

**A TRACER STUDY REPORT  
FOR THE YEAR  
2079/2080 (2022/2023)**



**For the fulfillment of the requirements of Quality Enhancement**



**MU SCHOOL OF  
MANAGEMENT**

**Submitted to  
Mid-West University School of Management (MUSOM)  
Birendranagar, Surkhet**

**Prepared by  
Tracer Study Committee, MUSOM**

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## ACKNOWLEDGEMENT

The objective of developing this report is to find the whereabouts of our students who have graduated from MUSOM in the year 2079/2080 from BBA and MBA programs. Mid-West University School of Management (MUSOM) used its own resources and manpower to conduct this study. This study is the third of its kind in MUSOM, trying to highlight the main challenges and issues of the institution. It provides a snapshot of the experiences and opinions of passed-out students with regard to various dimensions of institutional quality that they were exposed to, during their full-term courses. It also highlights the negative and positive experiences of graduates in assisting stakeholders in the decision-making process with regard to improving and strengthening various aspects of institutional quality. We would like to thank all those participants who contributed to this study by filling out the questionnaire and helping us to collect the data in time. Without their support, it would not have been possible for us to understand the difficulties they encountered and identify areas for improvement.

We are also thankful for the support and coordination of the Executive Director and Admin section of MUSOM for providing direction and needed data. Last, but not least, we want to thank and congratulate our team members for their tireless effort and dedication.

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## EXECUTIVE SUMMARY


This Graduate Tracer study is a monitoring and evaluation tool employed by universities to be able to determine the employability of their graduates and trace where the graduates are and how their respective studies have or are helping them in their jobs.

The research findings are expected to help the institution design policies that will better prepare graduates for the job market by addressing academic difficulties (such as learning and teaching) and student welfare.

This tracer study was conducted for the Third time in the history of the institution. The study was based on the questionnaire designed on a Google doc and sent to all the students who graduated from MUSOM in the year 2079/2080. Though we tried to get responses from all the passed-out BBA and MBA graduates, we could only get responses from 32-MBA graduates and 70-BBA graduates, making the total number of students participating in the survey to be 102.

Based on the comparative as well as combined evaluation of the student's experience of BBA and MBA programs, it was concluded that students had a low level of satisfaction in the canteen, and lab facilities whereas they had a high level of satisfaction in the relevance of the study and restroom facilities. On the rest of the dimensions, they expressed a moderate level of satisfaction.

The study's findings regarding the career paths of graduates revealed that a majority were employed, underscoring the positive impact of the institution's programs on students' professional development. However, a noteworthy percentage of graduates were unemployed, indicating potential areas for improvement in terms of career counseling and placement support.





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## LIST OF ABBREVIATIONS

BBA	Bachelor in Business Administration
GTS	Graduate Tracer Study
HEI	Higher education Institutions
MBA	Masters in Business Administration
MUSOM	Mid-West University School of Management
SPSS	Statistical Package for Social Sciences
UGC	University Grants Commission



## **CHAPTER I INTRODUCTION**

### **1.1 Background of the Study**

Graduate Tracer Studies (GTS) in universities are increasingly being recognized as a practice around the world (Badiru & Wahome, 2016). The findings from Graduate Tracer Studies have informed universities worldwide to accredit their study programs to better prepare their graduates to meet the demands of the job market (Palmiano, 2019), to show the uniqueness and positioning of individual universities; and also to enable universities and institutions managing higher education in their respective countries make informed and evidence-based decisions about improvements and quality education; and services in higher education (Schomburg, 2007). Graduate tracer studies involve the identification and follow-up of graduates from higher education institutions (HEIs) worldwide encouraged by the need to give careful consideration to how graduates view the experiences they underwent during their degree study and their transition to the job market (Badiru & Wahome, 2016).

Quality education is an important infrastructure for the development of any sector of society. Well-educated people are regarded as the effective agent and motivators of society. For the supply of well-educated, accountable, and visionary human resources for the country, Mid-West University School of Management (MUSOM) has been making uninterrupted efforts since its establishment.

In this regard, the Mid-West University School of Management (MUSOM) aspires to advance in satisfying the workforce's requirements by making sure that these requirements are met through its programs. By utilizing the feedback information from this graduate's input, any necessary guidance steps taken as a result of this feedback can be further implemented and communicated. In order to ensure that programs are workplace-oriented and that there is a continuing relationship with potential employers, expanding the current database of graduate feedback will ensure that reporting processes are also put in place through a centralized provision of a consistent careers advisory service.

## 1.2 Introduction to MUSOM

MUSOM has been offering a Master in Business Administration (MBA) and Bachelor in Business Administration (BBA) since 2069 B. S. Being at the very early stage in operation just after the establishment of Mid-West University in 2067 B.S, the programs had to run with very limited resources and poor infrastructures. With the pioneering role in conducting professional education in Surkhet under the banner of the university, it has been able to create hope in the young learners of our society. Though the number of students enrolled in the earlier batches was very few, this has been growing since the autonomy of MUSOM was declared in 2074. Today, MUSOM has been a coveted learning center for not only the local students but those from other districts, and provinces too.

