

# TRACER STUDY REPORT-2017



SUBMITTED BY  
SCHOOL OF HEALTH AND ALLIED  
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TRACER STUDY COMMITTEE , December 2019  
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We are very much thankful to our graduates who valued their time to respond and return the completed forms for the milestone in the process of reforming quality education of School of Health and Allied Sciences (SHAS) of Pokhara University (PU).

We would extend our gratitude to director of SHAS for entrusting us to carry out the study and supporting in the process. In addition, we are also indebted to program coordinators, different committees and sub-committees of SHAS, school administration, faculty members and staffs of SHAS, and from different School and Dean's offices of PU, and PU central office, who supported directly and indirectly in this process.

We are also thankful to officials from various divisions of UGC for their support to help solving our various queries.

Tracer Study Committee

2019, December

## EXECUTIVE SUMMARY

Tracer study of the graduates-2017 of School of Health and Allied Sciences (SHAS) was carried out aimed to find out the status and position of the graduates. The study focused the graduates in the year 2017 from B. Pharm, B. Sc MLT, BPH and B. Sc Nursing from undergraduate programs, and M. Pharm-NPC of Pokhara University. As already noted, the total number of graduates in the year 2017 was 133 from which only 29 participated in the study.

The report is divided into five chapters. First chapter is introductory section that is the description of need and rationale of the study. Second section is organized into the characteristics of the graduates; employment status as well as employability related associative characteristics of the graduates; the issues related to the quality and relevance of the program; and the suggestions and contributions by the graduates.

Just majority of the graduates (51.7%) were from B.Sc Nursing program and more than three-fourth were female (75.9%). Nearly a two-third graduates (65.5%) were employed in organizations, with higher proportion of females compared with their counterparts. With respect to the relevance of the program to professional requirement, majority of the graduates (76%) reported the program was relevant to the profession. An one-fourth graduates(25%) were dissatisfied towards extra-curricular activities of the school. Regarding the teaching learning environment, majority of the graduates (80%) showed non- satisfaction and less than a half (40%) responded the quality of education delivered in the school was good. Very importantly, majority of graduates (68%) reported that there was a strong student teacher relationship. However, more than two-third graduates reported the canteen and urinal were poor. Although program-wise employment status was independent, it differed according to gender. Plurality of the graduates suggested to strengthen the school infrastructure and similar also intended to support school in future.

The study had strong implications. It focused on the development of continuous involvement of graduates in school improvement through feedback mechanism. Infrastructure development, teaching/learning impact and relations between teachers and students should be given in policy priority.

In conclusion, student-teacher relationship was reported to be good but teaching and learning as well as basic infrastructures and delivered educational quality are below satisfactory level in SHAS from the

graduates' perception. Despite this, graduates are positive in improvement of the school's status even after their graduation.

Finally, the study has recommendations to strengthen the teaching learning and infrastructure development, graduates engagement for school's benefits, career counseling mechanism should be strengthened.

## ABBREVIATIONS

BPH	Bachelor of Public Health
BPharm	Bachelor of Pharmaceutical Sciences
BScMLT	Bachelor of Science in Laboratory Sciences
BPT	Bachelor of Physiotherapy
BScN	Bachelor of Science in Nursing
FHS	Faculty of Health Sciences
HRH	Human Resources for Health
MPH (HPE)	Master of Public Health (Health Promotion and Education)
MPH (PHSM)	Master of Public Health (Public Health Service Management)
MPharm-CP	Master of Pharmaceutical Sciences-Clinical Pharmacy
MPharm-NPC	Master of Pharmaceutical Sciences-Natural Products Chemistry
PU	Pokhara University
SHAS	School of Health and Allied Sciences
UGC	University Grants Commission

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## CHAPTER I: INTRODUCTION

### 1.1 Background/Rationale

In order to fulfill the human resources to meet the national and global need, Nepal adopted the concept of multi-university especially after restoration of democracy in 1990 A.D. Consequently, the idea of Pokhara University (PU) was conceived in 1986 though; it was established only in 1997 under the Pokhara University Act, 1997. The Incumbent Honorable Prime Minister and the Honorable Minister for Education of the Federal Democratic Republic Nepal are the Chancellor and the Pro-Chancellor, respectively.

The Health Science programs in Pokhara University were started with the vision to produce skilled and qualified human resources in the field of medical and paramedical sciences in 2001 AD (2058 BS) under the school banner of Pharmaceutical sciences as a constituent school. Later, in 2003, the name was modified as ‘School of Pharmaceutical and Biomedical Sciences’. With the expansion of its programs the name, currently (in 2009) is changed as ‘School of Health and Allied Sciences (SHAS)’. Currently there are five undergraduate (UG) and six postgraduate (PG) programs under five major areas of health sciences under this school. The areas are the applied sciences of Pharmacy and Pharmacology, Laboratory, Public Health, Nursing, and Physiotherapy. UG programs are BPharm (Bachelor of Pharmaceutical Sciences), BScMLT (Bachelor of Science in Medical Laboratory Technology), BPH (Bachelor of Public Health), BScN (Bachelor of Science in Nursing) and since 2018, BPT (Bachelor of Physiotherapy). PG programs are MPharm-CP (Master of Pharmacy in Clinical Pharmacy), MPharm-NPC (Master of Pharmacy in Natural Products Chemistry), MPH-HPE (Master of Public Health in Health Promotion and Education), MPH-PHSM (Master of Public Health in Public Health Service Management), MSc MM (Master of Science in Medical Microbiology) and MSc MB (Master of Science in Medical Biochemistry). MPH-HPE and MPH-PHSM were initiated in 2016, and MSc MM and MSc MB were initiated in 2019.

Currently there are 664 students, 61 full-time and 20 part-time faculties, 15 PhD holder faculties among full-time, and 30 non-teaching staffs in school.

The school is dedicated to design the courses and run the extensive feasible programs under the national strategy and priority of the government of Nepal. Besides, graduates from the school are studying and working abroad. For this to be sustained, we have to trace out our graduates and their capacity for which they were produced. In this sense, this tracer study of 2017 graduates from the school was carried out.

This study would be useful to the following institutions:

- Useful to different subject committees, for development and reform of different syllabus, and curricula

- School management committee for the improvement of teaching learning and academic activities to develop as a center of excellency at national level
- Academic council for decision making about the urgency and need of any new syllabus and administration to initiate

## 1.2 Objective of the Study

The main aim of this study is to explore the current situation and position of the 2017 graduates of SHAS. In order to achieve the aim, following specific objectives of the study were stipulated:

- To assess employment status of the graduates of SHAS;
- To explore the factors associated with employment;
- To assess the graduates' perception on overall teaching-learning environment of school;
- To explore the graduates' suggestions and contributions to school; and
- To suggest the measures to promote the quality of SHAS programs.

## 1.3 Institutional arrangements to conduct the study

School of Health and Allied Sciences (SHAS) rendered three membered committee namely “Tracer Study Committee” in June 2019. After a couple of weeks, two more members were added including one from non-teaching staff. The school arranged flexibility in day to day school activities for the members whenever meetings were conducted, during the draft preparation and finalization.

## 1.4 Graduate batch taken for the study

Undergraduate and postgraduate students enrolled in the year 2013 and 2015 respectively and graduated in year 2017 were taken for the tracer study. The graduates were taken from four different UG programs namely, B. Pharm, B.Sc MLT, BPH and B.Sc Nursing, and postgraduates from taken from M. Pharm- NPC and M. Pharm-CP.

