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DEVDAHA AADARSHA MULTIPLE CAMPUS

Devdaha-7, Rupandehi

Estd: 2065

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श्रीमान् अध्यक्षज्यू
विश्वविद्यालय अनुदान आयोग सानोठिमी भक्तपुर

विषय : **Tracer Study Report** संशोधन गरी पठाईएको बारे ।

महोदय,

प्रस्तुत विषयमा यस देवदह आदर्श बहुमुखी क्याम्पस देवदह रुपन्देहीबाट तयार गरिएको **Tracer Study Report 2018** लाई त्यस कार्यालयद्वारा संशोधन गरी पठाउनु हुन भनि आएकोले उक्त **Tracer Study Report 2018** संशोधन गरी पठाईएको व्यहोरा अनुरोध छ ।

स्था : २०६५

DAMC

Estd : 2065

(मित्रलाल न्यौपाने)
क्याम्पस प्रमुख

Mitra Lal Neupane
Campus Chief



DEVDAHA AADARSHA MULTIPLE CAMPUS

Devdaha-7, Rupandehi

Estd.: 2065

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A tracer Study Report

Graduate 2075 B.S. (2018 A.D.)

Submitted to:

University Grant Commission, Nepal

Submitted By:

Devdaha Aadarsha Multiple Campus

Devdaha, Rupandehi

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Mr. Nabin Kumar Shrestha

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EXECUTIVE SUMMARY

It is a report of a tracer study carried out in 2018 by QAA Section and Tracer Study Task Cell of Devdaha Aadarsha Multiple Campus of its graduates for the year, 2018. The purpose of the study is to get feedback from the former students on their current progress; perspective of their education in past and now, what they feel should be done to improve courses and how well they were prepared for the job market.

This tracer study report has been prepared from the sample study of the limited students available in touch with campus.

Graduates of the following faculties took part in the study:

- BBS Bachelor of Business Studies
- B. Ed. Bachelor of Education

The study population was former graduates and employers of former graduates of the year 2018. Questionnaires were physically administered in DAMC, including written questionnaires and 23 graduates from Management and Education department were participated in the study process. Most of the respondents, around 45 percent are extremely and 40 percent are moderately satisfied, with teaching learning environment of DAMC.

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ABBREVIATIONS

DAMC:	DevdahaAadarsha Multiple Campus
UGC:	University Grants Commission
AD:	Anno Domini
BS:	Bikram Sambat
BBS:	Bachelors' of Business Studies
B. ED:	Bachelors' of Education
etc:	Etcetera
i.e.:	That is
MBS:	Masters' of Business studies
MBA:	Masters' of Business Administration
MA:	Masters' of Arts
M. ED:	Masters' of Educations
Dis.:	Discipline
Emp.:	Employment

CHAPTER I

1. INTRODUCTION

1.1 Background of the study

Tracer study is carried out to assess the qualitative education of the academic programs of DevdahaAadarsha Multiple Campus. The scholars, who graduated in 2018 AD in Bachelors' Degree Programs were traced. The main objective of the study was to understand the relevancy of the programs and connection between the programs of the college and the employment prospects of the graduates. Understanding of this connection, it provides necessary inputs for restructuring the curriculum of the entire programs to make them job market oriented. The study is organized into six chapters: chapter one provides the background of the DevdahaAadarsha Multiple Campus, rationale of the study and sets of objectives of the study. Chapter two presents and analyzes the data collected from the graduates. Chapter three presents the major findings of the study. Chapter four draws the implications for institutional reforms and, finally, Chapter five concludes the findings and provides recommendations.

Devdaha Adarsha Multiple Campus (DAMC), the only one campus of Devdaha Municipality, is situated at Devdaha-7, Rupandehi almost 15 km east from the city of Rupandehi, Butwal. Devdaha is very popular as the maternal uncle's home of Lord Gautam Buddha. To provide opportunity of higher education for the deprived communities of the surroundings, the institution was established. It has been enhancing to spread the light of knowledge, flourish the recent needs and interests of the community with the joint effort and active participation of intellectuals, academicians, politicians, well-wishers and social workers. This institution is community based public campus in Devdaha Municipality founded on 13th Sept, 2008 acquiring TU affiliation in Education and Management streams. The Campus intends to strengthen, promote and empower the existing academic background of Devdaha Municipality and the western side of Sunwal Municipality (Jyamire, Sisani, Targauli, Asnaiya, Aatha number, Char number, Ramapur chock etc.). Its name signifies the historical and religious lake Devdaha which lies almost five hundred meters west from the buildings of this campus. In this regard, this campus is succeeded to develop the divine and spiritual thought among the people of this community.

The main objective of this campus is to fulfill necessity of the public and provide higher education to the students of underprivileged community. Because of the various facilities the campus has the students from the marginalized and deprived groups are benefitted. It has been set up with the thought to develop the community and the whole nation by providing eligible, qualified, intelligent and skilled manpower with high moral ethics and has become the first choice of many students. The sacrifice and the contribution of dedicated lecturers, visionary academicians, professionals and the co-operative administrative staff is truly praiseworthy and we are proud to say that they are the part of DAMC.

In 2017, DAMC has already conducted its Graduate Tracer Study program of the graduates with the suggestions and inspiration of UGC. This study is its second attempt and the continuation of its regular tracer study program. The main objectives of this study is to help the institution to find out where are its graduates and identify the effectiveness of the programs offered to them as well as gather feedbacks for further improvements. It has also intended to find out the learning outcomes and employment status of graduates for the year.

1.2 Objectives of the study

The main objective of this study is to identify the current position of the graduates of DAMC after the completion of the study. Under the guidelines of this objective, other specific objectives of the study are as follows:

1. To identify the current employment and further study status of graduates.
2. To assess graduate's perception of teaching learning method, institutional facilities and provisions while at DAMC.
3. To examine the employment perception of the graduates.
4. To identify the present job status of the graduates and whether their level of education fit in the market or not.

1.3 Institutional Arrangements to Conduct the Study

The meeting of DAMC dated 1st Baisakh 2075 formulated the tracer study task cell of three members. And then from the staff meeting it reforms the cell with five members. Field visits were conducted with the help of teaching faculty, non-teaching staffs, campus administration and the members of tracer cell. The study report was finalized by the Tracer Study Cell by incorporating the suggestions provided by different stakeholders. DAMC has already conducted its first Graduates Tracer Study program of the graduates of 2017. It's the second attempt or continuing of its regular tracer study program. DAMC has formed a Tracer Study Task Cell with job specifications for the effective execution of Tracer Study Program.

1.4 Graduate Batch Taken for the Study

The institution has taken the graduates of 2018 for the tracer study. The graduates from the faculty of Management (Bachelors of Business studies) and Education (Bachelor of Education) were the students for the tracer study. The total numbers of graduate are 23 and among them 18 are female and 5 are male.

1.5 Data collection-Instruments and Approach

The study has focused on the quality of higher education service provided to the students and the condition of current employment status of the graduates. How their areas of work are related to the programs offered by the campus. In addition, the study is expected to help identify which programs are still relevant to current labour market demands. And the findings of the study are to analyze the strengths and weaknesses of the College programs, and the relationships between education, training and labor market needs. Hence, the methodology for this study is driven by the above issues and it is supposed to promote better understanding of the graduates' employment status. In order to get the reliable information, quantitative methods were used for data collection. And a questionnaire and interview were practiced to collect the right information. The Tracer Study Task Cell collected the graduates list of 2018. Required information was collected; individual forms were filled through face to face interview, telephone and mobile conversation, Emails etc. Those who couldn't come in contact were contacted

through telephone and Email. All the selected information was compiled, analyzed and evaluated and the final report was prepared.

1.6 Methodology of the Study

This study is based on primary data source of the graduates of Bachelor's Degree, 2018 BS of DAMC. There are 23 graduates of 2018 passed year which is considered as small data source of the study. The instruments used in the study are the questionnaire which is prescribed by University Grant Commission (UGC) of Nepal. Different methods like field visits, oral conversation, telephone conversation, contact through social media and email are used to collect the required data for the study. Members of tracer study task cell and non-teaching staff of DAMC are employed to contact the respondents. In this regard, we only became able to gather 23 graduates for tracing.

