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Triveni International College
(Affiliated to Tribhuvan University)

TRACER STUDY REPORT, 2024

Submitted by:
Tracer Study Team

December 2024



EXECUTIVE SUMMARY

Triveni International College (TIC), an affiliated College of Tribhuvan University and located in Pokhara Metropolitan City, Ward No. 27, the center of the former Lekhnath municipality, was established in 2010 (2067 B.S.) with a moto: "**Relentless Striving for Excellence**" and a motto: "Relentless Striving for Excellence". Currently it provides access to affordable higher education in the field of business studies. The College now offers a Bachelor of Business Studies (BBS) program, which is run as an annual system program and the Master of Business Studies (MBS), which is a semester system program.

The College has envisioned to establish itself as a frontier institution of higher education for the creation, dissemination, transformation, and practice of knowledge and lead the contemporary and future academia.

The College gears itself to produce capable professional, entrepreneurial and academic human resources with analytical insight, technical know-how, and practical skill by cultivating among students the capability and quality of independent and creative thinking, critical analysis, entrepreneurial zeal, professional competency and academic proficiency, which are based on clarity, distinction and comprehensiveness.

Given by its locational preference and a reasonable size of teaching staff of 22 (full-time, part-time, course contact and adjunct), now the College has become a preferred destination of the students (now 586) due to quality education, matching infrastructure, student-friendly teaching-learning practices, and good employability of the graduates. As guided by providing various opportunities to showcase their talent in academic and curricular, technical, non-academic and extra-curricular including cultural and sports are seriously promoted.

Now ten batches of BBS and three batch of MBS have been sent up since students graduated from TIC. It is thus imperative to conduct a tracer study to identify and follow-up of graduates as to consider how TIC graduates view their experiences on the academic program(s) they underwent during their studies, their transition to the job market, and impact of their studies in career path. This study has applied a census study method of all students who enrolled at TIC and graduated from BBS program since the first batch of graduation in 2014 and MBS since 2021. The population of the study comprises of total 155 graduates.

The study has adopted descriptive and exploratory research design. It describes the current employment status of the graduates and other factors measuring academic quality and job relevancy of the academic programs conducted by TIC.

As it is a population survey, a structured questionnaire was used as a tool for data collection by using email, enumerated by the College staff and some others were filled out by themselves and returned to the survey team.

Out of the total 124 graduates/alumni of the College, a total of 59 graduates/alumni have responded to this tracer study survey. The participants were from both BBS and MBS programs. Majority of the graduates/alumni were local in nature, and particularly from the old Lekhnath municipality. The female outnumbered to male among the graduates/alumni. This was the gender distribution situation among the programs as well. Almost half of the graduates/alumni are still studying and less than half of them are working in the capacity of self-employment, job employment and both self and job employment. However, less than 10% of the graduates/alumni are still unemployed. Among the graduates/alumni who are working at present, majority of them are not satisfied with their present employment.

A 5-point Likert scale type of survey incorporating 15 indicators was conducted that include assessment of the graduates on the quality and relevance of programs to their professional job requirement, educational environment, the quality of teaching, teacher-student relationship, delivery efficiency, and facilities in the college such as library, laboratory, canteen, sports facilities, toilets, parking among. The result shows most of the graduates/alumni have responded with strong inclination or assessment. However, they also have some suggestions to improve and focus on teaching-learning system, infrastructure and environment, library and information technology, extracurricular activities and campus services, and job placement and career opportunities.

The College has observed the reason to be satisfied in its academic environment and college management. However, there are areas to be focused by the College and improve in various components and indicators of the academic environment and college management which are related to teaching-learning systems, followed by extracurricular activities and campus services. The outcome of this tracer study is strong feedback to the college management and college administration.

ACKNOWLEDGEMENT

This Tracer Study Report is a combined effort of the team involved. In this process, many people have helped TIC College to make this study a success. We express our gratitude to all those people who helped us for this study. The tracer study team would like to sincerely acknowledge Senior Professor Dr Indra Prasad Tiwari for providing us the technical support in analyzing the data and writing the report. The team would like to acknowledge the graduates/alumni who have filled in the questionnaire or responded to the enumerators of the survey. Similarly, the team also expresses gratitude to the staffs who have supported for correspondence, filling out the survey questionnaire and entering into Excel.