## 1.5 Study Design and Methodology

A descriptive quantitative cross-sectional study was done. There were total 143 students from B. Pharm, B. Sc MLT, BPH and B. Sc Nursing, M. Pharm- NPC and M-Pharm-CP. Convenience sampling technique was used to collect the data. Tracer study committee members and non-teaching staff were recruited to collect data via electronic media i.e. e-mail. The survey instrument was a set of questionnaire prescribed by the UGC, Nepal and modified according to our programs. This questionnaire included both closed and open-ended questions (Refer to Annex). Data collection was done between July 2019 and November 2019.

### 1.5.1 Approaches and Instruments of Data Collection

The instrument was a self-administered structured questionnaire including open and closed ended questions. The questionnaire was developed around different key variables namely: employment, pursuing or intention to pursue further study by the graduates. Six point Likert scale with responses Excellent, Good, Neutral, Weak, Moderate Weak and very Weak (5= excellent and 0=very weak) was used to collect the responses of the graduates and postgraduates to assess the relevance as well as the effectiveness of the program they completed.

Data was collected via e-mail. A common e-mail account was made for distributing the questionnaire among the students as well as to receive the filled up questionnaires. Out of 133 graduates only 29 graduates filled up and returned the questionnaire. Repeated follow-ups had to be done to encourage the participants to fill up the forms. All the filled-up questionnaires were collected, printed and compiled.

### 1.5.2 Data Analysis and Report Writing

After collecting and printing (Refer to Annex), we coded and entered data in SPSS software. Team members entered data as team leader developed the variable view in SPSS. Entered data was checked for error and corrected accordingly. Open ended questions and responses (suggestions and contributions by graduates) were listed, then developed themes in deductive approach after discussing in the team and themes were reported with frequency and percentage.

## 1.6 Scope and limitations of the study

The study is primarily based on quantitative research approach. This study has incorporated B.Pharm; B. Sc MLT; BPH and B. Sc Nursing and postgraduates from taken from M. Pharm-NPC, M-Pharm-CP of Pokhara University who graduated in the year 2017. The study has mainly focused on the employment status to find out the University's contribution to national HRH pool. This study also aimed to find out the factors associated with the employment status of the graduates. Besides this, the study also focused to find out students perception and satisfaction towards teaching learning environment as well as towards the facilities. The study also explored suggestions by the graduates which would help the program to run more efficiently.

The study had various limitations in various areas. Tracing the students and convincing them to fill up the questionnaire was a big challenge. A full attempt was made through repeated follow ups through phone calls, texts and social media like Facebook to encourage the students to fill up the questionnaire from all the targeted programs, who graduated in the year 2017. However, only 20.3 percent of them filled up the questionnaire. Due to running academic activities and time constraint the committee members had to work at extra time (other than class hours) to complete the task. Despite of the team efforts, any responses from M.Pharm-CP was not received.

## CHAPTER II: DATA PRESENTATION AND ANALYSIS

This study was carried out among the undergraduates and postgraduates who graduated and participated in the University Convocation in the year 2017 from B. Pharm, B. Sc MLT, BPH and B. Sc Nursing, M. Pharm- NPC and M-Pharm-CP of Pokhara University. As already noted, the total number of graduates in the year 2017 was 133 from which only 29 participated in the study.

This section is organized into major four sections. The first section deals with the characteristics of the graduates. The second section presents the employment status as well as employability related associative characteristics of the graduates. The third section depicts the issues related to the quality and relevance of the program which covers the various areas like teaching learning environment, teacher-student relationship, satisfaction towards various college facilities and such. Fourth section has been dealt about the suggestions and contributions that can be helpful for institutional reform. Details of the organization of the chapter will be as followings:

### 2.1 Characteristics of the graduates

- 2.1.1 Program wise distribution of the graduates
- 2.1.2 Gender wise distribution of the graduates
- 2.1.3 Ethnicity wise distribution of the graduates
- 2.1.4 Age wise distribution of the graduates

### 2.2 Employment status and associative characteristics of the graduates

- 2.2.1 Current employment status
- 2.2.2 Gender wise employment status
- 2.2.3 Employment type of the graduates
- 2.2.4 Organization wise distribution of the graduates
- 2.2.5 Associative characteristics of employment status

### 2.3 Issues related to the quality and relevance of program

- 2.3.1 Relevance of the program to professional requirement
- 2.3.2 Relevance based on extra-curricular activities
- 2.3.3 Competency based on problem solving skills
- 2.3.4 Satisfaction based on work placement
- 2.3.5 Satisfaction based on teaching learning environment
- 2.3.6 Satisfaction based on quality of education delivered
- 2.3.7 Perception based on teacher student relationship
- 2.3.8 Satisfaction based on library facility

2.3.9 Satisfaction based on lab facility

2.3.10 Satisfaction based on sports facility

2.3.11 Satisfaction based on Canteen and urinal facility

## 2.4 Suggestions and contributions by graduates for institutional reform

2.4.1 Suggestions by graduates

2.4.2 Possible contributions by graduates

## 2.1 Characteristics of the graduates

This section deals with the various characteristics of the graduates i.e. program, age, gender and ethnicity.

### 2.1.1 Program wise distribution of the graduates

Fig 2.1.1 illustrates the program-wise composition of students. It revealed that, out of 29 respondents, 51.7% of the graduates were from B. Sc Nursing program, 17.2% from B. Pharm and BPH followed by 10.3% from M.Pharm NPC and 3.4% from B. Sc MLT program.

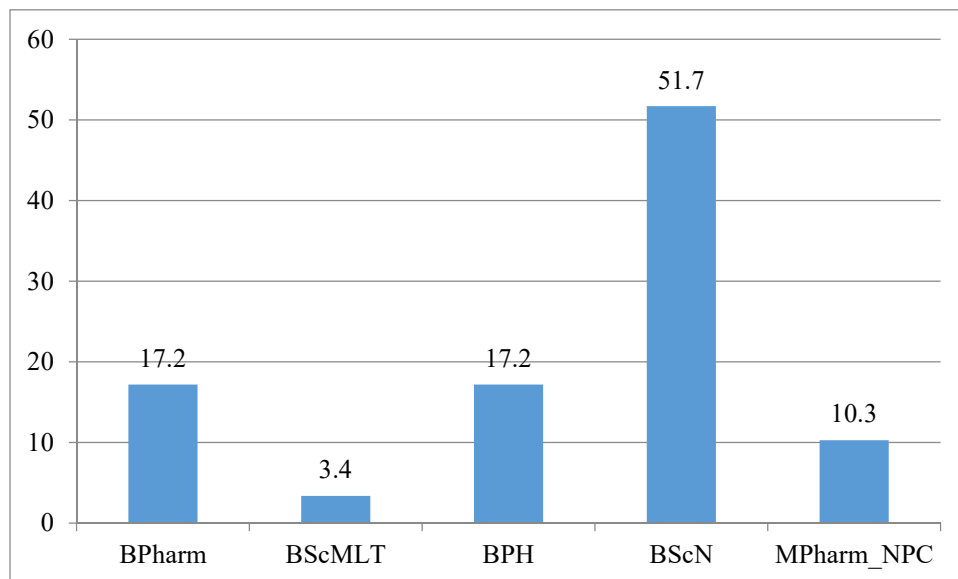


Fig 2.1.1. Program wise distribution of the graduates (%)

### 2.1.2 Gender-wise Distribution of the Graduates:

Fig. 2.1.2 depicts that more than three-fourths of the graduates (75.9%) were female.

