

# REPORT OF THE TRACER STUDY

2023

Submitted to the University Grants Commission  
Sanothimi, Bhaktapur  
Nepal

**BARUN MULTIPLE CAMPUS**

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*Asw*  
Campus Chief

## 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. The CMC has decided and given the responsibility to carry out the tracer study for the graduates of the year 2023. 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 Assistant Campus Chief **Mr. Chhatramani Panta**, QAA Focal Person **Mr. Rudra Nath 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 2023 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.

Tracer Study Team

Barun Multiple Campus, Khandbari.



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## 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 SSR writing work has been completed and submitted.

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.



Kishor Shrestha  
Team Leader  
Tracer Study Team



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Campus Chief

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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 SSR writing work has been completed and submitted.

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 2023 were taken for the study. There are 56 graduates out of which 41 graduates are from bachelor's degree in Education, 12 from Management, 1 from Humanities and Social Science and 2 from Master's degree in Education and completed their graduation in 2023.

### 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 2023 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	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( Electricity )
3.52	3.30	3.25	3.50	3.61	3.50	3.89	3.46	1.14	2.82	3.14	0

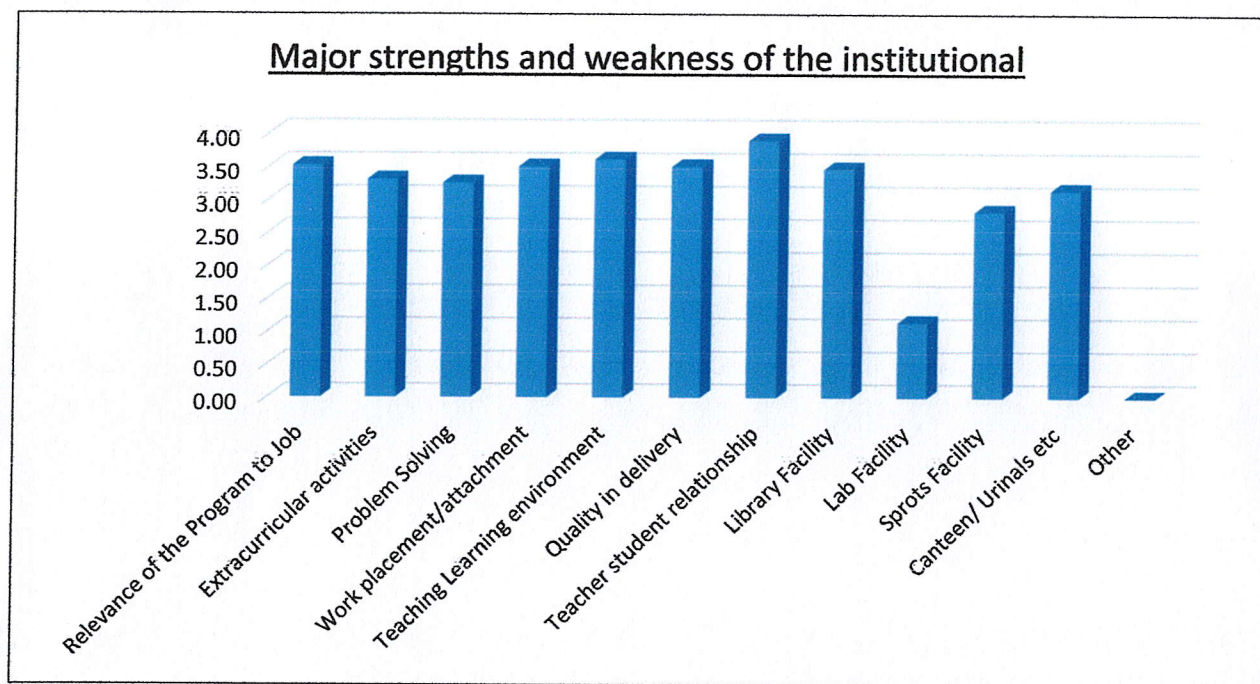


Figure No :1

This shows teacher student relationship and teaching learning environment occupies highest position where as Lab facility is very poor. This shows all other indicators are in satisfactory level but the Lab 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	31	55.36
Higher Study	3	5.36
Match Down	7	12.50
Match	15	26.79

Table No: 2

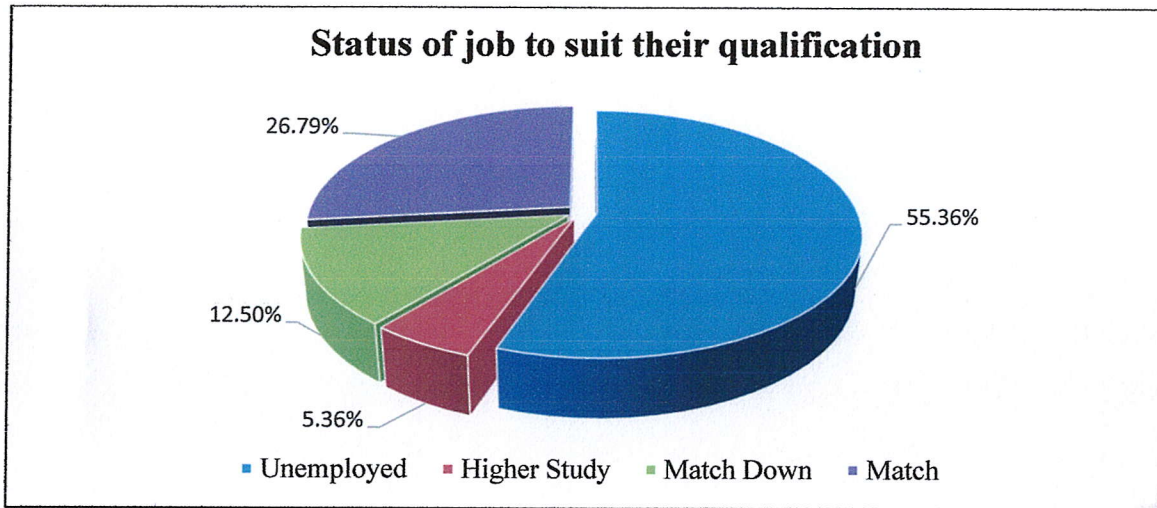


Figure No :2

39.29% of the graduates are employed. Most 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. 5.36% of graduates were gone for their higher study. The job placement cell needs to be active to find job to suit the graduates' qualification

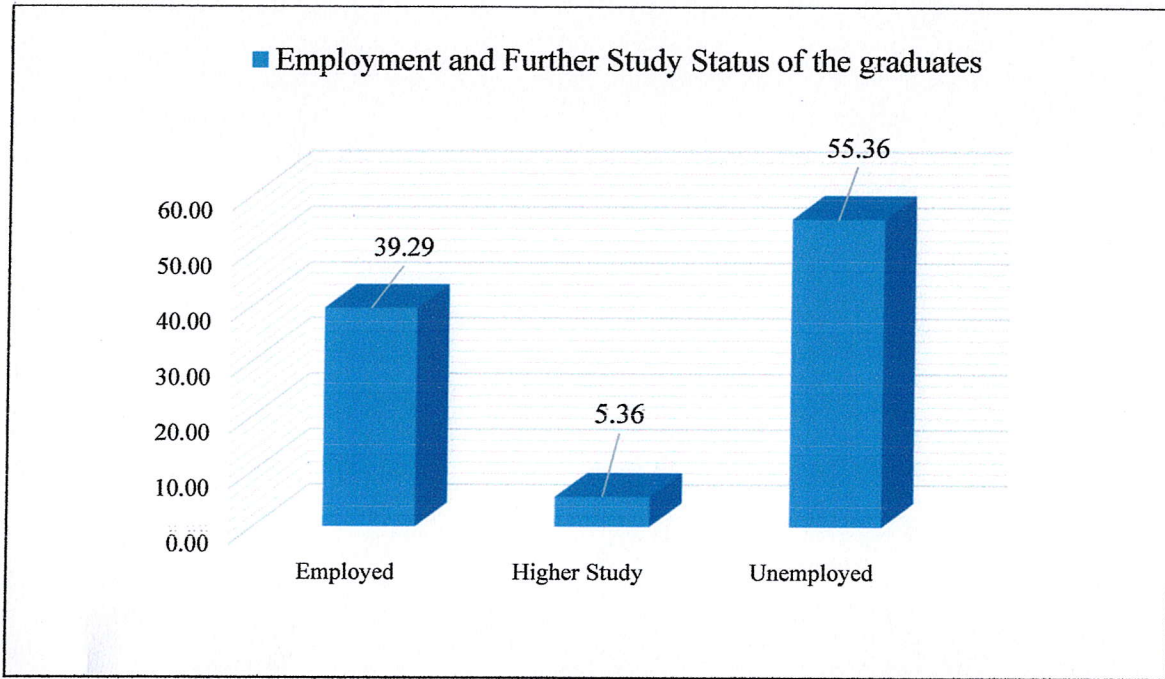
2.3. Employment and Further Study Status of the graduates

Status	No of Graduates	Percentage
Employed	22	39.29
Higher Study	3	5.36
Unemployed	31	55.36

Table No: 3



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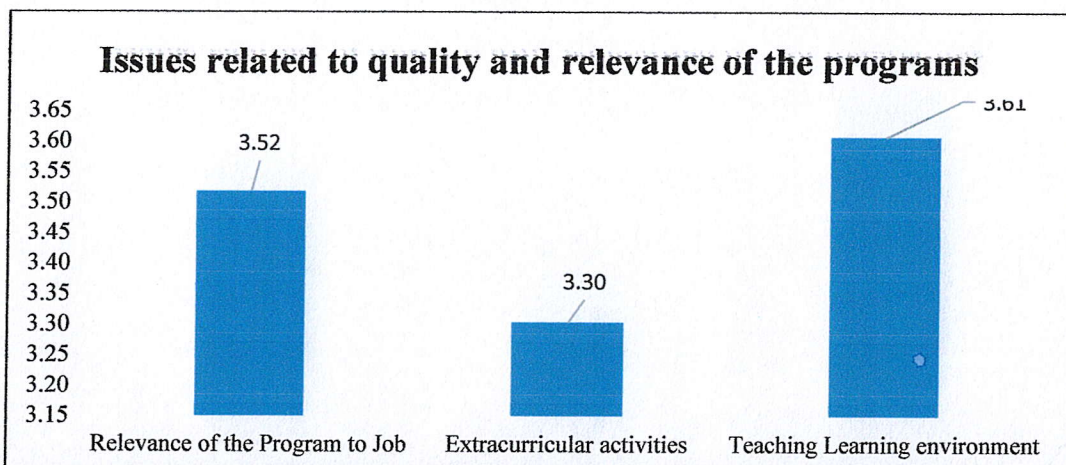
**Figure No: 3**

Regarding the employment and further study status of the graduates, 39.29 percent of the graduates are employed and 55.36 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 2022.

