

TRACER STUDY OF GRADUATES FROM
SCHOOL OF BUSINESS, POKHARA UNIVERSITY - 2017

A Tracer Study Report

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Deepak Raj Paudel

Team Leader

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EXECUTIVE SUMMARY

There has been a tremendous expansion of higher education in Nepal during the last two decades with the concept of multi-university. Pokhara University is one such expansion in the field of Management, Science and Technology, and Liberal arts. With this expansion of higher education, Pokhara University, an autonomous institution of higher education, was established under Pokhara University Act in 1997. The University is currently running different programs in various parts of the country. Faculty of Management Studies (FMS) is one of the faculties established in 1999. Under the Faculty of Management Studies, School of Business, the constituent unit of Pokhara University has been offering Bachelor of Business Administration (BBA) program since 1999, Master of Business Administration (MBA) program from 2000, and Bachelor of Business Administration in Banking and Insurance (BBA-BI) program since 2010. The expansion of higher education has produced an increase in the number of graduates entering into the job markets in Nepal. In this context, the status of management graduates of Pokhara University needs to be explored.

This report describes the results of the tracer study of management graduates of Pokhara University, Nepal. This is a tracer study of 114 graduates from the School of Business, Pokhara University who were graduated in 2017. The main objective of this study is to trace the graduates from the School of Business of Pokhara University. However, the study also has the following specific objectives:

- To explore the current status of the management graduates after their graduation from the School of Business, Pokhara University in 2017.

- To explore the current employment status of the management graduates after their graduation from the School of Business, Pokhara University
- To understand the effectiveness and relevance of the academic programs of the School from the perspectives of type of program, gender, ethnicity, and age of the graduates.
- To explore the issues related to quality and relevance of higher education.
- To identify key factors associated with employment status, further study status, and perceived academic quality of School of Business.
- To contribute to the process of enhancing research capacity by involving concerned or all faculty members of School of Business, Pokhara University.

Methodology

The survey instrument was adapted from a questionnaire developed by the University Grants Commission of Nepal. The questionnaires were administered by the faculty members of the School of Business, Pokhara University. Interviews were conducted either face to face or through telephonic conversation. In some cases, questionnaires were sent through e-mail. Where direct contact or e-mail identities of the graduates were not available, a reliable source was also used. In addition to the above-mentioned approaches, social networking sites were also used. The data was entered, edited, and analyzed using mainly SPSS software. Proportions or percentages have been computed and reported for all variables/ indicators. Significance tests have been used to determine the difference or association of selected characteristics using chi-square (χ^2) test, independent sample t- test, and one-way Analysis of Variance (ANOVA). The determinants of being employed and pursuing further study were carried out by using logistic regression analysis. The determinants of perception on various dimensions of the academic quality of SOB were examined using multiple regression analysis. The academic quality of SOB was measured by

summing eleven different indicators such as program relevancy, quality of delivery, teacher student's relationship, etc. Each of the indicators was a six-point Likert scale ranging from 0 to 5. The value 0 indicates that the graduates perceived the particular indicator was very weak, whereas the value 5 indicates that graduates perceived the particular indicator was excellent.

Major Findings, Conclusions and Recommendations

Of the total 114 traced graduates, majority (71%) were from Bachelor level, slightly more than half were male, and Brahamin comprised around half. Most of the graduates (86%) are being involved either in a job or pursuing further study. Nearly half (47.4%) of the graduates are currently pursuing further study. Relatively higher proportions of graduates are employed in public organizations (58%) as compared to the other type of organizations. The presence of graduates either in NGO/INGO or being employed in government organizations is negligible. Majority of the graduates (70%) are currently concentrated in the service sector. Among those who are currently employed in financial services, more than half (52%) of them are currently employed in A-class commercial banks followed by B-class development banks (33%). Most of the graduates (91%) are currently employed as a full-time job. Three fifths (61%) of the graduates are officer or higher level for their current job. Nearly one-fifth (21%) of the graduates are employed as an assistant level. Among those who are currently pursuing further study, a higher proportion of graduates are concentrated in abroad compared to their own country, Nepal. More than half (54%) of the graduates are currently pursuing further study abroad. Within Nepal, the larger proportion of the graduates are concentrated in School of Business, the constituent unit of Pokhara University. Within foreign universities, a higher proportion of the graduates are currently pursuing their further study in Australian universities.

The issues related to academic quality of graduates of their attended institutional program at the school have been assessed such as program relevancy, internship, learning environment, delivered educational quality, library facility, and so on. The graduates rated the teacher student relationship, quality of delivery, teaching learning environment, and program relevancy as the strengths of the School. Based on the response of the graduates, the indicators such as canteen/urinals facilities, sports facility, extra-curricular activities, facilities in the lab and library, and work placement/ attachment were considered the weaknesses of the School.

A higher proportion of Master level graduates (61%) are currently employed as compared to Bachelor level graduates (31%). The differences are also significant according to their completion of type of program either BBA/ BBA-BI or MBA graduates. The gender of the graduates showed significant differences in terms of current employment with a higher proportion of male graduates (52%) being employed as compared to female graduates (23%).

Nearly half of the BBA graduates are currently pursuing further study whereas it is 39% among the MBA graduates. Being females, they were more likely to pursue their further study as compared to male graduates. The large differentials are evident according to the age of the graduates for continuing their further study with younger graduates aged 20-24 years are more likely to pursue their further study as compared to older graduates aged 30 or more years.

The graduates were asked a range of questions covering the areas on the relevance of the programs, courses that helped them develop the skills of problem solving, learning environment, etc. The parametric tests such as independent sample t-test and one-way ANOVA showed that perception towards quality of SOB differed by gender and current status of graduates. Female graduates felt a positive inclination towards of SOB's academic quality as compared to male graduates. Similarly, graduates who are currently pursuing their further study comparatively

perceived positive perception towards academic quality of their attended institutional academic program.

The determinants of being employed, pursuing further study, and the perceived quality of SOB have also been assessed using logistic regression and multiple regression analysis. Gender is the key factor affecting being employed among the studied socioeconomic factors. Female graduates are less likely to be employed as compared to male graduates while other things remaining constant. Being female, they are 61% less likely to be employed as compared to male graduates. MBA graduates are twice as likely to be employed in comparison to BBA-BI graduates, however, the relationship was insignificant. Gender and age of the graduates are the key factors affecting further study status of the graduates. Female graduates are more likely to pursue their further study as compared to male graduates while controlling the effect of other factors. Being female, they are 43% more likely to pursue their further study as compared to male graduates. With regard to the age of the graduates, older graduates are less likely to pursue their further study as compared to younger graduates. The gender, current status, type of completed program, and age of the graduates are the most influencing factors that have effect on perceived quality of SOB. The positive perception of SOB's academic quality was higher among females, those who are currently pursuing further study, BBA graduates, and aged graduates.

The results of the study show that the status of management graduates is very good as most of the graduates (86%) are involved in a job or pursuing further studies. The large gender differences in terms of employment and designation level suggest that there is high gender discrimination which also reflects the national scenario. Future studies can be carried out by incorporating many other factors such as students' performance which can be measured by their score, family status, and so on.

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ABBREVIATIONS

| | | |
|--------|---|--|
| BBA | : | Bachelor of Business Administration |
| FMS | : | Faculty of Management Studies |
| BBA-BI | : | Bachelor of Business Administration in Banking and Insurance |
| INGO | : | International Non-Governmental Organization |
| KU | : | Kathmandu University |
| MBA | : | Master of Business Administration |
| MBS | : | Master of Business Studies |
| MSU | : | Mahendra Sanskrit University |
| NGO | : | Non-governmental Organization |
| PRU | : | Purvanchal University |
| PU | : | Pokhara University |
| SHEP | : | Second Higher Education Project |
| SOB | : | School of Business |
| SD | : | Standard Deviation |
| TU | : | Tribhuvan University |
| UGC | : | University Grants Commission |

CHAPTER I

INTRODUCTION

This tracer study is carried out to assess the quality of the academic programs of the Pokhara University School of Business (PUSOB). The scholars, who graduated in the year 2017 in Master of Business Administration (MBA), Bachelor of Business Administration (BBA), and Bachelor of Business Administration in Banking and Insurance (BBA-BI), were traced. The main objective of the study was to understand the interface between the programs of the School and the employment prospects of the graduates. Understanding this interface is crucially important as it provides necessary inputs for restructuring the curricula and revamping the entire programs to make them job market oriented. The study is organized into five chapters: this introductory chapter provides the background of the School of Business Pokhara University, rationale of the study and sets the objectives of the study. The second chapter presents and analyzes the data collected from the graduates. The third chapter presents the major findings of the study. The fourth chapter draws the implications for institutional reforms and, finally, chapter five concludes the findings and provides recommendations.

Background

Education is generally perceived as one of the most well-developed services to make people more conscious cognitively. Education is an important indicator of national development. Nepal is running under the concepts of a multi-university system, to produce skilled human resources and academic scholars since 1990. The human resource with the broader national development goals of the country has been the focus of higher education in recent years (Bajracharya, 2004).

Nepal has about one hundred year's history of higher education. In 1918, Trichandra campus was established as a first higher education in the country affiliated to Patna University, India. Tribhuwan University started in 1959 as the first university run by the government of Nepal. After its establishment, many colleges came into existence in various parts of the country and launched different programs. For promoting Sanskrit education, the government of Nepal established Mahendra Sanskrit University in 1985. After the restoration of democracy in 1990 under the concept of multi-university three more universities namely: Kathamandu University, Purbanchal University, and Pokhara University were established and currently these universities have been offering various programs in different parts of the country. Recently the government has also established some other universities and also launched various academic programs. Some of those universities are Lord Buddha University, Mid- Western University, and Far- Western University. This scenario suggests that though many tasks still remain, the tremendous expansion has been achieved in Nepal in higher education during the last two decades. In other words, the expansion of higher education has been growing in recent years in Nepal. This also further raises the question that whether the present structure and pattern of higher educational development has served the community.

Pokhara University and School of Business

Pokhara University is one such expansion of higher education in the field of Management, Science and Technology, and Liberal arts. According to the preamble of Pokhara University, it encourages the private sector to develop education as one of the investing sectors. It is also widely believed that newly established universities of Nepal such as Kathmandu University, Purbanchal University, and Pokhara University are providing high quality education, especially in the technical field.

With this expansion of higher education, Pokhara University (PU), an autonomous institution of higher education, was established under the Pokhara University Act in 1997. Pokhara University aims to be a leading educational institution in the country by excelling in teaching-learning and research, innovation and continuing activities and contributing to the national development process by producing market oriented, responsible, productive and committed human resources. It proposes to produce graduates, experts and research fellows with sound critical faculties and analytical abilities capable of solving problems with vision, imagination and professional acumen.

Having these aims, Pokhara University is running different programs in the various parts of the country. Faculty of Management Studies (FMS) is one of the faculties established in 1999. The FMS is committed to providing its students with a broad knowledge of management by introducing them innovative courses of management and developing their creative, analytical and decision-making abilities. Some of the objectives of the Faculty of Management Studies are:

- To produce competent executives and managers for various areas requiring high levels of competence
- To provide management professionals with a global vision and success- oriented perspectives.
- To enhance knowledge, managerial skills and exposure of practicing managers and executives.
- To broaden the outlook of students by inculcating in them right attitudes and by assisting them to become productive and responsible citizens of the world.

Under the Faculty of Management Studies, School of Business, the constituent unit of Pokhara University has been offering Bachelor of Business Administration (BBA) program since 1999 and Master of Business Administration (MBA) program from 2000 and Bachelor of Business Administration in Banking and Insurance (BBA-BI) since 2010.

Rationale of the Study

The expansion of higher education has produced an increase in the number of graduates entering into the job markets in Nepal. The linkage between demand and supply of graduates instill a great significance in any study of higher education. The increasing trend of graduates may ultimately make high competition in job markets. Due to high competition in job markets, there are high options for employers searching for new recruitment. To the best of the study team, limited research has been carried out in higher education and none of the empirical studies have been found with regard to the absorption of the graduates in the job markets. Much of the studies discussed only challenges and policy intervention part. With this context, the status management graduates of SOB, PU need to be identified.

It is widely believed that the School of Business (SOB) of Pokhara University has helped in building a nucleus of professionals in the field of management and administration in Nepal and abroad. Though up-to-date information regarding the placement of PU graduates is not available, it can be assumed that the graduates from SOB have been working in the various positions in the field of service, manufacturing, academic, and NGO/INGOs sectors in reputed and well established national and international organizations in the country and abroad. Furthermore, some of the graduates may have started their own business and some could have helped in their family business. In this scenario, this study will explore the current status (employment, entrepreneurial, further education, social involvement, etc.) and the efficacy of the

knowledge and skills acquired during the study, in the executive, managerial, professional, further educational, and social life. The study will produce a very vital document for the university authorities, policy makers, planners and concerned bodies of the university to appraise globally competent management graduates in this globalized world. Similarly, it will also help the university to fabricate university level alumni thereby using the network the university can build a strong relationship with the different national and international organizations.

Objectives of the Study

The main objective of this study is to trace out the students who have graduated from School of Business of Pokhara University in 2017. The study comprises a sample of 114 graduates. However, the study also has the following specific objectives:

1. To explore the current status of the management graduates after their graduation from the School of Business, Pokhara University in 2017.
2. To understand the effectiveness and relevance of the academic programs of the School to the graduates for their employment and higher study status – from the perspectives of type of program, gender, ethnicity, and age of the graduates.
3. To explore the issues related to the quality and relevance of higher education.
4. To identify key factors associated with the perceived academic quality of School of Business.
5. To contribute to the process of enhancing research capacity by involving concerned or all faculty members of School of Business, Pokhara University.

Institutional Arrangements to Conduct the Study

In order to proceed further with the task of tracing study, a task force team of six faculty members of School of Business was formed by the authority. Similarly, for technological support and data processing, the administration of School of Business made a laptop available to the team. Besides the stationery supports for printing the questionnaire, other related tasks were also supported by the institution.

The administration also supported the team by providing the necessary preliminary informational details regarding the graduates taken for the study. They also provided the initial communication facilities. Funding assistance of the UGC has been supportive in managing and organizing the resources needed to conduct the study efficiently. Despite this, a separate room was also provided by the School of Business to the team for the efficient operation of tracing study.

Graduate Batch Taken for the Study

Among all the graduates of the School of Business, Pokhara University, the study has considered and taken the MBA, BBA and BBA-BI graduates of 2017 batch only as per the requirement of the University Grants Commission of Nepal. The study has incorporated 114 traced out graduates. The study has focused on the employment and educational details of the above-mentioned batch only.

Scope and Limitations of the Study

The study is primarily based on a quantitative approach. This study has incorporated only the graduate batch of MBA, BBA and BBA-BI of the year 2017 as per the requirement of the University Grants Commission of Nepal. The study has mainly explored the dimensions of higher education as available through the questionnaire provided by the University Grants

Commission and thus the findings may not be reflective of the holistic or wide-array of the higher education in Nepal. Despite various efforts to trace out the graduates, out of 149 graduates only 114 graduates (76.5%) were traced.

The study had a wider scope since it covered cross sectional data from graduates working in Nepal, Australia, other South Asian countries, Europe, and the United States of America. There were a substantial number of female graduates in both the target population and respondent graduates. This information could be of immense use for gender analyses on various aspects of education at the School and the professional advancements of graduates from the School. The study team as formed by the office of School of Business did all possible efforts to collect the questionnaire using all forms of communication system such as emails, phone calls, and social media like Facebook and Twitter, regular posts and other ways like personal contact. This report has been prepared on the basis of the latest questionnaire recommended by the University Grants Commission. The questionnaire includes the perception of graduates towards the academic quality of the institutional program that they have attended. There were eleven dimensions of academic quality including program relevancy, teacher student's relationship, quality of education delivered and so on

Data Collection - Instruments and Approach

This is a study of 114 students who had graduated from School of Business, Pokhara University in 2017. The data were mainly collected from June 2019 to December 2019.

Instrument: The Questionnaire

The survey instrument was adapted from a questionnaire developed by University Grants Commissions Nepal, and it was slightly modified in its layout for ease of handling. The questionnaire included both close-ended and open-ended questions. The questionnaire comprised

six sections namely: student's personal information, employment status, further study status, graduates' opinion towards the betterment of their studied organization, the possible contribution from the graduates to the organization, and contact address of some their colleagues graduated in the same year (such as mobile, email id). The questionnaire also comprised of the other two sections- namely student's college records and team leader's information (see annex for tracer study questionnaire).

Data Collection Techniques

The questions were mainly asked by the faculty members of School of Business, Pokhara University and interviews were conducted either face to face or in some cases the interviews were conducted through telephonic conversation. In many cases, questionnaires were sent through e-mail and were returned to the study team after being filled up. For this purpose, an official e-mail account was also created. Furthermore, where direct contact or e-mail identities of the graduates were not available, a reliable source (mainly guardian's information or from the peer group) has also been incorporated to get the information of PU graduates. In addition to the above-mentioned approach, we also used social networking sites such as face-book by which the study team was able to get the information from their peer group.

The data were collected by forming groups; each group consists of two to three faculty members (teachers) from SOB, PU. Normally it took 10-15 minutes to fill it up. Whenever possible, we also requested the graduates to submit the appointment letters. Around one fifth refused to provide such documents because of organizational secrecy. They mentioned that the appointment letter is confidential and thus cannot be provided. In such cases, we further requested to provide a photocopy of their identity card or visiting card whichever is comfortable to them.

Before actually forming groups in order to collect the data, a committee was formed by the office of the School of Business of PU, consisting of faculty members of School of Business of Pokhara University. This committee prepared the roaster of all graduated students and then it was divided into groups such that the data collection procedure would go smoothly. The newly formed committee made the decision of incorporating supporting staffs of SOB, PU such that all official records of the graduates could be easily available. The decision was also made to involve all faculty members who were employed at SOB, PU at the time of committee formation

Data Entry, Processing and Analysis

All completed questionnaires collected by faculty members of SOB, PU were handed over to the team leader for data entry and processing. The data processing operations consisted of manual editing, coding, data entry, and machine editing. As far as possible, data entry was carried out with a presence of concerned faculty members who collected the data in order to minimize inconsistencies and manual editing was done on the spot. The data was entered, edited, and analyzed using mainly SPSS 20 version software. Data entry was done directly from the questionnaires and was verified in order to minimize the errors.

Proportions or percentages have been computed and reported for all variables/ indicators. Significance tests have been carried out to determine the difference or association of selected variables using chi-square (χ^2) test, independent sample t- test, and one-way Analysis of Variance (ANOVA). Furthermore, the determinants of being employed as well pursuing further study were carried out by using logistic regression analysis. The determinants of perception on various dimensions of the academic quality of SOB were examined using multiple regression analysis. In this case, a summated scale was calculated on eleven different dimensions of

academic quality of SOB. Because this study was designed to be a descriptive assessment of PU graduates, tests of significance have been conducted for a limited number of factors.

Dissemination of the Study Results

Once the draft report is submitted to University Grants Commission (UGC) of Nepal and budget from UGC will be disbursed, a dissemination seminar will be organized by SOB, PU for the dissemination of the findings. This will help the participants in understanding the situation of PU graduates. A final copy of the report will be prepared after incorporating all the comments obtained from the participants if necessary. The findings of the study will also be disseminated in published form namely in Pokhara University bulletin. The results will also be disseminated in the form of an article.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

The results from the data analysis of the study have been divided into seven sections. The first section describes the distribution of the graduates according to their selected socioeconomic factors such as type of program completed, level of graduation, gender, caste/ethnicity, and age distribution. The second section presents the distribution of the graduates according to their current status. The third section discusses the distribution of the graduates according to their employment status. The fourth section depicts the further study status of the graduates. The fifth section presents the perception of the graduates towards their satisfaction on eleven different dimensions of academic quality of their attended institutional program, such as program relevancy, internship, learning environment, delivered educational quality, library facility, and so on. The sixth section provides a cross-classification analysis of all possible factors. The final or seventh section provides the analysis from multivariate analysis considering three possible outcome variables such as employment status, higher study status, and overall satisfaction to their attended institutional program. The final section also provides plausible determinants of being employed, continuing further study, and factors affecting overall satisfaction to their attended program at the school.

Socioeconomic Factors

The socioeconomic distributions of the graduates have been depicted in table 1. More than half of the graduates (55%) were BBA. Nearly more than a quarter were MBA and rest were BBA-BI graduates. Majority of the graduates (71%) were from Bachelor level, whereas 29% were from Master level.

Table 1

Distribution of the Graduates by their Selected Socioeconomic Characteristics (n=114)

| Characteristics | Number | Percent |
|------------------------------|--------|---------|
| Type of program completed | | |
| BBA | 63 | 55.3 |
| BBA-BI | 18 | 15.8 |
| MBA | 33 | 28.9 |
| Graduation level | | |
| Bachelors | 81 | 71.1 |
| Masters | 33 | 28.9 |
| Gender | | |
| Male | 62 | 54.4 |
| Female | 52 | 45.6 |
| Caste/Ethnicity | | |
| Brahamin | 55 | 48.2 |
| Chhetri | 25 | 21.9 |
| Indigenous | 28 | 24.6 |
| Scheduled caste | 6 | 5.3 |
| Age group in years # | | |
| 20-24 | 44 | 38.6 |
| 25-29 | 52 | 45.6 |
| 30 or more | 15 | 13.2 |
| Total of each characteristic | 114 | 100.0 |

3 graduates did not mention their age (or date of birth).

More than half of the graduates were male and 46% were female. The distribution of ethnicity shows that nearly one in two (48%) were from Brahamins group. Chhetris and indigenous ethnic groups (Gurung, Newar, and Magar) constitute approximately equal shares. Only 5% of the graduates were from scheduled caste. With regard to the age distribution of the

graduates, majority were within the age of 25 to 29 years, whereas nearly two in five (39%) of the graduates were within the age of 20 to 24 years. The mean and SD of the age of the graduates were 26.1 and 2.67 years with a corresponding median age of 25 years.

Current Status of the Graduates

The distribution of the graduates according to their current status either employment or pursuing further study has been given in table 2.

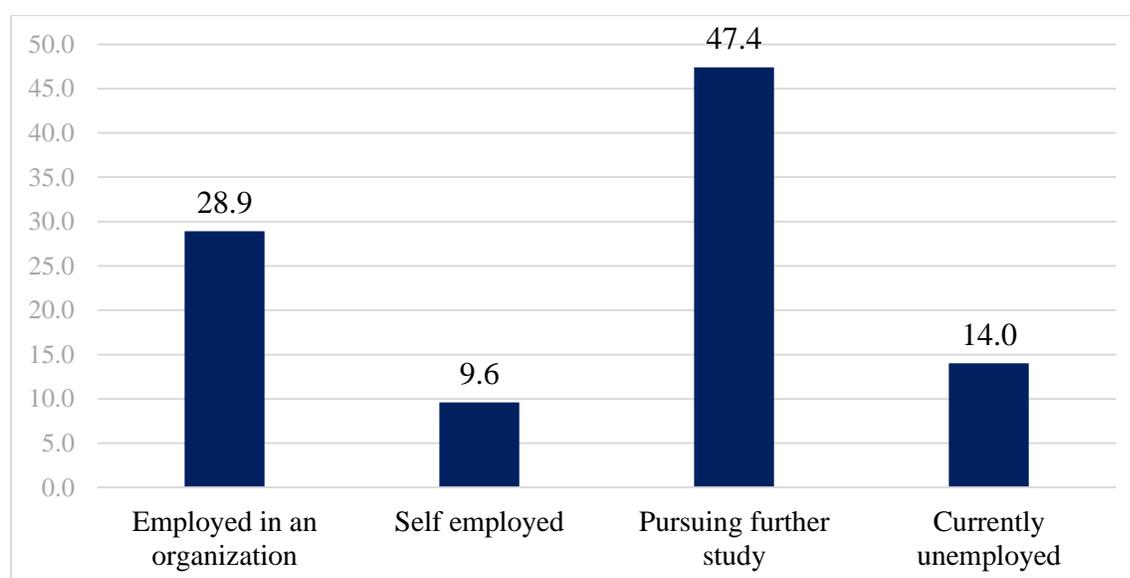
Table 2

Distribution of the Graduates by their Current Status (n=114)

| Status | Number | Percent |
|--|--------|---------|
| Current status of the graduates | | |
| Employed- Service in an organization | 33 | 28.9 |
| Self employed | 11 | 9.6 |
| Pursuing further study | 54 | 47.4 |
| Currently unemployed | 16 | 14.0 |
| Current employment status | | |
| Employed (Doing a job or self-employed) | 44 | 38.5 |
| Not employed (Further study or unemployed) | 70 | 61.4 |
| Current involvement | | |
| Involved (Employed or further study) | 98 | 86.0 |
| Not involved (Unemployed) | 16 | 14.0 |
| Pursuing further study | | |
| Yes | 54 | 47.4 |
| No | 60 | 52.6 |
| Total of each status | 114 | 100.0 |

The distribution of the graduates by their current status reveals that 29% of graduates are currently employed in an organization whereas nearly one out of ten are currently self-employed. Nearly half of the graduates (47%) are currently pursuing further study. In other words, most of the graduates (86%) are involved either in a job or pursuing further study. Only 14% of graduates are currently unemployed. The distribution of the graduates by their current status is also shown in figure 1.

Figure 1. Percentage Distribution of Current Status of the Graduates



Current Employment Status

Relatively higher proportions of graduates are employed in public organizations as compared to the other type of organizations with respect to their current job (Table 3). Public organization mainly refers to the public limited companies especially financial institutions. Nearly three out of five graduates (58%) are currently employed in public organizations. The involvement or presence of graduates either in NGO/INGO or being employed in government organizations is negligible. With regard to the organization sector, most of them (about 70%) are employed in the service sector with respect to their current job.

Table 3

Distribution of the Graduates by their Current Employment Status (n=33)

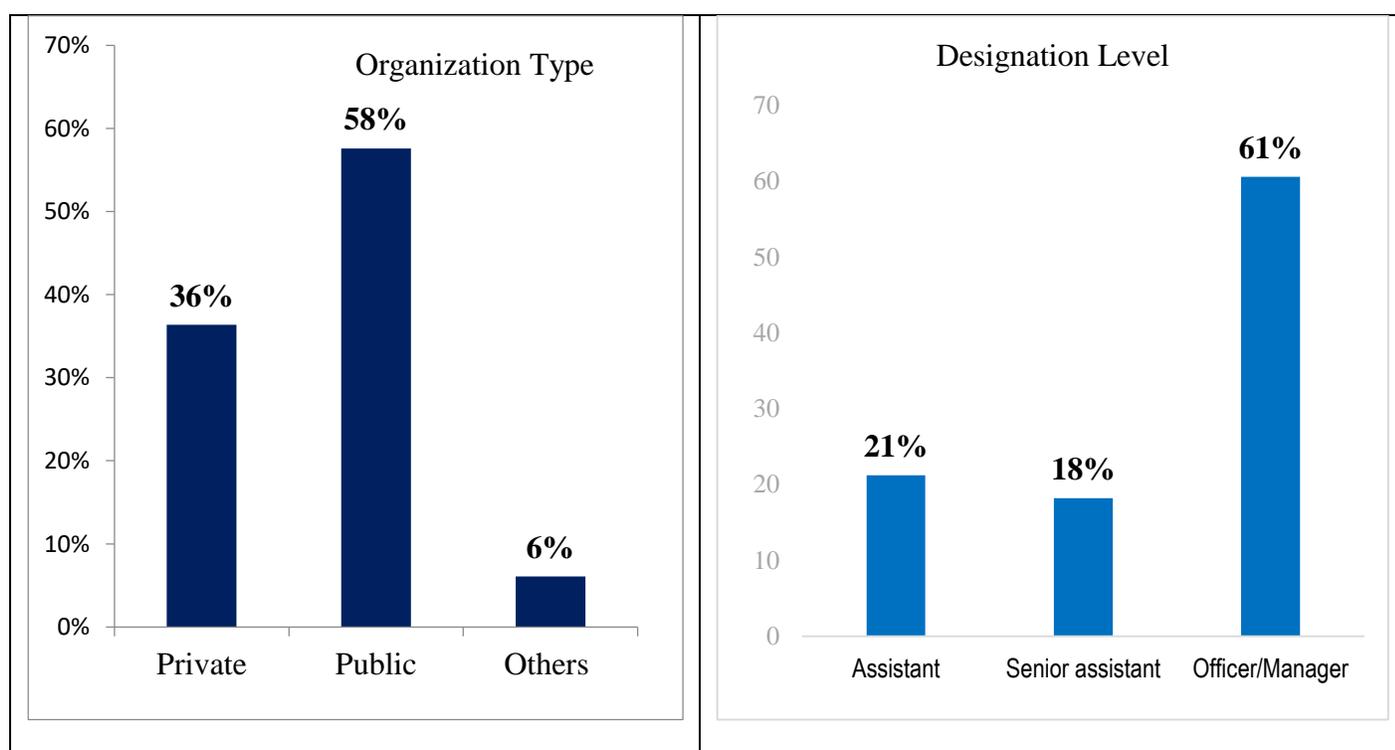
| Characteristics | Number | Percent |
|--|--------|---------|
| Organization type | | |
| Private | 12 | 36.4 |
| Public | 19 | 57.6 |
| Others | 2 | 6.1 |
| Organization sector (Employment sector) | | |
| Government services | 2 | 6.1 |
| Financial services | 21 | 63.6 |
| Others (Manufacturing) | 10 | 30.3 |
| Financial institution type # | | |
| A-class | 11 | 52.4 |
| B-class | 7 | 33.3 |
| C-class | 2 | 9.5 |
| Insurance | 1 | 4.8 |
| Employment type | | |
| Full Time | 30 | 90.9 |
| Part Time | 3 | 9.1 |
| Designation level | | |
| Assistant | 7 | 21.2 |
| Senior assistant | 6 | 18.2 |
| Officer level | 18 | 54.5 |
| Managerial/Executive | 2 | 6.1 |
| Total of each characteristic | 33 | 100.0 |

12 graduates (36.4%) are currently employed in non-financial institution type

Nearly three in ten graduates are employed in manufacturing sector with respect to their current job. Among those who are currently employed in financial services, more than half of them (52%) are currently employed A-class commercial banks followed by B-class development

banks (33%). The presence of graduates in insurance services seems to be negligible. Most of the graduates (91%) are currently employed as a full-time job. With respect to the designation level of the graduates, more than half (55%) of the graduates are officer level where as only 6% of graduates are currently involved as a managerial level for their current job. The proportion of the graduates as an assistant or senior assistant seems to be approximately equal. For example, nearly one-fifth (21%) of the graduates are employed as an assistant level and 18% of the graduates are the senior assistant for their current job. The distribution of the graduates according to their organization type and designation level is also presented in figure 2.

Figure 2. Distribution of Graduates by their Organization Type & Designation Level



Further Study Status

Table 4 shows the distribution of the graduates according to their further study status. Nearly half (47%) of the graduates are currently pursuing higher studies. Among those who are currently pursuing further study, a higher proportion of graduates are concentrated in abroad

compared to their own country, Nepal. For instance, more than half (54%) of the graduates are currently pursuing abroad further study whereas it is 46% within Nepalese universities.

Table 4

Distribution of the Graduates according to their Further Study Status

| Further Study Status | Number | Percent |
|---|--------|---------|
| Currently pursuing further study | | |
| No | 60 | 52.6 |
| Yes | 54 | 47.4 |
| Total | 114 | 100.0 |
| Higher study university | | |
| Pokhara university | 20 | 37.0 |
| Other Nepalese universities | 5 | 9.3 |
| Australian universities | 18 | 33.3 |
| Other foreign universities except Australia | 11 | 20.4 |
| Total | 54 | 100.0 |
| Nepalese or foreign university | | |
| Nepalese Universities | 25 | 46.3 |
| Foreign Universities | 29 | 53.7 |
| Total | 54 | 100.0 |

Within Nepal, the larger proportions of the graduates are concentrated in Pokhara university. Among those who are currently studying at Pokhara University, only one graduate is currently pursuing higher study in affiliated college of Pokhara University, where as others are currently pursuing their higher study in constituent college of Pokhara University. Within the

foreign universities, a higher proportion of the graduates are currently pursuing higher studies in Australian universities.

Issues Related to the Quality and Relevance of Programs: Eleven Dimensions

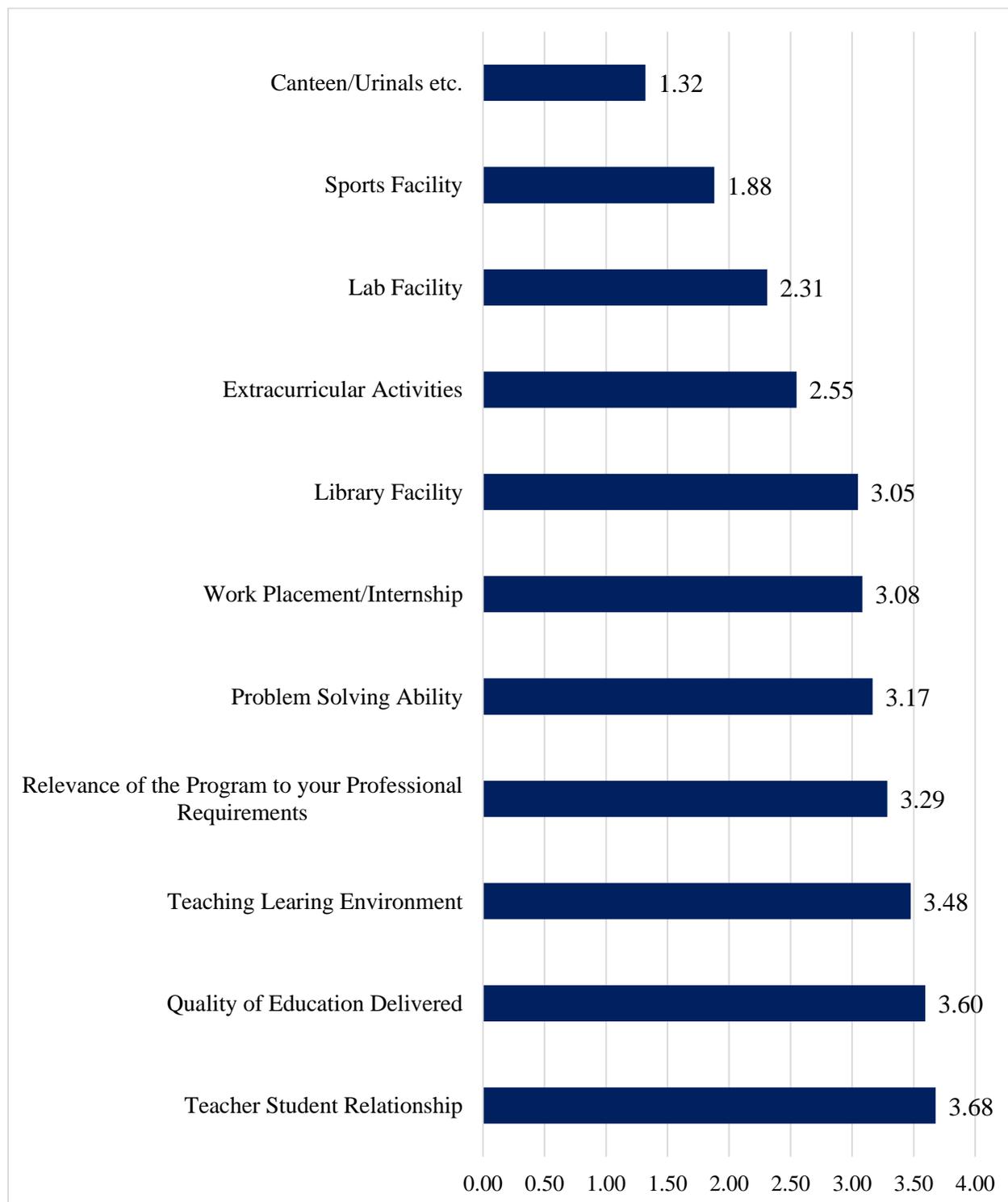
This section presents the perception of the graduates towards their perception on eleven different dimensions of academic quality of their attended institutional program at the school, such as program relevancy, internship, learning environment, delivered educational quality, library facility, and so on. In each dimension, graduates were asked to rate from 0 to 5 scales, 0 being very weak and 5 being excellent. In other words, a higher value indicates a greater level of satisfaction with an expected mean of 2.5 in each given dimension. Thus, the value greater than 2.5 can be considered as an acceptable level of satisfaction.

Table 5 is the presentation of the score evaluation of the scales used in assessing the quality and relevancy of the program that the graduates have studied at school. The graduates rated the teacher student relationship, quality of delivery, teaching learning environment, and program relevancy as the strengths of the School. The corresponding mean score being 3.68, 3.60, 3.48, and 3.29 respectively. Generally, the students have depicted their agreement that the program they have studied at School of Business is relevant to their professional requirements with a mean score of 3.29. Based on the response of the graduates, the following indicators were considered the weaknesses of the School —canteen/urinals facilities, sports facility, extra-curricular activities, facilities in the lab and library, and work placement/attachment. Table 5 and Figure 3 summarize the information on the quality and relevance of the programs at the school.

Table 5

Graduates Perception Rating towards Various Dimensions of Academic Quality for their Attended Institutional Program (n=84)

| Quality Dimensions | Mean | Median | SD | Min. | Max. |
|--|------|--------|------|------|------|
| Relevance of the program for their professional requirements | 3.29 | 4.00 | 1.25 | 0 | 5 |
| Extracurricular activities | 2.55 | 3.00 | 1.25 | 0 | 5 |
| Problem solving ability | 3.17 | 3.00 | 1.04 | 0 | 5 |
| Work placement/internship | 3.08 | 3.00 | 1.31 | 0 | 5 |
| Teaching learning environment | 3.48 | 4.00 | 0.86 | 1 | 5 |
| Quality of education delivered | 3.60 | 4.00 | 0.79 | 1 | 5 |
| Teacher student relationship | 3.68 | 4.00 | 0.95 | 0 | 5 |
| Library facility | 3.05 | 3.00 | 1.06 | 0 | 5 |
| Lab facility | 2.31 | 2.00 | 1.25 | 0 | 5 |
| Sports facility | 1.88 | 2.00 | 1.22 | 0 | 5 |
| Canteen/Urinals etc. | 1.32 | 1.00 | 1.40 | 0 | 5 |
| Overall perception score | 2.85 | 2.82 | .66 | 1.36 | 4.18 |

Figure 3. Graduates Perception Rating towards Different Dimensions of SOB's Quality

Employment by Socioeconomic Characteristics

Table 6 shows that large differences are apparent across the subgroups of graduates with regard to their current employment status of graduates. The variable such as level of higher study reveals that a higher proportion of Master level graduates are currently employed as compared to the Bachelor level graduates.

Table 6

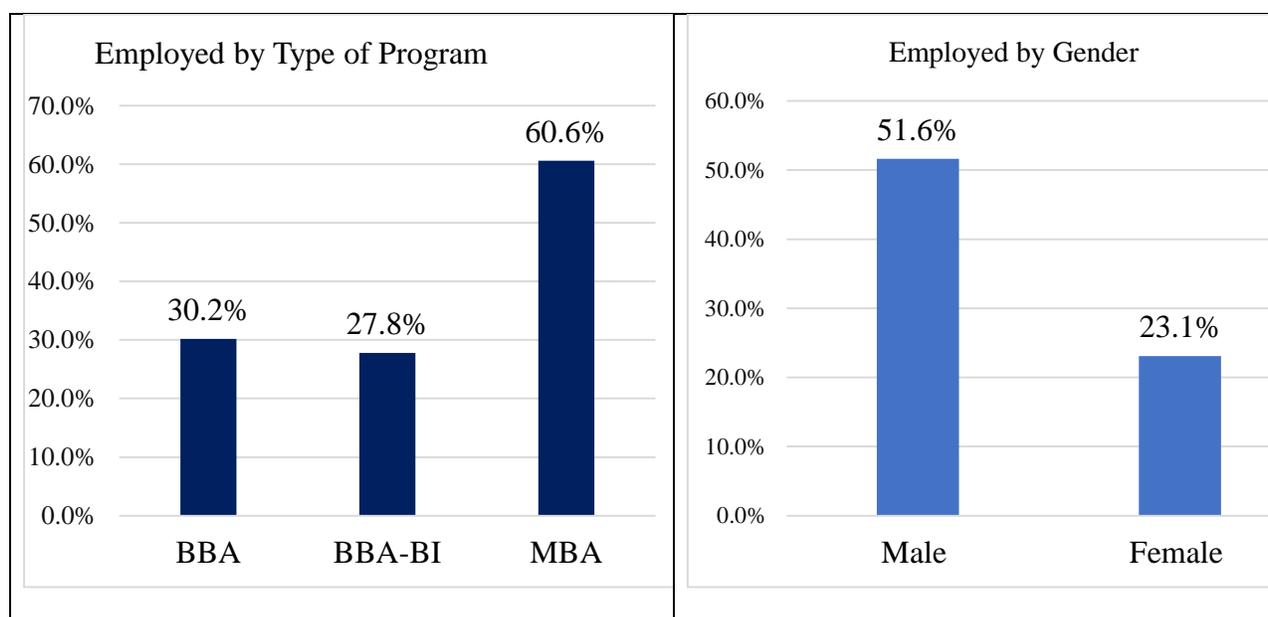
Employment Status by Selected Socioeconomic Characteristics (n=114)

| Characteristics | Current Employment Status | |
|-------------------------------|---------------------------|----------|
| | Not employed | Employed |
| Type of program completed *** | | |
| BBA | 69.8% | 30.2% |
| BBA-BI | 72.2% | 27.8% |
| MBA | 39.4% | 60.6% |
| Level of higher study*** | | |
| Bachelors | 70.4% | 29.6% |
| Masters | 39.4% | 60.6% |
| Gender*** | | |
| Male | 48.4% | 51.6% |
| Female | 76.9% | 23.1% |
| Ethnicity/Caste | | |
| Brahamin | 58.2% | 41.8% |
| Chhetri | 68.0% | 32.0% |
| Indigenous | 60.7% | 39.3% |
| Scheduled | 66.7% | 33.3% |
| Age group*** | | |
| 20-24 years | 75.0% | 25.0% |
| 25-29 years | 59.6% | 40.4% |
| 30 or more years | 26.7% | 73.3% |
| Overall employment status | 61.4% | 38.6% |

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p value is based on Chi-square statistic

For example, among the Master graduates, 61% are employed while it is only 30% among the Bachelor level graduates with a significant difference of 31 percentage points. The differences are also significant according to their completion of type of program. However, the differences are insignificant between BBA and BBA-BI graduates though a slightly higher proportion of BBA graduates are currently employed as compared to BBA-BI graduates (30% vs. 28%). The gender of graduates shows significant differences in terms of current employment with a higher proportion of males (52%) as compared to females (23%). The ethnicity is found to be independent of current employment though Brahmins have higher chances of being employed in comparison to the other ethnic groups. Older graduates are more likely to be employed compared to younger graduates. The distribution of current employment status of the graduates by their type of program completed and gender is also shown in figure 4.

Figure 4. Employment Status of Graduates by Type of Program and Gender



Further Study by Socioeconomic Factors

As expected, higher proportions of BBA and BBA-BI graduates are currently pursuing further study comparative to the MBA graduates (Table 7). However, the differences are insignificant. Particularly, nearly half of the BBA graduates are currently pursuing further study whereas it is 39% among the MBA graduates.

Table 7

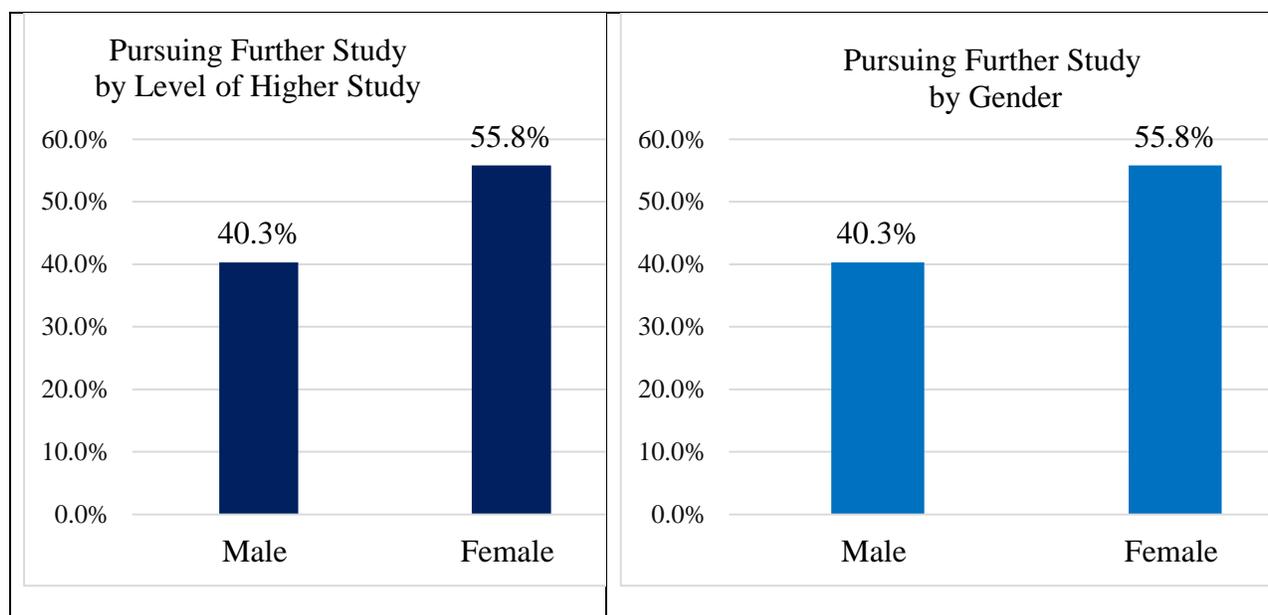
Further Study Status by Selected Socioeconomic Characteristics (n= 114)

| Characteristics | Current Further Study Status | |
|------------------------------|------------------------------|------------------------|
| | Not pursuing | Pursuing further study |
| Type of program completed | | |
| BBA | 49.2% | 50.8% |
| BBA-BI | 50.0% | 50.0% |
| MBA | 60.6% | 39.4% |
| Level of higher study | | |
| Bachelors | 49.4% | 50.6% |
| Masters | 60.6% | 39.4% |
| Gender* | | |
| Male | 59.7% | 40.3% |
| Female | 44.2% | 55.8% |
| Ethnicity/Caste | | |
| Brahamin | 56.4% | 43.6% |
| Chhetri | 48.0% | 52.0% |
| Indigenous | 50.0% | 50.0% |
| Scheduled | 50.0% | 50.0% |
| Age group* | | |
| 20-24 years | 40.9% | 59.1% |
| 25-29 years | 57.7% | 42.3% |
| 30 or more years | 73.3% | 26.7% |
| Overall further study status | 52.6% | 47.4% |

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p value is based on Chi-square statistic

Being females, they were more likely to pursue their further study as compared to male graduates. For example, 56% of female graduates are currently pursuing their higher studies whereas it is only 40% among male graduates, a difference of 16 percentage points. Ethnicity does not make any difference in terms of the current status of further study. The large differentials are evident according to the age of the graduates for continuing their study. The proportion of graduates pursuing further study is the highest (59%) among the graduates aged 20-24 years and it is the least among graduates who are currently aged 30 or more years (27%). The distribution of further study status of the graduates by their level of higher study and gender is also presented in figure 5.

Figure 5. Further Study Status by Level of Higher Study and Gender (n=114)



Perception towards Academic Quality of SOB by Socioeconomic Factors

One of the objectives of the study was to understand the strengths and weaknesses of the programs and academic activities of the School of Business. The graduates were asked a range of questions covering the areas on the relevance of the programs, courses that helped them develop

the skills of problem solving, learning environment, etc. On a Likert items questionnaire, the graduates checked the answers from the levels zero to five representing from the lowest to the highest level of perception. The value from zero to two indicates a low scale whereas the value from three to five represents a high scale of perception towards academic quality of SOB. As per the questionnaire provided by UGC Nepal, there were eleven indicators to measure the perceived academic quality of SOB's program. Since there are eleven indicators each ranging from 0 to 5, the total score could range from 0 to 55.

With this context, this section analyzes the perception score in a sample of 84 graduates who responded on these Likert type questions. The level of perception score has been presented by means of descriptive statistics. Table 8 depicted the summary of perceived score of SOB's academic quality.

Table 8

Summary of Academic Quality of SOB's Program on Eleven Different Dimensions

| | |
|--------------------|-------|
| Mean | 31.39 |
| Median | 31.00 |
| Standard Deviation | 7.29 |
| Minimum | 15 |
| Maximum | 46 |
| Number of cases | 84 |

Bivariate analysis has been carried out between each of the socio-economic factors and levels of perceived quality score. While performing bivariate analysis, the normality of satisfaction score was tested using Kolmogorov-Smirnov (K-S) test. The K-S test is applied

because the sample size was more than 50 in this study and the test was insignificant ($p > 0.05$). Thus, we confirm that the data are normal. So, we employed a parametric test to identify whether there are any group differences in the perceived academic quality score of graduates. The independent sample t-test was used if the grouping variable has only two groups and one-way Analysis of Variance (ANOVA) was used if the independent variable contains more than two groups.

The mean and standard deviation (SD) of perception score for each category of main socioeconomic characteristics and their associated p-values have been presented in table 9. The median, minimum and maximum value of satisfaction scores are also presented for its robustness. Perception score by selected socioeconomic characteristics has been detailed in table 9. The mean satisfaction score of the graduates was 31.4 with a corresponding standard deviation of 7.3. The variables such as gender and current status of graduates significantly effect SOB's academic quality.

Table 9

SOB's Academic Quality Perception Scores by Socioeconomic Factors (n=84)

| Characteristics | n | Mean | SD | Median | Min | Max | p-value |
|---------------------------------|----|-------|------|--------|-----|-----|--------------------|
| Type of program completed | | | | | | | 0.217 ^b |
| BBA | 49 | 32.57 | 6.68 | 32.00 | 19 | 46 | |
| BBA-BI | 15 | 29.73 | 6.91 | 29.00 | 19 | 44 | |
| MBA | 20 | 29.75 | 8.69 | 31.50 | 15 | 42 | |
| Level of higher study | | | | | | | 0.251 ^a |
| Bachelors | 64 | 31.91 | 6.79 | 31.00 | 19 | 46 | |
| Masters | 20 | 29.75 | 8.69 | 31.50 | 15 | 42 | |
| Gender | | | | | | | 0.083 ^a |
| Male | 46 | 30.54 | 7.29 | 31.00 | 15 | 46 | |
| Female | 38 | 32.42 | 7.25 | 31.50 | 19 | 44 | |
| Ethnicity/Caste | | | | | | | 0.704 ^b |
| Brahamin | 42 | 30.74 | 7.23 | 30.00 | 15 | 42 | |
| Chhetri | 16 | 33.00 | 7.66 | 32.00 | 22 | 46 | |
| Indigenous | 21 | 31.86 | 7.95 | 32.00 | 16 | 44 | |
| Scheduled | 5 | 29.80 | 3.42 | 29.00 | 26 | 35 | |
| Age group# | | | | | | | 0.720 ^b |
| 20-24 years | 34 | 32.21 | 7.63 | 31.00 | 19 | 44 | |
| 25-29 years | 39 | 30.82 | 6.57 | 31.00 | 15 | 46 | |
| 30 or more years | 10 | 31.10 | 9.46 | 34.00 | 16 | 42 | |
| Current status of the graduates | | | | | | | 0.091 ^b |
| Employed in organization | 32 | 30.00 | 7.80 | 30.50 | 15 | 43 | |
| Self -employed | 11 | 32.36 | 4.90 | 32.00 | 26 | 42 | |
| Pursuing further study | 26 | 32.88 | 8.04 | 30.50 | 19 | 46 | |
| Unemployed | 15 | 31.07 | 6.19 | 32.00 | 19 | 43 | |
| Overall perception score | 84 | 31.39 | 7.29 | 31.00 | 15 | 46 | |

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. # one graduate did not mention the age. $a = p$ value is based on independent sample t - test, $b = p$ value is based on F - test (One-way ANOVA)

The cross tabulation analysis is also carried out to see whether the graduates perceived academic quality of SOB as weak or strong. For the purpose of cross tabulation analysis, the score of each item was categorized into two levels: less than three and three or more. The lower category indicates a weak level of perception whereas the upper category indicates strong level perception. The distribution of the graduates by the level of perception (either weak or strong) towards academic quality and their selected socioeconomic characteristics have been depicted in table 10. The type of program and level of higher study did not reveal significant differences with the level of perception of SOB's academic quality. Though not significant, a higher proportion of BBA graduates perceived the program as strengths compared to BBA-BI graduates (43% vs. 27%).

The gender of the graduates showed a significant difference with respect to their positive perception on academic quality of SOB's program. The larger proportion of female graduates had positive perception as compared to male graduates on the academic quality of the program they have attended. The level of perception was found to be independent according to the ethnicity of the graduates, though Brahamins and indigenous groups had slightly positive perception. Concerning the age of the graduates, the perception was the highest among those who are currently 30 or more years, and it was the least among those who are currently 25-29 years. The perception was the highest who are currently pursuing further study and it was the least among those who are currently unemployed (46% vs. 33%). The perception seems to almost equal either they are currently employed in an organization or self-employed.

Table 10

Perception towards Academic Quality by Socioeconomic Characteristics (n=84)

| Characteristics | Perception towards Academic Quality of School of Business, PU | |
|--|---|----------------------------|
| | Weak level of perception | Strong level of perception |
| Type of program completed | | |
| BBA | 57.10% | 42.90% |
| BBA-BI | 73.30% | 26.70% |
| MBA | 60.00% | 40.00% |
| Level of higher study | | |
| Bachelors | 60.90% | 39.10% |
| Masters | 60.00% | 40.00% |
| Gender* | | |
| Male | 65.20% | 34.80% |
| Female | 55.30% | 44.70% |
| Ethnicity/Caste | | |
| Brahamin | 59.50% | 40.50% |
| Chhetri | 62.50% | 37.50% |
| Indigenous | 57.10% | 42.90% |
| Scheduled | 80.00% | 20.00% |
| Age group* | | |
| 20-24 years | 55.90% | 44.10% |
| 25-29 years | 69.20% | 30.80% |
| 30 or more years | 40.00% | 60.00% |
| Current status of the graduates* | | |
| Employed in an organization | 62.50% | 37.50% |
| Self -employed | 63.60% | 36.40% |
| Pursuing further study | 53.80% | 46.20% |
| Unemployed | 66.70% | 33.30% |
| Overall satisfaction level (Weak/Strong) | 60.70% | 39.30% |

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p value is based on Chi-square statistic

Determinants of Employment Status: Results from Logistic Regression Analysis

This section presents the analysis from binary logistic regression for the determinants of employment status of the graduates. The outcome or dependent variable is whether the graduate is currently employed coded as 1 or not employed coded as 0. The explanatory variables are type of program, level of higher study, gender, ethnicity, and age group of the graduates. Each of the explanatory variables is dummy coded.

The results of the logistic regression predicting the odds of being employed for a sample of 114 graduates is presented in Table 11. The corresponding odds ratio (OR) have also been presented for its robustness. The regression analysis reveals that female graduates are less likely to be employed as compared to male graduates while other things remaining constant. Being female, they are 61% less likely to be employed as compared to male graduates. Though not significant, MBA graduates are two times more likely to be employed as compared to BBA-BI graduates. Graduates who are more than age of 30 years are more likely to be employed as compared age of 20 to 24 years. However, the relationship is insignificant.

Table 11

Determinants of Employment Status-Results from Logistic Regression Analysis

| Characteristics | Categories | Odds Ratio |
|--|-------------------|------------|
| Type of program completed (BBA-BI=Ref) | BBA | 1.07 |
| | MBA | 2.04 |
| Gender (Male =Ref) | Female | .39** |
| Ethnicity (Indigenous or others=Ref) | Brahamin/ Chhetri | .91 |
| Age group (20-24 years=Ref) | 25-29 years | 1.21 |
| | 30 or more years | 2.86 |

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. Ref= Reference category

Determinants of Pursuing Further Study: Logistic Regression Analysis

This section presents the analysis from binary logistic regression for the determinants of pursuing further study status of the graduates. The outcome or dependent variable is whether the graduate is currently pursuing further study (coded as 1) or not pursuing (coded as 0). The explanatory variables are type of program completed, level of higher study, gender, ethnicity, and age group of the graduates. Each of the explanatory variables is dummy coded. The results of the logistic regression predicting the odds of pursuing further study for a sample of 114 graduates is presented in Table 12. The corresponding odds ratio (OR) have also been presented for its robustness.

The regression analysis reveals that female graduates are more likely to pursue further study as compared to male graduates while controlling other factors. Being female, they are 43% more likely to pursue their further study as compared to male graduates. With regard to the age of the graduates, older graduates (aged 30 or more years) are 80% less likely to pursue their further study as compared to younger graduates aged 20 -24 years. The other factors such as the type of program and ethnicity are not associated with further study status of the graduates.

Table 12

Determinants of Pursuing Further Study- Results from Logistic Regression Analysis

| Characteristics | Categories | Odds Ratio |
|--|-------------------|------------|
| Type of program completed (BBA-BI=Ref) | BBA | 1.00 |
| | MBA | 1.57 |
| Gender (Male =Ref) | Female | 1.43* |
| Ethnicity (Indigenous or others=Ref) | Brahamin/ Chhetri | 0.86 |
| Age group (20-24 years=Ref) | 25-29 years | 0.47 |
| | 30 or more years | 0.20* |

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. Ref= Reference category

Determinants of Perception of SOB's Quality: Results from Multiple Regression

This section presents the results from multiple regression analysis. The multiple linear regression model has been employed to find the most influencing determinants of perception on SOB's academic quality. The graduates were asked a range of questions covering the areas on the relevance of the programs, courses that helped them develop the skills of problem solving, learning environment, etc. On a Likert Scale questionnaire, the graduates checked the answers from the levels zero to five representing from the lowest to the highest level of satisfaction. The value from zero to two indicates a low scale whereas the value from three to five represents a high scale of satisfaction. As per the questionnaire provided by UGC Nepal, there are eleven indicators to measure the perceived academic quality of SOB's program. Since there are eleven indicators each ranging from 0 to 5, the total score could range from 0 to 55.

With this context, this section analyzes the level of perception on various dimensions of SOB's quality using multiple regression analysis from a sample of 84 graduates who responded on these Likert type questions (Table 13).

The positive perception was significantly higher among BBA graduates as compared to BBA-BI graduates, while everything remaining constant. The relationship is not notifiable with regard to bachelor and master level graduates. As compared to males, females have a positive perception towards different dimensions of SOB's quality. The positive perception was found among those who are currently aged 30 years or more as compared to those who are currently aged 20 to 24 years. The positive perception of SOB's quality was higher among those who are currently pursuing further study as compared to those who are currently unemployed. Ethnicity was not associated with the perception of graduates towards academic quality of School of Business of Pokhara University.

Table 13

Determinants of Perception of SOB's Quality-Results from Multiple Regression

| Characteristics | Categories | Coefficients |
|--|------------------------|--------------|
| Type of program completed (BBA-BI=Ref) | BBA | 3.25* |
| | MBA | -0.91 |
| Gender (Male =Ref) | Female | 1.648* |
| Ethnicity (Indigenous or others=Ref) | Brahamin/ Chhetri | 0.56 |
| Age group (20-24 years=Ref) | 25-29 years | 0.69 |
| | 30 or more years | 3.71* |
| Current status (Unemployed=Ref) | Employed | 0.98 |
| | Pursuing further study | 2.507* |

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. Ref= Reference category

CHAPTER III

MAJOR FINDINGS

This chapter discusses the major findings of the study derived from the analysis of data. The key findings related to employment status of the graduates, their characteristics, expectations and aspirations, employment experiences of the graduates, issues related to quality and relevance of higher education, and contribution of education to graduate's personal development are presented in the subsequent sections.

Socioeconomic Factors

Of the total 114 traced graduates, more than half (55%) were BBA graduates, majority of the graduates (71%) were from Bachelor level, slightly more than half were male, and Brahmin comprised around half. Most of the graduates (46%) are currently within the age of 25-29 years.

Current Status

Most of the graduates (86%) are being involved either in a job or pursuing further study whereas only 14% of the graduates are currently unemployed. Nearly half (47.4%) of the graduates are currently pursuing further studies.

Current Employment Status

Relatively higher proportions of graduates are employed in public organizations (58%) as compared to the other type of organizations. The public organization mainly refers to the public limited companies especially financial institutions. The presence of graduates either in NGO/INGO or being employed in government organizations is negligible. Majority of the graduates (70%) are currently concentrated in the service sector as compared to the other sectors such as industry, manufacturing companies. Nearly three in ten graduates are employed in

manufacturing sector with respect to their current job. Among those who are currently employed in financial services, more than half of them (52%) are currently employed A-class commercial banks followed by B-class development banks (33%). The presence of graduates in insurance services seems to be negligible. Most of the graduates (91%) are currently employed as a full-time job. With respect to the designation level of the graduates, three fifths (61%) of the graduates are officer or higher levels for their current job. The proportion of the graduates as an assistant or senior assistant seems to be approximately equal. Nearly one-fifth (21%) of the graduates are employed at the assistant level and 18% of the graduates are the senior assistant for their current job.

Further Study Status

Nearly half (47%) of the graduates are currently pursuing higher studies. Among those who are currently pursuing further study, a higher proportion of graduates are concentrated in abroad compared to their own country, Nepal. More than half (54%) of the graduates are currently pursuing their further study abroad whereas it is 46% within Nepalese universities. Within Nepal, the larger proportion of the graduates are concentrated in School of Business, the constituent unit of Pokhara University. Within foreign universities, a higher proportion of the graduates are currently pursuing their further study in Australian universities.

Issues Related to the Quality and Relevance of Programs

The issues related to academic quality of graduates attended institutional program at the school have been assessed in eleven different dimensions. Such issues were program relevancy, internship, learning environment, delivered educational quality, library facility, and so on. In each dimension, graduates were asked to rate from 0 to 5 scales, 0 being very weak and 5 being an excellent level of strength of the school. The graduates rated the teacher student relationship,

quality of delivery, teaching learning environment, and program relevancy as the strengths of the School. The corresponding mean score being 3.68,3.60,3.48, and 3.29 respectively. Based on the response of the graduates, the indicators such as canteen/urinals facilities, sports facility, extra-curricular activities, facilities in the lab and library, and work placement/ attachment were considered the weaknesses of the School.

Current Employment by Socioeconomic Characteristics

A higher proportion of Master level graduates (61%) are currently employed as compared to Bachelor level graduates (31%). The differences are also significant according to their completion of type of program either BBA/ BBA-BI or MBA graduates. The gender of the graduates showed significant differences in terms of current employment with a higher proportion of male graduates (52%) being employed as compared to female graduates (23%). The ethnicity of the graduates is independent of current employment. Older graduates aged more than 30 or more years are more likely to employ as compared younger graduates aged less than 25 years.

Further Study by Socioeconomic Factors

Nearly half of the BBA graduates are currently pursuing further study whereas it is 39% among the MBA graduates. Being females, they were more likely to pursue their further study as compared to male graduates (56% vs. 40%). Ethnicity does not make any difference in terms of pursuing further study. The large differentials are evident according to the age of the graduates for continuing their further study. The proportion of graduates pursuing further study is the highest (59%) among the graduates aged 20-24 years and it is the least among graduates who are currently aged 30 or more years (27%).

Perception towards Academic Quality of SOB by Socioeconomic Factors

The graduates were asked a range of questions covering the areas on the relevance of the programs, courses that helped them develop the skills of problem solving, learning environment, etc. On a Likert Scale questionnaire, the graduates checked the answers from the levels zero to five representing from the lowest to the highest level of perception towards quality of SOB. Bivariate analysis has been carried out between each of socio-economic factors and level of perception score towards eleven different indicators of perceived quality of attended institutional program. The parametric test was employed to identify whether there are any group differences in the perception score of graduates towards academic quality of SOB. Satisfaction score by selected socioeconomic characteristics has been analyzed in detailed using mean, standard deviation, median, minimum and maximum of score values. The mean perceived score of the graduates was 31.4 with a corresponding standard deviation of 7.3 out of total possibilities of a score of 55. The variables such as gender and current status of graduates significantly affect the perception of SOB's academic quality. Female graduates showed a comparatively positive inclination towards of SOB's academic quality as compared to male graduates. Similarly, graduates who are currently pursuing their further study are comparatively perceived positive towards academic quality of their attended institutional academic program.

Determinants of Being Employed, Pursuing Further Study and Perceived SOB Quality

The determinants of being employed and pursuing further study have been assessed using logistic regression since both of them are qualitative in nature. The determinants of perceived quality of SOB has been assessed using multiple regression analysis since perception score was quantitative. Concerning employment status, the outcome variable was whether the graduate is currently employed or not. With regard to further study status, whether the graduate is currently

pursuing further study or not. The multiple linear regression model has been employed to find the most influencing factors for perception of SOB's quality. The predictor variables are type of program, level of higher study, gender, ethnicity, and age group of the graduates. Current status of the graduates is also incorporated as an independent variable for assessing quality of SOB.

Gender is the key factor affecting being employed among the studied socioeconomic factors. Female graduates are less likely to be employed as compared to male graduates while other things remaining constant. Being female, they are 61% less likely to be employed as compared to male graduates. MBA graduates are two times more likely to be employed as compared to BBA-BI graduates, however, the relationship was insignificant. Though not significant, older aged graduates are more likely to be employed as compared to younger aged graduates.

Gender and age of the graduates are the key factors affecting further study status of the graduates. The regression analysis reveals that female graduates are more likely to pursue their further study as compared to male graduates while controlling the effect of other factors. Being female, they are 43% more likely to pursue their further study as compared to male graduates. With regard to the age, older graduates (aged 30 or more years) are 80% less likely to pursue their further study as compared younger graduates aged 20 -24 years. The other factors such as the type of program and ethnicity are not associated with further study status of the graduates.

The gender, current status, type of completed program, and age of the graduates are the most influencing factors that have an effect on perceived quality of SOB. As compared to male graduates, females have a positive perception towards different dimensions of SOB's academic quality. The positive perception of SOB's academic quality was higher among those who are currently pursuing further study as compared to those who are currently unemployed. The

positive perception was noticed among BBA graduates as compared to BBA-BI graduates while other things remaining constant. Ethnicity was not associated with perception of graduates towards academic quality of SOB.

Findings from Unstructured Qualitative Questions

The analysis of the unstructured questions of the tracer study questionnaire asking for recommendations for improvement of the organization reveals that most of the graduates suggested that the organization should impart practical education, reduce political interference, strengthen curriculum, take measures to improve the quality of faculty and better manage library resources.

Contribution to Graduates Personal Development

It is found that the programs of the School of Business is satisfactorily enhancing the job market salability and the school has also been found imparting job related skills in a better manner. Among the employed graduates of MBA, 83.3 percent are currently working at the officer or higher while only 17 percent are at the assistant level. The graduates rated the teacher student relationship, quality of delivery, teaching learning environment, and program relevancy as the strengths of the School. The corresponding mean score being 3.68,3.60,3.48, and 3.29 respectively. Based on the response of the graduates, the indicators such as canteen/urinals facilities, sports facility, extra-curricular activities, facilities in the lab and library, and work placement/ attachment were considered the weaknesses of the School. The chi-square test reveals that employment status is associated with gender with males have better employability as compared to females. The employment status is also found to be associated with program type; MBA graduates have higher employability followed by BBA graduates.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

Based on the study findings, this section offers recommendations to School of Business, Pokhara University some key issues and areas to focus on in order to improve its quality of education. It also provides suggestions on improvement of academic environment, teaching pedagogy, curriculum, skill development, better job placement of its graduates, faculty quality, infrastructural improvement, and other major policy formulation and organizational reform dimensions. Specifically, following implications for academic improvement, policy formulation and reform are identified from the study findings:

- It is advised to School of Business, Pokhara University to have more appealing programs such as scholarships and other related encouragement programs to increase the access of scheduled castes and minorities in higher education.
- Since the percentage of self-employed graduates is relatively lower, the School should promote and formulate policies to enhance the entrepreneurial spirit among the graduates.
- The BBA/BBA-BI graduates marketability seems to relatively low as compared to MBA graduates; therefore, it is suggested for the School to enhance the hands-on skills to the BBA graduates in order to increase their marketability. Additionally, it seems better if the institution establishes a distinct Job Place Cell to look after these affairs.
- It is advised to the School to manage the work placement programs in cooperation and collaboration with organizations by managing in-campus placements to reduce the average placement time.

- It is suggested to the School of Business to focus more on enhancing research skills of its graduates. The graduate research project is recommended to be replaced by a thesis
- The program still needs to have improvements in better managing the skills related to problem solving approaches, work placement related issues and extracurricular activities in order to enhance academic quality.
- The study reveals that the School needs to emphasize on creating effective pedagogical differences that promote problem solving skills among the students.
- It is suggested to the School to incorporate academic practices that equally foster conceptual knowledge and skill development in the MBA program whereas for the BBA program only the focus on skill development seems significant.
- Relatively the School is found to have improvements in the work placement of its graduates by emphasizing more on the educational quality.
- Similarly, the School needs to focus more on skill development and managing resources for the sound academic environment to enhance its academic quality.
- Relatively, the BBA program has less employability in comparison to MBA and BBA-BI programs. Thus, it is recommended for the school to have updated curriculum revisions, design more inclusive and market-oriented specialization courses in order to increase the employability of BBA program.
- To improve and design the quality of education, the school is advised to include practical approaches in the pedagogy, similarly, it should also update screening of the job market necessity and impart skills and knowledge as per it. Similarly, the continuous improvement on the quality of faculties by organizing skilful training, encouraging participation in faculty development programs, motivating faculties to the higher

education and inculcating research skills and activities among the faculties is essential to improve the educational quality.

- The School also needs to further develop the library resources and other infrastructural facilities in order to improve academic quality.
- The School needs to change in the teaching pedagogies by involving new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality of master and bachelor level students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study has explored the situation of management graduates of the School of Business of Pokhara University. The interesting conclusions can be drawn based on the findings of the study.

Conclusions

The results of the study show that the current status of management graduates is very good as most of the graduates (86%) are involved in a job, either pursuing further study or self-employed. The large gender differences in terms of employment and designation level suggest that there is high gender discrimination among the PU graduates, which also reflects the national scenario. Further attention needs to be given in this regard from both the university side and concerned policymakers. Priority should be given to the female graduates. The insignificant ethnic differences in the designation level suggest that there is no need to have ethnic concerns among the PU graduates. This result challenges the national scenario.

The tracer study results reveal that the academic quality and employment status of the graduates from School of Business, Pokhara University is satisfactory. The programs of the school are found to be successful in imparting sound conceptual foundation and job-related skills to the students. The employment status of its graduates is highly satisfactory because it is found that most of the graduates are either employed or pursuing further studies. The job placement of the school is relatively found to be effective because a large proportion of the students graduating from MBA are working at the officer or higher level. The programs offered by the

school are found contributory in imparting personal and professional requirements of the graduates.

School of Business is found to be stronger at teacher student relationships, quality of education, relevance of the program in enhancing professional requirements and the teaching learning environment. Whereas, the school is relatively weaker at imparting work placement related matters, and extracurricular activities. For institutional reform and academic quality enhancement, management education institutions should focus on designing new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality and competency of higher education institutions. Library resources and the infrastructural facilities are also the major elements in improving the academic quality; therefore, it is advised to the institutions to design programs that support its development.

Recommendations

On the basis of the results of this study following recommendation have been suggested;

1. Since majority of the graduates are currently pursuing further study at Pokhara University, there is a scope of expansion of an MBA degree in Pokhara University while considering the demand side. However, Pokhara University should not compromise the academic quality in the name of expansion in order to sustain the image of University.
2. Future studies can be carried out by incorporating many other factors such as students' performance which can be measured by their score, family status, and so on. The University Grant Commission (UGC) need to initiate for preparing a detailed questionnaire such that holistic research can be carried out in the days to come. For this, UGC can make a coordination committee incorporating research-oriented faculties from the different

universities of Nepal, free lancing academicians, as well as the researchers from different organizations.

3. It is recommended for the educational institutions involved in higher studies to emphasize more on designing and developing courses and programs offering entrepreneurial skills. Furthermore, it seems more plausible for the government and its representative organizations to foster and include entrepreneurial practices among the graduates. The representation of female, scheduled castes and other minorities are found to be less in higher education. Hence, encouraging and supportive environment is much needed for attracting female graduates towards higher education. The government and educational authorities of the country should design more inclusive programs to attract female, scheduled castes and minorities towards higher education.
4. Skill development, conceptual foundation, and academic environment are found to be highly associated with educational quality which finally promotes better work placement opportunities. Therefore, it is suggested to the higher education institutions to invest more of their resources and expertise in improving skill development, conceptual foundation and academic environment in order to prepare workplace or market-oriented graduates possessing sound conceptual foundation as well as job related skills. The higher educational institutions and government authorities of the country is suggested to focus in the continuous quality improvement of the faculties by organizing skillful training, motivating and encouraging faculties involved to further higher education and inculcating research skills and activities among them to improve the educational quality.

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ANNEXES

Annex I: Graduate Name List with their Current Status and Organizational Affiliation

| SN | Q. code | Name of the graduates | Program | Current status | Organization affiliation (if they are employed or pursuing further study) |
|----|---------|-----------------------|---------|--------------------------|---|
| 1 | 1065 | AayushaAryal | BBA | Further study | Pursuing higher study in Australia |
| 2 | 1107 | Abhishek Poudel | BBA | Self-employed | Self-Business in Tanahun |
| 3 | 1027 | Abishnash BK | BBA | Further study | Pursuing higher study in School of Business, PU |
| 4 | 1025 | Abiskar Shrestha | BBA | Further study | Pursuing higher study in Australia |
| 5 | 1048 | Aman Dhewajoo | BBA | Employed in organization | Kailash Bikash Bank, Pokhara |
| 6 | 1054 | Anbeshan Ojha | BBA | Self-employed | Shuvakamana Hardware, Pokhara |
| 7 | 1066 | Anju Shahi | BBA | Further study | Pursuing higher study in Australia |
| 8 | 1033 | Anupama Bagale | BBA | Further study | Pursuing higher study in School of Business, PU |
| 9 | 1056 | Archana Adhikari | BBA | Self-employed | Self-business in Pokhara |
| 10 | 1071 | Aswin Malla | BBA | Further study | Pursuing higher study in Australia |
| 11 | 1111 | Bandana Tiwari | BBA | Unemployed | |
| 12 | 1072 | Bibas Shrestha | BBA | Further study | Pursuing higher study in Japan |
| 13 | 1002 | Bibek Paudel | BBA | Employed in organization | CIL Pharmaceuticals Pvt Limited, Pokhara |
| 14 | 1086 | Bijaya Poudel | BBA | Employed in organization | NICA Bank, Bandipur, Tanahun |
| 15 | 1024 | Bindu Tiwari | BBA | Further study | Pursuing higher study in School of Business, PU |
| 16 | 1040 | Bipana Ale | BBA | Further study | Pursuing higher study in School of Business, PU |
| 17 | 1023 | Bishesta Gurung | BBA | Employed in organization | Sushan Infrastructure Pvt. Ltd, Lalitpur |
| 18 | 1109 | DebeshPalikhe | BBA | Unemployed | |
| 19 | 1003 | Dhirendra Pariyar | BBA | Further study | Pursuing higher study in Uniglobe College, Kathmandu |
| 20 | 1089 | Durga Gautam | BBA | Employed in organization | Gandaki Bikash Bank, Pokhara |
| | | | | | |

| | | | | | |
|----|------|----------------------|-----|--------------------------|---|
| 21 | 1088 | Kailash Raj Bhandari | BBA | Employed in organization | Nepal Rastra Bank, Pokhara |
| 22 | 1093 | Namrata Shrestha | BBA | Unemployed | |
| 23 | 1077 | Narayan B. Gharti | BBA | Further study | Pursuing higher study in Japan |
| 24 | 1101 | Narayan Tripathi | BBA | Unemployed | |
| 25 | 1038 | Niraj Karki | BBA | Further study | Pursuing higher study in School of Business, PU |
| 26 | 1097 | Nisha Gurung | BBA | Unemployed | |
| 27 | 1087 | Nisha Koirala | BBA | Further study | Pursuing higher study in France |
| 28 | 1041 | Pawan Karki | BBA | Further study | Pursuing higher study in School of Business, PU |
| 29 | 1042 | PrahladLamichhane | BBA | Further study | Pursuing higher study in School of Business, PU |
| 30 | 1103 | Puja Bajracharya | BBA | Further study | Pursuing higher study in PN Campus, Pokhara |
| 31 | 1063 | Pul Bahadur Pun | BBA | Further study | Pursuing higher study in Australia |
| 32 | 1080 | Rajesh Shrestha | BBA | Employed in organization | Global IME Bank, Nawalpur |
| 33 | 1090 | Rambha Shrestha | BBA | Unemployed | |
| 34 | 1001 | Ramesh Sunar | BBA | Employed in organization | Muktinath Development Bank, Pokhara |
| 35 | 1091 | Ranjita Poudel | BBA | Unemployed | |
| 36 | 1102 | Sabina Lamichhane | BBA | Unemployed | |
| 37 | 1106 | Sachin Karki | BBA | Self-employed | Self-Business in Pokhara |
| 38 | 1100 | Sagar Nepali | BBA | Unemployed | |
| 39 | 1082 | SaleenaBaral | BBA | Employed in organization | Green Development Bank, Pokhara |
| 40 | 1081 | Samiksha Baral | BBA | Employed in organization | Bikku Saving & Credit, Nawalpur |
| 41 | 1029 | Sanam Thapa | BBA | Unemployed | |
| 42 | 1026 | Sandhya Adhikari | BBA | Unemployed | |
| 43 | 1030 | Sandhya Bhandari | BBA | Further study | Pursuing higher study in School of Business, PU |
| 44 | 1035 | Sanina Shrestha | BBA | Further study | Pursuing higher study in School of Business, PU |
| 45 | 1047 | SapanaBaral | BBA | Further study | Pursuing higher study in School of Business, PU |

| | | | | | |
|----|------|----------------------|--------|--------------------------|---|
| 46 | 1055 | Sapana Thapa Magar | BBA | Employed in organization | Lotus Boarding School, Tanahun |
| 47 | 1028 | Saugat Shrestha | BBA | Self-employed | Self-Business in Pokhara |
| 48 | 1061 | Seema KC | BBA | Further study | Pursuing higher study in Australia |
| 49 | 1062 | Shankar GC | BBA | Further study | Pursuing higher study in Australia |
| 50 | 1096 | Shanta Sapkota | BBA | Unemployed | |
| 51 | 1104 | Sonisha Karki | BBA | Self-employed | Self-Business in Parbat |
| 52 | 1036 | Subash Raj Koirala | BBA | Employed in organization | Gandaki Bikash Bank Limited, Pokhara |
| 53 | 1092 | Suchitra Chindal | BBA | Further study | Pursuing higher study in Australia |
| 54 | 1105 | Sujata Dhakal | BBA | Further study | Pursuing higher study in School of Business, PU |
| 55 | 1034 | Sulochana Pandit | BBA | Further study | Pursuing higher study in School of Business, PU |
| 56 | 1057 | Sumit Thapa Magar | BBA | Further study | Pursuing higher study in Canada |
| 57 | 1108 | Sumitra Thapa Magar | BBA | Further study | Pursuing higher study in Canada |
| 58 | 1094 | Sunil Adhikari | BBA | Self-employed | Self-Business in Pokhara |
| 59 | 1058 | Sunnaina Gurung | BBA | Further study | Pursuing higher study in Australia |
| 60 | 1059 | SusmitaGiri | BBA | Further study | Pursuing higher study in London |
| 61 | 1060 | SusmitaJalari | BBA | Further study | Pursuing higher study in Australia |
| 62 | 1046 | Susmita KC | BBA | Further study | Pursuing higher study in School of Business, PU |
| 63 | 1004 | Susmita Shrestha | BBA | Further study | Pursuing higher study in PN Campus, TU, Pokhara |
| 64 | 1044 | Asha Koirala | BBA-BI | Further study | Pursuing higher study in School of Business, PU |
| 65 | 1039 | Kabita Shrestha | BBA-BI | Further study | Pursuing higher study in School of Business, PU |
| 66 | 1098 | Kesh Bahadur Chhetri | BBA-BI | Unemployed | |
| 67 | 1095 | ManojAchrya | BBA-BI | Self-employed | Self-Business in Tanahun |
| 68 | 1045 | Millan Basuala | BBA-BI | Further study | Pursuing higher study in School of Business, PU |
| 69 | 1099 | NarayaniSubedi | BBA-BI | Unemployed | |
| 70 | 1005 | Pramila Timilsina | BBA-BI | Further study | Pursuing higher study in PN Campus, TU, Pokhara |

| | | | | | |
|----|------|-----------------------|--------|--------------------------|---|
| 71 | 1051 | Pramila Tiwari | BBA-BI | Unemployed | |
| 72 | 1050 | Puja Neupane | BBA-BI | Further study | Pursuing higher study in School of Business, PU |
| 73 | 1049 | Rabina Thapa | BBA-BI | Further study | Pursuing higher study in Novel College, Pokhara |
| 74 | 1079 | Ramesh Sharma Acharya | BBA-BI | Employed in organization | LIC Insurance, Lalitpur |
| 75 | 1110 | Roshan Karki | BBA-BI | Unemployed | |
| 76 | 1052 | Sagun Pokhrel | BBA-BI | Further study | Pursuing higher study in School of Business, PU |
| 77 | 1032 | Saroj Paudel | BBA-BI | Self-employed | Trading Business in Pokhara |
| 78 | 1043 | Shankar Nepali | BBA-BI | Employed in organization | Kailash Bank, Pokhara |
| 79 | 1053 | Suman Mulmi | BBA-BI | Employed in organization | Sainaik Art Center, Pokhara |
| 80 | 1031 | Sushma Pande | BBA-BI | Further study | Pursuing higher study in School of Business, PU |
| 81 | 1006 | Tripti Acharya | BBA-BI | Further study | Pursuing higher study in Novel Academy, Pokhara |
| 82 | 1007 | Amrita Shahi | MBA | Employed in organization | Machhapure Bank Limited |
| 83 | 1076 | Ashok Gurung | MBA | Further study | Pursuing higher study in the UK |
| 84 | 1022 | Bidur Pokhrel | MBA | Self-employed | Educational Consultancy in Pokhara |
| 85 | 1084 | Ishwori Paudel | MBA | Further study | Pursuing higher study in Japan |
| 86 | 1078 | Jeevan Thapa | MBA | Further study | Pursuing higher study in Australia |
| 87 | 1085 | Krishna Poudel | MBA | Employed in organization | Officer at Pokhara University in Nepal |
| 88 | 1021 | Lok Prakash Paudel | MBA | Employed in organization | Rastriya Banijya Bank Limited, Pokhara |
| 89 | 1017 | Lokendra Pun | MBA | Employed in organization | Infrastructure Development Officer, Pyuthan |
| 90 | 1019 | Mamta Bhandari | MBA | Employed in organization | Gandaki Development Bank, Pokhara |
| 91 | 1020 | Manoj K Baral | MBA | Further study | Pursuing higher study in Australia |
| 92 | 1016 | Manoj Poudel | MBA | Self-employed | Academic Consultancy in Pokhara |
| 93 | 1018 | Milan Gurung | MBA | Employed in organization | Pokhara Finance, Pokhara |

| | | | | | |
|-----|------|----------------------|-----|--------------------------|---|
| 94 | 1068 | Mukti Nath Acharya | MBA | Further study | Pursuing higher study in Australia |
| 95 | 1069 | Nabin Kishore Poudel | MBA | Further study | Pursuing higher study in Australia |
| 96 | 1112 | NischalSubedi | MBA | Employed in organization | Surya Nepal Pvt Limited, Kantipath, KTM |
| 97 | 1113 | Poojen Shrestha | MBA | Employed in organization | Civil Bank Limited, Pokhara |
| 98 | 1083 | Prabha Banstola | MBA | Further study | Pursuing higher study in Bangladesh |
| 99 | 1114 | Pramisha KC | MBA | Employed in organization | Everest Bank Limited |
| 100 | 1070 | Pramod Kafle | MBA | Further study | Pursuing higher study in Australia |
| 101 | 1067 | Pratibha Bhattarai | MBA | Further study | Pursuing higher study in the US |
| 102 | 1013 | Ramesh K Raut | MBA | Employed in organization | Nepal Bank Limited, Dhanusha |
| 103 | 1075 | Sabita KC | MBA | Further study | Pursuing higher study in Australia |
| 104 | 1037 | Sagun Koirala | MBA | Employed in organization | Lecturer, Nepal Tourism and Hotel Management College, Pokhara |
| 105 | 1012 | Samir Basel | MBA | Employed in organization | Sipradi, Earthmovers Private. Limited, Pokhara |
| 106 | 1009 | Saubhagya J Basnet | MBA | Employed in organization | Citizen Bank, Pokhara |
| 107 | 1014 | Sheela Adhikari | MBA | Employed in organization | Citizen Bank, Pokhara |
| 108 | 1011 | ShreeramBaral | MBA | Employed in organization | IELTS teacher, Pokhara |
| 109 | 1015 | Siddhartha N.Shrma | MBA | Employed in organization | Kailash Development Bank, Pokhara |
| 110 | 1073 | Subash GC | MBA | Further study | Pursuing higher study in Newslnd |
| 111 | 1008 | Subash Lamsal | MBA | Employed in organization | Sipradi Trading, Pokhara |
| 112 | 1074 | Sushila Adhikari | MBA | Further study | Pursuing higher study in Australia |
| 113 | 1010 | Sworupa Shrestha | MBA | Employed in organization | Siddhartha Inl College, Butwal |
| 114 | 1064 | Swotantra Basnet | MBA | Further study | Pursuing higher study in Australia |

ii. Type of Organization: Private Public NGO/INGO Government Other: ...

iii. Address:

.....

iv. Phone Number: Email:

v. Employment Type: Full time Part time

vi. Designation:

.....