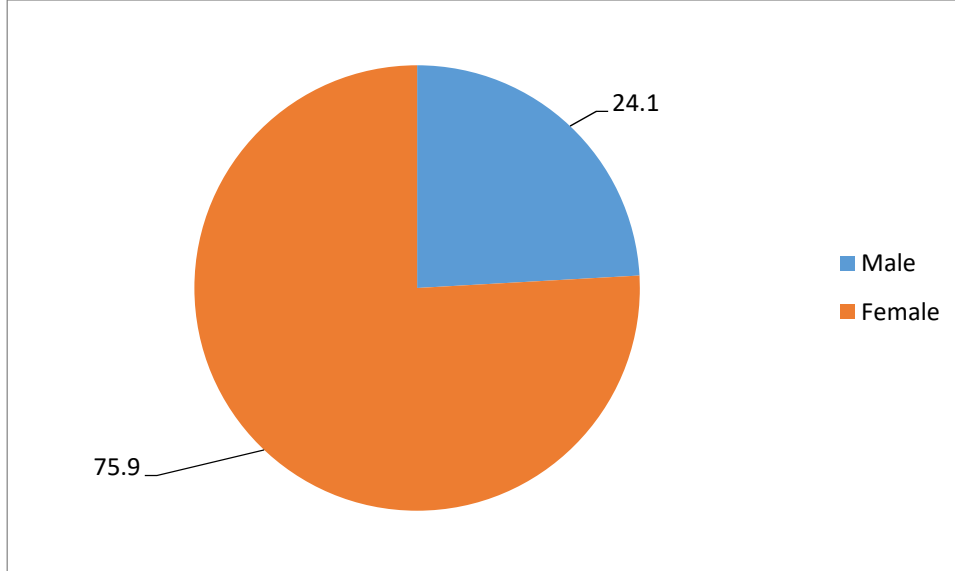


Fig. 2.1.2: Gender-wise Distribution of the Graduates (%)

### 2.1.3 Ethnicity wise distribution of the graduates:

Fig. 2.1.3 shows that most of the graduates 86.2% belong to advantageous caste (Brahmin/Chettri/Thakuri) followed by 6.9% of the graduates belonging to Newar/Thakali/Gurung.

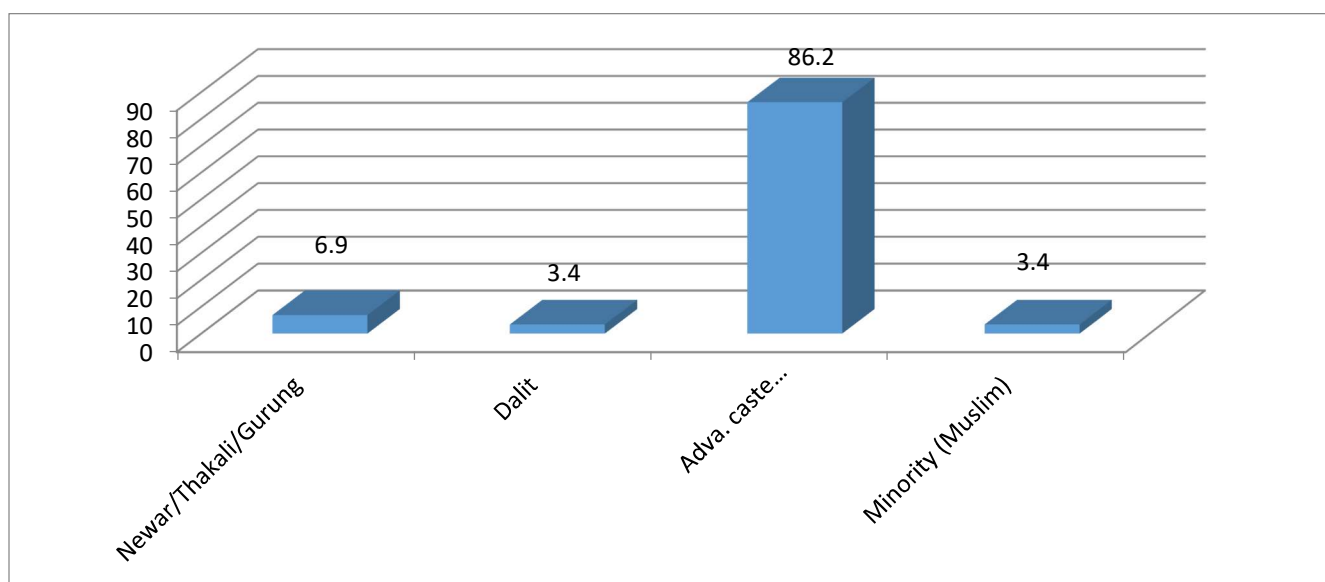


Fig. 2.1.3: Ethnicity wise distribution of the graduates (%)

### 2.1.4 Age wise distribution of the graduates:

Fig. 2.1.4 shows that majority of the graduates 72.4% belong to the age group 20-24 years whereas 24% belong to the age group 25-29 years and 3.4% are thirty plus age group.

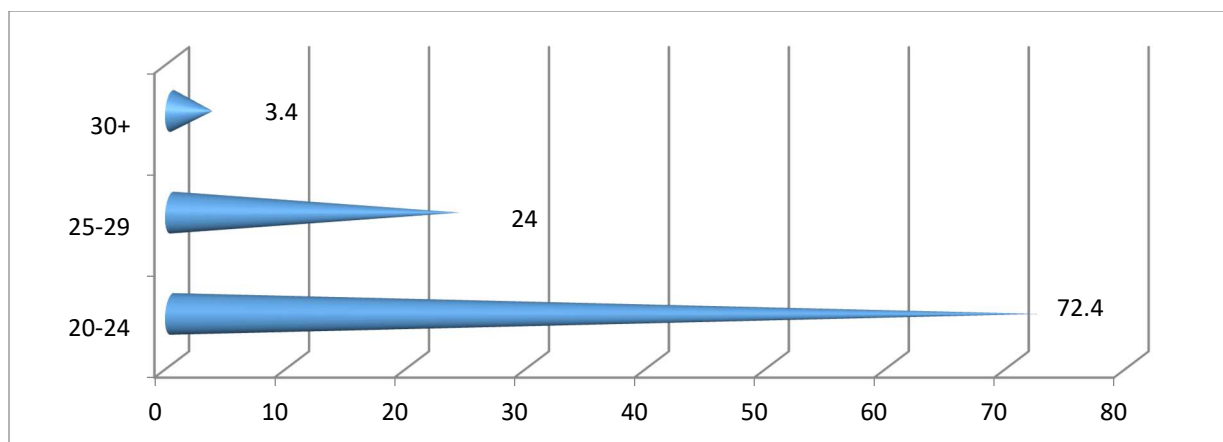


Fig. 2.1.4: Age wise distribution of the graduates (%)

## 2.2 Employment status and associative characteristics of the graduates

This section deals with the employment status of the graduate i.e. current employment status, gender wise employment status, type of employment, type of organization and such.