2.4. Issues related to quality and relevance of the programs

Relevance of the Program to Job	Extracurricular activities	Teaching Learning environment
3.52	3.30	3.61

**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
3.25	3.50

Table No : 5

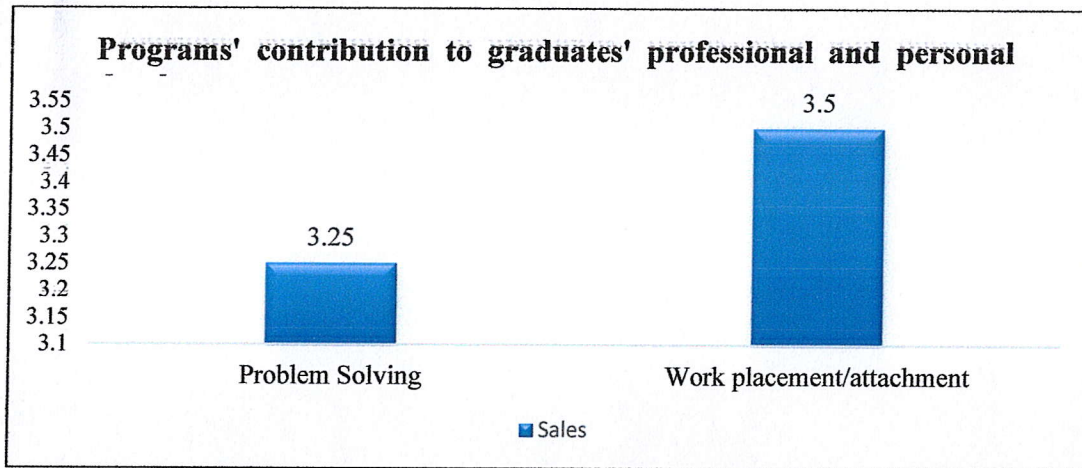


Figure No: 5

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

Problem Solving	Work placement/attachment
4	4

Table No:6

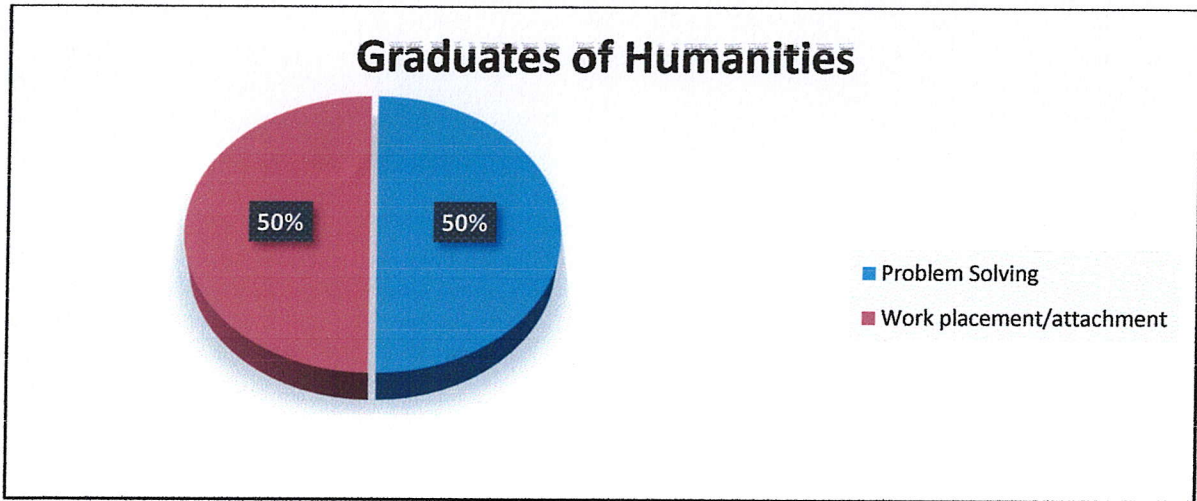


Figure No:6

Graduates of Management

Problem Solving	Work placement/attachment
3.08	3.67

Table No : 7

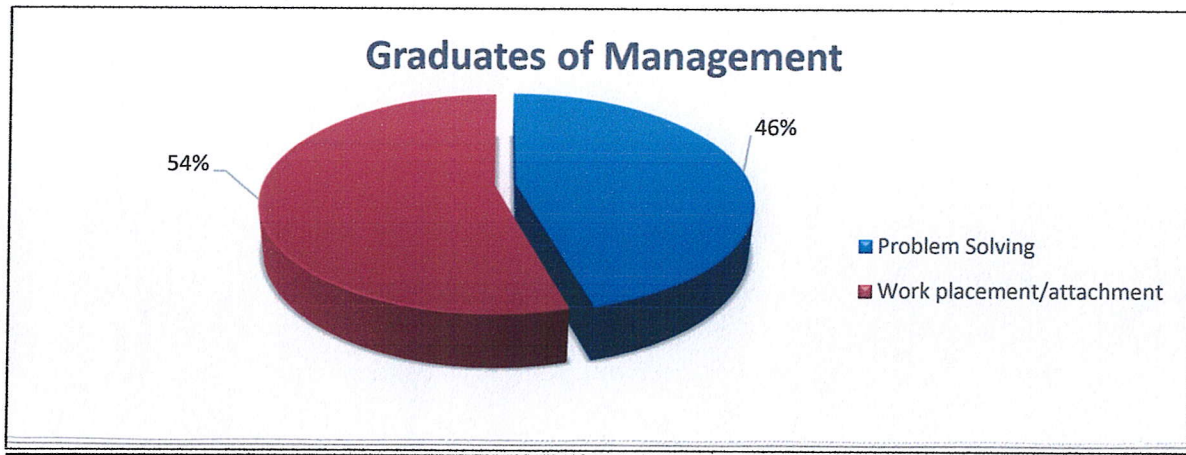
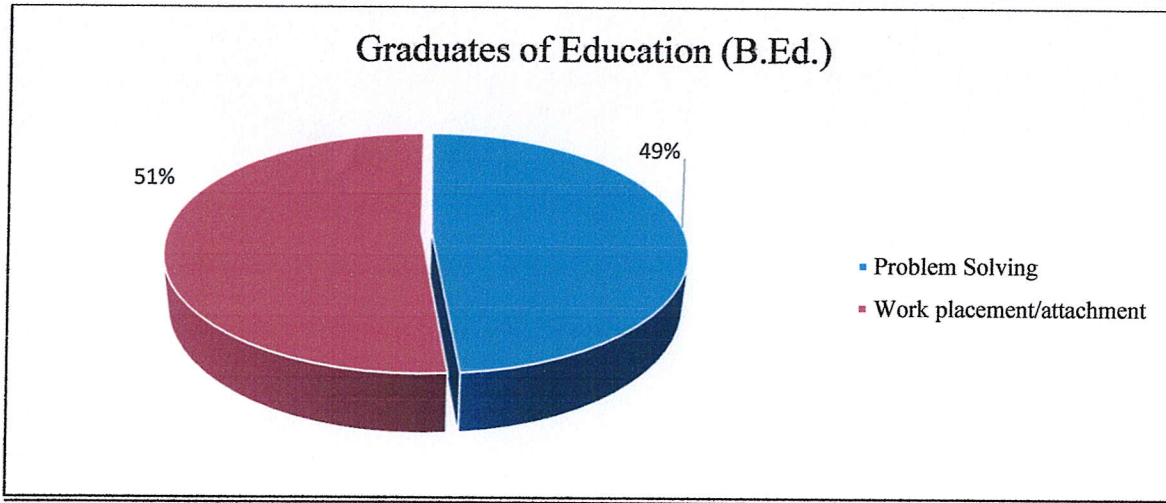


Figure No: 7

Graduates of Education (B.Ed.)

