

A TRACER STUDY REPORT 2083

GRADUATES OF DIPLOMA IN AUTOMOBILE ENGINEERING (Batch 2078 & 2079)



PREPARED BY
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Tracer Study Team

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Abstract

This study, 'Tracer Study on Diploma in Automobile Engineering Students', examines the current academic and employment status of students enrolled in the Diploma in Automobile Engineering programme at Pokhara Technical School (PTS). Two batches, enrolled in 2078 and 2079 BS, were covered. A combined total of 68 students originally enrolled (38 in the 2078 batch: 36 male and 2 female; and 30 in the 2079 batch: 24 male and 6 female). Over time, 16 students discontinued the programme, leaving 52 students (46 male and 6 female) still enrolled or having completed the diploma. Data were collected from 47 of these 52 students, a response rate of about 90%.

Of the 47 respondents, 24 are currently engaged in wage-based employment, 6 are self-employed, and 17 are unemployed. Among those currently earning, monthly income ranges from around NPR 15,000 to NPR 35,000. Only 11 respondents (about 23%) have formally graduated so far, while the remaining students are yet to complete their diploma; notably, many of these non-graduated students are already working and earning well in the automobile sector, indicating that the practical skills gained during training are valued in the job market even before formal certification is completed.

This report is organized into three units. Unit One presents the background, objectives, significance, methodology and limitations of the study. Unit Two presents the results of the data analysis. Unit Three presents the key findings and recommendations for the programme.

UNIT ONE

INTRODUCTION

1.1 Background

Pokhara Technical School (PTS), formerly known as Pokhara School of Tourism & Hospitality Management (PSTHM) and originally Pokhara Tourism Training Center (PTTC), was established by the Council for Technical Education and Vocational Training (CTEVT) in Phulbari, Pokhara, Kaski in 1996 AD. While PTS was originally focused on hospitality and tourism training, it has since expanded to offer a three-year Diploma in Automobile Engineering, in response to the growing demand for skilled automobile technicians in Nepal's expanding transportation and vehicle-servicing sector.

This tracer study was conducted to find out how the students of the 2078 and 2079 BS batches of the Diploma in Automobile Engineering programme are doing in terms of completing their studies and finding employment, and what improvements can be made to the programme to better prepare future students for the workforce.

1.2 Objectives of the Tracer Study

The study aims to trace the students of the 2078 and 2079 BS batches and find out their current academic (graduation) status and employment status, and how far along they are in translating their training into a livelihood. The specific objectives are:

- To find out the current graduation status of students from both batches.
- To evaluate the current employment status of students (wage-employed, self-employed, or unemployed).
- To understand whether students who have not yet graduated are still able to find work in the automobile sector.
- To identify areas for improvement in the programme based on these outcomes.

1.3 Significance of the Study

As the success of PTS's Automobile Engineering programme is closely tied to the employment outcomes of its students, it is important to understand how students are faring, both those who have completed the diploma and those who have not. This feedback will help PTS identify whether delays in graduation are affecting employability, and will guide improvements to the programme and to student support services such as career counselling and placement.

1.4 Methodology

A short survey questionnaire was used to collect information from students of the two batches, covering personal details, current academic (graduation) status, and current employment status. Given that this study covers only two batches from a single programme, the questionnaire and analysis were kept concise.

The Diploma in Automobile Engineering programme originally enrolled 68 students across the two batches, 2078 and 2079 BS. Of these, 16 students discontinued the programme over time, leaving 52 students still enrolled or graduated. The Tracer Study Team was able to collect data from 47 of these 52 students, a response rate of approximately 90.4%.

1.5 Limitation of the Study

This study covers only two batches of a single diploma programme, so the sample size is small and findings should not be generalised to other programmes at PTS. Data on 5 of the 52 currently/formerly enrolled students could not be collected. Additionally, the 16 students who discontinued the programme before completion were not traced or surveyed, so this report cannot say why they left or what they are doing now, this is an important gap, since understanding attrition is as important to PTS as understanding outcomes for those who stayed. The study also relies on students' self-reported employment and income status, which could not be independently verified.

UNIT TWO

DATA INTERPRETATION AND ANALYSIS

2.1 Enrollment, Attrition and Respondents

A combined total of 68 students originally enrolled in the two batches of the Diploma in Automobile Engineering programme. Over the course of the programme, 16 students discontinued their studies, leaving 52 students who remained enrolled or had already graduated at the time of this study. Table 2.1.1 shows the original enrollment, the number who discontinued, and the number who remained, by batch and gender.

