

A Tracer Study Report

Graduate 2078 B.S. (2021 A.D.)



Submitted to:

University Grant Commission, Nepal



Submitted By:

Devdaha Aadarsha Multiple Campus

Devdaha 7, Rupandehi

June 2023

Devdaha Aadarsha Multiple Campus

Tracer Study Task Cell

Coordinator

Mr. Nabin Kumar Shrestha

Members

Mr. Jaya Kishan Adhikari

Mr. Narayan Bhandari

Mr. Sanjay Gurung

Mr. Krishna Prasad Aryal

Adviser

Mr. Mitralal Neupane

Campus Chief

ACKNOWLEDGEMENT

Devdaha Aadarsha Multiple Campus along with its Tracer Study Task Cell would like to offer gratitude to our respected Chairperson of Campus Management Committee Mr. Dhruba Prasad Kharel, Campus Chief Mr. Mitralal Neupane, Assistant Campus Chief Mr. Jaya Kishan Adhikari, Assistant lecturer Mr. Hiranya Lal Lamsal, and Prakash Subedi for their valuable suggestions and inputs to prepare this study. Without their support, the report wouldn't be in this shape in such a short span of time. We would like to thank all the students of DAMC for the helping by filling tracer questionnaire.

And again, we would like to express our sincere thanks to administration of DAMC especially to Mrs. Menuka Parajuli, Mr. Meghnath Paudel and other staffs for their supports in organizing information from the respondents. And thanks all the team members for nice coordination for the preparation of the tracer study.

Mr. Nabin Kumar Shrestha

Coordinator

Tracer Study Task Cell DAMC

EXECUTIVE SUMMARY

It is a report of a tracer study carried out in 2023 by Tracer Study Task Cell of Devdaha Aadarsha Multiple Campus of its graduates for the year, 2021. 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 2021. Questionnaires were physically administered in DAMC, including written questionnaires and 14 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.

TABLE OF CONTENTS

TITLE	PAGE
ACKNOWLEDGEMENT	ii
EXECUTIVE SUMMARY	iii
TABLE OF CONTENTS	iv
LIST OF TABLE	v
LIST OF FIGURE	vi
ABBREVIATIONS	vii
CHAPTER I	1
1. Introduction	1
1.1 Background of the study	1
1.2 Objectives of the study	2
1.3 Institutional arrangement to conduct the study	3
1.4 Graduates batch taken for the study	3
1.5 Data collection - instruments and approaches	3
1.6 Scope and Limitation of the study	4
CHAPTER II	5
2. DATA PRESENTATION AND ANALYSIS	5
2.1 Distribution of respondents based on academic program	5
2.2 Distribution of respondents cast type	6
2.3 Distribution of respondents' gender	8
2.4 Current status of employment of respondents	8
2.6 Graduates' perception for further study	10
2.7 Relevance of the program to Professional requirement	12
2.8 Rating based on extra-curricular activities	13
2.9 Rating based on problem solving ability	14
2.10 Rating based on work placement / attachment / internship	15
2.11 Rating based on teaching learning environment	17

TITLE	PAGE
2.12 Rating based on quality of education delivered	18
2.13 Rating based on teacher's student relationship	19
2.14 Rating based on library facilities	20
2.15 Rating based on sports facilities	21
2.16 Rating based on canteen facilities	22
2.17 Rating based on urinals facilities	23
CHAPTER III	25
3. MAJOR FINDINGS	25
CHAPTER IV	27
4. IMPLICATIONS TO INSTITUTIONAL REFORMS	28
CHAPTER V	29
5. CONCLUSION AND RECOMMENDATIONS	28
5.1 Conclusion	29
5.2 Recommendations	30
BIBLIOGRAPHY	31
ANNEX	

