployment amongst graduates as well as the extent of mismatch between their qualifications and employment. The higher unemployment and underemployment rates prevailing for those graduates cannot be attributed to any single reason.

It provides useful information on their employment status and earnings, entrepreneurial pursuits, community involvement and further study. It facilitates feedback from graduates about the extent to which desired learning outcomes have been achieved, and also assesses overall quality of the program offered by the campus. Results from this study are intended to be used to strengthen the programs and to improve the overall quality of the institution.

CHAPTER SIX: RECOMMENDATIONS

In order to improve the quality of education and create the effectiveness of academic programs, a number of recommendations have been drawn which are given below:

1. Teaching learning activities should be made more practical so that our graduates will feel easier for job in the market.
2. More priority should be given to job placement services and career guidance.
3. It is necessary to provide more professional skills along with theoretical education.
4. Provide scholarship to needy students so that they can continue their study.
5. Extra-curricular activities and sports facility should be given priority.
6. Students should be encouraged to be self-employed.
7. Explore curriculum that would be helpful for producing competent entrepreneurs.

Makawanpur Multiple Campus, Hetauda

Work Plan for Tracer Study

Batch: **2074 (2017)**

Task Team Co-ordinator: **Rajendra Bhattarai**

Start Date: 21-Jan-19

End Date   09-Apr-19

S.N.	Activities	Implementation Date	Responsible Person	Remarks
1	Team Formation	21/01/2019	Campus Mgmt. Com.	
2	Work Division	23/01/2019	Campus Chief / Task Team	
3	Listing of Graduates and batch	27/01/2019	Study Team/Adm./Exam Section	
4	Questionnaire Distribution/Study	03/02/2019	Campus Adm./Study Team	
5	Questionnaire Collection/Form Filled by Team (trace through tel./face book/e-mail, field)	17/02/2019	Study Team/Adm./Exam Section	
6	Data compilation and report writing	24/03/2019	Task Team	
7	Report writing	02/04/2019	Task Team	
8	Submission to UGC	09/04/2019	Campus Chief/Project Coordinator	

Makawanpur Multiple Campus, Hetauda
Tracer Filled up Graduate Namelist 2074

SN	Name	Program	Class	TU Reg. No.	Remarks
1	ADITYA REGMI	BACHELOR'S	BBS	7-2-242-559-2013	
2	ANIL SHRESTHA	BACHELOR'S	BBS	7-2-242-204-2005	
3	ANISHA PUDASAINI	BACHELOR'S	BBS	7-2-242-642-2013	
4	ANJU MUKTAN	BACHELOR'S	BBS	7-2-242-540-2013	
5	ANURADHA HUMAGAIN	BACHELOR'S	BBS	7-2-242-550-2013	
6	ANURAG ADHIKARI	BACHELOR'S	BBS	7-2-242-203-2012	
7	ASHISH DAHAL	BACHELOR'S	BBS	7-2-242-571-2013	
8	BABITA BALAMI	BACHELOR'S	BBS	7-2-242-942-2012	
9	BABITA KADEL	BACHELOR'S	BBS	7-2-242-813-2012	
10	BANDANA BHANDARI	BACHELOR'S	BBS	7-2-242-607-2013	
11	BHAWANA DHUNGANA	BACHELOR'S	BBS	7-2-242-245-2013	
12	BIGYAN GAUTAM	BACHELOR'S	BBS	7-2-242-600-2013	
13	BINAYA RIMAL	BACHELOR'S	BBS	7-2-242-247-2013	
14	BISHAL GURUNG	BACHELOR'S	BBS	7-2-242-847-2012	
15	BUDHRAM KUMAR CHAUDHARY	BACHELOR'S	BBS	7-2-242-246-2013	
16	CHANDRABATI LAMA	BACHELOR'S	BBS	7-2-242-399-2009	
17	CHITRALEKHA SINHA	BACHELOR'S	BBS	7-2-242-271-2013	
18	DINESHWAR CHAUDHARY	BACHELOR'S	BBS	7-1-242-24-2000	
19	DIPA KHATIWADA	BACHELOR'S	BBS	7-2-242-301-2011	
20	DIPAK MOKTAN	BACHELOR'S	BBS	7-2-242-572-2008	
21	GANGA RAI	BACHELOR'S	BBS	7-2-641-2-2011	
22	GANGAMAYA SYANGTAN	BACHELOR'S	BBS	7-2-242-264-2012	
23	GITA KUMARI BARTAULA	BACHELOR'S	BBS	7-2-473-83-2008	
24	HARI MIJAR	BACHELOR'S	BBS	7-2-242-736-2010	
25	HIKMAT SHRESTHA	BACHELOR'S	BBS	7-2-242-933-2013	
26	JAMUNA BIDARI	BACHELOR'S	BBS	7-2-242-326-2013	
27	JAMUNA PAUDEL	BACHELOR'S	BBS	7-2-242-328-2013	
28	JIVAN RAI	BACHELOR'S	BBS	7-2-242-317-2010	
29	JOSINA BARTAULA	BACHELOR'S	BBS	7-2-242-401-2013	
30	JYOTI CHHETRI	BACHELOR'S	BBS	7-2-242-322-2013	
31	KABITA DHUNGEL	BACHELOR'S	BBS	7-2-242-348-2013	
32	KALPANA LAMICHHANE MAGAR	BACHELOR'S	BBS	7-2-242-329-2013	
33	KARUNA TIMALSINA	BACHELOR'S	BBS	7-2-242-335-2013	
34	LAXMI NAGARKOTI	BACHELOR'S	BBS	7-2-242-338-2010	
35	MADHUSUDAN SHARMA BIDARI	BACHELOR'S	BBS	7-2-242-350-2012	
36	MANISHA DANGAL	BACHELOR'S	BBS	7-2-242-953-2013	