Tracer Study Team

Triveni International College

December 2024

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1. INTRODUCTION

1.1 Background/Rationale

Triveni International College (TIC), an affiliated College of Tribhuvan University was established in 2010 (2067 B.S.) with a motto: "*Relentless Striving for Excellence*" and provide access to affordable higher education currently in the field of business studies for the enthusiast students of every walk of life. The college was conceived and established by selected people of the then Lekhnath municipality who represent almost all spectrum of life.

Upon getting affiliation to Tribhuvan University in 2010 the College started with a Bachelor of Business Studies (BBS) program, which is run as an annual system program. From 2018 (2075 B.S.) the College granted approval to run the Master of Business Studies (MBS), which is a semester system program. Both programs are operated in the morning shift. The college soon plans to run some other academic, and market demanded semester-based technical and professional programs.

The College aims to bring changes in the higher education practices by introducing emerging shades of teaching learning approaches, methods and techniques. It genuinely aims to remove the drawbacks of theoretical overemphasis, impractical presentations in classrooms, sterile learning and backtracks from the competitive national and international market demands in the higher education commonly practiced in Nepal which have rooted in the Nepalese higher education system and victimized the modern education system.

The College envisions to establish itself as a frontier institution of higher education for the creation, dissemination, transformation, and practice of knowledge and lead the contemporary and future academia.

The College has the mission of "Developing Capable Human Resources" with a motto: "Relentless Striving for Excellence" to materialize the vision through quality assured teaching, innovation, research and study; internship, training and continuing education; counselling, publication and dissemination in the field of disciplinary and interdisciplinary business studies, social sciences and professional subjects thereby creating dynamic and pragmatic personalities dedicated to advancing, promoting and propelling societies, communities and public services.

The College gears itself to produce capable professional, entrepreneurial and academic human resources with analytical insight, technical know-how, and practical skill by cultivating among students the capability and quality of independent and creative thinking, critical analysis, entrepreneurial zeal, professional competency and academic proficiency, which are based on clarity, distinction and comprehensiveness.

Given by its locational preference and a reasonable size of teaching staff of 22 (full-time, part-time, course contact and adjunct), now the College has become a preferred destination of the students (now 586) due to quality education, matching infrastructure, student-friendly teaching-learning practices, and good employability of the graduates. As guided by providing various opportunities to showcase their talent in academic and curricular, technical, non-academic and extra-curricular including cultural and sports are seriously promoted.

Now ten batches of BBS and three batch of MBS have been sent up since students graduated from TIC. It is thus imperative to conduct a tracer study to identify and follow-up of graduates as to consider how TIC graduates view their experiences on the academic program(s) they underwent during their studies, their transition to the job market, and impact of their studies in career path. The College is also interested to know about the progress of the graduates.

In the above context, this tracer study has explored the status (employment, self-employment and further education) and the usefulness of the knowledge, skills and expertise acquired from the College which is required for the development of their career path and further academic and professional life. The study has also highlight the academic and professional issues vital for the College administration and policy makers to appraise the pedagogy and academic services in producing efficient, competent, and capable professionals and managers. Finally, the study has tried to bridge the distance between the College and its alumni that provide information in building strong relationships with them and their institutions.

1.2 Objectives of the study

The general objective of this tracing study is to find the status of the TIC graduates of Bachelor level since 2014 and Master level since 2021, who studied at TIC. The specific objectives of this study are as follows:

- To explore the current and previous employment status and experience of the graduates of TIC after their graduation.
- To examine the issues related to characteristics, expectations, and aspirations of the graduates.
- To explore the issues related to the quality and relevance of their studies in higher education.
- To assess the educational status and its contribution to graduates' personal development.
- To evaluate the differences in personal development and employment status of the graduates by gender and program type.
- To identify key factors necessary for the improvement of the overall academic quality of the College through their suggestions.

1.3 Institutional arrangements to conduct the study

To conduct the tracer study, a team of three faculty members and one supporting staff of TIC was formed by the College administration. For the technological support and data processing the administration of the College made necessary supports. Similarly, the College provided necessary materials and services for stationary, printing of the questionnaire, and other related tasks.

The administration also supported the team by providing the necessary preliminary informational details regarding the graduates of TIC. They also provided the initial communication facilities.