Problem Solving	Work placement/attachment
3.24	3.44

Table No: 8

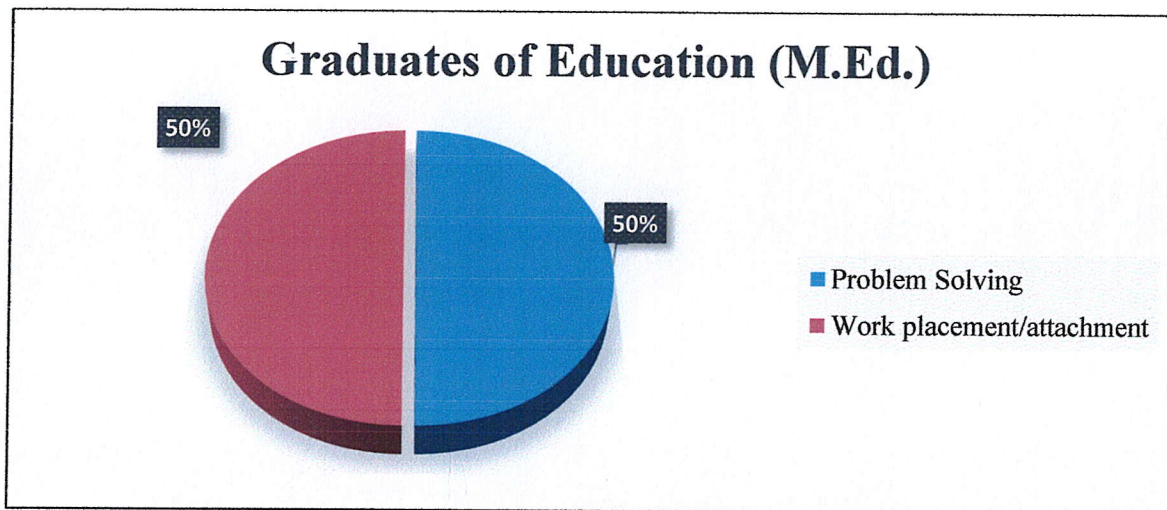


**Figure No: 8**

**Graduates of Education (M.Ed.)**

Problem Solving	Work placement/attachment
3.5	3.5

**Table No: 9**



**Figure No: 9**

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	3.44	3.22
Female	3.21	3.55

Table No: 10

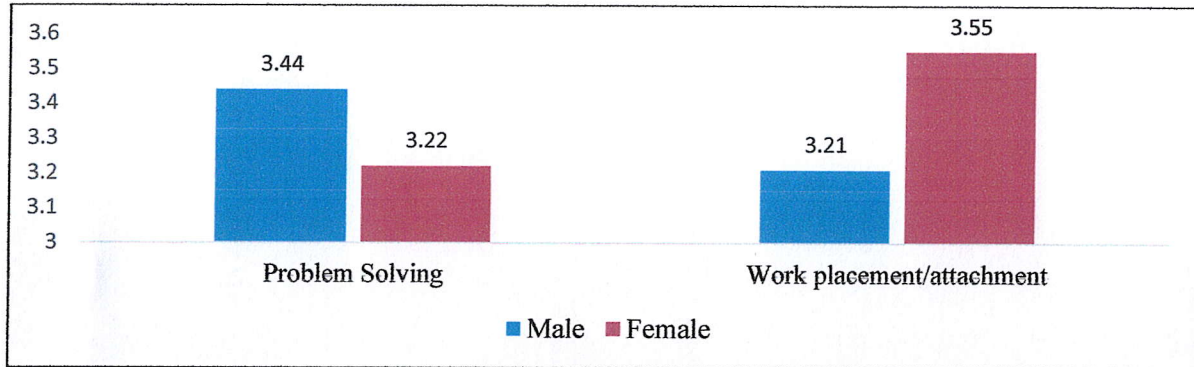


Figure No: 10

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	3.26	3.54
BC	2.6	2.8
Dalit	5.0	4.0
EDJ	3.50	3.75

Table No: 11

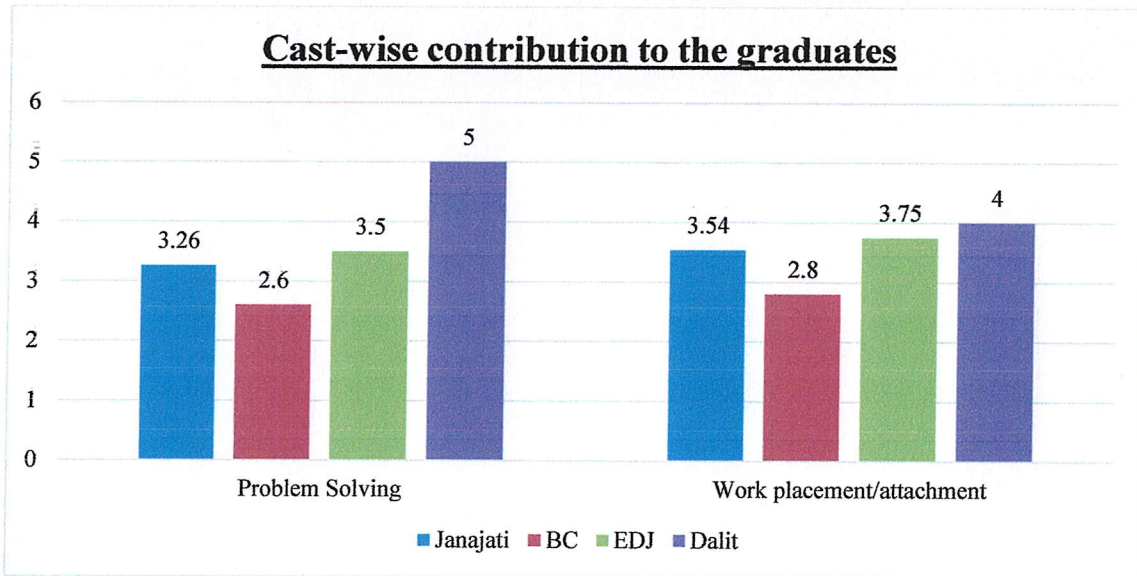


Figure No : 11

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

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

Quality in Delivery	Teacher student relationship
3.50	3.89

Table No : 12

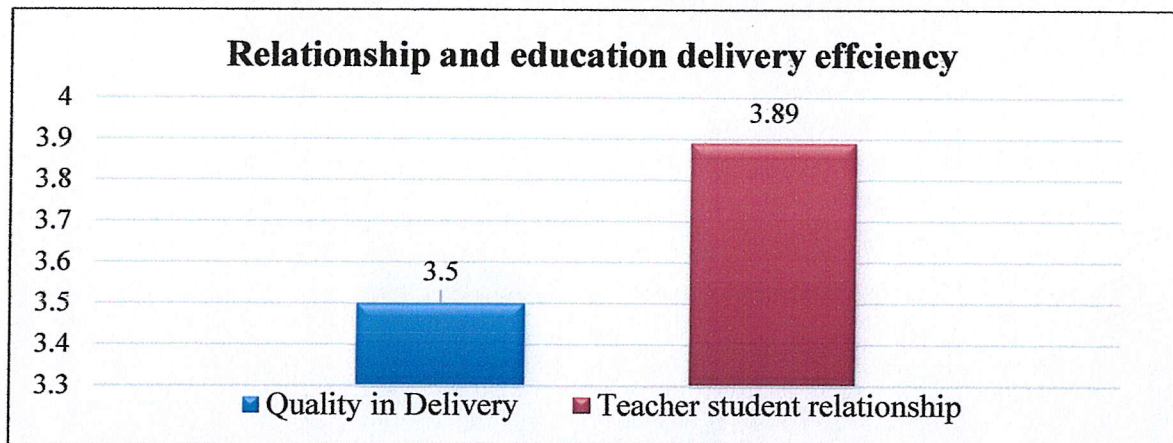


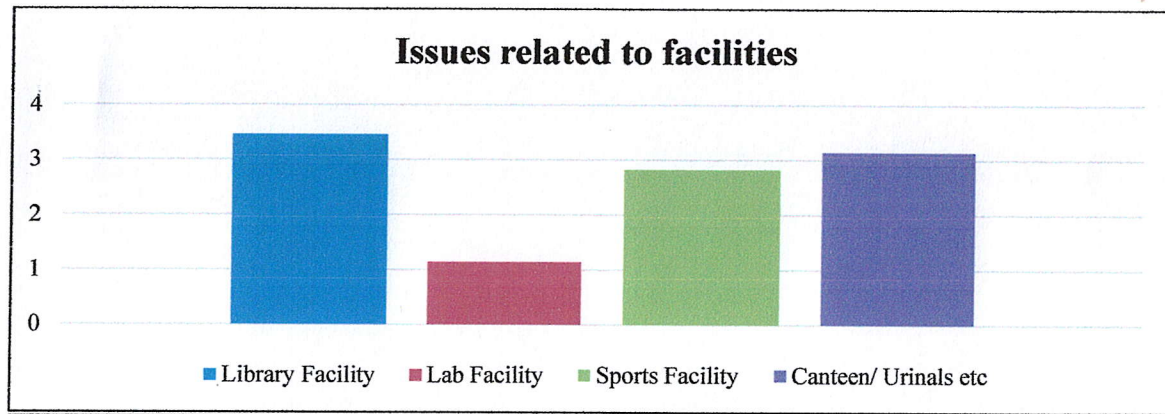
Figure No: 12

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
3.46	1.14	2.82	3.14

**Table No: 13**



**Figure No :13**

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 satisfactory level. The lab facility is poorer than other which calls for effective to runup.

**MAJOR FINDINGS**

**3.1. Employment and Further Study Status of the graduates**

Particulars	Number of Graduates
Employed	22
Higher Study	3
Unemployed	31
<b>Total</b>	<b>56</b>

**Table No: 14**

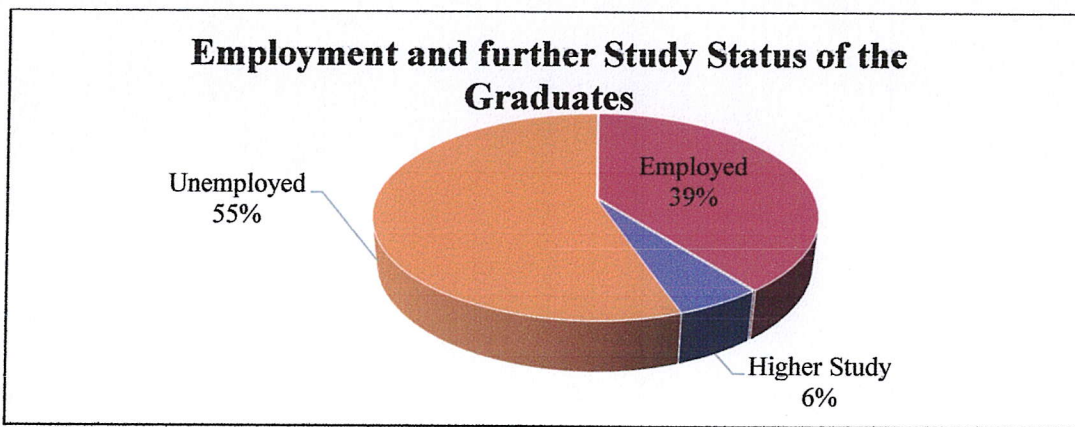


Figure No: 14

The table shows that the total number of traced graduates is 56 in number. Out of these graduates' 39 percent are employed and about 55 percent are unemployed.