Makawanpur Multiple Campus, Hetauda
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SN	Name	Program	Class	TU Reg. No.	Remarks
37	MANITA SHRESTHA	BACHELOR'S	BBS	7-1-242-17-2004	
38	MUKESH CHAUDHARY	BACHELOR'S	BBS	7-2-242-449-2013	
39	MUNA BALAMI	BACHELOR'S	BBS	7-2-242-428-2013	
40	NABINA DHITAL	BACHELOR'S	BBS	7-2-242-466-2013	
41	NABRAJ BHANDARI	BACHELOR'S	BBS	7-2-242-464-2013	
42	NIRMAYA RUMBA	BACHELOR'S	BBS	7-2-242-465-2013	
43	PABITRA TIWARI	BACHELOR'S	BBS	7-2-242-389-2013	
44	PALLAVI DOTEL	BACHELOR'S	BBS	7-2-242-388-2012	
45	PRAGYA UPRETI	BACHELOR'S	BBS	7-2-242-952-2013	
46	PRATIMA PAUDEL	BACHELOR'S	BBS	7-2-242-368-2010	
47	PREETI AMATYA	BACHELOR'S	BBS	7-2-242-407-2013	
48	PRIYANKA LAMA	BACHELOR'S	BBS	7-2-242-407-2012	
49	PUSHPA SUBEDI	BACHELOR'S	BBS	7-2-242-415-2013	
50	PYURINA BHANDARI	BACHELOR'S	BBS	7-2-242-408-2013	
51	RABIN KHADKA	BACHELOR'S	BBS	7-2-242-170-2013	
52	RABINA TIMALSINA	BACHELOR'S	BBS	7-2-242-353-2013	
53	RANJIT KUMAR SAH	BACHELOR'S	BBS	7-2-242-372-2013	
54	RIBISHA TAMANG	BACHELOR'S	BBS	7-2-242-162-2013	
55	RITA DEVKOTA	BACHELOR'S	BBS	7-2-242-169-2002	
56	ROMIT KUMAR KHADKA	BACHELOR'S	BBS	7-2-242-361-2013	
57	RONIT DAHAL	BACHELOR'S	BBS	7-2-242-929-2012	
58	RUBINA HUMAGAIN	BACHELOR'S	BBS	7-2-242-152-2013	
59	RUBINA KUMARI CHAUHAN	BACHELOR'S	BBS	7-2-242-169-2013	
60	RUPAK BASTAKOTI	BACHELOR'S	BBS	7-2-242-167-2013	
61	SABINA KHATIWADA	BACHELOR'S	BBS	7-2-242-198-2018	
62	SABINS MANANDHAR	BACHELOR'S	BBS	7-2-242-543-2012	
63	SABU DARLAMI	BACHELOR'S	BBS	7-2-242-238-2013	
64	SAGAR KHATIWADA	BACHELOR'S	BBS	7-2-242-197-2013	
65	SAGAR LAMICHHANE	BACHELOR'S	BBS	7-1-318-155-2005	
66	SAJAN PRAJA	BACHELOR'S	BBS	7-2-242-187-2013	
67	SANDHYA GHIMIRE	BACHELOR'S	BBS	7-2-242-660-2013	
68	SANITA TAMANG	BACHELOR'S	BBS	7-2-242-584-2012	
69	SAPANA MALBULE	BACHELOR'S	BBS	7-2-242-717-2013	
70	SANGITA LAMA	BACHELOR'S	BBS	7-2-242-712-2013	
71	SANTOSH GHIMIRE	BACHELOR'S	BBS	7-2-242-463-2010	
72	SARBADA SHRESTHA	BACHELOR'S	BBS	7-2-242-674-2012	