1.4 Graduate batch taken for the study

Among all the graduates of Triveni International College, this study has considered and taken all the graduates of both bachelor's (BBS) and Master's (MBS) degrees from TIC. The study has incorporated the employment and educational details of the above-mentioned time period.

1.5 Data collection - Instruments and approach

Triveni International College is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity of the graduates as they are/were involved in activities since they have completed a study program from TIC.

Furthermore, it aims to identify determinants of educational quality and its impact on job placement of the graduates. This study has applied a census study method of all students who enrolled at TIC and graduated from BBS program since the first batch of graduation in 2014 and MBS since 2021. The population of the study comprises of total 155 graduates.

The study has adopted descriptive and exploratory research design. It describes the current employment status of the graduates and other factors measuring academic quality and job relevancy of the academic programs conducted by TIC.

As it is a population survey, a structured questionnaire which was already developed by the University Grant's Commission, Nepal [See Annex 1] was used as a tool for data collection. The questionnaire included both close-ended and open-ended questions. It also comprised of 5-point Likert Scales to find out the major strengths and weaknesses of the College program. The questionnaire comprised of 35 items divided mainly into five sections namely:

- (i) personal information which included personal details;
- (ii) employment information comprising of employment status and job expectations;
- (iii) pursuing further study;
- (iv) suggestions and recommendations for the betterment of the College; and
- (v) contribution that a graduate can provide for the betterment of the College.

1.6 Data Collection Procedure

The data of the study has been collected through the structured questionnaire provided by the University Grant's Commission. The questionnaire was emailed to the students' official or personal email addresses right after the correspondence details of the graduates were made available from the administration to the team. The questionnaire was directly mailed to those students who graduated from TIC and are currently studying MBS. Some were filled out directly using face to face interview techniques and some of them filled out themselves and returned to the team. Further, the graduates who were in contact through email were requested to fill-up the questionnaire and respond to the email. Furthermore, referral of the students and guardians' social media such as Facebook which has also been considered as a reliable medium to get the data in case of difficulty in having direct telephone contact with students.

1.7 Data Processing and Analysis

After the collection of all the filled-up questionnaires, data entry and processing were conducted. The data processing consisted of editing, coding, data entry and analysis. Data entry has been carried out mainly using Excel spread sheet which was later on transferred to SPSS 20 version software. Both descriptive as well as inferential statistics were used for this study. The survey has incorporated and utilized descriptive tools such as frequency, percentages, proportions, mean etc. for general descriptions of study variables. Further, to find the level of perceived achievement, level of relevancy and level of strength of the programme, the study applied the following steps:

Step 1: Change the given 5-point Likert Scales into total score. Then find the individual mean score as follows:

Individual Mean Score (IMS) = Actual total score/Highest possible score.

Step 2: The mean and Standard Deviation of IMC of 59 graduate respondents are calculated

Step 3: IMS less than (mean \pm SD) is considered as low level. IMS more than (mean \pm SD) is considered as high level and IMS score within (mean \pm SD) is considered as medium level.

2. DATA PRESENTATION AND ANALYSIS

2.1. Profile of the Graduates/Alumni

So far, a total number of 155 students have been graduated from the Triveni International College. Out of the total 155 graduates/alumni a total of 59 graduates/alumni have responded to the questionnaire survey conducted using face-to-face interview and email mode. The survey was made from mid-July to mid-November 2024, i.e., during the first four months of the F.Y. 2081/82.

2.1.1. Locational distribution of the Graduates/Alumni

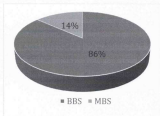
All graduates/alumni except for a few come from the local area. There is only one graduate/alumni from outside of the Gandaki province. Regarding the distribution by districts, 94.9% graduates/alumni are from Kaski district and remaining graduates/alumni are from Lamjung, Syangja and Gulmi district each. Similarly, out of the 59 graduates/alumni, 93.2% come from the Pokhara MC and only the remaining 6.8% come from outside the PMC. Within the PMC also a total of 80% graduates/alumni come from the old Lekhnath municipality, i.e., the eastern part of the Pokhara valley.

2.1.2. Program studied by the Graduates/Alumni

Out of the total 59 respondents, 86.4% were BBS graduates and the remaining 13.6% were MBS graduates (see figure 1). The smaller number of MBS graduates is because only three batches of MBS have been graduated and many of them could not be traced after their graduation.