**3.2. Status of job to represent their qualification**

Status	No of Graduates	Percentage
Unemployed	31	55.36
Higher Study	3	5.36
Match Down	7	12.50
Match	15	26.79

Table No: 15

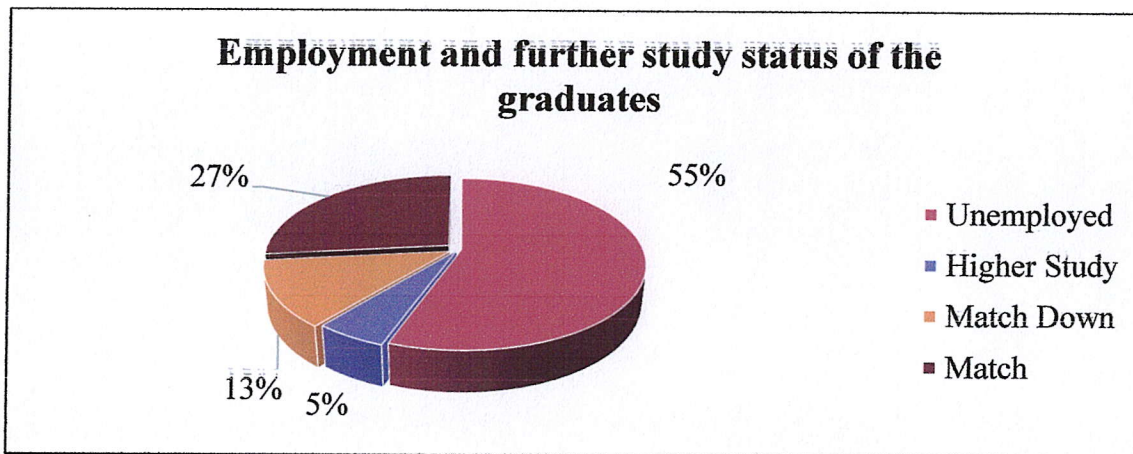


Figure No: 15

The table shows that 55.36 percent of the graduates are unemployed whereas 12.50 percent of the graduates are getting the jobs one step below their qualification. 26.79 percentage of graduates got the job to should their academic qualification. 5.36 percent 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	4.00	4.00	4.00

Table No:16

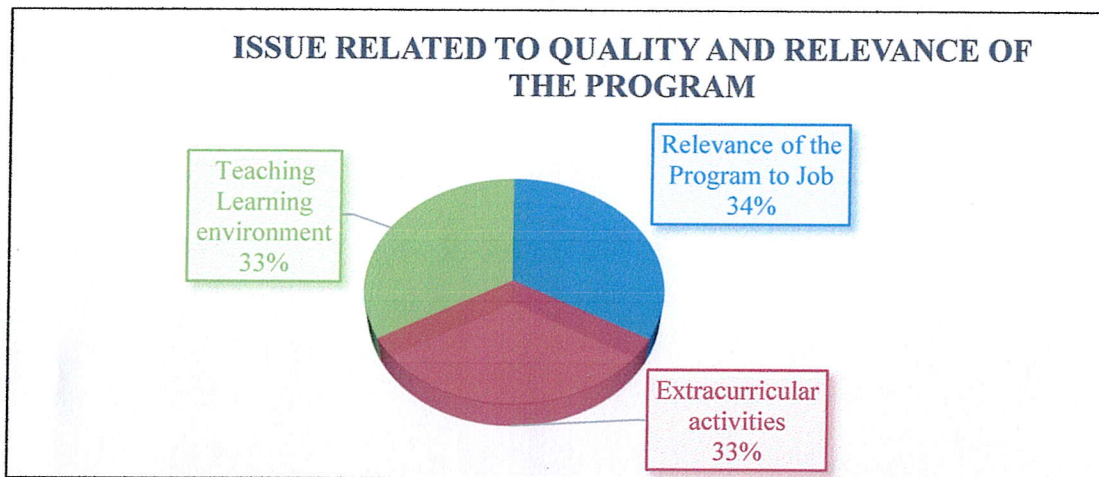


Figure No :16

Regarding the quality and relevancy of the program, 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	5.00	4.00

Table No:17

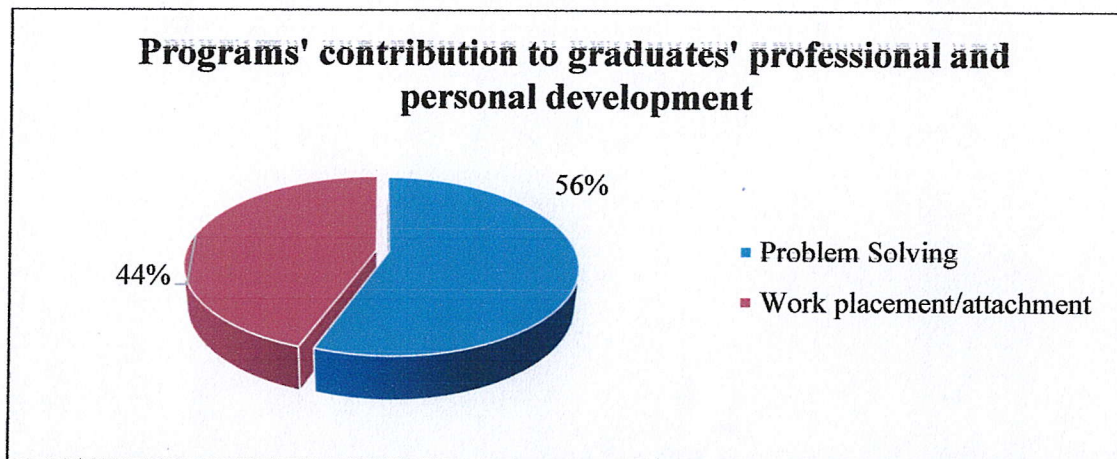


Figure No: 17

The contribution to graduates' professional and personal development, the programs transfer 56 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	3.08	3.67

Table No:18

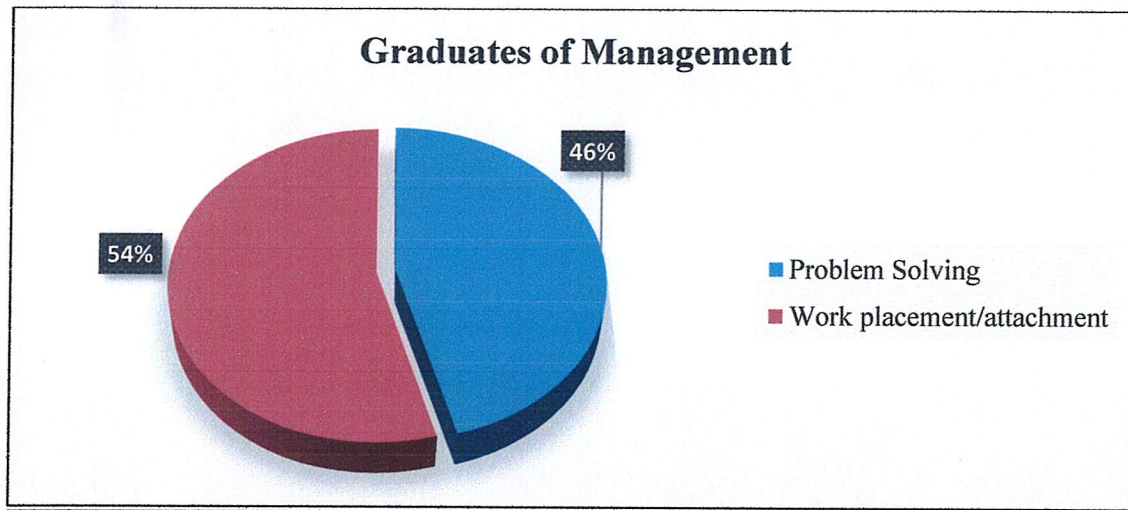


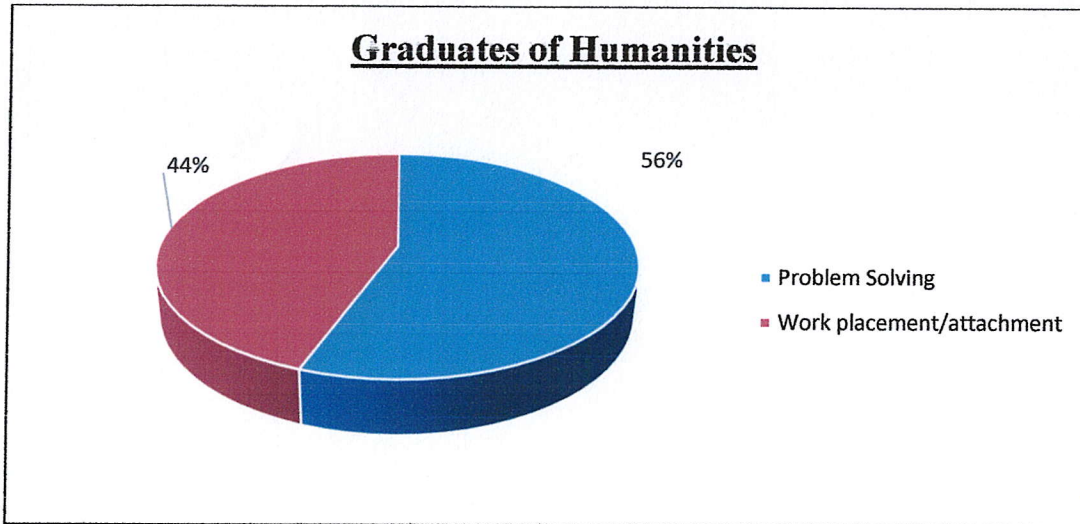
Figure No :18

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

Graduates of Humanities

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

Table No:19



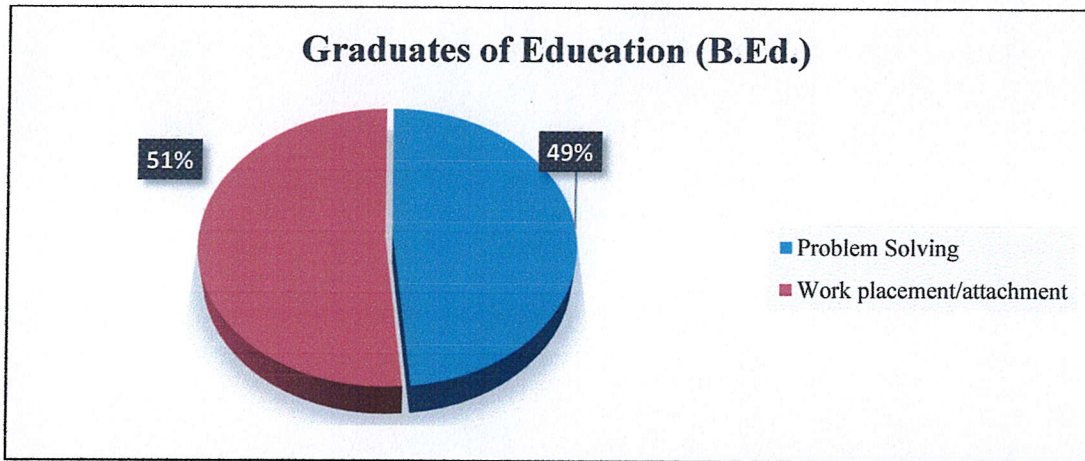
**Figure No:19**

The graduates of Humanities and Social Science (B.A.) response nearly 56 percent of contribution by the institutional program in problem solving and 44 percent of work placement.

**Graduates of Education (B.Ed.)**

Areas	Problem Solving	Work placement/attachment
Average marks out of 5	3.24	3.44

**Table No:20**



**Figure No: 20**

The graduates of education (B.Ed.) response nearly 49 percent of contribution by the institutional program in problem solving and 51 percent of work placement.

Graduates of Education (M.Ed.)

Areas	Problem Solving	Work placement/attachment
Average marks out of 5	3.50	3.50

Table No: 21

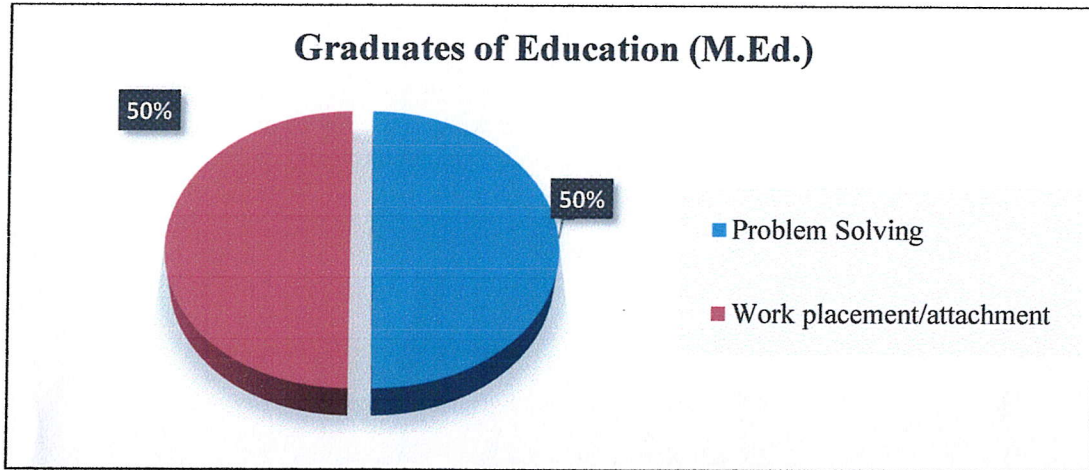


Figure: 21

The graduates of M.Ed. response 50 percent of the institutional contribution in problem solving and 50 percent in work placement.

3.4.2. Gender-wise contribution to the graduates

Sex	Problem Solving	Work placement/attachment
Male	3.44	3.22
Female	3.21	3.55

Table No:22

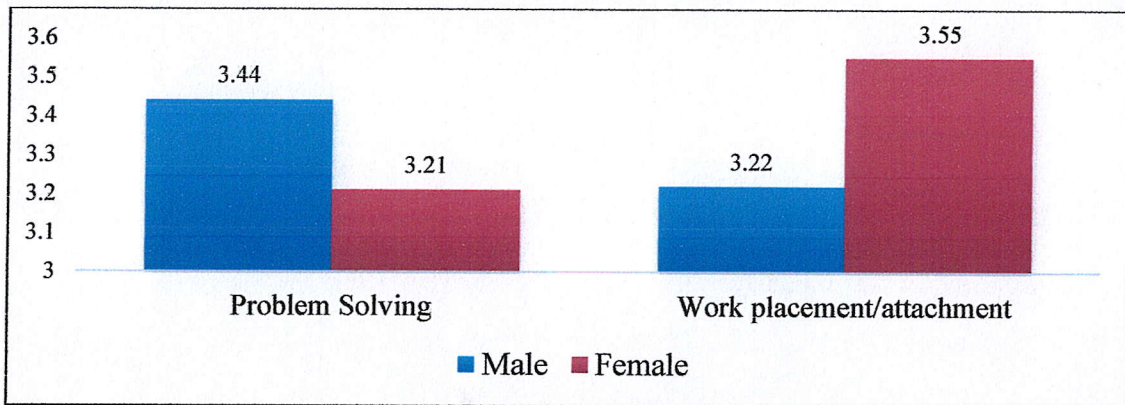


Figure No: 22

Regarding gender, females occupy more contribution in work placement and males occupy more contribution in problem solving.

3.4.3. Cast-wise contribution to the graduates

Caste	Problem Solving	Work placement/attachment
Janajati	3.26	3.54
BC	2.6	2.8
Dalit	5	4
EDJ	3.50	3.75

Table No:23

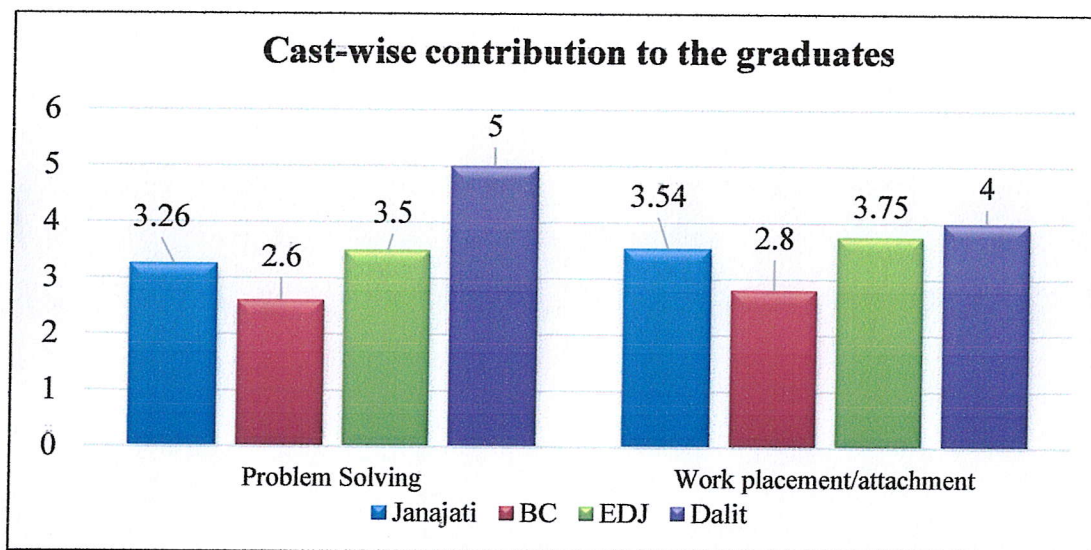


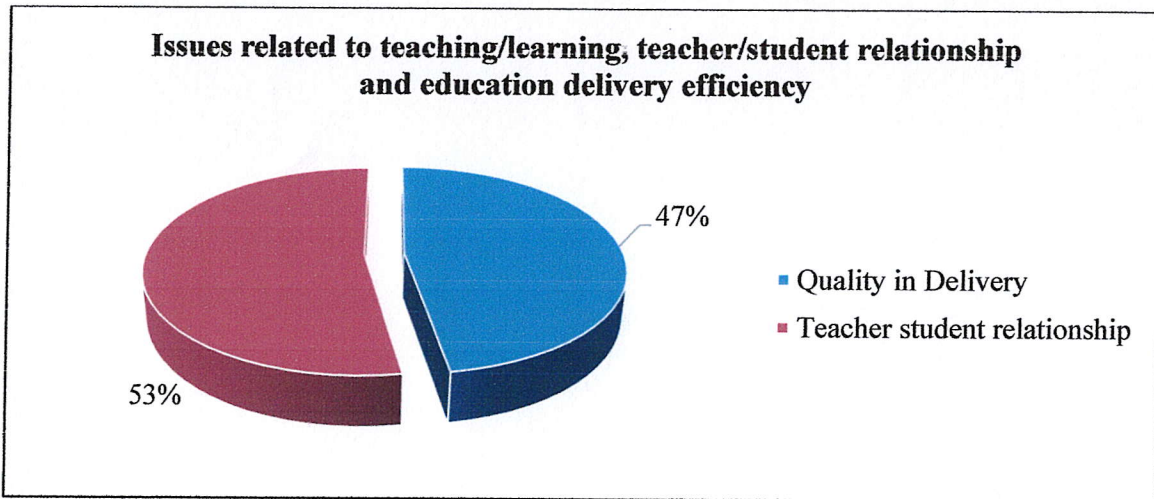
Figure No: 23

The contribution of the institutional program is higher in Dalit than other. The EDJ,BC 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
3.50	3.89

Table No: 24



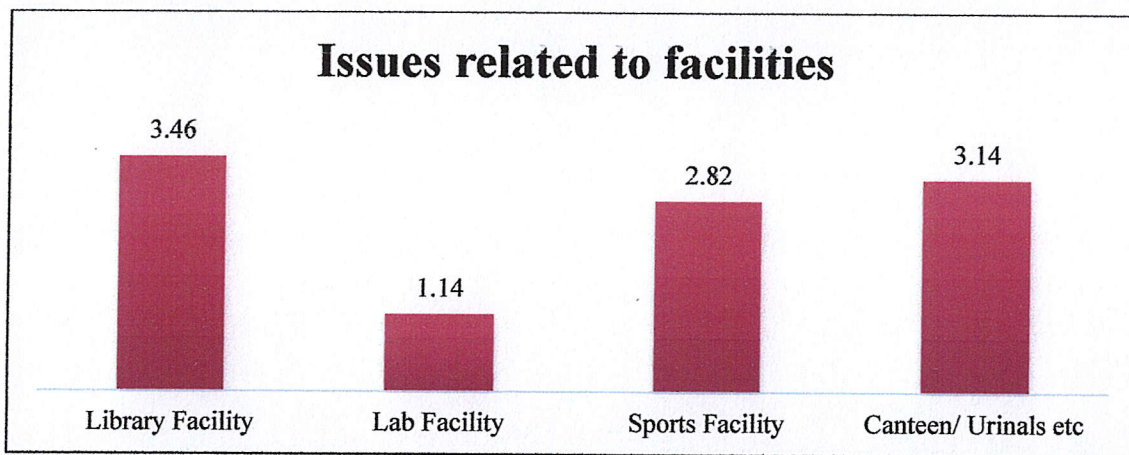
**Figure No :24**

The issues related to quality in delivery process and contents are 47 percent whereas the relationship between teacher and student cross 53 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
3.46	1.14	2.82	3.14

**Table No:25**



**Figure No: 25**

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

This study is important for the improvement of the campus. The impact of this study is derived from the suggestions and voluntary contributions of the graduates in the questionnaire. The suggestions given by them are presented in the following table and graph. From the following table and graph, it is suggested to manage the library with sufficient books immediately. The graduates also highly suggested to use it to manage a clean canteen. They also suggested to use digital classrooms to manage and change the teaching-learning process. They have demanded to manage clean drinking water supply and to get more sports facilities.