The basic method employed in the analysis of data relates to descriptive analysis, MS EXCEL is used to process data. Further, percentages for all reported data are calculated in EXCEL for analysis. The tables and figures of bar diagrams and pie charts are used to get analysis in first glance.

1.7 Limitations of the Study

This study tried to cover all of the graduates passed out in 2018 A.D. However, due to various reasons only 57.5 percent of the graduates are covered. The following can be summed up as the limitation of this study:

1. Some graduates are not interested to answer questions due to language problem as questions are in English.
2. Some graduates are now out of reach of the campus.
3. Graduates studying abroad were negligence to fill questionnaire.
4. This study is completely descriptive. So, any significance test is not used to determine the relationship of data.
5. Most of the respondents are refused to provide photocopy of appointment letters, identity cards or other proofs to be used.

CHAPTER II

2. DATA PRESENTATION AND ANALYSIS

This section is organized into various major sections. The overall section presents distribution of respondents on the basis of various categories. A section presents the academic programs of the respondents. The second section presents the distribution of castes of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study of respondents. And the fifth section describes the respondents' perceived ratings on quality measures of DAMC.

2.1 Distribution of Respondents based on academic programs

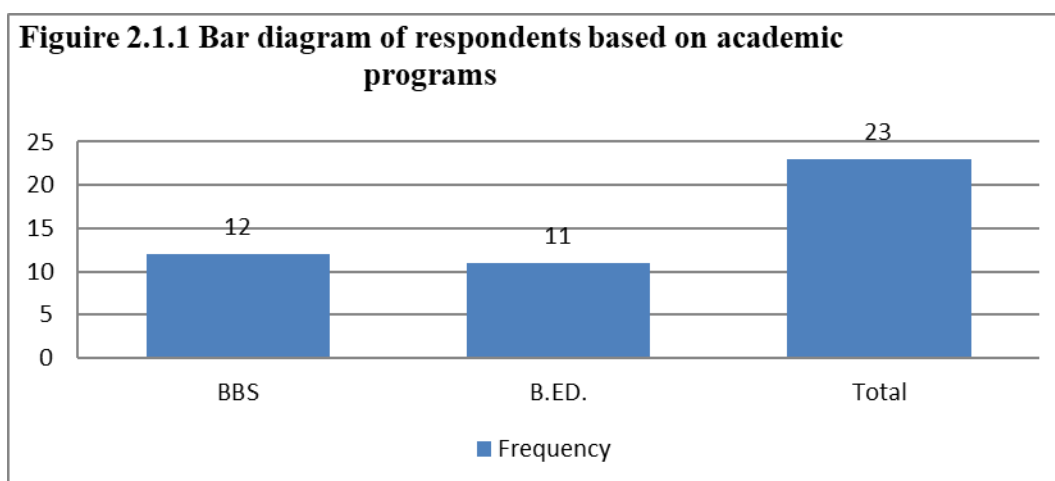
Out of total 40 passed out graduates during 2018 AD. (2075 B.S.), data from 23 are collected. The given table shows the distribution of respondents on the basis of different academic programs.

Table 2.1.1 Distribution of respondents based on academic programs

Programs		Frequency	Percent
BBS	Male	3	52.17
	Female	9	
	Total	12	
B.ED.	Male	2	47.83
	Female	9	
	Total	11	
Total		23	100

Table 2.1.1 shows that the BBS programme have enrolled 3 male and 9 female students. It has seen 12 students in BBSie 52.17 percent. Same as the B.ED programme have 2 male and 9 female students, in total 11 students in B.EDie 47.83 percent. There are 12 students

graduates from management scheme (BBS), 11 students graduate from education scheme (B.ED) and 23 students in aggregate.



Bar diagram 2.1.1 explains that out of 23 respondents, among them 12 respondents are from BBS. i.e. 52.17 percent. Similarly, 11 respondents i.e. 47.83 percent respondents are from B.ED.

2.2 Distribution of Respondents Cast Type

At the time of tracing the following categories of caste are found. Among them Brahmins are more than half i.e. 52.17 percent in total.

Table 2.2.1 Distribution of respondents cast type

Cast type	Frequency	Percent
Brahmin	12	52.17
Janjati	9	39.13
Dalit	2	8.70
Total	23	100

Table 2.2.1 explains that, there are altogether three types of cast: Brahmin, Janjati and Dalit. Among them with 12, 9, 2 in number respectively.

Figure 2.2.1 Bar diagram of respondent cast type

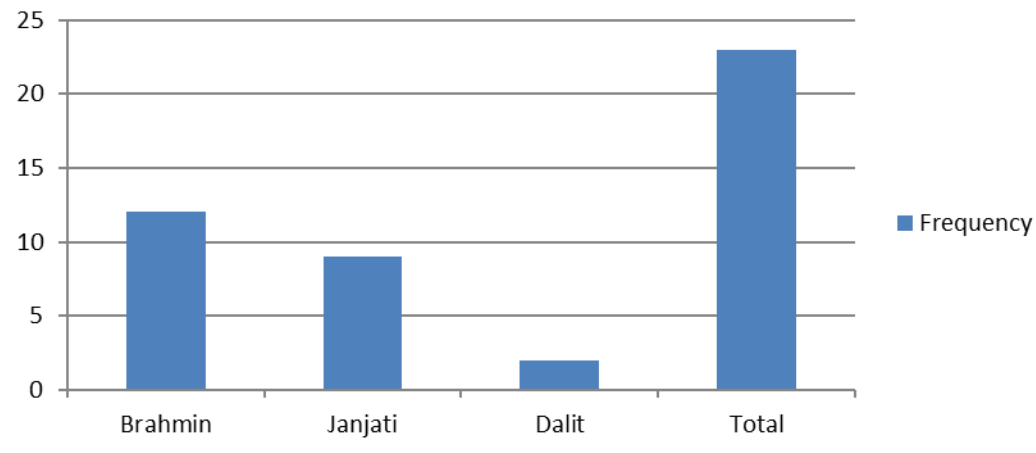
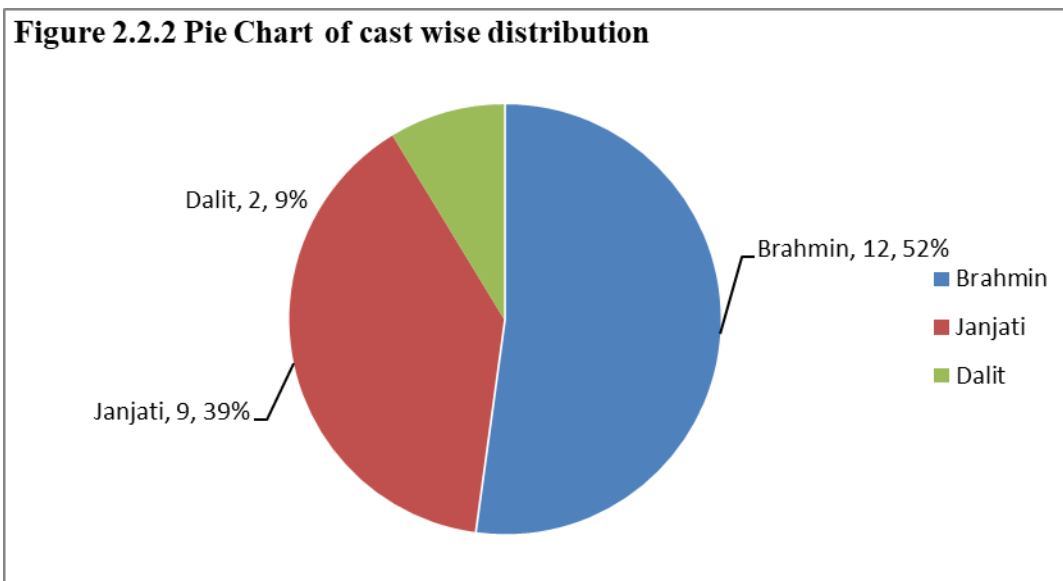