Figure 1

Distribution of graduates across programs

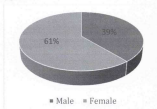


2.1.3. Gender of the Graduates/Alumni

Regarding the gender distribution of the graduates/alumni, the survey has revealed that the number of female (61%) has outnumbered to the male (39%) [see figure 2]. The result has demonstrated the national trend of gender distribution among higher education students.

Figure 2

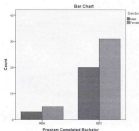
Gender distribution of graduates



When seen the gender distribution of the graduates/alumni, it largely follows the gender distribution pattern (see figure 3).

Figure 3

Gender distribution of graduates by programs



2.1.4. Current studying status

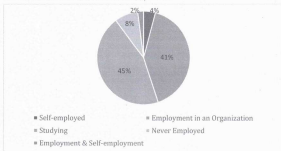
After graduation from TIC, graduates/alumni have pursued further education, i.e., MBS, MBA and other programs. Out of the total 59 graduates/alumni, 27 are pursuing further studies. It is 45.8% of the total graduates. Among those who currently are studying, 2 are in the foreign countries and the remaining in Nepal.

2.1.5. Current employment status

Most of the graduates have reported their current employment/engagement status that includes studying as well. Significant number of them (41%) are employed in an organization, another 2% are self-employed and engaged in job employment and another 4% are self-employed. However, almost half (45%) are studying in a higher level and only 8% have never been employed. Those unemployed are either seeking jobs, preparing to go abroad for work and study, taking care of new born children and doing household chores.

Figure 4

Current employment/engagement status of graduates



Despite a significant number of graduates have some types of job or employment, majority of them (68.2%) are not satisfied with their present job and only 31.8% are satisfied. Although the reasons for their dissatisfactions were not asked, it is imperative that many of them are compelled to accept a low-paying job and normally the job which is not to their academic qualifications.

2.2. Level of perceived achievement, level of relevancy and level of strength of the program

A 5-point Likert scale type of survey was conducted and the result is presented in table 1. The objective of this survey was to understand the assessment of the graduates on the quality and relevance of programs to their professional job requirement, educational environment, the quality of teaching, teacher-student relationship, delivery efficiency, and facilities in the college such as library, laboratory, canteen, sports facilities, toilets, parking among. The result shows most of the graduates/alumni have responded on the 15 questions and the result in details are presented in table 1. The major criteria, (1) professional enhancement; (2) Academic quality; (3) Supporting activities and facilities; and (4) Common facilities and the assessment of the indicators under each criterion are presented in a sequence of high to low order (table 1) and their summary is presented in table 2.

Table 1

Students' overall assessment of the college environment, quality, activities and facilities

Criteria/Indicators	Valid case	Very weak	Weak	Neither weak, nor strong	Strong	Excellent	Average
Professional enhancement							
Relevance of the program to your professional job requirement	52	1	5	18	12	16	3.71
Problem solving ability	51	1	5	13	21	11	3.71
Work placement, internship	52	5	5	4	30	8	3.60
Academic quality							
Quality of education delivered	52	-	1	9	10	33	4.40
Teaching learning environment	50	2	2	9	12	25	4.12
Project work, research and innovation	49	2	7	7	23	10	3.65
Supporting activities and facilities							
Teacher student relationship	51	-	1	5	18	27	4.39
Extracurricular activities	51	-	5	1	24	21	4.20
Library facility	52	3	-	8	22	19	4.04
Cocurricular activities	52	-	5	8	25	14	3.92
Lab facility	45	6	16	9	9	5	2.80
Facilities							
Parking facilities	53	-	3	-	24	23	4.26
Toilet facilities	52	-	-	5	33	14	4.17
Canteen facility	51	-	1	7	27	16	4.14
Sport facilities	52	1	-	8	26	17	4.12

Table 2

Summary table of the students' overall assessment of the college environment, quality, activities and facilities