In the case of *Self Employment*:

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

.....

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

| SN | Particulars | Please tick under the number which best suits your answer | | | | | |
|----|--|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 |
| 1 | Relevance of the program to your professional (job) requirements | | | | | | |
| 2 | Extracurricular activities | | | | | | |
| 3 | Problem solving ability | | | | | | |
| 4 | Work placement/attachment / internship | | | | | | |
| 5 | Teaching/Learning environment | | | | | | |
| 6 | Quality of education delivered | | | | | | |
| 7 | Teacher Student relationship | | | | | | |
| 8 | Library facility | | | | | | |
| 9 | Lab facility | | | | | | |
| 10 | Sports facility | | | | | | |
| 11 | Canteen / Urinals etc | | | | | | |
| 12 | Other strengths/weaknesses (please specify | | | | | | |

C. IF PURSUING FURTHER STUDY:

Enrolment Year:..... (Year/Month)

Program: Level:

Campus/University:

Campus/University Address:

D. Please provide your suggestions/recommendations for the betterment of your institution:

.....

.....

.....

E. What contribution/s you can provide to the institution for its betterment?

.....

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name: Contact No / Email ID / SNID:

2. Name: Contact No / Email ID / SNID:

3. Name: Contact No / Email ID / SNID:

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

.....

Signature of the graduate

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

Academic Information of Graduate:

Program Completed: Level:

RegistrationNumber: Campus Roll No:

Passed Year: *(Passed year in transcript)*

Verified by:

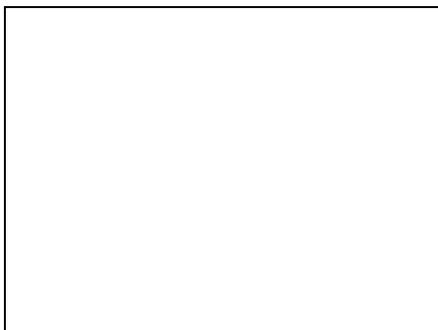
Name: Designation:

H. Task Team Leader:

Name: Mobile No.

Email: Signature:

Campus Stamp:



Annex III: Study Team

Tracer Study Team: List of study team as formed by the office of School of Business, PU

| SN | Name | Designation | Organization | Major Role in Tracer Study |
|----|-----------------------|---------------------|--------------|----------------------------|
| 1. | Deepak Raj Paudel | Associate Professor | SOB, PU | Team Leader |
| 2. | Dr. Umesh Singh Yadav | Associate Professor | SOB, PU | Member |
| 3. | Dr. Surya Bahadur GC | Associate Professor | SOB, PU | Member |
| 4. | Santosh Kumar Gurung | Lecturer | SOB, PU | Member |
| 5. | Pradeep Sapkota | Lecturer | SOB, PU | Member |
| 6. | Ravindra Prasad Baral | Lecturer | SOB, PU | Member |

Survey Team: List of the survey team (faculty members) involved in tracing study project 2017

| SN | Name | Designation | Organization | Role in Tracer Study |
|----|----------------------|---------------------|--------------|----------------------|
| 1 | Asish Thapa | Lecturer | SOB, PU | Surveyor |
| 2 | Balchandra Poudel | Lecturer | SOB, PU | Surveyor |
| 3 | Bharat Raj Wagley | Lecturer | SOB, PU | Surveyor |
| 4 | Bibek Karmacharya | Lecturer | SOB, PU | Surveyor |
| 5 | BishwoNathLamichhane | Lecturer | SOB, PU | Surveyor |
| 6 | Daya Raj Dhakal | Associate Professor | SOB, PU | Surveyor |
| 7 | Deepak Raj Paudel | Associate Professor | SOB, PU | Surveyor |
| 8 | Deepesh Ranabhat | Lecturer | SOB, PU | Surveyor |
| 9 | Deepmala Shrestha | Lecturer | SOB, PU | Surveyor |

| | | | | |
|----|------------------------|---------------------|---------|----------|
| 10 | Dipak Neupane | Lecturer | SOB, PU | Surveyor |
| 11 | Dipak Ojha | Lecturer | SOB, PU | Surveyor |
| 12 | Dr. Surya Bahadur GC | Associate Professor | SOB, PU | Surveyor |
| 13 | Dr. Umesh Singh Yadav | Associate Professor | SOB, PU | Surveyor |
| 14 | Durga Prasad Chapagain | Lecturer | SOB, PU | Surveyor |
| 15 | Ghanashyam Tiwari | Lecturer | SOB, PU | Surveyor |
| 16 | Hemkanta Poudel | Lecturer | SOB, PU | Surveyor |
| 17 | Praadeep Sapkota | Lecturer | SOB, PU | Surveyor |
| 18 | Ravindra Prasad Baral | Lecturer | SOB, PU | Surveyor |
| 19 | Santosh Kumar Gurung | Lecturer | SOB, PU | Surveyor |
| 20 | Shanti Devi Chhetri | Lecturer | SOB, PU | Surveyor |
| 21 | Sujita Adhikari | Lecturer | SOB, PU | Surveyor |
| 22 | Surbarna Bir JBR | Lecturer | SOB, PU | Surveyor |
| 23 | YograjLamichhane | Lecturer | SOB, PU | Surveyor |

Staff: List of staffs involved in the tracer study project 2017 in various activities

| SN | Name | Designation | Organization | Role in Tracer Study |
|----|------------------|-----------------------------|--------------|-------------------------|
| 1. | Sita Devi Dhakal | Deputy Administrator (Acc.) | SOB, PU | Administrative |
| 2. | Pramod Giri | Assistant Administrator(AA) | SOB, PU | Administrative |
| 3. | Toran BK | Assistant | SOB, PU | Administrative |

Annex IV: Official Letter of the Tracer Study Team-2017



POKHARA UNIVERSITY
FACULTY OF MANAGEMENT STUDIES
SCHOOL OF BUSINESS

Pokhara Lekhnath, Kaski, Nepal

Ref. No. ५५८/००५/००६०



मिति: २०७६।०९।१०

| | |
|---------------------------------|----------|
| १. श्री दिपक राज पौडेल | टिम लिडर |
| सह-प्राध्यापक, स्कुल अफ बिजनेस, | |
| २. डा. उमेश सिंह यादव | सदस्य |
| सह-प्राध्यापक, स्कुल अफ बिजनेस, | |
| ३. डा. सूर्य बहादुर जि. सी. | सदस्य |
| सह-प्राध्यापक, स्कुल अफ बिजनेस, | |
| ४. श्री सन्तोष कुमार गुरुङ. | सदस्य |
| उप-प्राध्यापक, स्कुल अफ बिजनेस, | |
| ५. श्री प्रदिप सापकोटा | सदस्य |
| उप-प्राध्यापक, स्कुल अफ बिजनेस | |
| ६. श्री रविन्द्र प्रसाद बराल | सदस्य |
| उप-प्राध्यापक, स्कुल अफ बिजनेस, | |

विषय : मनोनयन गरिएको बारे ।

उपरोक्त सम्बन्धमा यस स्कुल अफ बिजनेसमा UGC को नियमित अनुदान अन्तर्गत यस पटक पनि स्कुल अफ बिजनेसबाट सन् २०१७ मा वि.वि.ए , वि.वि.ए. वि.आइ तथा एम.बिए कार्यक्रम उत्तिर्ण गरेका विद्यार्थीहरूको Tracing Study गरी प्रतिवेदन तयार गर्नका लागि तपाइलाई टिम लिडर /सदस्य मा मनोनयन गरिएको व्यहोरा अवगत गराउँदछु । समयमा नै कार्य सम्पन्न गर्नुहुन अनुरोध गर्दछु ।

(डा. रविन्द्र धिमिरे)
निर्देशक

Annex V: Official Letter of the Tracer Study Team-2018



POKHARA UNIVERSITY
FACULTY OF MANAGEMENT STUDIES
SCHOOL OF BUSINESS
 Pokhara, Kaski, Nepal

Ref. No. २२६/०८६/०८००

मिति: २०७६/०७/१८

संयोजक, डा. दिपक राज पौडेल, सह प्राध्यापक
 सदस्य, डा. उमेश सिंह यादव, सह प्राध्यापक
 सदस्य, डा. सूर्य बहादुर जि.सी., सह प्राध्यापक
 सदस्य, श्री संतोष कुमार गुरुङ्ग, उप प्राध्यापक
 सदस्य, श्री प्रदिप सापकोटा, उप प्राध्यापक
 सदस्य, श्री रविन्द्र प्रसाद बराल, उप प्राध्यापक
 स्कूल अफ बिजनेस

(रिप्लाइड)

विषय: Tracer Study का लागि वष जिम्मेवारी दिइएको सम्बन्धमा ।

यस समितिलाई स्कूल अफ बिजनेसको Master & Bachelors Level -2017 Batch को Tracer Study सम्पन्न गर्नका लागि जिम्मेवारी दिइएकोमा सन् २०१८ व्याचको Tracer Study सम्पन्न गरी सो को प्रतिवेदन २०७६ मंसिर मसान्त भित्रमा सम्पन्न गरी विश्वविद्यालय अनुदान आयोगमा पेश गर्न भनी विश्वविद्यालय अनुदान आयोगले सूचना प्रेषित गरेको हुँदा २०१७ तथा २०१८ दुवै व्याचको Tracer Study Report तयार गरी तोकिएको समय भित्रमा सम्पन्न गर्नका लागि अनुरोध गर्दछु ।

सहयोगको लागि धन्यवाद ।

डा. रविन्द्र धिमिरे

निर्देशक

बोधार्थ:

१. RMC Committee

२. Account Section

Annex VI: Official Letter to UGC- Submission of Tracer Study Report 2017



**POKHARA UNIVERSITY
FACULTY OF MANAGEMENT STUDIES
SCHOOL OF BUSINESS**

Pokhara, Kaski, Nepal



Ref. No. 324/2076/77

Date: 16th December

To,

The Member Secretary

UGC, Nepal

Subject: Submission of Tracer Study Report 2017.

Dear Sir,

With due regards, I would like to inform you that our team has completed the tracer study of MBA, BBA and BBA BI graduates of 2017 batch as undertaken with the support and funding of University Grant Commission. On behalf of our institution and personally, I feel highly obliged and appreciate the learning opportunity provided to us by UGC. Similarly, the study will be useful insight for understanding the shortcomings of programs and students preferences too. This particularly is highly beneficial for us.

Finally, to your information the Tracer Study Report has been attached along with this correspondence and the meantime we are highly thankful for the consideration of UGC in accepting our team and organization.

Thank you.

Sincerely,

Dr. Rabindra Ghimire
Director
School of Business
Pokhara University
Pokhara 30, Kaski

Annex VII: Official Letter to UGC- Submission of Tracer Study Report 2018



**POKHARA UNIVERSITY
FACULTY OF MANAGEMENT STUDIES
SCHOOL OF BUSINESS**

Pokhara, Kaski, Nepal

Ref. No. 32512076177



Date: 16th December

To,

The Member Secretary

UGC, Nepal

Subject: Submission of Tracer Study Report 2018.

Dear Sir,

With due regards, I would like to inform you that our team *has completed the tracer study of MBA, BBA and BBA BI graduates of 2018 batch as undertaken with the support and funding of University Grant Commission. On behalf of our institution and personally, I feel highly obliged and appreciate the learning opportunity provided to us by UGC. Similarly, the study will be useful insight for understanding the shortcomings of programs and students preferences too. This particularly is highly beneficial for us.*

Finally, to your information the Tracer Study Report has been attached along with this correspondence and the meantime we are highly thankful for the consideration of UGC in accepting our team and organization.

Thank you.

Sincerely,

Dr. Rabindra Ghimire
Director
School of Business
Pokhara University
Pokhara 30, Kaski