**Suggestions by the graduates for the betterment of the Institution**

Suggestions	Total
Library Book Manage	16
Canteen should be well Manage and clean	14
Digital Class should be Manage	11
Change Teaching Learning Process	10
Clean drinking water	8
Sport Facility Manage	7
Toilet Facility Manage	6
Extra Physical Course Should Manage	5
Internship or other work should Provide	4
Practical class should be Manage	4
Reading room well Manage	4
Net Facility Well Manage	3
Sports Facility Manage	3
Student Friendly Environment	3
Health desk should be Manage	2
Lab Manage	2
Toilet Facility Improve	2
Improve Sanitary Pad Quality	1
Improve Teaching Learning Quality	1
Playground should be Manage	1
Provide basic Meical Treatment	1
Subject Teacher Provide on time	1
Toilet clean and manage	1

Table No:26

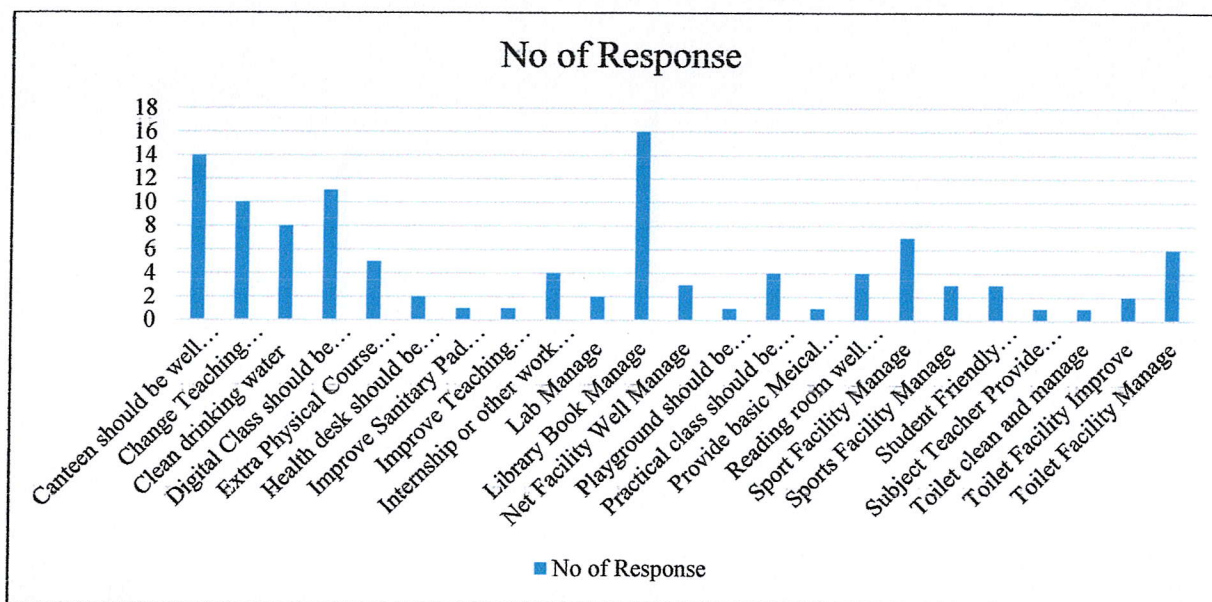


Figure No:26

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 Provide some Book	19
work as Volunteer	17
work as member of alumni	12
I can Provide some sport Materials	9
I can Help to rise Scholarship Fund	4
I Can Provide some Medicine	3
I can Provide Digital Board	1
I can Provide some Book to Library	1
Subject Teacher Provide on time	1

Table :27



*AW*  
Campus Chief

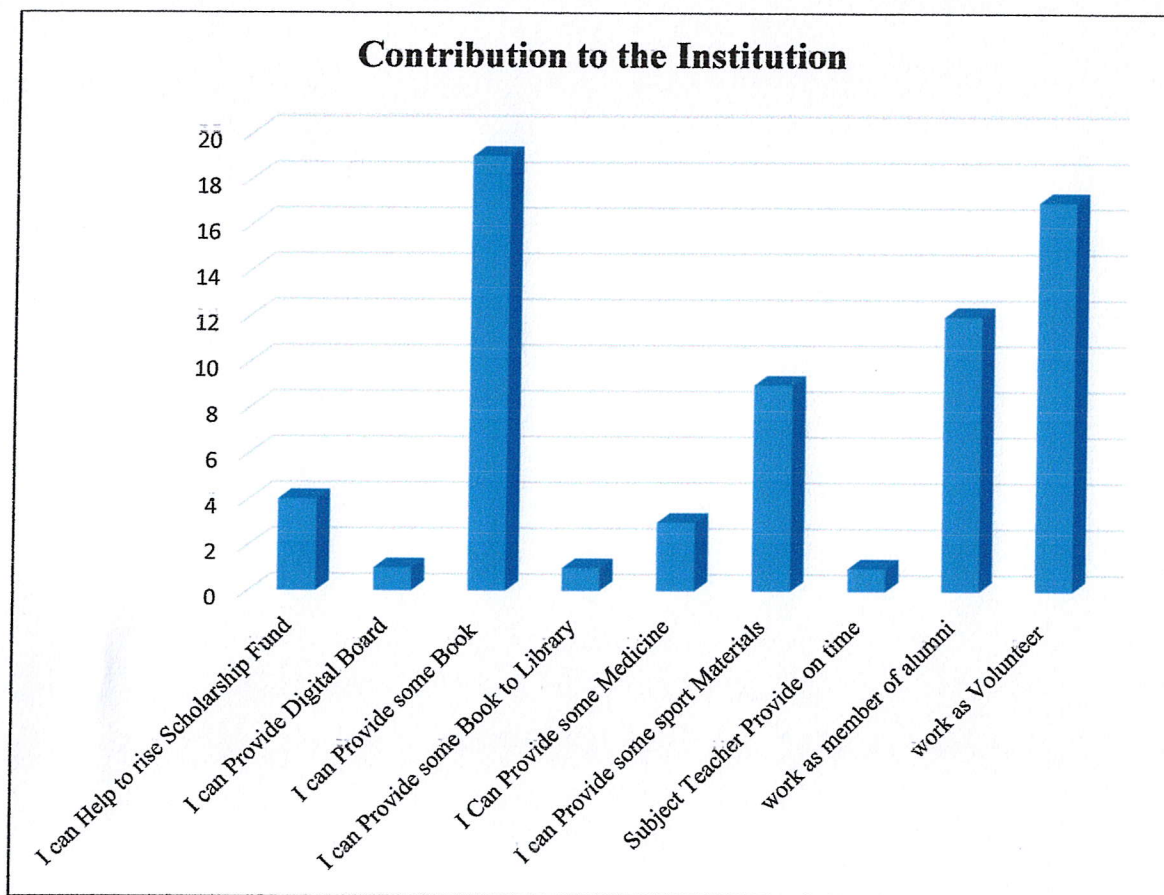


Figure No :27

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]*  
Campus Chief

## 5. CONCLUSION AND RECOMMENDATIONS

56 students graduated in 2023 batch are considering under this study. The number of female graduates is higher than the number of male graduates which proves that the institution contributes a lot for women empowerment. Through cast-wise analysis, 46 are Janajati, 5 BC, 4 EDJs and 1 Dalits. Out of this number of graduates 22 students are employed, 3 students go for their higher education and 31 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 46 percent of the graduates want to contribute financially and physically to the campus. About 54 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.



  
Barun Multiple Campus  
Khandbari, Sankhuwasabha  
Estd 2043  
  
Campus Chief

## 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 2023 Sorted According to the Graduate List and Data Collection Forms