## 1.3 Method and Objectives of the Tracer Study

This tracer study was accomplished for the third time in the history of MUSOM. It is a survey of ex-students of MUSOM and has been done on 125 students who completed both either MBA or BBA or both programs from MUSOM. This study covers the graduates who were enrolled in the MBA and BBA programs. The population of the study consists of 125 students who have passed out from the institution during the period of Ashad, 2079 to Ashad, 2080. Among these passed-out students, 90 were from BBA programs whereas only 35 students were from the MBA program. Thus, we conducted a census study of all the passed-out students from MUSOM for the Year 2079/2080 (2022/2023) The Contact was established using a mobile number, email, and Facebook messenger. Some students were invited to MUSOM for an explanation of the purpose of this study. For data analysis, SPSS 22.0 was used.

*Table 1: Batch and number of students who participated in the study*

Enrollment Year (AD)	Batch	MBA	BBA
2016	Fourth		8
2017	Fifth		23
2018	Sixth	3	24
2019	Seventh	6	15
2020	Eighth	9	Not Included



2021	Ninth	14	Not Included
<b>Total</b>		<b>32</b>	<b>70</b>

*(Source: MUSOM Administration Records)*

The study was based on the questionnaire designed on a Google doc and sent to all the students who graduated from MUSOM in the year 2079/2080. Out of 125 graduates, only 102 (70-BBA and 32-MBA) graduates responded to the questionnaire. The questionnaire contains the different information relevant to the purpose of the tracer study as mentioned in Table 2.

**Table 2: Content of the questionnaire**

SN	Topic of Inquiry
<b>Section 1</b>	<b>A. Personal Information</b>
	Names of the graduates
	Gender
	Date of Birth
	Present Address
	Permanent Address
	Program studied
	Batch / Enroll year
	Contact Details
<b>Section 2-7</b>	<b>B. Employment Information</b>
	Post-graduation status in terms of Business; employment and education
<b>Section 8-9</b>	<b>C. Feedback For MUSOM</b>
	Competence learned and skill compatibility
	Satisfaction with physical, social, curricular, and extracurricular programs
<b>Section 10</b>	<b>D. Contribution towards MUSOM</b>
	Institutional support in internship and placement
<b>Section 11</b>	<b>E. References</b>

This study has been conducted for the third time in order to achieve the following objectives:

- a) To explore the activities that the graduates have been involved in after their graduation.
- b) To investigate the employability of graduates after their studies.
- c) To investigate the satisfaction level of the graduates about self-development from education and hence educational quality.
- d) To evaluate the effectiveness of curriculum and pedagogy and identify student-oriented measures of improvement.



## CHAPTER II ANALYSIS OF DATA

### 2.1 Profile of MBA Graduates

#### 2.1.1 Number of students surveyed and gender mix

In this tracer study out of the total MBA students surveyed, 53.13 % were male and 46.88 % were female students.

*Table 3: Number of MBA graduates surveyed*

Total Students	Number	Percent
Male	17	53.13
Female	15	46.88
Total	32	100.00

*(Source: Tracer study questionnaire, 2023)*

#### 2.1.2 Distribution of students based on batch

Out of 32 passed out students of MBA, the number of students from sixth to the ninth batch was 3, 6, and 14 respectively. The representation of a low number of students from the MBA program simply refers that they have passed all of their semester-end exams but they have not completed their research project in the fourth semester which is mandatory for an MBA degree. The batch-wise representation is mentioned in Table 4.

*Table 4: Batch representation in Survey*

Batch	Number of candidates who participated in the Survey	Percent
Sixth	3	9.375
Seventh	6	18.75
Eighth	9	28.125
Ninth	14	43.75
<b>Total</b>	<b>32</b>	<b>100</b>

