

Tracer Study Report 2021

Shaheed Smarak College

Bharatpur-19, Bakhanpur,
Sharadanagar, Chitwan

Report Preparation Team

Coordinator- Delraj Aryal

Member – Milan Poudel

Member – Bisheswor Ghimire

Member – Uday B.K

Member – Janaki Poude

FOREWORD

This college is established in the memory of the martyrs of Sharadanagar and its peripherals who sacrificed their lives for the nation. The main motive of this establishment is to impart quality education with the facilities of modern technology to the students of different races, castes, economic status and from Dalits, indigenous groups, women, etc. This college is established with the new concept that if the education becomes cheap and available to all, then only there is the possibility of welfare of people, society and the nation which will thus become an effort for the nation building process. So, the college offers different faculties with multiple subjects to meet such objectives.

The locality of the college consists of indigenous groups, Dalits, backward people, etc. which is away from the reach of education. However, there are the families of ex-armies from Indian and British armies. As such community is deprived of education; this college has a vital role to make education accessible to the community. This aims basically to uplift the standard of the education so that the graduates who pass out from here would have the closer access to the labor market and hence they would uplift their socio-economic level.

This graduate tracer study is mainly a survey intended to trace graduates from their school of origin to their place of employment or self-employment. To obtain the needed information, the questionnaires developed by the UGC were used which served as the data gathering instrument.

ACKNOWLEDGMENT

Tracer study Task tem acknowledges all the respondents who participated in the survey. We also wish to thank the examination, library and Account section for providing the Population and for supporting the administration of the survey

EXECUTIVE SUMMARY

IMPORTANCE OF GRADUATE TRACER STUDIES

Graduate Tracer studies constitute an important tool for educational planners, as they can provide valuable information for evaluating the results of the higher education and training institutions. This information may be used for minimizing any possible deficits in a given educational program in terms of content, delivery and relevance and for further development of the institution in the context of quality assurance.

COVERAGE OF THE TRACER STUDY

The present Graduate Tracer Study was launched by the Tracer study committee of SSC in the 1st quarter of 2023. It targeted a number of 23 graduates of the Faculties of Education and Management of the year 2021.

OBJECTIVES OF THE TRACER STUDY

The main objectives of the study were to trace the destination of the graduates since they left university with a view to establish among others their current activity, utilization of skills, the level of employment, unemployment and underemployment, labor mobility and job satisfaction. The survey also aimed to assess the contribution of the university training to graduates personal development as well as the quality of the program of study in terms of content, delivery and relevance to the world of work. Specifically these are the main objectives of the tracer study

SURVEY METHODOLOGY

The study made use of a survey questionnaire, comprised of some 8(A-H) questions, drawn from a record of students, which provided details of the names and addresses of graduates by program of study and year of graduation. Questionnaires were sent to the graduates in the sample list, together with a covering letter and a stamped addressed envelope for return, explaining the objectives of the study.

SURVEY IMPLEMENTATION

The survey was launched in the 1st quarter of 2023, with the closing date set for the 2nd quarter of 2023. A copy of the questionnaire was handed to all the graduates concerned, together with a covering letter and a stamped addressed envelope for return, explaining the objectives of the study. Follow-up letters were issued time to time to non-respondents. As a result, the response rate was increased to a higher extent and all the filled up questionnaires were returned by the 2nd week of March, 2023.

COHORT

The characteristics of respondents in relation to the sample showed the same kind of representation of 2021.

FACULTY/FIELD

At the level of faculty, the responses were quite representative of the sample: Management- 57% and Education 43% as the sample and the responses were quite the same.

AGE

The mean age of respondents stood at years, with an average of 26.23 years for the Management and 25.2 years for the Education Faculties.

GENDER

A high degree of correspondence was observed between the gender characteristics of respondents and that of the sample, with female constituting (21 of 23)91.3% of responses as opposed to (2 of 23) 8.7%.

CAST WISE DISTRIBUTION

The distribution of respondents by cast wise is noted as follows. 52% of respondents belonging to brahmin,13% Gurung ,8.7% chhetri ,4.3% Tamang,13% Dalit ,4.3% Tharu and 4.3% Magar graduates is found.

GRADUATES' FURTHER STUDIES

Approximately 30.4% of the respondents had pursued or were currently engaged in further studies, after they were awarded their undergraduate degree. 85% of these are Management graduates whereas 15% are from BED. Faculty.

GRADUATES' CAREER ASPIRATIONS AND ACHIEVEMENTS

Out of the total respondents, only 52.2% (12 out of 23) were currently employed. Among those who were job holders, 50% (6 out of 12) expressed an interest in pursuing a career in teaching, while the remaining 50% showed interest in becoming accountants. Whereas 47.8% of the respondents were still in search of job.

GRADUATES' ECONOMIC STATUS

Out of job holder respondents 83.3% were full time and only 16.7% of respondents were part time job holders. 47.8% of respondents, on the other hand, were economically inactive, i.e., they were not working and were not available for paid work.

OCCUPATIONAL DISTRIBUTION OF GRADUATES' EMPLOYMENT

According to our recent research, graduates from both the Management and Education fields were predominantly employed in the private sector. Out of the total graduates, 26% (6 out of 23) were engaged in teaching roles, while another 26% (6 out of 23) held positions in cooperatives as accountants. However, it was observed that none of the graduates were employed in the government sector or any other sectors, indicating a strong presence exclusively in the private sector.

GRADUATES' EMPLOYMENT IN PRIVATE V/S OTHER SECTOR

On the whole, all job holders are involved in the private sector, resulting in none being employed in the government sectors.

GRADUATES' ASSESSMENT OF THE QUALITY OF THEIR PROGRAMMES OF STUDY

Respondents, in general, acknowledged the positive contribution of the program of study to their personal development. Eleven core skills were assessed in this context, namely Relevance of the program to your professional requirements, extracurricular activities, problem solving ability, work placement/attachment/internship, Teaching/ learning environment, quality of education delivered, teacher students relationship, library facility, lab facility, sports facility, canteen/urinals. 58.1% of responses overall endorsed the positive contribution of the programs of study to graduates' personal development.

Relevance of the program to your professional requirements

An overwhelming majority of respondents 60% admitted that the program of study is relevance to their professional requirements.

Extracurricular activities

43.5% respondents accepted that the extracurricular activity is the part of their program of studies.

Problem Solving Ability

Some 61.5% endorsed the view that their problem-solving skills had improved, with an decrease in satisfaction registered BBS and BED as follows: BBS 62.5%, BED 60%.

Work placement/attachment/internship

The contribution of the program of study to graduates' to work placement/attachment/internship was 85% . In faculty wise BBS and BED as follows: BBS 62.5%; BED 56.6%.

Teaching/ learning environment

Similar trend as above was observed regarding the contribution of the program of study to graduates' by teaching/ learning environment as follows: BBS %; BED 50%.

Quality of education delivered

Some 60% of respondents noted that the program of study enhance their quality of education delivered.

Teacher student's relationship

Overall 60% of favorable opinion was expressed with regard to Teacher student's relationship of the program of study.

Library facility

Only 50% of respondents' graduates express as favorable opinion with regard to library.

Lab facility

Only 45% of respondents' consider as a strength of their program of study with regard of lab facility.

Sports facility

Overall 60%of respondents' consider as strength of their program of study with regard of sports facility.

Canteen/urinals

Over all 60% respondents graduates are satisfied to canteen/urinals facilities.

SUGGESTION OF THE RESPONDENTS

Out of 23 respondents, 14.29% suggested for the improvement in the teaching learning activities, 28.57 % in increment of library facilities, 28.57% Canteen facilities, 7.1% suggest enhancing the lab, and 7.1% respondents emphasize pure drinking water facilities.

ASSURANCE OF SUPPORT FROM THE RESPONDENTS

Among the 23 contributions, the breakdown within the BBS and B. Ed groups is as follows: for financial support for needy students, there were 3 contributions in total (14.4%), with 2 contributions (15.4%) in BBS and 2 contributions (20%) in B.Ed. Support through Alumni accounted for 6 contributions (35.7%) overall, with 5 contributions (38.2%) in BBS and 4 contributions (40%) in B.Ed. Additionally, there were 4 contributions (35.7%) for support of teaching materials, comprising 3 contributions (23%) in BBS and 1 contribution (10%) in B.Ed. The scholarship fund category had 6 contributions (7.1%) in total, with 1 contribution (7.7%) in BBS and 1 contribution (10%) in B.Ed. Lastly, 3 contributions (7.1%) were made for donating unused books, with 2 contributions (7.7%) in BBS and 2 contributions (20%) in B.Ed.

TABLE OF CONTENTS

LIST OF TABLES	II
LIST OF FIGURES	IV
LIST OF ACRONYMS	V
FOREWORD	VI
EXECUTIVE SUMMARY	VII

Chapter 1

Introduction

1.1	Background	1
1.2	Objective of the study	1
1.3	Institutional arrangements to conduct the study	1
1.4	Methodology	1
1.5	The survey Questionnaire	2
1.6	Graduate batch taken for the study	2
1.7	Data collection and survey Implementation	2
1.8	Data processing and Analysis	3
1.9	Scope and Limitation of the study	3

Chapter 2:

Data Presentation and Analysis

2.1	Graduates personal profile	4
2.2	Issue related to the employment status and further study of graduates	7
2.3	The assessment of graduates on quality measures of SSC	11
2.4	Suggestion, recommendation and contribution of graduates for the betterment of institution.	25

Chapter 3:

Major Findings

3.1	Employment Status of Graduates	28
3.2	Issues Related to the Characteristics, Expectations, and Aspirations of Graduates	28
3.3	Issues Related to the Employment Experience of Graduates	28
3.4	Issues Related to the Quality and Relevance of Higher Education	28
3.5	Education and their Contribution to Graduates' Personal Development	29

	Chapter 4:	
Implications to Institutional Reform		37

	Chapter 5:	
Conclusion and Recommendations		
5.1 Conclusion		31
5.2 Recommendations		31

Annex :

Questionnaire

LIST OF TABLES

Table 1	Distribution of graduates by Gender	4
Table 2	Distribution of Respondents by Faculty	5
Table 3	Respondents by Age/Faculty	5
Table 4	Distribution of Graduates by Cast	6
Table 5	Respondents Pursuing/Pursued Further Education v/s Total Number of Respondents by year	7
Table 6	Cast wise/faculty wise Respondents to find a Job	8
Table 7	Graduates' Current Occupations	9
Table 8	Respondents' Employment Distributed by Sector	10
Table 9	Types of Work	11
Table 10	Assessment of quality of the Program of Study	11
Table 11	Assessment of quality of the Program of Study	12
Table 12	Graduates' Assessment of the Contribution of the Program of Study	12
Table 13	Relevance of the program to your professional requirements	13
Table 14	Extracurricular activities	15
Table 15	Problem solving ability	16
Table 16	Work placement/ attachment/ internship	17
Table 17	Teaching/ learning environment	18
Table 18	Quality of education delivered	19
Table 19	Teacher Student relationship	20
Table 20	Library facility	21
Table 21	Lab facility	22
Table 22	Sports facility	23
Table 23	Canteen / Urinals etc	24
Table 24	Suggestion and recommendation of graduates for betterment of the college.	25
Table 25	Possible Contribution of Graduates for the Betterment of the College	26

LIST OF FIGURES

Figure 1	Distribution of respondents by Gender	4
Figure 2	Distribution of Respondents by Faculty	5
Figure 3	Respondents by age	6
Figure 4	Distribution of Graduates by Cast	7
Figure 5	Respondents Pursuing/Pursued Further Education v/s Total Number of Respondents by year	8
Figure 6	Cast wise Respondents to find a Job	9
Figure 7	Graduates' Current Occupations	10
Figure 8	Respondents' Employment Distributed by Sector	10
Figure 9	Types of Work	11
Figure 10	Contribution of Program of Study of Graduate	13
Figure 11	Assessment Based on Relevance of the program to professional requirements	14
Figure 12	Extracurricular activities	15
Figure 13	Problem solving ability	16
Figure 14	Work placement/ attachment/ internship	17
Figure 15	Teaching/ learning environment	18
Figure 16	Quality of education delivered	19
Figure 17	Teacher Student relationship	20
Figure 18	Library facility	21
Figure 19	Lab facility	22
Figure 20	Sports facility	23
Figure 21	Canteen / Urinals etc	24
Figure 22	Suggestion and Recommendation of Graduates for betterment of the college	26
Figure 23	Possible Contribution of Graduates for the Betterment of the College	27

ACRONYMS

B.B.S. Bachelor of Business Studies

B.Ed. Bachelor of Education

B.S. Business Sector

F Female

G.S. Government Sector

IT Information Technology

M Male

M.B.S. Master of Business Studies

M.Ed. Master of Education

MGT Management

S.E. Self-Employed

SSC Shaheed Samarak College

T Total

UGC University Grant Commission

CHAPTER 1

Introduction

1.1 Background

Educational institutes, which are located in the rural areas with limited resources, are really challenging to be managed properly. These institutes are to educate the pupils from those families, which have very low economic status in the society. In the present context of 21st Century with high-tech facilities in education systems, we still are following traditional systems in teaching-learning activities. We have resource constraints in one hand and in another; we have to fulfill the expectations of stakeholders. Therefore, this study is basically focused to find out the real scenario of the present situation of the labor market, skills they need and the expertise that employers require.

