



TRACER STUDY

Report-2025



**Birendra Multiple Campus
Bharatpur, Chitwan**

Acknowledgement

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Executive Summary

This tracer study was conducted to assess the current status, employment outcomes, and institutional perceptions of graduates from Birendra Multiple Campus (BMC). A total of 250 graduates participated in the study, providing comprehensive information on their employment status, relevance of their academic programs, perceived institutional strengths and weaknesses, and their willingness to engage with the institution in the future. The study utilized a cross-sectional design, with data collected through structured questionnaires administered electronically. Descriptive, exploratory, and inferential analyses were carried out using SPSS and R to examine the major factors influencing graduate outcomes.

The findings indicate that a large proportion of graduates are employed, with the majority working in fields directly related to their academic programs. Full-time employment was predominant, and private-sector organizations represented the largest share of employers. Analysis of employment status by demographic factors revealed significant differences by level of education, suggesting that Master's graduates have more favorable employment outcomes and perceptions of institutional performance compared to Bachelor's graduates.

Students' perceptions of BMC's teaching–learning environment varied across several dimensions. Strengths were reported in areas such as teacher–student relationships, relevance of academic programs, and faculty knowledge. However, weaknesses were identified in facilities such as canteen services, toilets, laboratory infrastructure, international collaboration, and extracurricular opportunities. Most respondents (77.6%) reported that the knowledge gained during their studies was adequate or sufficient for their current job, indicating overall alignment between academic preparation and workplace demands.

A majority of graduates expressed willingness to pursue further studies at BMC, reflecting a positive institutional image. Additionally, 87% indicated interest in joining the alumni group, demonstrating a strong inclination toward continued engagement with the campus. The findings of this study provide valuable insights for institutional planning, quality enhancement, curriculum reform, and development of student-centered strategies to strengthen BMC's academic and administrative functions.

CHAPTER I

1.1 Background of Study

Birendra Multiple Campus was established on the 15th of Baishakh, 2022 BS as 'Birendra Intermediate Arts College', named after the late King Birendra. It was initiated and developed by academicians, social workers, guardians, donors, and local institutions to meet the educational needs of the growing population in the Chitwan district after it was opened for settlement in 2011 BS. The college initially faced challenges as it did not have its own building and operated on the premises of Chitwan High School with only 14 students. It later relocated to a rented house in Narayangarh.

Despite various obstacles, the college obtained 10 Bighas of land from HMG in 2028 and shifted to its own building in 2032 BS. The building was inaugurated by Late Ling Birendra on the 6th of Marg, 2034 BS. With this development, the college was able to offer Bachelor level programs starting from 2035 BS. In 2040, the college expanded its offerings to include I.Sc. and became the first multiple campus in the Chitwan district. Since then, the college has continued to grow both physically and academically.

Notably, the college took a significant step forward in its academic activities by introducing a Master's program in Economics in 2045, followed by B.Sc. in 2050 and M.A. in Nepali in 2053. From then on, the college has continuously added various Bachelor's and Master's programs without interruption.

Since its establishment in 2022 BS, Birendra Multiple Campus has become a role model academic institution. Over the years, it has educated numerous individuals from different parts of the country, contributing to the enlightenment and development of society through knowledge, skills, and inspiration. The college aims to continue leading academically, providing quality education that meets the demands of the 21st century.

The present study examined the employment status of graduate students who are currently engaged in diverse locations, sectors, and job opportunities across the world. It explored not only their current professional positions but also the knowledge and competencies they acquired during their academic programs. Furthermore, the study assessed how these graduates have applied their skills both nationally and internationally, and the extent to which their academic learning has supported them in adapting to professional environments, enhancing their employability, and sustaining their livelihoods.

This study will be valuable to the Campus Management and Administration by providing insights that support the enhancement of teaching–learning methodologies and academic activities, ultimately contributing to the development of the institution as a center of excellence at the national level. The findings will also assist the University’s Academic Council in making informed decisions regarding the need and urgency for new syllabi and administrative initiatives. Additionally, the study will be beneficial to various subject committees by offering evidence-based guidance for the development, revision, and reform of curricula and related academic programs.

1.2 Objectives of the Study

1.2.1 General objective

The general objective of this study is to examine the current situation and status of the graduates **of Birendra Multiple Campus.**

1.2.2 Specific objectives

1. To assess the employment status of Birendra Multiple Campus graduates
2. To identify the factors associated with their employment status of Birendra Multiple Campus graduates.
3. To evaluate graduates’ perceptions of the overall teaching learning environment of the campus.
4. To recommend measures for enhancing the quality of Birendra Multiple Campus programs.

1.3 Institutional Arrangements and Duration of the Tracer Study

Birendra Multiple Campus, formed 5-member committee titled “Tracer Study Committee” 2024. The committee submitted the final report in November **2025**. Throughout the study period, the committee members made substantial contributions by working beyond their regular teaching–learning responsibilities and other assigned duties, actively participating in meetings, draft preparation, and the finalization of the report.

1.4 Graduate Batch Taken for the Study

Students who graduated before 2024 AD were included in this tracer study. The graduates represented four undergraduate (UG) programs: B.Sc. (General, Microbiology, Geology), B.Sc. CSIT, BIT, BCA, BBA, BBS, B.Ed. and BA. Similarly, graduates from three postgraduate (PG) programs: M.Sc. (Physics, Chemistry), MBS, MA (Sociology, Population, Economics, English, Nepali) were also included.

1.5 Study Design and Methodology

A cross-sectional study design was employed. A total of 250 graduates from both undergraduate and postgraduate programs of Birendra Multiple Campus were considered for the study. The study covered the programs B.Sc. (General, Microbiology, Geology), B.Sc. CSIT, BIT, BCA, BBA, BBS, BBS, B.Ed. and BA, M.Sc. (Physics, Chemistry), MBS, MA (Sociology, Population, Economics, English, Nepali) were also included.

A convenience sampling technique was used for data collection. Members of the Tracer Study Committee, along with non-teaching staff, were mobilized to collect data primarily through electronic means, including email. The survey instrument was based on the of both open-ended and closed-ended questions (see Annex A). Data collection was conducted between August 2025 to September 2025.

1.6 Approaches and Instruments of Data Collection

Data were collected using a self-administered structured questionnaire containing both open-ended and closed-ended items. The questionnaire was developed by the team member and further refined with feedback from others stockholder. It focused on key variables such as employment status, pursuit or intention to pursue further studies, and graduates' perceptions of program relevance and effectiveness.

A seven-point Likert scale (7 = Excellent, 6 = Very Good, 5 = Good, 4 = Neutral, 3 = Slightly Weak, 2 = Weak, and 1 = Very Weak) was used to assess these perceptions. The tool was pre-tested internally by committee members to some graduates and their feedback was incorporated to improve clarity and reliability. Data collection was carried out using Google Forms, shared through email and social media platforms, mainly Messenger and WhatsApp. Follow-up reminders were made through phone calls and chat messages. Out of the 350 graduates contacted, 250 graduates responded, yielding a response rate of 71.42%.