*(Source: Tracer study questionnaire, 2023)*

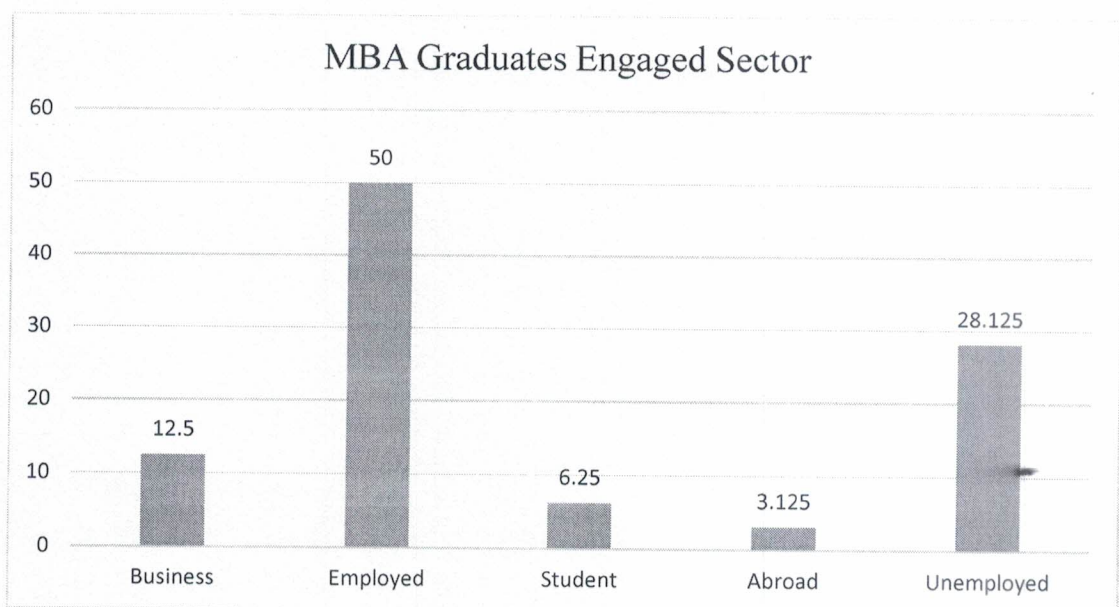
### 2.1.3 Current status of the graduates

The tracer study attempted to find out what the graduates are doing after completing their studies. According to the study, most students are employed (50 percent). Similar to this, 28.1 percent of them are unemployed, 12.5 percent are engaged in the business sector, 6.3 percent are students and only 3.1 percent of them are in abroad.

*Table 5: Current status of MBA graduates*

Sector	Number	Percent
Business	4	12.5
Employed	16	50.0
Student	2	6.3
Abroad	1	3.1
Unemployed	9	28.1
<b>Total</b>	<b>32</b>	<b>100.0</b>

*(Source: Tracer study questionnaire, 2023)*



*Figure 1: MBA graduates engaged in various sector*

### 2.2 MBA graduates' satisfaction with various aspects of MUSOM

The tracer study covered their experience during the course and, consequently, their satisfaction in several dimensions that are directly related to institutional quality, in addition to the demographic profile of MBA graduates. This section focused on the



student's perception of the course's relevance to their jobs or occupations, their satisfaction with the educational process, results, and social atmosphere, as well as extracurricular activities like sports and the physical facilities of the library, canteen, drinking water, and restrooms.

This part of the inquiry was done with the introduction of a self-administered questionnaire designed as a Google form. The questions were asked on a 5-point Likert scale. The candidates were asked to show their agreement on the statement by marking the boxes along each question asked that contained 5 different categories ranging from excellent (5), very good (4), good (3), poor (2), and very poor (1). In order to arrive at a meaningful conclusion, the mean of the responses has been calculated.

Since this study has used a five-point Likert scale, for the purpose of interpreting data, the interpretation suggested by Nik et al., (2010) level of the score has been adapted. They recommended that scores of less than 2.33 are low level, 2.33 to 3.67 are moderate level, and 3.67 and above are regarded as high level.

### **2.2.1 Relevance of study**

The questionnaire sought the responses of the graduates on the relevance of an MBA in their professional field. The question was asked on 5 points Likert scale. All 32 respondents marked their responses with a mean value of 3.45. This shows that graduates have a positive experience with the courses they took during their 2 years of graduation. Thus, we can conclude that these graduates are highly satisfied with the relevance of the course to their job requirements.

### **2.2.2 Extracurricular Studies**

The study included the satisfaction of MBA graduates with extracurricular activities in terms of adequacy and sufficiency based on their expectations and demand. The question was asked on 5 points Likert scale. All 32 respondents responded with a mean value of 2.90. This shows that the graduates have a moderate level of satisfaction with extracurricular studies.

### **2.2.3 Internship and placement support**

For MBA students in their fourth semester, MUSOM offers an internship program for three credits. Typically, students look for internship opportunities on their own and

join the company once MUSOM management has given their approval. However, certain students require the management's direction and assistance.

In this study, graduates were surveyed regarding their opinions of the institution's assistance in establishing contacts with organizations where they may intern and its facilitation of job placement after receiving an MBA. On the 5-point Likert scale, the average score on satisfaction is 2.94 indicating that graduates have a moderate level of satisfaction with regard to internship and placement support provided by the institution.

#### **2.2.4 Teaching learning environment**

Every student has a major concern about the teaching-learning environment. The students' answers in this instance can serve as a key performance indicator for assessing the educational quality of any institution. The mean score of graduates toward this dimension was 3.42 suggesting that they have a moderate level of satisfaction. Therefore, we can conclude that the institution has to make additional efforts to create conducive teaching-learning environment even though the current situation is not so weak.

#### **2.2.5 Overall educational quality**

The graduates were questioned about their opinions of the overall quality of the learning process in a manner that was very similar to teaching and learning environments. The average score for this dimension was found to be 3.39 indicating that graduates were moderately satisfied with the overall educational quality provided by the institution.

#### **2.2.6 Teacher-student relationship**

For students to have a meaningful educational experience, close engagement with teachers and a favorable attitude toward one another is undoubtedly vital factors. The mean score of responses given by graduates was 3.35 indicating that graduates have a high level of satisfaction with this dimension.

#### **2.2.7 Library and lab facilities**

This study found that the graduates were moderately satisfied with library facilities (mean score = 3.00) but they were completely dissatisfied with the lab facility offered by the institution (mean score = 2.55). This finding suggests that the institution needs to upgrade its lab facilities as well as increase the capacity of the library with more



books and sitting arrangements for students who would like to study materials within the library.

### 2.2.8 Satisfaction with canteen and restroom

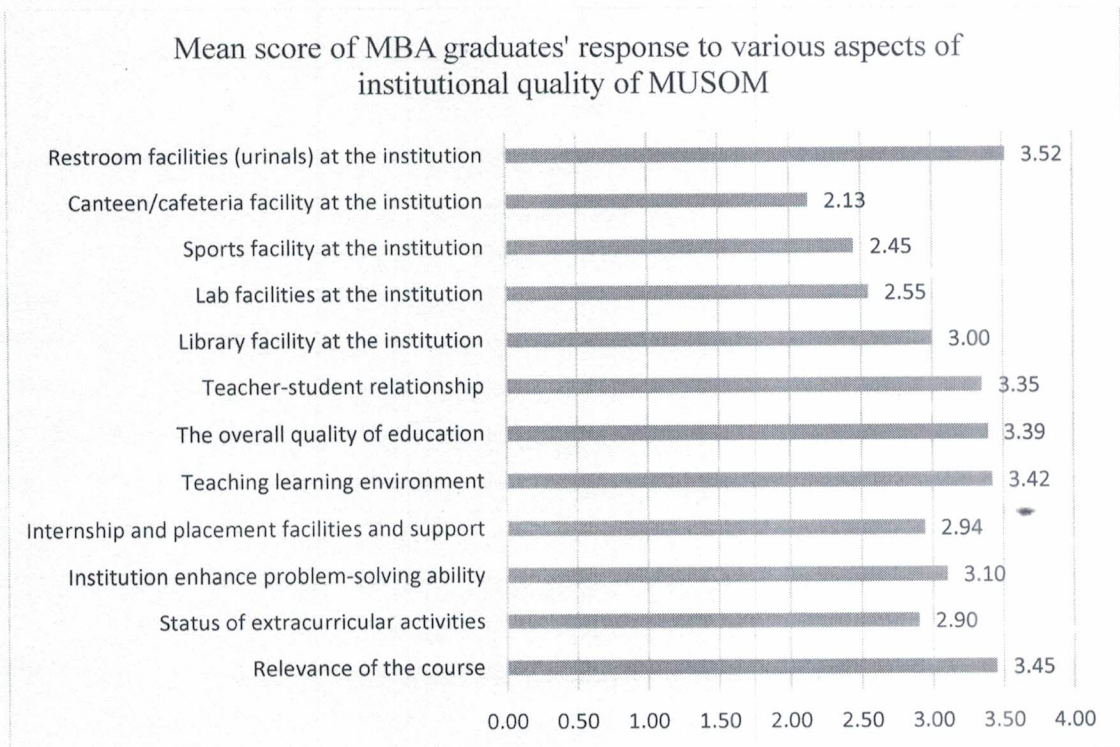
The graduates were asked to rate their experience with the canteen service and restroom (number and sanitation) as against their expectations. The mean score for canteen and restroom was found to be 2.13 and 3.52 respectively. This finding indicates that graduates have strong dissatisfaction towards canteen facilities and high level of satisfied with restroom facilities.

A Survey of student experience and opinions on different aspects of institutional quality has been presented in table 6.

**Table 6: MBA graduates' response to various aspects of institutional quality of MUSOM**

S.N	Study variables	An overall mean score
1	Relevance of the course	3.45
2	Status of extracurricular activities	2.90
3	Institution enhance problem-solving ability	3.10
4	Internship and placement facilities and support	2.94
5	Teaching learning environment	3.42
6	The overall quality of education	3.39
7	Teacher-student relationship	3.35
8	Library facility at the institution	3.00
9	Lab facilities at the institution	2.55
10	Sports facility at the institution	2.45
11	Canteen/cafeteria facility at the institution	2.13
12	Restroom facilities (urinals) at the institution	3.52

*(Source: Based on SPSS Output)*



**Figure 2: Mean score of different aspects of institutional quality (MBA program)**

### 2.3 Profile of BBA Graduates

#### 2.3.1 Number of students surveyed and gender mix

In this tracer study out of the total BBA students surveyed, 80 % were male and 20 % were female students.