1.2 Objectives of the study

This Graduate Tracer Study 2023 aims at finding the relationship between higher education and the labor market in Nepal and abroad. It is based on considerations of the experiences of the SSC graduates.

The Study has following specific objectives:

- a) To find graduates personal profile
- b) To explore the employment status and further study of the graduates
- c) To assess by graduates on quality measures of ssc
- d) To suggest, recommend and contribute of graduates for the betterment of institution.

The study is designed to provide relevant information, both quantitative and qualitative, to educational planners and policy makers to assist them to make informed decisions and fine-tune their strategies, in view of meeting the country's high-level and skilled human resource needs.

1.3 Institutional arrangements to conduct the study

SSC has dedicated team that prepares and publishes this report on regular basis. This study is basically focused to find out the real scenario of the current employment status, present situation of the labor market, skills they need and the expertise that employers require.

1.4 Methodology

The methodology adopted for the study consisted of a survey questionnaire (Annex 1) which was provided by the UGC and other reference used in similar study undertaken by different educational institutions in Nepal. However the same questionnaire was discussed at the level of the Senior UGC personnel and the Community Campus chiefs in the program organized by the UGC, Nepal and finalized.

1.5 The Survey Questionnaire

The questionnaire comprised some 8 (A-H) questions which were further categorized into 4 broad themes as follows:

i) Graduates personal profile

- ❖ the characteristics of graduates
- ❖ providing information of age, gender, program, address of graduates

ii) Issue related to the employment status and further study of graduates

- ❖ the transition from College to the labor market
- ❖ Graduate's further study
- ❖ the characteristics and nature of the unemployed graduates
- ❖ nature of employment
- ❖ the occupational and sectorial distribution of graduate employment

iii) The assessment of graduates on quality measures of ssc

- ❖ Major strength and weaknesses of the quality of educational delivered, the teaching and learning environment, teacher-student relationship and library and lab.
- ❖ the course content including the extent of problem solving ability, sports and canteen/urinals facilities
- ❖ The course relevance including the relevance of the program to professional requirement, extracurricular activities and the importance of work placement.

iv) Suggestions, recommendation and contribution of graduates for the betterment of institution

- ❖ Enhancing the college by giving suggestion, recommendation and contribution by graduates

1.6 Graduate batch taken for the study

The Survey targeted BBS and BED full-time graduates over the period 2021. It made use of sample, stratified by cohort, gender and place of residence, drawn from a list of graduates obtained from the college, which provided details of names and addresses of graduates by field and year of graduation. In total 23 graduates (BBS- 13; BEd- 10) were covered by the survey and all of them provided the data.

1.7 Data Collection and Survey Implementation

The survey was launched in the first quarter of 2023, with the closing date set for the first quarter of 2023. A copy of the questionnaire was handed to all the graduates concerned, together with a covering letter and a stamped addressed envelope for return, explaining the objectives of the study. Follow-up letters were issued time to time to non-respondents. As a

result, the response rate was increased to a higher extent and all the filled up questionnaires were returned by the last week of February, 2023.

1.8 Data Processing and Analysis

The data collected were edited, coded and inputted on an MS Database Access. Data analysis was done in Excel. The analysis of the survey data took longer than expected, owing to numerous attempts made during the process to improve the structure of reporting and enhance the quality and level of analysis. The real students were contacted by phone for the further clearance of the data.

1.9 Scope and Limitation of the study

This study aims will cover all BBS and BED graduates whether studying, working aboard or in locally based companies who graduated from year 2018 only to allow the graduates enough time to find employment. It aims to cover all graduates in local as well as aboard residing.

CHAPTER 2 DATA PRESENTATION AND ANALYSIS

This chapter is described into four major Section. The first section deals graduates personal profile, Second Employment status and further study, third the assessment on quality measures of SSC and fourth section is presents the suggestion, recommendation and contribution of graduates for the betterment of institution.

2.1 Graduates personal profile

This section examines the characteristics (age, gender, place of residence, etc.) of respondents.

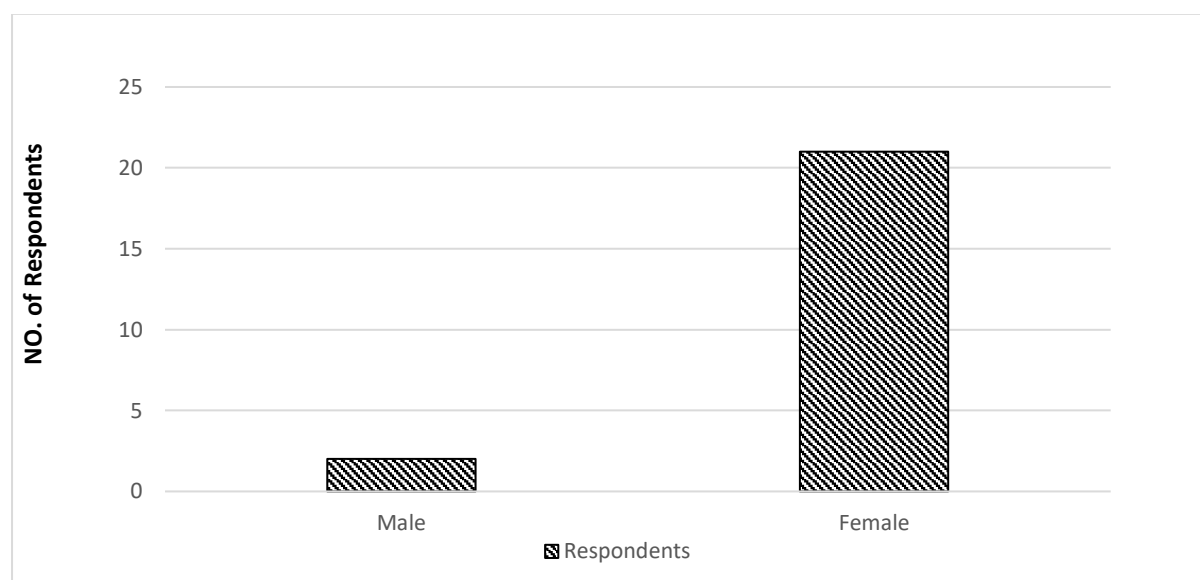
Table1: Distribution of graduates by Gender

Gender	Respondents	
	No. (B)	(% Share)
Male	2	9
Female	21	91
Total	23	100

Field Survey 2021

The survey targeted to full-time Bachelor's Degree graduates of Shaheed Smarak College of 2018 batch, equivalent to 14 graduates including male 3 (21%) and 11(79%) female graduates. These statistics showed that female respondents were more than male (Table 1).

Figure 1: Distribution of respondents by Gender



The above figure shows gender of the respondents

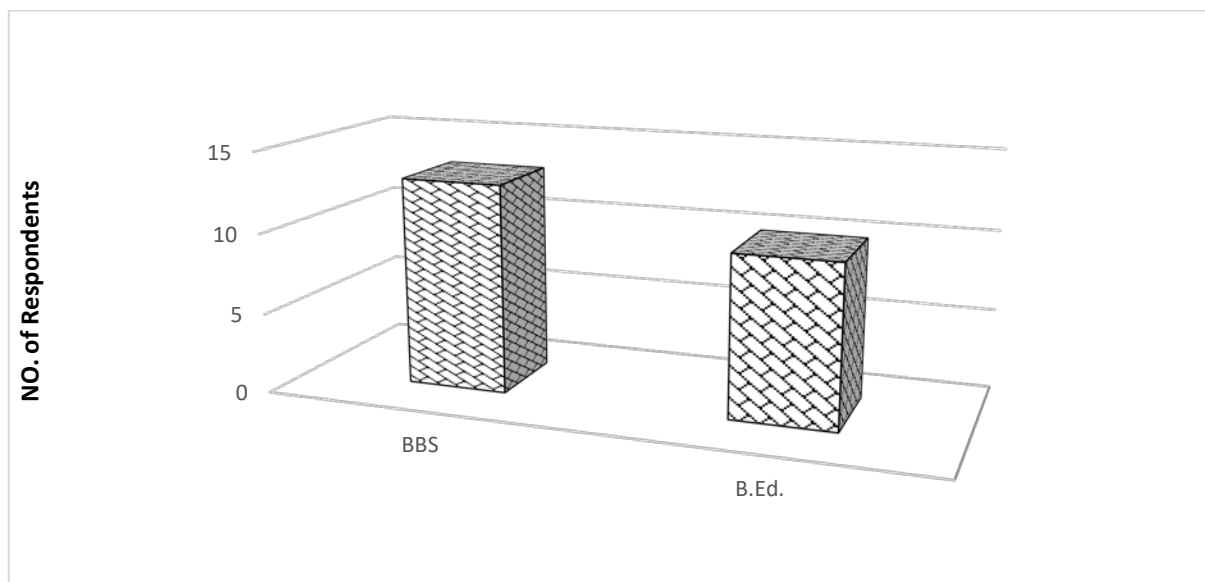
Table 2: Distribution of Respondents by Faculty

Year	Bachelors		Management		Education	
	No.	Total %	No	%	No	%
2021	23	100	13	57	10	43

Field Survey 2021

In all, 23 graduates participated in the survey 13(57.0%) were from the Management Faculty and 10 (43.0%) from the Education Faculty respectively (Table 2).

Figure2 Distribution of Respondents by Faculty



The above figure shows faculty of the respondents

Table 3: Respondents by Age/Faculty

Age Group (yrs)	Bachelor		BBS		BED	
	No.	%	No.	%	No.	%
20-25	6	11.3	4	30.8	2	20
25-30	15	65.2	7	53.8	8	80
30-35	2	23.5	2	15.4	0	0
Total	23		13		10	
Ave Age	25.8		26.23		25.2	

Field Survey 2021

The mean age of respondents was found at 24.9 years, with Education graduation being on average slightly older than Management ones, or 26.6 years compared with 23.6 years. 57 % of respondents were in the age group 20-25 years; 36 % between 25-30 years, 7% between 30-35 (Table 3).

The following figure shows age of the respondents

Figure 3: Respondents by Age

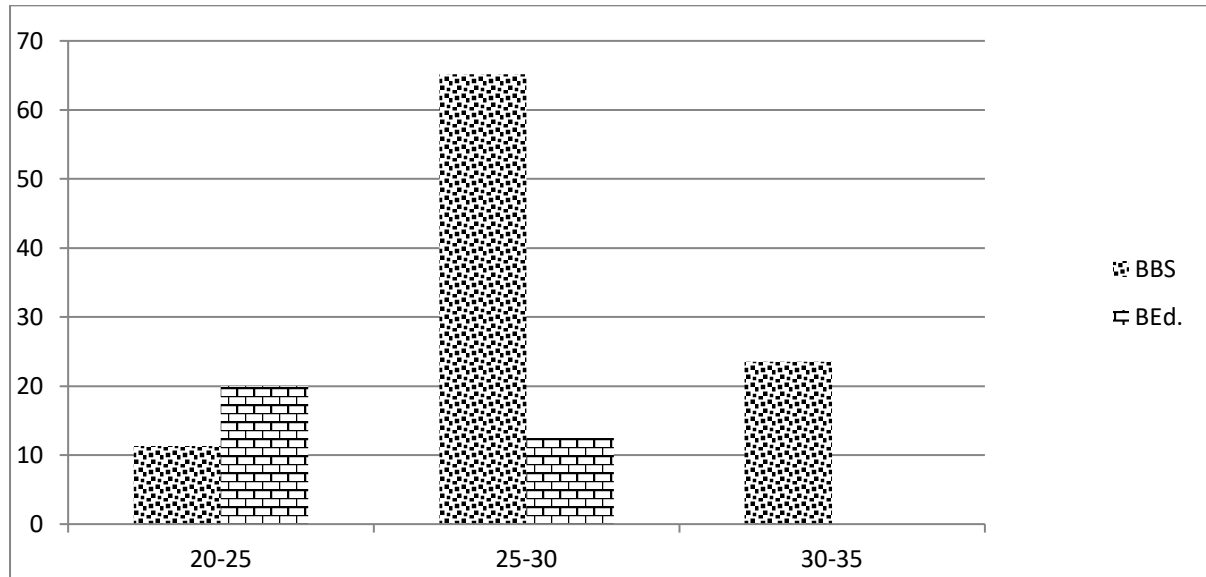


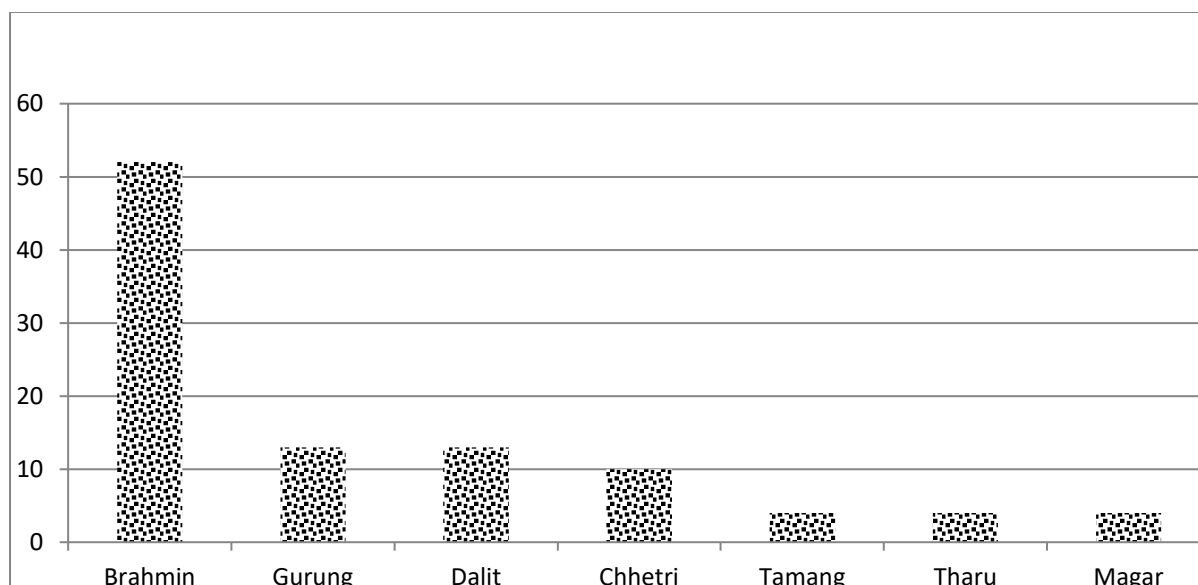
Table 4 Respondents by ethnicity/caste

Caste	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Brahmin	12	52	9	70	3	30
Gurung	3	13	2	15.4	1	10
Dalit	3	13	1	7.7	2	20
Chhetri	2	10	1	7.7	1	10
Tharu	1	4	0	0	1	10
Tamang	1	4	0	0	1	10
Magar	1	4	0	0	1	10
Total	23		13		10	

Field survey 2021

This figure shows cast of the respondents

Figure 4 Distribution of Graduates by Cast



Field survey 2021

2.2 Issues related to the employment status and further study of graduates

This section examines the nature and extent of mismatch between graduates' career aspirations and achievements, their transition from university to the world of work, their experience and status with regard to employment, unemployment and underemployment and further study.

Table 5: Respondents Pursuing/Pursued Further Education v/s Total Number of Respondents by year

Year	Total			BBS			B.Ed.		
	Total No. (A)	B	(B/A) %	Total No. (A)	B	(B/A) %	Total No. (A)	B	(B/A) %
2021	23	7	30.4	13	6	46.2	10	1	10

Field survey 2021

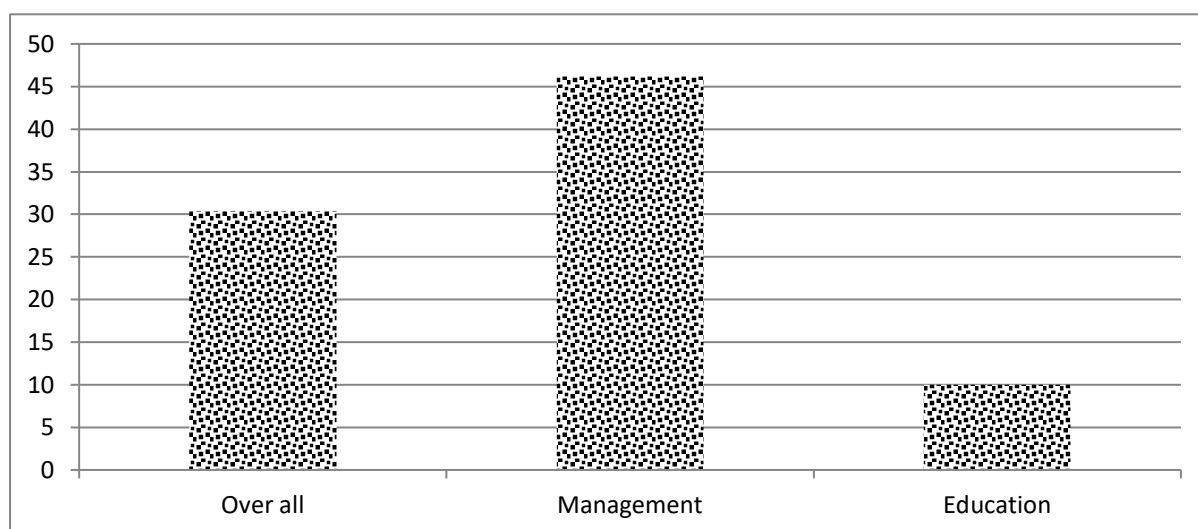
A-Number of respondents

B-No. of respondents pursuing/pursued further studies

From the table above, it is found that out of total (23), 30.4 percent enrolled for further study. Out of enrolled respondents (7), 46.2 percent are enrolled in BBS. This concerned a majority of graduates choose management.(Table 5)

The following figure shows further study of the respondents

Figure 5: Respondents Pursuing/Pursued Further Education v/s Total Number of Respondents by year



Field survey 2021

Table 6: Cast wise/faculty wise Respondents to find a Job

Cast	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Brahmin	4	33.3	4	57.14	0	0
Gurung	3	25	2	28.5	1	20
Dalit	1	8.3	0	0	1	20
Chhetri	1	8.3	1	14.2	0	0
Tharu	1	8.3	0	0	1	20
Tamang	1	8.3	0	0	1	20
Magar	1	8.3	0	0	1	20
Total	12				5	

Field survey 2021

Table 6 presents the cast-wise and faculty-wise distribution of respondents regarding their job search. Among the different cast categories, the Brahmin respondents in the BBS faculty showed a 33.3% job search rate, while there were only 5 job seekers in the B.Ed. faculty. The Gurungs had 100% job search rate while Dalits respondents had a mixed job search pattern in both faculties. The Chhetri respondents showed a 8.3% job search rate in the BBS faculty, while the Tharu, Tamang, and Magar respondents in the B.Ed. faculty expressed their intention to find a job. These findings provide insights into the job search trends among different cast categories and faculties among the surveyed respondents.

Figure 6: Cast wise Respondents to find a Job

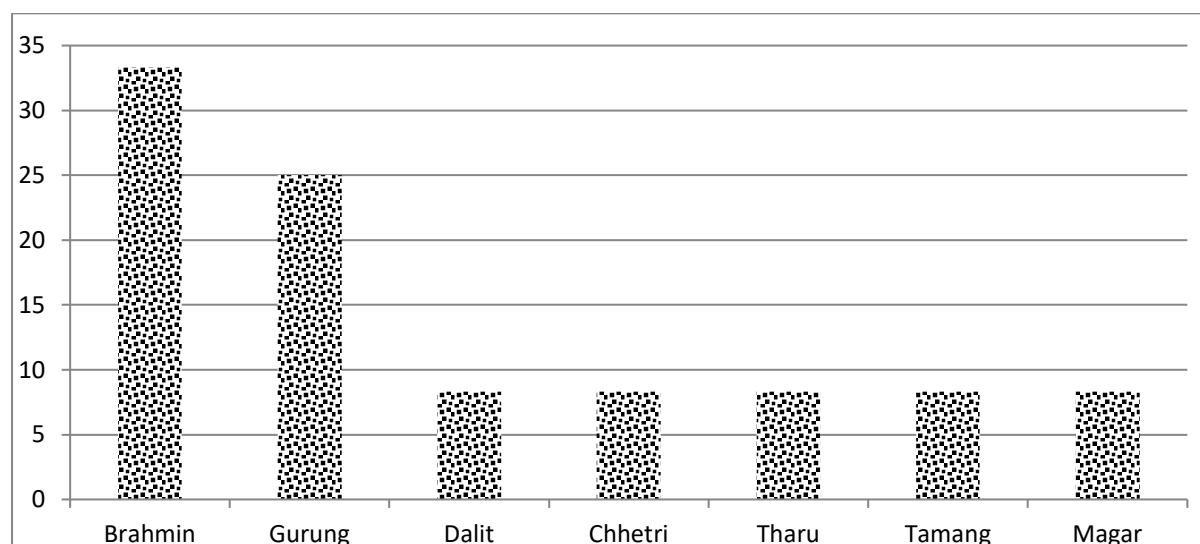


Table 7: Graduates' Current Occupations

Current Occupation	Total		BBS		B.Ed.	
	No.	%	No	%	No	%
Accountant	4	33.33	4	57	0	0
Teacher	6	50	1	15	5	100
Clerk	2	16.67	2	29	0	0
Total	12		7		5	

Field survey 2021

Majority of Graduate are employed 52% of Graduate .All of which were in service sector such as Accountant 33.33% Clerk 16.67% and Teacher 50%. Out of employed graduate (7 of 12) 58% are from Management faculty, and rest were from the education faculty.(Table 7)

The figure shows the distribution of the graduates current occupation:

Figure 7: Graduates' Current Occupations

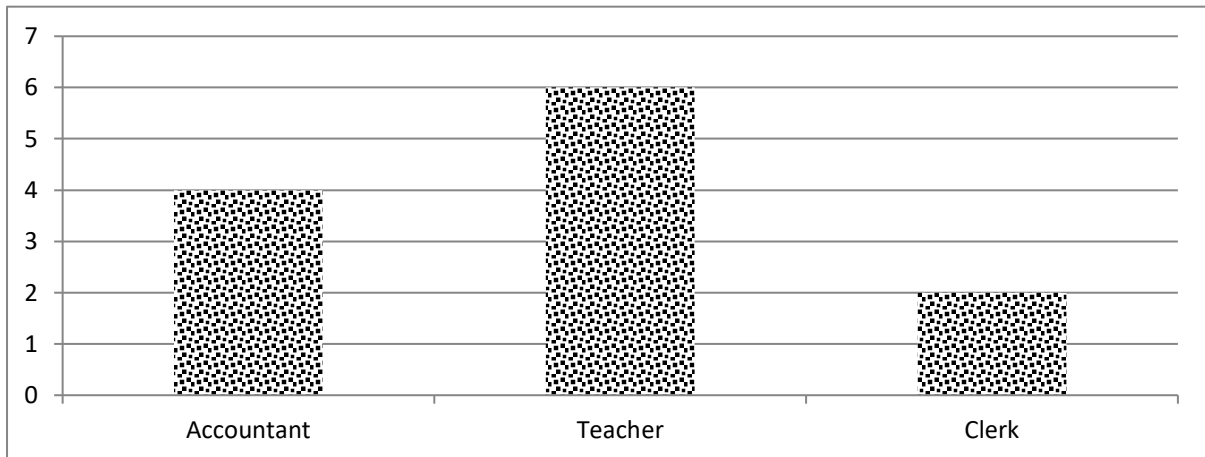


Table 8: Employment Distribution on the basis to the sector

Sector	Total		BBS		B.Ed.	
	No.	%	No	%	No	%
Government	1	8.4	0	0	1	20
Private	11	91.6	7	100	4	80
Total	12		7		5	

This table reveals that out of total employed graduates 91.6% of graduates were working in the private sector and only 8.4% of the respondent with job were working in the Government sector. (Table 8).

The following figure shows employment status of the respondents by sector

Figure 8: Respondents' Employment Distributed by Sector

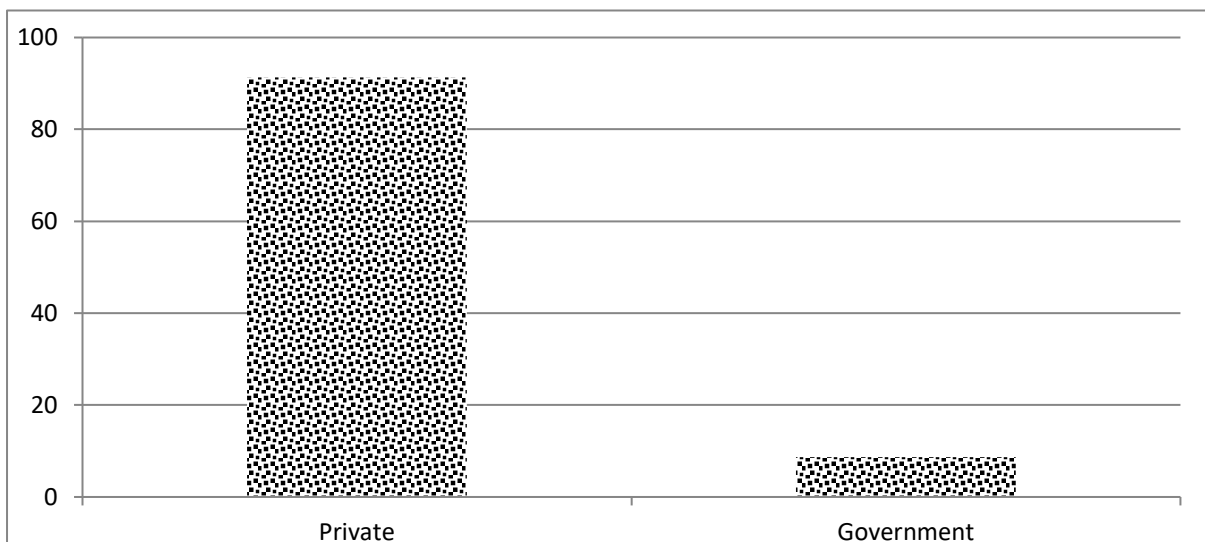


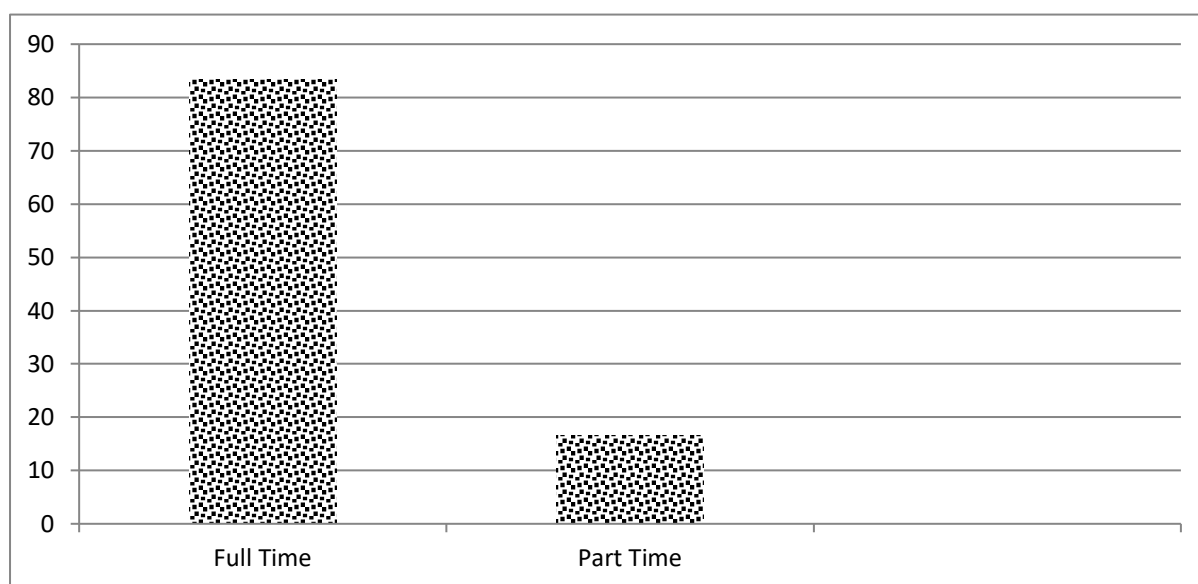
Table 9: Types of Work

Involvement	Total		BBS		B.Ed.	
	No	%	No	%	No	%
Full Time	10	83.4	5	71.4	5	100
Part Time	2	16.6	2	28.6	-	-
Total	12		7		5	

Field survey 2021

This table shows that out of total employed respondents, 100% of respondents surveyed were working full-time, None were working part-time .(Table 9).

Figure 9: Types of work



Field survey 2021

2.3 The assessment of graduates on quality measures of SSC

This Chapter tries to assess with the perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the institutions strengths and weaknesses from the point of view of graduates.

These tables try to assess with the perceived value regarding quality measures of different dimensions of the institution

Table 10 Assessment of quality of the Program of Study

Particulars	Overall %
Relevance of the program to your professional requirements	60
Extracurricular activities	43.5
Problem solving ability	61.5

Particulars	Overall %
Work placement / attachment / internship	85
Teaching/ Learning environment	67.5
Quality of education delivered	67.3
Teacher student relationship	60
Library facility	60
Lab facility	49.70
Sports facility	44.65
Canteen / Urinals etc	45.4
Average	58.1

Field survey 2021

Table 11 Assessment of quality of the Program of Study

Particulars	BBS	BED	Overall
	%	%	%
Relevance of the program to your professional requirements	61	60	60
Extracurricular activities	77	10	43.5
Problem solving ability	93	30	61.5
Work placement / attachment / internship	77.5	70	85
Teaching/ Learning environment	85.6	50	67.5
Quality of education delivered	84.6	50	67.3
Teacher student relationship	30	90	60
Library facility	50	70	60
Lab facility	69.4	30	49.7
Sports facility	69.3	20	44.65
Canteen / Urinals etc	30.8	60	45.4
Average	66.2	50	58.1

Field survey 2021

Table 12 Graduates' Assessment of the Contribution of the Program of Study

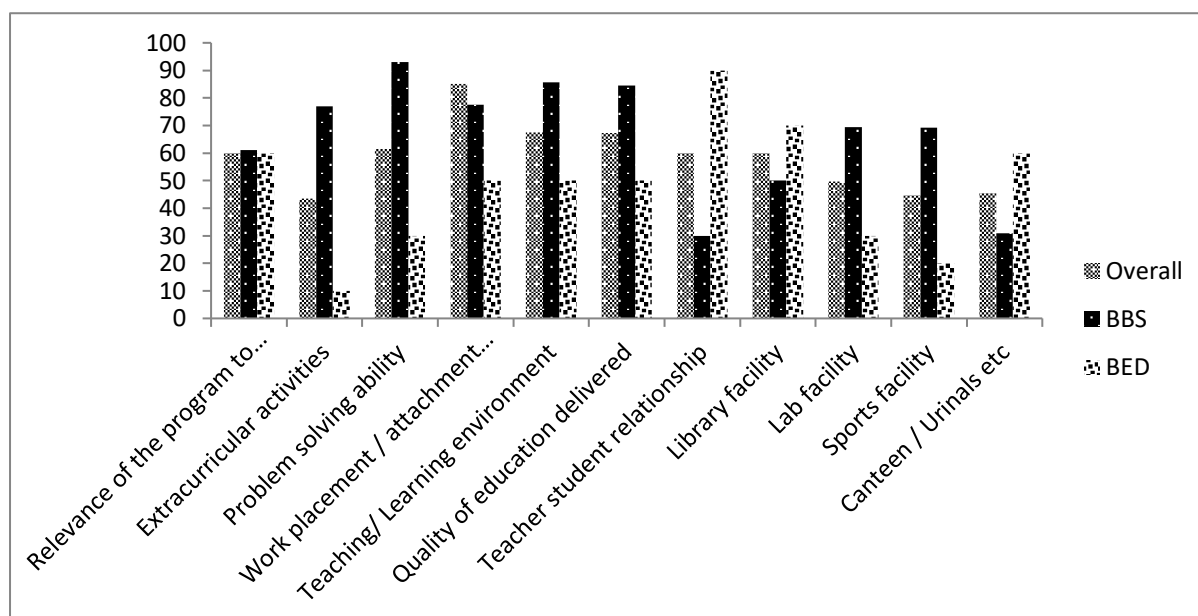
Cohort	1	2	3	4	5	6	7	8	9	10	11	Overall
	60	43.5	61.5	85	67.5	67.3	60	60	49.70	44.65	45.4	58.10
BBS												
2018	61	77	93	77.5	85.6	84.6	30	50	69.4	69.3	30.8	66.2
B.Ed.												
2018	60	10	30	70	50	50	90	70	30	20	60	50

Field survey 2021

The quality of instruction received by graduates was assessed on the basis of 11 indicators relating to the content, (Relevance of the program to your professional requirements, extracurricular activities, problem solving ability, work placement/attachment/internship, Teaching/ learning environment, quality of education delivered, teacher students relationship, library facility, lab facility, sports facility, canteen/urinals) of the program of study (Table 10-11) Overall, 58.10% of favorable opinions was expressed with regard to the quality of the program of study.

This figure shows the assessment of the graduates with the perceived value regarding quality measures of different dimensions of the institution:

Figure 10 Contribution of Program of Study of Graduate



Field survey 2021

This table describes the rating of graduates on Relevance of the program to the graduate requirements of the institution relating with its quality education delivery mechanism

Table 13 Relevance of the program to the professional requirements

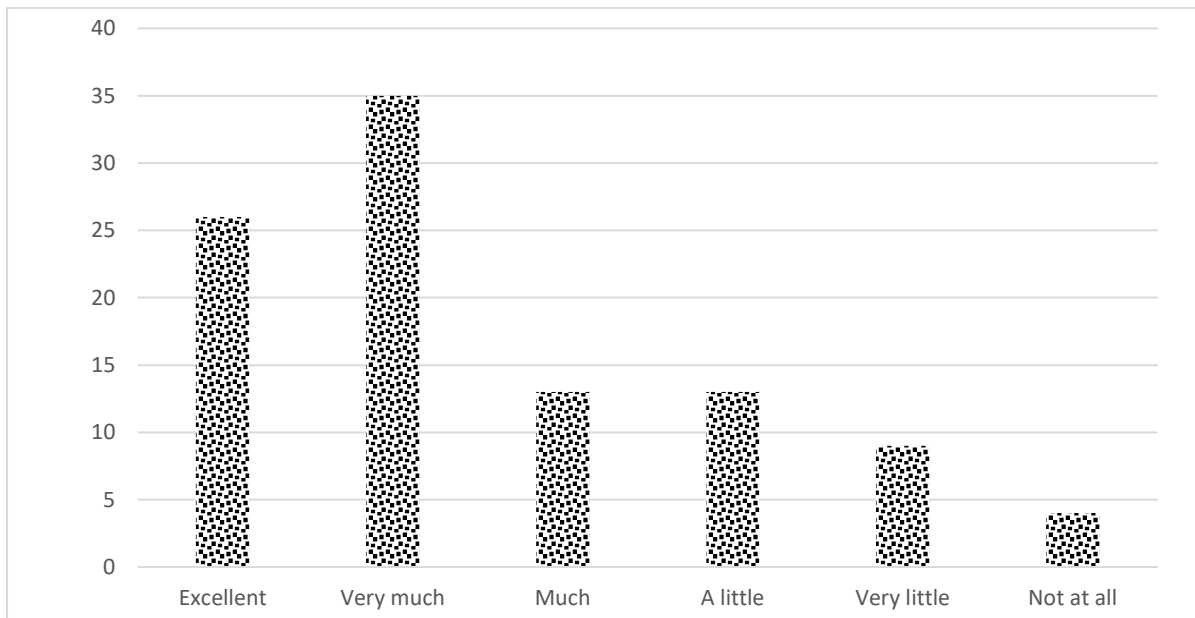
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	6	26	4	31	2	20
Very much	8	35	4	31	4	40
Much	3	13	3	24	-	-
A little	3	13	-	-	3	30
Very little	2	9	1	7	1	10
Not at all	1	4	1	7	-	-
Total	23		13		10	

Field survey 2021

In Table 13, the total column represents the responses related to the relevance of the program to the professional requirements. Out of the total responses received, 26% expressed that the program's relevance to professional requirements was "Excellent." Specifically, in the BBS program, 31% of respondents rated the relevance as "Excellent," while in the B.Ed. program, 20% provided the same rating. The category "Very Much" received 35% of the total responses, with 31% in the BBS program and 40% in the B.Ed. program. For the "Much" rating, 13% of the total responses indicated a moderate level of relevance, with 24% in the BBS program. In the B.Ed. program, no responses were recorded for this category. Additionally, there were 13% of responses in the "A Little" category, with 30% in the B.Ed. program. The "Very Little" category accounted for 9% of the total responses, with 7% in the BBS program and 10% in the B.Ed. program. There was one response (4%) in the "Not at all" category, which was provided by a respondent in the BBS program. Overall, the data suggests a varied perception of the program's relevance to professional requirements, with a majority expressing positive views in the "Excellent" and "Very Much" categories.(Table13 and Table 12)

This figure shows that the rating of graduates on Relevance of the program to the graduates requirements

Figure 11 Assessment Based on Relevance of the program to professional requirements



The following table shows the extent of extracurricular activities as strength of their program of study.

Table 14 Assessment Based on Relevance of the program to professional requirements

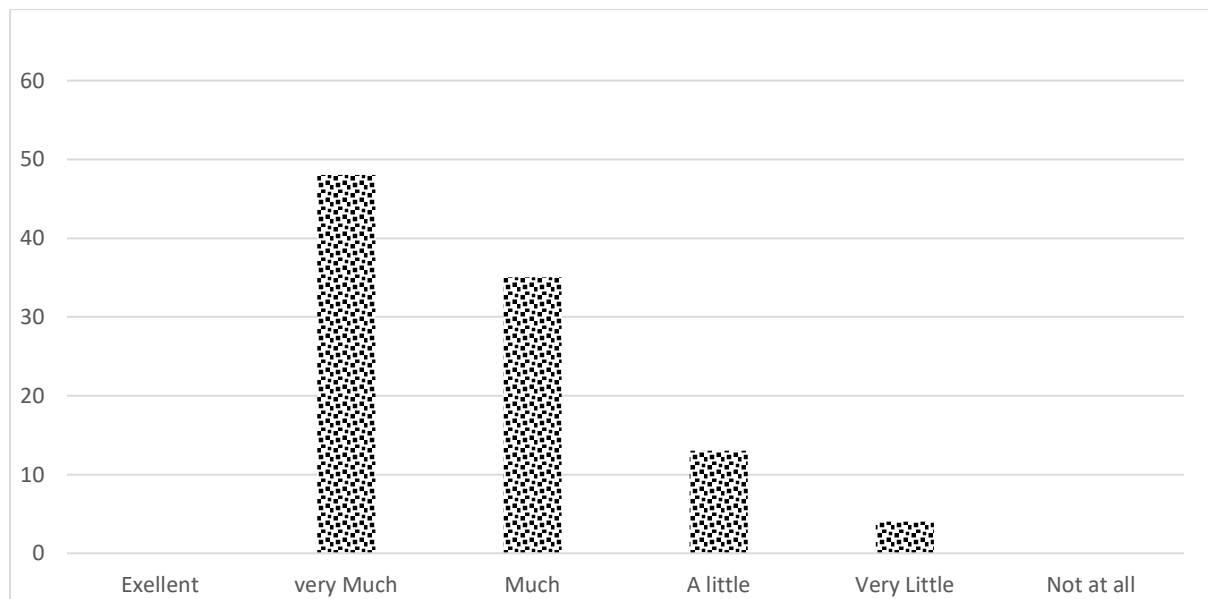
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	-	-	-	-	-	-
Very much	11	48	10	77	1	10
Much	8	35	2	15.4	6	60
A little	3	13	1	7.6	2	20
Very Little	1	4	0	0	1	10
Not at all	0	0	0	0	0	0
Total	23	100	13	100		

Field survey 2021

58.57.0% of respondents found the extent of extracurricular activities as strength of their program of study. An above average level of satisfaction was obtained from those in BBS and BED as 55% and 63.3.% respectively. (Table 14 and Table 12).

Following figure shows the extent of extracurricular activities as strength of their program of study.

Figure 12 Extracurricular activities



The following table shows the problem solving ability as a strength of their program of study.

Table 15: Problem-solving ability

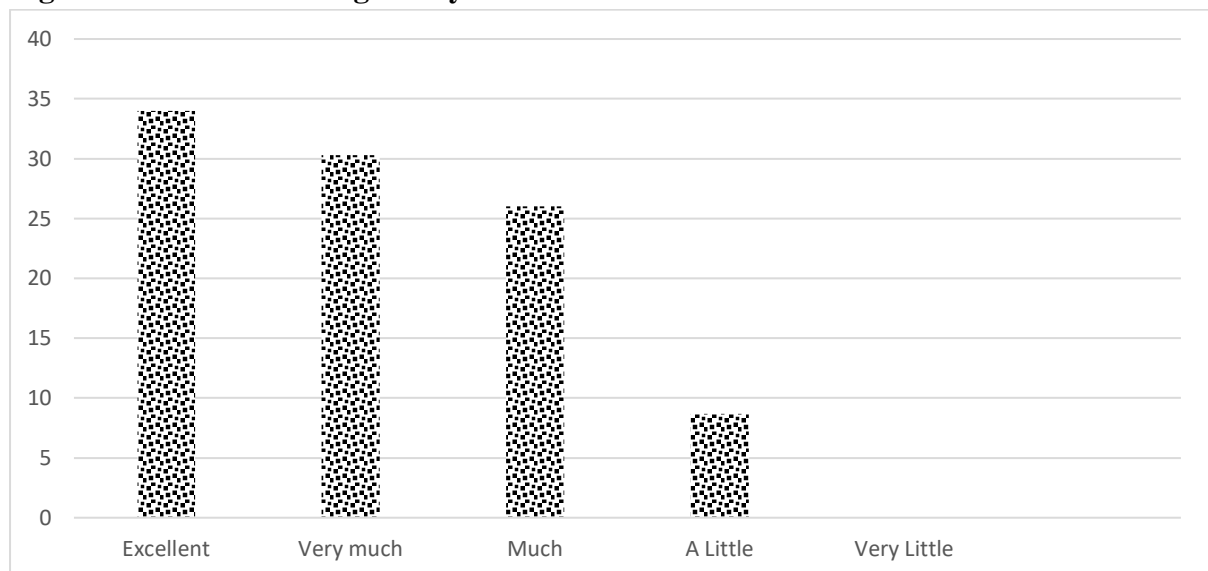
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	8	34	8	62	0	0
Very much	7	30.3	4	31	3	30
Much	6	26	1	7	5	50
A little	2	8.7	0	0	2	20
Very Little	0	0	0	0	0	0
Not at all	0	0	0	0		
Total	23		13		10	

Field survey 2021

In Table 15, the total column represents the responses received for the problem-solving ability. Out of the total responses, 34% rated their problem-solving ability as "Excellent." Specifically, in the BBS program, 62% of respondents rated their problem-solving ability as "Excellent," while no responses were recorded in the B.Ed. program for this category. The "Very Much" rating received 30.3% of the total responses, with 31% in the BBS program and 30% in the B.Ed. program. For the "Much" rating, 26% of the total responses indicated a good level of problem-solving ability, with 7% in the BBS program and 50% in the B.Ed. program. Additionally, there were 8.7% of responses in the "A Little" category, with 20% in the B.Ed. program. No responses were received for the "Very Little" or "Not at all" categories. This data suggests that a significant portion of respondents expressed positive perceptions of their problem-solving ability, particularly in the "Excellent" and "Very Much" categories, contributing to a comprehensive understanding of their problem-solving skills. (Table 16 and Table 12)

The following figure shows the problem solving ability as a strength of their program of study:

Figure 13 Problem solving ability



The Following table describes that work placement a part of the program of study

Table 16 Work placement/ attachment/ internship

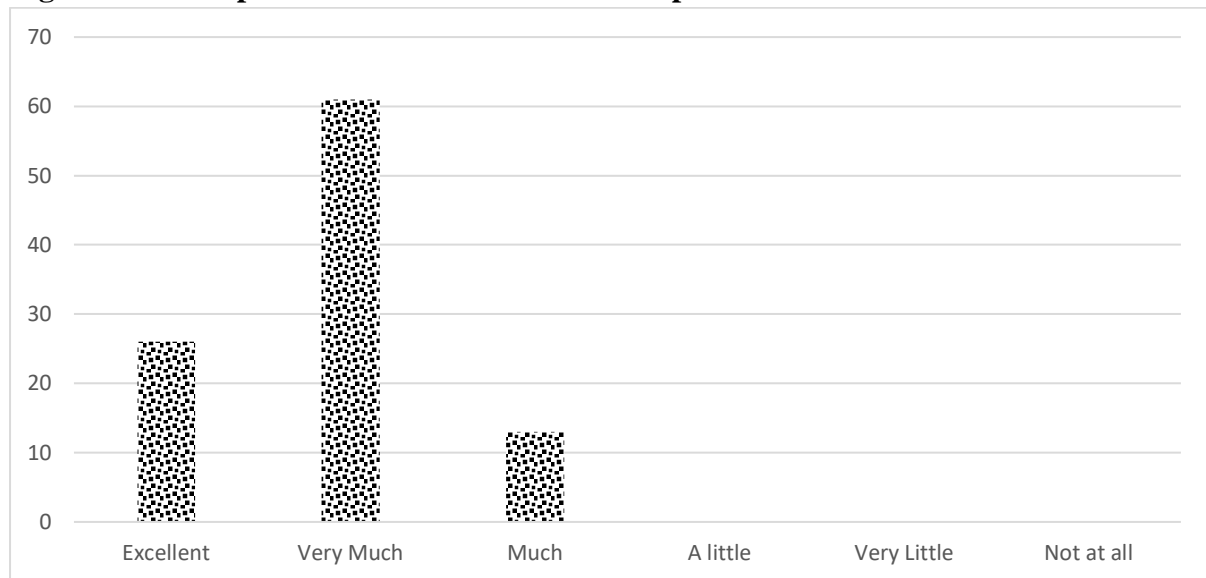
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	6	26	5	39.5	1	10
Very Much	14	61	8	61.5	6	60
Much	3	13	0	0	3	30
A Little	0	0	0	0	0	0
Very Little	0	0	0	0	0	0
Not at all	23		13		10	

Field survey 2021

Table 16 presents the responses related to work placement, attachment, or internship experiences. This table provides insights into the perceptions of respondents in terms of the quality of these professional experiences. Notably, 26% of the total responses rated the experiences as "Excellent," with 39.5% in the BBS program and 10% in the B.Ed. program. The category "Very Much" received 61% of the total responses, with 61.5% in the BBS program and 60% in the B.Ed. program. The category "Much" accounted for 9% of the total responses, with null in the BBS program and 30% in the B.Ed. program. Notably, no responses were recorded for the categories "A little," "Very Little," or "Not at all." The table's data highlights a positive perception of the work placement, attachment, or internship experiences, particularly in the "Excellent" and "Very Much" categories, providing valuable insights into the quality of these professional opportunities for the respondents.

The Following figure describes that work placement a part of the program of study :

Figure 14 Work placement/attachment/internship



The table given below deals that teaching learning environment plays vital role of the program of study

Table 17 Teaching/ learning environment

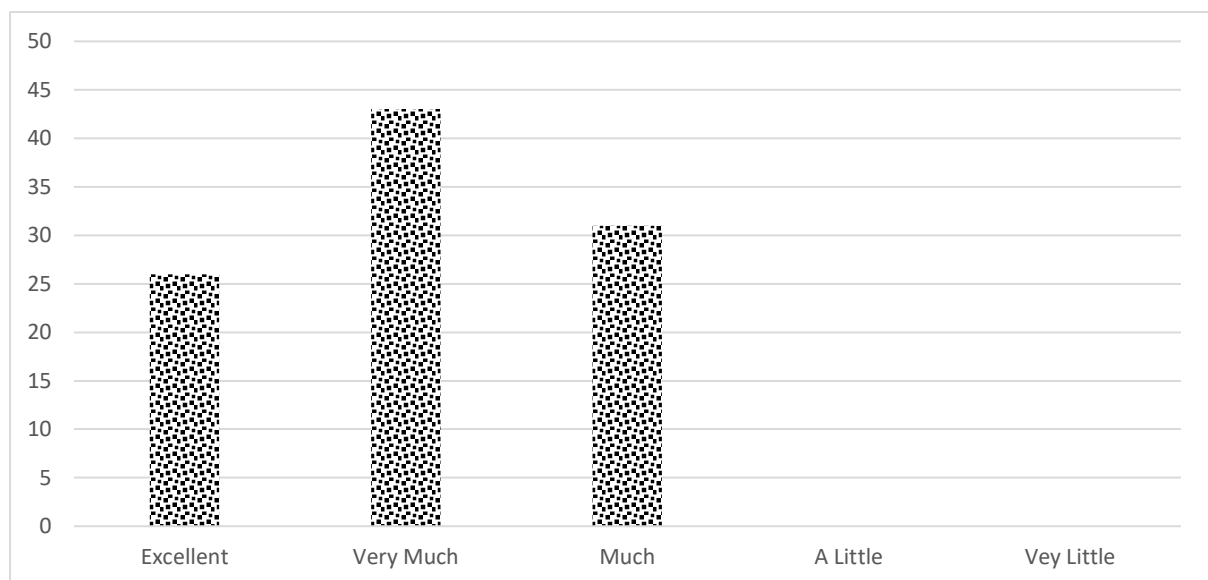
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	6	26	5	38	1	10
Very Much	10	43	6	47.6	4	40
Much	7	31	2	15.4	5	50
A little	0	0	0	0	0	0
Very Little	0	0	0	0	0	0
Not at all	0	0	0	0	0	0
Total	23		13		10	

Field survey 2021

Table 17 showcases the responses regarding the teaching/learning environment in the BBS and B.Ed. programs. Out of the total responses, 26% rated it as "Excellent," with 38% in BBS and 10% in B.Ed. Additionally, 43% rated it as "Very Much," with 47.6% in BBS and 40% in B.Ed. Furthermore, 31% rated it as "Much," with 15.4% in BBS and 50% in B.Ed. No responses were received for the categories "A little," "Very little," or "Not at all." In total, 23 responses were collected, with 13 from the BBS program and 10 from the B.Ed. program. This data provides insights into the perceptions of the teaching/learning environment in the respective programs. (Table 17 and Table 12)

The Bar-diagram given below deals that teaching learning environment as a strength of the program of study.

Figure 15 Teaching/learning environment



This table indicated that the program of study assure the quality of education delivered

Table 18 Quality of education delivered

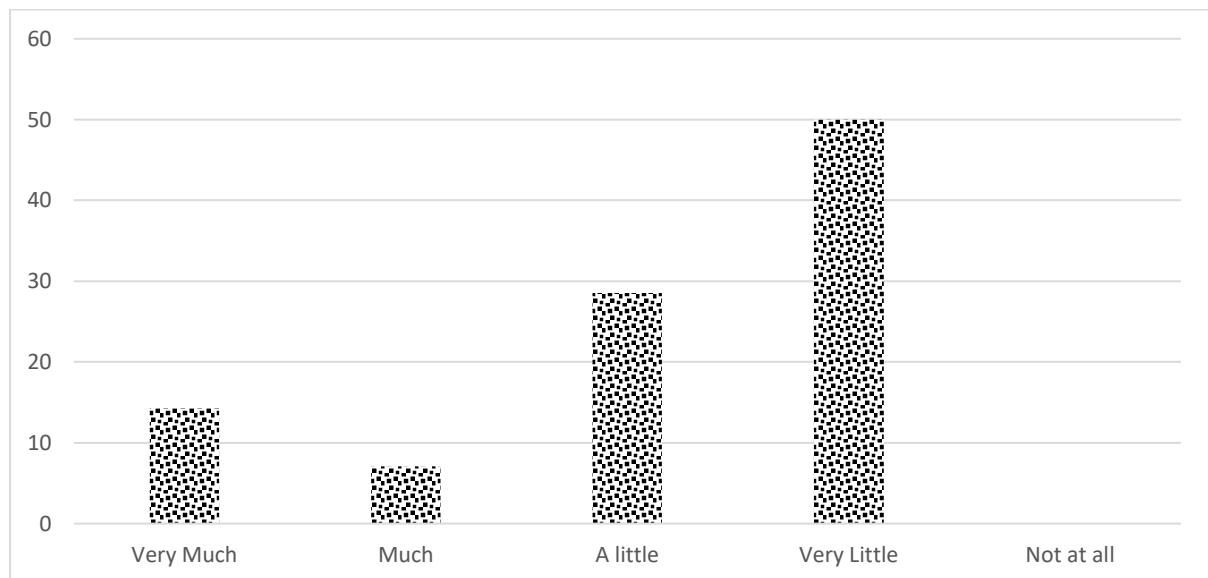
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	6	26	5	38.6	1	10
Very Much	10	43	6	46	4	40
Much	7	31	2	15.4	5	50
A Little	0	4	0	0	0	0
Very Little	0	0	0	0	0	0
Not at all	23		13		10	

Field survey 2021

The data collected reflects the perceptions of respondents regarding the quality of education delivered. Out of the total responses received, 26% rated the quality as "Excellent," indicating a high level of satisfaction. Additionally, 44% of the respondents rated the quality as "Very Much," suggesting a strong positive perception. Another 30% rated the quality as "Much," indicating a good level of satisfaction. No responses were received for the categories "A little," "Very little," or "Not at all." Overall, the majority of respondents expressed positive views towards the quality of education delivered. (Table 18 and Table 12)

The following table shows that the program of study assure the quality of education delivered:

Figure 16 Quality of education delivered



This table indicated that the teacher student relationship's role in their program of study

Table 19 Teacher Student relationship

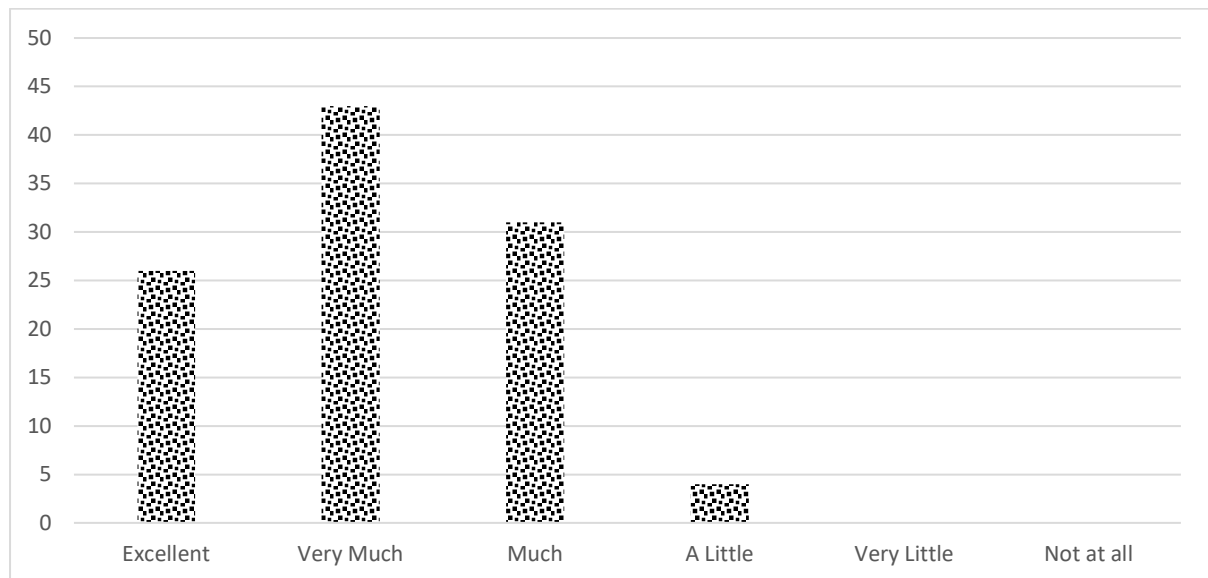
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	9	39	9	69	0	0
Very Much	6	26	3	23	3	30
Much	7	31	1	8	6	60
A Little	1	4	0	0	1	10
Very Little	0	0	0	0	0	0
Not at all	23		13		10	

Field survey 2021

In the total column of Table 19, the responses reflect the perceptions of respondents regarding the work placement, attachment, or internship experiences. The data shows that out of the total responses received, 39% rated the experiences as "Excellent." Specifically, in the BBS program, 69% of respondents rated the experiences as "Excellent." In contrast, no responses were recorded for the "Excellent" category in the B.Ed. program. For the "Very Much" rating, 26% of the total responses indicated high satisfaction with the experiences. In the BBS program, 23% of respondents rated the experiences as "Very Much," while in the B.Ed. program, 30% provided the same rating. The "Much" rating received 31% of the total responses, with 8% in the BBS program and 60% in the B.Ed. program. Additionally, there was one response (4%) for the "A Little" category, with no responses for "Very Little" or "Not at all." Overall, the data suggests positive perceptions of the teaching and learning experiences associated with work placement, attachment, or internship opportunities.(Table-19 and Table 12)

This figure deals that the teacher student relationship's role in their program of study:

Figure 17 Teacher student relationship



This table assessed that the program of study was facilitated by library facilities

Table 20 Library facility

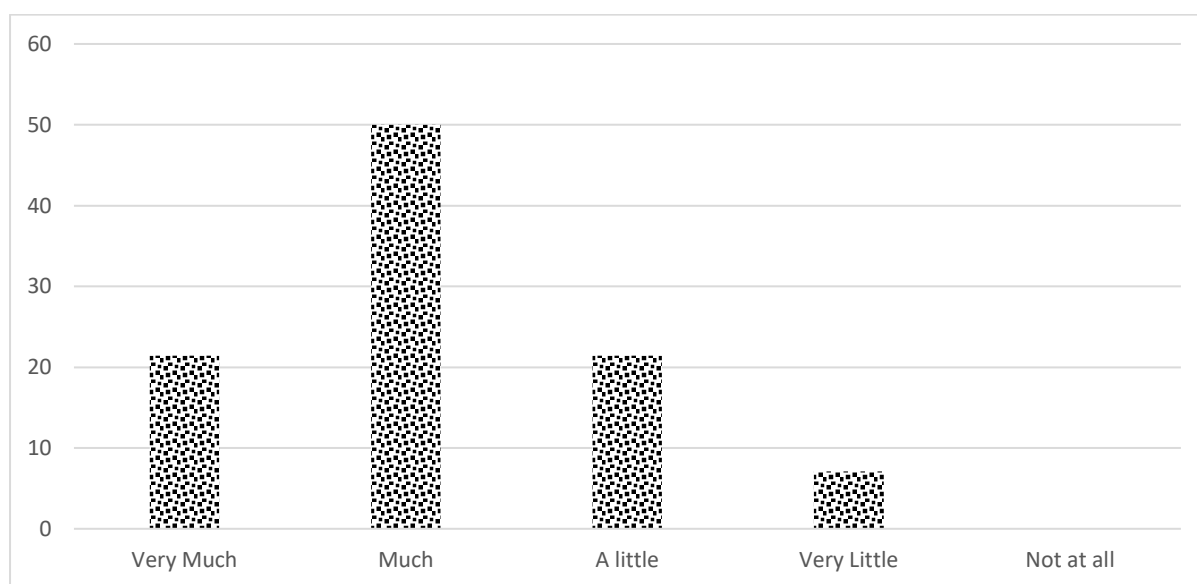
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	3	13.5	2	15.4	1	10
Very Much	12	52	8	61.6	4	40
Much	7	31.5	3	23	4	40
A little	2	8	0	0	2	20
Very Little	0	0	0	0	0	0
Not at all	0	0	0	0	0	0
Total	23		13		10	

Field survey 2021

The Table reveals the fascinating insights about the respondents perception of the library facility. Among 23 of the total respondents, a remarkable 13.5% has experience nothing short of excellence considering the library facility to be truly outstanding. Another intriguing finding is that significant 52% have expressed nuanced perspective, acknowledging the lab’s incredible facility while recognizing potential areas of improvement. Furthermore, 31.5% of respondent have found the library facility satisfactory and have given a solid rating of “Much”.8% of the respondents expressed dissatisfaction or perceived the facility to be below their expectations. (Table 20 and Table 12)

This figure pointed that the program of study was facilitated by library facilities

Figure 18 Library facility



This table indicated that the program of study was affected by Lab facilities

Table 21 Lab facility

Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	2	8	2	15.4	0	0
Very Much	10	42.4	7	54	3	30
Much	11	48.6	4	30.6	7	70
A little	0	0	0	0	0	0
Very Little	0	0	0	0	0	0
Not at all	0		0	0	0	0
Total	23		13		10	

Field survey 2021

The table reveals fascinating insights about the respondents' perception of the lab facility. Among the 23 participants, a remarkable 8% experienced nothing short of excellence, considering the lab facility to be truly outstanding. Another intriguing finding is that a significant 42% expressed a nuanced perspective, acknowledging the lab's impressive qualities while recognizing potential areas for improvement. Furthermore, an impressive 48.6% awarded the lab a solid rating of "much," akin to a respectable three-star evaluation. These findings shed light on the diverse perspectives and experiences surrounding the lab facility, making it a topic of great interest and discussion. (Table 21 and Table 12).

This figure indicated that the program of study was affected by Lab facilities:

Figure 19 Lab facility

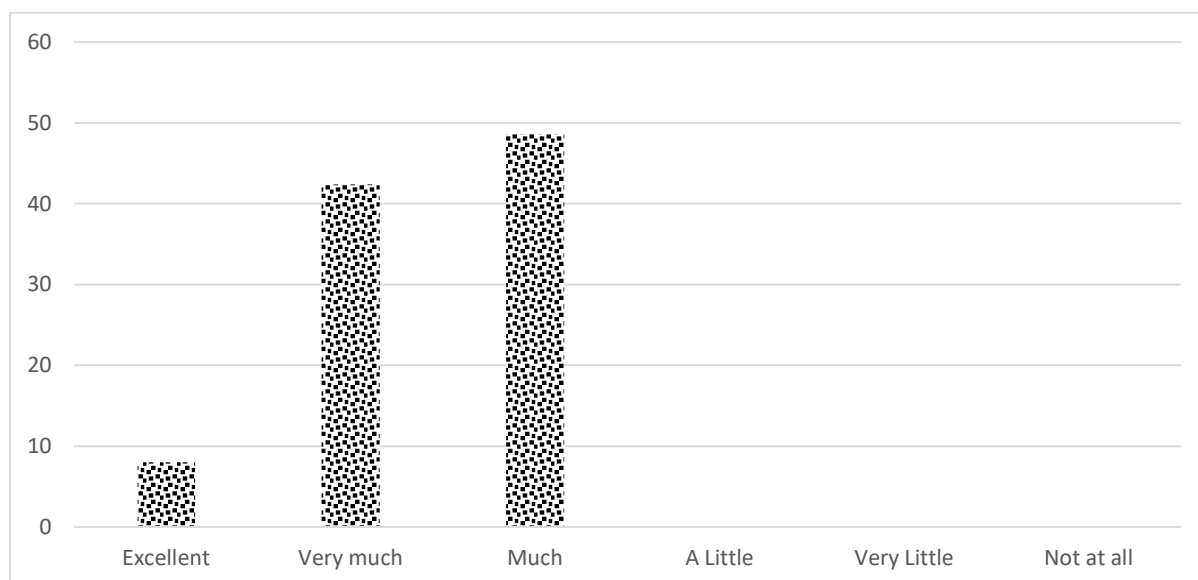


Table 22 Sports facility

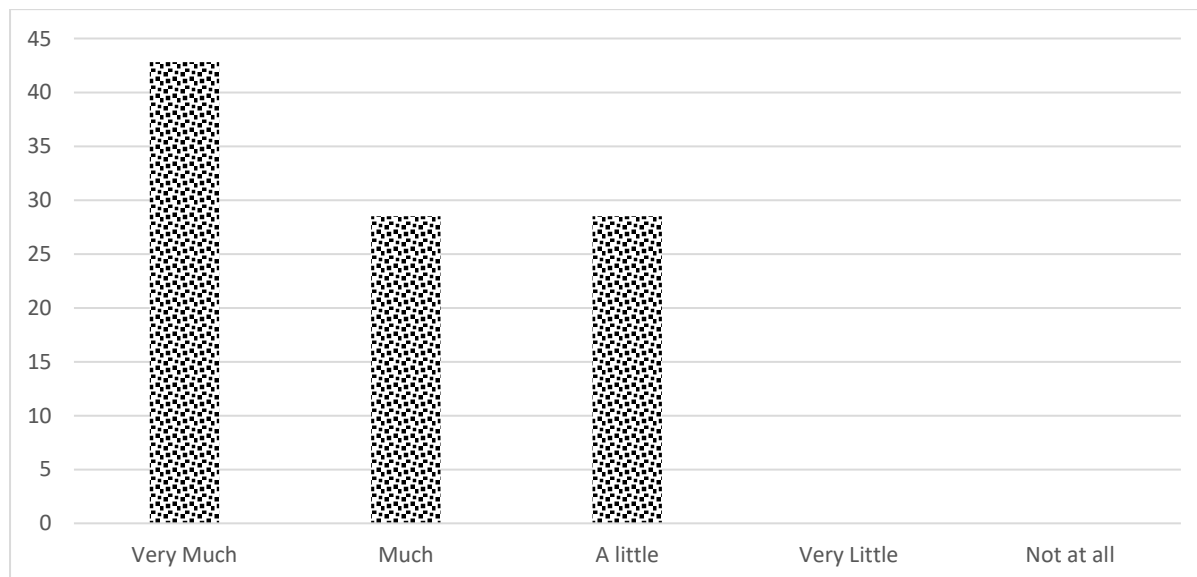
Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	0	0	0		0	0
Very Much	11	48	9	69.3	2	20
Much	11	48	4	30.7	7	70
A little	1	4	0	0	1	10
Very Little	0	0	0	0	0	0
Not at all	0	0	0	0	0	0
Total	23		8		10	

Field survey 2021

The above table indicated that sport was a part of the program of study:

Table 22 presents the data on the sports facility, specifically focusing on the total column. Out of the total 23 respondents, the majority of them, accounting for 48% each, expressed being "Very Much" satisfied and "Much" satisfied with the sports facility. A small percentage of respondents, 4%, indicated being "A little" satisfied. Notably, there were no respondents who reported being "Excellent," "Very Little," or "Not at all" satisfied in this category. These findings reflect the overall satisfaction levels of the respondents regarding the sports facility. It is important to note that the survey was conducted in 2021.

Figure 20 Sports facility



This table is the assessment of the graduates of the canteen/urinals was the strength of institution

Table 23 Canteen / Urinals etc

Response	Total		BBS		B.Ed.	
	No.	%	No.	%	No.	%
Excellent	1	4	1	8	0	
Very Much	12	52	7	54	5	50
Much	9	40	4	30	5	50
A little	1	4	1	8	0	0
Very Little	0	0	0	0	0	0
Not at all	0	0	0	0	0	0
Total	23		13		10	

Field survey 2021

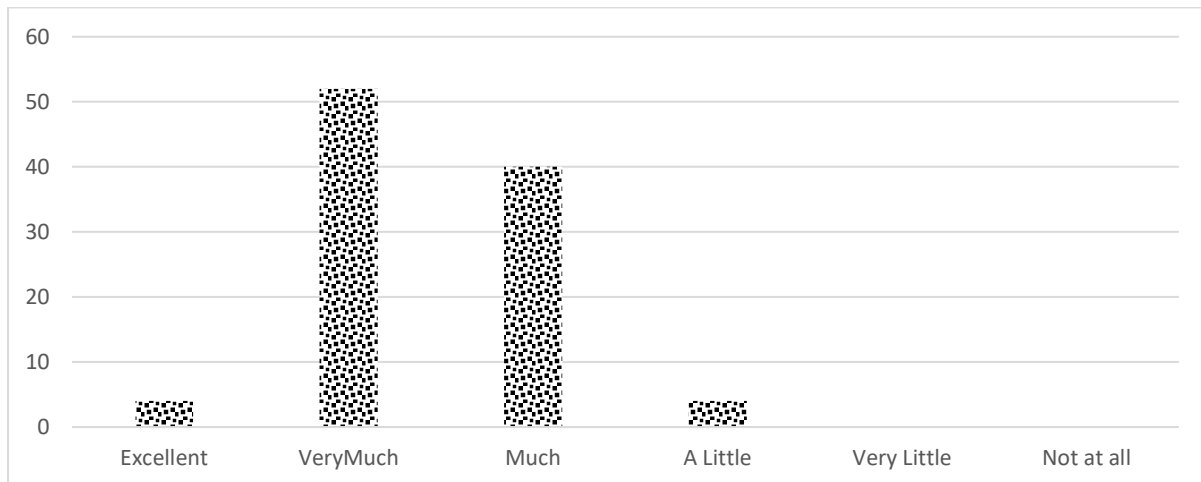
The table provides a breakdown of the total responses received for each satisfaction level from participants in both the BBS and B.ED groups. Out of the total 23 participants, the distribution of satisfaction levels and their respective percentages within the BBS and B.ED groups are as follows:

- Excellent: 1 participant (4.3%) in BBS, 1 participant (8.3%) in B.Ed.
- Very Much: 12 participants (52.2%) in BBS, 7 participants (58.3%) in B.Ed.
- Much: 9 participants (39.1%) in BBS, 4 participants (33.3%) in B.Ed.
- A little: 1 participant (4.3%) in BBS, 1 participant (8.3%) in B.Ed.
- Very Little: 0 participants in both BBS and B.Ed.
- Not at all: 0 participants in both BBS and B.Ed.

Hence we can clearly see the distribution is more tilted towards the good and solid ratings: Excellent, Very Much and Much.

These percentages reflect the distribution of responses within each group for the various satisfaction levels.

Figure 21 Canteen/urinal etc



This figure indicated the suggestion and Recommendation of Graduates for betterment of the college

2.4 Suggestion, recommendation and contribution of graduates for the betterment of institution

The tracer study gathered suggestions, recommendations, and contributions from graduates to enhance the institution. Graduates emphasized the need to improve the teaching-learning environment through interactive methods and student-centered approaches. They also suggested providing clean drinking water and expanding library facilities to support research and academic activities. Graduates highlighted the importance of improving sports facilities and increasing options in the canteen to promote a healthy lifestyle. Additionally, they recommended upgrading lab facilities for practical learning experiences. In terms of contributions, graduates suggested financial support for needy students and alumni involvement for mentoring and networking. They also recognized the value of providing teaching materials to enhance the educational experience. These inputs provide valuable insights for the institution's betterment, aiming to create an engaging and inclusive environment that meets students' needs and aspirations.

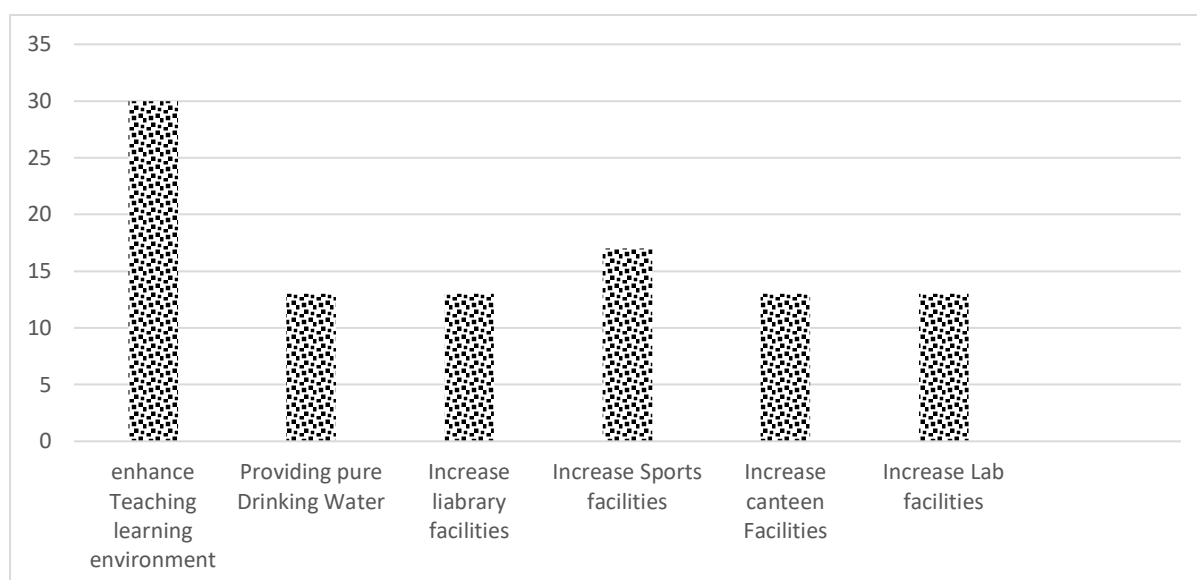
Table 24 Suggestion and Recommendation of Graduates for betterment of the college.

Suggestions & recommendation	Total	%	BBS	%	BED	%
Enhance Teaching learning environment	7	30	2	15.4	5	50
Provide pure drinking water	3	13	2	15.4	1	10
Increase library	3	13	2	15.4	1	10
Increase sports facilities	4	17	3	23	1	10
Increase Canteen facilities	3	13	2	15.4	1	10
Increase Lab facilities	3	13	2	15.4	1	10
Total	23		13		10	

Field survey 2021

According to the data, 30% of the respondents suggested enhancing the teaching learning environment, 13% recommended providing pure drinking water, 13% emphasized the need to increase library facilities, 17% highlighted the importance of improving sports facilities, 13% suggested enhancing canteen facilities, and 13% recommended increasing lab facilities. This table indicated the suggestion and Recommendation of Graduates for betterment of the college.

Figure 22 Suggestion and recommendation of graduates for betterment of the college



The Table describes the Possible Contribution of Graduates

Table 25 Possible Contribution of Graduates for the Betterment of the College.

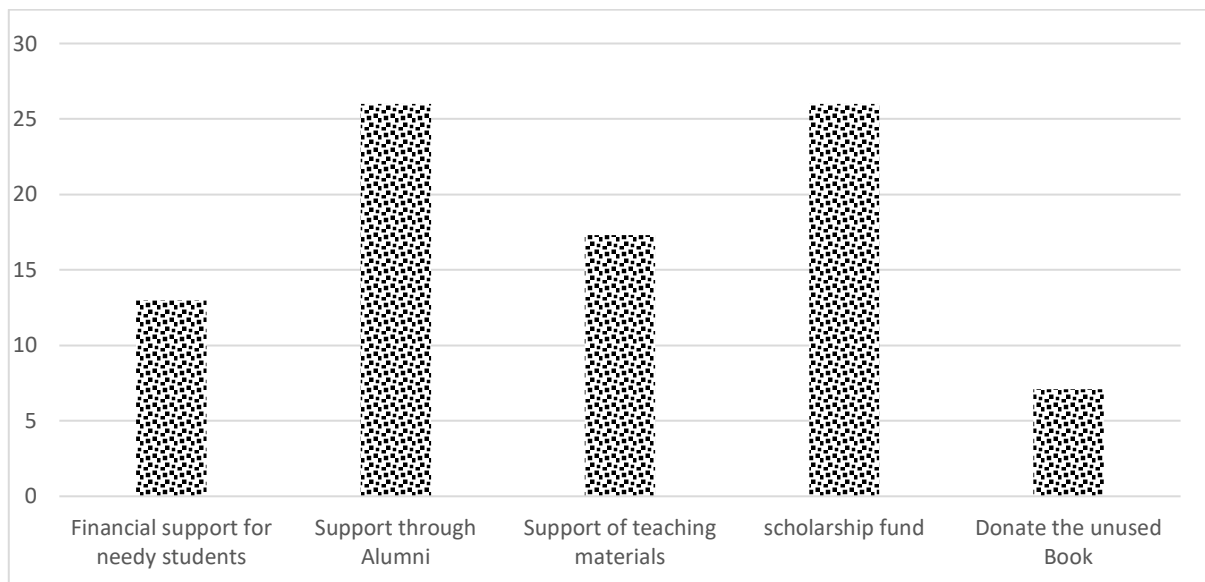
Contributions	Total	%	BBS	%	BED	%
Financial support for needy students	4	17.3	2	15.4	2	20
Support through Alumni	9	39.1	5	38.2	4	40
Support of teaching materials	4	17.3	3	23	1	10
scholarship fund	2	8.6	1	7.7	1	10
Donate the unused Book	4	17.3	2	15.4	2	20
Total	23		13		10	

Field survey 2021

The table provides an overview of the contributions made, including the total count and corresponding percentages. Among the 23 contributions, the breakdown within the BBS and B.Ed groups is as follows: for financial support for needy students, there were 3 contributions in total (17.3%), with 2 contributions (15.4%) in BBS and 2 contributions (20%) in B.Ed. Support through Alumni accounted for 9 contributions (39.1%) overall, with 5 contributions (38.2%) in BBS and 4 contributions (40%) in B.Ed. Additionally, there were 4 contributions (17.3%) for support of teaching materials, comprising 3 contributions (23%) in BBS and 1 contribution (10%) in B.Ed. The scholarship fund category had 2 contributions (8.6%) in total, with 1 contribution (7.7%) in BBS and 1 contribution (10%) in B.Ed. Lastly, 4 contributions (17.3%) were made for donating unused books, with 2 contributions (15.4%) in BBS and 2 contributions (20%) in B.Ed. These percentages reflect the distribution of contributions within each group for the respective categories. (Table 25).

This figure describes the Possible Contribution of Graduates:

Figure 23 Possible contribution of graduates for the betterment of the college



CHAPTER 3

MAJOR FINDINGS

Tracer studies constitute one form of empirical study, which can be considered an appropriate means of evaluating the results of the education given institution. It brings together certain basic types of information concerning the level of employment, unemployment and underemployment amongst graduates. Also, it analyzes the ratings of the graduates on several teaching-learning dimensions: relevance of program to the professional jobs, extracurricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, quality of education delivered, teacher student relationship, library and lab facility, sport facility, and canteen/urinals prescribed by UGC. The major findings of the study are described below:

3.1 Employment Status of Graduates:

The tracer study examined the employment status of the graduates, providing valuable numerical insights. Out of the total 23 participants, 57% (13 graduates) belonged to the Management Faculty, while 43% (10 graduates) were from the Education Faculty. When considering caste and ethnicity, 60.7% of the respondents belonged to the upper castes (Brahmin and Chhetri), 26.6% fell in the Janajati category, and the remaining 12.7% were Dalits.

3.2 Issues Related to the Characteristics, Expectations, and Aspirations of Graduates:

The study did not provide specific numbers related to the characteristics, expectations, and aspirations of the graduates. However, considering the diverse sample of graduates from different faculties and the breakdown of caste and ethnicity, it can be inferred that the participants brought a variety of perspectives and backgrounds to the study.

3.3 Issues Related to the Employment Experience of Graduates:

Among the surveyed graduates, 83.4% (approximately 19 graduates) worked full-time, while 16.4% (approximately 4 graduates) worked part-time. The private sector dominated the job distribution, accounting for 91.3% of the employment opportunities. Only one respondent (4.3%) worked for a government institute, making it an exceptional case. In terms of unemployment, 47.8% of the respondents were unemployed, while 52.2% were employed.

3.4 Issues Related to the Quality and Relevance of Higher Education:

Out of the total respondents (23 graduates), 30.4% (approximately 7 graduates) enrolled for further studies, pursuing master's degrees, and all of them were from the Management Faculty. Regarding occupations, the majority of the graduates were working as teachers.

When assessing the quality and relevance of higher education, the tracer study identified strengths and weaknesses within the institution. The majority of respondents expressed satisfaction with various aspects, including teacher-student relations (60%), quality of education delivered (60%), teaching-learning environment (67.5%), and relevance of the program to professional jobs (60%). However, some respondents reported lower levels of satisfaction with the library facility, work placement, problem-solving ability, extracurricular activities, and facilities such as canteen/urinal, laboratory, and sports facilities.

3.5 Education and their Contribution to Graduates' Personal Development:

Regarding suggestions for enhancing the teaching-learning environment, 30% of the respondents provided valuable input. Additionally, 13% suggested an increase in library and canteen facilities, while 17% emphasized the improvement of sports facilities. Suggestions for enhancing lab facilities and access to drinking water accounted for 13% each.

In terms of contributions made by graduates to the institution, the study identified specific categories and their corresponding percentages. Out of the 23 contributions, the breakdown within the BBS and B.Ed groups was as follows: financial support for needy students (3 contributions, 17.3%), support through alumni (9 contributions, 39.1%), support for teaching materials (4 contributions, 17.3%), contributions to the scholarship fund (2 contributions, 8.6%), and donations of unused books (4 contributions, 17.3%).

Overall, the tracer study provided numerical data on the employment status of graduates, the distribution across faculties and caste/ethnicity, employment experience, further study enrollment, occupations, and the assessment of the quality and relevance of higher education. The numbers presented a more precise understanding of the findings and allowed for a detailed analysis of the graduates' experiences and perspectives.

CHAPTER 4

IMPLICATIONS TO INSTITUTIONAL REPORT

This college has a vital role to make education accessible to the community. SSC has been producing dexterous human resource. Majority of the graduates were employed in different private and government organization. Because of the pressure of globalization, employee should be more competitive. The demand of labour market will be changing in the future. Keeping this thing in mind we should establish linkage between curricula and the changing needs of labour market to enable students to perform future jobs. Moreover, none of the respondents were found self-employed indicating relatively low contribution of the campus in preparing entrepreneurs. Therefore, emphasis should be given to develop entrepreneurial skills of the students and operate their own enterprises.

This graduate tracer study is mainly a survey, intended to trace graduates from their school of origin to their place of employment, self-employment and further study. This information gives guideline to the institution and adopts new technique such as in pedagogies that enhance skills of the students along with the knowledge so that they would be high performer at their workplaces in the future. Minority of the respondents were satisfied with problem solving ability, relevancy of the program to professional job, teacher student relationship, quality of education delivered and work placement/internship. Moreover, the institution should develop relationship with the employers' institutions in local and national level to identify the future skills need of the market so that it will be easier to arrange internship, job placement and graduates can be entrepreneur in the future.

CHAPTER 5

CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

SSC has been running different academic programs with the objective of producing competent human resources for the employers. By providing quality education with the facility of modern technology, the college has done a great effort for the nation building process. Moreover, it also strives to prepare entrepreneurs for the society.

The higher number of female graduates compared to male graduates indicates a gradual increase in female participation in higher education. Among the 23 graduates who participated in the survey, 13 (57%) were from the Management Faculty, while 10 (43%) belonged to the Education faculty. When considering caste and ethnicity categories, 60.7% of the respondents belonged to the upper castes (Brahmin and Chhetri), while 26.6% fell into the Janajati category, and the remaining 12.7% were Dalits.

Majority of the graduates were employed in private organization whereas, very few were employed in government sector. It shows that SSC has been producing competent human resources to uplift the Nepalese economy; however, its contribution in preparing entrepreneurs is not satisfactory.

Most of the graduates from this college are from the management stream and Majority of them were enrolled in master degree in management stream indicating the popularity of the management stream in the Nepalese market.

SSC has been providing many facilities on which Majority of the respondents were satisfied. The facilities like teacher student relationship, teaching/learning activities, quality of education delivered, relevance of programs to professional jobs and work placement/attachment/internship facilities shows the strength of SSC. However, this study also pointed out need of improvement in extra-curricular activity, canteen/urinal facilities, library facility, lab and sport facilities. Minority of the respondents were satisfied with those indicators.

5.2 Recommendations

Based on data analysis and findings, following recommendations are made:

- i) Recommended to devise the strategies to increase the pass rate.
- ii) Recommended to provide the proper physical facilities.
- iii) Recommend to lunch IT courses in the stream of BBS, B.Ed.
- iv) Recommend to provide Library facility.
- v) Recommended to add extracurricular activities and sport facilities
- vi) Recommend to lunch scholarship fund to assist the needy student.
- vii) Recommend to conduct the census covering all the passed out graduates to obtain the complete data and comprehensive results.

- viii) Canteen Facility is there, but its needs to improve its kitchen, service tables and overall beautification.
- ix) Use the teaching material in classroom activities.
- x) Recommend for activating Alumni.
- xi) Recommended to manage the remedial courses.
- xii) Recommended to explore new curricula and pedagogies, which would be helpful for producing competent entrepreneurs and human resources
- xiii) Recommended to enhance the use of ICT based teaching learning,