

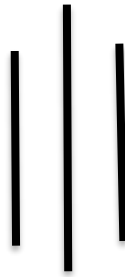


TRACER STUDY REPORT

Graduates of (2024-25)

Birgunj Public College (BPC)

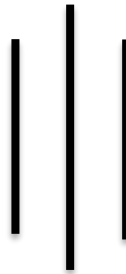
Birgunj, Parsa



Submitted to:

University Grants Commission

Sanothimi, Bhaktapur



Submitted by:

Birgunj Public College

Birgunj, Parsa

2025

ACKNOWLEDGEMENT

BPC like to thanks University Grants Commission Nepal for assisting and inspiring us to prepare Tracer Study Report timely and we would like to express our gratitude to graduates of 2024-25 of BPC who provided us all the required information for the completion of this report. This paper is the outcome of the collaborative effort of Birgunj Public College (BPC).

We like to express our gratitude especially to Examination section, Research Cell, and BPC members for providing suggestions during the time of preparing Tracer Study Report. We thank to Programme in charge of Management departments of BPC who has collected Tracer Study forms from pass out students.

Co-ordinator

EXECUTIVE SUMMARY

This study traced the graduates of Birgunj Public College (BPC) of 2024-25. Descriptive survey method was used to trace their status of employment, with the use of questionnaires. Data were analyzed of simple percentages for significance of relationship. Illuminating was extrapolated and numbered. It aimed to: ascertain the profile of graduates; determine a relationship between their present occupation and the course they finished; and identify the cooperating industries/institution that employed graduates. Birgunj Public College (BPC) graduates were proven to proficient and competent to be employable in the schools, banks, IT industries, business industries as revealed in the illuminating themes, thus resulted in boon opportunities. Birgunj Public College (BPC) mandate, as cascaded in its vision-mission, prepared graduates for the field of work, with personality that matters compared than other predetermined factors. Academic preparation and career performance exhibited signification of successful employment.

Keywords: Tracer study, employment status, academic preparation, curriculum standards

TABLE OF CONTENTS

| | Page |
|---|-------------|
| COVER PAGE | i |
| ACKNOWLEDGEMENT | ii |
| EXECUTIVE SUMMARY | iii |
| TABLE OF CONTENTS | iv |
| LIST OF TABLES | v |
| ABBREVIATIONS | vi |
| 1. INTRODUCTION | 1 |
| 1.1 Background | 1 |
| 1.2 Objectives of the study | 3 |
| 1.3 Institutional arrangements to conduct the study | 3 |
| 1.4 Graduate Batch taken for the study | 4 |
| 1.5 Data collection | 4 |
| 1.6 Scope and Delimitations of the Study | 5 |
| 2. DATA PRESENTATION AND ANALYSIS | 6 |
| 2.1 Profile of Respondents | 6 |
| 3. MAJOR FINDINGS | 9 |
| 4. IMPLICATIONS TO INSTITUTIONAL REFORM | 9 |
| 5. CONCLUSION AND RECOMMENDATIONS | 11 |
| REFERENCES | |
| APPENDICES | |

LIST OF TABLES

| | | Page |
|----------|---|-------------|
| Table 1 | Gender of the Respondents | 7 |
| Table 2 | Respondents of the study according to course taken | 7 |
| Table 3 | Current Status of Employment of Respondents | 8 |
| Table: 4 | Type of Organization | 8 |
| Table: 5 | Type of Employment of the Respondents | 8 |
| Table: 6 | Best represent major strengths and weaknesses of the institutional program | 9 |

ABBREVIATIONS

| | |
|-----|---------------------------------|
| GTS | - Graduate Tracer Studies |
| HEI | - Higher Education Institutions |
| QA | -Quality Assurance |
| BPC | -Birgunj Public College |
| UGC | - University Grand Commission |

1. INTRODUCTION

1.1 Background

Nepal as a developing country faces these same challenges having been beset for decades with structurally high unemployment and underemployment rates. High population and labor force growth continues to outpace formal job creation. Nepal education system churns out more and more college graduates with various professional disciplines such as education, management, engineering, health, sciences, IT and law to name a few. But the jobs are not really created as fast as the universities handing out of the graduates. This tracer study is carried out to assess the quality of the academic programs of the Birgunj Public College (BPC), affiliated to Purbanchal University. The scholars, who graduated in the year 2024-25 in Master of Business Administration (MBA) and Bachelor of Business Administration (BBA) were traced.

