



TRACER STUDY REPORT-2018

SCHOOL OF HEALTH AND ALLIED SCIENCES, POKHARA UNIVERSITY

SUBMITTED TO
UNIVERSITY GRANTS COMMISSION
BHAKTAPUR, NEPAL

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 and Dr. Min Pun from Prithvi Narayan Campus for their support to help solving our various queries.

Tracer Study Committee

2019, December

EXECUTIVE SUMMARY

Tracer study of the graduates-2018 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 2018 from B. Pharm, B. Sc MLT, BPH and B. Sc Nursing, M. Pharm- NPC and M-Pharm-CP, MPH (HP) and MPH (PHS) of Pokhara University. As already noted, the total number of graduates in the year 2018 was 143 from which only 48 of them 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.

Plurality of the graduates (27.1%) were from B. Sc Nursing Program and majority (79.2%) were females. Majority of the graduates (62.5%) belonged to advantaged ethnicity (Brahmin/Chettri/Thakuri) and More than half of the graduates (58.3%) belong to the age group 20-24 years. More than half of the graduates (58.3%) were employed in organizations. More female graduates (71%) were employed compared to male graduates (29%). Almost all the graduates (92.9%) were working as full time employee. Majority of graduates 66.7% responded that the program was relevant to the profession.

Plurality of the graduates (48.2%) were not satisfied with the extra-curricular activities of the School, however, majority (66.7%) believed that education provided by the institution helped their problem solving abilities. Less than a half graduates (44.4%) were satisfied with work placement or internship policy governed by institution. Regarding the teaching learning environment, 33.3% of the graduates were neutral and only 24.4% reported it as excellent. With regard to satisfaction based on quality of education delivered plurality of the graduates (42.2%) were neutral and majority (55.6%) perceived strong student teacher relationship. Regarding library facility, majority of the graduates (57.8%) reported that library facility as great. Majority of the graduates (64.5%) were not satisfied with the sports facilities provided by the institution. Regarding to the canteen and urinal facility, majority of the graduates (68.2%) were dissatisfied.

Significant association was found between the employment status with age and program. Graduates with higher age and dry lab sciences were associated with lower un-employability with their counterparts.

The study had strong implications. It focused on professionalization and quality improvement of the programs, further strengthening of infrastructure and other facilities, mental and emotional well-being should be refocused in school policies, and curricular re-focus should be given for wet-lab based programs and intake criteria of graduates.

In conclusion, the programs being run under the banner of SHAS have just more than two-third of professionalization being perceived by the graduates. There are low levels of ratings towards fidelity of the programs, infrastructures, mental and emotional bondage among the teacher-staff-student triad. Some programs are being run losing their market demands.

The study has recommendations to further professionalize and quality improvement of the programs, conducting academia industry dialogue in a regular and periodic basis, curriculum should be redressed to entail entrepreneurship, strengthening extracurricular activities and sports facilities, and mental and emotional well-being should be given a special focus in school policy.

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
MSc MM	Master of Science in Medical Microbiology
MSc MB	Master of Science in Medical Biochemistry
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

Human resources are key to knowledge management and thereby to develop a nation. This deems necessary to integrate policy makers, industries and universities. In this context, government of Nepal adopted the concept of multi-university especially after restoration of democracy in 1990 A.D. Consequently, higher education delivery institutions have been significantly growing and producing a large number of graduates in each year. However, very few studies have been found to investigate the graduates' position after completion of the study. 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 describe employment status and associated factors of the graduates of SHAS;
- To identify the status of further study of the graduates of SHAS;
- To assess the graduates' perception on overall teaching-learning environment of school;
- To assess the graduates' satisfaction towards overall facilities; 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 students and postgraduate students enrolled in the year 2014 and 2016 respectively and passed out in the year 2018 were taken for the study. The graduates were taken from four different programs namely: B. Pharm; B. Sc MLT; BPH and B.Sc Nursing and postgraduates from taken from M. Pharm- NPC, M-Pharm-CP, MPH (HPE) and MPH (PHSM).

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, M-Pharm-CP, MPH (HP) and MPH (PHSM). Purposive sampling technique was used to collect the data. Tracer study committee members and non-teaching staff were recruited to collect data through via electronic media i.e. e-mail. The survey instrument was a set of questionnaire designed by the UGC, Nepal. 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 143 graduates only 48 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

The collected data from 48 graduates (Refer to Annex) were first coded then entered into the specially designed format in SPSS. Six points Likert scale with responses Excellent, Good, Neutral, Weak, Moderate Weak and very Weak (5= excellent and 0=very weak) was used to collect responses of the graduates and postgraduates about quality of the various programs that they completed under Pokhara University. This information was analyzed calculating 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, MPH (HPE) and MPH (PHSM) of Pokhara University who graduated in the year 2018. The study has mainly focused on the employment status to find out the University's contribution to nation's manpower. 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 target scholars, who graduated in the year 2018. However, only 33.5% of them filled up the questionnaire. Due to running academic activities and time constraint the committee members could not work to their full potential. Besides this, due to the limited manpower the workload was too much.