### 2.2.1 Current employment status of the graduates:

It is evident from graph 2.2.1 that more than half of the graduates 65.5% were employed in an organization, 24.1% were unemployed whereas only 10.3% were self-employed (Fig. 2.2.1)

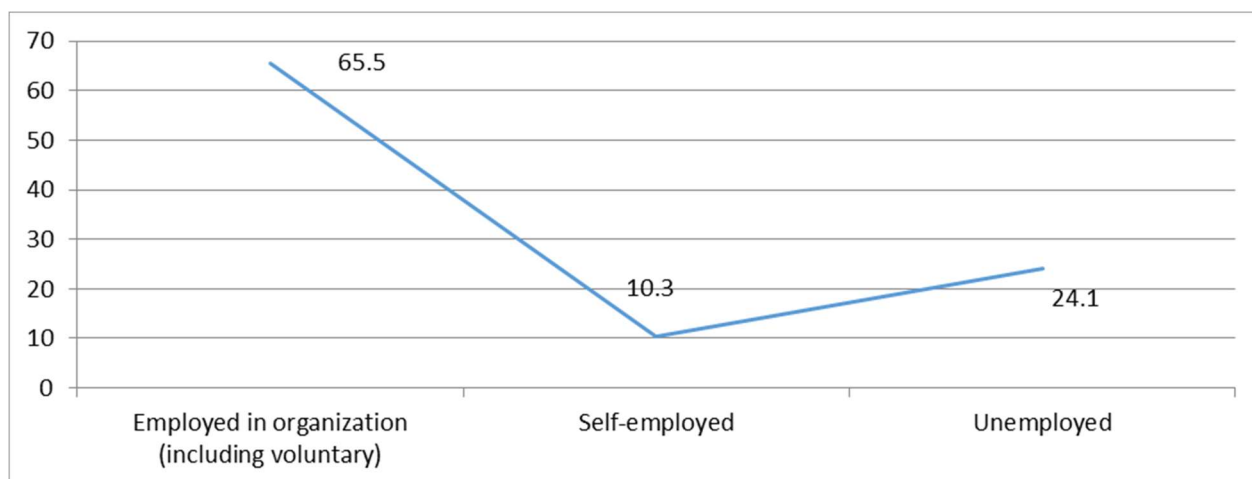


Fig.2.2.1: Current employment status (in %)

### 2.2.2 Gender wise employment status of the graduates:

Fig. 2.2.2 shows that 86.36% of female are employed and 13.36 % are unemployed. In male graduate 42.86% are employed and 57.14 % are unemployed. This statistic resemble there is higher employment rate in female as compare to male.

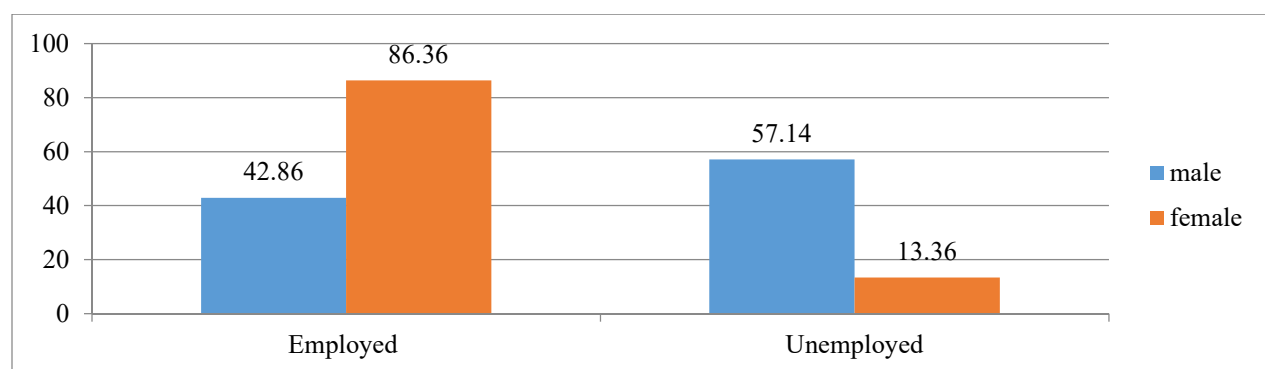


Fig. 2.2.2. Gender wise employment status of the graduates (%)

### 2.2.3 Employment type of the graduates

Fig. 2.2.3 shows that majority of graduates 90.9% were working as full time employees whereas only 9.1% were working as part time employees.

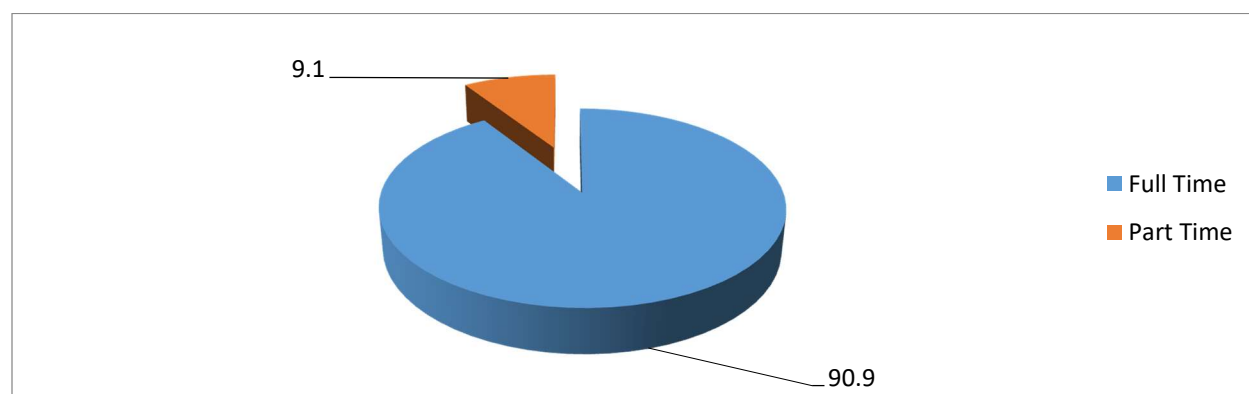


Fig. 2.2.3. Employment type of the graduates (%)

### 2.2.4 Organization-wise distribution of the graduates

Fig. 2.2.4 depicts that more than half 43.5% of the graduates are recruited in private organizations, followed by 52.2% in the government organizations and only 4.3% in other like NGO/INGO.

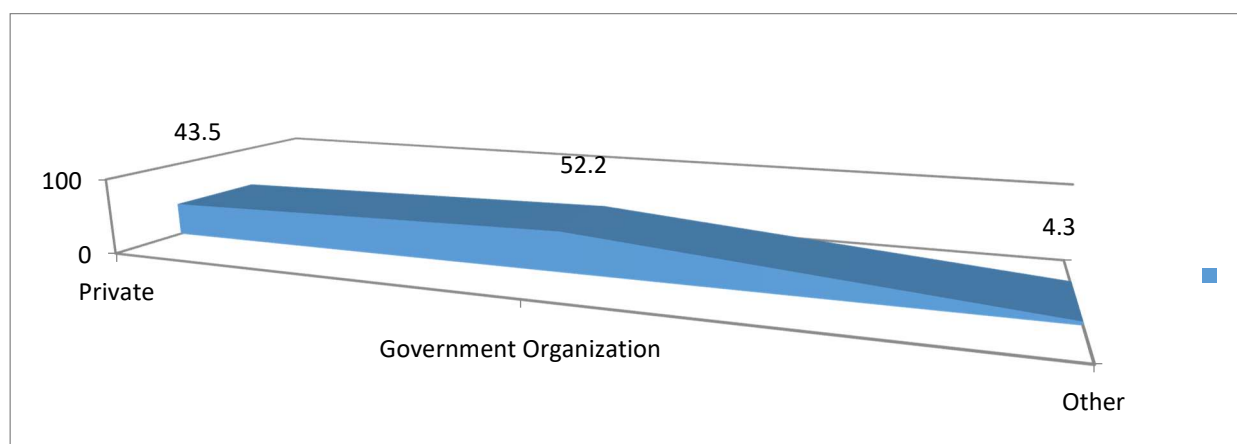


Fig. 2.2.4. Organization-wise distribution of the graduates (in %)

## 2.2.5 Associative characteristics of employment status

This section deals with the association of the employment status of the graduates with the various variables like gender, age, ethnicity and program they completed.

Table 2.2.5: Associative characteristics of employment status

S. No	Variables	Employment status		Chi-square statistic	p-value
		Employed n=22 (%)	Unemployed n=7(%)		
1.	Gender				
	a. Male	3(42.9)	4(57.1)	5.48	0.038*
	b. Female	19(86.4)	3(13.6)		
2.	Age (years)				
	a. 21-25	17 (70.8)	7 (29.2)	NA#	
	b. 26-30\$	5 (100)	0 (0.0)		
3.	Ethnicity				
	a. Brahmin/Chhetri/Thakuri	18(72.0)	7(28.0)	NA#	
	b. Other (Janajati/Muslim/dalit)	4(100.0)	0 (0)		
4.	Program				
	a. Wet lab sciences	6 (66.7)	3 (33.3)	0.60	0.37
	b. Dry lab sciences	16 (80.0)	4 (20.0)		

\*p<0.05; # Not Applicable; \$ 1 respondent of 34 years included

Table 2.2.5 shows that there is significant association between gender and the employment status of the graduates.

## 2.3 Issues related to the quality and relevance of program

This section is related to the students' satisfaction and perception towards the quality and relevance of the program which includes facilities, teaching learning environment, teacher-student relationship and others.

### 2.3.1 Relevance of the program to professional requirement

Fig. 2.3.1 shows the relevance of the program to the professional requirement for the graduate. Majority of graduate with 76% accepted that relevance of the program to the profession, over 8% state that is weak relation with its relevance with profession 16 % are neutral. It is clearly visualized in chart that higher percentage representation the program offered to them did help in their working environment. It implied that theoretical knowledge was applicable in practice field so program offered by institution had strong relevant in respected field of their practice.

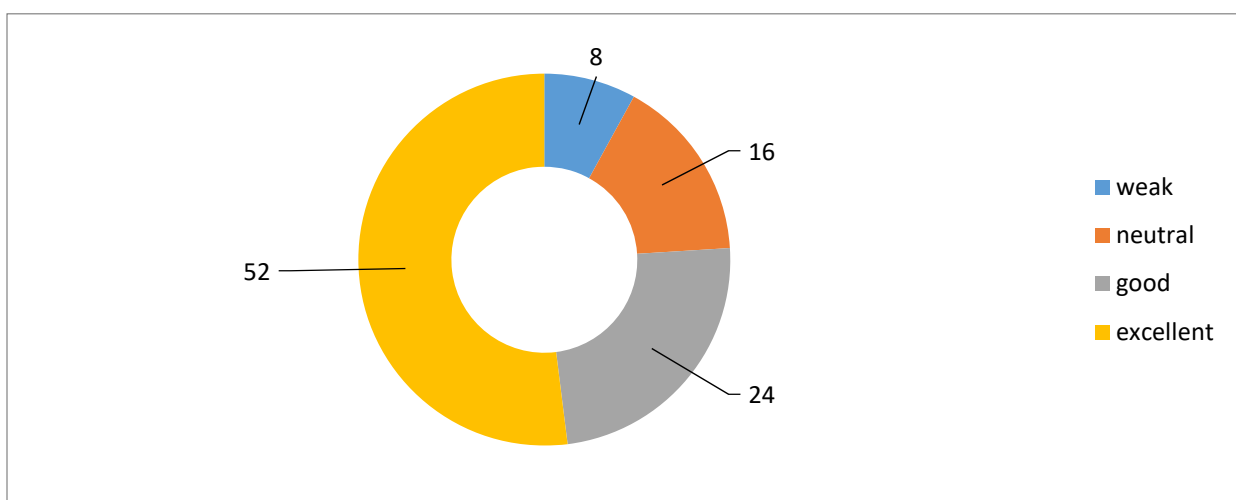


Figure 2.3.1: Relevance of the program to professional requirement

### 2.3.2 Relevance based on extra-curricular activities

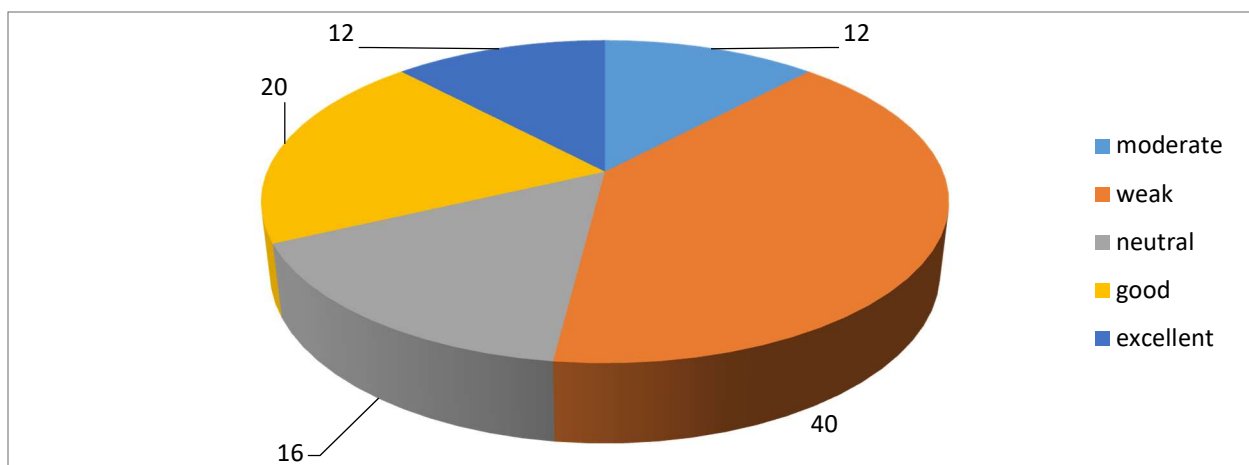
Figure 2.3.2 presented below delineate the graduate response to the extracurricular activities offered by the institution during their stay. In total 52% of graduate are not satisfied. Around 16% of graduate are neutral

regarding the extracurricular activities and 32% of graduate respondent belief that activities provided by institution are satisfactory. Finally chart resemble that more than half of the graduate are not satisfied with the extracurricular activities offered by institution.

Fig 2.3.2: Extra Curricular Activities

### 2.3.3 Competency based on problem solving skills

Figure 2.3.3 presented below delineate the graduate response to the problem solving ability. Majority of the graduate i.e. 52% of belief that education provide by institution has improved their problem solving abilities. Around 36% of the respondent has neutral opinion on problem solving skill provided by institution and 12% of graduate has not satisfied by skill provided to them. It showed that institute had provided the problem solving approach to the student which had benefited on their professional carrier.



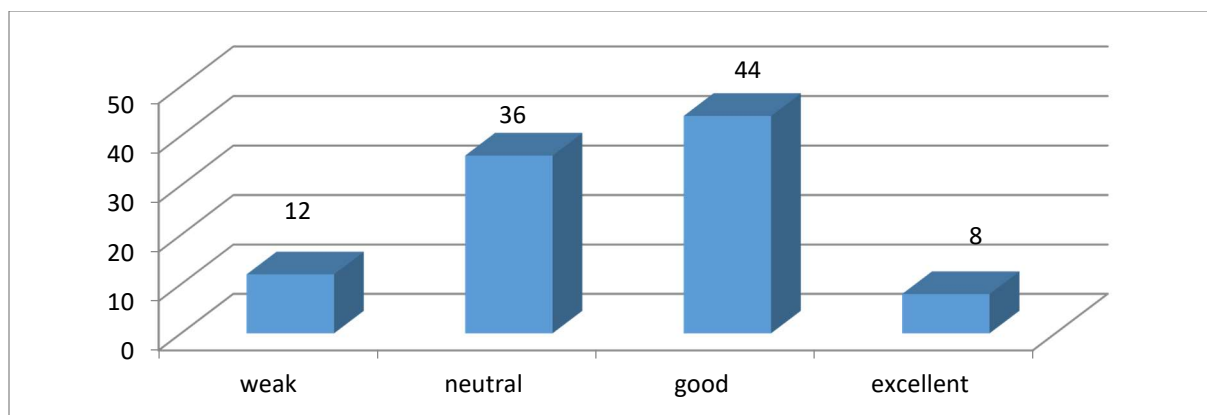


Figure 2.3.3: Competency based on problem solving skills in percentage

#### 2.3.4 Satisfaction based on work placement:

Figure 2.3.4 presented below delineate that 40% of graduate are satisfied with work placement or internship policy governed by institution. About 16% of respondent are neutral on perspective of work placement or internship where 48% of graduate are dissatisfied with it. It imply that the institution administration have to make work placement and internship facility more effective.

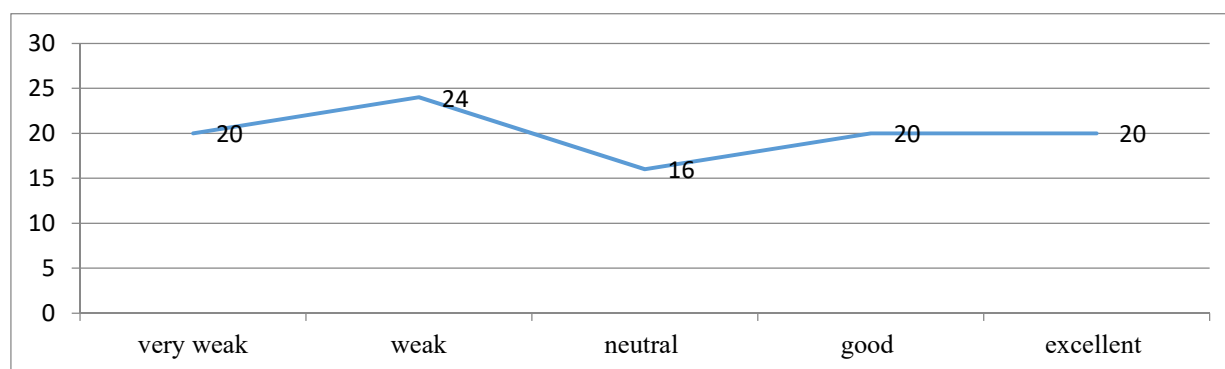


Figure 2.3.4. Satisfaction level of work placement/internship

#### 2.3.5 Satisfaction based on teaching learning environment

Figure 2.3.5 presented below delineate about 4% are neutral on teaching learning environment. Half of the respondent opted that it is good and followed by 24% expressed teaching learning environment of institution is excellent. Remaining 12% rated it as weak sceneries. In total 80% graduates states that they are satisfied. Somehow these statistics shows that teaching learning environment is well maintained.

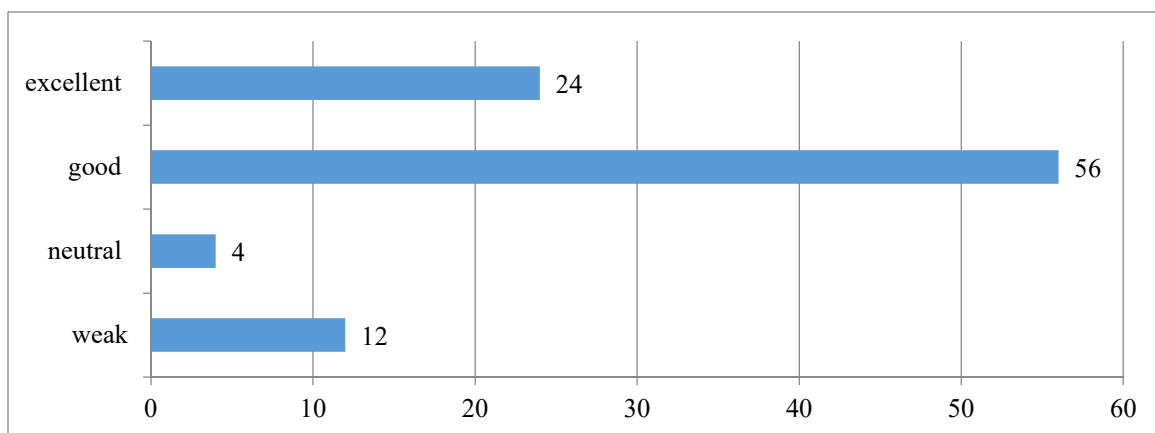


Figure 2.3.5. Satisfaction level of teaching learning environment in percentage

### 2.3.6 Satisfaction based on quality of education delivered

Fig. 2.3.6 presented below delineate that out of total graduate respondents, most of the graduate believed that quality of education delivered to them is good i.e.40%. Among the graduate 32 % have excellent attitude for quality of education delivered to them. Only around 24% and 4% rated as neutral and weak respectively. This statistics clearly resemble graduate are satisfied with the quality of education delivered to them and education they had received is practically applicable in working environment.

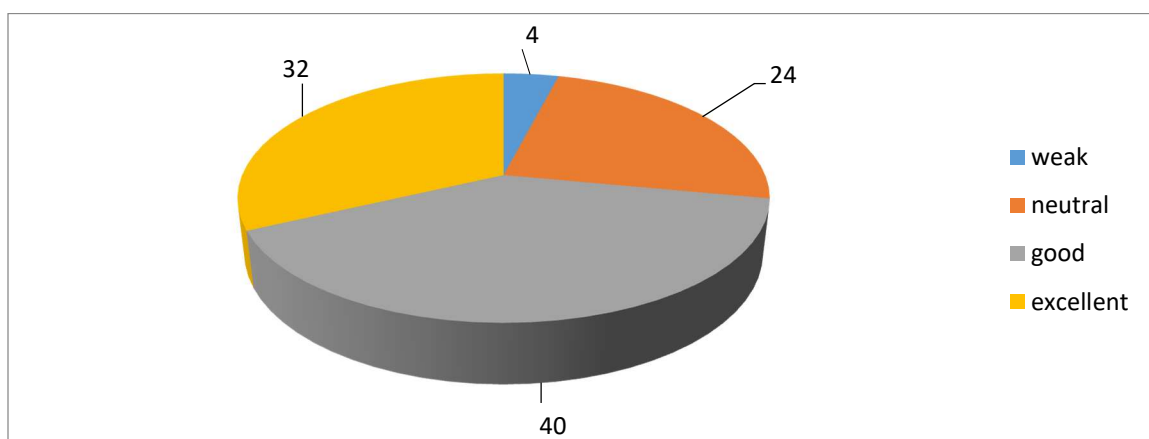


Figure 2.3.6: Satisfaction based on quality of education delivered

### 2.3.7 Perception based on teacher student relationship

The figure 2.3.7 represents that majority of respondent belief that they had strong student teacher relationship which is 68% and simultaneously 24% opined that they are neutral. Only about 8% shows that they had weak student teacher relationship. This shows that there is amiable relationship between student and teacher in the collage which represent good learning environment for students.