Tracer studies are commonly becoming a recognizable practice worldwide. Graduate tracer studies involve identification and follow-up of graduates from higher education institutions worldwide spurred by the need to consider how graduates view their experiences they underwent during their degree study and their transition to the job market. If universities are to improve their teaching and training of graduates the precedence should be to learn and garner improvements from graduates' nuanced experiences. Towards the end of the 20th Century, European Universities embraced the use of tracer studies for a plethora of reasons; especially to accredit their study programmes; to explain the link between study programmes and the job market; to show uniqueness and positioning of individual universities; and also to enable universities and institutions managing higher education in their respective countries make informed and evidence based decisions about improvements and quality education and services in higher education (Schomburg, 2011). In addition, importance of graduate tracer studies is to incorporate effective improvements into institutional programs collecting and analyzing information on graduate's study experiences, professional and personal careers. Such studies can be used to collect data on the employment situation of the most recent graduates in order to obtain indicators for their professional performance. (Teichler, 1998). They can therefore, be used to contribute to causal explanations of the relevance

and appropriateness of the study conditions, services and programmes provided by HEIs and the quality of the graduate product (Teichler 2011, Schomburg and Teichler 2011, Herrmann 2010). Such studies also emphasize programmatic issues, conditions, situations and contexts within which the graduates studied at the University; posing and interrogating the quality of these study provisions and conditions as this paper argues. Internationalization of education is one of the most pressing needs establish a network of best practices to ensure quality education. Rosaroso, Dakay and Sarmiento (2015) support this claim based on their model dubs as “HEI Strategy Formulation Framework” to ensure the institution’s core functions of instruction, research, and extension. This model can establish a mechanism of quality assurance, which consequently affects the quality of graduations that most Higher Education Institutions (HEIs) aspire. The success of the nation dependson the quality of graduate’s higher education institutions have produced. In Nigeria, Fadeyi, Sofoluwe, and Gbadeyan (2015) mention that there is an impact of teachers’ salary to their job performance, vis-à-vis to students’ academic performance, which means the higher salary of the teachers can boost their morale to perform better in teaching. Maximum employability among their graduates is one of the effects of this argument. And to document it empiricallyis through an effective system of the graduate tracer studies. The Graduate Tracer Study of the University of Pangasinan reveals that new graduates are challenged by the lack of job opportunities, which reasonably takes them a longer time to wait because of lack of experience (Rocaberte, 2016). This is supported by Verona (2011) that government needs to reckon on issues regarding labor mismatch – a situation where the aggregate supply of labor skills is insufficient to address the decline in productive labor, more especially in urban or semi-urban area. This scenario connects the study of Wangchuk (2002) that generally most graduates in teacher education are hired in urban or semi-urban areas than in the rural areas in Paro. This means comforts for better life are found in urbanite city than in rural areas. Signals in the use of technology for instructional purposes like the use of social media and multi-media presentations can be accessed more readily in the city. Ramirez, Cruz and Alcantara (2014) argue that it is no longer sufficient for new graduates to have knowledge because most industries today need applicants who are capable to perform the job. Companies need highly skilled graduates in order to be competent. This implies that universities must shift their instructional competence to train students who are outcomes-based, so that they can survive in the world

of work relative on the respective careers they have chosen.

This paper proposes to domesticate these universal approaches to graduate tracer studies with a guide that will be most suitable and acceptable within Nepalese context. Paramount to graduate tracer surveys are the results and their utilization to improve quality of study programmes and services. Tracer survey results are used at complex dichotomous platforms aroused by university needs such as improvement of study conditions and programmes as fronted by universities and university grand commission. They can also be motivated by extrinsic expediencies of real-life situations as prescribed by the job market. First, this paper presents methodological steps experienced during a recent graduate tracer survey at BPC. Second, the paper presents select findings of the survey that we use in this paper to demonstrate how results obtained from graduate trace studies (GTS) can be utilized for QA. Using selected results, we argue that quality of education and services at BPC can improve through feedback obtaining from the immediate users of services (the graduate) about study facilities, conditions and programs. Last, the paper presents an outline of a graduate tracer study methodological guide being developed for adoption and use among universities in Nepal.

1.2 Objectives of the study

This study determined the employability and the status of employment of Birgunj Public College (BPC) graduates' programs, the academic years of 2024-25. It sought to answer these objectives to: ascertain the profile of the graduates in terms of their obtained degrees; the graduates demographic background as regards to employment rate and status of graduates; categories of the occupational groups that they perform; ways on how graduates find their present job; factors that enabled them to get their first job; determine a relationship between their present occupation and the course they finished; and identify the cooperating industries/academic institutions that employed graduates.

1.3 Institutional arrangements to conduct the study

This study work is planned and implemented by Placement cell of Birgunj Public College (BPC). The primary data was collected by Placement cell of Birgunj Public College (BPC). EMIS unit, Examination Committee and all of the concerned Departments.

Birgunj Public College (BPC) has provided enough time to the staff who is assigned to prepare Tracer Study Report.

1.4 Graduate Batch taken for the study

Birgunj Public College (BPC) started to prepare Tracer Study Report only from 2015's pass graduates. Thus, it has been preparing regularly in 2022 and 2024-25 graduates who has pass Bachelor and Master level from Birgunj Public College (BPC), affiliated to Purbanchal University.

1.5 Data collection

The study utilized mix methods of descriptive survey using thematic analysis, which covered the Bachelor of Business Administration BBA and Master Studies (MBA) for year 2024-25 graduates of Birgunj Public College (BPC). In ascertaining the status of this tracer study, the descriptive method of research was used. Illuminating themes were extrapolated and coded in order to flash the data.

Research Instrument

The gathering of data was conducted for three months, enough to encourage more respondent participation. A questionnaire was patterned from the University Grants Commission (UGC) standardized form and was approved for adoption for use by the Office of the College, after that this has been piloted. The questionnaire comprised the following itemized categories:(a) Personal Information; (b) Current Employment Status (c) Further Study and (d) Others

Data Gathering Procedure

A close supervision and guidance to selected Programmed in charges who were assigned to gather and collect the obtained data. The questionnaire was given to those students who passed the bachelor and masters level in the year 2024-25. They filled the questionnaire and returned to the concerned departments.

Treatment of Data

The quantitative data gathered from the questionnaire were subjected to statistical analysis, with simple frequencies through the use of percentage in determining the significance of the relationship.

1.6 Scope and Delimitations of the Study

The total number of the graduates in 2024-25 from different streams of Birgunj Public College (BPC) was 130. The graduates from BBA were 105. The graduates from MBA were 25 which includes both males and females. The study was made upon the graduates of 2024-25 Birgunj Public College (BPC). It had following points: -This tracer study was conducted to the graduates of 2024-25 of Birgunj Public College (BPC) only. The study was conducted within a short period of time and limited budget. The graduates were who couldn't be reached contacted had been left out in this study. Beside face-to-face interview, social media email through google forms and telephone contact conversation were the key tools of data collection.

2. DATA PRESENTATION AND ANALYSIS

2.1 Profile of Respondents

Birgunj Public College (BPC) offers a vast array of academic degrees. The College offers Masters of Business Administration (MBA), Bachelor of administration (BBA) degrees. These graduates' degrees were the main focus in the study, in order to propose policy guidelines and recommendations to ensure quality assurance and effective delivery system.

Table 1: Gender of the Respondents

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Male | 69 | 52.7 |
| Female | 61 | 47.3 |
| Total | 130 | 100 |
| | | |

The table presents the gender-wise distribution of the total 130 respondents included in the study. Out of the total sample, 69 respondents (52.7%) are male, while 61 respondents (47.3%) are female. This indicates that the sample is fairly balanced in terms of gender, although there is a slight predominance of male respondents. The difference between male and female participants is minimal (only 8 respondents), suggesting that the data is not heavily biased toward one gender group.

Overall, the representation of both genders is adequate, which enhances the reliability and inclusiveness of the study findings.

Table 2: Respondents of the study according to course taken (N=130)

| Program Completed | Frequency | Percent |
|--------------------------|------------------|----------------|
| BBA | 105 | 80.8 |
| MBA | 25 | 19.2 |
| Total | 130 | 100 |

The table shows the distribution of respondents based on the academic program they have completed. Out of the total respondents, 105 individuals (80.8%) have completed BBA, whereas 25 respondents (19.2%) have completed MBA. This indicates that the majority of respondents belong to the BBA program, making it the dominant group in the study. In contrast, the proportion of MBA graduates is significantly smaller.

Overall, the data suggests that the findings of the study will be more reflective of BBA graduates' perspectives, as they constitute a large majority of the sample, while MBA respondents represent a comparatively limited share.

Table 3: Current Status of Employment of Respondents

| Current Employment Status | Frequency | Percent |
|----------------------------|-----------|---------|
| Service in an organization | 45 | 34.6 |
| Unemployed | 78 | 60.0 |
| Others | 7 | 5.4 |
| Total | 130 | 100 |

The table illustrates the current employment status of the 130 respondents included in the study. Among them, 78 respondents (60.0%) are unemployed, which constitutes the largest proportion. Meanwhile, 45 respondents (34.6%) are employed in organizations, indicating that about one-third of the respondents are currently engaged in formal service. A smaller group, 7 respondents (5.4%), fall under the “others” category, which may include self-employment, further studies, or other forms of engagement.

This distribution highlights that a significant majority of respondents are currently unemployed, suggesting potential challenges in job placement or transition into the workforce. The relatively lower percentage of employed individuals indicates limited absorption into organizational roles, while the minimal share in the “others” category shows that alternative engagements are not very common among respondents.

Table: 4 Type of Organization

| Type of Organization | Frequency | Percent |
|----------------------|-----------|---------|
| Government | 4 | 6.9% |
| Business | 7 | 11.5% |
| Banks and Financial | 33 | 64.6% |
| Others | 2 | 4.6 % |
| Teaching | 6 | 12.3% |
| Total | 52 | 100 |

The table presents the distribution of respondents based on the type of organization in which they are engaged. Out of the total 52 respondents, the majority, 33 respondents (64.6%), are associated with banks and financial institutions, making it the most dominant sector. A smaller proportion, 6 respondents (12.3%), are involved in the teaching sector, while 7 respondents (11.5%) are engaged in business-related activities. Only 4 respondents (6.9%) are working in government organizations, indicating relatively low representation in the public sector. Additionally, 2 respondents (4.6%) fall under the “others” category, which may include various unspecified sectors.

Overall, the data clearly shows that the banking and financial sector is the primary employment area for respondents, while government and other sectors have comparatively limited participation.

Table: 5 Type of Employment of the Respondents

| Employment Type | Frequency | Percent |
|-----------------|-----------|---------|
| Full Time | 25 | 47.7 |
| Part Time | 27 | 52.3 |
| Total | 52 | 100 |
| | | |

The table shows the distribution of respondents based on their type of employment. Out of the total 52 respondents, 27 respondents (52.3%) are engaged in part-time employment, while 25 respondents (47.7%) are working full-time. This indicates that

part-time employment slightly exceeds full-time employment among the respondents. The difference, however, is minimal, suggesting a relatively balanced distribution between the two categories.

Overall, the findings imply that a significant proportion of respondents are involved in flexible or part-time work arrangements, which may reflect factors such as ongoing studies, limited full-time job opportunities, or preference for flexible working conditions.

Table: 6 Issues related to quality and relevance of the programs

| <i>Particulars</i> | N | Minimum | Maximum | Mean |
|--------------------------------------|-----|---------|---------|--------|
| Relevance of the Program | 130 | 1.00 | 5.00 | 3.6308 |
| Extracurricular Activities | 130 | 1.00 | 5.00 | 3.5231 |
| Problem Solving Abilities | 130 | 1.00 | 5.00 | 3.5231 |
| Extra-curricular activities | 130 | 1.00 | 5.00 | 3.5077 |
| Restrooms clean | 130 | 1.00 | 5.00 | 3.5462 |
| Work placement attachment internship | 130 | 1.00 | 5.00 | 3.4385 |
| Teaching learning Environment | 130 | 1.00 | 5.00 | 3.7692 |
| Quality of education delivered | 130 | 1.00 | 5.00 | 3.7769 |
| Teacher students' relationship | 130 | 1.00 | 5.00 | 4.0538 |
| Library Facility | 130 | 1.00 | 5.00 | 3.7385 |
| Mentorship Facility | 130 | 1.00 | 5.00 | 3.5308 |
| Sport Facility | 130 | 1.00 | 5.00 | 3.3231 |
| Valid N (listwise) | 130 | | | |

Source: Tracer Study Questionnaire 2024-25

The table shows the average responses of 130 respondents on different aspects of their educational experience using a scale from 1 to 5. Overall, the mean values are around 3.3 to 4.0, which indicates a generally moderate to positive level of satisfaction. The highest satisfaction is seen in the teacher–student relationship (4.05), followed by quality of education (3.78) and teaching-learning environment (3.77), showing strong academic support. Areas like library facilities and program relevance are also rated positively. However, aspects such as sports facilities (3.32), internship/work placement (3.44), and extracurricular activities (around 3.5) have relatively lower scores, suggesting room for improvement. Overall, respondents are

satisfied, but some non-academic facilities and practical exposure need enhancement.

3. MAJOR FINDINGS

The tracer study of Birgunj Public College (2024–25 graduates) reveals that the majority of respondents were BBA graduates with a fairly balanced gender distribution, and while the institution has been effective in producing competent and employable graduates, a significant proportion (60%) remain unemployed, indicating a gap between graduation and job placement. Among those employed, most are engaged in banks and financial institutions, with a slightly higher proportion working part-time than full-time, reflecting limited availability of stable employment opportunities or continued academic pursuits. The findings also show that graduates are generally satisfied with academic aspects such as teacher–student relationships, quality of education, and learning environment, whereas areas like internships, sports facilities, and extracurricular activities require improvement. Overall, the study highlights that although the college provides strong academic preparation and positive learning experiences, there is a need to strengthen industry linkages, practical exposure, and placement support to enhance graduate employability and reduce unemployment among graduates.

4. IMPLICATIONS TO INSTITUTIONAL REFORM

To use tracer studies as an aid to education/manpower policy making, graduates from all the programs run by college. To encompass all the programs, a sample will need to be selected to be precise, the question should be asked of what size of sample is necessary to reflect the market demand for specific types of educated manpower.

Another issue in methodology is formulating questions. At the center of a tracer study is the questionnaire. In designing questions, it should be borne in mind that much of the resulting analysis will be statistical and therefore the answers will need to be in a form whereby they can be aggregated. Another important consideration in designing questions is to ensure that their meaning is clear and unambiguous. There are some factors to take into account in the wording of questions. All wording should be simple, direct and familiar. Each question should have a single issue. The result of tracer studies can be useful to and fed into the work of faculties, particularly Education, Management, Science, and Hotel Management. There should be a permanent tracer study unit in college. The advantage of setting up a permanent tracer study unit is that it can integrate information from tracer studies to college planning purposes. The setting of a permanent tracer study could develop

a series of tracer studies right across to education/training system. To improve policy decision on education and manpower, tracer studies need to be organized as part and parcel of the activities of the institution and the information they generate should regularly be fed into the policy-making process. To get up-to date information on the market performance of graduate's tracer studies should be made regularly.

To train more-people who will be in charge of the tracer studies. The person in charge should have, as a minimum, practical experiences of survey work including coding and analyzing cross tabulation.

CONCLUSION AND RECOMMENDATIONS

The Birgunj Public College (BPC) graduates were proven to proficient and competent to be employable in the government and private organization, thus resulted in boon opportunities. The Birgunj Public College (BPC) command, as cascaded in its vision-mission, prepared graduates for the field of work, with personality that matters compared than other predetermined factors. Academic preparation and career performance exhibited signification of successful employment in different area.

Based on the findings and conclusions, it is recommended that: (1) Birgunj Public College (BPC) may strengthen its linkages in the field of education in identifying the skills and competencies that students must learn in order to meet the manpower requirements, (2) the methods employed in classroom activities and other venues must be geared towards developing well-rounded personalities of students, associated with academic quality standards, (3) the placement services may initiate more activities in enhancing the students' capabilities and readiness into job markets in order to facilitate better employability, and (4) ongoing research should be initiated within the context of graduate follow-up.

REFERENCES

- Adrao, A. (2007) A career tracer study of CAS graduates of San Beda College Alabang MuntinlupaCity : unpublished thesis..
- Harvey, L. and Locke, W. with Morey, A., (2002), *Enhancing employability, recognising diversity*. London, Universities UK and CSU.
- Talusig D.L (2004) Career tracer study of college graduates of San Beda College Alabang Batch 2000, unpublished thesis
- Aquino, AB and Punongbayan, EJ (2015). *Teacher education graduate tracer study from 2010 to 2014 in one state university in Batangas, Philippines*. Asia Pacific Journal of Multidisciplinary Research, Vol 3, No. 5
- Commission on Higher Education (2006) Manual for Graduate Tracer Studies, Manila, Philippines CHED Memo No. 11 series 1999. Revised Policies and Standards for Teacher Education in the Philippines.
- Doward, J. (2012). *New graduates face tougher struggle in their search for jobs*.
- Date Retrieved: November 3, 2012 <https://www.scribd.com/doc/50720521/A-Tracer-Study-of-the-Employment-Status-of-PUPQC-AY-2004-2005>
- Wangchuk, D. (2002). *A tracer study on the first batch of b.ed graduates(july 2002) of the NIE, Paro*. Date Retrieved: June 3, 2016 <https://www.scribd.com/doc/7150812/4-Tracer-Study-1st-Batch-BEd>

APPENDIX-I

Action Plan of Tracer Study, 2024-25

| S.N. | Activities | Time Period | Responsibility | Place/Venue | Methodology |
|------|--|--------------------------------|---------------------|------------------|--|
| 1. | Task Team Formation for Tracer Study | Already formation | CMC and Campus Adm. | Campus | CMC/Staff Meeting |
| 2. | Questionnaire Prepared (Printed and Photocopy) | Up to September, 2024 | Task Team | Campus | |
| 3. | Data collection | December, 2024- February, 2025 | Task Team | Field and Campus | Questionnaire, Interview, Discussion, telephone etc. |
| 5. | Data presentation, analysis and report writing | Up to June 2025 | Task Team | Campus | Table work, Description, Analytical and Mathematical |
| 6. | Report submission to UGC | Up To February 2026 | Campus | UGC | |

APPENDIX-II

Questionnaire

Tracer Study Report (Birgunj Public College)

QAA-DATA PRESENTATION AND ANALYSIS

Your response is important for improving the quality of education at Birgunj Public College. It helps us understand your academic experience, employment status, and career progress. The information will be used for curriculum improvement, better teaching, and meeting QAA requirements. Your participation will support future students and strengthen the college's overall performance.

Section 1: Profile of Respondents

1. **Full Name** (*Short Answer*)
2. **Gender** (*Checkboxes*)
 - Male
 - Female
 - Other
3. **Age Group** (*Checkboxes*)
 - Below 20
 - 20–25
 - 26–30
 - Above 30
4. **Contact Number** (*Short Answer*)
5. **Email ID** (*Short Answer*)

Section 2: Academic Information

6. **Course/Program Completed** (*Checkboxes*)
 - BBA
 - MBA
 - BIT
7. **Year of Graduation** (*Checkboxes*)
 - 2020 or before
 - 2021
 - 2022
 - 2023
 - 2024
 - 2025

8. **Name of Institution** (*Checkboxes*)

- Birgunj Public College
- Other

Section 3: Current Employment Status

9. **Current Status** (*Checkboxes*)

- Employed
- Unemployed
- Self-employed
- Pursuing Higher Education
- Others

Section 4: Type of Organization

10. **Type of Organization** (*Checkboxes*)

- Government
- Private
- Non-government Organization
- Business / Own Enterprise
- Other

Section 5: Type of Employment

11. **Type of Employment** (*Checkboxes*)

- Full-time
- Part-time
- Contract
- Freelance
- Other

Section 6: Program Quality (Rate 1–5)

| S.N. | Statement | 1 | 2 | 3 | 4 | 5 |
|------|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Relevance of the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Extracurricular activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Problem solving abilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Restroom cleanliness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Internship/work placement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Teaching-learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Quality of education delivered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Teacher-student relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Library facility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Mentorship facility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|----|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11 | Sports facility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Canteen/urinals condition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name List of Tracer Study Committee 2024-25

- 1.Co-ordinator : Mr. Arbind Shrestha
2.Member : Dr. Neha Agarawal
3.Member : Mr. Deepak Singh
4. Member : ML Hada
5. Member : Dr. Abdul Rahman