Criteria	Tending to Very weak <1.0	Tending to Weak 1.0-2.6	Tending to Average 2.6-3.4	Tending to Strong 3.4-4.2	Tending to Excellent > 4.2
Professional enhancement					
Relevance of the program to your professional job requirement				√	
Problem solving ability				√	
Work placement, internship				√	
Academic quality					
Quality of education delivered					√
Teaching learning environment				√	
Project work, research and innovation				√	
Supporting activities and facilities					
Teacher student relationship					√
Extracurricular activities					√
Library facility				√	
Cocurricular activities				√	
Lab facility			√		
Facilities					
Parking facilities					√
Toilet facilities				√	
Canteen facility				√	
Sport facilities				√	
Total count	0	0	1	10	4

However, when the breakdown of these indicators was made by gender (male and female graduates/alumni) and by program of graduation (BBS and MBS graduates/alumni) there was no statistically significant variation.

2.3. Comments and suggestions provided by the graduates/alumni on the college environment, quality, activities and facilities

Graduates/alumni were asked to provide comments and suggestions with a view to improve to the overall academic environment and college management. Almost all the respondents provided one-two or several comments and suggestions. They were grouped into five heading and listed below, basically in the order of their priority.

Teaching-learning system

- College management team should give higher priority for the student's thesis and report writing.
- College should focus on interdisciplinary options, practical skills training, and opportunities for independent study or research.
- Colleges should facilitate internship placements, consulting projects, and experiential learning opportunities that allow management students to gain practical experience, build professional networks, and apply classroom knowledge in real-world settings.
- Lecturers should help students for field visit and data analysis.
- Adopting digital study and online classes early exposure to career planning.
- Use more modern method of teaching.
- Practical teaching methods should be used.
- Focus on practical knowledge rather than theoretical knowledge.
- Need to improve overall result of students.
- Monthly test for students of all year for the raising of the interest in studies.
- Make a friendly relationship between teacher and students.

Infrastructure and environment

- Well-maintained and modern infrastructure upgrades, including account section & libraries to enhance student life on campus.
- Maintain friendly environment
- To make the college green and maintain environment
- Plant more trees for fresh air and looks campus natural.

Library and information technology

- The library room have to expanded and provide proper library service.
- Library computers should be maintained.
- Novel, poem and story books should be included in the library for students.
- Free Internet facility have to provide for students.

Extracurricular activities and campus services

- Extracurricular activities like singing, dancing competition should be in academic calendar.

- Keep the Campus Grounds Clean
- Enhanced student's safety: primary health clinic or emergency care room.
- Campus bus for betterment.
- Regular participation of students and teachers on social work.
- Keep good canteen

Job placement and career opportunities after graduation

- The college have to focus in job placement of their pass out students.
- The college should to give the opportunity of career after graduation

3. MAJOR FINDINGS, CONCLUSION AND IMPLICATIONS

3.1 MAJOR FINDINGS

So far, a total number of 155 students have been graduated from the Triveni International College. Out of the total 155 graduates/alumni a total of 59 graduates/alumni have responded to this tracer study survey. The participants were from both BBS and MBS programs. Majority of the graduates/alumni were local in nature, and particularly from the old Lekhnath municipality. The female outnumbered to male among the graduates/alumni. This was the gender distribution situation among the programs as well.

Almost half of the graduates/alumni are still studying and less than half of the graduates/alumni are working in the capacity of self-employment, job employment and both self and job employment. Less than 10% of the graduates/alumni are still unemployed due to various reasons.

Among the graduates/alumni who are working at present, majority of them are not satisfied with their present employment.

A 5-point Likert scale type of survey incorporating 15 indicators was conducted that include assessment of the graduates on the quality and relevance of programs to their professional job requirement, educational environment, the quality of teaching, teacher-student relationship, delivery efficiency, and facilities in the college such as library, laboratory, canteen, sports facilities, toilets, parking among. The result shows most of the graduates/alumni have responded with strong inclination or assessment only with an exception to the lab facility.

Regarding the comments and suggestion most responded with some sort of suggestions. Such comments and suggestion counted 27 in number. When they were grouped teaching-learning system, infrastructure and environment, library and information technology, extracurricular activities and campus services, and job placement and career opportunities after graduation were observed and largely teaching-learning were suggested to be improved or incorporated.