1.7 Data Processing and Analysis

After receiving 250 responses, which were considered sufficient for data saturation, the dataset was downloaded in MS Excel, coded, and imported into both SPSS and the R environment for analysis. The imported data were thoroughly checked for errors and cleaned prior to statistical processing. Following data cleaning, exploratory, descriptive, and inferential analyses were conducted. In the exploratory phase, various graphical techniques such as bar charts, pie charts, line graphs, and trend lines were generated to understand data patterns. The descriptive analysis included the presentation of frequency distributions, means, standard deviations, and ranges.

For the inferential analysis, chi-square tests were applied to identify factors associated with key variables.

1.8 Scope and Limitations of the Study

The study primarily followed a quantitative research approach and included graduates from the B.Sc. (General, Microbiology, Geology), B.Sc. CSIT, BIT, BCA, BBA, BBS, BBS, B.Ed. and BA, M.Sc. (Physics, Chemistry), MBS, MA (Sociology, Population, Economics, English, Nepali) of Birendra Multiple Campus who completed their studies within 2024. The main focus of the study was to assess the employment status of these graduates in order to evaluate the campus's contribution to the national human resources for health (HRH) pool. Additionally, the study aimed to identify factors associated with employment outcomes and to assess graduates' perceptions and satisfaction regarding the teaching–learning environment and institutional facilities. Graduates were also encouraged to provide suggestions that could support the improvement and efficiency of academic programs.

Despite its strengths, the study had several limitations. Tracing graduates and motivating them to complete the questionnaire posed significant challenges, requiring repeated follow-ups through phone calls, text messages, and social media platforms such as Facebook and WhatsApp. Although efforts were made to reach all targeted graduates, only a proportion responded. Furthermore, due to ongoing academic responsibilities and time constraints, members of the Tracer Study Committee were required to work beyond regular teaching hours to complete data collection and analysis tasks. These limitations may have influenced the depth of responses and the generalizability of the findings; however, the study still provides valuable insights into the academic and employment outcomes of graduates from Birendra Multiple Campus.

CHAPTER II

Data Presentation and Analysis

This chapter presents the findings related to the current situation and status of graduates from Birendra Multiple Campus, along with the factors associated with their academic and employment outcomes. The results are organized according to the stated research objectives and include exploratory, descriptive, and inferential analyses. The analysis is based on data obtained from 250 respondents who reported the academic programs they had completed. Tables and graphical representations illustrate the distribution of respondents across key variables and findings. These tables and figures summarize the number and proportion of participants, providing a clear overview of patterns and trends observed in the dataset.

2.1 Exploratory Data Analysis

The largest proportion of respondents represented in this survey were from the MSc program 18.4%, followed by the MA program (15.2%) and the BSc Geology program (13.6%). These findings indicate a strong dominance of participants from science-related academic streams in the study (Table 1)

Table 1: Distribution of Graduates Passed on their Respective Program

Program	Frequency	Percentage (%)
MSC	46	18.4
MA	38	15.2
BSC Geology	34	13.6
BSC	32	12.8
BSC Microbiology	26	10.4
BA	22	8.8
BBA	18	7.2
BBS	10	4
BSC CSIT	8	3.2
BCA	8	3.2
BED	6	2.4
BIT	2	0.8

Likewise, the distribution of respondents by sex shows that two-thirds of the graduates (66.6%) were male, while one-third (33.3%) were female. This indicates a noticeable gender imbalance among the graduates of Birendra Multiple Campus, with males representing a substantially higher proportion than females (Figure 1).

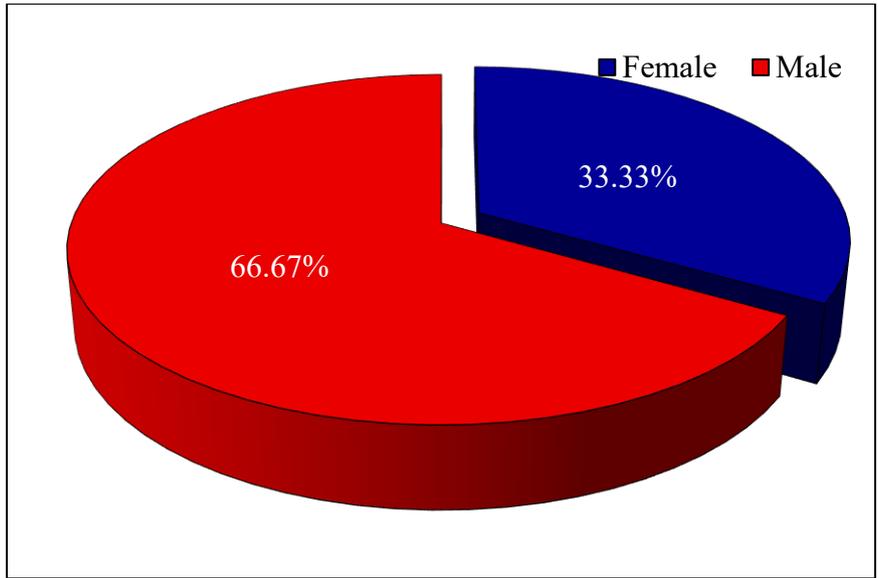


Figure 1: Distribution of graduates by Sex

The graduates who completed the form were asked to indicate the year they passed out from Birendra Multiple Campus. The trend shows that the number of pass-out graduates increased substantially after 2010, with the highest numbers recorded between 2015 to 2024. This indicates that most of the respondents who participated in the survey are recent graduates (Figure 2).

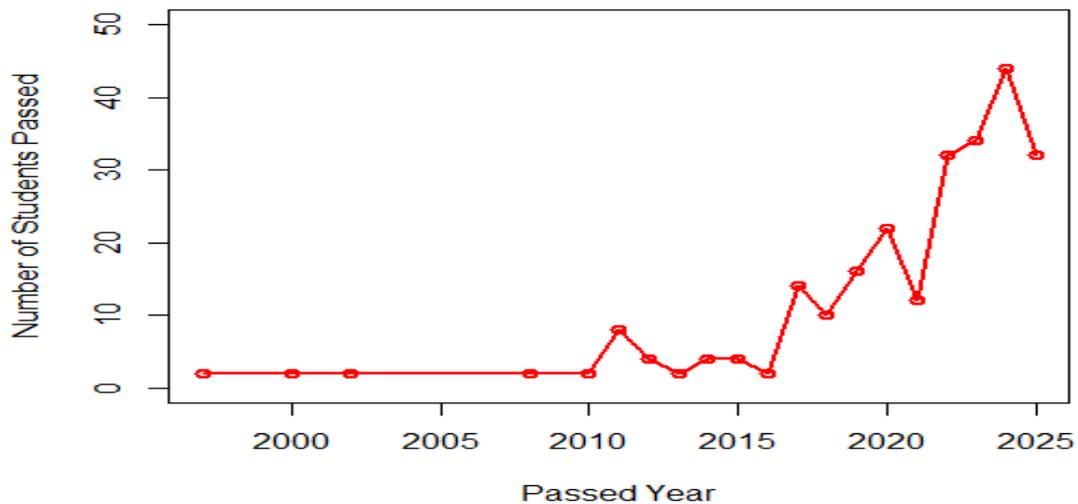


Figure 2: Trend of the number of graduates pass out from Birendra Multiple Campus

The figure illustrates the current geographic location of the graduates. The results show that 85% of the graduates are residing in Nepal, while 15% are living abroad. This indicates that a large majority of graduates remain within the country after completing their studies at Birendra

Multiple Campus. The relatively smaller proportion of graduates abroad suggests limited outmigration among this cohort, which may be influenced by employment opportunities, family responsibilities, or personal preferences. The findings also imply that the campus is contributing significantly to the national workforce, as most graduates continue to work or pursue further studies within Nepal (Figure 3).