*[Signature]*  
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	AMBIKA RAI	Bachelor	Education	9-2-0222-0001-2016	Khandbari-3, S.S.	Khandbari-3, S.S.	ambikarai00001@gmail.com/ 9841974064	2		✓		
2	AMRITA KULUNG	Bachelor	Education	9-2-0222-0122-2019	Makalu-2 S.S.	Makalu-2 S.S.	kulungamri@gmail.com/ 9804015513	2		✓		
3	ARUNA KULUNG	Bachelor	Education	9-2-0222-0037-2018	Silichong-2, S.S.	Silichong-2, S.S.	9742280645	2		✓		
4	DEMA NUPPA BHOTE	Bachelor	Education	9-2-0222-0050-2017	Bhotekhola-2, S.S.	Bhotekhola-2, S.S.	9840977702	2	✓			
5	DHANIKUMARI RAI	Bachelor	Education	9-2-0222-0051-2017	Silichong-2, S.S.	Silichong-2, S.S.	chandikadawakme@gmail.com/ 9842475316	2		✓		
6	DIKAMATI RAI	Bachelor	Education	9-2-0222-0051-2018	Sabhapokhari-2 S.S.	Sabhapokhari-2 S.S.	rai.sulu078@gmail.com/ 9863497079	2		✓		
7	DILLI MAYA SHRESTHA	Bachelor	Education	9-2-0222-0139-2019	Panchkhapan-6, S.S.	Panchkhapan-6, S.S.	dillimaya689@gmail.com/ 9860534112	2		✓		
8	DIPA BHATTARAI	Bachelor	Education	9-2-0222-0052-2018	Sabhapokhari-2 S.S.	Khandbari-9, S.S.	9840985727	2			✓	
9	DIPIKA TAMANG	Bachelor	Education	9-2-0222-0142-2019	Khandbari-6, S.S.	Khandbari-1, S.S.	tamangd622@gmail.com/ 9866411937	2	✓			
10	ELJNA RAI	Bachelor	Education	9-2-0222-0046-2019	Khandbari-4, S.S.	Kathmandu-2	raielina8438@gmail.com/ 9828339335	2		✓		
11	HIMJYOTI RAI	Bachelor	Education	9-2-0222-0049-2019	Khandbari-1, S.S.	Silichong-2, S.S.	9742300764	2		✓		
12	IRAN RAI	Bachelor	Education	9-2-0222-0056-2018	Sadanada-1, Bhojpur	Sadanada-1, Bhojpur	rairan283@gmail.com/ 9863990036	2		✓		
13	KALPANA MEWAHANG	Bachelor	Education	9-2-0222-0032-2016	Silichong-5, S.S.	Silichong-5, S.S.	rai.kalpana2055@gmail.com/ 9816364565	2		✓		
14	LAL BAHADUR LIMBU	Bachelor	Education	9-2-0222-0130-2017	Panchkhapan-3, S.S.>	Makalu-3, S.S.	labahadurlimbu0505@gmail.co m/ 9862280308	1		✓		
15	LEMI SHERPA	Bachelor	Education	9-2-0222-0154-2019	Salpacsilichho-5, Bhojpur	Salpacsilichho-5, Bhojpu	sherpalemi50@gmail.com/ 9861616996	2		✓		
16	MEERA RAI	Bachelor	Education	9-2-0222-0026-2015	Chichila-3, S.S.	Chichila-3, S.S.	9816369223	2		✓		
17	MINA THAPA	Bachelor	Education	9-2-0222-0068-2018	Salpacsilichho-1, Bhojpur	Salpacsilichho-1, Bhojpu	9817342669	2		✓		
18	NAMITA RAI	Bachelor	Education	9-2-0222-0169-2016	Silichong-2, S.S.	Silichong-2, S.S.	namitarainz05@gmail.com/ 9844422106	2		✓		
19	NITU RAI	Bachelor	Education	9-2-0222-0071-2018	Makalu-3, S.S.	Makalu-3, S.S.	rai.nituz0505@gmail.com/ 9864688466	2		✓		
20	PRATIMA RAI	Bachelor	Education	9-2-0222-0082-2017	Silichong-2, S.S.	Khandbari-8, S.S.	9842515793	2		✓		
21	PUJA KATUWAL	Bachelor	Education	9-2-0222-0098-2019	Khandbari-8, S.S.	Khandbari-8, S.S.	pujakatuwaj18@gmail.com/ 9842453618	2			✓	
22	RENUKALA KULUNG	Bachelor	Education	9-2-0222-0088-2017	Silichong-2, S.S.	Silichong-2, S.S.	kulungrenuka4@gmail.com/ 9869733488	2		✓		
23	SABITA KHANAL	Bachelor	Education	9-2-0222-0094-2017	Khandbari-8, S.S.	Khandbari-8, S.S.	9862184788	2			✓	
24	SABITA SHERPA	Bachelor	Education	9-2-0222-0114-2019	Chainpuer-1, S.S.	Chainpuer-1, S.S.	9842505693	2		✓		

## 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
25	SABUHANG RAI LUMLUM	Bachelor	Education	9-2-0222-0115-2019	Silichong-2, S.S.	Silichong-2, S.S.	9840549041	1		✓		
26	SANGITA SIMKHADA	Bachelor	Education	9-2-0222-0071-2019	Khandbari-9, S.S.	Khandbari-9, S.S.	sangitasmknad83@gmail.com/ /98403801522	2			✓	
27	SARASWATI SHRESTHA	Bachelor	Education	9-2-0222-0078-2019	Khandbari-9, S.S.	Kathmandu-13	ssaraswati239@gmail.com/ 9863497005	2		✓		
28	SAREETA TAMANG	Bachelor	Education	9-2-0222-0079-2019	Panchkhan-7, S.S.	Panchkhan-7, S.S.	sareeta1957@gmail.com/ 9863496009	2	✓			
29	SARITA MAGAR	Bachelor	Education	9-2-0222-0091-2018	Khandbari-9, S.S.	Khandbari-9, S.S.	sm8817094@gmail.com/ 9863498260	2		✓		
30	SARITA RAI	Bachelor	Education	9-2-220-29-2009	Khandbari-4, S.S.	Khandbari-4, S.S.	9817330131	2		✓		
31	SARMILA YAKKHA	Bachelor	Education	7-2-0222-0156-2019	Panchkhan-3, S.S.	Sahidli Khan-3, Gorkha	sarmilayakkha92@gmail.com/ 9849518411	2		✓		
32	SHANTA KULUNG	Bachelor	Education	9-2-0222-0092-2018	Silichong-2, S.S.	Silichong-2, S.S.	shantakulung21@gmail.com/ 9863990558	2		✓		
33	SRIJANA SHERPA	Bachelor	Education	9-2-0222-0110-2017	Khandbari-8, S.S.	Khandbari-8, S.S.	srijanasherpa10@gmail.com/ 9842220685	2		✓		
34	SUMITRA KULUNG RAI	Bachelor	Education	9-2-0222-0063-2016	Silichong-1, S.S.	Silichong-1, S.S.	9862193505	2		✓		
35	SUNITA SHRESTHA	Bachelor	Education	9-2-0222-0067-2016	Khandbari-2, S.S.	kathmandu-18	9820219408	2		✓		
36	SUSAN GURUNG	Bachelor	Education	9-2-0222-0114-2017	Khandbari-4, S.S.	Khandbari-4, S.S.	susanagurung20559627@gmail.c om/9869821133	1		✓		
37	SUSMITA SHRESTHA	Bachelor	Education	9-2-0222-0101-2018	Khandbari-9, S.S.	Khandbari-9, S.S.	9863348068	2		✓		
38	TULASA DEVI SHRESTHA	Bachelor	Education	9-2-0222-0148-2019	Sadanada-14, Bhojpur	Sadanada-14, Bhojpur	tulasadevishrestha2@gmail.com/ 9749201538	2		✓		
39	UMESH DUMI RAI	Bachelor	Education	9-2-0222-0051-2015	Kapilashgadi-7, Khotang	Kapilashgadi-7, Khotang	raukhola19@gmail.com/ 9861180817	1		✓		
40	UTTAR KUMARI RAI	Bachelor	Education	9-2-0222-0150-2019	Silichong-4	Silichong-4	9816313514	2		✓		
41	YUBA RAJ RAI	Bachelor	Education	9-2-0222-0077-2016	Khandbari-11, S.S.	Khandbari-11, S.S.	rajubara1928@gmail.com/ 9864997806	1		✓		
42	DIL BAHADUR BISWAKARMA	Bachelor	Humanities & Social	7-2-222-121-2012	Makalu-5, S.S.	Khandbari-11, S.S.	dilbdk200@gmail.com/ 9842382243	1				✓
43	ARUNA RAI	Bachelor	Management	7-2-0222-0005-2019	Khandbari-1, S.S.	Sabhapokhari-1, S.S.	arunaratnoring@gmail.com/ 9844621630	2		✓		
44	BIKASH RAI	Bachelor	Management	7-2-0222-0005-2018	Makalu-5 S.S.	Makalu-5 S.S.	bikashvai047@gmail.com/ 9840772187	1		✓		
45	CHANDRA KALA SHRESTHA	Bachelor	Management	7-2-0222-0014-2019	Chainpuer-5, S.S.	Chainpuer-5, S.S.	sapana2055@gmail.com/ 9864246059	2		✓		
46	DIPA KULUNG RAI	Bachelor	Management	7-2-222-122-2016	Salpacsillichho-5, Bhojpu	Salpacsillichho-5, Bhojpu	9819051733	2		✓		
47	INDRA KUMARI THAPA MAGAR	Bachelor	Management	7-2-0222-0020-2019	Panchkhan-3, S.S.	Khandbari-7, S.S.	mimeruka56@gmail.com/ 9862938094	2		✓		
48	JANAK RAI	Bachelor	Management	7-2-0222-0022-2019	Khandbari-4, S.S.	Kathmandu-9	gexnm@gmail.com/ 9842444547	1		✓		

## 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		
49	JENI TAMANG	Bachelor	Management	7-2-0222-0013-2018	Makalu-4 S.S.	Makalu-4 S.S.	tamangjen19@gmail.com/ 9840399526	2	✓					
50	MEHAR RAI	Bachelor	Management	7-2-0222-0065-2015	Sabhapokhari-2 S.S.	Budhanilkhanta-5, Kathm	meharraiung123@gmail.com/ 9862066998	1		✓				
51	PRAJANIKA KULUNG	Bachelor	Management	7-2-0222-0026-2019	Khandbari-8, S.S.	Silichong-3, S.S.	prajanikakulung2057@gmail.co m/9749820367	2		✓				
52	PRATIMA RAI	Bachelor	Management	7-2-0222-0027-2019	Khandbari-1, S.S.	Khandbari-1, S.S.	prai34565@gmail.com/ 9749820378	2		✓				
53	SABINA CHAPAGAIN	Bachelor	Management	7-2-0222-0157-2019	Khandbari-1, S.S.	Khandbari-13, S.S.	sabincgn@gmail.com/ 9862183010	2			✓			
54	SAMILA GURUNG	Bachelor	Management	7-2-0222-0022-2018	Chainpuer-4, S.S.	Chainpuer-4, S.S.	samilaгурung@gmail.com/ 9846894855	2		✓				
55	KRISTI RAI	Master's	Education	9-2-222-43-2012	Sabhapokhari-2 S.S.	Sabhapokhari-2 S.S.	raikristi09@gmail.com/ 9862363284	2		✓				
56	SABITRA GURUNG	Master's	Education	9-2-4321-141-2010	Chainpuer-1, S.S.	Chainpuer-1, S.S.	986245027	2		✓				
<b>Total</b>											4	46	5	1