**Table 7: Number of BBA graduate surveyed**

Total Students	Number	Percent
Male	33	47.14
Female	37	52.86
Total	70	100.00

*(Source: Tracer study questionnaire, 2023)*

#### 2.3.2 Distribution of students based on batch

Out of 70 passed out students of BBA, the number of students from fourth to the seventh batch was 8, 23, 24, and 15 respectively. The representation of a low number of students from the BBA program simply refers that they have passed all of their semester-end exams but they have not completed their research project in the eighth semester which is mandatory for BBA degree. The batch-wise representation is mentioned in Table 8.



**Table 8: Batch representation in survey**

Batch	Number of candidates who participated in the Survey	Percent
4	8	11.4
5	23	32.8
6	24	34.35
7	15	21.45
Total	70	100

*(Source: Tracer study questionnaire, 2023)*

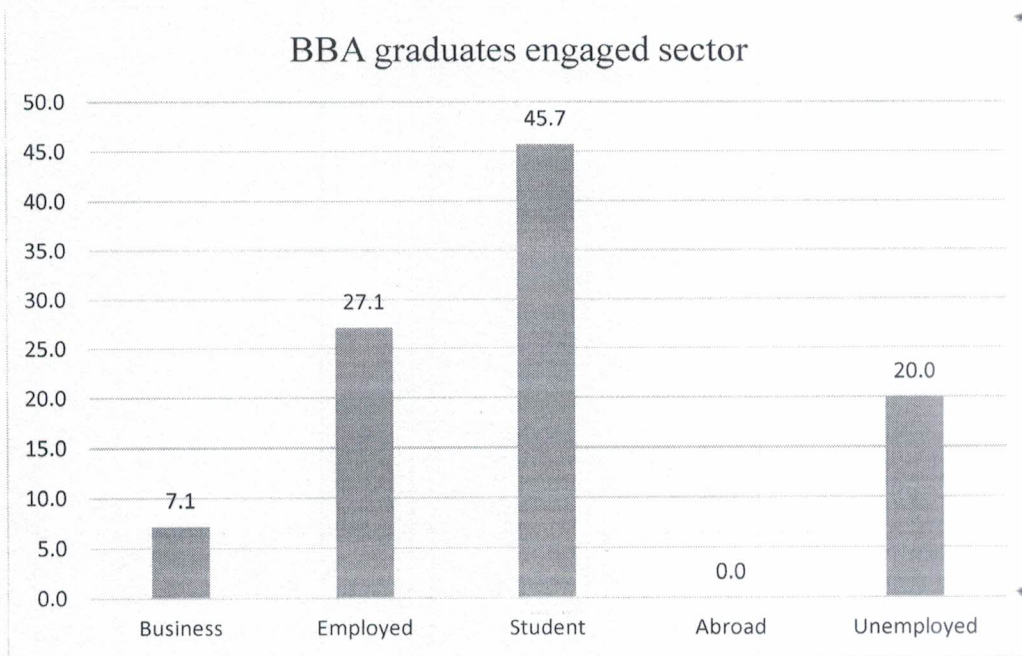
### **2.3.3 Current status of BBA graduates**

The tracer study attempted to find out what the graduates were doing after completing their BBA program. The study found that the majority of graduates are students who continued their master degree education with 45.7 percent. Similarly, 27.1 percent are employed, 20 percent are unemployed, and remaining 7.1 percent has their own business.

**Table 9: Current Status of BBA graduates**

Sector	Number	Percent
Business	5	7.1
Employed	19	27.1
Student	32	45.7
Abroad	0	0.0
Unemployed	14	20.0
<b>Total</b>	<b>70</b>	<b>100.0</b>

*(Source: Tracer study questionnaire, 2023)*



**Figure 3: BBA graduates engaged in various sector**

#### **2.4 Satisfaction of BBA graduates with various aspects of MUSOM**

In addition to the demographic profile of BBA graduates, the tracer study also covered their experience during the course and hence their satisfaction in several dimensions that are directly related to institutional quality. This section focused on the student's perception of the course's relevance to their jobs or occupations, their satisfaction with the educational process, the results, and the social environment, as well as extracurricular activities like sports and the physical facilities of the library, canteen, drinking water, and restrooms.

This part of the inquiry was done with the introduction of the self-administered questionnaire developed on 5 points Likert scale. The candidates were asked to show their agreement on the statement by marking the boxes along each question asked that contained 5 different categories ranging from excellent (5), very good (4), good (3), poor (2), and very poor (1). In order to arrive at a meaningful conclusion, the data in each question have been averaged.

##### **2.4.1 Relevance of study**

The questionnaire sought the responses of the graduates on the relevance of BBA in their professional field. The question was asked on 5 points Likert scale. All 70 students marked their response with an average response value is 3.45. This shows



that the graduates have a high level of satisfaction with the relevance of the course for their professional careers.

#### **2.4.2 Extracurricular Studies**

The study included the satisfaction of BBA graduates with extracurricular activities in terms of adequacy and sufficiency based on their expectations and demand. The question was asked on 5 points Likert scale. All 70 respondents marked their responses and the average response value was 3.23 indicating that they have a moderate level of satisfaction in this dimension of the study.

#### **2.4.3 Internship and placement support**

MUSOM has an internship program for BBA students during their eighth semester which is equivalent to 3 credit hours. Normally the students themselves search for the internship opportunity and join the organization after approval from MUSOM management. But some students need the guidance and support of the management. In this study, the graduates were asked about satisfaction with the support of the institution in connecting with interning organizations and facilitation for placement after completing BBA. On the 5-point Likert scale, the average score on satisfaction was 2.97, indicating that students are not satisfied with the institution when it comes to providing a guarantee of placement once they complete their studies.

#### **2.4.4 Teaching learning environment**

Teaching-learning environment forms a major concern of every student. The response of the study, in this case, can be a bottom-line indicator for evaluating the quality of education of any institution. The average score on this dimension, based on the graduates' responses, was 3.46. This shows that graduates were high level of satisfied in this dimension.

#### **2.4.5 Overall educational quality**

Very similar to the teaching-learning environment, the graduates were asked to indicate their experience with the overall quality of the learning process. The mean score was found to be 3.47 suggesting that BBA graduates experienced a moderate level of satisfaction in this dimension during their stay in the institution.

#### **2.4.6 Teacher-student relationship**

Close interaction with teachers and a positive attitude toward one another are definitely important factors for the meaningful learning experience of the students. In



this dimension, the average score on the satisfaction of respondents was found to be 3.40, signifying that they experienced a high level of satisfaction during their study as they could find cooperative teachers who always provided them with physical, mental, and emotional support to guide them throughout their stay in the institution.

#### **2.4.7 Library and lab facilities**

The average score on the satisfaction of respondents in library and lab facilities dimensions was found to be 3.31 and 2.20 respectively. This indicates that the graduates are not satisfied with the existing library facilities whereas they have high-level dissatisfaction with the lab facilities available in the institution.

#### **2.4.8 Satisfaction with canteen and restroom**

The graduates were asked to rate their experience with the canteen service and restroom (number and sanitation) as against their expectations. The average score for canteen and restroom dimensions was found to be 2.40 and 3.43 respectively. This indicates that the student's experience in this dimension was not so pleasing. They were dissatisfied with these two dimensions.

A Survey of student experience and opinions on different aspects of institutional quality has been presented in table 10.

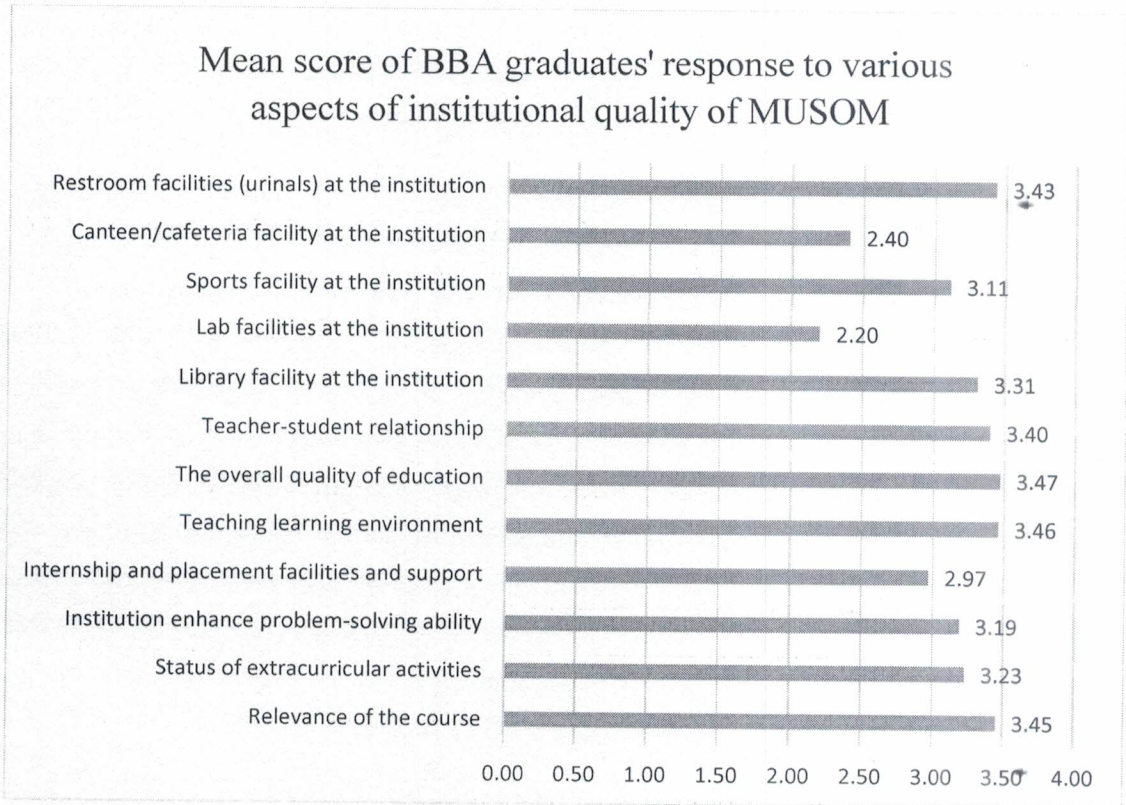
*Table 10: BBA graduates' responses on various aspects of institutional quality of MUSOM*