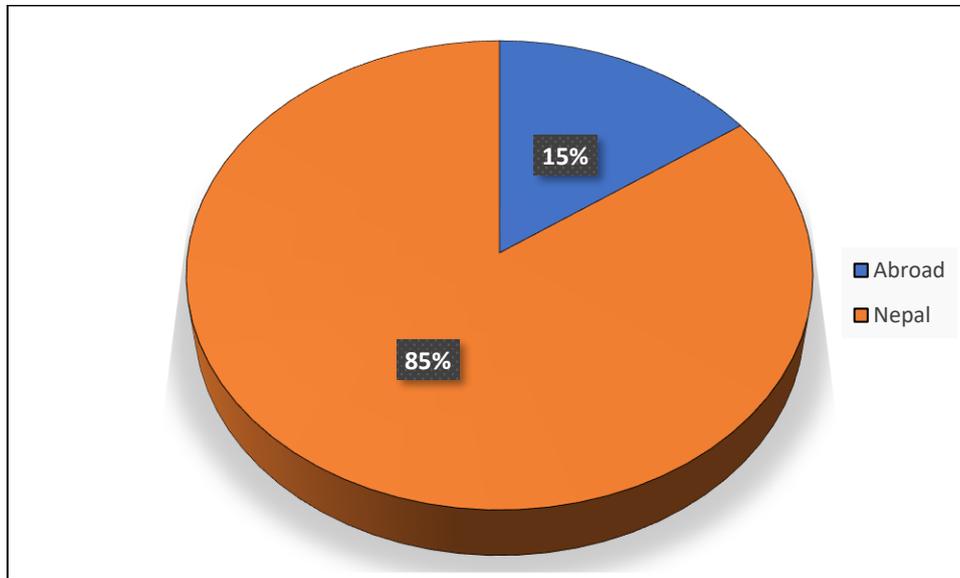


Figure 3: Current Living Status of Graduates.

The chart illustrates the current living locations of graduates from Birendra Multiple Campus across various districts within Nepal and several countries worldwide. The distribution shows that a substantial majority of graduates continue to reside within Nepal, with the highest concentration observed in districts such as Chitwan, Kathmandu, and Kaski, indicating that these areas remain key academic, employment, or residential hubs for the graduates. A comparatively smaller proportion of graduates are living abroad in countries including Australia, Japan, the USA, the UK, Germany, Canada, and New Zealand. This pattern demonstrates that while international mobility exists among graduates. The diverse spread of graduates across both national and international locations reflects the broad applicability of the programs offered by the campus and highlights varying opportunities pursued by graduates based on personal career goals, higher education aspirations, or employment prospects (Figure 4).

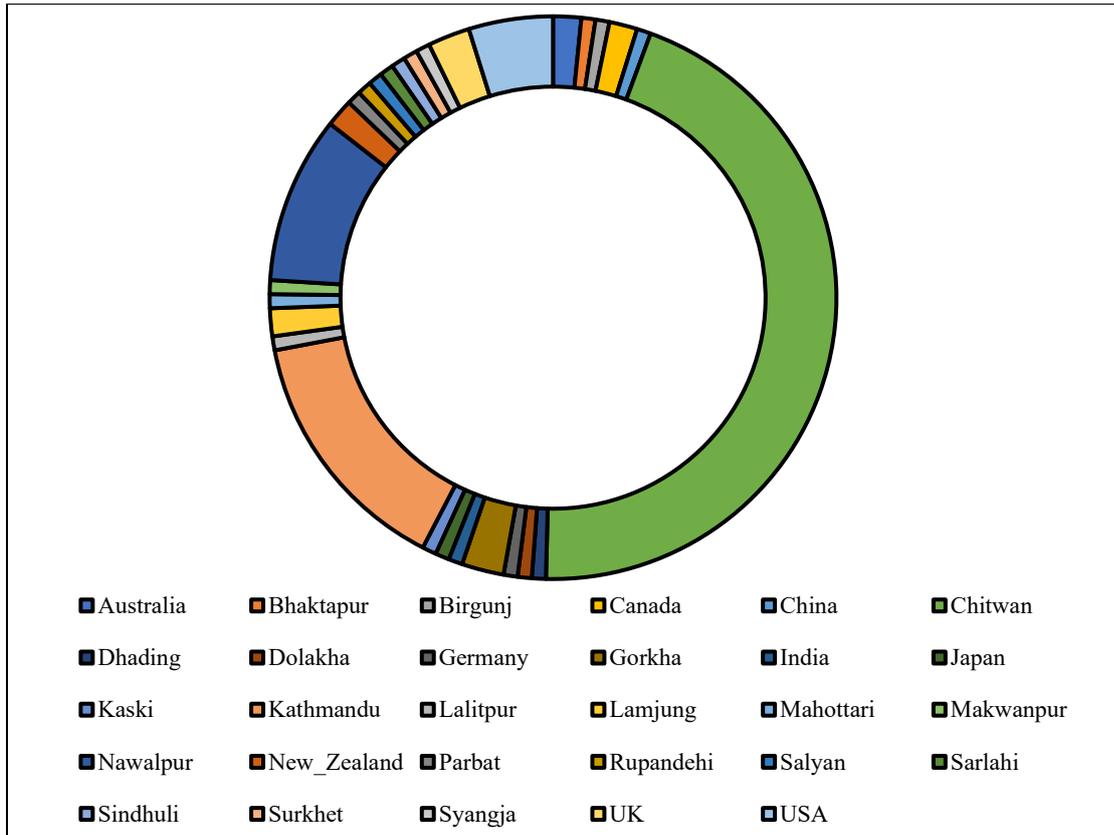


Figure 4: Distribution of Graduates by Current Living Location Across Districts of Nepal and Abroad

The analysis of employment types among graduates shows that a substantial majority, 76.42%, are engaged in full-time employment, indicating stable and sustained workforce participation. In contrast, 23.58% of the graduate’s report being in part-time employment, which may reflect temporary positions, flexible work arrangements, or transitional employment while seeking full-time opportunities. Overall, the findings suggest that most graduates from Birendra Multiple Campus are successfully integrated into full-time jobs, highlighting favorable employment outcomes for the cohort (Figure 5).