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 2018 from B. Pharm, B. Sc MLT, BPH and B. Sc Nursing, M. Pharm- NPC and M-Pharm-CP, MPH (HP) and MPH (PHS) of Pokhara University. As already noted, the total number of graduates in the year 2018 was 143 from which only 48 of them 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
- 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
- 2.3.12 Satisfaction based on other 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

Table 2.1 illustrates the program-wise composition of students. It reveals that 27.1% of the graduates were from B. Sc Nursing program, 20.8% from B. Pharm followed by 14.6% from M.Pharm CP, 8.3% from B. Sc MLT, BPH and M Pharm NPC and 6.3% from MPH PHSM and MPH HPE.

Table 2.1.1: Program wise distribution of the graduates

S. No	Programs	Frequency	Percent
1.	B. Pharm	10	20.8
2.	B.Sc MLT	4	8.3
3.	BPH	4	8.3
4.	B.Sc N	13	27.1
5.	MPharm_CP	7	14.6
6.	MPharm_NPC	4	8.3
7.	MPH PHSM	3	6.3
8.	MPH HPE	3	6.3
9.	Total	48	100.0

2.1.2 Gender-wise Distribution of the Graduates:

Table 2.1.2 depicts that more than half of the graduates 79.2% were females.

Table 2.1.2: Gender-wise Distribution of the Graduates

S. No	Gender of the Graduates	Frequency (f)	Percent (%)
1.	Male	10	20.8
2.	Female	38	79.2
3.	Total	48	100.0

2.1.3 Ethnicity wise distribution of the graduates:

Table 2.1.3 shows that most of the graduates 62.5% belong to advantageous caste (Brahmin/Chettri/Thakuri) followed by 9% of the graduates belonging to Newar/Thakali/Gurung.

Table 2.1.3: Ethnicity wise distribution of the graduates

S. No	Ethnicity of the graduates	Frequency (f)	Percent (%)
1.	Newar/Thakali/Gurung	9	18.8
2.	Magar/Kumal/disadvantageous Janajati	2	4.2
3.	Dalit	2	4.2
4.	Madhesi	3	6.3
5.	Advantageous caste (Brahmin/chhetri/Thakuri)	30	62.5
6.	Minority (Muslim)	2	4.2
7.	Total	48	100.0

2.1.4 Age wise distribution of the graduates:

Table 2.1.4 shows that more than half of the graduates 58.3% belong to the age group 20-24 years whereas only 14.6% belong to the age group 30-34 years.

Table 2.1.4: Age wise distribution of the graduates

S. No	Age group	Frequency (f)	Percent (%)
1.	20-24 years	28	58.3
2.	25-29 yrs	13	27.1
3.	30-34 yrs	7	14.6

	Total	48	100.0
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2.2 Employment status and associative characteristics of the graduates

This section deals with the employment status of the graduates i.e. regarding current employment status, gender wise employment status, type of employment, type of organization, etc.

2.2.1 Current employment status of the graduates:

It is evident from table 2.2.1 that more than half of the graduates 58.3% were employed in an organization, 31.2% were unemployed whereas only 6.3% were self-employed and 4.2% were pursuing their higher studies.

Table 2.2.1: Current employment status

S. No	Employment status of the graduates	Frequency (f)	Percent (%)
1.	Employed	28	58.3
2.	Self-employed	3	6.3
3.	Unemployed	15	31.2
4.	Higher education	2	4.2
5.	Total	48	100

2.2.2 Gender wise employment status of the graduates:

Table 2.2.2 shows that more females 71% are employed than compared to males 29%.

Table 2.2.2: Gender wise employment status of the graduates

S. No	Gender		Unemployed (including higher studies)	Employed (including self employed)
1.	Male	Frequency (f)	1	9
		Percent (%)	5.9	29
2.	Female	Frequency (f)	16	22
		Percent (%)	94.1	71

2.2.3 Employment type of the graduates

Table 2.2.3 shows that more than half of the graduates 92.9% were working as full time employees whereas only 7.1% were working as part time employees.

Table 2.2.3: Employment type of the graduates

S. No	Employment type of the graduates	Frequency (f)	Percent (%)
1.	Full Time	26	92.9
2.	Part Time	2	7.1
3.	Total	28	58.3

2.2.4 Organization wise distribution of the graduates

Table 2.2.4 depicts that more than half 57.1% of the graduates are recruited in private organizations, followed by 25% in the government organizations, 14.3% in public sector and only 3.6% in NGO/INGO.