Batch (BS)	Originally Enrolled (M/F)	Discontinued	Remained (M/F)
2078	38 (36 M / 2 F)	10	28 (27 M / 1 F)
2079	30 (24 M / 6 F)	6	24 (19 M / 5 F)
Total	68 (60 M / 8 F)	16	52 (46 M / 6 F)

Overall, about 23.5% of originally enrolled students (16 out of 68) discontinued the programme before completion. Data for this tracer study were collected from 47 of the 52 remaining students, a response rate of 90.4%. Because discontinued students were not part of the traced group, this study does not capture their current employment or education status — this is discussed further under Limitations and Recommendations.

2.2 Graduation Status

Because the Diploma in Automobile Engineering is a three-year programme, not all students from the 2078 and 2079 batches have completed and formally graduated at the time of this study. Table 2.2.1 shows the graduation status of the 47 respondents.

Status	n	Percent
Graduated	11	23.4%
Not yet graduated	36	76.6%
Total	47	100%

Only about 23% of respondents have formally graduated so far. This is not necessarily a cause for alarm on its own, the 2079 batch in particular is still relatively early in the three-year programme,

but it is worth PTS examining whether any students are facing avoidable delays (for example, backlogs in board examinations or pending internship/practical requirements) in completing their diploma.

Table 2.2.2 breaks down the 11 graduated respondents by batch and gender. All 6 graduates from the 2078 batch are male; the 2079 batch, though smaller and more recently enrolled, has already produced 5 graduates, including 2 female graduates.

Batch (BS)	Male Graduated	Female Graduated	Total Graduated
2078	6	0	6
2079	3	2	5
Total	9	2	11

It is notable that both female graduates of the study so far come from the smaller 2079 batch, even though the 2078 batch had only 1 female student to begin with. This may simply reflect the very small number of female students overall (8 out of 68 originally enrolled), so no strong conclusions should be drawn from this alone.

2.3 Current Employment Status

Table 2.3.1 shows the current employment status of the 47 respondents.

Employment Status	n	Percent
Employed (wage-based)	24	51.1%
Self-employed	6	12.8%
Unemployed	17	36.2%
Total	47	100%

Combining wage-employment and self-employment, 30 out of 47 respondents (about 63.8%) are currently earning an income, while 17 (36.2%) are currently unemployed.

2.4 Monthly Income

Among the 30 respondents who are currently wage-employed or self-employed, reported monthly income ranges from approximately NPR 15,000 to NPR 35,000. This is a healthy income range for entry-level and early-career automobile technicians in Nepal, and supports the finding that the practical, hands-on training provided by the programme is valued by employers and translates

into meaningful earning potential, even for students who have not yet formally completed their diploma.

2.5 Graduation Status and Employment

A notable finding of this study is that graduation status and employment status do not move in lockstep. A considerable number of the 36 students who have not yet formally graduated are nonetheless already working and reportedly earning well in the automobile sector. This suggests that the practical, hands-on skills developed during the diploma programme are recognized and valued by employers even before a student's formal certification is complete, and that many students are gaining real workplace experience while completing the remaining requirements of their diploma.

UNIT THREE

FINDINGS AND RECOMMENDATIONS

3.1 Findings

- Of the 68 students who originally enrolled across the two batches (2078 and 2079 BS), 16 (23.5%) discontinued the programme before completion, leaving 52 students (46 male and 6 female) still enrolled or graduated. This attrition rate is notable and was not the focus of the original enrollment data, so its underlying causes are not yet understood.
- Data were collected from 47 of the 52 remaining students (90.4%).
- Only about 23% of respondents have formally graduated so far; the remaining 77% are yet to complete the diploma.
- Despite the low formal graduation rate, 63.8% of respondents are currently earning an income (51.1% wage-employed, 12.8% self-employed), suggesting the programme's practical training gives students market-ready skills relatively early.
- Among those currently earning, monthly income ranges from about NPR 15,000 to NPR 35,000 a solid range for entry-level automobile technicians, reflecting good real-world value for the skills taught.
- 36.2% of respondents are currently unemployed; the reasons for this were not captured in detail in this round of the study and would benefit from further investigation.
- Many students who are still completing their diploma are already working in the automobile field, which points to strong industry demand for PTS-trained automobile technicians, but also raises the question of whether work commitments are, in turn, contributing to delays in completing the diploma.