Makawanpur Multiple Campus, Hetauda
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SN	Name	Program	Class	TU Reg. No.	Remarks
73	SARITA DHAKAL	BACHELOR'S	BBS	7-2-242-181-2013	
74	SARITA SHRESTHA	BACHELOR'S	BBS	7-2-242-549-2011	
75	SARMILA KHATIWADA	BACHELOR'S	BBS	7-2-242-226-2013	
76	SARMILA UPRETI	BACHELOR'S	BBS	7-2-242-728-2013	
77	SAURAV ADHIKARI	BACHELOR'S	BBS	7-2-242-502-2012	
78	SHANMITRA BHAILA	BACHELOR'S	BBS	7-2-242-643-2013	
79	SHARMILA BK	BACHELOR'S	BBS	7-2-242-587-2012	
80	SHEETAL BANIYA	BACHELOR'S	BBS	7-2-242-665-2013	
81	SHILA KUMARI SHIWAKOTI	BACHELOR'S	BBS	7-2-242-656-2013	
82	SHREEBATSA UPADHYAY	BACHELOR'S	BBS	7-2-242-661-2013	
83	SHREEJANA JAMARKATEL	BACHELOR'S	BBS	7-2-242-674-2013	
84	SHRISTI DAHAL	BACHELOR'S	BBS	7-2-242-231-2013	
85	SIMA UPRETI	BACHELOR'S	BBS	7-2-242-948-2013	
86	SRIJANA BARTAULA	BACHELOR'S	BBS	7-2-242-213-2013	
87	SRIJANA KUNWAR	BACHELOR'S	BBS	7-2-242-720-2013	
88	SUDHIR SYANGDAN LAMA	BACHELOR'S	BBS	7-2-242-569-2011	
89	SUDIP BHANDARI	BACHELOR'S	BBS	7-2-242-579-2011	
90	SUNIL BARAL	BACHELOR'S	BBS	7-2-242-677-2013	
91	SUNIL SAPKOTA	BACHELOR'S	BBS	7-2-242-708-2013	
92	SWETA CHAUHAN	BACHELOR'S	BBS	7-2-242-719-2013	
93	SWETA MAHARJAN	BACHELOR'S	BBS	7-2-242-518-2011	
94	SWOCHHENDRA ROKKA	BACHELOR'S	BBS	7-2-242-511-2013	
95	URMILA KARKI	BACHELOR'S	BBS	7-2-242-681-2012	
96	URUSHA MADHIKARMI	BACHELOR'S	BBS	7-2-242-959-2011	
97	ABHINA ADHIKARI	MASTER'S	MBS	7-2-481-4-2007	01-02-2017
98	ALISHA SHRESTHA	MASTER'S	MBS	7-2-242-244-2007	31-03-2017
99	AMRIT GHIMIRE	MASTER'S	MBS	7-2-242-236-2007	14-02-2018
100	ASHMITA DEVKOTA	MASTER'S	MBS	7-2-547-10-2009	31-03-2017
101	BHIM BHUJEL	MASTER'S	MBS	7-2-242-259-2007	01-02-2017
102	HARIHARI KHATIWADA	MASTER'S	MBS	7-2-136-44-2009	04-02-2018
103	JUNU SHRESTHA	MASTER'S	MBS	7-2-741-49-2007	01-06-2017
104	KRISHNA PRASAD PAUDEL	MASTER'S	MBS	7-2-479-253-2006	13-04-2017
105	LAL BAHADUR SYANGTAN	MASTER'S	MBS	7-2-242-468-2008	01-02-2017
106	NEESHA NEUPANE	MASTER'S	MBS	7-2-479-60-2009	30-03-2017
107	NIRMAL SAPKOTA	MASTER'S	MBS	7-2-242-438-2009	17-03-2017
108	PRAKASH ARYAL	MASTER'S	MBS	7-1-242-106-99	17-06-2017