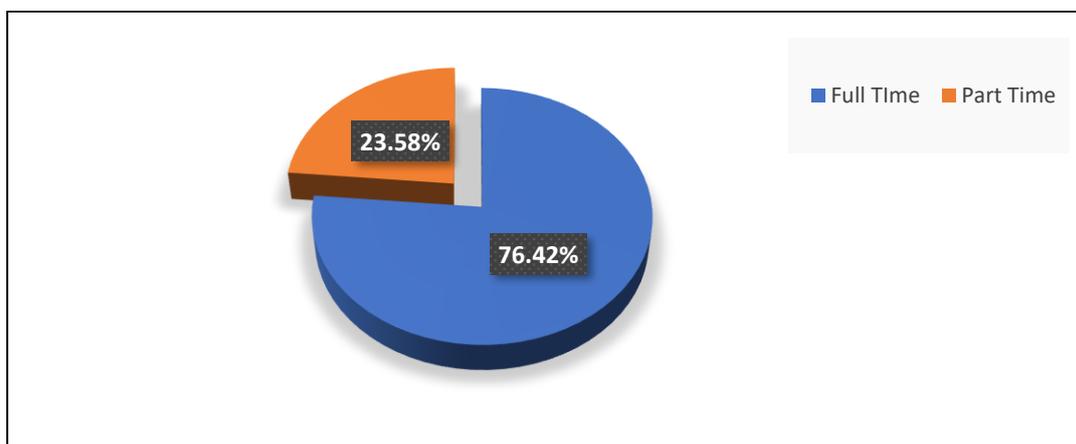


Figure 5: Employment Status of graduates of Birendra Multiple Campus

Moreover, out of 250 graduates only 202 (80.8%) responses about the employing organization. The finding revealed that the distribution of graduates by type of employing organization indicates that the private sector is the largest employer, accounting for 39.60% of the employed graduates. This is followed by government organizations (31.68%), which also represent a substantial share of employment opportunities. By together, these two sectors contribute approximately 70% of the total sample indicating a strong representation from mainstream organizational sectors. A smaller proportion of graduates are engaged in public institutions (12.87%) and academic or research institutions (11.88%). Only 3.96% of the graduates are employed in NGOs/INGOs, suggesting comparatively limited absorption by the development sector. Overall, the findings show that the majority of graduates from Birendra Multiple Campus obtain employment in the private and government sectors, reflecting the dominant labor market pathways available to them (Table 2).

Table 2: Employment distribution of graduates across different types of organizations (n=202)

Types of organization	Number	Percentage (%)
Private	80	39.6
Government	64	31.68
Public	26	12.87
Academic/Research Institution	24	11.88
NGO/INGO	8	3.96

The trend line shows a progressive increase in the proportion of graduates gaining employment over time, indicating an improving employment status after graduation. This upward trend suggests that many graduates may initially experience a short waiting period before securing jobs, but employment opportunities gradually expand as they gain experience, skills, or professional networks. The pattern reflects a positive employment transition among graduates of Birendra Multiple Campus, demonstrating that employability improves steadily after completion of their academic programs (Figure 6).

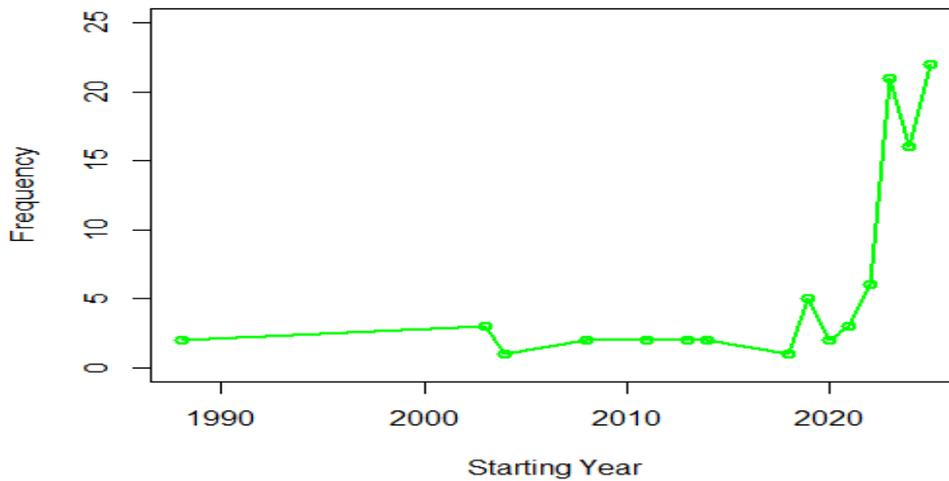


Figure 6: Trend line analysis of starting year of employment status.

The distribution of employment status by sex reveals notable differences between male and female graduates. Among those who are self-employed, males constitute a substantially higher proportion (64.3%) compared to females (35.7%), indicating that males are more likely to engage in entrepreneurial or independent work. A similar pattern is observed in organizational employment, where 77% of males are employed in organizations compared to only 23% of females, suggesting that male graduates have a higher likelihood of securing jobs in formal organizations. In contrast, a larger proportion of female graduates (56%) are engaged in further studies, compared to 44% of males, indicating that females are relatively more inclined toward continuing their education. For the unemployed category, the proportion is equal, with 50% males and 50% females, showing no gender difference in unemployment levels among the respondents. Overall, the findings suggest that male graduates have higher representation in both self-employment and organizational jobs, whereas female graduates are more involved in further studies, and unemployment affects both groups equally (Figure 7).

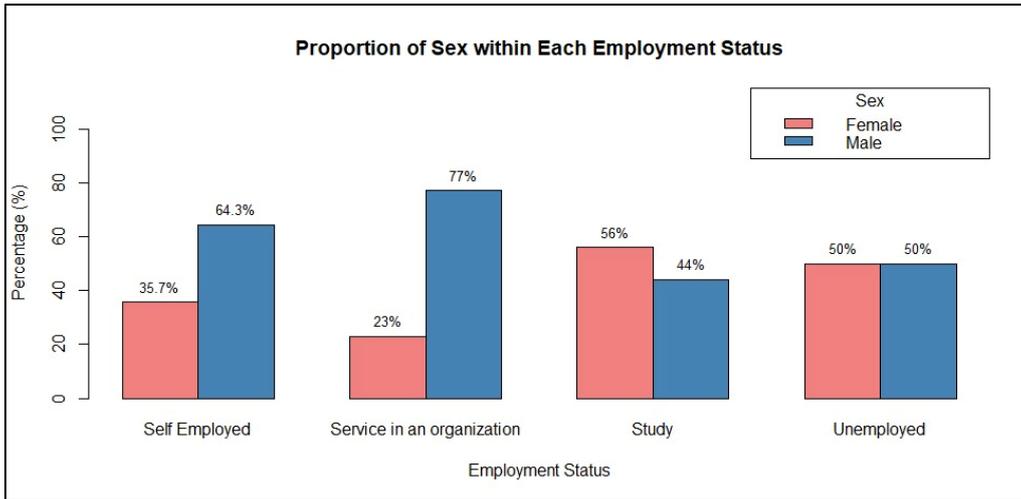


Figure 7: Distribution of employment status by sex among graduates

The analysis reveals that males constitute a substantial majority of individuals engaged in full-time employment, accounting for 70.8% of the total, whereas females represent only 29.2%. In contrast, the distribution of part-time employment is more balanced between the sexes. Males comprise 51.7% of part-time employees, while females account for 48.3%, indicating a relatively even representation with a slight male predominance (Figure 8).

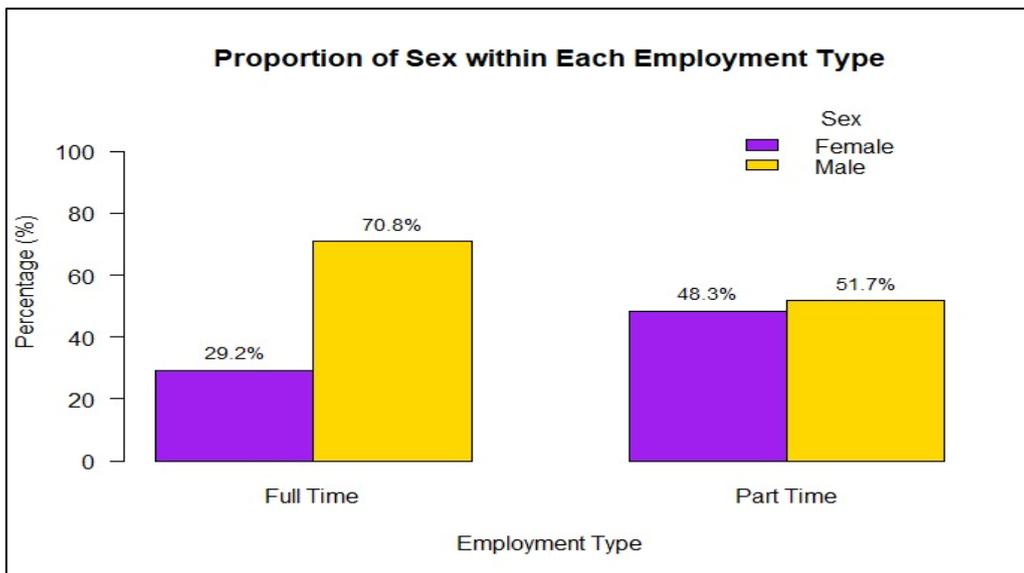


Figure 8: Distribution of sex within each employment type

The findings indicate that the majority of respondents are employed in positions related to their field of study. Specifically, 74% reported working in jobs aligned with their academic program, while 26% indicated otherwise. This suggests a strong correspondence between educational background and current employment among the respondents (Figure 9).

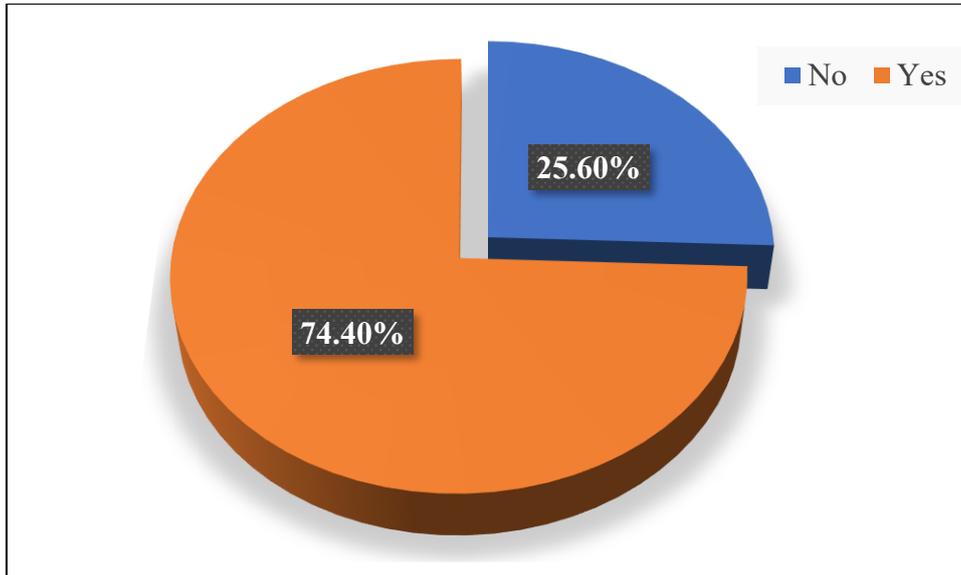


Figure 9: Distribution of Respondents by Job Relevance to Academic Program

Out of 250 graduates, 232 respondents who answered this question, the majority expressed a positive inclination toward continuing their education at Birendra Multiple Campus. Specifically, 64% of participants indicated that they would be willing to pursue further studies at the campus. In contrast, 36% reported that they would not prefer to continue their studies at the institution. This distribution suggests that Birendra Multiple Campus maintains a generally favorable academic reputation among its graduates, as reflected by the majority willingness to return for higher education. However, the proportion of respondents who are unwilling (over one-third) also indicates the need for institutional reflection and potential improvement in areas influencing student satisfaction and future enrollment decisions (Figure 10).

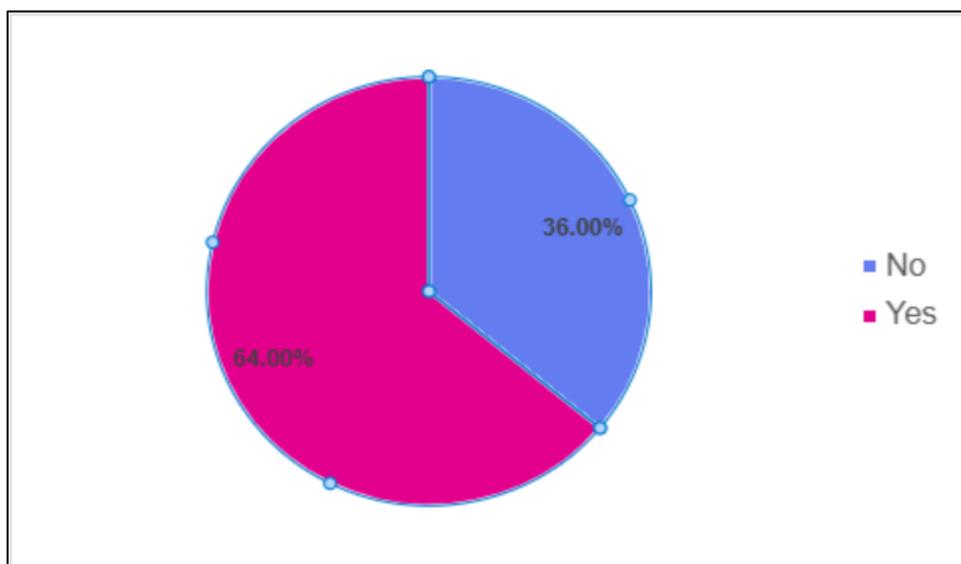


Figure 10: Willingness of Students to continue their studies at Birendra Campus

The data indicates a strong level of interest among respondents in joining the alumni group. A substantial majority (87%) expressed willingness to become part of the alumni network, suggesting that most participants recognize the value of continued engagement with the institution after graduation. Only a small proportion (13%) reported a lack of interest, reflecting minimal disengagement. Overall, the findings highlight a positive inclination toward maintaining long-term academic and professional connections through the alumni association (Figure 11).

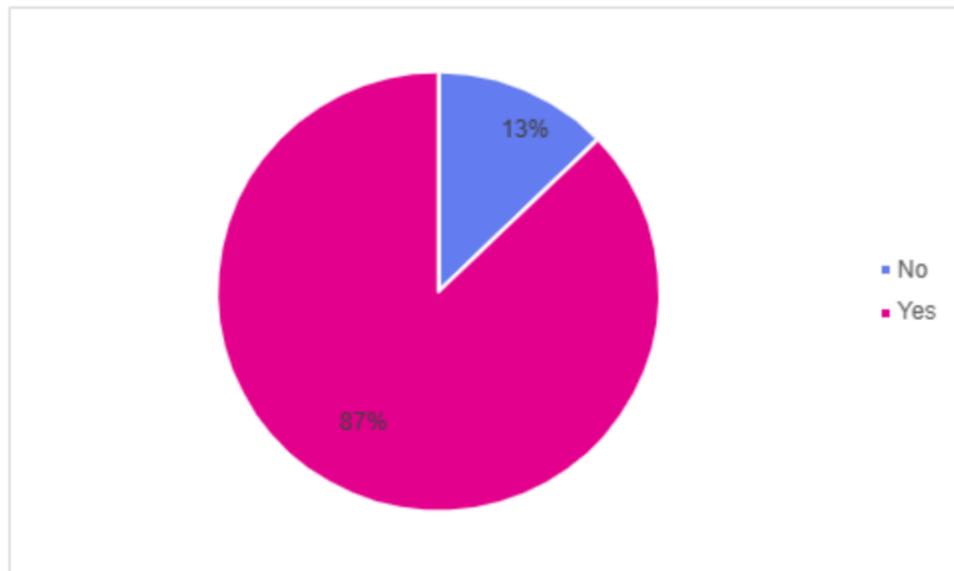


Figure 11. Graduates interest in joining the Birendra Campus Alumni Association

The analysis of respondents' perceptions regarding the adequacy of knowledge gained from their academic courses shows that a majority felt positively about the relevance and usefulness of their education. Specifically, 40.8% of graduates reported that the knowledge obtained during their study was sufficient for performing their current job responsibilities. Additionally, 36.8% rated their knowledge as adequate, indicating that more than three-quarters of respondents (77.6%) believed their academic preparation supported their professional work to a reasonable extent. However, 22.4% of respondents indicated that the knowledge gained during their study was not sufficient for their current job, suggesting that a notable proportion may require additional training, practical exposure, or updated curriculum content to meet workplace demands effectively (Table 3).

Table 3: Perceived Sufficiency of Knowledge Gained During Study for Current Job Performance

Levels of knowledge from course	Frequency	Percentage (%)
Sufficient	102	40.8
Adequate	92	36.8
Not sufficient	56	22.4

2.2 Descriptive Analysis

Regarding Birendra Multiple Campus, data were collected using a seven-point Likert scale (7 = Excellent, 6 = Very Good, 5 = Good, 4 = Neutral, 3 = Slightly Weak, 2 = Weak, and 1 = Very Weak) to assess institutional strengths and weaknesses across 22 domains, including physical facilities, infrastructure, administrative services, canteen services, faculty skills, subject-matter expertise, and other support systems. The highest positive responses were observed for teacher–student relationships, with 24.8% rating this aspect as excellent and an additional 15.2% rating it as very good, indicating strong rapport and supportive academic interaction between faculty and students. Similarly, class size received strong ratings, with 20% rating it excellent and 12.8% rating it very good, suggesting that students find class sizes manageable and conducive to learning. The professional knowledge of professors also emerged as a strength, with 16.8% rating it excellent and 22.4% very good, reflecting high confidence in faculty expertise. Library facilities showed comparatively better performance as well, with 17.6% excellent and 14.4% very good responses. In contrast, respondents identified several critical weaknesses related to infrastructure and support services. International collaboration was the most poorly rated area, with 35.2% of respondents marking it as very weak, indicating minimal exposure to global academic opportunities. Canteen facilities also performed poorly, with 28.8% rating them as very weak and 16.8% as weak, suggesting dissatisfaction with food quality, hygiene, or service. Internet facilities received similarly low ratings, with 28% indicating very weak performance and 17.6% rating them weak, implying significant issues with connectivity. Furthermore, sports facilities, laboratories, and toilet facilities were identified as problematic areas, each receiving high proportions in the weak and very weak categories. These findings collectively suggest that while academic interaction and classroom-related components are comparatively strong, the campus faces major challenges in physical infrastructure and student support facilities, which require urgent attention for overall quality improvement.

The finding concludes that, the analysis of respondents' ratings indicates that Birendra Multiple Campus exhibits notable strengths in several academic and interpersonal dimensions. High

ratings in areas such as teacher–student relationships, class size, and faculty knowledge reflect positive student perceptions of the academic environment and instructional quality (Table 4).

Table 4: Respondents’ Ratings of Institutional Strengths and Weaknesses of Birendra Multiple Campus

Statement	Excellent (%)	Very Good (%)	Good (%)	Neutral (%)	Slightly Weak (%)	Weak (%)	Very Weak (%)
Relevance of the program to your professional(job) requirements	14.4	14.4	12	17.6	12.8	13.6	15.2
Extracurricular activities	7.2	8.8	12.0	16.0	16.0	20.8	19.2
Problem solving ability	14.4	11.2	12.8	17.6	18.4	16.8	8.8
Teaching, learning environment	12.8	18.4	16.8	8.8	18.4	9.6	15.2
Quality of education delivered	10.4	15.2	21.6	12.8	15.2	12.0	12.8
Teacher Student relationship	24.8	15.2	11.2	13.6	12.8	7.2	15.2
Library facility	17.6	14.4	9.6	15.2	17.6	8.0	17.6
Lab facility	12.0	12.8	15.2	7.2	16.0	16.0	20.8
Sport facilities	6.4	6.4	12.8	13.6	22.4	15.2	23.2
Canteen facility	6.4	4.8	8.0	14.4	20.8	16.8	28.8
International collaboration	8.0	4.8	9.6	9.6	18.4	14.4	35.2
Study tours, excursions	8.8	9.6	11.2	5.6	20.8	20.0	24.0
Well-furnished class room with IT facility	8.0	12.0	8.8	14.4	20.8	16.8	19.2
Toilet facility	8.8	10.4	10.4	8.0	20.0	17.6	24.8
Internet facility	8.0	8.0	7.2	10.4	20.8	17.6	28.0
Drinking water facility	11.2	9.6	8.0	23.2	17.6	13.6	16.8
Class size	20.0	12.8	16.0	15.2	14.4	11.2	10.4
Professor knowledge on respective subject	16.8	22.4	12.0	10.4	16.0	9.6	12.8
Range of subject offer	10.4	16.8	20.0	13.6	12.8	15.2	11.2
Problem solving capacity by faculty	10.4	13.6	16.0	16.0	16.8	16.0	11.2
Abroad opportunity	8.0	12.8	12.0	19.2	14.4	19.2	14.4
Professional development	10.4	12.0	16.0	15.2	23.2	8.0	15.2

Furthermore, the summative scores derived from the 22-item questionnaire were categorized into three performance levels using quartile-based classification. Scores falling below the first

quartile (Q1) were classified as poor performance, scores between Q1 and Q3 were categorized as moderate performance, and scores above the third quartile (Q3) were considered good strength. Based on this classification, 28.8% of respondents perceived the institutional performance as poor, 47.2% rated it as moderate, and the remaining 24.0% evaluated it as good. These findings indicate that while nearly half of the respondents acknowledged a moderate level of institutional strength, a notable proportion still expressed concerns regarding areas that require improvement (Table 5).

Table 5: Level of perceived performance by graduates of Birendra Multiple Campus

Categories	Frequency	Percent
Poor	72	28.8
Moderate	118	47.2
Good	60	24.0

2.3 Inferential Analysis

To identify the factors associated with employment status and the perceived performance of graduates from Birendra Multiple Campus, the Chi-square (χ^2) test was employed. This non-parametric statistical method is used to assess whether a significant association exists between two categorical variables. The computed Chi-square value is evaluated against the critical value from the Chi-square distribution at a predetermined significance level (typically $\alpha = 0.05$). If the p-value < 0.05 , the association between the variables is considered statistically significant. Conversely, if the p-value ≥ 0.05 , it indicates that no significant association exists. This approach allows for a systematic assessment of relationships between demographic factors, employment outcomes, and perceived institutional performance.

The results indicate a statistically significant association between sex and current employment status ($\chi^2 = 21.686$, $p < 0.001$). Male graduates were predominantly employed in organizational service positions (68.7%), whereas female graduates showed a more dispersed pattern, with 40.5% employed in service positions and a considerably higher proportion engaged in further studies (33.3%) compared to males (13.3%). Similarly, unemployment was slightly higher among females (14.3%) than males (7.2%). These patterns indicate that employment outcomes differ significantly between male and female graduates. Likewise, there is a significant association between current living address and employment status ($\chi^2 = 30.870$, $p < 0.001$). Graduates residing in Nepal were largely employed in organizational service roles (63.7%),

while a substantial proportion of those living abroad were pursuing further studies (52.6%). Only 34.2% of graduates living abroad were engaged in service jobs, and very few were unemployed (2.6%). This demonstrates that employment patterns and educational engagement vary considerably by geographical location. Furthermore, a strong significant association was also found between graduates' academic level and employment status ($\chi^2 = 42.805$, $p < 0.001$). Master's-level graduates exhibited a very high rate of employment in organizational service positions (86.1%), while only 2.5% were pursuing further studies and none were unemployed. In contrast, bachelor's-level graduates showed a more varied distribution, with 46.8% employed in service roles, 28.1% continuing their studies, and 14.0% unemployed. This suggests that higher academic qualification is associated with better employment outcomes (Table 6).

Table 6: Association Between Demographic Factors and Employment Status Among Graduates of Birendra Multiple Campus

Factors		Current Employment Status			χ^2	p-
Sex	Self Employed	Service in an organization	Study	Unemployed	Value	value
Male	18(10.8)	114(68.7)	22(13.3)	12(7.2)	21.686	<0.001
Female	10(11.9)	34 (40.5)	28(33.3)	12(14.3)		
Current Living Adress						
Nepal	24(11.3)	135(63.7)	30 (14.2)	23(10.8)	30.870	<0.001
Abroad	4 (10.5)	13(34.2)	20(52.6)	1(2.6)		
Graduates						
Bachelors	19 (11.1)	80(46.8)	48(28.1)	24(14.0)	42.805	<0.001
Master	9(11.4)	68 (86.1)	2(2.5)	0(0.0)		

The findings reveal that there is no statistically significant association between sex and perceived institutional performance ($\chi^2 = 2.015$, $p = 0.365$). This indicates that male and female graduates had similar perceptions of the institution's strengths and weaknesses. Likewise, there is no significant association between current living location and perceived institutional performance ($\chi^2 = 1.415$, $p = 0.493$), implying that graduates' perceptions were generally consistent regardless of whether they lived in Nepal or abroad. However, a noticeable variation was observed between Bachelor's and Master's graduates. Among Bachelor-level respondents,

29.2% rated performance as poor, 53.8% as moderate, and 17.0% as good. In contrast, among Master’s graduates, 27.8% reported poor performance, and a substantially higher proportion (39.2%) perceived the institutional performance as good. The Chi-square value ($\chi^2 = 16.210$, $p < 0.001$) indicates a highly significant association between level of graduation and perceived institutional performance. This suggests that Master’s graduates tend to have a more favorable perception of the institution compared to Bachelor’s graduates (Table 7).

Table 7: Association Between Demographic Factors and Perceived performance of Birendra Multiple Campus graduates

Factors	Perceived Institutional Performance			χ^2 Value	p-value
	Poor	Moderate	Good		
Sex					
Male	48(28.9)	74(44.6)	44(26.5)	2.015	0.365
Female	24(28.6)	44(52.4)	16(19.0)		
Current Living Status					
Nepal	58(27.4)	102(48.1)	52(24.5)	1.415	0.493
Abroad	14(36.8)	16(42.1)	8(21.1)		
Graduates					
Bachelors	50(29.2)	92(53.8)	29(17.0)	16.210	<0.001
Master	22(27.8)	26(32.9)	31(39.2)		

2.4 Students’ opinions on aspects needing improvement for a better teaching learning environment at BMC

To understand students’ perceptions of the teaching learning environment at Birendra Multiple Campus, respondents were asked to identify the areas where they believe improvements are necessary. This question aimed to capture students’ views on key factors that influence the overall quality of education, such as teaching methods, infrastructure, academic resources, administrative services, and classroom management. Gathering these insights is essential for identifying gaps and guiding the campus toward targeted enhancements. The responses provide valuable information for institutional planning, helping BMC strengthen its academic environment and better meet students’ expectations. The rank has 1 has most priority and 19 has the least priority (Table 8).

Table 8: Rank of graduate’s opinion on which aspects should BMC improve for a better teaching learning environment

Rank	Statements
1	Strength of students
2	Strength of teaching faculties
3	Administrative works
4	Campus Ambience/Surroundings
5	Strength of teaching faculties, Regular class conduction
6	Administrative works, Campus Ambience/Surroundings.
7	Strength of teaching faculties, Regular class conduction, administrative works.
8	Strength of teaching faculties, Strength of students, administrative works.
9	Strength of teaching faculties, administrative works.
10	Regular class conduction, Campus Ambience/Surroundings.
11	Regular class conduction, administrative works.
12	Campus Ambience/Surroundings, Strength of teaching faculties, administrative works.
13	Campus Ambience/Surroundings, Strength of teaching faculties.
14	Campus Ambience/Surroundings, Strength of students, Regular class conduction.
15	Regular class conduction, Strength of teaching faculties, administrative works, Campus Ambience/Surroundings.
16	Campus Ambience/Surroundings, Strength of students, administrative works, Regular class conduction.
17	Regular class conduction, administrative works, Campus Ambience/Surroundings.
18	Regular class conduction, Strength of students
19	Strength of teaching faculties, Strength of students, Campus Ambience/Surroundings

Based on the feedback provided by the respondents, several key recommendations have emerged to enhance the overall teaching, learning environment at Birendra Multiple Campus. Students highlighted the need for improvements in both academic and administrative domains as following pointwise.

1. Take classes every day, finish course on time, not in rush.
2. Teach with real examples, projects, case-studies, not only chalk-talk. Give at least one internship and help each student publish one small research.

3. Update labs, add computers, fast internet, clean toilets, safe water.
4. Open library and admin desk in Naubigha save students travel time.
5. Bring expert teachers, train them yearly, reward good work.
6. Hold job fairs, hackathons, workshops, tours; invite companies for placement.
7. Support student clubs, give funds, stop politics inside campus.
8. Offer new job-ready courses (tourism, hotel, AI, web design, cyber security). Keep campus clean, green and use social media to share student success.

CHAPTER III

Conclusion and Recommendations

The tracer study of graduates from Birendra Multiple Campus provides meaningful evidence on the institution's academic effectiveness, employment outcomes, and areas requiring strategic improvement. The results show that BMC has been largely successful in supporting graduates in securing employment related to their field of study, with the majority reporting full-time engagement in relevant sectors. The institution's academic programs appear to provide sufficient or adequate knowledge for workplace requirements, indicating a generally effective curriculum and teaching–learning process.

Despite these strengths, the study also identified areas needing attention. Significant variability exists between Bachelor's and Master's graduates in their perceptions of institutional performance, with Master's graduates showing more positive evaluations. Furthermore, notable gaps persist in physical and academic infrastructure, including laboratory facilities, canteen services, sports infrastructure, international collaboration, and learning resources. These shortcomings highlight the need for continuous institutional improvements to ensure students receive a holistic educational experience.

Overall, the findings reflect a positive institutional environment with considerable room for strengthening. The willingness of graduates to pursue further studies at BMC and to join the alumni association underscores the potential for building a stronger academic community and enhancing long-term institutional development.

Based on the study findings, the following recommendations are proposed to improve the teaching learning environment and overall performance of Birendra Multiple Campus:

1. Enhance Physical and Academic Infrastructure

Upgrading laboratory facilities, library resources, classroom technologies, sports infrastructure, drinking water systems, and sanitation facilities should be prioritized to improve students' learning experiences.

2. Strengthen Teaching–Learning Processes

Faculty should adopt more interactive, student-centered, and problem-based teaching methods. Regular training and workshops on modern pedagogical approaches should be provided.

3. Improve Administrative Efficiency

Strengthen communication mechanisms, streamline administrative procedures, and enhance responsiveness to student needs to improve overall institutional functioning.

4. Expand Extracurricular and Skill-Building Opportunities

Introduce more workshops, field visits, internships, and professional development programs to enhance students' practical skills and employability.

5. Foster International Collaboration

Develop partnerships with universities and institutions abroad to promote academic exchange, research collaboration, and mobility programs.

6. Strengthen Alumni Networks

Establish an active alumni association to support mentorship, networking, and career development initiatives for current students.

7. Enhance Student Support Services

Strengthen counseling, career guidance, and academic advising systems to help students make informed decisions about their academic and professional futures.

8. Continuous Monitoring and Evaluation

Conduct regular tracer studies, curriculum reviews, and student satisfaction surveys to ensure continuous improvement and alignment with evolving academic and industry needs.

TRACER STUDY QUESTIONNAIRE

Dear Graduates,

Birendra Multiple Campus, Bharatpur, Chitwan is establishing a system of tracing its graduates and getting feedback regarding the types of work, further study or other activities you are/were involved in since you completed your study from this campus. The information provided will assist this campus in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept strictly confidential. We would, therefore, highly appreciate it if you could complete the following questionnaires and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support.

* Indicates required question

A. PERSONAL INFORMATION:

1. Your Full Name

2. Present Address

3. Parmanent Address

4. Gender

Mark only one oval.

Female

Male

5. Date of Birth

Example: January 7, 2019

6. Programs Completed

 Dropdown

Mark only one oval.

B.Sc. CSIT

BIT

BCA

BBA

BBS

B.Sc.

B.Sc. Microbiology

B.Sc. Geology

BA

B.Ed.

MA

M.Sc.

7. Passed Year

8. Mobile Number

9. Email Address

Electronic Social Network ID:

Please copy and paste your social id link.

10. Facebook

11. Twitter

12. Other please specify

Academic Network ID

13. Research Gate

14. Google Scholar

15. Academia/ORCID ID

B. EMPLOYMENT INFORMATION:

16. Current Employment Status:

Check all that apply.

- Service in an organization
- Self Employed
- Unemployed
- Study

In case of Service in an organization: Employer's Details (of the organization you are currently working for):

17. Name of the Organization

18. Type of Organization

Check all that apply.

- Private
- Public
- NGO/INGO
- Government
- Academic/Research Institution
- Other: _____

19. Address

20. Organization - Phone

21. Organization - Email

22. Employment Type

Check all that apply.

Full Time

Part Time

23. Designation

In the case of self Employment

24. Starting Year

25. Type of Work/Profession

C. ABOUT BIRENDRA MULTIPLE CAMPUS

Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 1-7) Excellent = 7 Very Weak = 1

27. 2. Which of the following are the good aspects of BIRENDRA MULTIPLE CAMPUS?

Check all that apply.

- Strength of Teaching Faculties
- Regular Class Conduction
- Strength of students
- Administrative works
- Campus Ambience/Surroundings
- All of the above
- None of the above

28. 3. In your opinion on which aspect/s should Birendra Campus improve for a better teaching-learning environment?

Check all that apply.

- Strength of Teaching Faculties
- Regular Class Conduction
- Strength of students
- Administrative works
- Campus Ambience/Surroundings
- All of the above
- None of the above

29. 4. Is your current job/study relevant to the program you have completed?

Mark only one oval.

- Yes
- No

30. 5. Does the knowledge you gained from the courses offered during your study level enough for your current job?

Mark only one oval.

- Sufficient
 adequate
 Not Sufficient

31. 6. Would you be willing to pursue your further study in Birendra Campus?

Mark only one oval.

- Yes
 No

D. OTHERS

32. 1. Were you promoted based on the degree you gained from this Campus?

Mark only one oval.

- Yes
 No

3. IF PURSUING HIGHER STUDY:

33. Enrollment Year in AD

34. Level

35. Program

36. .

Mark only one oval.

- Nepal
- SAARC
- China
- Abroad

37. Campus/University

38. 4. Would you like to join BIRENDRA CAMPUS Alumni ?

Mark only one oval.

- Yes
- No

39. 5. Would you be willing to provide your valuable help/support to BIRENDRA Campus as Alumni when required?

Mark only one oval.

- Yes
- No

40. 6. Which if the following help/support would you be willing to provide to Birendra Campus as Alumni when required?

Check all that apply.

- Contribute in the capacity as a resource person
- Work as a facilitator in bringing industrial collaboration to BIRENDRA MULTIPLE CAMPUS
- Provide internship to the students
- Be part of new initiatives (Scholarships/Awards, Resaerch, etc) that require collective funding
- Other: _____

41. 6. Contact Address/s of your friend/s, who graduated in the same year:

42. 7. Please provide your suggestions/recommendations for the betterment of Birendra Campus:

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