Figure 2.2.2 Pie Chart of cast wise distribution



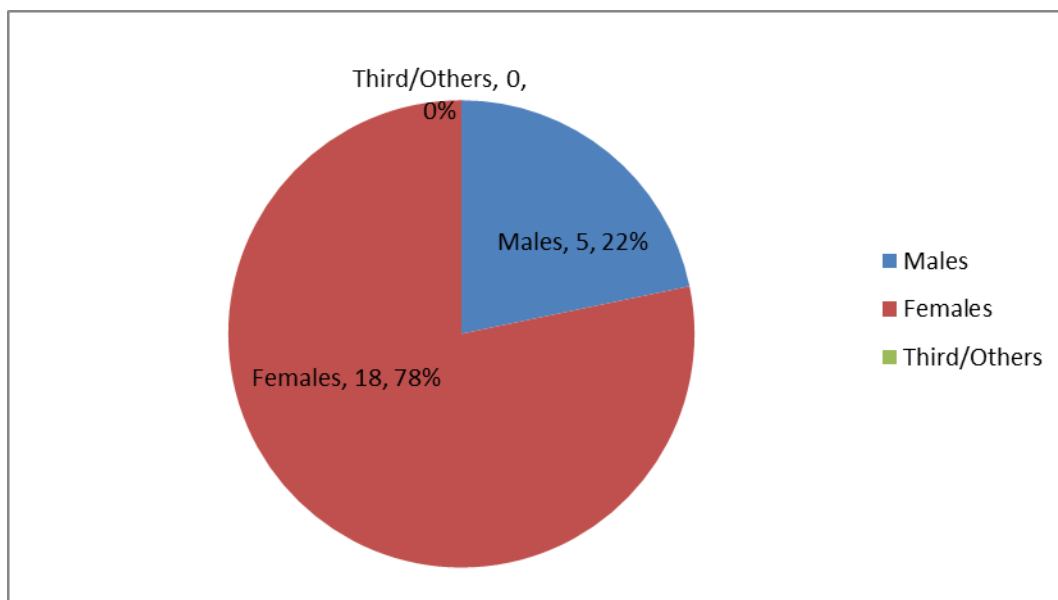
Bar Diagram 2.2.1 and Pie Chart 2.2.1 clarify the distribution of castes of the respondents involved in tracer study. According to the report almost incongruent distribution of graduates based on castes participated in the study. Brahmins cover maximum number 12 i.e. 52.17 percent, Janjati cover 9 i.e. 39.13 percent and Dalit shares very less number 2 i.e. only 5 percent success in graduation of total respondents.

2.3 Distribution of Respondents' Gender

Table 2.3.1 distribution by gender

Gender	Frequency	Percent
Males	5	21.74
Females	18	78.26
Third/Others	0	0
Aggregate	23	100

Figure 2.3.1distribution by gender



The table 2.3.1 and Pie Chart 2.3.1 present that out of total respondents 23, 5 numbers are male i.e. 22 percent male are graduated and whereas 18 numbers are female i.e. 78 percent female students are graduated from the institution in the year.

2.4 Current Status of Employment of Respondents

This section is related with the employment information of graduates of DAMC passed in 2018 A.D. The following table shows the current status of the respondents.

Table 2.4.1 Current employment status

Employment Status	Frequency	Percentage
Employed	10	43.48
Unemployed	10	43.48
Selfemployed	0	0.00
Other	3	13.04
Total	23	100.00

Table 2.4.1 shows that normally 50% are employed and 50% are unemployed. More over there seen no one is self employed and 13 percent graduated persons seem to involve in other (studying or on the way for abroad study etc.)

Figure 2.4.1 Current employment status

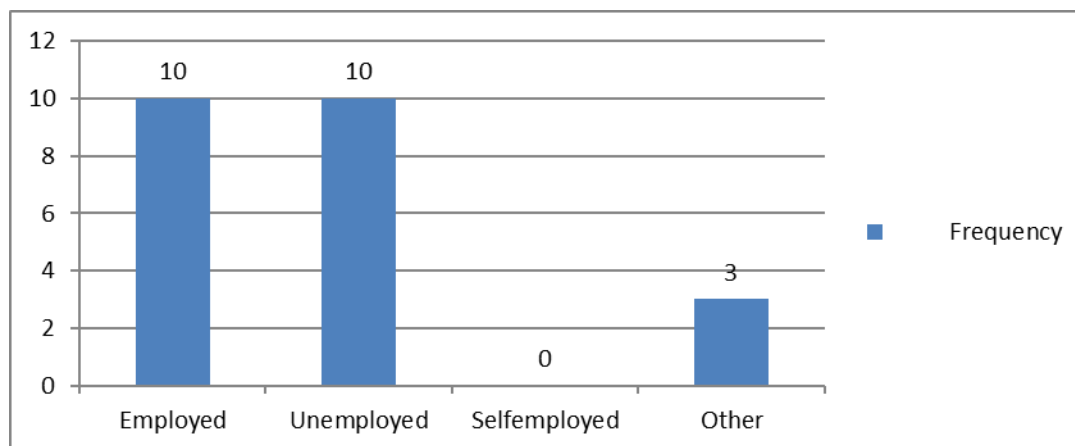


Figure 2.4.2 Current employment status

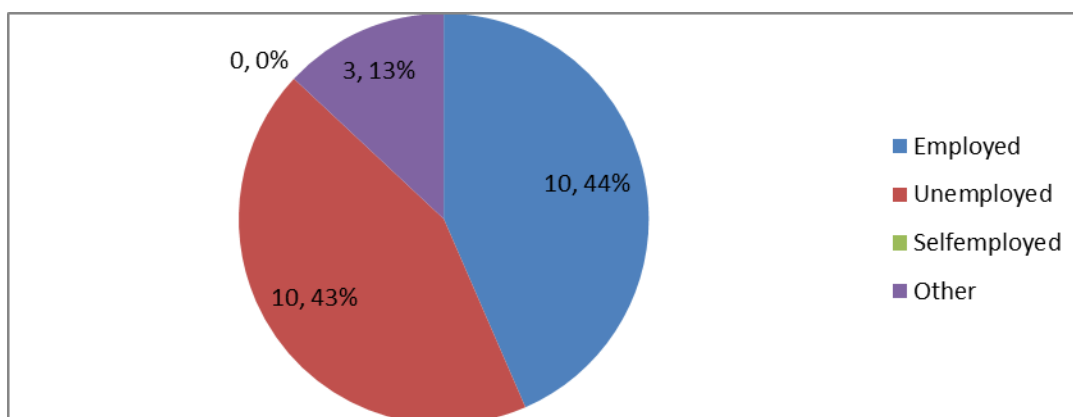


Figure 2.4.1 and 2.4.2 explains that the processed data variables 10 graduates i.e. 43.48 percent of the graduated students are employed in various sectors. And 10 graduates i.e. 43.48 percent of graduated persons from this campus are unemployed. Normally we can say 50% are employed and 50% are unemployed. More over there seen no one is self employed and 13 percent graduated persons seem to involve in other (studying or on the way for abroad study etc.)

2.6 Graduates' Perception for Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges. The following table shows graduates' enrollment in different programs:

Table 2.6.1 perception for further study

Further study status	Frequency	Percent	Remarks
MBS	4	33.33	17.39% out of 23
MBA	0	0	
Other Dis	0		
Total	<u>12</u>		
M. ED	1	9.09	

MA	3	27.27	17.39% out of 23
Other Dis	0	0	
Total	<u>11</u>		
Not Pursue	15	65.22	
Aggregate	23	100	34.78% Out of 23

Table 2.6.1 explains that 8 graduates 34.78 percent of total 23 graduates are enrolled in further study for MBS, M ED and MA program of management and education whereas 33.33 percent out of only management department. Same as 36.36 (9.09+27027) is from the department of education.