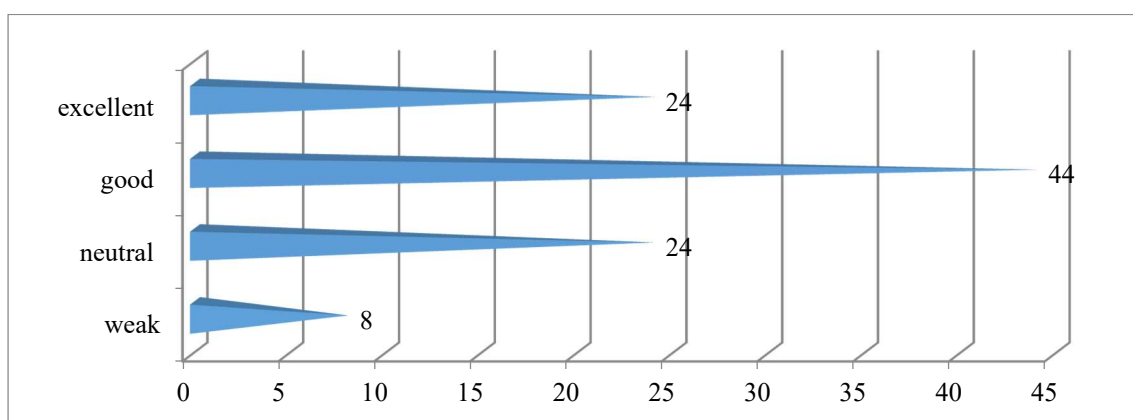


Fig 2.3.7: Perception based on teacher student relationship

### 2.3.8 Satisfaction based on library facility

Figure 2.3.8 presented below depicts the graduate response to library facility of institution. Majority of graduate belief great (60%) and 24% are neutral for institution library facilities. Overall 16% graduate belief library facility as weak. This rating clearly shows graduate are satisfied with the library facility provided by institution.

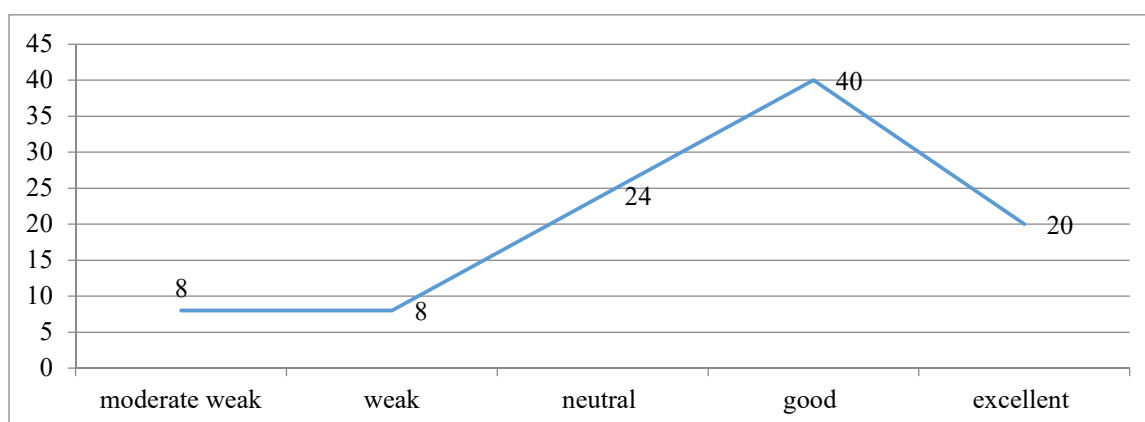


Figure 2.3.8. Satisfaction level of library facility in percentage

### 2.3.9 Satisfaction based on lab facility

Figure 2.3.9 presented below delineate that majority of graduate are satisfied with lab facilities provided by institution which is 44%. Almost 22% of the graduate are neutral and 32% respondent believed that the lab facility provide by the institution are not satisfactory. This implies that institution still need to improve in various aspects of lab facilities to improve the practical skill of students and for good quality of education deliverance.

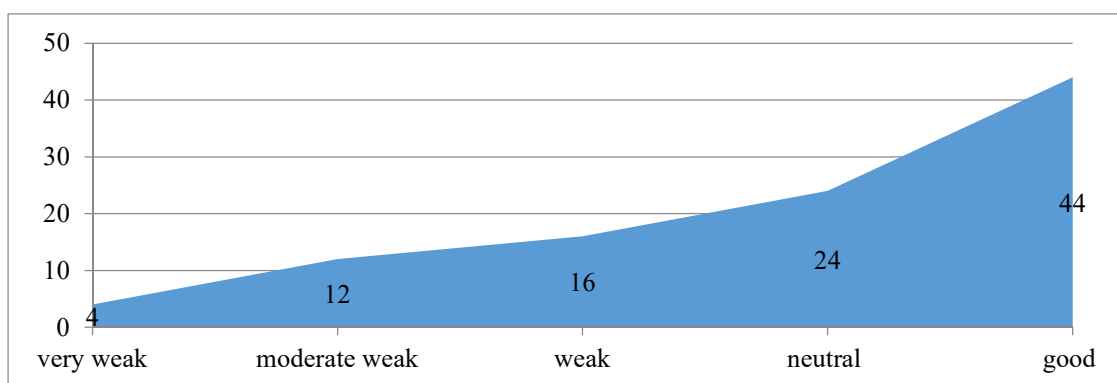


Figure 2.3.9: Satisfaction level of lab facility in percentage

### 2.3.10 Satisfaction based on sports facilities

Figure 2.3.10 demonstrates that most of the graduates have negative attitude i.e. 60% of respondent are not satisfied for sport facility provided by institution. Around 36% of graduate feels good for sport facilities provided by institution. This statistics resemble institution have poor sport facilities. Physical activities play important role for overall development of their health and wellness and enhance performance level of their curricular activities. It is needful for institution to take sport activities and facilities along with the curriculum which is part of educational development.

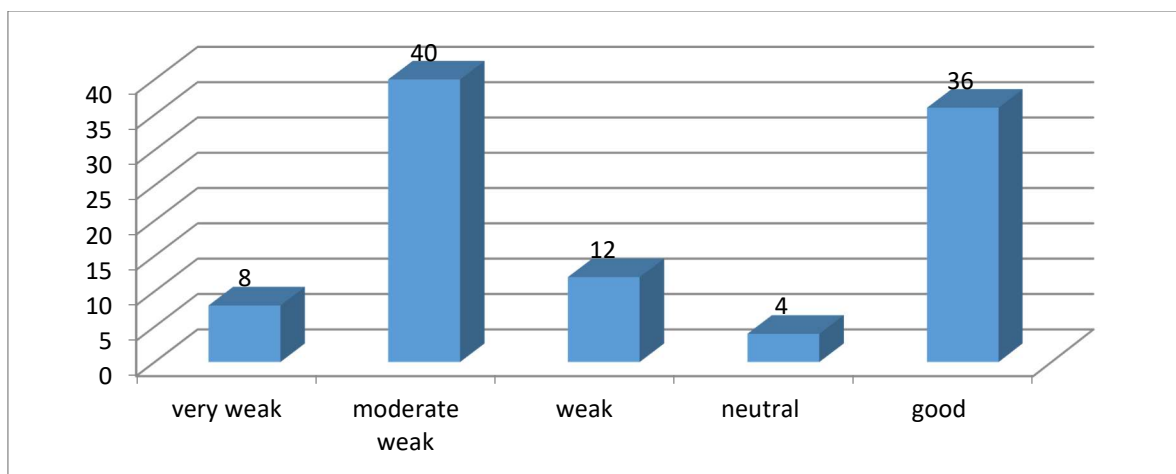


Fig 2.3.10: Satisfaction based on Sports facility  
 2.3.11 Satisfaction based on canteen and urinal facility

Figure 2.3.11 presented below delineate the response of graduate towards canteen and urinal facilities. Around 72% of the graduate conveyed their non satisfactory behavior toward the canteen and urinal facility provided by institution and 8% are neutral. Remaining 20% of the graduates are satisfied with these facilities. This graph implied that institution is not successful in providing quality canteen services and proper sanitation facilities to the graduates.