Makawanpur Multiple Campus, Hetauda
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SN	Name	Program	Class	TU Reg. No.	Remarks
109	PRAKASH SUBEDI	MASTER'S	MBS	7-2-741-57-2007	30-03-2017
110	PRATIKSHA BIDARI	MASTER'S	MBS	7-2-479-67-2009	17-03-2017
111	PURUSHOTTAM MAINALI	MASTER'S	MBS	7-2-242-181-2008	01-02-2017
112	RAJESH DHUNGEL	MASTER'S	MBS	7-2-242-190-2008	01-09-2017
113	SAHADEV AGASTI	MASTER'S	MBS	7-2-741-41-2009	17-03-2017
114	SHOVA LAMICHHANE	MASTER'S	MBS	7-2-479-106-2006	12-02-2018
115	SUDIP REGMI	MASTER'S	MBS	7-2-241-502-2005	25-08-2017
116	SUNAINA BHURTEL	MASTER'S	MBS	7-2-547-50-2009	30-05-2017
117	SUNDAR MAINALI	MASTER'S	MBS	7-2-344-35-2006	12-04-2017
118	SURESH SHRESTHA	MASTER'S	MBS	7-2-242-375-2005	05-02-2017
119	AASHISH BAL	BACHELOR'S	BED	9-2-242-597-2014	
120	AMRITA KUMARI BACHHAR	BACHELOR'S	BED	9-2-242-686-2011	
121	ANITA YONJAN	BACHELOR'S	BED	9-2-242-600-2014	
122	ANJITA BARTAULA	BACHELOR'S	BED	9-2-242-839-2014	
123	BISHAL LAMA	BACHELOR'S	BED	9-2-242-970-2013	
124	BUDDA MAYA THOKAR	BACHELOR'S	BED	9-2-242-700-2011	
125	HARI MAYA SYANGTAN	BACHELOR'S	BED	9-2-242-961-2011	
126	ISHMA BHLON	BACHELOR'S	BED	9-2-242-736-2011	
127	KARUNA KC	BACHELOR'S	BED	7-1-341-20-2001	
128	LALITA DHAKAL	BACHELOR'S	BED	9-2-242-889-2013	
129	LAXMI MAYA YONJAN	BACHELOR'S	BED	9-2-242-806-2013	
130	MENNUKA RAI	BACHELOR'S	BED	9-2-2-242-565-2010	
131	MILAN PUDASAINI	BACHELOR'S	BED	9-2-242-632-2016	
132	MUKUNDAR MAHATO	BACHELOR'S	BED	9-2-379-17-2014	
133	NIR MAYA LO	BACHELOR'S	BED	9-2-242-775-2012	
134	NIRAJ NEUPANE	BACHELOR'S	BED	9-2-242-934-2011	
135	NISHA YONJAN	BACHELOR'S	BED	9-2-242-637-2014	
136	PUJA SUBEDI	BACHELOR'S	BED	9-2-242-848-2013	
137	RAKESH KUMAR SAH	BACHELOR'S	BED	9-2-242-645-2014	
138	SAMJHANA RUMBA	BACHELOR'S	BED	9-2-242-859-20113	
139	SANTA BAHADUR LOPCHAN	BACHELOR'S	BED	9-2-242-606-2009	
140	SAROJ KUMAR BAJYU	BACHELOR'S	BED	9-2-242-857-2011	
141	SASMITA BAL	BACHELOR'S	BED	9-2-242-654-2010	
142	SATYA DEVI SUBEDI	BACHELOR'S	BED	9-2-242-307-2009	
143	SUNITA SHRESTHA	BACHELOR'S	BED	9-2-242-904-2012	
144	SUSMITA SAPKOTA	BACHELOR'S	BED	9-2-242-656-2014	

Makawanpur Multiple Campus, Hetauda
Tracer Filled up Graduate Namelist 2074

SN	Name	Program	Class	TU Reg. No.	Remarks
145	UMESH RAI	BACHELOR'S	BED	9-2-242-894-2011	
146	AASHIKA KARKI	BACHELOR'S	BA	6-2-242-731-2014	
147	AASHIRBAD PAUDEL	BACHELOR'S	BA	6-2-242-68-2013	
148	BIJAY KUMAR SYANGTAN	BACHELOR'S	BA	6-2-242-26-2011	
149	JEEVAN JYOTI BHANDARI	BACHELOR'S	BA	6-2-242-90-2013	
150	KUSUM HUMAGAIN	BACHELOR'S	BA	6-2-242-746-2014	
151	LABA BAHADUR THAPA	BACHELOR'S	BA	6-2-242-66-2011	
152	MAMATA KOIRALA	BACHELOR'S	BA	6-2-242-102-2013	
153	MUNA RANA MAGAR	BACHELOR'S	BA	6-2-242-103-2013	
154	NANCY KANDEL	BACHELOR'S	BA	6-2-242-761-2014	
155	NEHA MOKTAN	BACHELOR'S	BA	6-2-242-127-2010	
156	PHOOL MAYA MUKTAN	BACHELOR'S	BA	6-2-242-128-2006	
157	RADHA KUMARI BAL	BACHELOR'S	BA	6-2-242-771-2010	
158	RADHIKA RIMAL	BACHELOR'S	BA	6-2-242-118-2013	
159	RAJESH KARKI	BACHELOR'S	BA	6-2-242-118-2012	
160	RAJINA BANIYA	BACHELOR'S	BA	6-2-242-146-2006	
161	RAKSHYA THAPA	BACHELOR'S	BA	6-2-242-776-2014	
162	SAMJHANA THAPA	BACHELOR'S	BA	6-2-867-32-2014	
163	SANGRAMJIT BISTA	BACHELOR'S	BA	6-2-242-542-2008	
164	SANGRILA RAI	BACHELOR'S	BA	6-2-242-787-2014	
165	SHASHIKALA LAMA	BACHELOR'S	BA	6-2-242-784-2014	
166	SHIVARAM RAYAMAJHI	BACHELOR'S	BA	6-2-242-117-2011	
167	SOMYA SHRESTHA	BACHELOR'S	BA	6-2-242-176-2009	
168	SUNIL RAI	BACHELOR'S	BA	6-2-242-785-2014	
169	AADITYA DHITAL	BACHELOR'S	BSC	5-2-242-7-2013	
170	AASHMA DAHAL	BACHELOR'S	BSC	5-2-242-3-2013	
171	AKRITI TIMALSINA	BACHELOR'S	BSC	5-2-242-2-2012	
172	AMIT LAMA	BACHELOR'S	BSC	5-2-242-956-2013	
173	ANISH KARKI	BACHELOR'S	BSC	5-2-242-957-2013	
174	ANISH PAUDEL	BACHELOR'S	BSC	5-2-242-349-2009	
175	BINOD GAUTAM	BACHELOR'S	BSC	5-2-242-1-2013	
176	CHANDRA KUMARI PAUDEL	BACHELOR'S	BSC	5-2-242-958-2013	
177	DIPESH KARKI	BACHELOR'S	BSC	5-2-242-729-2010	
178	KIRAN KHATIWADA	BACHELOR'S	BSC	5-2-242-13-2013	
179	KRITIKA KARKI	BACHELOR'S	BSC	5-2-242-14-2013	
180	MILAN PUN	BACHELOR'S	BSC	5-2-242-356-2009	