Figure 2.6.1 perception for further study

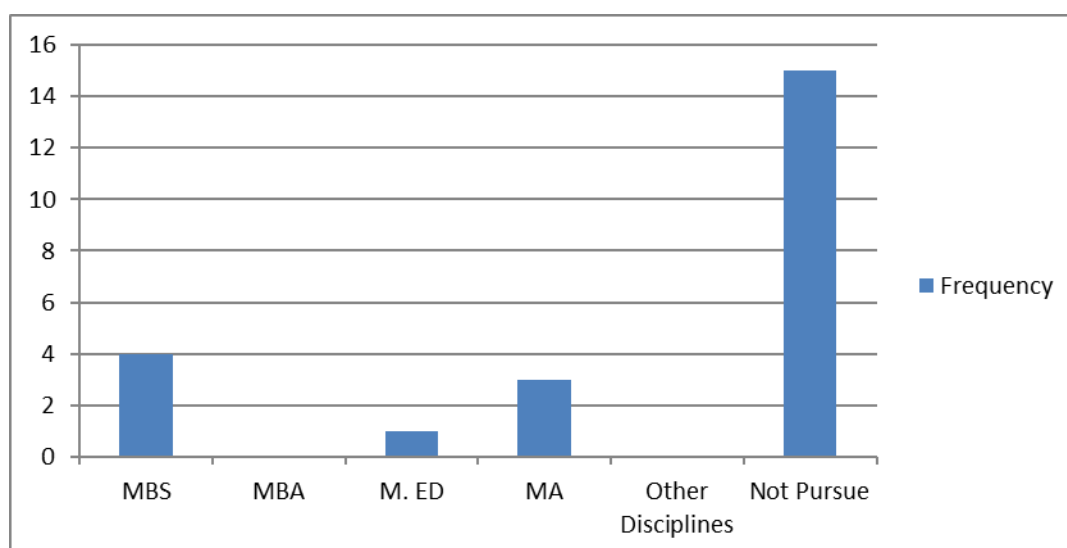


Figure 2.6.1 perception for further study

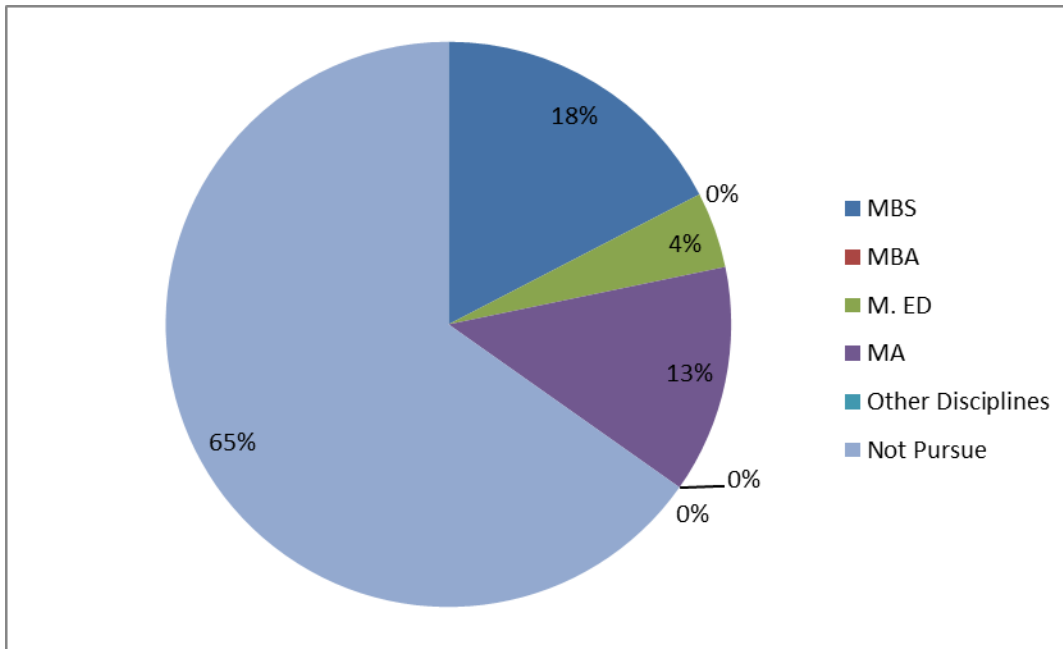


Figure 2.6.1 shows that 4 graduates 33.33 percent are enrolled in MBS programs, 0 in MBA, 1 in M. ED, 3 in MA i.e. 36.36 percent in education. 0 percent have involved from other disciplines. 15 respondents i.e. 65.22 percent have left their stream of bachelor level while joining into master's level. These statistics show that very few numbers of the graduates are enrolled in those disciplines for the further study.

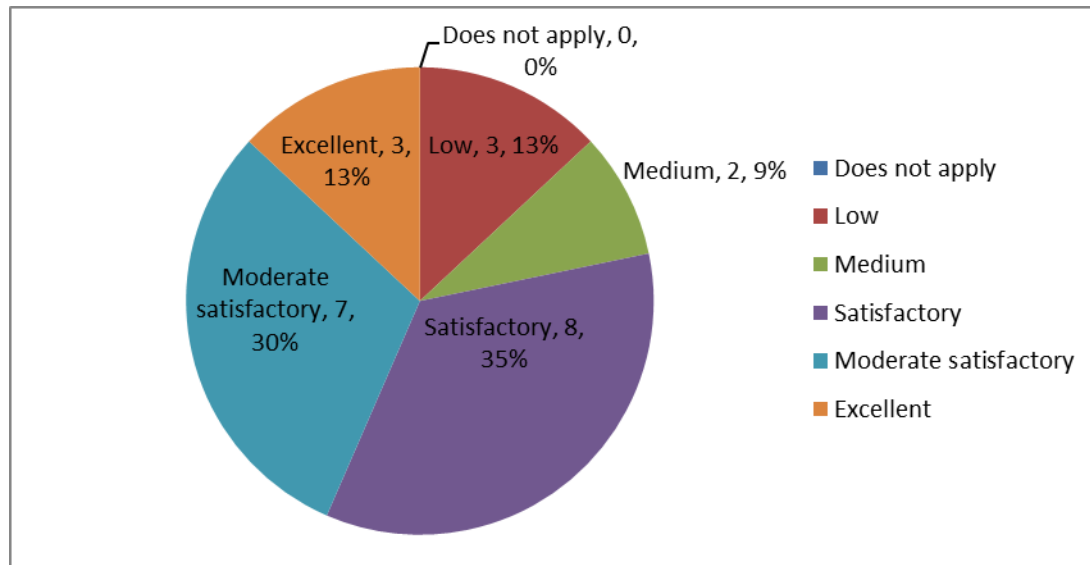
2.7 Relevance of the Program to Professional Requirements

Table 2.7.1 relevance of professional requirement

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0
Low	3	13.04
Medium	2	8.70
Satisfactory	8	34.78
Moderate satisfactory	7	23.33
Excellent	3	13.04

Aggregate	23	100
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Figure 2.7.1relevance of professional requirement



Above table 2.7.1 and figure 2.7.1 explains that 2 respondent 8.70 percent overall respondents think the programs run on this campus have given them the medium fulfillment of professional requirements. 3 respondents almost 13percent out of overall graduated respondents of 2018 AD think that the campus became unable to develop the running programs to meet the professional requirements of present time. 7 respondent more than 23 % graduated respondents have found the campus programs medium satisfactorily providing the skills of professional requirements in present markets. 8 respondents almost 35 percent of graduates seem satisfied. And 13 percent define excellent. Altogether 15 respondents are in satisfactory level from the campus professional requirement strategies.

2.8 Ratings based on Extra-curricular Activities

Table 2.8.1ECA

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0

Low	1	4.35
Medium	2	8.70
Satisfactory	7	30.43
Moderate satisfactory	9	39.13
Excellent	4	17.39
Aggregate	23	100