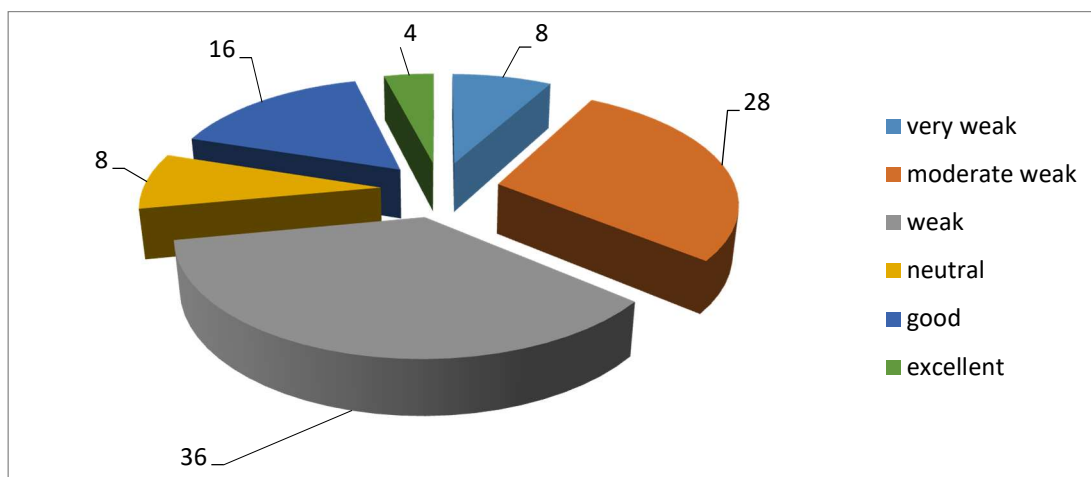


Figure 2.3.11 canteen and urinal facilities

## 2.4 Suggestions and contributions by graduates for institutional reform

This sub-section is meant to describe the suggestions and contributions from the graduates, which will be helpful for program reform process.

### 2.4.1 Suggestions from graduates

Table 2.4.1 Suggestions by graduates for improvements

SN	Suggestions	Frequency (n=29)*	%
1	Human Resources related (Teacher/staff training, increase student and teacher ratio)	09	31.3
2	Infrastructure development (Lab facility, Internet, e-library and book, transportation, own hospital)	10	34.4
3	Student feedback/regulation and mobilization (less political influence, T/L friendly environment, Internship, exam timely, uniform)	07	24.1
4	Curriculum and system strengthening ( curriculum regular update, timely course completion)	03	10.3
5	Non-response	03	10.3

\*Multiple response items

Table 2.4.1 shows that plurality of the graduates (34.4%) suggested infrastructure development and 31.3% of the graduates suggested human resource development in order to improve teaching learning environment in the University.

### 2.4.2 Possible contributions by the graduates

Table 2.4.2 Contributions by students

S. No	Contributions	Frequency (n=29)*	%
1	Any task to uplift the University's status	10	34.5
2	Constructive criticism	4	13.8
3	Internship to students	2	6.8

4	Knowledge management	6	20.6
5	Non-response	7	24.0

\*Multiple response items

Table 2.4.2 depicts that most of the graduates 34.5% reported the willingness to do any task that would uplift the status of the University.

## CHAPTER III: MAJOR FINDINGS

This study was aimed to explore the employment status of the graduates. It also aimed at identifying the graduates' satisfaction towards various teaching-learning dimensions: the 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 highlighted below:

- Majority of the graduates (51.7%) were from B.Sc Nursing programme whereas the least 3.4% were from B. Sc MLT programme.
- Majority of the graduates (75.9%) were female.
- Regarding ethnicity, majority of the graduates (86.2%) belonged to advantaged ethnicity (Brahmin/Chettri/Thakuri)
- Majority of the graduates (72.4%) belonged to the age-group 20-24 yrs.
- Majority of the graduates (65.5%) were employed in organizations.
- Regarding the gender wise employment status majority of the females (86.36%) were employed.
- Most (90.9%) graduates were employed as full time.
- Majority of the employed graduates (52.2%) were working in government organizations.
- With respect to the relevance of the program to professional requirement, majority of the graduates (76%) reported the program was relevant to the profession.
- Majority of the graduates (25%) reported dissatisfaction towards extra-curricular activities which needs to be addressed.
- Majority of the graduates (52%) believe that education provided by institution helped them to improve their problem solving abilities.
- Most of the graduates (48%) reported dissatisfaction towards work placement or internship policy governed by the institution.
- Regarding the teaching learning environment, majority of the graduates (80%) showed non- satisfaction.
- Most of the graduates (40%) responded the quality of education delivered was good.
- Majority of graduates (68%) reported that there was a strong student teacher relationship.

- Majority of the graduates found the library facility great.
- Most of the graduates (44%) were satisfied with the lab facilities prevailing in the college.
- Majority of the graduates (60%) were not satisfied with the sport facility provided by institution.
- Majority of the graduates (72%) were not satisfied with the canteen and urinal facility present in the institution.
- Significant association was found between the employment status of the graduates and gender, but not with program-wise.
- Most of the graduates (34.4%) suggested infrastructure development for the improvement of the teaching learning environment.
- Most of the graduates (34.5%) reported the willingness to do any task that would uplift the status of the University.

## CHAPTER IV: IMPLICATIONS TO INSTITUTIONAL REFORM

Based on the findings, following four implications are drawn for institutional reform:

**Continuous involvement of the graduates for School's upliftment:** Since graduates are keen to support the school's status, we have to develop their participation should be in place continuously. for this, alumni association should be developed and make functional.

**Employability career counseling:** Since male career engagement was found lower, it is deemed to rule out the factors and suggest for further career counseling. Also, factors for female's higher engagement could be explored.

**Infrastructure and other facilities:** Laboratory classes, sports activities and playground should be strengthened whereas provision of canteen should be established in place and urinals should be reformed as immediacy and properly managed in long-term plan. This has implicated that the school has to plan for the number of students in the future that will be increased.

**Teacher-student relationship:** Since, there is good teacher-student relationship perceived among more than two-thirds, it is sustained and further improved.

**Overall quality, teaching/learning and infrastructure Strengthening:** The overall quality is still poor, and infrastructure development is the prime suggestion by the graduates, we have to expedite for quality accreditation that will also help focus for infrastructure strengthening. Additionally, we have to also focus on teaching and learning refocus.

## CHAPTER V: CONCLUSION AND RECOMMENDATIONS

### 5.1 Conclusions

Although student-teacher relationship was reported to be good, teaching and learning as well as basic infrastructures are below satisfactory level in SHAS from the graduates' perception. Graduates are positive in improvement of the school's status even after their graduation. Below a half graduates perceived the education delivered in SHAS was quality and also nearly the same suggested for infrastructure strengthening.

### 5.2 Recommendations

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

- Professionalization and quality improvement of the programs should be a continuous process and in place
- Continuous engagement of graduates for school's upliftment should be in place.
- Factors associated with lower job engagement of male graduates should be further explored and career counseling mechanism should be strengthened.
- School infrastructure strengthening program should be a focus of school's policy priority.

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## ANNEXES

ANNEX A: FORMATION OF TRACER STUDY COMMITTEE

ANNEX B: LIST OF GRADUATES (ALPHABETICAL & PROGRAMWISE) -2017

ANNEX C: COMPLETED TRACER FORMS WITH TRANSCRIPTS & (FOR PG, THESIS  
APPROVAL/MINUTE)-2017