LIST OF TABLE

TITLE	PAGE
Table 2.1.1	5
Table 2.2.1	6
Table 2.3.1	8
Table 2.4.1	9
Table 2.6.1	10
Table 2.7.1	12
Table 2.8.1	13
Table 2.9.1	14
Table 2.10.1	15
Table 2.11.1	17
Table 2.12.1	18
Table 2.13.1	19
Table 2.14.1	20
Table 2.15.1	21
Table 2.16.1	22
Table 2.17.1	23

LIST OF FIGURES

TITLE	PAGE
Figure 2.1.1	6
Figure 2.2.1	7
Figure 2.2.2	7
Figure 2.3.1	8
Figure 2.4.1	9
Figure 2.4.2	9
Figure 2.6.1	11
Figure 2.7.1	12
Figure 2.8.1	14
Figure 2.9.1	15
Figure 2.10.1	16
Figure 2.11.1	17
Figure 2.12.1	18
Figure 2.13.1	19
Figure 2.14.1	20
Figure 2.15.1	21
Figure 2.16.1	23
Figure 2.17.1	24

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 / Rational 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 2021 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 Devdaha Aadarsha 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 2021, DAMC has already conducted its Graduate Tracer Study program of the graduates with the suggestions and inspiration of UGC. This study is continuation of its regular tracer study program. The main objective 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 Joint meeting of IQAC, RMC and other faculty members of DAMC dated 4th Baisakh 2080 formulated the tracer study task cell of 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. Campus has provided all the necessary materials and support for the preparation of this tracer study during the field visit, data presentation, analysis and final report. 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 2021 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 graduates traced are 14 and among them 12 are female and 2 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 2021. 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 Scope and Limitations of the Study

This study tried to cover all of the graduates passed out in 2021 A.D.

Scopes of this tracer study can be highlighted as follow:

1. This study provides insights into the effectiveness of the campus educational programs in preparing graduates for the workforce.
2. It examines the alignment between the knowledge and skills acquired during their studies and the demands of the labor market.
3. By gathering insights from graduates about the strengths and weaknesses of their education, campus can make informed decisions to improve their programs and better meet industry needs.
4. Tracer studies help evaluate the overall performance of campus by assessing its effectiveness in preparing graduates for the workforce.

However, due to various reasons only 46.66 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.

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 30 passed graduates during 2021 AD. (2078 B.S.),14 graduates are traced. 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	2	64.28
	Female	7	
	Total	09	
B.ED.	Male	0	35.72
	Female	5	
	Total	05	
Total		14	100

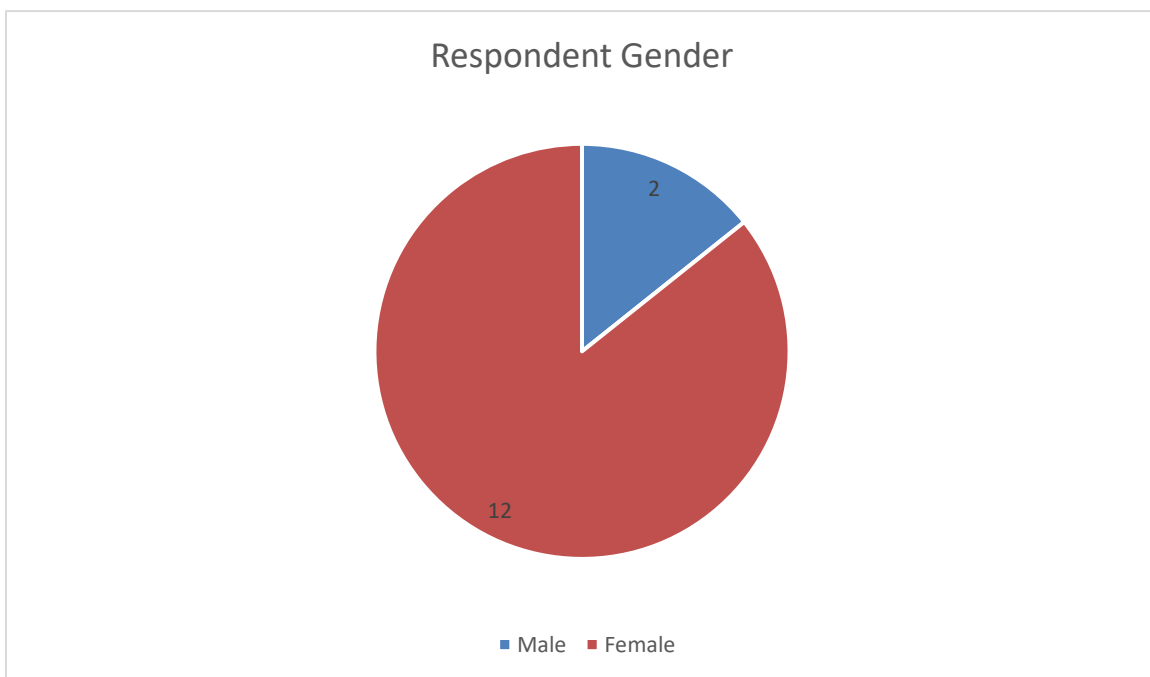
Table 2.1.1 shows that the number of traced graduates from BBS program consist 2 male and 7 female students. It shows 9 students of BBS i.e 64.28 percent were traced. Similarly no male graduate form B.ed was traced whereas 5 female graduate from B.ed program was traced which is 35.72 percent of total traced graduates.