Figure 2.8.1ECA

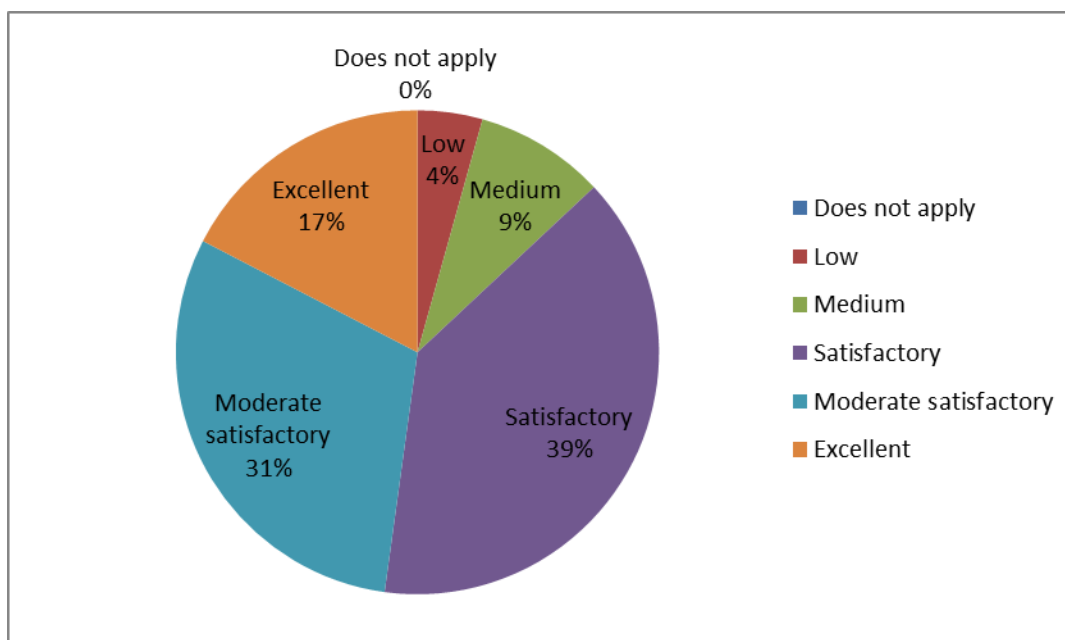


Table 2.8.1 and figure 2.8.1 shows that 1 respondent 4.35 percent of overall respondent thinking about extra-curricular programs run on this campus has given low means they taken as weakness for extra activities. And 7 respondent 30.43 percent of overall respondents think the extra-curricular programs rated satisfactory level. 9 respondents

almost 40% out of overall graduated respondents of 2018 AD think that the campus has become successful to organize the programs that give graduates more satisfaction campus is conducting more extra activities for the students with coordination. 4 respondent or more than 17 percent graduated respondents have found the campus extra-curricular programs medial providing the medium level skills of various activities. Ten percent think excellent.

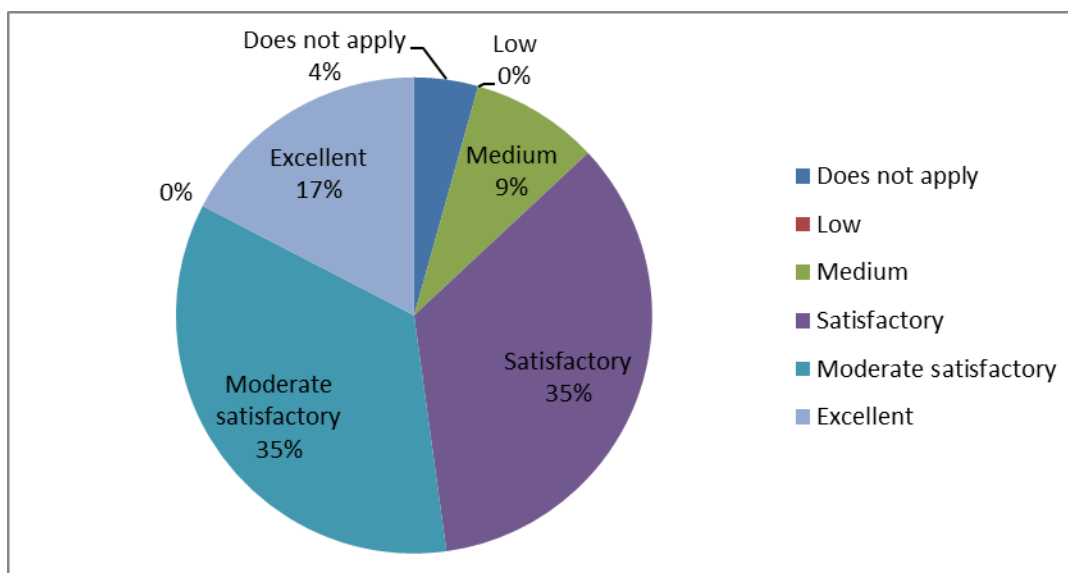
2.9 Ratings based on Problem Solving Ability

Table 2.9.1 problem solving ability

Range of strengths & weaknesses	Frequency	Percent
Does not apply	1	4.35
Low	0	0
Medium	2	8.70
Satisfactory	8	34.78
Moderate satisfactory	8	34.78
Excellent	4	17.39
Aggregate	23	100

Table 2.9.1 and Figure 2.9.1 explains that out of total responses of the variable concerned, 4.35 percent are rating 0 level of problem solving activities not concerned. And 34.78 percent of respondents are in satisfactory and moderate satisfactory level. Whether satisfied with problem solving activities carried out by the institution and more than 19 percent are highly satisfied.

Figure 2.9.1 Problem solving ability



2.10 Rating based on Work Placement/ Attachment / Internship

Table 2.10.1 Work Placement/ Attachment / Internship

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0
Low	0	0
Medium	2	9
Satisfactory	6	26
Moderate satisfactory	12	52
Excellent	3	13
Aggregate	23	100

Figure 2.10.1 Work Placement / Attachment and Internship

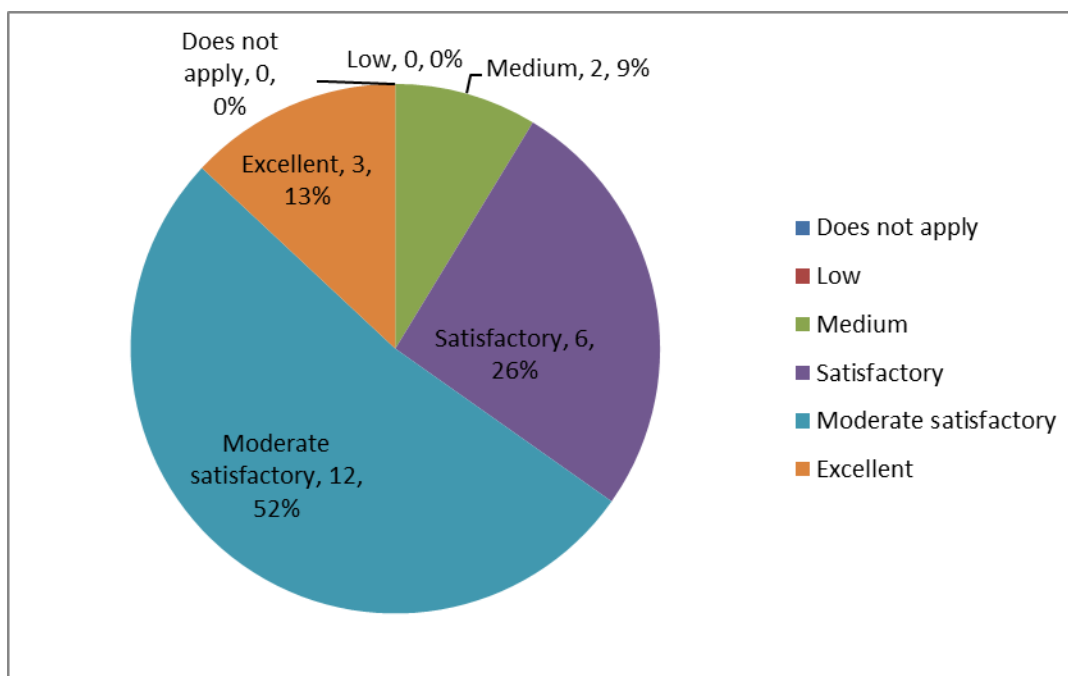


Table 2.10.1 and Figure 2.10.1 shows that out of total responses of the variable concerned, 9 percent think work placement, attachment and internship are useless in this campus. Above 29 percent are satisfied in average to decide whether satisfied with placement and internship remedies carried out by the institution. 52 percent are satisfied moderately, and more than 13 percent are highly satisfied.

2.11 Rating based on Teaching Learning Environment

Table 2.11.1 Teaching Learning Environment

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0
Low	1	4
Medium	1	4

Satisfactory	6	26
Moderate satisfactory	8	35
Excellent	7	31
Aggregate	23	100

Figure 2.11.1 Teaching Learning Environment

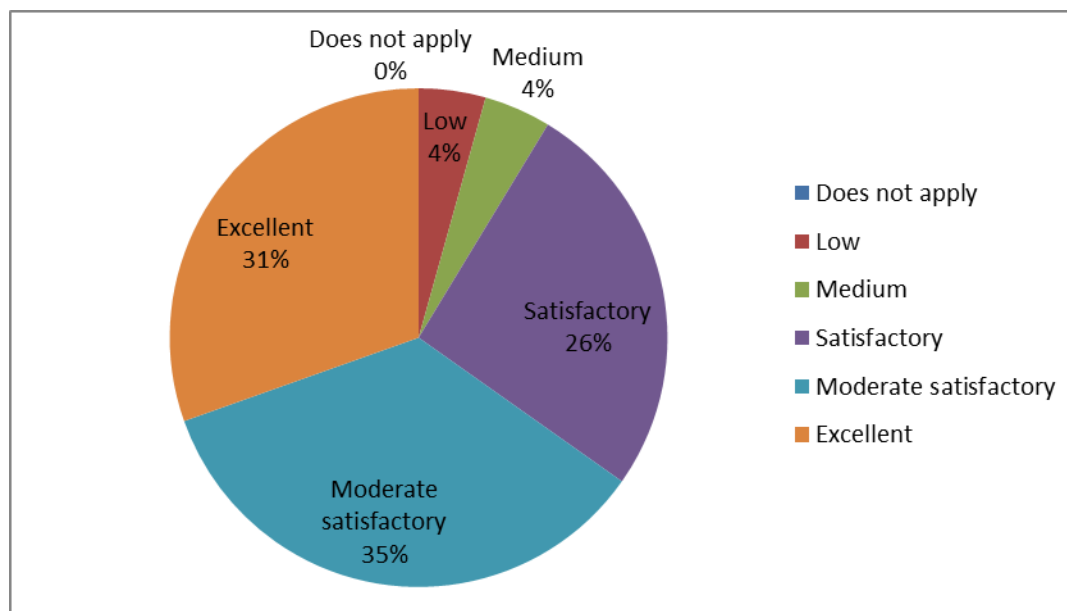


Table 2.11.1 and Figure 2.11.1 explains that out of total responses of the variable concerned, 8 percent graduates are lowly awaked, 36 percent are satisfied in average extend, 35percentperceived average satisfaction, most of the respondent31 percent are extremely satisfied, with teaching learning environment.

2.12 Rating based on Quality of Education Delivered

Table 2.12.1 Quality of Education Delivered

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0

Low	3	13
Medium	1	4
Satisfactory	3	13
Moderate satisfactory	9	39
Excellent	7	31
Aggregate	23	100

Figure 2.12.1 Quality of Education Delivered

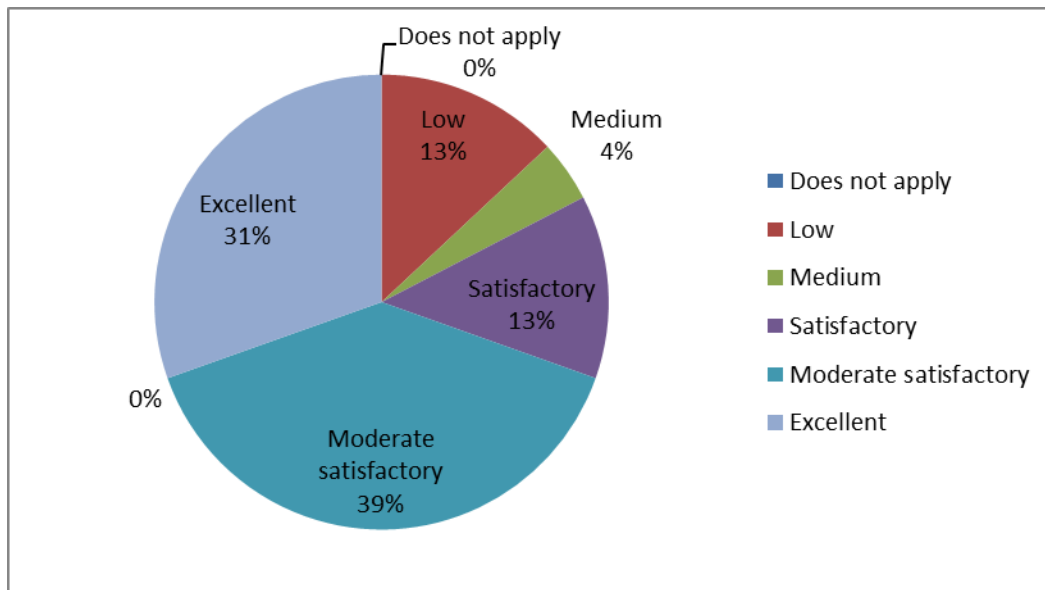


Table 2.12.1 and Figure 2.12.1 shows that out of total respondents, 13 percent are not satisfied, 4 percent are satisfied low, 13 percent are satisfied medium, 39 percent are moderately satisfied and 31 percent seem almost highly satisfied.

2.13 Rating based on Teacher Student Relationship

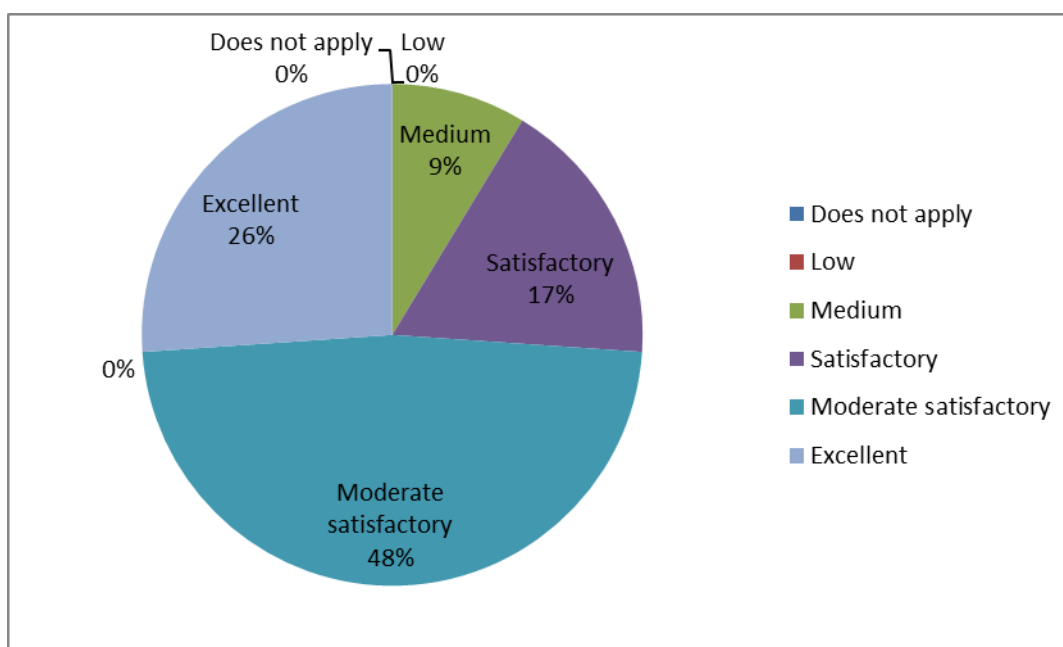
The following figure shows rating on quality of delivery of teaching and non-teaching staffs.

Table 2.13.1 Teacher Student Relationship

Range of strengths &	Frequency	Percent
----------------------	-----------	---------

weaknesses		
Does not apply	0	0
Low	0	0
Medium	2	9
Satisfactory	4	17
Moderate satisfactory	11	48
Excellent	6	26
Aggregate	23	100

Figure 2.13.1 Teacher Student Relationship



These responses from the above table, it can be said that out of total respondents, 9 percent are not satisfied with the relationship developed among teachers and students. 17 percent are lowly satisfied and 48 percent moderately satisfied. 26 percent respondents' graduates are extremely satisfied or highly satisfied.

2.14 Rating based on Library Facility

The following figure shows rating on quality of library facilities.