Makawanpur Multiple Campus, Hetauda
Tracer Filled up Graduate Namelist 2074

SN	Name	Program	Class	TU Reg. No.	Remarks
181	MOHAN BOLAKHE	BACHELOR'S	BSC	5-2-242-182-2011	
182	NIRMAL PHUYAL	BACHELOR'S	BSC	5-2-242-17-2012	
183	PRAKASH DAWADI	BACHELOR'S	BSC	5-2-242-16-2013	
184	REETI KUMARI KALWAR	BACHELOR'S	BSC	5-2-242-25-2012	
185	SABIN DHUNGANA	BACHELOR'S	BSC	5-2-242-950-2012	
186	SADHANA LAMICHHNAE	BACHELOR'S	BSC	5-2-242-961-2013	
187	SANGITA DULAL	BACHELOR'S	BSC	5-2-242-26-2012	
188	SHRISTEE SHRESTHA	BACHELOR'S	BSC	5-2-242-21-2013	
189	SHYAM SUNDAR MAHATO	BACHELOR'S	BSC	5-2-242-28-2012	
190	SUJAN PUDASAINI	BACHELOR'S	BSC	5-2-242-26-2010	
191	SUNITA RAI	BACHELOR'S	BSC	5-2-242-28-2010	
192	SUSHMA GURUNG	BACHELOR'S	BSC	5-2-242-19-2013	
193	SUSMA ADHIKARI	BACHELOR'S	BSC	5-2-242-35-2012	
194	ANJANA ARYAL	BACHELOR'S	BBM	7-2-242-32-2013	
195	ASHNA RASAILEE	BACHELOR'S	BBM	7-2-242-31-2013	
196	ASMA BADAL	BACHELOR'S	BBM	7-2-242-29-2013	
197	ASTHA BANIYA	BACHELOR'S	BBM	7-2-242-30-2013	
198	DHIRAJ GHIMIRE	BACHELOR'S	BBM	7-2-242-36-2013	
199	RAJNIS PAUDEL	BACHELOR'S	BBM	7-2-242-40-2013	
200	RAKSHA SUBEDI	BACHELOR'S	BBM	7-2-242-39-2013	
201	RIYA SHRESTHA	BACHELOR'S	BBM	7-2-242-38-2013	
202	SABIN UPRETI	BACHELOR'S	BBM	7-2-242-45-2013	
203	SAJANA SHRESTHA	BACHELOR'S	BBM	7-2-242-43-2013	
204	SHISHIR KHATIWADA	BACHELOR'S	BBM	7-2-242-44-2013	
205	SUJATA SHRESTHA	BACHELOR'S	BBM	7-2-242-42-2013	
206	ANISHA BHATTARAI	MASTER'S	M.A. (ENG)	6-2-479-4-2008	14-07-2017
207	ANJU WAGLE	MASTER'S	M.A. (ENG)	6-2-242-28-2006	09-04-2017
208	BALCHANDRA LAMICHHANE	MASTER'S	M.A. (ENG)	9-2-242-369-2008	03-07-2017
209	SAPANA LAMA	MASTER'S	M.A. (ENG)	6-2-479-291-2006	26-03-2017
210	SAWAL SING GHALAN	MASTER'S	M.A. (ENG)	7-2-242-177-2003	29-03-2017
211	SIRJANA KHATIWADA	MASTER'S	M.A. (ENG)	9-2-243-176-2008	26-03-2017
212	SUJANA LAMICHHANE	MASTER'S	M.A. (ENG)	9-2-479-271-2008	14-07-2017
213	ANITA LAMA	MASTER'S	MA (SO)	6-2-242-23-2008	30-08-2017
214	BAGAN SINGH THING	MASTER'S	MA (SO)	6-1-242-5-2003	07-04-2017
215	GOVINDA PRASAD BHUSAL	MASTER'S	MA (SO)	7350-94	30-08-2017
216	KABITA BIDARI	MASTER'S	MA (SO)	6-2-479-14-2008	17-03-2017

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SN	Name	Program	Class	TU Reg. No.	Remarks
217	PHOOL MAYA LAMA	MASTER'S	MA (SO)	6-2-479-15-2007	30-08-2017
218	RASHMI SUBEDI	MASTER'S	MA (SO)	6-2-479-17-2009	30-08-2017
219	RITA THAPA	MASTER'S	MA (SO)	30237-91	30-08-2017
220	TILAKRAM POKHREL	MASTER'S	MA (SO)	7-2-25-456-99	30-08-2017