2.3 Distribution of Respondents' Gender

Table 2.3.1 distribution by gender

Gender	Frequency	Percent
Males	2	14.28
Females	12	85.72
Third/Others	0	0
Aggregate	14	100

Figure 2.3.1 distribution by gender



The table 2.3.1 and Pie Chart 2.3.1 present that out of total respondents 14, 2 numbers are male i.e. 22 percent male are graduated and whereas 12 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 2021 A.D. The following table shows the current status of the respondents.

Table 2.4.1 Current employment status

Employment Status	Frequency	Percentage
Employed	12	85.71
Unemployed	02	14.29
Selfemployed	0	0.00
Total	14	100.00

Table 2.4.1 shows that 85.71% of graduates are employed in other institution or organization. Similarly, table also demonstrates that 14.29% are unemployed. However, no graduates are self-employed.

Figure 2.4.1 Current employment status



Figure 2.4.2 Current employment status

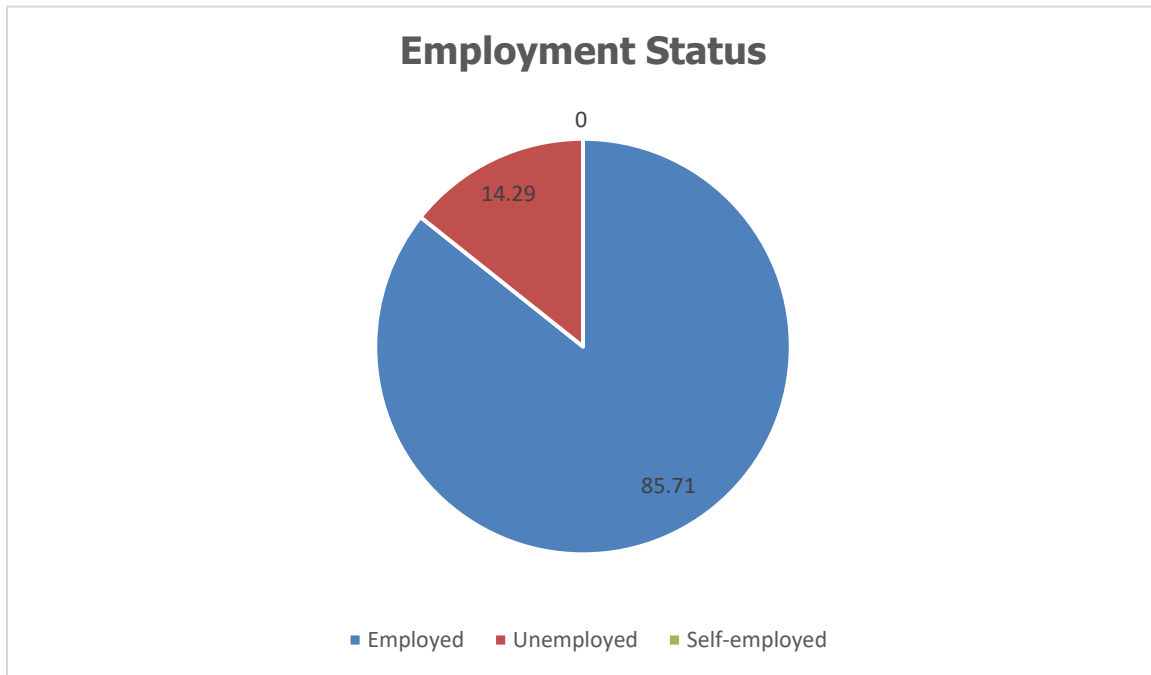


Figure 2.4.1 and 2.4.2 explains that the processed data variables 14 graduates i.e. 85.71 percent of the graduated students are employed in various sectors. And 2 graduates i.e 14.29 percent of graduated students from this campus are unemployed. Moreover, no graduate is self-employed.

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	1	7.14	
MBA	0	0	
M. ED	1	7.14	
MA	0	0	
Other Dis	0	0	
Total	2	14.28	2 out of 14
Not Pursue	12	85.71	12 out of 14
Aggregate	14	100	

Table 2.6.1 explains that 2 graduates 14.28 percent out of total 14 graduates are enrolled in further study for MBS and M ED program of management and education whereas 7.14 percent are from management department and 7.14 percent from education department.