*[Signature]*  
Campus Chief

## 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	AMBIKA RAI	Education	Bachelor	-	-	-	-	Unemployed	0
2	AMRITA KULUNG	Education	Bachelor	Assistant	Full Time	Assistant	govt	Employed	2
3	ARUNA KULUNG	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	govt	Employed	3
4	DEMA NUPPA BHOTE	Education	Bachelor	-	-	-	-	Unemployed	0
5	DHAN KUMARI RAI	Education	Bachelor	-	-	-	-	Unemployed	0
6	DIKAMATI RAI	Education	Bachelor	Assistant	Full Time	Emp. Asstant	govt	Employed	2
7	DILLI MAYA SHRESTHA	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
8	DIPA BHATTARAI	Education	Bachelor	-	-	-	-	Unemployed	0
9	DIPIKA TAMANG	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
10	ELINA RAI	Education	Bachelor	-	-	-	-	Unemployed	0
11	HIMJYOTI RAI	Education	Bachelor	-	-	-	-	Unemployed	0
12	IRAN RAI	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	govt	Employed	3
13	KALPANA MEWAHANG	Education	Bachelor	-	-	-	-	Unemployed	0
14	LAL BAHADUR LIMBU	Education	Bachelor	Assistant	Full Time	Vat. Asstant	govt	Employed	2
15	LEMI SHERPA	Education	Bachelor	-	-	-	-	Unemployed	0
16	MEERA RAI	Education	Bachelor	-	-	-	-	Unemployed	0
17	MINA THAPA	Education	Bachelor	-	-	-	-	Unemployed	0
18	NAMITA RAI	Education	Bachelor	-	-	-	-	Unemployed	0
19	NITU RAI	Education	Bachelor	-	-	-	-	Unemployed	0
20	PRATIMA RAI	Education	Bachelor	-	-	-	-	Unemployed	0
21	PUJA KATUWAL	Education	Bachelor	-	-	-	-	Unemployed	0
22	RENUKALA KULUNG	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
23	SABITA KHANAL	Education	Bachelor	-	-	-	-	Unemployed	0
24	SABITA SHERPA	Education	Bachelor	-	-	-	-	Unemployed	0
25	SABUHANG RAILUMLUM	Education	Bachelor	-	-	-	-	Unemployed	0
26	SANGITA SIMKHADA	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
27	SARASWATI SHRESTHA	Education	Bachelor	-	-	-	-	Unemployed	0
28	SAREETA TAMANG	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
29	SARITA MAGAR	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
30	SARITA RAI	Education	Bachelor	-	-	-	-	Unemployed	0
31	SARMILA YAKKHA	Education	Bachelor	Assistant	Full Time	ANM	govt	Employed	2
32	SHANTA KULUNG	Education	Bachelor	-	-	-	-	Unemployed	0
33	SRIJANA SHERPA	Education	Bachelor	-	-	-	-	Unemployed	0

**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
34	SUMITRA KULUNG RAI	Education	Bachelor	Assistant	Full Time	AHW	govt	Employed	2
35	SUNITA SHRESTHA	Education	Bachelor	-	-	-	-	Unemployed	0
36	SUSAN GURUNG	Education	Bachelor	-	-	-	-	Unemployed	0
37	SUSMITA SHRESTHA	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
38	TULASA DEVI SHRESTHA	Education	Bachelor	-	-	-	-	Unemployed	0
39	UMESH DUMI RAI	Education	Bachelor	Primary Teacher	Full Time	Pr. Teacher	Private	Employed	3
40	UTTAR KUMARI RAI	Education	Bachelor	-	-	-	-	Unemployed	0
41	YUBA RAI RAI	Education	Bachelor	-	-	-	-	Higher Study	1
42	DIL BAHADUR BISWAKARMA	Huminties & Social Science	Bachelor	Assistant	Full Time	Assistant	Private	Employed	2
43	ARUNA RAI	Management	Bachelor	-	-	-	-	Unemployed	0
44	BIKASH RAI	Management	Bachelor	B.M.	Full Time	B.M	Public	Employed	3
45	CHANDRA KALA SHRESTHA	Management	Bachelor	-	-	-	-	Unemployed	0
46	DIPA KULUNG RAI	Management	Bachelor	-	-	-	-	Unemployed	0
47	INDRA KUMARI THAPA MAGAR	Management	Bachelor	Accountant	Full Time	Accountant	Private	Employed	3
48	JANAK RAI	Management	Bachelor	-	-	-	-	Higher Study	1
49	JENI TAMANG	Management	Bachelor	Accountant	Full Time	Accountant	Private	Employed	3
50	MEHAR RAI	Management	Bachelor	Assistant	Full Time	Game Scout	govt	Employed	2
51	PRAJANIKA KULUNG	Management	Bachelor	-	-	-	-	Higher Study	1
52	PRATIMA RAI	Management	Bachelor	-	-	-	-	Unemployed	0
53	SABINA CHAPAGAIN	Management	Bachelor	Assistant	Full Time	Assistant	Private	Employed	3
54	SAMILA GURUNG	Management	Bachelor	-	-	-	-	Unemployed	0
55	KRISTI RAI	Education	Master's	Primary Teacher	Full Time	Primary Teacher	govt	Employed	3
56	SABITRA GURUNG	Education	Master's	-	-	-	-	Unemployed	0

1 = Higher Study

2= Match down

3=Match

0=Unemployed

*(Signature)*  
Campus Chief



**ANNEX-3**  
**Major Strengths and weaknesses of the institutional program**  
**Particulars and range in numbers**

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 DIL BAHADUR BISWAKARMA	Humanities & Social Science	Bachelor	1				✓	4	4	5	4	4	4	5	5	4	4	4	0
2 ARUNA RAI	Management	Bachelor	2		✓			4	2	4	5	4	4	5	5	0	3	3	0
3 BIKASH RAI	Management	Bachelor	1		✓			3	2	3	3	3	3	4	2	0	2	3	0
4 CHANDRA KALA SHRESTHA	Management	Bachelor	2		✓			3	4	3	2	5	5	5	5	0	3	2	0
5 DIPAK KULUNG RAI	Management	Bachelor	2		✓			3	4	3	4	2	2	3	2	0	2	3	0
6 INDRA KUMARI THAPA MAGAR	Management	Bachelor	2		✓			3	4	2	2	3	3	4	4	1	2	3	0
7 JANAK RAI	Management	Bachelor	1		✓			5	3	4	5	5	5	5	5	0	5	5	0
8 JENI TAMANG	Management	Bachelor	2	✓				4	4	4	3	4	4	3	4	3	4	4	0
9 MEHAR RAI	Management	Bachelor	1		✓			2	3	3	3	4	4	4	3	0	4	3	0
10 PRAJANIKA KULUNG	Management	Bachelor	2		✓			4	1	4	5	5	3	5	5	1	3	3	0
11 PRATIMA RAI	Management	Bachelor	2		✓			4	1	2	5	4	4	5	5	0	2	3	0
12 SABINA CHAPAGAIN	Management	Bachelor	2		✓			2	3	2	3	3	2	3	2	3	3	2	0
13 SAMILA GURUNG	Management	Bachelor	2		✓			4	4	3	4	4	4	4	3	3	3	3	0
14 AMBIKA RAI	Education	Bachelor	2		✓			2	3	2	3	2	3	2	0	1	3	0	0
15 AMRITA KULUNG	Education	Bachelor	2		✓			3	4	3	3	4	3	4	3	3	2	2	0
16 ARUNA KULUNG	Education	Bachelor	2		✓			3	2	3	4	3	3	4	3	0	2	3	0
17 DEMANUPPA BHOTE	Education	Bachelor	2	✓				3	3	2	3	3	3	4	3	0	2	3	0
18 DHAN KUMARI RAI	Education	Bachelor	2		✓			5	5	5	5	5	5	5	5	4	4	4	0
19 DIKAMATI RAI	Education	Bachelor	2		✓			3	4	2	2	3	2	3	2	0	2	3	0
20 DILLI MAYA SHRESTHA	Education	Bachelor	2		✓			5	4	4	4	5	4	3	4	1	3	2	0
21 DIPAK BHATTARAI	Education	Bachelor	2		✓			3	4	3	2	3	3	4	5	5	4	4	0
22 DIPIKA TAMANG	Education	Bachelor	2	✓				5	4	4	5	5	5	4	5	1	4	4	0
23 ELINA RAI	Education	Bachelor	2		✓			4	3	3	4	4	4	5	3	1	3	3	0
24 HIMJOITI RAI	Education	Bachelor	2		✓			4	3	4	4	3	3	4	3	0	2	3	0
25 IRAN RAI	Education	Bachelor	2		✓			4	4	3	4	4	4	4	3	0	2	3	0
26 KALPANA MEWAHANG	Education	Bachelor	2		✓			5	5	5	5	5	4	4	2	0	3	3	0
27 LAL BAHADUR LIMBU	Education	Bachelor	1		✓			3	4	4	3	4	4	4	5	5	5	4	0
28 LEMI SHERPA	Education	Bachelor	2		✓			2	3	3	2	3	4	4	3	1	3	4	0
29 MEERA RAI	Education	Bachelor	2		✓			3	3	3	4	3	3	3	3	0	3	3	0
30 MINA THAPA	Education	Bachelor	2		✓			3	4	4	5	4	4	4	3	0	4	4	0
31 NAMITA RAI	Education	Bachelor	2		✓			3	3	3	4	3	3	4	2	0	3	3	0
32 NITU RAI	Education	Bachelor	2		✓			4	4	3	3	3	3	3	2	0	3	3	0
33 PRATIMA RAI	Education	Bachelor	2		✓			3	3	4	2	3	3	3	4	0	2	3	0
34 PUJA KATUWAL	Education	Bachelor	2		✓			4	3	3	2	4	3	5	3	4	4	5	0
35 RENUKALA KULUNG	Education	Bachelor	2		✓			5	5	4	4	5	5	5	5	4	4	4	0
36 SABITA KHANAL	Education	Bachelor	2		✓			3	3	2	3	4	3	4	3	0	3	2	0
37 SABITA SHERPA	Education	Bachelor	2		✓			4	4	3	4	3	2	4	3	0	4	4	0
38 SABUHANG RAILUMLUM	Education	Bachelor	1		✓			3	4	4	3	4	3	3	3	0	4	4	0
39 SANGITA SIMKHADA	Education	Bachelor	2		✓			3	4	3	4	2	3	3	3	0	2	3	0
40 SARASWATI SHRESTHA	Education	Bachelor	2		✓			5	3	3	4	4	2	3	3	0	3	3	0
41 SAREETA TAMANG	Education	Bachelor	2	✓				5	4	4	4	4	5	5	5	3	3	3	0
42 SARITA MAGAR	Education	Bachelor	2		✓			3	4	4	4	4	5	4	5	3	4	4	0
43 SARITA RAI	Education	Bachelor	2		✓			3	3	4	3	3	2	4	3	0	4	5	0
44 SARITA RAI	Education	Bachelor	2		✓			3	3	4	3	3	2	4	3	0	3	4	0

Campus Chief