3.2 Recommendations

- Attempt to trace and survey the 16 students who discontinued the programme, to understand whether attrition was driven by financial hardship, loss of interest, migration, family circumstances, or dissatisfaction with the programme, this is essential for reducing future dropout.
- Investigate the specific reasons behind the low formal graduation rate (23%) among those who stayed, for example, pending board examinations, internship requirements, or students prioritizing work over completing coursework, through a short follow-up survey or focus group with non-graduated students.

- Strengthen the Placement and Career Counselling Unit's support specifically for Automobile Engineering students, given that many are already finding work independently; formal institutional support could help place the 36.2% who remain unemployed.
- Consider flexible or bridging arrangements (e.g. evening/weekend options for pending exams or practicals) for students who are already employed in the sector, to help them complete their diploma without giving up work.
- Continue to update the Automobile Engineering curriculum and lab equipment in line with current industry needs, including emerging areas such as electric and hybrid vehicle technology, to keep the programme competitive.
- Conduct a repeat tracer study once both batches have had a full opportunity to graduate, to get a clearer picture of long-term employment outcomes.
- Recognize and publicize the strong employment engagement of current students (63.8%) as a strength of the programme when promoting it to prospective students.

UNIT FOUR

SUCCESS STORIES

This section highlights a few individual success stories of students from the 2078 and 2079 batches of the Diploma in Automobile Engineering programme.

Success Story 1

	Name: Jeewan Baral Batch: 2078 Current Role / Organization: Network In-charge, B.B Incorporated Pvt. Ltd
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Jeewan Baral chose a different path to shape his career. Despite already holding a bachelor's degree in general education, he recognized the value of technical education and enrolled in the Diploma in Automobile Engineering (Batch 2078). His decision to gain practical skills opened new career opportunities. Today, he serves as **Network In-charge at B.B. Incorporated Pvt. Ltd.** His journey shows that learning never stops, and the right skills can create new directions for professional success at any stage of life.

Success Story 2



Name: Suman Pariyar Batch: 2078

Current Role / Organization: Regional Service Officer, Jagdamba Motors Pvt. Ltd

Suman Pariyar joined the Diploma in Automobile Engineering programme as part of the 2078 batch, where he quickly stood out for his hard work, discipline, and honesty. That dedication has carried directly into his career. Suman now serves as a **Regional Service Officer at Jagdamba Motors Pvt. Ltd.**, one of Nepal's leading automobile companies, where he is responsible for maintaining service quality and technical standards across the region of icube electric scooter. His journey from a diligent trainee to a trusted professional is a strong example of how the practical, hands-on training translates into real career growth and his story continues to inspire current students of the programme.

Success Story 3



Name: Sarita Sunar Batch: 2079

Current Role / Organization: Service Advisor,
Motocity Nepal Pvt. Ltd.

Sarita Sunar, a graduate of the Diploma in Automobile Engineering (Batch 2079), has proven that dedication and hard work can overcome any challenge. Coming from a government school, she pursued her dream with determination, consistently improving her technical skills and confidence throughout her studies. Today, she is working as a **Service Advisor at Motocity Nepal Pvt. Ltd.**, where she applies her knowledge to provide quality customer service and technical support. Sarita's journey is an inspiration to many young women, showing that with perseverance, passion, and commitment, it is possible to build a successful career in the automobile industry.

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Appendix

Tracer Study Questionnaire (Diploma in Automobile Engineering)

1. Name of Student *

Enter your name:

2. Gender *

- Male
- Female
- Other

3. Age

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4. Batch *

- 2078
- 2079

5. Graduation *

- Graduated
- Yet not Graduated

6. Current Employment Status *

- Employed
- Unemployed
- Self-employed
- Pursuing Further Study
- Other

7. Name of Organization/Company

.....

8. Location of Organization

.....

9. Designation/Position

.....

10. Type of Organization

- Government
- Private
- NGO/INGO
- Self employed

11. Nature of Work

- Workshop
- Manufacturing
- Sales, Spare Parts & Services
- Instructor
- Transport/Travels

12. Monthly Salary/Wage

- Rs 10,000 - 15,000
- Rs 15,001 - 20,000
- Rs 20,001 - 25,000
- Rs 25,001 - 30,000
- Rs 30,001 - 35,000
- Greater than Rs 35,000

13. Is your current job related to Automobile Engineering?

- Yes
- No

14. Was Internship helpful in securing employment?

- Very Helpful
- Helpful
- Somewhat Helpful
- Not Helpful

15. Suggestion for Technical School

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Thank you very much!



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