Table 2.14.1 Library Facility

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0
Low	1	4
Medium	3	13
Satisfactory	5	22
Moderate satisfactory	9	39
Excellent	5	22
Aggregate	23	100

Figure 2.14.1 Library Facility

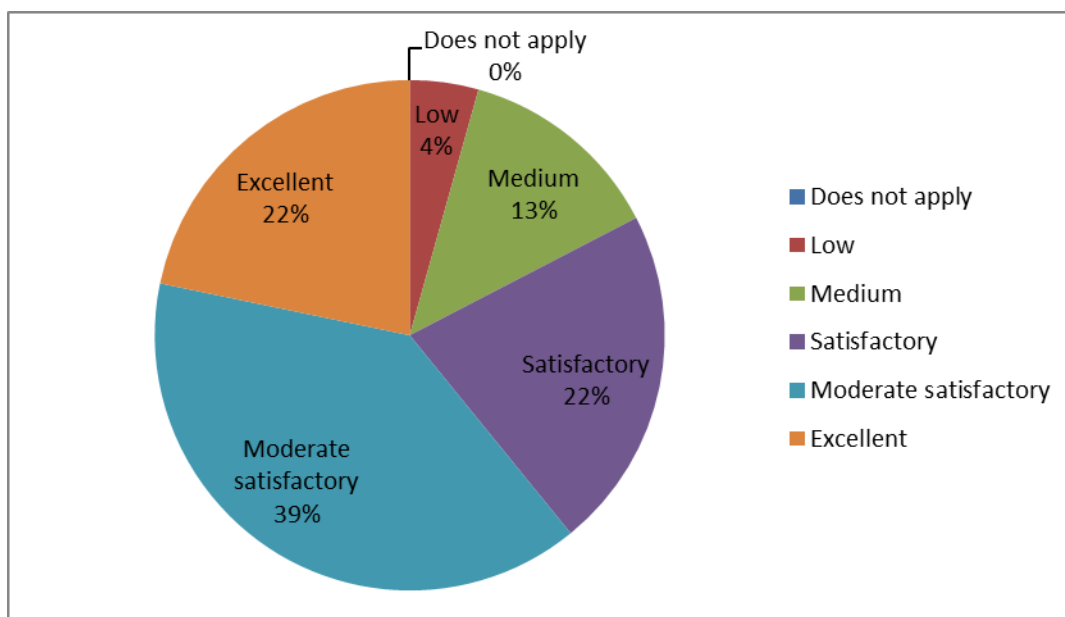


Table 2.14.1 and Figure 2.14.1 views that out of total respondents, 13 percent are very rarely satisfied with the facilities delivered from library. 22 percent are satisfactory level and 39 percent respondents' graduates are moderately satisfied and 22 percent are highly satisfied.

2.15 Sports Facilities

The following figure shows rating on quality of sports facilities.

Table 2.15.1

Range of strengths & weaknesses	Frequency	Percent
Does not apply	1	4
Low	2	8
Medium	8	35
Satisfactory	2	9
Moderate satisfactory	5	22
Excellent	5	22
Aggregate	23	100

Figure 2.15.1

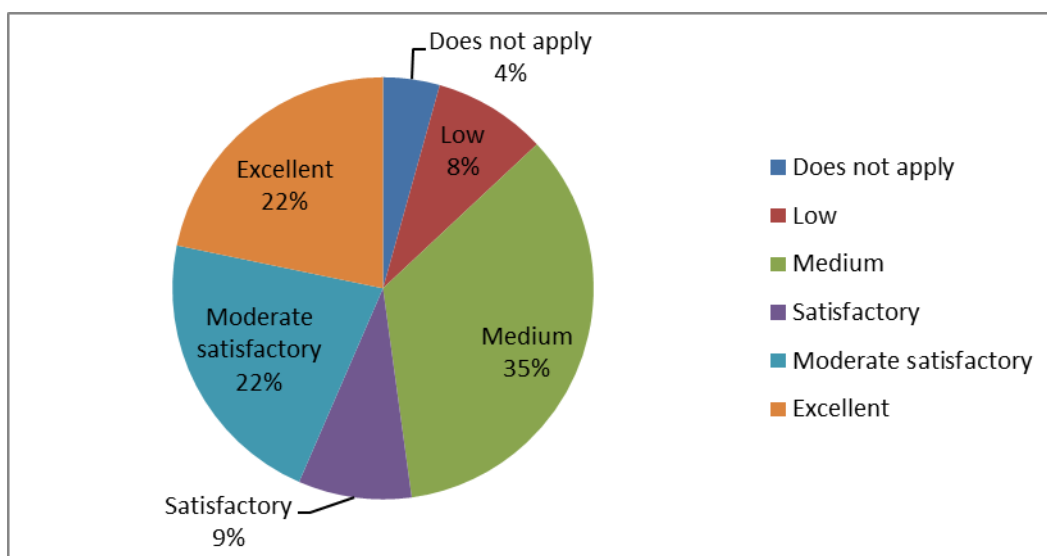


Table 2.1401 and Figure 2.14.1 says that 4 percent do not apply. More than 8 percent of overall respondents think the sports facilities run on this campus have given the nothing returns. Almost next 35 percent out of overall graduated respondents of 20118 AD think that the campus has becoming successful to organize the programs that give graduates general effects. More than 9 percent graduated respondents have found the campus sports activities effectively providing the

moderate level skills and morethan22 percent found the facilities extremely effective.

2.16 Canteen facilities

The following figure shows rating on quality of canteen facilities

Table 2.16.1

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0
Low	0	0
Medium	0	0
Satisfactory	5	22
Moderate satisfactory	10	43
Excellent	8	35
Aggregate	23	100

Figure 2.16.1

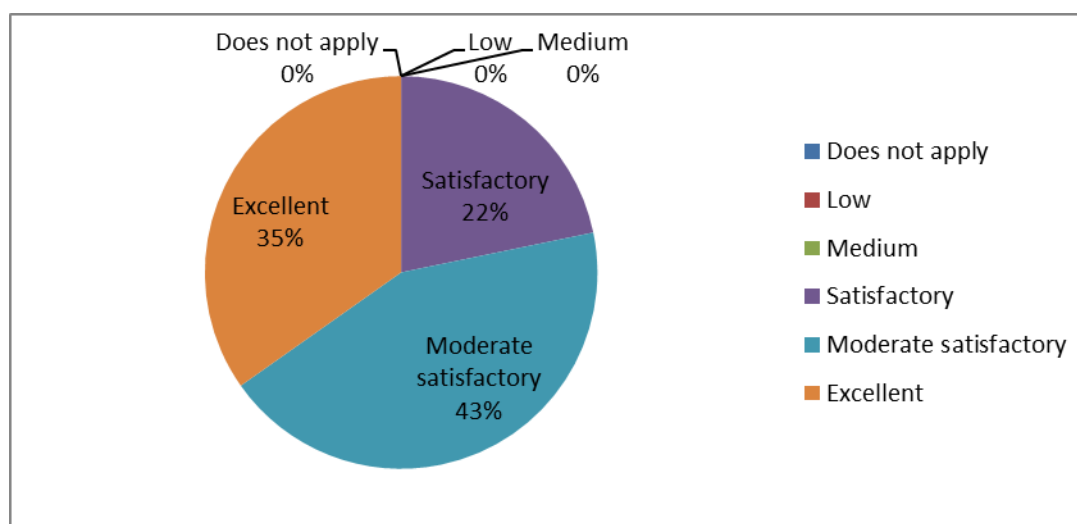


Table 2.1401 and Figure 2.14.1 says that More than 22 percent of overall respondents think the canteen facilities run on this campus have given them the of 2018 AD think that the campus has be successful to provide or manage canteen management. More than 43 percent graduates' respondents have found

the campus canteen management effectively providing good delivery of canteen facilities. 35 percent found it extremely good for them.

2.17 Urinals Facilities

The following figure shows rating on quality of urinals facilities.

Table 2.17.1

Range of strengths & weaknesses	Frequency	Percent
Does not apply	0	0
Low	0	0
Medium	5	21
Satisfactory	5	22
Moderate satisfactory	8	35
Excellent	5	22
Aggregate	23	100

Figure2.17.1

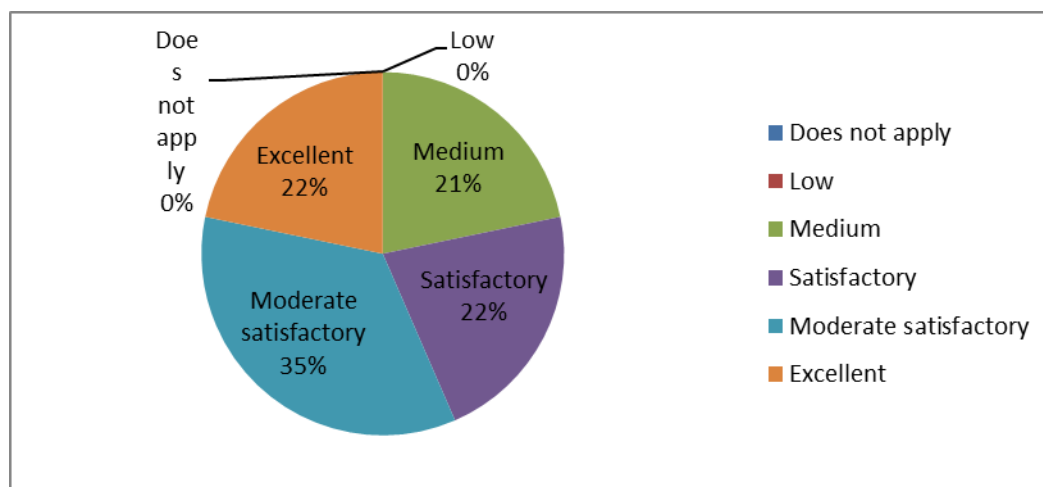


Table 2.17.1 and figure 2.17.1 shows that 21 percent of overall respondents think the urinals facilities campus have given them the partially satisfactory of urinals facilities. Almost 22 percent out of overall graduated respondents think that the campus has become successful to provide or manage urinals facilities satisfactorily. More than 35

percent explains graduated respondents have found the urinals facilities management moderately effective and 22 percent found extremely well.

CHAPTER III

3. MAJOR FINDINGS

This study is based on descriptive research design. It focuses on identifying relevancy of the program of study to the jobs, and relationship between academic knowledge, problem solving skill, research skill, learning efficiency, communication skill, and ability to work in a team learned from the program of study and the jobs. Also, it analyzes the ratings of the graduates on teaching-learning dimensions of the institution like professional requirements, extra-curricular activities, problem solving, interdisciplinary meaning, work placement/attachment, teaching/learning environment and quality of delivery of teaching and non-teaching staff, teacher student relationship and library/canteen/urinals facilities. The major findings of the study are summed up as follows:

- ✓ Out of total enrolled graduated respondents, 12 respondent (52.17) percent graduates were enrolled in BBS Management stream and 11 (47.83) percent in B.ED education stream.
- ✓ In term of caste types distribution out of the total enrolled 12 respondents were from Brahmin i.e. 52.17 percent, Janjati covered 9 respondents i.e. 39.13 percent and 2 respondents i.e. 8.70 percent were from Dalit in proportional inclusion in the campus.
- ✓ On the basis of gender; out of the total respondents, 18 respondents i.e. 78.26 percent and 5 respondents i.e. 21.78 percent respectively the shares of female and male genders.
- ✓ According to current status of employment; out of total employed graduates, 10 respondents i.e. 43.48 percent were employed as temporary government and private sectors employees. Whereas 3 respondents i.e. 13 percent were studying and foreign employed similarly 10 respondents i.e. 43.48 percent were found unemployed.
- ✓ Regarding further study perception out of total graduates; 4 respondents (33.33) percent out of 12 respondents from management. And 4 (36.36) percent out of

11 respondents. It shows that few graduates were enthusiastic to enhance further study. In total 8 respondents i.e. 34.78 percent out of total 23 respondents were interested for further study programs.

- ✓ Among all graduated respondents 3 respondents have found the campus programs effective. 7 and 8 respondents were moderately satisfied and satisfied respectively in providing the skills of professional requirements in present markets.
- ✓ In terms of ECA; all together 19 respondents i.e. almost 87 percent were satisfied, moderately satisfied and highly satisfied out of overall graduated respondents of 2018 AD think that the campus has become successful to organize the programs that give graduates general facilities of ECA.
- ✓ Out of total responses 19 respondents i.e. major numbers of graduates think problems solving activities carried out by the institution were satisfactory.
- ✓ In terms of job placement, attachment and internship; 21 respondents i.e. more than 91 percent seemed satisfied.
- ✓ Regarding teaching learning activities; 6 respondents i.e. 26 percent were satisfied, 8 respondents 35 percent moderately satisfied, and 7 respondents i.e. almost 31 percent were highly satisfied with teaching learning environment.
- ✓ In term of quality education delivery the campus seems determined because more than 83 percent graduated respondents have become satisfied.
- ✓ More than 91 percent respondents were extremely satisfied or highly satisfied with teacher student relationship developed.
- ✓ 4 respondents around 17 percent respondents are not satisfied with facility delivered from library but other 5, 9 and 5 respondents were satisfactory, moderately satisfied and excellent respectively i.e. near about 83 percent satisfied with the facilities delivered from library.
- ✓ On the basis of Campus sports and Tournament activities; 2, 5 and 5 respondents have found satisfied, moderately satisfied and highly satisfied respectively. More than 53 percent are graduated respondents have found the campus sports and tournament activities effective.

- ✓ Almost all of the graduated respondents have found the campus canteen management effective and providing good delivery of facilities.
- ✓ Regarding urinals and toilets; 5, 5, 8 and 5 respondents were in the level of medium, satisfied, moderately satisfied and excellent condition. Almost 80 percent of the graduated respondents have found the campus urinals and toilet in good condition.
- ✓ Overall the campus is averagely providing the needed facilities and quality based skills to their students.

CHAPTER IV

4. IMPLICATIONS TO INSTITUTIONAL REFORMS

As a community campus, DAMC has been endeavoring for delivering quality education to the underprivileged groups of rural and semi-urban areas. Moreover, this study indicates that the campus should initiate certain reforms in particular various areas in the future. The study shows that most of the graduates are completed their bachelor's degree in management and education but few of the objectives of the courses are not attained as desired. The caste - wise composition of graduates seem semi-inclusive as very few percent respondents are found from lower caste.

In this context, the institution needs to initiate appropriate policies necessary to attract students from such communities, institution needs to initiate innovative teaching/learning methodologies and course that would enable students to enhance the skills that can make them competitive in the professional markets. The result of the study clearly indicates that graduates are not satisfied with few areas as library, lab, and canteen facilities. This requires institutional reforms in the area of the mentioned subject matters. Developments of the student's skills through introducing new innovation are necessary. Similarly, focus should be given to launch practical education systems in this digital era.

CHAPTER V

5. CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The objective of the research was to identify the current position of graduates after the completion of bachelor degree. The following are the major conclusion based on the findings of the study.

- ✓ In terms of graduated respondents the management faculty is fairly better then education faculty. Similarly, the maximum numbers of respondents are from Brahmin community, Janjati stands in moderate position and Dalits have the lowest no of participation.
- ✓ Female respondents are highly participated in comparison with male participants. Similarly, around 50 percent of the respondents have involved in different jobs. This study also shows that less no of respondents are enthusiastic to enhance further study.
- ✓ Regarding effectiveness of the campus programs and facilities; the respondents were equally benefited through the skills of professional requirements in present market. Similarly, general facilities of ECA, Campus Sports and Tournament Activities have found highly satisfied among the respondents.
- ✓ The problem solving ability of the institution seems satisfactory among the respondent. Likewise, in terms of job placement / attachment and internship respondents are highly satisfied.
- ✓ Teaching learning environment and quality education seem quite determine because respondents are highly satisfied.
- ✓ The study shows that teacher student relationship and facilities i.e. Cafeteria, Library and Toilet seem very effective for the respondent.

5.2 Recommendation

Tracer study provides us the information that identifies current positions of the graduates and their views for improvements of the program of study in terms of teaching/learning environment. In order to improve the effectiveness of programs, a number of recommendations can be drawn:

- ✓ The campus should provide more scholarship scheme to students so that they can continue their study
- ✓ The institution should give priority to initiate such courses that prepare graduates to start self job oriented programs. *The campus should initiate the non-credit vocational or extra-curricular courses and training to produce skilled manpower for job markets.
- ✓ The campus should bring apt reforms in order to attract more students in the faculty of management and education.
- ✓ The institution should emphasis on digital class room in order to impart quality education as per the demand of the digital scenario of the world and should audit the academic activities.
- ✓ The institution should compulsorily fill up data related with after college occupations of all the passed out graduates to obtain the authentic and comprehensive results.

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