S.N	Study variables	An overall mean score
1	Relevance of the course	3.45
2	Status of extracurricular activities	3.23
3	Institution enhance problem-solving ability	3.19
4	Internship and placement facilities and support	2.97
5	Teaching learning environment	3.46
6	The overall quality of education	3.47
7	Teacher-student relationship	3.40
8	Library facility at the institution	3.31
9	Lab facilities at the institution	2.20
10	Sports facility at the institution	3.11



11	Canteen/cafeteria facility at the institution	2.40
12	Restroom facilities (urinals) at the institution	3.43

*(Source: Based on SPSS Output)*



**Figure 4: Mean of different aspects of institutional quality (BBA program)**

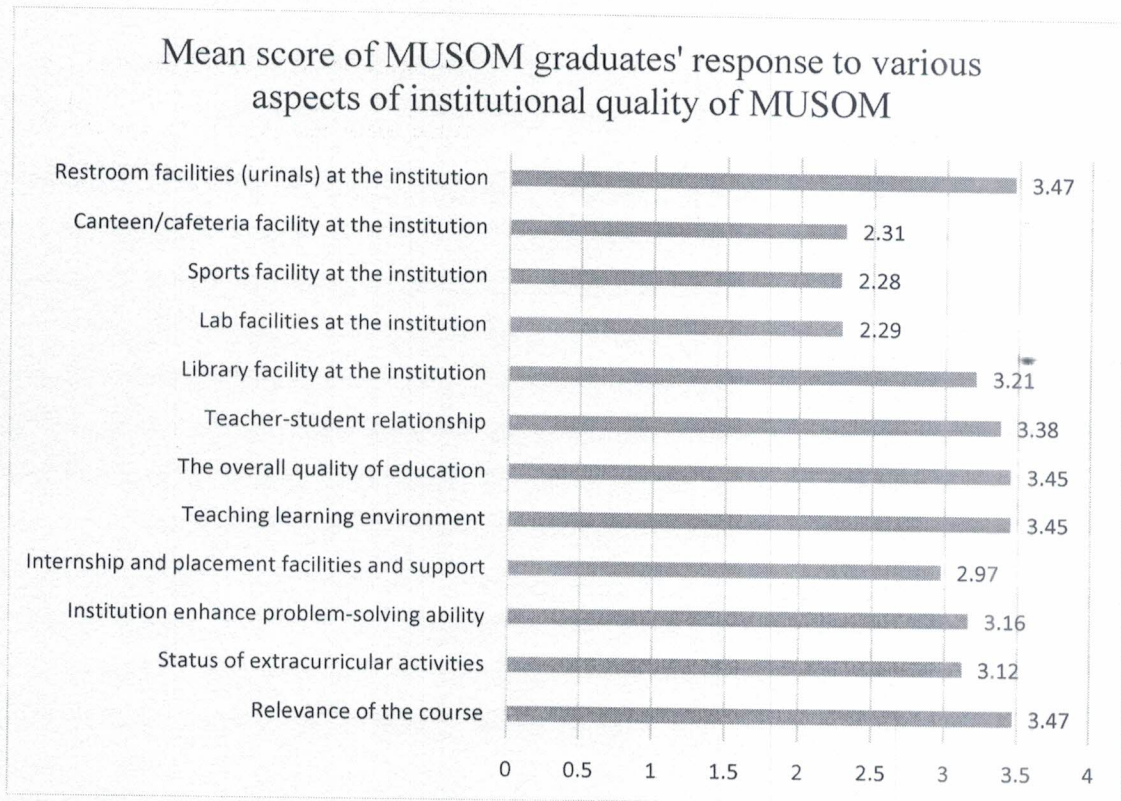
**Table 11: Overall response of MBA & BBA graduates to various aspects of institutional quality of MUSOM**

S.N	Study variables	An overall mean score
1	Relevance of the course	3.47
2	Status of extracurricular activities	3.12
3	Institution enhance problem-solving ability	3.16
4	Internship and placement facilities and support	2.97
5	Teaching learning environment	3.45
6	The overall quality of education	3.45
7	Teacher-student relationship	3.38



8	Library facility at the institution	3.21
9	Lab facilities at the institution	2.29
10	Sports facility at the institution	2.28
11	Canteen/cafeteria facility at the institution	2.31
12	Restroom facilities (urinals) at the institution	3.47

*(Source: Based on SPSS Output)*



**Figure 5: Overall mean score of responses of MUSOM graduates**

Based on the comparative as well as combined evaluation of the student's experience of BBA and MBA programs, we came to a conclusion that students had a low level of satisfaction in the canteen, and lab facilities whereas they had a high level of satisfaction in the relevance of the course and restroom facilities. On the rest of the dimensions, they expressed a moderate level of satisfaction.



## CHAPTER III SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### 3.1 Summary of the findings

This tracer study was conducted for the third time in the history of the institution. Though we tried to get responses from all the passed-out BBA and MBA graduates, we could only get responses from 32-MBA graduates and 70-BBA graduates, making the total number of students participating in the survey to be 102.

Out of 32 passed out students of MBA, the number of students from sixth to the ninth batch was 3, 6, 9, and 14 respectively. The representation of a low number of students from the MBA program simply refers that they have passed all of their semester-end exams but they have not completed their research project in the fourth semester which is mandatory for an MBA degree.

The tracer study attempted to find out what the graduates are doing after completing their studies. According to the study, majority of students are employed (50 percent). Similar to this, 28.1 percent of them are unemployed, 12.5 percent are engaged in the business sector, 6.3 percent are students and only 3.1 percent of them are in abroad. With respect to various institutional quality dimensions, MBA graduates were found to be highly satisfied with the relevance of the course, and the restroom facilities whereas they had a moderate level of satisfaction with extracurricular studies, internship and placement support, teaching-learning environment, educational aspects, library facilities but they were found to be highly dissatisfied with canteen and lab facilities.

Similarly, while analyzing BBA graduates, we found out that 47.14 percent were male and 52.86 were female. The tracer study attempted to find out what the graduates were doing after completing their BBA program. The study found that the majority of graduates are students who continued their master degree education with 45.7 percent. Similarly, 27.1 percent are employed, 20 percent are unemployed, and remaining 7.1 percent has their own business.

With respect to the institutional quality dimension, it was observed that graduates had a moderate level of satisfaction with the extracurricular studies and overall educational quality. These graduates were not satisfied with the institution when it comes to providing a guarantee of placement once they complete their studies,



existing library & lab facilities, canteen facilities but they experienced a high level of satisfaction in the teaching-learning environment, relevance of the course for their professional careers during their study as Teaching-learning environment forms a major concern of every student. The response of the study, in this case, can be a bottom-line indicator for evaluating the quality of education of any institution. =

### **3.2 Conclusions**

The tracer study conducted for the third time in the history of the institution provides valuable insights into the post-graduation trajectories of BBA and MBA graduates. Despite efforts to reach all passed-out graduates, responses were received from 32 MBA graduates and 70 BBA graduates, totaling 102 participants.

The study's findings regarding the career paths of graduates revealed that a majority were employed, underscoring the positive impact of the institution's programs on students' professional development. However, a noteworthy percentage of graduates were unemployed, indicating potential areas for improvement in terms of career counseling and placement support. Based on the combined evaluation of the student's experience of BBA and MBA programs, we came to a conclusion that students had a low level of satisfaction in the canteen, and lab facilities whereas they had a high level of satisfaction in the relevance of the course. On the rest of the dimensions, they expressed a moderate level of satisfaction.

The assessment of institutional quality dimensions for BBA graduates highlighted areas of both satisfaction and concern. While graduates reported satisfaction with the teaching-learning environment and the relevance of the course for their professional careers, they expressed dissatisfaction with internship placement, library and lab facilities, and canteen services. Addressing these issues will be crucial in ensuring a well-rounded educational experience for future cohorts. =

In conclusion, this tracer study provides valuable feedback and insights that can serve as a foundation for the institution's ongoing efforts to enhance the quality of education and support services offered to its graduates. By addressing the identified areas for improvement, the institution can further empower its graduates to excel in their chosen fields and contribute meaningfully to their respective industries.



### **3.3 Recommendations**

Following are some of the recommendations arising from the voice of passed-out graduates and from those who completed their BBA and are pursuing further study in MBA in MUSOM;

1. Management should focus more on hearing and solving the problems that arise instead of ignoring them.
2. Weakness of MUSOM is the lack of practical sessions like workshops, seminar therefore it should focus on organizing more workshops, seminars.
3. Few faculty members, inadequate educational resources, or lack of necessary books in library; facilities or other surrounding activities are major issues. These need to be addressed.
4. MUSOM should strengthen its relationship with industry and other employment sectors so that graduates can get an easy internship and placement opportunity.
5. More guest lectures by entrepreneurs should be arranged to expose students to real-life experiences.
6. Faculty should accept the obligation to improve their teaching skills as part of their personal commitment to professional excellence.
7. MUSOM have to organize more and more entrepreneur and business related program which enhanced the ability of students and should not limited only in books.
8. Focus on improve the system of education and provide practical field knowledge for skill enhancement.

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