3.2. CONCLUSION

The campus has observed the reason to be satisfied in its academic environment and college management. However, there are areas to be focused by the campus and improve in various

components and indicators of the academic environment and college management, particularly about one dozen indicators related to teaching-learning systems, followed by extracurricular activities and campus services. Nevertheless, all indicators which are related to the quality assurance are to be addressed well and assure the currently studying students and prospective students to be assured on the quality education environment, activities and services of Triveni International College.

3.2. IMPLICATIONS

The outcome of this tracer study is strong feedback to the college and both the college management and college administration should gradually take actions to improve the academic environment, student's activities as their expectations and efficient and effective management system of Triveni International College.

APPENDICES

Appendix 1

Respondents' Name List

S.N.	Name of the alumni	Permanent address					Gender
		Province	District	Municipality	Ward No.	Tole	
1	Akash Gautam	Gandaki	Kaski	Pokhara	27	Laxmi Adarsh Tole	Male
2	Anushka Basaula	Gandaki	Kaski	Lekhnath	16	Paditar	Female
3	Arjan Tripathi	Gandaki	Kaski	Pokhara	28	Kalika	Male
4	Bhagwati Bahadari	Gandaki	Kaski	Annapurna	2	Dipa	Female
5	Biju Lamichhane	Gandaki	Kaski	Pokhara	21	Birauta	Male
6	Binita Jankattel	Gandaki	Lamjung	Madhya Nepal	8	Majawa Besi	Female
7	Ganga Adhikari	Gandaki	Kaski	Pokhara	27	Arghun Chok	Female
8	Mahima Adhikari	Gandaki	Kaski	Pokhara	31	Mohoriya	Female
9	Manika Nepali	Gandaki	Kaski	Pokhara	30	Khudi	Female
10	Manisha Shrestha	Gandaki	Kaski	Pokhara	30	Shishuwa	Female
11	Manohari Tewari	Gandaki	Kaski	Pokhara	31	Begnas	Male
12	Navraj Poudel	Gandaki	Kaski	Pokhara	33	Bharatpokhari	Male
13	Nesha Gurung	Gandaki	Kaski	Deurali	6	Khadagan	Female
14	Nisha Shah	Gandaki	Kaski	Pokhara	16	Lamachaur, Garabari	Female
15	Pratiksha Tamang	Gandaki	Kaski	Pokhara			Female
16	Pratima Pan	Gandaki	Baglung	Pokhara	6	Arjewa	Female
17	Rajani Adhikari	Gandaki	Kaski	Pokhara	31	Begnas	Female
18	Rajendra Adhikari	Gandaki	Lamjung	Besishahar	1	Nayogaun	Male
19	Rajina Nepali	Gandaki	Kaski	Pokhara	31	Simaldanda	Female
20	Sabin Suyel	Gandaki	Kaski	Rupa	6	Dharapani	Male
21	Sajan Subedi	Gandaki	Kaski	Pokhara	32	Malepatan	Male
22	Sandesh Subedi	Gandaki	Kaski	Pokhara	32	Malepatan	Male
23	Sandhya Lamichhane	Gandaki	Kaski	Pokhara	31	Lakari	Female
24	Sangita Sunar	Gandaki	Kaski	Pokhara	31	Mohoriya	Female
25	Sanjaya Adhikari	Gandaki	Kaski	Pokhara	28	Syangkhuoli	Male
26	Sarej Chauhan	Gandaki	Kaski	Pokhara	26	Budubazar	Male
27	Sarej Dhamala	Gandaki	Kaski	Pokhara	32	Dhodhesi	Male
28	Shree Krishna Rajbar	Gandaki	Kaski	Pokhara	26	Siling	Male
29	Srijana Adhikari	Gandaki	Kaski	Pokhara	33	Bharatpokhari	Female
30	Sujina Garang	Gandaki	Kaski	Pokhara	25	Lakeside	Female
31	Suman Shikharaj Tiwari	Gandaki	Kaski	Pokhara	31	Begnas	Male
32	Sunita Gautam	Gandaki	Kaski	Pokhara	26	Awashnagar	Female
33	Sunita Koirala						Female
34	Sushila Tiwari	Gandaki	Kaski	Madi	11	Khimaj	Female
35	Sushmita Tamang	Bagmati	Dhading	Jwalamakhi	4		Female
36	Susmita Kandel	Gandaki	Kaski	Pokhara	31		Female
37	Susmita Tiwari	Gandaki	Kaski	Pokhara	31	Begnastal	Female

