

# SELF-STUDY REPORT 2025 (REVISED) PURACHAUDI MULTIPLE CAMPUS HAT,BAITADI



ANNEX

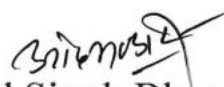


CRITERION-6

STUDENT SUPPORT AND GUIDENCE

VOLUME-6

PAGE NO. 230,228-358 TO 534-554

  
Binod Singh Bhandari  
Campus Chief

Campus Chief  
Shree Purchoundi Multiple  
Baitadi

आज मिति २०७४ साल फागुन १० गते का दिन यस  
क्याम्पसको Grace & Study का संयोजक श्री गोविन्द प्रसाद  
कावस्थी ज्यूको अध्यक्षतामा वैकिक वसति निम्न उपस्थितिमा  
तपासिल वमोजिमका निर्णयहरू पारित गरियो।

उपस्थिति निम्न अनुसार हो।

श्री गोविन्द प्रसाद कावस्थी	संयोजक
<del>श्री</del> लोकेन्द्र खत्री	सदस्य
<del>श्री</del> नागेन्द्र सिंह मण्डारी	"
नरेन्द्र प्रसाद पट्ट	"
छात्र गणेश मण्डारी	"

आमान्वित (श्री) राम दत्त जोशी (सहायक क्याम्पस प्रमुख)

अन्य उपस्थिति

श्री	नवरत्न जोशी	उप-प्रा.
<del>श्री</del>	विनोद सिंह मण्डारी	
<del>श्री</del>	हिक्मत खान धानुकु	
<del>श्री</del>	लोकेन्द्र खत्री	
<del>श्री</del>	वलराम जोशी	
<del>श्री</del>	रत्न खत्री मण्डारी	

प्रस्ताव

Grace & Study कार्य विभाजन सम्बन्धमा

पारित निर्णयहरू

निर्णय नं-१ प्रस्ताव नं-१ मा इलज  
गर्दा यस क्याम्पसको २०१७ सालमा स्नातक पासोप  
भएका निम्न अनुसार विद्यार्थीहरूको ट्रान्सक्रिप्ट उप-  
लब्ध क्याम्पसमा मिति २०७४/११/२० गते सम्म क्याम्प  
मा पुर्खाई Grace & Study का लागि कार्य विभाजन  
गर्ने निर्णयहरू पारित गरियो।

आज दिती 2068 साल भादा 23 गतेका दिन यस क्याम्प  
Trace Academy संयोजक गोविन्द प्रसाद अवस्थीको अध्यक्षता  
वरि निम्न उपस्थितोमा तपसिल वमोजिमका निर्णयहरू गरि  
उपस्थितो तपसिल अनुसा (इ/)

गोविन्द प्रसाद अवस्थी	(संयोजक)
लोकेन्द्र बहादुर बिष्ट	(संयोजक)
गणेश सिंह मण्डारी	सदस्य
नरेन्द्र प्रसाद वडु	"
गणेश मण्डारी	"

आभारित

राजेन्द्र बरनेगी (क्याम्प प्रमुख)  
राजेश जोशी (स-क्याम्प प्रमुख)

प्रस्ताव

१- Trace सम्बन्धमा

पारित निर्णयहरू

निर्णय नं०१ प्रस्ताव नं०१ मा फलफल गर्दा  
यस क्याम्पसमा 2068/2096 मा स्नातक तहसम्मको विषय  
व्याख्यापन संकाय तथा शिक्षाशास्त्र संकाय अन्तर्गतका विषय  
कोषहरूको नाम लिएर संकलन गरी आवेदन पत्र  
सहित एजेण्डाको कार्यालय काठमाडौं पेश गर्ने निर्णय सर्वसम्मत  
पारित गरियो ।

*(Signatures)*



१ हमन्ती वम

२ देवराज रा

४ हेमन्तराज जोशी

५ पशुपती धामी

६ राजेन्द्र व. रे

७ सन्तोषी कु. कुवर

८ चन्द्रिका कु. जोशी

९ भुव प्रसाद वडु

श्री राम दत्त जोशी

१- गायत्री कु. वम

२- लक्ष्मी कु. प-त

३- सोपली कु. धानुक

४- राधेश व. सिंह

श्री लोकेन्द्र व. विष्ट

१- धनमती कु. विष्ट

श्री विनोद सिंह मण्डारी

१ नवीन कोहरा

२ लीलम कु. कुवर

श्री नागेश सिंह मण्डारी

१- हमन्ती कु. वडु

२- जय व. मण्डारी

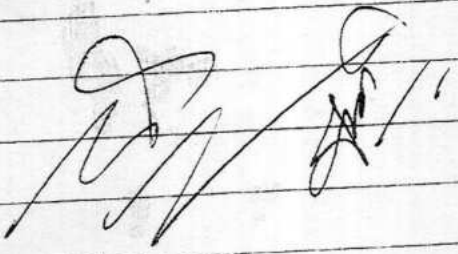
३- वसन्ती कु. मण्डारी

श्री देवराज जोशी

१- लक्ष्मी कु. जोशी

अन्तमा. २०११ प्रमाण पत्र जुलाउने गरी समाप्त  
कारण वरिष्ठ समापन गीतों /

कुंजी







त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

# पुरचौडी बहुमुखी क्याम्पस Purchoundi Multiple Campus



मिति :- २०७६/१०/२

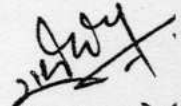
सूचना !

सूचना !!

सूचना !!!

**विषय :- लेख रचना उपलब्ध गराई दिने बारे ।**

प्रस्तुत विषय सम्बन्धमा यस पुरचौडी बहुमुखी क्याम्पस हाट बैतडीले नयाँ वर्ष २० सालको पावन अवसरमा पुरचौडी दर्पण अंक ५ प्रकाशन गर्न गर्दैरहेकाले यस क्याम्पस अध्ययनरत छात्र छात्राहरुले २०७६ माघ मशान्त भित्र आफु संग भएका गित, ग मुक्तक, रचना, खोज तथा अनुसन्धानमुलक ऐतिहासिक धार्मिक लेख क्याम्पस प्रशास उपलब्ध गराई सहयोग गरि दिनु हुन जानकारीका लागि सम्बन्धित सबैमा यो सु प्रकाशित गरिन्छ ।

  
राजेन्द्र बहादुर नेर्  
क्याम्पस प्रमुख  
श्री पुरचौडी बहुमुखी क्याम्पस  
हाट, बैतडी



त्रिमुख विज्ञानविद्यालयबाट सम्बन्धन प्राप्त

# पुर्चौडी बहुमुखी क्याम्पस Purchoundi Multiple Campus



प.स. : २०७६/०७७

मिति :- २०७६/९/

च.नं. : १३८

विषय :- परीक्षा आवेदन फाराम सम्बन्धमा ।

श्रीमान परीक्षा नियन्त्रक ज्यू  
श्री त्रि.वि.परीक्षा नियन्त्रण कार्यालय  
बल्खु काठमाडौं

प्रस्तुत विषय सम्बन्धमा यस पुर्चौडी बहुमुखी क्याम्पस हाट बैत  
व्यवस्थापन संकाय अन्तरगत स्नातक तह चौथो खण्डमा अध्ययनरत नियमित/अ  
समुहका तपसिल बमोजिमका परीक्षार्थीहरुको परीक्षा आवेदन फाराम भरी प  
व्यहोरा जानकारीको लागि अनुरोध गरिन्छ ।

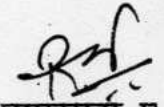
तपशिल

नियमित/ आंशिक

$$\begin{array}{lcl} \text{BBS 22} & 96 & = 22 \\ \text{BBS 9} & 2 & = 2 \\ & & \hline & & 22 \times 530 \\ & & = 385201- \end{array}$$

$$\text{प्रोजेक्ट 22} \times 262 = 53221-$$

$$\text{प्रोजेक्ट 22} \times 920 = 16001-$$

  
(क्याम्पस प्र

क्याम्पस प्र  
श्री पुर्चौडी बहुमुखी  
हाट, बैत

012



त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

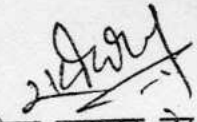
# पुर्चौडी बहुमुखी क्याम्पस Purchoundi Multiple Campus



मिति :- २०७६/०५/३

## विषय : प्रवेश परीक्षा सम्बन्धमा

प्रस्तुत विषय सम्बन्धमा यस पुर्चौडी बहुमुखी क्याम्पस हाट बैतडीमा २०७६ सालमा B.Ed./ BBS प्रथम खण्डमा भर्ना हुने विद्यार्थीहरुको प्रवेश परीक्षा मिति २०७६/०६/० गते हुने परीक्षा विविध कारणले स्थगित भएको हुदा उक्त प्रवेश परीक्षा मिति २०७६/०६/१ गते १० बजे हुने व्यहोरा सम्बन्धित सबैमा जानकारीका लागि यो सूचना प्रकाशित गरिन्छ ।

  
राजेन्द्र बहादुर नेर  
(क्याम्पस प्रमुख)  
पुर्चौडी बहुमुखी क्याम्पस  
हाट, बैतडी





त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त  
**पुरचौडी बहुमुखी क्याम्पस**  
**Purchoundi Multiple Campus**



मिति :- २०७६/१०/२१

**विषय :-** परीक्षा आवेदन फाराम सम्बन्धमा ।

प्रस्तुत विषय सम्बन्धमा यस पुरचौडी बहुमुखी क्याम्पस हाँट बैतडीमा शिक्षाशास्त्र संकाय व्यवस्थापन संकाय अन्तरगत तृतीय खण्डमा अध्ययनरत नियमित तथा आंशिक समुह विद्यार्थीहरुले २०७६ फाल्गुन १५ गते भित्र दोस्रो किस्ताको रकम सहित परीक्षा आवेदन फाराम सक्नु हुन सम्बन्धित सबैमा जानकारी गरिन्छ ।  
 परीक्षा आवेदन फाराम स्वयम विद्यार्थीले भर्नु पर्ने छ पछि फरक परेमा क्याम्पस जवाफदेही हुनेछैन ।

तपशिल	B.Ed	BBS
नियमित तर्फ		
फोटो २ प्रति	४५००।-	५५००।-
द्वितीय किस्ता :-	१३००।-	१३००।-
परीक्षा शुल्क	१३००।-	१३००।-
केन्द्र शुल्क	५००।-	५००।-
सेवा शुल्क		

**आंशिक तर्फ Bed/BBS**

एक विषय - १५००।  
 दुई विषय - २०००।  
 तिन वा सो भन्दा बढि विषय - २५००।

# सबै विषयका विद्यार्थीहरुका लागि प्रयोगात्मक शुल्क ५००।-लाग्नेछ ।

नोट : परीक्षा आवेदन फाराम भर्ने विद्यार्थीले यस क्याम्पसको ग्लोबल आइएमइ बैंक लि. पुरचौडी शाख रहेको च.हि.न. C701010000033 मा जम्मा गरेको भौचर क्याम्पसमा बुझाउन हुन जान्ने गरिन्छ ।

राजेन्द्र बहादुर  
 (क्याम्पस प्रमुख)  
 श्री पुरचौडी बहुमुखी  
 क्याम्पस, बैतडी



त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

# पुरचौडी बहुमुखी क्याम्पस Purchoundi Multiple Campus

हाट, बैतडी  
Hat, Baitadi  
स्था. २०६५

मिति :- २०७६/१०/२

सूचना !


सूचना !!

सूचना !!!

प्रस्तुत विषय सम्बन्धमा यस पुरचौडी बहुमुखी क्याम्पस हाट बैतडीमा शिक्षाशास्त्र स्नातक तह चौथो खण्डमा अध्ययनरत विद्यार्थीहरूले Practice Teaching 440 वि प्रयोगात्मक परीक्षाका लागि क्याम्पसमा अभ्यास शिक्षण आवेदन फारम भर्नु पर्ने भएकाले फाल्गुन २० गते सम्म अभ्यास शिक्षण आवेदन फारम भरि सक्नु हुन सम्बन्धित जानकारीका लागि यो सूचना प्रकाशित गरिन्छ ।  
साथै २०७६ फाल्गुन ४ गते दिउसो १२ बजे बाट सुक्ष्म अभ्यास शिक्षण (Micro Teach) संचालन हुने भएकोले शिक्षाशास्त्र संकाय चौथो वर्षमा अध्ययनरत सम्पूर्ण विद्यार्थीहरूमा ज गरिन्छ ।

तपसिल

- १) फोटो २ प्रति
- २) फारम शुल्क रु १५००। मात्र

  
नवराज जोशी  
(अभ्यास शिक्षण समिति)

संयोजक,  
अभ्यास शिक्षण समिति  
पुरचौडी ब.क्या.हाट



त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

# पुरचौडी बहुमुखी क्याम्पस Purchoundi Multiple Campus



सूचना !

सूचना !!

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प्रस्तुत विषय सम्बन्धमा यस पुरचौडी बहुमुखी क्याम्पस हाट बैतडीमा शिक्षा र व्यवस्थापन संकाय स्नातक तह चौथो खण्डका विद्यार्थीहरुको मिति २०७६-११-०१ देखी परीक्षान्तर तयारी बिदा गरिएको व्यहोरा सम्बन्धित सबैमा जानकारीका लागि सूचना प्रकाशित गरिन्छ ।

राजेन्द्र बहादुर  
(क्याम्पस प्रमुख)  
पुरचौडी बहुमुखी क्याम्पस  
हाट, बैतडी



# Tracer Study Report

( Graduates of Academic Year 2074)(2017)

## 2075

Submitted to

University Grant Commission

Sanothimi, Bhaktapur

Submitted by

Purchoundi Multiple Campus

Hat, Baitadi

Phone 099-690013/9865755228

Email – puchoundiclge@gmail.com

website- [www.pumc.edu.np](http://www.pumc.edu.np)





### LIST OF TABLES

Table 1	Classification of graduates by gender/cast/ethnicity
Table 2	Level of parents' education of the graduates
Table 3	Occupational status of the parents
Table 4	Employment status of the graduates
Table 5	Graduate who were in job/without job while studying
Table 6	Gap of getting job after getting graduation
Table 7	Current position with regard to paid work
Table 8	Sources of information to know about their current job
Table 9	Current employment status on the basis of type of organization
Table 10	Current employment status on the basis of nature of time
Table 11	Job status
Table 12	Self employment
Table 13	Past job experiences
Table 14	Job expectations
Table 15	Problem in job assignment
Table 16	Link between programme attended and present job
Table 17	Contribution of program to personal development (knowledge, skill and attitude)
Table 18	Relevance of the programme to present job
Table 19	Satisfaction with the current job
Table 20	Stability in the same job/profession
Table 21	Strengths and weaknesses of the institutional programme attended
Table 22	Pursuing further study

## **TABLEE OF CONTENTS**

### **1 INTRODUCTION**

- 1.1 Background/Rationale
- 1.2 Objectives of the study
- 1.3 Institutional arrangements to conduct the study
- 1.4 Graduate batch taken for the study
- 1.5 Data collection -Instruments and approach
- 1.6 Scope and limitations of the study

### **2 DATA PRESENTATION AND ANALYSIS**

- 2.1 Employment status of the graduates
- 2.2 Issues related to the characteristics, expectations and aspirations of graduates
- 2.3 Issues Related to the employment experience of graduates
- 2.4 Issues related to the quality and relevance of higher education
- 2.5 Education and their contribution to gradates' personal development (by gender/ethnicity/cast programme education)

### **3 MAJOR FINDINGS**

- 3.1 Employment status of gradates.
- 3.2 Issues related to the characteristics, expectations and aspirations of graduates.
- 3.3 Issues related to the employment experience of graduates.
- 3.4 Issues related to the quality and relevance of higher education.
- 3.5 Education and their contribution to graduates' personal development.(by gender/ethnicity/ca programme education)

### **4- IMPLICATIONS TO INSTITUTIONAL REFORM**

### **5- CONCLUSION AND RECOMMENDATIONS**



## ACKNOWLEDGEMENT

Purchoundi Multiple campus was established with the motto of quality education in 2065 B.S. through the effort of the community. It is a pioneering community based educational institution of Baitadi district. In 2065 B.S. Bachelor level in the Faculty of Education courses were started with the affiliation from Tribhuvan university. In 2065 and 2070 bachelor level in faculty of education and faculty of management level added respectively. Since its establishments in 2065 PMC has been receiving financial and other support from V.D.C<sup>s</sup>, District Development Committee Baitadi and community. The role of PMC to uplift educational wellbeing is historic.

We express our deep gratitude to University Grant Commission (UGC) for having regular support, more specifically providing us questionnaire for the study. Similarly, we are grateful to all those graduates for the information and constructive comments which help the campus in planning future educational needs. We are extremely grateful to the members of community formed for the preparation report. We offer our heartily thanks to all the teaching and non teaching staffs for the encouragement and support in the preparation of tracer study report.

## EXECUTIVE SUMMARY

Purchoundi Multiple Campus formed a committee with 5 members to prepare the tracer study report. The tracer study report was prepared based on the information collected through questionnaire provided by UGC. The questionnaire had 17 sections: personal information, employment information, current employment status, past job experiences, job expectation, problems of assigned job, previous preparations for the present job, contribution of the studied programme to personal knowledge skill and attitude, relevance of the current job, stability in the same job, strengths and weakness of the institutional programme, further study, suggestions for the betterment of the institution, intended contribution to the institutions, inter personal relation and verification from the campus were placed serially. The following important issues presented and analyzed thoroughly.

- Employment status of the graduates
  - Issues related to the characteristics, expectations and aspirations of the graduates.
  - Issues related to the employment experience of graduates.
  - Issues related to the quality and relevance of the higher education
  - Education and its contribution to graduates personal development (by gender/ethnicity/caste etc.)
- Education .

On the basis of aforementioned section data from the questionnaire were analyzed and interpreted. On the basis of analyzed data. Major findings have been listed for the purpose of implication to institutional reform sections like previous preparation for job, contribution of studied Programme, relevance of the studied programme, satisfaction with current job, stability of the job, strengths and weaknesses of the institutional programme, further studied, suggestion for the betterment of the institution intended contribution to the institution have been analyzed and interpreted. Finally conclusion and recommendation have been made.



## INTRODUCTION

### 1.1 Background / Rationale

Purchoundi Multiple Campus is the Community based campus. It has been serving the educational needs of people of Baitadi district since more than one decade. There was not any government campus (TU constituent campus) in Baitadi. It was established in 2065 B.S. with the support of community leaders, social workers, and academicians. The first programme was started in 2065 in Bachelor level from Tribhuvan University and then bachelor level in faculty of Management in 2070 B.S. The students who graduated from P.M.C. have been working in various sectors like government service, teaching in school and campuses, private banking and some are also self employed. The tracer study will help to find the status of employments of the graduates and their experiences aspiration. Tracer study will be helpful to explore quality and relevance of higher education. Contribution of institution to personal knowledge skill and attitude of the graduates. Tracer study reports provides a framework to enhance the P.M.C.

### 1.2 OBJECTIVES OF THE STUDY

The objectives of tracer study are as follows.

- To find the employment status and experience of the graduates.
- To find and analyse the expectations and aspirations of the graduates.
- To explore relevance of higher education and its contribution to personal development of graduates.
- To find out the issues to be addressed for institutional planning and reform.

### 1.3 Institutional arrangement to conduct the study.

The decision was made by management committee of PMC to conduct tracer study report. University Grants Commission (UGC) assisted for quality assurance and accreditations. To prepare tracer study report committee of .... members was formed. The questionnaire was provided by UGC and required copies of questionnaire were further copied and provided to the committee by the campus. The required documents and records of the graduates were duly provided to the committee at the time of need. All the concerned members involved in the preparation of tracer study report were given incentives and allowances according to the workload.

### 1.4 Graduates batch taken for the study

One batch of graduates in 2074 B.S. were taken for study .

### 1.5 Data collection -Instruments and approach

The study was mainly based on the primary data, that is the answer from the graduates through the questionnaire. The total population of the study was all the graduates of PMC of a batch of graduation. Among them, 23 graduates of 2074 were sampled for the study. From the faculty of education, out of 2 graduates 14 were male and 9 were female. only one tool questionnaire was used for collecting the data. Seeking permission and taking time members of tracer study committee the most of the graduates. some graduates were invited in the campus to answer the questionnaire. For few graduates, questionnaires were sent through mail. Data were collected by the members of tracer study committee themselves and few graduates were asked to mail the questionnaire after they had filled.



**Table 5: Graduates who were in job/without job while studying**

Graduates	Employed	Unemployed
Male		14
Female		9
Total		23

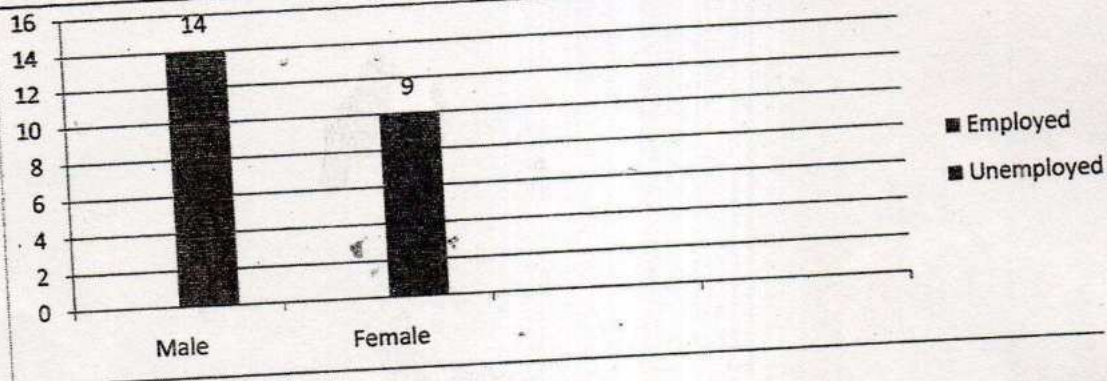


Table 5 shows that out of 23 graduates 23 were in unemployment while studying. This shows that most the graduates are unemployed while studying.

**Table No. 6: Gap of getting job after getting graduation**

Duration	Male	Female	Total
Before admission in B.Ed.			

Table 24 shows that out of 23 students, no one has job when they were admission in bachelor level.

**Table 7: Current position with regard to paid work**

Status	Male	Female	Total
Working full time			
Working part time But seeking full time work			
Working part time But not seeking full time work			
Self employed			
Not working and looking for job			

Table 7 shows that more of the students are studying Master level.

**Table 8: Sources of information to know about their current job**

Sources of information	Male	Female	Total
Through written			



While tracing about occupation of the parents five categories were employed that is agriculture, b service , informal sector work and others/ house wife obtained information regarding occupatio parents were as follows:

Parents	Agriculture	Business	Service	Informal Sector	Others/House wife
Father	15	5	3	-	-
Mother	23	-	-	-	-

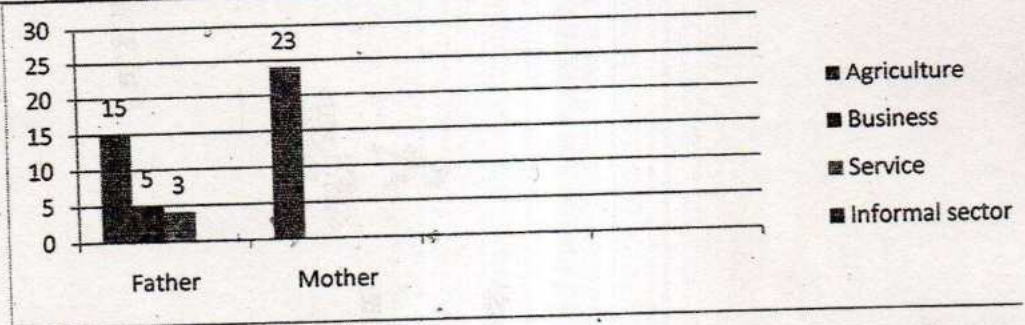
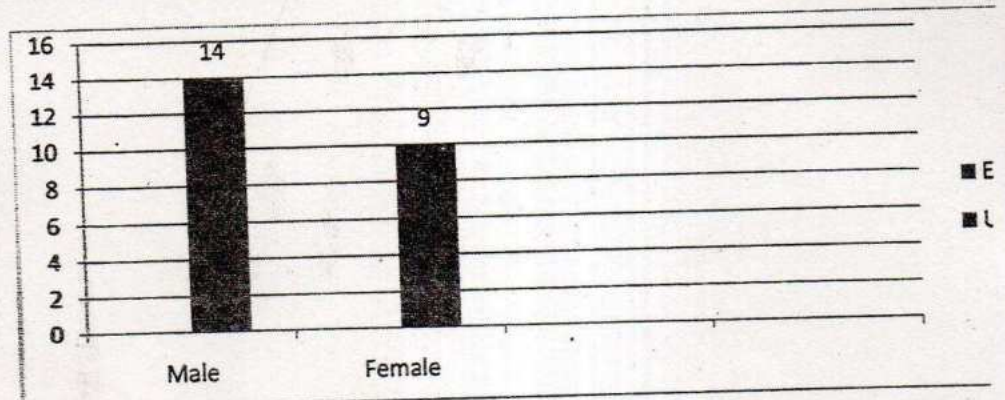


Table No.3 shows that most of the parents had agriculture occupation. Most of the fathers had agriculture and some of the mothers were housewife. It shows that most of the parents are farmers. Five Fathers are in business and 3 Fathers are in service.

**Table No.4 Employment status of the graduates**

Information related to the employment status of the graduates, having job or without job while the gap of the getting job after having graduation, current position with regard to paid work, they got information about their current job, current employment status as well as job status and the employment, past job experience, job expectations and problem in job assignment were analyzed.

Graduates	Employed	Unemployed
Male		14
Female		9
Total		23



The table 4 shows that out of 14 male graduates and 9 female graduates are unemployed.



## 1.6 Scope and limitation of the study

The limitations of the study are as follows:

- The study confined in One batch of graduates 2074.
- The respondents/graduates were only 23.
- The study was limited to the analysis of the responses obtained from the graduates only.
- The study was used only in One faculty, Faculty of education.
- Only questionnaire tool was used for data collection.

## 2 DATA PRESENTATION AND ANALYSIS

**Table No.1** Classification of graduates by gender/cast/ethnicity

Graduates	Dalit	Non- Dalit	Ethnic Group	Total
Male	-	14	-	
Female	-	9	-	
Total		23	-	23

Table 1 shows that out of 23 graduates, 9 female graduate, 14 male. This shows that most of the graduates are non-dalit.

**Table 2:** Level of parents educations of the graduates

While tracing about level of parents educations, four categories where none, primary, secondary and tertiary information obtained from education of the parents were as follows:

Parents	None	Primary	Secondary	Tertiary
Father	15	5	3	-
Mother	23	-	-	-

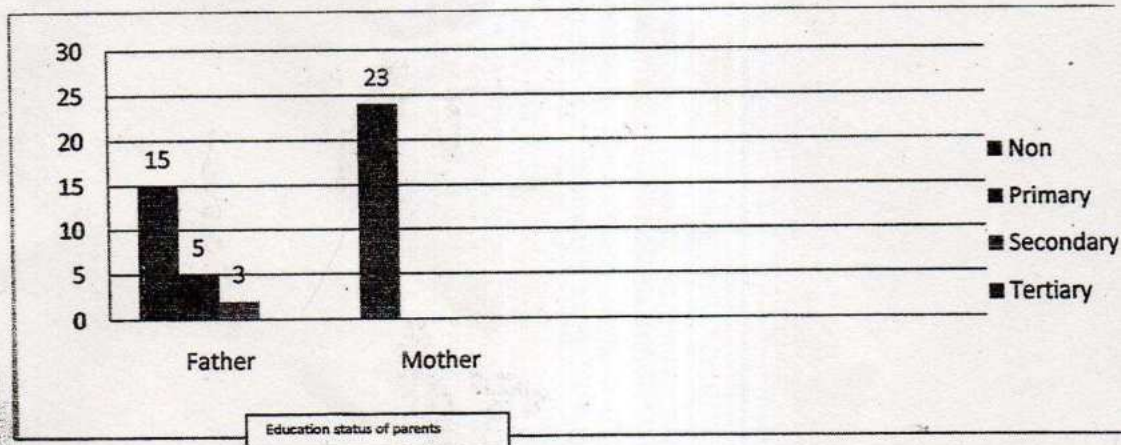


Table No. 3 shows that father are more educated than mothers. 3 Fathers have Secondary Level Education and almost all Mothers are uneducated.

**Table 3:** Occupation status of the parents



enquiries			
Advertisement in media			
Others			

**Table No. 9: Current employment status on the basis of type of organization**

Type of organization	No. of graduates
Private	
Public	
NGO/INGO	
Self-employed	
Government	
Total	

**Table No. 10: Current employment status on the basis of nature of time**

Full time		Part time	
Agriculture		Agriculture	
Business		Business	
Teaching		Teaching	
Government service		Government service	
Industries		Industries	
NGO		NGO	
Total		Total	

**Table No. 11: Job status**

Job status	Male	Female	Total
Senior level			
Mid level			
Operation level			
Assistant level			
Total			

**Table No.12: Self employment**

There are no any self employed graduates.

**Table no. 13: Past job experience**

Graduates	Time duration			
Male				
Female				

**Table No. 14 Job expectations**

Graduates	Particulars		
	Teaching	Government service	Not mentioned

disagreed, 3 graduates were disagree, 9 graduates were neutral, 6 graduates were agree, 4 graduates strongly agree for the role of programme that Improved communication skills. Out of 23 graduates strongly disagreed, 3 graduates were disagree, 6 graduates were neutral, 4 graduates were agree, 4 graduates were strongly agree for the role of programme that Improved information technology skill. of 23 graduates 4 graduates strongly disagreed, 6 graduates were disagree, 7 graduates were neutral, 3 graduates were agree, 3 graduates were strongly agree for the role of programme that Enhanced team spirit

**Table No.18 Relevance of the programme to present job**

S.N	Particulars	Total Number of respondents choosing the ranger					
		0	1	2	3	4	5
1	Enhanced academic knowledge						
2	Improved problem solving skill						
3	Improved research skill						
4	Improved learning efficiency						
5	Improved communication skills						
6	Improved information technology skill						
7	Enhanced team spirit						

**Table 19 Satisfaction with the current job**

Degree of satisfaction	Number of employed graduates
Very much	
Much	
A little	
Not satisfied	
Total	

**Table 20 Stability in the same job**

Rspnse	Number of employed graduates
Yes	
No	
Total	

**Table No.21 Strength and weaknesses of the programme**

S.No.	Particulars	Total number of respondents choosing the rang				
		0	1	2	3	4
1	Range of course offered	—	2	5	7	6
2	Number of optional subjects	—	1	7	8	3
3	Relevance of the program to your professional requirements	—	1	5	7	6
4	Extracurricular activities	—	2	6	7	5
5	Problem solving	—	4	4	5	6
6	Inter-disciplinary learning	—	5	6	4	2
7	Work placement/attachment	—	—	4	8	8
8	Teaching/Learning environment	—	1	2	7	8
9	Quality of delivery	—	3	5	5	5
10	Teacher student Relationship	—	5	5	4	5



Male			
Female			
Total			

Table No. 15: Problems in job assignment

Graduates	Yes	No
Male		
Female		
Total		

Table No. 16: Link between programme attended and present job

Particulars	No of response
Yes	*
No	
Total	

Table No.17 Contribution of programme to personal development

To find out the contribution of study to personal development the following rating scaled was given to graduates. The rating ranges were 0-5 in which seven different areas to rate the contribution of programme to personal development of graduates. *The rate includes the range 0-5 that is 0 for not at all, 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree.*

S.N.	Particulars	Total number of respondents choosing the rating				
		0	1	2	3	4
1	Enhanced academic knowledge	-	6	4	4	4
2	Improved problem solving skill	-	2	9	6	2
3	Improved research skill	-	1	7	6	5
4	Improved learning efficiency	-	2	5	8	4
5	Improved communication skills	-	1	2	9	6
6	Improved information technology skill	-	1	3	6	4
7	Enhanced team spirit	-	4	6	7	5

Table No.17 shows that Out of 23 graduates 6 graduates strongly disagreed, 4 graduates were disagree, 6 graduates were neutral, 4 graduates were agree, 5 graduates were strongly agree .for the role of programme that Enhanced academic knowledge. Out of 23 graduates 2 graduates strongly disagreed, 9 graduates were disagree, 6 graduates were neutral, 2 graduates were agree, 4 graduates were strongly agree .for the role of programme that Improved problem solving skill . Out of 23 graduates 1 graduates strongly disagreed, 7 graduates were disagree, 6 graduates were neutral, 5 graduates were agree, 4 graduates were strongly agree .for the role of programme that Improved research skill. Out of 23 graduates 2 graduates strongly disagreed, 5 graduates were disagree, 8 graduates were neutral, 4 graduates were agree, 4 graduates were strongly agree .for the role of programme that Improved learning efficiency. Out of 23 graduates 1 graduates :



11	Library/Lab etc.	-	6	4	2	5	6
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Table 21 represents 11 different areas to rate the strengths and weaknesses of programme attended by the graduates. out of 23 graduates, 2 graduate was strongly disagree, 5 graduates were disagree, 7 graduates were neutral, 6 graduates were agree and 3 graduates were strongly agree for the programme that the range of course offered. out of 23 graduates, 1 graduate was strongly disagree, 7 graduates were disagree, 8 were neutral, 3 graduates were agree and 4 graduates were strongly agree for the programme that includes the number of optional subjects. out of 23 graduates, 1 graduates were disagree, 5 graduates were neutral 7 graduates were agree and 6 graduates were strongly agree and 4 were strongly disagree for the relevance of the programme to personal requirements. out of 23 graduates, 2 graduate was strongly disagree, 6 graduates were disagree, 7 graduates were neutral, 5 graduates were agree and 3 graduate was strongly agree for the programme that includes extracurricular activities. out of 23 graduates, 4 graduate was strongly disagree, 4 graduates were disagree, 5 graduates were neutral, 6 graduates were agree and 4 graduate was strongly agree for the programme that helps to solve the problems. out of 23 graduates, 5 graduate was strongly disagree, 6 graduates were disagree, 4 graduates were neutral, 2 graduates were agree and 6 graduates were strongly agree for the programme that helps in interdisciplinary learning. out of 23 graduates, 4 graduates were disagree, 8 graduates were neutral, 8 graduates were agree and 3 graduates were strongly agree for the programme that helps to develop work placement. out of 23 graduates, 1 graduates was strongly disagree, 2 graduates were disagree, 7 graduates were neutral, 8 graduates were agree and 5 graduates were strongly agree for the programme that helps to create teaching learning environment. out of 23 graduates, 3 graduate was strongly disagree, 5 graduate was disagree, 5 graduates were neutral, 5 graduates were agree and 5 graduates were strongly agree for the programme that deliver the quality. out of 23 graduates, 5 graduate was strongly disagree, 5 graduate was disagree, 4 graduates were neutral, 5 graduates were agree and 4 graduates were strongly agree for the programme that helps to develop teacher student relationship. similarly, out of 23 graduates, 6 graduates were strongly disagree, 4 graduates were disagree, 2 graduates were neutral, 5 graduates were agree and 6 graduates were strongly agree for the library/lab management.

**Table No.22 Pursuing Further Study**

Graduates	Pursuing Further Study	Not Pursuing Further Study
Male	10	4
Female	4	5
Total	14	9

Table 22 shows that out of 23 graduates, 9 were male and 5 were female pursuing further study. This shows that most of the graduates were pursuing further study.

### 3 MAJOR FINDINGS

Major study report was reported taking 23 graduates who completed their graduation in 2074 The major findings are as follows.

#### 3.1 Employed status of the graduates

3.1 Issues related to the characteristics, expectations and aspirations of graduates.

3.3 Issues related to the Contribution of employment experience of graduates.

3.4 Issues related to quality and relevance of Higher education.



प्रस्ताव

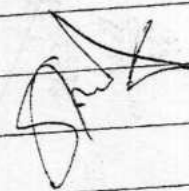
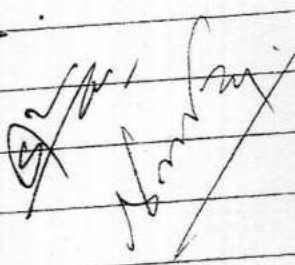

- १) नमोदकरा समवन्धमा
- २) आवश्यक निरति नियम निर्माण सम
- ३) समिति द्वारा समवन्धमा ।

पारित निर्णय

निर्णय नं. १:- प्रस्ताव नं. १मा दस्तावेज जारी भए  
वृद्धमूलक वन्यामय होई केहीमा भए  
आयक विद्यालयको प्रस्ताव वृद्धमूलक  
आयक विद्यालय समिति २०७६ को न  
निर्णय जारी भो ।

निर्णय नं. २:- प्रस्ताव नं. २मा दस्तावेज भए आ  
आयक विद्यालय समिति वन्यामय  
हेतुमा रहेको जारी आवश्यक पर्ने विद्या  
जारी आफ्ना निरति नियम निर्माण गर्ने  
जारी भो ।

निर्णय नं. ३:- प्रस्ताव नं. ३मा दस्तावेज जारी भए  
आ, जारी वन्यामय विद्यालय समिति  
तद्वर समितिले न काम समितिमा  
दिने निर्णय जारी भो ।  
आनामा आयक जस्ता वन्यामय

आज प्रति २००६ साल आषाढ़ पूजातेका दिन  
 पुरखीडी बहुमुखी क्याम्पस होर, बेलडीमा जहित  
 विद्यार्थी संघन (Alumni Association) का आर  
 दिनेश धनुष ज्यूको अध्यक्षतामा बैठक व.  
 वसोसिमका प्रस्तावित निर्णयहरु पारित क.  
 तपासिन

क.क. श्री दिनेश धनुष (आध्यक्ष)  
 जे.ए. " दिपक बहादुर कुवर (उपाध्यक्ष)  
 क.क. " नगेन्द्र सिंह भण्डारी (सचि  
 नम.३५ " जगेश बहादुर कुवर (स.र  
 नम.३५ " मानमती कुमारी बोहरा (क  
 म.क. " मोहन देव जोशी  
 म.क. " जनीबकम थाक  
 जे.ए. " प्रेम लुहार  
 म.क. " विरेन्द्र प्रसाद वडु  
 जे.ए. " जगेश बहादुर भण्डारी  
 म.क. " कामार बहादुर बोहरा  
 म.क. " प्रतीजिता वम  
 म.क. " निमराज जोशी  
 " " रघु बहादुर थाक  
 " " मान सिंह राठौ  
 म.क. " पुष्कर बहादुर थाक  
 म.क. " विरेन्द्र बहादुर साठु  
 " " नमन सिंह राठौ

### आज उपस्थिति

ज.क. श्री अनक बहादुर थाक (को.स.  
 म.क. श्री रजिन्द्र बहादुर नेगी (क.म.म.  
 " रामदेव जोशी (क.म.म.  
 म.क. " विमोद सिंह भण्डारी (क.प.  
 म.क. " विमोद सिंह भण्डारी (क.प.)



This tracer study has found the following areas be addressed by institution.

- Regarding to the optional subject the campus should offer new optional subjects.
- Regarding to relevance of the programme to professional requirements campus has to organize works seminar and conference.
- Regarding to extracurricular activity campus has to organize games, educational tours, student aware programme.
- Concerning the problem solving campus should manage counseling programme, project work and group work.
- Concerning teaching learning environment campus has focus on teaching through multimedia.
- Regarding the teacher student relationship campus has organize interaction programme among teacher student and guardians.
- Regarding the library, campus has managed and provided sufficient books to the students. campus also managed language lab.
- Regarding the other facilities campus has managed girls and boys urinal, boys and girls hostel.

#### CONCLUSION AND RECOMMENDATIONS

This tracer study has analyzed the employment status of the graduates who completed bachelor degree from campus in 2074. 14 of the graduates are studying further study. 9 of graduates have not studying further study.

**The end**



### 3.5 Issues related to strengths and weaknesses of institutions programme attended

- Out of 23 graduates, 2 graduate was strongly disagree, 5 graduates were disagree, 7 graduate neutral, 6 graduates were agree and 3 graduates were strongly agree for the programme that range of course offered.
- Out of 23 graduates, 1 graduate was strongly disagree, 7 graduates were disagree, 8 were agree and 4 graduates were strongly agree for the programme that include number of optional subjects.
- Out of 23 graduates, 1 graduates were disagree, 5 graduates were neutral 7 graduates were agree and 6 graduates were strongly agree and 4 were strongly disagree for the relevance programme to personal requirements.
- Out of 23 graduates, 2 graduate was strongly disagree, 6 graduates were disagree, 7 graduates were neutral, 5 graduates were agree and 3 graduate was strongly agree for the program includes extracurricular activities.
- Out of 23 graduates, 4 graduate was strongly disagree, 4 graduates were disagree, 5 graduates were neutral, 6 graduates were agree and 4 graduate was strongly agree for the program helps to solve the problems.
- Out of 23 graduates, 5 graduate was strongly disagree, 6 graduates were disagree, 4 graduates were neutral, 2 graduates were agree and 6 graduates were strongly agree for the program helps in interdisciplinary learning.
- Out of 23 graduates, 4 graduates were disagree, 8 graduates were neutral, 8 graduates were agree and 3 graduates were strongly agree for the programme that helps to develop work placement.
- Out of 23 graduates, 1 graduates was strongly disagree, 2 graduates were disagree, 7 graduates were neutral, 8 graduates were agree and 5 graduates were strongly agree for the program helps to create teaching learning environment.
- Out of 23 graduates, 3 graduate was strongly disagree, 5 graduate was disagree, 5 graduates were neutral, 5 graduates were agree and 5 graduates were strongly agree for the program deliver the quality.
- Out of 23 graduates, 6 graduate was strongly disagree, 5 graduate was disagree, 4 graduates were neutral, 5 graduates were agree and 4 graduates were strongly agree for the programme that to develop teacher student relationship. similarly,
- Out of 23 graduates, 6 graduates were strongly disagree, 4 graduates were disagree, 2 graduates were neutral, 5 graduates were agree and 6 graduates were strongly agree for the program management.

### 3.6 Issues related to pursuing further study

Out of 23 graduates, 14 are pursuing further study and 9 are not studying further level. This shows that most of the graduates are pursuing further study.

### 3.7 RECOMMENDATIONS TO INSTITUTIONAL REFORM



आज मिति २०७६ साल फाल्गुन ५ गतेका दिन  
 वहुभन्दा कमामय बलापूर्व विद्यालय समक्ष  
 श्री सुनेश धनुषेजको अध्यक्षतामा बैठक बस  
 बमोजिमका प्रस्तावित निर्णय पारित गरियो  
 तपासित

बैठका श्री सुनेश धनुषे (अध्यक्ष)  
 " दिपक बहादुर कुवर (उपाध्यक्ष)  
 " नागेन्द्र सिंह मण्डारी (सचिव)  
 " जोगेश बहादुर कुवर (स.स.)  
 " मानमणी कुमारी बोहरा (कौषिक)  
 " मोहन देव जोशी  
 " जगजिबु धातुक  
 " राम लछार  
 " नरु प्रसाद बडु  
 " जोगेश बहादुर मण्डारी  
 " कामाद बहादुर बोहरा  
 " प्रतीमा बम  
 " भिमराज जोशी  
 " धिर बहादुर धातुक  
 " मान सिंह रोक्या  
 " पुष्कर बहादुर धातुक  
 " विरेन्द्र बहादुर साउने  
 " नमन सिंह रोक्या  
 " नमन सिंह रोक्या

आज उपस्थिति

श्री रामेन्द्र बहादुर नेगी (बम)  
 " विमल सिंह मण्डारी (उपाध्यक्ष)  
 " नवल जोशी  
 " जगजिबु प्रसाद बोहरा  
 " जोगेश बहादुर मण्डारी  
 " करन पाकी

आज मिति २०७६ मंसिर ११ गते काठमाडौं चर  
 पुर्वोडी वन व्यापार हाट बैठकीका व्यापार  
 प्रमुख श्री राजेन्द्र बहादुर नेगी ज्यूको अध्यक्षता  
 स्थापना बैठक बसि निम्न उपस्थितिमा तयसिल बम  
 का निर्णयहरू पारित गरिए।

उपस्थिति निम्न अनुसार छ।

मुख्यमन्त्री	श्री राजेन्द्र बहादुर नेगी	(विभा-प्र.)
मन्त्री	" राम हत जोशी	(वि-व्या-प्र.)
मन्त्री	" नवरत्न जोशी	(वि-प-प्र.)
अध्यक्ष	" विनोद सिंह भण्डारी	"
उप-अध्यक्ष	" गोविन्द प्र. अवस्थी	"
उप-अध्यक्ष	" निलाधार भट्ट	"
उप-अध्यक्ष	" हिवमत ख. धा. बुट्ट	"
	" कृत ख. कुवर	"
	" लोकेन्द्र ख. विष्ट	"
उप-अध्यक्ष	" वलराम जोशी	"
	" रत्ना ख. भण्डारी	"
उप-अध्यक्ष	" नागेन्द्र सिंह भण्डारी	"
उप-अध्यक्ष	" नरेन्द्र प्र. बुट्ट	"
उप-अध्यक्ष	" जगन्नाथ भण्डारी	"

प्रस्तावहरू

१ विद्यार्थी सहायता तथा परामर्श समिति  
 २- कम्प्युटर भर्षत

पारित निर्णयहरू

निर्णय नं० १ प्रस्ताव नं० १ मा दलफला गर्दा यस  
 पूर्वोडी वन व्यापार हाट बैठकीमा अध्ययनरत  
 विद्यार्थीहरूलाई सहयोग, सल्लाह परामर्श, अन्य  
 किम्वदन्त विषयहरू जोखी अभिमुखी करण दिई प्रा  
 विद्यार्थी निम्न सुझावहरू सम्बन्ध कायम गरी प



को स्थापना : शैक्षिक छात्रवृत्ति प्रदान गर्न बैङ्कमा एक छुट्टै खाता खोली पुरचौडी बहुमुखी  
हाट, बैतडीको छात्रवृत्ति कोषको स्थापना गरिने छ ।

शैक्षिक छात्रवृत्ति कोषको रकम : यस कोषको रकम यस क्याम्पसको आन्तरिक स्रोत र अन्य कुनै  
संस्था वा व्यक्तिले छात्रवृत्ति वाफत प्रदान गरेको रकम नै छात्रवृत्ति कोषको रकम हुनेछ ।

को सञ्चालन र व्यवस्थापन : क्याम्पस संचालक समिति अध्यक्ष र क्याम्पस प्रमुखको संयुक्त  
बाट बैङ्क खाता संचालन गरि कोषको संचालन र व्यवस्थापन गरिनेछ ।

### परिच्छेद - ३

वृत्ति वितरण प्रक्रिया : १) यस क्याम्पसमा नियमित रूपमा अध्ययनरत रहि निरन्तर कक्षा  
पाउँ आएका सर्वोत्कृष्ट एवम् जेहन्दार विद्यार्थी लगायत गरिव, दलित, जनजाति, आदिवासी,  
विपन्न, सहिद परिवार, अपाङ्ग विद्यार्थीहरुलाई छात्रवृत्ति प्रदान गर्नाको लागि उक्त विद्यार्थीहरु  
बाट निवेदन संकलन गरि संचालक समिति र स्टाफको संयुक्त बैठक बसि रकमको अवस्था  
सो वर्षको कोटा सिर्जना गरि लक्षित सुचांक पुगेका विद्यार्थीहरुलाई छात्रवृत्ति प्रदान गरिनेछ ।

पुरचौडी बहुमुखी क्याम्पस हाट, बैतडीको छात्रवृत्ति कोषमा रहेको रकम अन्य प्रयोजनका लागि  
वा खर्च गर्न सकिने छैन ।

वृत्तिको रकम नगद वा बैङ्क चेक मार्फत विद्यार्थीहरुलाई क्याम्पसको वार्षिक उत्सव वा अन्य  
मा प्रदान गरिने छ ।



# श्री पुरचौडी बहुमुखी क्याम्पस



बैतडी

पुरचौडी बहुमुखी क्याम्पस हाट, बैतडीको छात्रवृत्ति कार्यविधि नियमावली २०६८

यस पुरचौडी बहुमुखी क्याम्पस हाट बैतडीमा अध्ययनरत उत्कृष्ट, जेहन्दार, गरिव, व जनजाति, आदिवासी, आर्थिक विपन्न, सहिद परिवार, अपाङ्ग विद्यार्थीहरुलाई छात्रवृत्ति दिने किा पुरचौडी बहुमुखी क्याम्पस हाट, बैतडीको छात्रवृत्ति कोषको स्थापना गरिएको हो छात्रवृत्ति का लाई स्पष्ट र प्रभावकारी रुपमा संचालन गर्न क्याम्पस संचालक समिति बाट क्याम्पसको २०६४ अनुसार यो छात्रवृत्ति कार्यविधि नियमावली जारी गरिएको हो ।

## परिच्छेद - १

१) संक्षिप्त नाम र प्रारम्भ :-

- क) यस नियमावलीको नाम पुरचौडी बहुमुखी क्याम्पस हाट, बैतडीको छात्रवृत्ति कार्यविधि नि २०६८ नियमावली हुनेछ ।
- ख) यो नियमावली संचालक समितिले स्वीकृत गरे पश्चात क्रमिक रुपमा लागु हुनेछ ।
- २) परिभाषा :- विषय वा प्रसंगले अर्को अर्थ नलागेमा यस नियमावलीमा
- क) “कोष” भन्नाले पुरचौडी बहुमुखी क्याम्पस छात्रवृत्ति कोष लाई सम्झनु पर्नेछ ।
- ख) “समिति” भन्नाले क्याम्पस संचालक समिति लाई बुझाउने छ ।
- ग) “क्याम्पस” भन्नाले पु.ब. क्याम्पसलाई सम्झनु पर्ने छ ।
- घ) “क्याम्पस प्रमुख” भन्नाले पुरचौडी बहुमुखी क्याम्पस प्रमुख लाई सम्झनु पर्ने छ ।
- ङ) “बैङ्क” भन्नाले नेपाल राष्ट्र बैङ्क बाट मान्यता प्राप्त वित्तिय संस्था लाई जनाउदछ ।
- च) “खाता” भन्नाले छात्रवृत्ति कोषको लागि बैङ्कमा स्थापित खाता सम्झनु पर्नेछ ।
- छ) “विद्यार्थी” भन्नाले पुरचौडी बहुमुखी क्याम्पसमा अध्ययनरत नियमित छात्र छात्रा लाई
- ज) “कक्षा” भन्नाले अध्ययनरत तहको Academic Year लाई बुझाउने छ ।
- ब्याख्या सम्वन्धि व्यवस्था : यस नियमावलीको ब्याख्या गर्ने अधिकार संचालक समितिमा नि

## परिच्छेद - २

- ३) कोष स्थापनाको उद्देश्य : यस क्याम्पसमा नियमित रुपमा अध्ययनरत रहि निरन्तर कक्षा आएका सर्वोत्कृष्ट एवम जेहन्दार विद्यार्थी लगायत गरिव, दलित, जनजाति, आदिवासी, सहिद परिवार, अपाङ्ग विद्यार्थीहरुलाई छात्रवृत्ति प्रदान गर्नु यस कोषको मुलभुत उद्देश्य र



आज मिति २०६४ वैशाख वद्यगतेका दिन यस क्याम्प  
कात्रवृत्तले दलौट समितिका संयोजक श्री रामदत्त जोशी,  
अध्यक्षतामा बैठक वसी निम्न उपस्थितिमा तपसिलः  
कार्निर्णयहरू पारित गरिए ।

तपसिल	
श्री रामदत्त जोशी	संयोजक
११ विरेन्द्र व० धानुक	सदस्य
१० दिनेश धनुषे	"
११ विलोदसिंह भण्डारी	"
११ नगेन्द्रसिंह भण्डारी	"

आमन्त्रित

श्री राजेन्द्र व० नेगी (क्याम्पस प्रमुख)

प्रस्तावहरू

१- दलौट सम्बन्धमा

पारित निर्णयहरू

निर्णय नं० १ प्रस्ताव नं० १ मा दलौट  
क्याम्पसमा दुइटा संकायमा अध्ययनरत निम्न उ  
गरीव, जेहनदार, दलित, अपांग विद्यार्थीहरू दलौट  
वृत्तिका लागि संचालक समितिमा सिफारिस गरी पठ  
निर्णय सर्वसम्मतीबाट पारित गरियो ।

तपसिल

॥ शिक्षा शास्त्र संकाय तह

१- विस्ना चौहरा I year ७५००१-

२- लाल व० भण्डारी ७५००१-

३- पवित्रा कु० भण्डारी ७५००१-

४- कृष्ण प्रसाद वडू ७५००१-

॥ व्यवस्थापन संकाय तह

## प्रस्ताव

- ① Changing Room निर्माण समक.
- ② आवश्यकता सुलभ निर्धारण समक.

## पारित निर्णय

निर्णय नं. १. - प्रस्ताव नं. १मा वलफल उगी यस  
जाति भन्ने विद्यार्थी समाजको च  
'ing Room' तयार गरी सो व्यवस्थाप  
पुरवडा नगर स्वास्थ्य आ. व. स.  
का लागि माग गरी Room व्यवस्था  
निर्माण गर्ने निर्णय गरियो ।

निर्णय नं. २. - प्रस्ताव नं. २मा वलफल उगी  
यसमा उचित भन्ने विद्यार्थी  
आजिकन सभामा बनाका लागि  
बैठिका सुझाव अनुसार पा. च. स. भ  
ता सुलभ छिमे निर्णय गरियो ।

कार्यवाही - निर्णय गर्ने  
उपाध्यक्ष



समिति निम्न अनुसार गठन करिषी ।

श्री राजेन्द्र बहादुर नेगी (आध्यक्ष) कक्षा-५.

राम दत्त जोशी

सहस्य वि-वर्ग-७.

विनोद सिंह भण्डारी

अध्यक्ष

नवरत्न जोशी

जोविन्द प्र-आवस्थी

लिलाधर भट्ट

नारायण सिंह भण्डारी

नरेश प्र-बुद्ध

गणेश भण्डारी

निर्णय नं-२ प्रस्ताव नं-२ मा क्लबलार्ड जर्न यस पुरखोडी  
बहुमुखी क्याम्पस हार वेल्लोमा कार्पेस २ वटा  
कम्प्युटरलाई मर्मतका लागि धनगर्दी लैजाये  
निर्णय सर्व समतोबार पारित गरिषी ।

अन्तमा सभाध्यक्षको आदेशानुसार सभाको  
वैठक समाप्त गरिषी ।

सहस्य वि-वर्ग-७.

राम दत्त जोशी

अध्यक्ष

विनोद सिंह भण्डारी

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५५५