Table 2.2.4: Organization wise distribution of the graduates

S. No	Type of organization	Frequency	Percent
1.	Private	16	57.1
2.	Public	4	14.3
3.	NGO/INGO	1	3.6
4.	Government Organization	7	25.0

2.2.5 Associative characteristics of employment status

Table 2.2.5: Associative characteristics of employment status

S. No	Variables	Employment status		Chi-square statistic	p-value
		Unemployed n=17 (%)	Employed# n=31 (%)		
1.	Gender				
	a. Male	1(5.9)	9(29)	3.568	0.059
	b. Female	16(94.1)	22(71)		
2.	Age				
	a. 20-24 yrs	15(88.2)	13(41.9)	9.68	0.002*

	b. 25 yrs and above	2(11.8)	18(58.1)		
3.	Level				
	a. Undergraduate	17 (100)	14(45.2)	NA	
	b. Postgraduate	0 (0)	17(54.8)		
4.	Program				
	a. Dry lab sciences	4 (23.5)	21 (67.7)	8.60	0.003*
	b. Wet lab sciences	13 (76.5)	10 (32.3)		

also includes self-employed

The table 2.2.5 shows that there is significant association between age and employment status. It also suggests that unemployment rate is higher in wet lab sciences as compared to dry lab sciences.

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, etc.

2.3.1 Relevance of the program to professional requirement

The figure 2.3.1 shows the relevance of the program to the professional requirement for the graduate. Majority of graduate with 66.7 Percentage accepted that relevance of the program to the profession and minority of group with 27.2 Impact adversely. It is clearly visualized in chart that higher percentage representation of 27.1 illustrate 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.

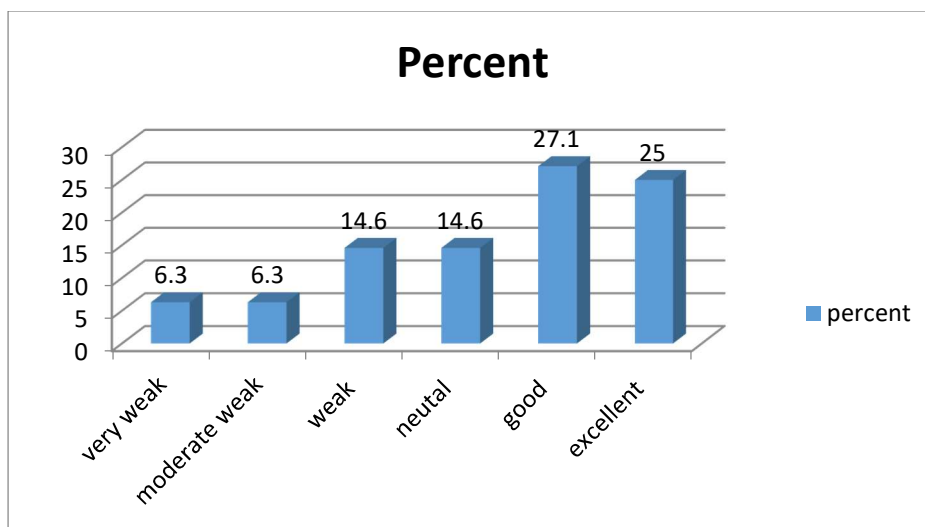


Figure 2.3.1: Relevance of the program to professional requirement

2.3.2 Relevance based on extra-curricular activities

Figure x2 presented below delineate the graduate response to the extracurricular activities offered by the institution during their stay. In total 48.2 of graduate are not satisfied. Around 29.2 percentage of graduate are neutral regarding the extracurricular activities followed by same percentile belief that activities provided by institution are weak. Only 10.4 and 4.2 agreed extracurricular activities provided by institution is good and excellent respectively. Finally chart resemble that nearly half of the graduate are not satisfied with the extracurricular activities offered by institution.

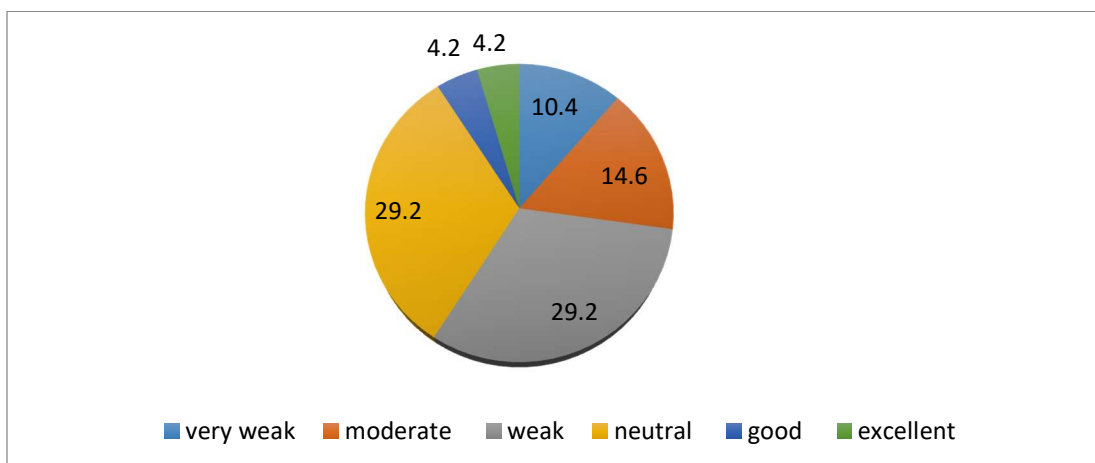


Fig 2.3.2: Extra Curricular Activities

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. 66.7 percentage belief that education provide by institution has improved their problem solving abilities. Around 28.9 percent of the respondent has neutral opinion on problem solving skill provided by institution and same percentile of graduate has not improved 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.

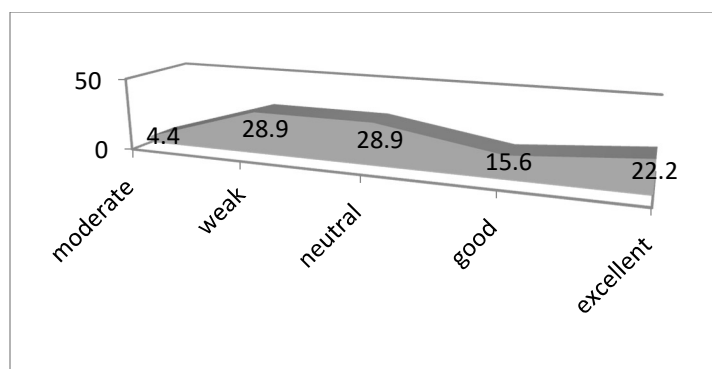


Figure 2.3.3: Competency based on problem solving skills in percentage

2.3.4 Satisfaction based on work placement:

Figure 2.3.4 presented below delineate that 44.4 percentile of graduate are satisfied with work placement or internship policy governed by institution. About 31.1 percent of respondent are neutral on perspective of work placement or internship where 24.4 percentage of graduate are dissatisfied with it. It imply that the institution administration have to make work placement and internship facility more effective.

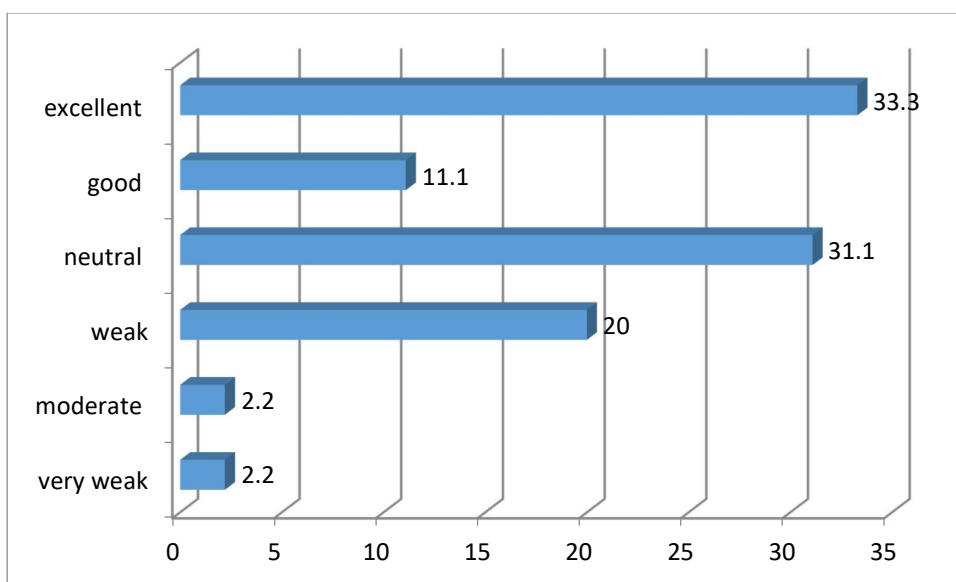


Figure 2.3.4: Satisfaction level of work placement/internship

2.3.5 Satisfaction based on teaching learning environment

Figure 2.3.5 presented below delineate about 33.3 percent out of total response are neutral followed by 24.4 percentage opted that it excellent teaching learning environment of institution. Remaining 26.6 percent rated it as somehow weak and moderate weak respectively. In total 40 percent graduates states that they are satisfied. Somehow these statistics shows that teaching learning environment is well maintained.

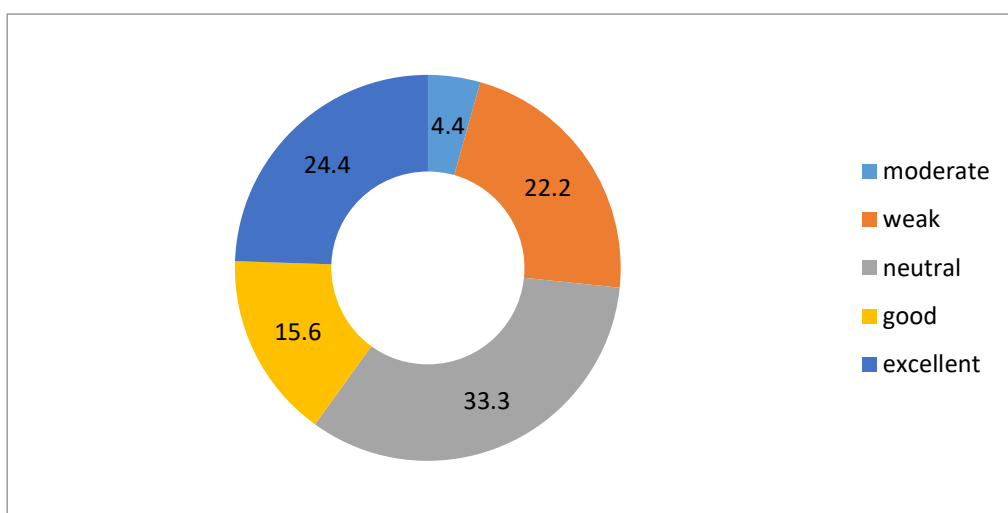


Figure 2.3.5. Satisfaction level of teaching learning environment in percentage
 2.3.6 Satisfaction based on quality of education delivered

Figure 2.3.6 presented below delineate that out of total respondents, most of the graduate had a neutral though on quality of education delivered which is 42.2 percent. Among the graduate 42.3 percent are satisfied with quality of education delivered to them. Only around 11.1 percent and 4.4 percent rated as either weak or moderate weak respectively. This statistics clearly resemble mixed respond from graduate so we need to focus from holistic approach to individual approach to uplift the quality of education of institution.

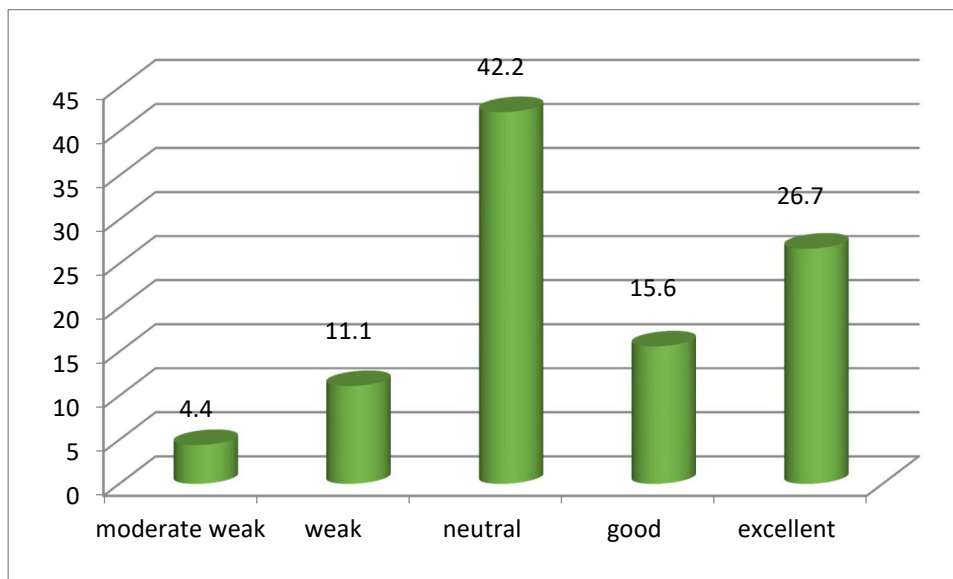


Figure 2.3.6: Satisfaction based on quality of education delivered

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 55.6 percent and simultaneously 28.9 percent opined that they are neutral. Only about 15.6 percent shows that they had weak student teacher relationship. This shows that there is amiable relationship between student and teacher in the collage which represent learning environment as easy for students.

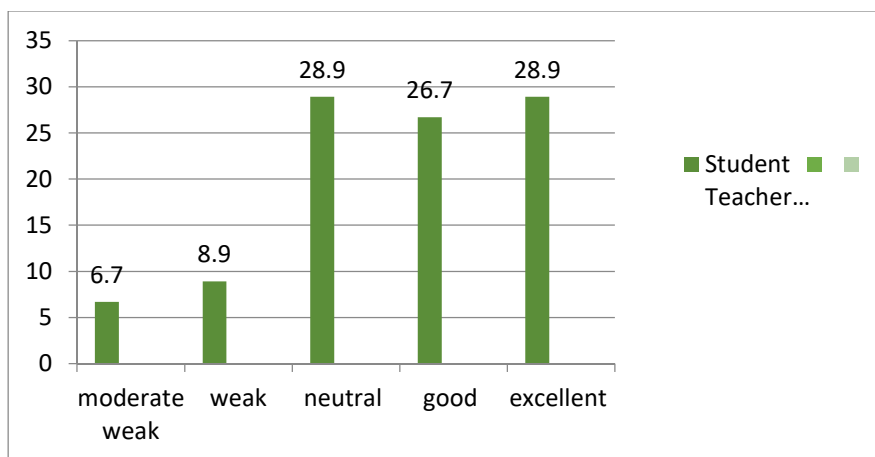


Fig 2.3.7: Perception based on teacher student relationship

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 (57.8%) and 15.6 percent rate neutral for institution library facilities. 15.6 percent, 8.9 percent and 2.2 percent graduate belief library facility as weak, moderate weak and very weak respectively. This rating clearly shows graduate are satisfied with the library facility provided by institution.

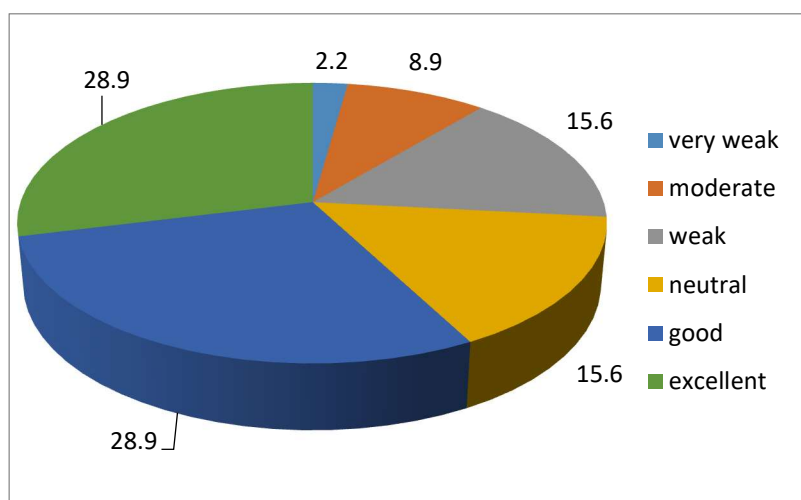


Figure 2.3.8: Satisfaction level of library facility in percentage

2.3.9 Satisfaction based on Lab Facility

Figure 2.3.9 presented below delineate that majority of graduate are neutral about lab facilities provided by institution. Almost 42.1 percent of the graduate believed that the lab facility provide by the institution are not satisfactory. While majority of graduate respondent are neutral (28.9%) as shown clearly in chart and 28.9 percent are satisfied by the lab facilities of the institution. This implies that institution have to improve their lab facilities to improve the practical skill of students and for good quality of education deliverance.

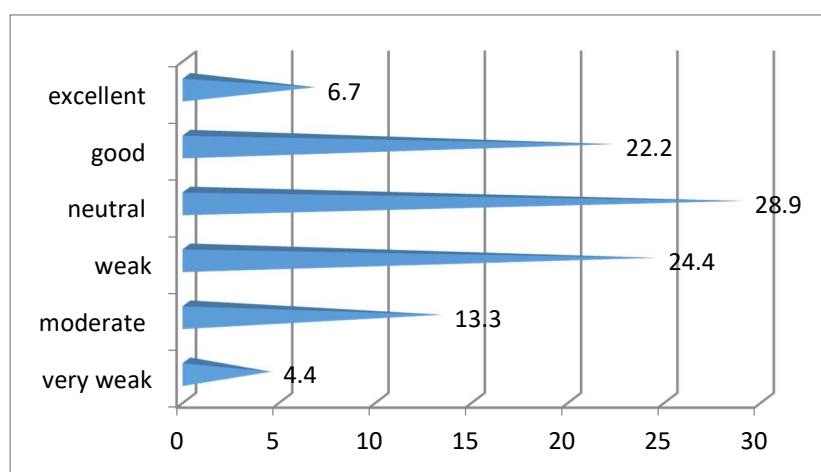


Figure 2.3.9: Satisfaction level of lab facility in percentage

2.3.10 Satisfaction based on Sports facility

Figure 2.3.10 demonstrates that most of the graduates have negative attitude i.e. 64.5 percent of respondent are not satisfied for sport facility provided by institution. Around 20 percent of graduate are satisfied by 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.

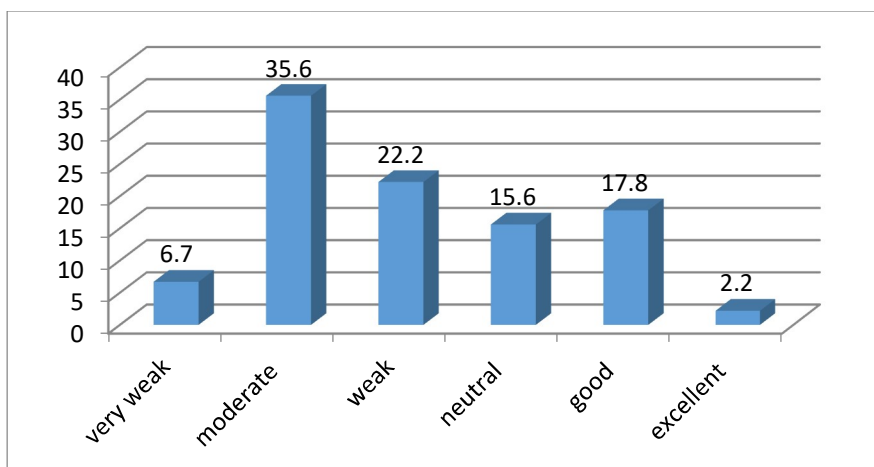


Fig 2.3.10: Satisfaction based on Sports facility

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 68.2 percent of the graduate conveyed their non satisfactory behavior toward the canteen and urinal facility provided by institution. Among all 15.9 percent graduates express their neutral behavior for the canteen and urinal facility. Remaining 15.9 percent of the graduates have a level of satisfaction toward these facilities. This graphical representation indicate institution are not successful in providing canteen and proper sanitation facilities to the graduates.

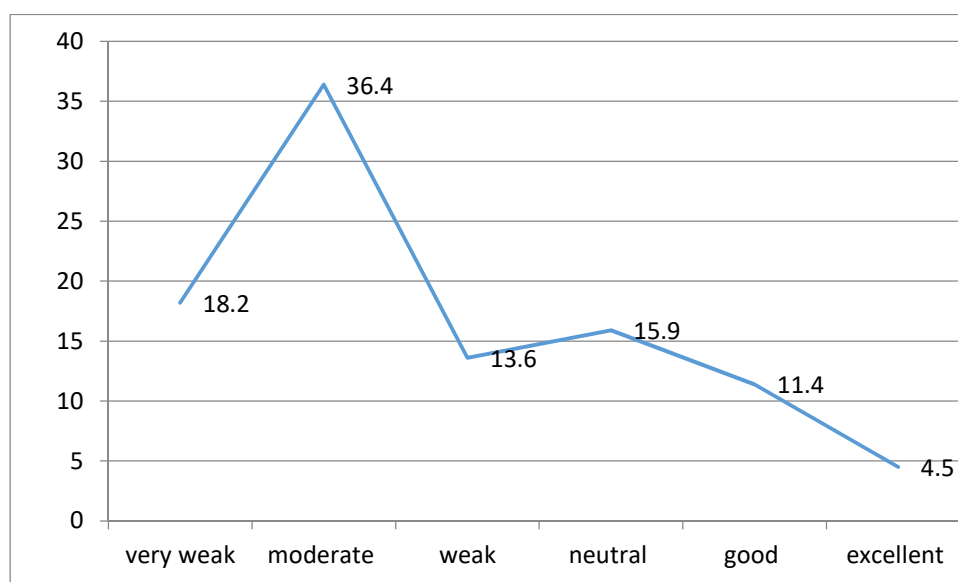


Figure 2.3.11 Canteen and Urinal Facility

2.3.12 Satisfaction based on other facility

Figure 2.3.12 depicts that 50 percent of respondent are satisfied with other facilities. In other hand 33.4 percent are not satisfied and 16.7 percent response neutral for the facilities provided by institution.

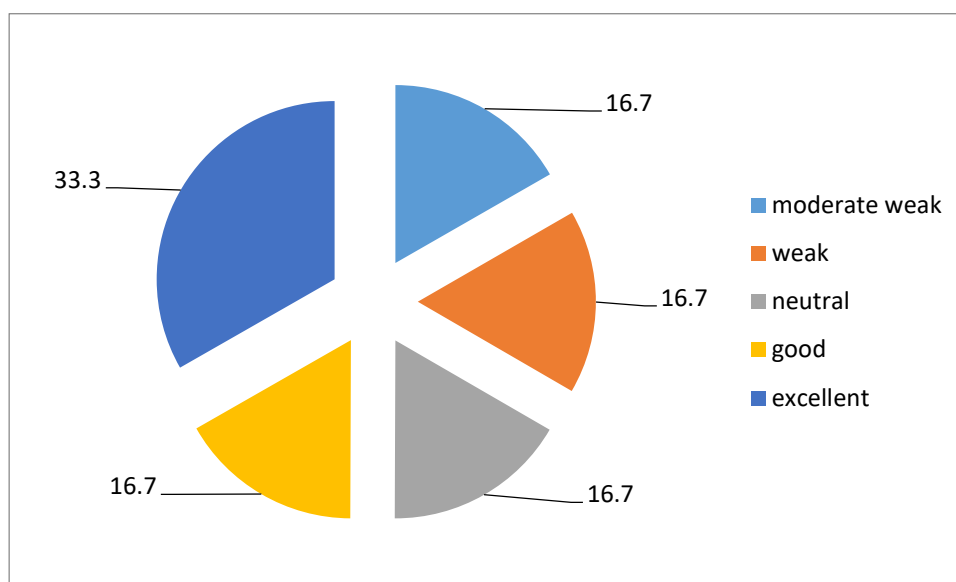


Fig 2.3.12: Satisfaction based on other facility

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=48)*	%
1	Human Resources related (Teacher/staff training, increase student and teacher ratio)	15	31.3
2	Infrastructure development (Lab facility, Internet, e-library and book, transportation, own hospital)	19	39.6

3	Student feedback/regulation and mobilization (less political influence, T/L friendly environment, Internship, exam timely, uniform)	11	22.9
4	Curriculum and system strengthening (curriculum regular update, timely course completion)	6	12.5
5	Non-response	5	10.4

*Multiple response items

The above table 2.4.1 shows that most of the graduates 39.6% suggested for the improvement in infrastructure i.e. Lab facility, Internet, e-library and book, transportation, own hospital, etc. whereas only 12.5% suggested curriculum and system strengthening.

2.4.2 Possible contributions by the graduates

Table 2.4.2 Contributions by students

SN	Contributions	Frequency (n=48)*	%
1	Any task to uplift the University's status	13	27.1
2	Sample medicine can be provided if needed	11	22.9
3	Constructive criticism	5	10.4
4	Internship to students	6	12.5
5	Knowledge management	7	14.6
6	Non-response	5	10.4

*Multiple response items

The above table 2.4.2 shows that majority of the graduates reported the willingness to assist in any task that would uplift the status of the University followed by 22.9% of the graduates reported to provide sample medicine if required.

CHAPTER III: MAJOR FINDINGS

- Most of the graduates 27.1% from B. Sc nursing program.
- Majority of the graduates 79.2% were females
- Majority of the graduates 62.5% belong to advantageous caste (Brahmin/Chettri/Thakuri)
- More than half of the graduates 58.3% belong to the age group 20-24 years
- More than half of the graduates 58.3% were employed in an organization.
- More female graduates 71% were employed compared to male graduates 29%
- Almost all the graduates 92.9% were working as full time employees
- More than half 57.1% of the graduates are recruited in private organizations
- Majority of graduates 66.7% responded that the program was relevant to the profession
- Most of the graduates 48.2% were not satisfied with the extra-curricular activities.
- Majority of the graduates 66.7% believe that education provide by institution helped their problem solving abilities.
- Most of the graduates 44.4% were satisfied with work placement or internship policy governed by institution.
- Regarding the teaching learning environment, 33.3% of the graduates were neutral and only 24.4% reported it as excellent.
- With regard to satisfaction based on quality of education delivered most of the graduates 42.2% were neutral.
- Majority of the graduates 55.6% perceived strong student teacher relationship.
- Regarding library facility, majority of the graduates 57.8% reported that library facility as great.
- Most of the graduates 28.9% were neutral about the lab facility.
- Majority of the graduates 64.5% were not satisfied with the sport facility provided by the institution.
- Regarding to the canteen and urinal facility, majority of the graduates 68.2% were dissatisfied.
- Half of the graduates 50% were satisfied with the other facilities.
- Significant association was found between the employment status with age and program. Graduates with higher age and dry lab sciences were associated with lower un-employability with their counterparts.

CHAPTER IV: IMPLICATIONS TO INSTITUTIONAL REFORM

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

Professionalization and quality improvement of the programs: For the programs to be enhanced as quality and more professionalized program, the practical aspects of the contents should be revisited. Internship program should be strengthened for those ones which are already provisioned for it and started for those which have not. Teaching and learning should be further strengthened.

Infrastructure and other facilities: Laboratory classes, sports activities and playground should be strengthened whereas provision of canteen should be established in place and urinals including other toilet premises should be increased and strengthened.

Mental and emotional well-being: Mental and emotional well-being should be strengthened with better interaction sessions among the triad. To lessen the political influence, creative and professional activities should be carried out more frequently and with increased engagement of the triad.

Curricular focus for wet-lab based programs and intake criteria of graduates: Since un-employability of wet lab-based sciences have been found in higher proportion, these programs should be judged for further improvements. Since lower age band students were found in higher proportion, experiences of students (at least for master's level) should be incorporated.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

The programs being run under the banner of SHAS have just more than two-third of professionalization being perceived by the graduates. There are low levels of ratings towards fidelity of the programs, infrastructures, mental and emotional bondage among the teacher-staff-student triad. Some programs are being run losing their market demands.

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
- Periodic HR absorption studies along with needs of the employing agencies should be reviewed from curricular aspects to be reformed. For such, academia industry dialogue should be carried out in a periodic bases
- Curricula should be widened to produce competent entrepreneurs.
- Strengthening extracurricular activities and sports facilities.
- Mental and emotional well-being should be a major component of school policy.

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ANNEXES

ANNEX A: FORMATION OF TRACER STUDY COMMITTEE

ANNEX B: LIST OF GRADUATES (ALPHABETICAL & PROGRAMWISE) -2018

ANNEX C: COMPLETED TRACER FORMS WITH TRANSCRIPTS & (FOR PG, THESIS
APPROVAL/MINUTE)-2018