S.N.	Name of the alumni	Permanent address					Gender
		Province	District	Municipality	Ward No.	Tole	
38	Srijana Subedi	Gandaki	Kaski	Pokhara	31	Mohariya	Female
39	Roshan Neupane	Bagmati	Kathmandu	Kathmandu	10		Male
40	Divya Ghimire	Gandaki	Kaski	Pokhara	9	Natopani	Female
41	Shrestya Tiwari	Gandaki	Kaski	Pokhara			Female
42	<small>(Saheli Pokharel Alkhal)</small>	Gandaki	Kaski	Pokhara			Male
43	Darshan B.K.	Gandaki	Kaski	Pokhara	32	Rajakachautara	Male
44	Sujita Gurung	Gandaki	Kaski	Pokhara	32		Female
45	Bishnu GC	Gandaki	Kaski	Pokhara	31	Begnastal	Female
46	Kiran Thapa Chhetri	Gandaki	Kaski	Pokhara	33	Langadi	Male
47	Asha Bonnet	Gandaki	Kaski	Pokhara	31	Begnastal	Female
48	Sandip Kandel	Gandaki	Kaski	Pokhara	31	Begnas	Male
49	Sanju Baral	Gandaki	Kaski	Pokhara	30	Parhadi	Female
50	Prabhat Bhandari	Gandaki	Kaski	Pokhara			Male
51	Prata Khatiwara Thapa	Gandaki	Syngja	Chapalot	6	Gahate	Male
52	Shishir Sharma	Gandaki	Kaski	Pokhara			Male
53	Anuja Dhakal	Gandaki	Kaski	Pokhara	31	Begnas	Female
54	Sandhya Koirala	Bagmati	Kathmandu	Kathmandu		Bansbar	Female
55	Purnima Bonnet	Gandaki	Kaski	Pokhara	31	Begnastal	Female
56	Anrit Prasad Kandel	Gandaki	Kaski	Pokhara	31	Begnastal	Male
57	Nischal Poudel	Gandaki	Tanahan	Shuklagandaki	1	Thaprek	Male
58	Suni Baral	Gandaki	Kaski	Pokhara	27	Kumal Gaun	Male

ii. Type of Organization: Private Public NGO/INGO
 Government Other: iii. Nature of job: Administrative
 Account/Finance
 Management in organization Teaching/Research
 Foreign job Other (specify) iv. Address:

v. Phone Number: vi. Email:

vii. Employment Type: Full-time Part-time viii. Designation:

ix. Satisfaction with the present job employment: Yes No

Note: **Submit the Appointment/Contract Letter**

In the case of Self-Employment:

i. Starting Year:; ii. Type of work / profession:

iii. Satisfaction with the present self-employment: Yes No

Note: **Submit the Registration Certificate of the firm/organization/company**

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 0-5) Very Weak = 0, Excellent = 5

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements						
2	Problem solving ability						
3	Project work / Research and innovation						
4	Internship/Work placement/Attachment						
5	Teaching / Learning environment						
6	Quality of education delivered						
7	Teacher-student relationship						
8	Library facility						
9	Lab facility						
10	Cocurricular activities						
11	Extracurricular activities						
12	Sports facility						
13	Canteen						
14	Toilets						
15	Parking						
16	Other strengths / weaknesses (please specify)						

C. IF PURSUING FURTHER STUDY:

Enrolment Year: (Year/Month)

Program: _____; Level: _____
Campus/University: _____
Campus/University Address: _____

D. PLEASE PROVIDE YOUR SUGGESTIONS/RECOMMENDATIONS FOR THE BETTERMENT OF YOUR INSTITUTION:

E. WHAT CONTRIBUTION/S YOU CAN PROVIDE TO THE INSTITUTION FOR ITS BETTERMENT?

Signature of the graduate

Date

F. TO BE FILLED BY THE CAMPUS (Please fill all the given information):

Academic Information of Graduate:

Program Completed: _____ Level: _____

Registration Number: _____ Campus Roll No: _____

Passed Year: _____ (Passed year in transcript)

Verified by:

Name: _____ Designation: _____

G. TASK TEAM LEADER:

Name: _____ Mobile No.: _____

Email: _____ Signature: _____

Campus Stamp:

