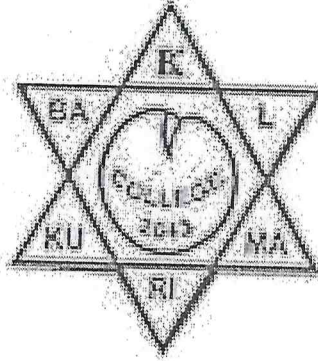


TRACER STUDY REPORT

(Graduates of 2023)



Submitted To:

UNIVERSITY GRANTS COMMISSION (UGC)
Sanothimi, Bhaktapur

Submitted By
Balkumari College
May, 2025



J.S. Khanal
Principal

Executive Summary

The tracer study conducted by Balkumari College on the 2023 graduates provides crucial insights into the academic experiences and post-graduation outcomes of its alumni. This study evaluates the employment outcomes and academic experiences of Balkumari College graduates to identify strengths and improvement areas across its programs. The research reveals BHM and MBS programs demonstrate strong performance, with 66.15% and 62.5% employment rates respectively, along with high graduate satisfaction in curriculum relevance and teaching quality. These programs benefit from established industry connections and practical learning approaches that effectively prepare students for the job market.

The study highlights significant challenges in B.Sc. and BICTE programs, where only 33.33% and 37.5% of graduates secured employment. These programs show notable gaps in curriculum-industry alignment, internship opportunities, and laboratory facilities. Additionally, concerning gender disparities emerge, particularly in BICTE's student composition.

Key recommendations focus on curriculum modernization for STEM disciplines, enhanced industry partnerships for practical training, and infrastructure upgrades to support hands-on learning. The findings emphasize the importance of aligning academic offerings with labor market demands and improving student support services to boost employability. These insights provide BKC with actionable data to strengthen program quality, graduate outcomes, and institutional reputation in Nepal's competitive higher education sector. The study establishes a foundation for ongoing assessment and continuous improvement to ensure the college maintains its educational standards and graduate success rates.



ACKNOWLEDGEMENT

We express our sincere gratitude to all individuals and organizations who have contributed to the successful completion of this tracer study conducted by Balkumari College.

First and foremost, we extend our deepest thanks to the graduates who took the time to participate in this study. Their valuable input regarding their employment and further study status has been instrumental in providing a comprehensive understanding of the outcomes of our academic programs.

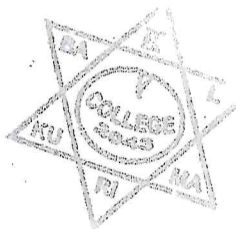
We are profoundly grateful to our academic and administrative staff whose unwavering support and assistance were pivotal in collecting and analyzing data on various issues related to the quality and relevance of our programs.

Special thanks are due to the departments of Management, Education, and Science for their cooperation in the program-wise analysis, allowing us to capture a detailed comparison over time and across various demographics, including gender, ethnicity, and caste.

We acknowledge the invaluable feedback provided by our graduates on issues related to teaching and learning, teacher-student relationships, and the efficiency of education delivery. Additionally, we appreciate the feedback on the facilities available at our institution, such as the library, laboratory, canteen, sports facilities, and urinals. This information will guide us in improving the infrastructure to better meet the needs of our students.

Lastly, we would like to thank the research team and all individuals involved in the data collection, analysis, and reporting processes. This tracer study is a testament to the collaborative effort of our entire college community, and we are confident that the findings will help us in our continuous journey towards academic and institutional excellence.

Thank you.



J.S. Khanal

Principal

Table of contents

ACKNOWLEDGEMENT	i
EXECUTIVE SUMMARY	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	iv
ABBREVIATIONS	v
1. INTRODUCTION:	1-10
1.1 Background/Rationale	1
1.2 Objectives of the study	3
1.3 Institutional arrangements to conduct the study	4
1.4 Graduate batch taken for the study	7
1.5 Data collection - Instruments and approach	7
1.6 Scope and limitations of the study	9
2. DATA PRESENTATION AND ANALYSIS:	11-14
• Distributions of graduates according to faculties	11
• Gender wise distribution of respondents among different faculties.	12
• Employment status of the graduates	13
• Distributions of graduates in different type of organization	14
• Assessing the alignment of academic programs	15
• Developing problem solve skills	16
• Comparative analysis of internship experiences	17
• Analysis of teaching learning Environment	18
• Issues related teacher / student relationship	18
• Issues related to facilities such as library & laboratory	19
• Issues related to canteen	20

3. MAJOR FINDINGS:	21
4. IMPLICATIONS TO INSTITUTIONAL REFORM	23
5. CONCLUSION AND RECOMMENDATIONS:	26

J.S. Khanal
Principal

List of Tables

Table 1: Distributions of graduates according to faculties	11
Table 2: Gender wise distribution of respondents among different faculties.	12
Table 3: Employment status of the graduates	13
Table 4: Distributions of graduates in different type of organization	14
Table 5: Assessing the alignment of academic programs	15
Table 6: extracurricular engagement across academic programs	16
Table 7: Developing problem solve skills	16
Table 8: Comparative analysis of internship experiences	17
Table 9: Analysis of teaching learning Environment	17
Table 10: Comparative analysis of teacher / student relationship	18
Table 11: Issues related to facilities such as library & laboratory	19
Table 12: Issues related to canteen	20

J.S. Khanal
Principal

List of Figures

Figure 1: Distribution of graduates according to gender

13

J.S. Khanal
Principal

Abbreviation

BHM- Bachelors of Hotel Management

BICTE- Bachelor in Information Communication Technology Education

BKC- Balkumari College

B. Sc.- Bachelor of Science

MBS- Masters of Business studies

STEM-Science, Technology, Engineering, and Mathematics

QAA- Quality Assurance and Accreditation

QMS- Quality Management System

UGC- University Grants Commission

J.S. Kharaol

Principal

CHAPTER I

INTRODUCTION

1.1 Background

Higher education institutions play a pivotal role in shaping the skills, competencies, and employability of graduates. As the global job market becomes increasingly competitive, universities must ensure that their academic programs remain relevant, high-quality, and aligned with industry demands (UNESCO, 2021). A Tracer Study is a critical tool for assessing the effectiveness of higher education by tracking graduates' career progression, further education pursuits, and overall satisfaction with their academic experience (Schomburg, 2011).

Education significantly shapes individuals into successful professionals and responsible citizens, linking academic knowledge with real-world applications (Yabiku & Schlabach, 2009). As a social mechanism, it equips learners with the skills needed to navigate life's diverse challenges (Nasir & Nazli, 2000). In Nepal, universities strive to deliver high-quality education that meets international standards across disciplines such as management, humanities, engineering sciences, IT, and law. However, despite producing a growing number of graduates, the country faces persistent challenges of high unemployment and underemployment, as job creation lags behind the rate of graduate output (World Bank, 2020).

The primary purpose of this tracer study is to evaluate the employment outcomes, further education trends, and program relevance of graduates from Balkumari College (BKC). The study aims to provide actionable insights for curriculum enhancement, institutional policy reform, and improved student support services (European Commission, 2018).

Every college has a goal to produce competent and highly qualified graduates that can eventually be competitive in a local and global arena. A tracer study is conducted or carried out by academic institutions to figure out the performance of the graduates in the workplace (Cuadra et al, 2019). Tracer studies are commonly becoming a recognizable practice worldwide for the purpose of knowing job status of graduates

J. S. Khanal
Principal

and also for getting their feedback on various aspects of their institutions. If universities are to improve their teaching and training of graduates the precedence should be to learn and garner improvements from graduates' nuanced experiences.

Tracer studies have gained prominence in higher education as they bridge the gap between academia and the labor market. According to the World Bank (2020), such studies help institutions:

- Measure graduate employability and identify skill gaps.
- Assess the alignment between academic programs and industry needs.
- Enhance teaching methodologies based on graduate feedback.
- Improve institutional reputation by demonstrating accountability and responsiveness to stakeholders.

In Nepal, the University Grants Commission (UGC) and the Ministry of Education, Science, and Technology (MoEST) have emphasized tracer studies as part of quality assurance in higher education (UGC, 2019). This study aligns with the Performance-Based Management Framework (PPMF) 2075, which mandates higher education institutions to conduct periodic graduate tracking for accreditation and funding purposes.

BKC has been one of the contributors to Nepal's higher education sector, offering programs in Management, Education, and Science. However, with rapid changes in technology and labor market demands, there is a pressing need to assess whether graduates are equipped with the necessary skills for employment or advanced studies.

Previous internal assessments and employer feedback suggest that while many graduates secure jobs, some face challenges due to:

- Mismatch between curriculum and industry requirements.
- Inadequate practical exposure and soft skills training.
- Limited career guidance and internship opportunities.

This tracer study addresses these concerns by systematically collecting data on:

- Employment status (employed, unemployed, self-employed).

- Further education choices (local/international institutions, fields of study).
- Graduate perceptions on program quality, teaching methods, and institutional facilities.

The findings will:

1. Inform curriculum revisions to enhance job market alignment.
2. Guide institutional policies on student support services (career counseling, internships).
3. Strengthen stakeholder engagement with employers, alumni, and policymakers.
4. Support accreditation and funding proposals by demonstrating institutional impact.

By conducting this study, BKC reaffirms its commitment to continuous improvement and graduate success, ensuring that its programs remain competitive in an evolving educational landscape.

J. S. Khanal
Principal

1.2 Objectives of the Study

General Objective

The primary objective of this tracer study is to keep track of the graduates of Balkumari College, Chitwan, Nepal that is to assess the employment outcomes, further education trends, and overall satisfaction of graduates from BKC to evaluate the relevance and effectiveness of academic programs in meeting labor market demands and personal development goals.

Specific Objectives

The specific objectives of the study are as follows

- To determine the employment status of graduates (employed, unemployed, self-employed, pursuing further studies) within the year of 2023.
- To evaluate the alignment between academic programs and industry needs by analyzing graduates' feedback on curriculum relevance, skill gaps, and job preparedness.
- To assess graduates' perceptions of teaching quality, learning resources, and institutional facilities (library, labs, career services).

1.3 Institutional arrangements to conduct the study

The successful execution of the tracer study at Balkumari College (BKC) was facilitated through a structured institutional framework, ensuring systematic planning, data collection, and analysis. The main body handling the tracer study of the college is the Tracer Study Committee of Balkumari College (BKC). The key bodies and processes involved are outlined below:

1. Tracer Study Committee (Primary Governing Body)

The Tracer Study Committee (TSC) of BKC served as the central authority responsible for overseeing all aspects of the study, including:

- Designing the study framework in alignment with UGC Nepal's guidelines.
- Developing and validating the survey questionnaire to ensure relevance and comprehensiveness.
- Coordinating with faculty, departments, and administrative units for seamless implementation.
- Monitoring data collection, analysis, and reporting to maintain accuracy and reliability.

2. Roles of Supporting Units

To ensure efficient data gathering, the following institutional units were actively engaged:

a) Program Incharges & Department Heads

- Distributed and collected survey questionnaires from graduates.
- Verified graduate contact details to maximize response rates.
- Provided subject-specific insights to enhance data interpretation.

b) EMIS (Education Management Information System) Unit

- Maintained and updated graduate databases for accurate sampling.
- Assisted in digital data compilation for efficient analysis.
- Ensured data privacy and security in compliance with institutional policies.

c) Examination Committee

- Verified academic records (transcripts, graduation dates) to cross-check graduate information.
- Supported in categorizing graduates by program, batch, and academic performance.

3. Data Collection Methodology

Structured Survey Questionnaire: Designed as per UGC Nepal's standardized format, covering:

- Employment status
- Further education pursuits

T. S. Khanal
Principal

- Feedback on curriculum, facilities, and teaching quality

Multi-Channel Distribution:

- Online surveys (Google Forms, email) for accessibility.
- Physical forms for graduates with limited digital access.

Follow-Up Mechanisms:

- Reminder emails/calls to non-respondents.
- Collaboration with alumni networks for higher participation.

4. Challenges & Mitigation Strategies

- Low Response Rates: Addressed through persistent follow-ups and incentives (e.g., alumni event invitations).
- Outdated Contact Information: Leveraged social media (LinkedIn, Facebook groups) and departmental networks.

J.S. Khanal
Principal

1.4 Graduate batch taken for the study

Balkumari College, as a leading institution offering diverse academic programs, conducted this tracer study focusing on its 2023 graduating batch. The study encompasses graduates from the following key programs:

Programs Included in the Study:

1. Master of Business Studies (MBS)
2. Bachelor of Hotel Management (BHM)
3. Bachelor of Science (BSc)
4. Bachelor of Education in Information Communication Technology (BICTE)

1.5 Data collection - Instruments and approach

Methodology Overview

This tracer study employed a mixed-methods approach, combining quantitative survey data with qualitative thematic analysis to comprehensively assess graduate outcomes. The study focused on graduates from 2021 across the following programs:

- Master of Business Studies (MBS)
- Bachelor of Hotel Management (BHM)
- Bachelor of Science (BSc)
- Bachelor of Education in Information Communication Technology (BICTE)

Data Collection Instruments

1. Structured Survey Questionnaire

The primary instrument was a UGC Nepal-approved standardized questionnaire, customized for BKC's institutional context. The questionnaire was divided into key sections:

JS Khanal
Principal

Section	Data Collected	Purpose
Part A	Personal details (name, contact, gender, ethnicity)	Demographic profiling
Part B	Employment status (employed, unemployed, further studies)	Assess immediate career outcomes
Part C	Job details (sector, position, salary, job relevance)	Evaluate alignment with academic training
Part D	Past work experiences, internships, skill gaps	Identify strengths/weaknesses in curriculum
Part E	Feedback on teaching quality, facilities, institutional support	Improve academic and infrastructural policies

2. Distribution Channels

To maximize response rates, multiple dissemination methods were used:

- Online Surveys (Google Forms, email) for tech-savvy graduates.
- Paper-Based Questionnaires for respondents with limited digital access.
- Follow-ups via phone/SMS to non-respondents.

Data Gathering Procedure

1. Primary Data Collection:

- Program Incharges and department heads were tasked with distributing questionnaires and tracking responses.
- The EMIS unit verified graduate contact details from institutional databases.

2. Quality Control:

- Cross-checked responses against academic records (e.g., transcripts) for accuracy.
- Removed incomplete/inconsistent submissions.

Data Analysis Techniques

- Quantitative Analysis:
 - Descriptive statistics (percentages, frequencies) to summarize employment trends.
 - Cross-tabulation to compare outcomes by program, gender, and ethnicity.
- Qualitative Analysis:

- o Thematic coding of open-ended responses (e.g., skill gaps, institutional feedback).

Challenges & Mitigation

Challenge	Solution
Low response rate	Extended deadline + alumni network engagement
Outdated contact info	Collaborated with departments and social media (Viber, Whats App, Facebook)
Non-representative samples	Stratified sampling by program/batch

1.6 Scope and Limitations of the Study

SScope of the Study-

This tracer study focused exclusively on the 2023 graduating batch of Balkumari College (BKC), covering 143 graduates from the following programs:

- Master of Business Studies (MBS)
- Master's in Business Administration, Financial Management. (MBA-FM)
- Bachelor of Hotel Management (BHM)
- Bachelor of Science (BSc)

The study examined:

- Employment status and career progression
- Relevance of academic programs to current jobs
- Graduate satisfaction with institutional facilities and teaching quality
- Skill gaps and industry expectations

J.S. Khanal
Principal

Key Limitations

1. Small Sample Size in some faculties
 - A total of 143 samples collected, Only 15 and 08 graduates participated from B.Sc and BICTE respectively, limiting statistical generalizability.
 - Results may not fully represent all BKC graduates or programs.
2. Temporal Constraints
 - Conducted within a short timeframe, restricting in-depth follow-ups.
 - No face-to-face interviews with distant graduates.
3. Coverage Gaps
 - Included only graduates who:
 1. Passed in 2023.
 2. Collected transcripts from the Examination section.
 - Excluded graduates who could not be contacted (e.g., changed phone numbers, inactive on social media/email).
4. Data Collection Challenges
 - Primarily relied on:
 1. Online surveys (email/social media).
 2. Phone interviews.
 - Potential response bias (only motivated graduates may have participated).
5. Program-Specific Limitations
 - Findings for B.SC and MBA FM may lack robustness due to very small cohort sizes.
 - Cannot compare trends across multiple batches.

J.S. Khanal
Principal

UNIT 2

DATA PRESENTATION AND ANALYSIS

The data presentation and analysis chapter here presents and analyses data collected from the study. Some of the major issues discussed in this section include the

- Distribution of respondents
- Employment and further study status of the graduates
- Issues related to the quality and relevance of programs
- Programs' contribution to graduates' professional and personal development
- Issues related to teaching learning environment, teacher-student relationship and education delivery efficiency
- Issues related to facilities such as library, laboratory etc.

Findings presented in tables, graphs and figures.

Table 1: Distribution of Graduates according to Faculties

Faculties	Number of Respondents	Percent (%)
BICTE	08	5.59
B.Sc	15	10.48
B.H.M	55	38.46
MBS	65	45.45
Total	143	

The table presents the distribution of 143 graduate respondents from Balkumari College (BKC) across different faculties. The Master of Business Studies (MBS) program represents the largest proportion with 65 respondents (45.45%), followed by the Bachelor of Hotel Management (BHM) program with 55 graduates (38.46%). Together, these two programs account for 83.91% of total responses, continuing to dominate the sample. The Bachelor of Science (B.Sc) program contributes 15 respondents (10.48%), while the Bachelor of Education in Information and Communication Technology (BICTE) remains the smallest group with 8 graduates (5.59%).

J. S. Khanal

The total number of respondents (143) provides a reasonable sample size for analysis, though the unequal distribution across programs may necessitate caution when interpreting faculty-specific results. For more balanced insights in future studies, targeted outreach strategies might be needed to improve response rates from underrepresented programs.

Table 2: Gender-wise distribution of respondents

Faculty	Male	Female
MBS	15	50
BHM	38	17
B.Sc	03	12
BICTE	07	01
Total	63 (55.94%)	80 (44.05%)

The table provides a gender-wise distribution of students across different academic programs at an educational institution. The data is categorized into four programs: MBS (Master of Business Studies), BHM (Bachelor of Hotel Management), B.Sc (Bachelor of Science), and BICTE (Bachelor in Information and Communication Technology Education). Each program shows a distinct pattern in male and female faculty representation.

In the MBS program, female faculty members significantly outnumber male faculty, with 50 females compared to only 15 males. This suggests a strong female presence in business studies at the institution. On the other hand, the BHM program has a higher number of male faculty (38) than female faculty (17), indicating a male-dominated trend in hotel management. The B.Sc program has a relatively small faculty size, with 12 female and only 3 male faculty members, showing a female majority in the science department. Meanwhile, the BICTE program has a notable gender disparity, with just 1 female faculty member compared to 7 males, reflecting a significant underrepresentation of women in ICT education.

Overall, the institution has a total of 63 male and 80 female faculty members, resulting in a grand total of 143 faculty members. The data reveals that while female faculty outnumber males in the institution as a whole, gender distribution varies

significantly across different programs. This information could be valuable for assessing gender diversity and identifying areas where efforts may be needed to improve faculty representation in specific disciplines.

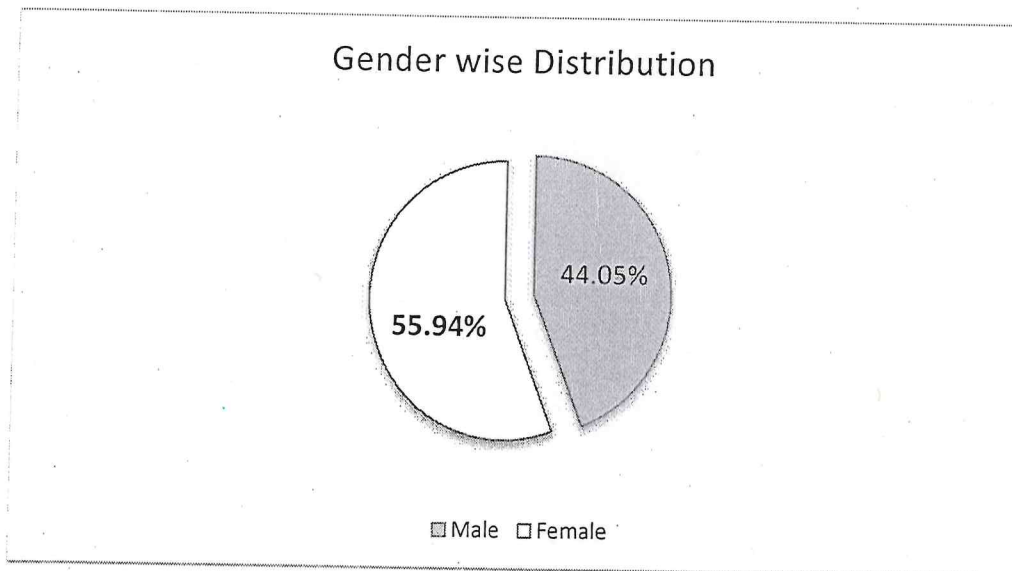


Figure 1: Distribution of Graduates according to Gender

The figure presents a gender-wise distribution displaying that female's make up a larger proportion (55.94%) compared to males (44.05%).

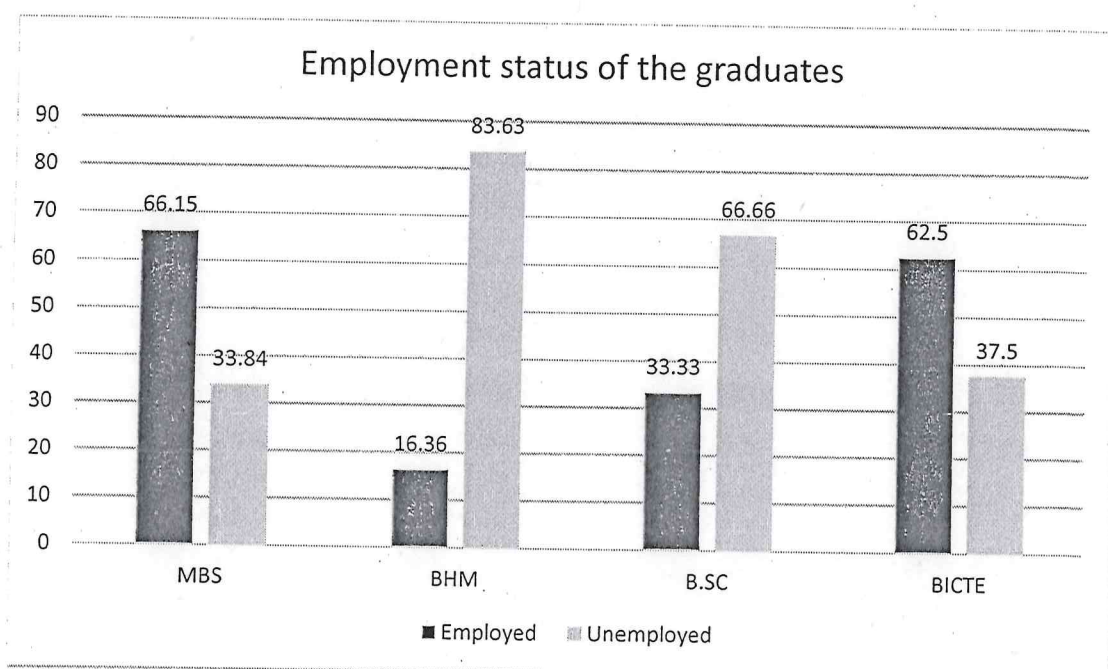


Figure 2: Employment status of the graduates

The above figure presents the employment status of graduates from four academic programs: MBS, BHM, B.Sc, and BICTE, displaying percentages for both employed and unemployed categories. For MBS graduates, the data shows 66.15% employed and 33.84% unemployed, indicating a strong employment rate, with roughly two-thirds of graduates securing jobs. In the BHM program, the employment is at 16.36% each, suggesting that only low percent of graduates find immediate employment. The B.Sc. program also shows a split of 33.33% employed and 66.66% unemployed. This indicates moderate challenges in job placement for science graduates, with a significant portion still seeking employment.

The BICTE program has the highest employment rate among the listed programs, with 62.5% employed and 37.5% unemployed. This suggests that ICT education graduates fare better in the job market compared to BHM and B.Sc. graduates.

Table 3: Distribution of graduates in different types of organization

Organization	MBS	BHM	B.Sc.	BICTE
Banks	23	-	-	-
Schools/Colleges	08	-	2	-
Hotels/resorts	-	9	-	-
Others	-	-	3	5
Total	31	9	5	5

The table reflects graduates from four academic programs—MBS, BHM, B.Sc., and BICTE—based on their employment in different types of organizations. MBS graduates are predominantly employed in the banking sector, with 23 out of 31 employed students working in banks, while 8 are in schools or colleges. This aligns with the business-oriented nature of the MBS program, highlighting strong demand in the financial sector. BHM graduates show a clear specialization, with all 9 employed graduates working in hotels or resorts, reflecting the program's focus on hospitality management. For B.Sc. graduates, employment is more scattered: 2 work in schools/colleges, likely in teaching or research roles, while 3 are in "Others," which could include fields like healthcare, laboratories, or NGOs. The low total number (5 employed) suggests limited job opportunities or a need for stronger industry linkages.

BICTE graduates are entirely grouped under "Others" (5 employed), indicating roles in IT firms, tech startups, or corporate IT departments. Much of the respondents were found to be enrolled in private jobs rather than the public and Government Offices.

Table 4: Assessing the Alignment of Academic Programs with Industry Requirements.

(Number range 0-5) Very high = 5 Does not apply = 0

Programs	Relevance of the program to your job requirements						
	Total Respondents	0	1	2	3	4	5
MBS		2	5	6	15	23	14
BHM		1	1	6	14	26	7
B.Sc.		0	1	2	7	3	2
BICTE		0	1	2	1	4	0
Total		3	8	16	37	56	23

As per the data presented in Table 4, the results on the relevance of academic programs to professional (job) requirements reveal significant disparities across programs. MBS graduates reported the highest satisfaction, with 37 out of 65 respondents (56.9%) rating relevance as 4 or 5 (likely "Agree" or "Strongly Agree"), indicating strong alignment with job market needs. This aligns with MBS's focus on business skills demanded by industries like banking (as seen in earlier data). BHM graduates also showed positive feedback, with 33 out of 55 (60%) rating 4–5, reflecting the program's practical hospitality training.

In contrast, B.Sc. and BICTE programs struggled. Only 5 out of 15 B.Sc. respondents (33.3%) rated relevance as 4–5, while BICTE had just 4 out of 8 (50%), but with no "Strongly Agree" (5) responses. The low totals for these programs (15 and 8 respondents, respectively) suggest smaller cohorts or higher dropout rates, compounding concerns about job preparedness.

J.S. Khanal
Principal

Table 5: Extracurricular Engagement across Academic Programs

Programs	0	1	2	3	4	5
MBS	2	9	12	21	13	8
BHM	0	3	4	18	25	5
B.Sc.	1	2	3	7	2	0
BICTE	1	0	2	3	1	1
Total	4	14	21	49	41	14

The above table on extracurricular activities reveals stark differences across programs. BHM students reported the highest engagement, with 30 out of 55 (54.5%) rating 4–5, reflecting strong participation. MBS students showed moderate involvement (21/65 or 32.3% rated 4–5), though most clustered around "3" (neutral). In contrast, B.Sc. and BICTE programs struggled, with only 2/15 (13.3%) and 1/8 (12.5%) rating 4–5, respectively. Many rated 0–3, suggesting limited opportunities regarding extracurricular activities.

Table 6: Developing Problem-Solving Skills

Programs	0	1	2	3	4	5
MBS	2	4	7	20	23	9
BHM	0	2	3	17	23	10
B.Sc.	0	2	4	4	5	0
BICTE	1	0	1	3	2	1
Total	3	8	15	44	53	20

The study results on problem-solving ability show clear differences across programs. BHM and MBS students reported the highest confidence, with 33/55 (60%) of BHM and 32/65 (49%) of MBS respondents rating their skills as 4–5 (high). This suggests strong critical thinking development, likely tied to their practical, industry-aligned curricula. In contrast, B.Sc. and BICTE programs lagged significantly, with only 5/15 (33%) of B.Sc. and 3/8 (38%) of BICTE students rating 4–5. Many B.Sc. students clustered at mid-range scores (2–3), indicating moderate confidence, while BICTE had the weakest results, with 50% rating 0–2.

J. S. Khanal
Principal

Table 7: Comparative analysis of internship experiences

Work Placement/Attachment/Internship						
Programs	0	1	2	3	4	5
MBS	1	13	8	16	17	10
BHM	4	0	2	8	27	14
B.Sc.	3	2	4	4	2	0
BICTE	1	1	1	1	3	1
Total	9	16	15	29	49	25

The survey results on work placement/attachment/internship experiences reveal significant disparities across academic programs. BHM students reported the most positive outcomes, with 41 out of 55 respondents (74.5%) rating their experience as 4 or 5, indicating strong satisfaction with practical training opportunities in the hospitality industry. MBS students also showed relatively high satisfaction, with 27 out of 65 (41.5%) rating 4–5, though a notable portion (22/65 or 33.8%) gave neutral (3) or lower (1–2) ratings, suggesting inconsistent internship quality.

In stark contrast, B.Sc. and BICTE programs struggled significantly. Only 2 out of 15 B.Sc. students (13.3%) and 3 out of 8 BICTE students (37.5%) rated their work placement and internships as 4–5, with many reporting poor experiences (e.g., 9/15 B.Sc. and 3/8 BICTE rated 0–2).

Table 8: Analysis of Teaching/ Learning Environment

Teaching/ Learning Environment						
Programs	0	1	2	3	4	5
MBS	2	1	9	9	26	18
BHM	0	0	0	15	23	17
B.Sc.	1	1	1	0	9	4
BICTE	0	0	0	3	1	4
Total	3	2	10	27	59	43

The teaching/learning environment survey results show significant differences across programs. BHM demonstrates the strongest performance, with 40 out of 55 students (72.7%) rating their learning environment as 4 or 5 (excellent), and no students rating it below 3. This suggests highly effective teaching methods and classroom conditions in the hospitality program.

MBS also shows generally positive results, with 44 out of 65 students (67.7%) giving top ratings (4-5). However, the presence of 12 students (18.5%) rating the environment 0-2 indicates some areas needing improvement for a minority of business students.

The B.Sc. program presents mixed outcomes - while 13 out of 15 students (86.7%) rated the environment 4-5, the very small sample size limits conclusions. BICTE shows the weakest results, with only 5 out of 8 students (62.5%) giving top ratings, though again the extremely small number of respondents makes this finding less reliable.

Table 9: Comparative analysis of Teacher student relationship

Teacher-student relationship						
Programs	0	1	2	3	4	5
MBS	1	2	6	10	17	29
BHM	0	0	0	5	26	24
B.Sc.	0	0	1	1	6	7
BICTE	0	0	0	2	3	3
Total	1	2	7	18	52	63

The comparative analysis of teacher-student relationships across programs reveals striking variations in student satisfaction. BHM emerges as the standout program, with an impressive 50 out of 55 students (90.9%) rating their relationships with teachers as 4 or 5, indicating exceptionally strong faculty engagement. MBS also performs well, with 46 out of 65 respondents (70.8%) giving high ratings, though a significant minority (9/65 or 13.8%) expressed moderate dissatisfaction (ratings 1-2).

The results raise concerns for B.Sc. and BICTE programs, where satisfaction levels drop markedly. While 13 out of 15 B.Sc. students (86.7%) and 6 out of 8 BICTE students (75%) rated relationships as 4-5, the extremely small sample sizes (particularly for BICTE) limit the reliability of these findings. Notably, no students in any program gave the lowest (0) rating, suggesting that while relationships may not be perfect, they are at least minimally adequate across the institution.

Table 9: Library and Lab Facility

Programs	Library and Lab facility						
		0	1	2	3	4	5
MBS	Library	1	2	6	10	17	29
	Lab	4	6	10	15	15	1
BHM	Library	0	0	0	5	26	24
	Lab	1	1	3	6	28	17
B.Sc.	Library	0	0	1	1	6	7
	Lab	1	1	2	2	6	3
BICTE	Library	0	0	0	1	3	4
	Lab	0	0	1	3	3	1

The survey results reveal significant disparities in student satisfaction between library and lab facilities across different academic programs. BHM students reported exceptionally high satisfaction with both facilities, particularly the library where 90.9% of respondents gave ratings of 4 or 5, and labs where 81.8% provided similarly positive evaluations, reflecting the program's strong emphasis on practical hospitality training and resource allocation. MBS students showed generally favorable views of their library (70.8% rating 4-5) but were notably less satisfied with lab facilities, with only 24.6% giving top ratings, suggesting a need for improved laboratory resources in business studies.

Science and technology programs presented concerning trends, with B.Sc. and BICTE students demonstrating substantially lower satisfaction with lab facilities compared to libraries. While library ratings were positive (86.7% for B.Sc. and 87.5% for BICTE rating 4-5), lab satisfaction dropped significantly (60% for B.Sc. and 50% for BICTE rating 4-5). The particularly poor lab evaluations in BICTE (with 50% of respondents rating facilities 3 or below) coupled with the program's small sample size, suggest an urgent need for enhanced investment in technical equipment and laboratory spaces to support ICT education. These findings emphasize the importance of tailored facility development that addresses each program's specific requirements, with particular attention needed to bridge the quality gap in science and technology laboratory resources.

Table 10: Canteen Facility

Canteen Facility						
Programs	0	1	2	3	4	5
MBS	6	8	9	13	14	15
BHM	1	2	10	25	9	8
B.Sc.	0	3	5	3	2	2
BICTE	0	1	0	2	3	2
Total	7	14	24	43	28	27

The survey results for canteen facility satisfaction reveal significant dissatisfaction across most programs. MBS students show the most polarized responses, with 15 out of 65 (23.1%) rating the canteen as excellent (5) but nearly equal numbers (6+8+9=23) rating it poorly (0-2). BHM students express moderate dissatisfaction, with 13 out of 55 (23.6%) rating 0-2 and 25 (45.4%) giving a neutral (3) score. B.Sc. and BICTE programs demonstrate the highest dissatisfaction - only 4 out of 15 B.Sc. (26.7%) and 5 out of 8 BICTE (62.5%) students rated the canteen 4-5. The majority in both programs (B.Sc. 8/15 or 53.3%; BICTE 3/8 or 37.5%) gave ratings of 0-3. Immediate improvements needed in food quality, cleanliness, or seating capacity, especially for science and technology students. A detailed follow-up survey should identify specific pain points.

CHAPTER III

MAJOR FINDINGS

1. Program Distribution and Gender Representation

The study revealed a significant imbalance in graduate representation across programs, with MBS (45.45%) and BHM (38.46%) dominating the respondent pool, while B.Sc. (10.48%) and BICTE (5.59%) were underrepresented. This skewed distribution may affect the generalizability of faculty-specific insights. Additionally, gender disparities were evident: while female faculty outnumbered males overall (80 vs. 63), programs like BHM (male-dominated: 38 males, 17 females) and BICTE (extreme male bias: 7 males, 1 female) showed pronounced imbalances. These findings underscore the need for targeted strategies to enhance response rates from underrepresented programs and address gender disparities in specific disciplines.

2. Employment Outcomes

Employment trends varied significantly by program. MBS graduates reported the highest employment rate (66.15%), with most securing roles in banking (23/31 employed), reflecting strong industry demand for business skills. BICTE (62.5% employed) also performed well, though its small sample size limits conclusions. In contrast, B.Sc. (33.33% employed) and BHM (16.36% employed) graduates faced challenges, with many remaining unemployed. Sector specialization was clear: BHM graduates worked exclusively in hotels/resorts (9/9), while B.Sc. and BICTE graduates were clustered in "Others" (e.g., NGOs, IT firms), suggesting weaker institutional ties to core industries. These results underscore the need for stronger career support in B.Sc. and BHM programs.

3. Program Relevance and Skills Development

Graduates' perceptions of program relevance to job requirements diverged sharply. MBS (56.9% rating 4–5) and BHM (60% rating 4–5) alumni felt well-prepared, aligning with their programs' practical curricula. However, B.Sc. (33.3% rating 4–5) and BICTE (50% rating 4–5, but no "5" scores) graduates expressed dissatisfaction, indicating potential mismatches between coursework and industry

needs. Problem-solving confidence followed a similar pattern: BHM (60% high confidence) and MBS (49%) led, while B.Sc. (33%) and BICTE (38%) trailed. These gaps suggest STEM and ICT programs may require curriculum updates to better develop job-ready skills.

4. Teaching Quality and Facilities

Teacher-student relationships were strongest in BHM (90.9% satisfaction), followed by MBS (70.8%), though a minority of MBS students (13.8%) reported dissatisfaction. B.Sc. and BICTE, despite high nominal satisfaction, had too few respondents for reliable conclusions. The teaching/learning environment mirrored this trend, with BHM (72.7% rating 4–5) outperforming other programs. Facility satisfaction revealed stark contrasts: while libraries were universally praised (e.g., BHM 90.9%), lab quality was a concern, particularly for B.Sc. (60% satisfaction) and BICTE (50%). The canteen received poor ratings across all programs, especially from B.Sc. and BICTE students (53–63% rating 0–3), signaling urgent need for improvements in food services.

5. Extracurricular and Internship Participation

Extracurricular engagement was highest in BHM (54.5% participation), likely tied to its emphasis on teamwork and events. MBS (32.3%) showed moderate involvement, while B.Sc. (13.3%) and BICTE (12.5%) reported minimal participation, suggesting limited opportunities or interest. Internship experiences varied widely: BHM (74.5% satisfaction) excelled, but B.Sc. (13.3%) and BICTE (37.5%) graduates reported poor placements, with many rating experiences as inadequate (0–2). This disparity underscores the need for stronger industry partnerships and structured internship programs in STEM and ICT fields.

J.S. Khanal
Principal

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

The findings from the graduate survey reveal critical areas where Balkumari College (BKC) must implement reforms to enhance academic quality, employability, and student satisfaction. Below are the key institutional implications, categorized by priority:

1. Curriculum & Program Relevance

Issues Identified:

- B.Sc. and BICTE programs are perceived as less relevant to industry needs (only 33–50% satisfaction).
- Problem-solving confidence is low in ICT programs (33–38% high ratings vs. 49–60% in BHM/MBS).

Reforms Needed:

- Align curricula with industry demands, especially for B.Sc. (e.g., add applied lab courses, certifications) and BICTE (e.g., update IT modules with AI/data science).
- Integrate case-based learning and real-world projects to improve critical thinking in weaker programs.
- Conduct employer surveys to identify skill gaps.

2. Infrastructure & Facilities

Issues Identified:

- Lab facilities in B.Sc. and BICTE are inadequate (only 50–60% satisfaction vs. 82% in BHM).
- Canteen services are widely criticized (53–63% dissatisfaction).

Reforms Needed:

Prioritize ICT lab upgrades (equipment, software, maintenance) and provide sophisticated lab for science students.

Revamp the canteen (improve food quality, hygiene, seating capacity).

Audit library resources to maintain high satisfaction levels across programs.

3. Internships & Industry Linkages

Issues Identified:

- B.Sc. (13.3%) and BICTE (37.5%) report poor internship experiences.
- BHM's success (74.5% satisfaction) is tied to strong hospitality sector partnerships.

Reforms Needed:

Expand industry collaborations for B.Sc. (e.g., labs, NGOs) and BICTE (e.g., tech firms).

Mandate internship monitoring to ensure quality placements.

Create a "Work-Integrated Learning" cell to bridge academia-industry gaps.

4. Teaching & Student Engagement

Issues Identified:

- B.Sc./BICTE shows moderate dissatisfaction with teaching (18–38% low ratings).
- Extracurricular participation is minimal in STEM/ ICT (12–13% engagement).

Reforms Needed:

Faculty training programs to improve pedagogy (e.g., interactive methods for STEM).

Boost extracurricular activities (e.g., tech clubs for BICTE, science fairs for B.Sc.).

Adopt BHM's mentorship model (90.9% teacher-student satisfaction) across departments.

J. S. Khanal
Principal

5. Gender Equity & Inclusivity

Issues Identified:

- BHM is male-dominated (38M vs. 17F); BICTE has extreme gender disparity (7M vs. 1F).

Reforms Needed:

Recruitment drives to attract female faculty in BHM/BICTE.

Scholarships/awareness programs to encourage women in ICT and hospitality.

6. Graduate Employability

Issues Identified:

- B.Sc. (33% employed) and BHM (16% employed) lag in job placement despite high program satisfaction.

Reforms Needed:

Career counseling and interview training for struggling programs.

Strengthen alumni networks to facilitate job referrals.

Strategic Recommendations

1. Short-Term: Fix canteen/lab issues and launch employer partnerships for internships.
2. Medium-Term: Curriculum revamp (B.Sc./BICTE) and faculty development.
3. Long-Term: Institutionalize industry feedback loops and gender-balance initiatives.

J.S. Khanal

Principal

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

The comprehensive analysis of graduate feedback, employment outcomes, and institutional performance at BKC highlights both strengths and critical areas needing reform. Below are the key conclusions and actionable recommendations to enhance academic quality, employability, and student satisfaction.

Key Conclusions

1. Program Strengths:

- BHM and MBS programs demonstrate strong industry alignment, high graduate satisfaction, and robust employment outcomes. Their success stems from practical curricula, effective teacher-student relationships, and industry partnerships.
- Library facilities are well-rated across all programs, indicating strong institutional support for academic resources.

2. Program Weaknesses:

- B.Sc. and BICTE programs face low relevance ratings, poor lab facilities, and weak job placement, suggesting a mismatch between curriculum and market needs.
- Internship dissatisfaction in B.Sc. (13.3%) and BICTE (37.5%) reflects inadequate industry linkages.
- Extracurricular and problem-solving engagement is minimal in STEM/ICT programs, limiting holistic student development.

3. Institutional Challenges:

- Gender disparity in BHM (male-dominated) and BICTE (severely male-biased) requires attention.
- Canteen and lab infrastructure need urgent upgrades to meet student expectations.

J. Skhanal
Principal

Strategic Recommendations

1. Curriculum and Teaching Reforms

- Align B.Sc. and BICTE curricula with industry trends (e.g., add AI, data analytics, or applied lab modules).
- Introduce case-based and project-based learning to enhance problem-solving skills.
- Conduct regular employer feedback sessions to ensure program relevance.

2. Infrastructure and Facilities

- Upgrade labs for B.Sc. and BICTE (modern equipment, software, and maintenance).
- Improve canteen services (food quality, hygiene, and seating capacity).
- Maintain library standards while expanding digital resources.

3. Internship and Employability Support

- Strengthen industry partnerships for B.Sc. (labs, research centers) and BICTE (tech firms).
- Mandate structured internship programs with monitored quality assurance.
- Establish a Career Development Cell to provide job training, resume workshops, and placement support.

4. Extracurricular and Student Engagement

- Expand STEM/ICT clubs (e.g., coding clubs, science fairs) to boost participation.
- Promote mentorship programs (adopt BHM's successful model across departments).

5. Gender Equity and Inclusivity

- Recruit more female students in BHM and BICTE through targeted hiring initiatives.
- Launch scholarships for girls in ICT and hospitality to encourage enrollment.

6. Monitoring and Accountability

- Form a Reform Task Force to oversee implementation with clear timelines.
- Conduct annual graduate satisfaction surveys to track progress.

J.S. Khanal
Principal

BKC has a strong foundation in BHM and MBS, but B.Sc. and BICTE require urgent reforms to remain competitive. By addressing curriculum gaps, infrastructure deficiencies, and employability challenges, the institution can significantly improve graduate outcomes and institutional reputation. Stakeholder collaboration (faculty, students, employers) and data-driven decision-making will be key to success.

J. Skhanal
Principal

CHAPTER VI

REFERENCES

- Cuadra, E., Moreno, J. M., & Cueva, A. (2019). *Tracer studies in higher education: A practical guide*. World Bank.
- European Commission. (2018). *Graduate tracking in higher education: Report from the ET2020 Working Group on Modernisation of Higher Education*. Publications Office of the European Union.
- Nasir, Z. M., & Nazli, S. (2000). Education and social development. *Journal of Education and Social Development*, 4(2), 45-60.
- Schomburg, H. (2011). *Handbook for graduate tracer studies*. UNESCO.
- UNESCO. (2021). *The global education monitoring report 2021: Non-state actors in education*. UNESCO Publishing.
- University Grants Commission (UGC). (2019). *Quality assurance in higher education: Guidelines for Nepalese universities*. UGC Nepal.
- World Bank. (2020). *Nepal education sector review: Skills for a competitive workforce*. World Bank Group.
- Yabiku, S. T., & Schlabach, S. (2009). Social change and the relationships between education and employment. *Population Research and Policy Review*, 28(4), 533-549.

J. S. Khanal
Principal