Figure 2.6.1 perception for further study

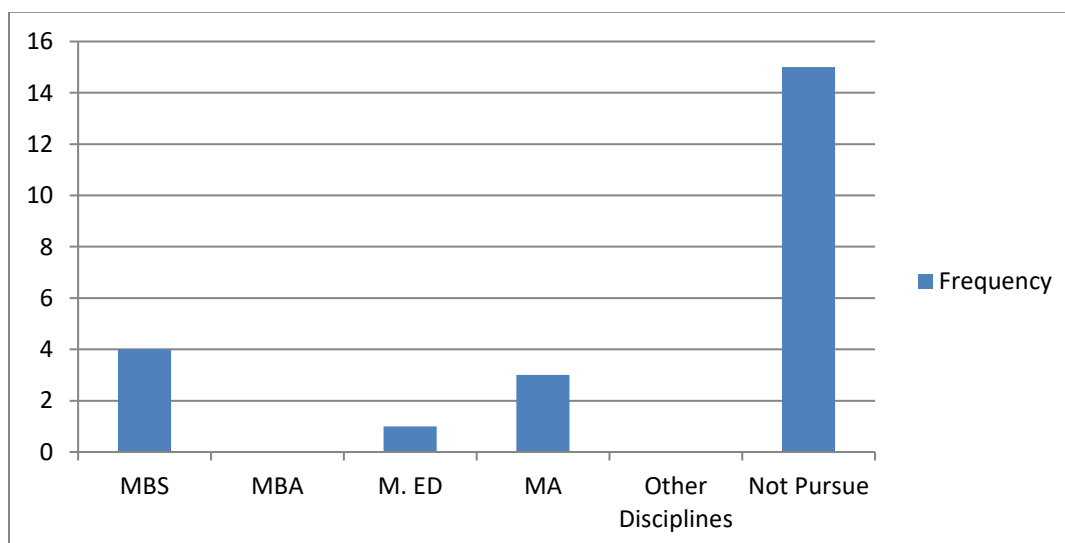


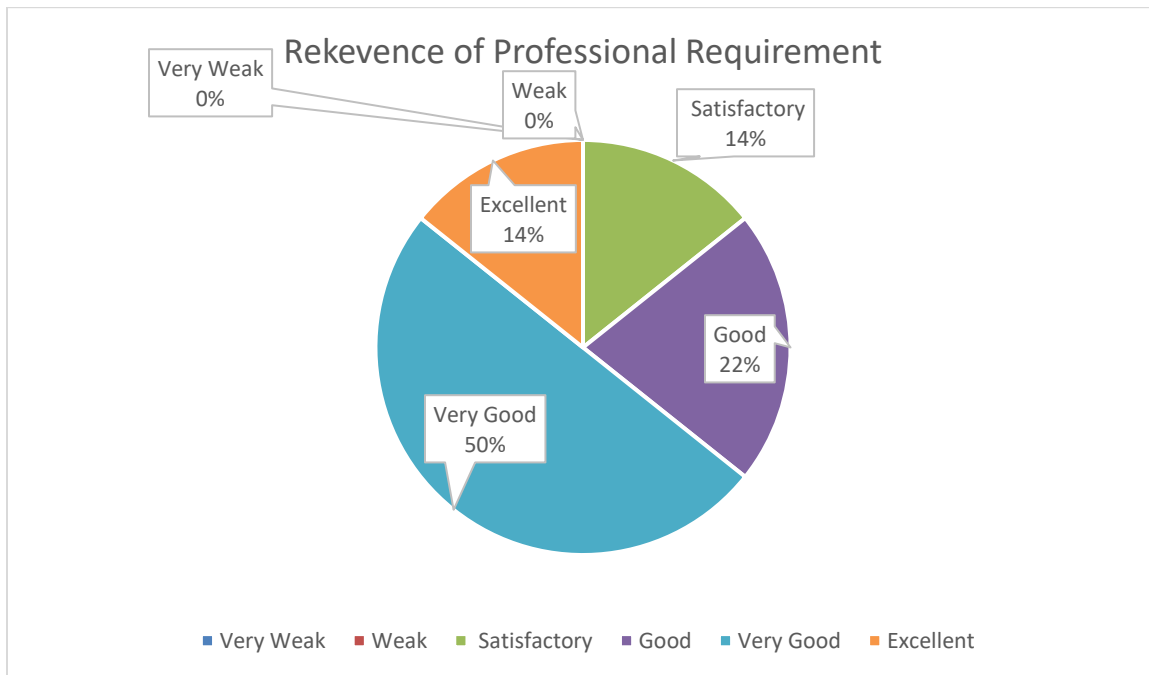
Figure 2.6.1 shows that 1 graduates 7.14 percent are enrolled in MBS programs, 0 in MBA, 1 graduate 7.14 percent in M. ED are enrolled, 0 in M.A. No graduate have involved in other disciplines. 85.71 percent of respondents have currently left their stream of bachelor level while joining into master's 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
Very Weak	0	0
Weak	0	0
Satisfactory	2	14.28
Good	3	21.44
Very Good	7	50.0
Excellent	2	14.28
Aggregate	14	100

Figure 2.7.1 Relevance of professional requirement



Above table 2.7.1 and figure 2.7.1 explains that 2 respondent 14% percent overall respondents think the programs run on this campus have given them the satisfactory fulfillment of professional requirements. 3 respondents almost 22% percent out of overall graduated respondents of 2021 AD think that the campus have given them the satisfactory fulfillment of professional requirements. 7 respondents almost 50% percent out of overall graduated respondents of 2021 AD think that the campus have given them very good fulfillment of professional requirements. Similarly, 2 respondents almost 14% percent out of overall graduated respondents of 2021 AD think that the campus have given them the satisfactory fulfillment of professional requirements.

2.8 Ratings based on Extra-curricular Activities

Table 2.8.1ECA

Range of strengths & weaknesses	Frequency	Percent
Very Weak	0	0
Weak	0	0
Satisfactory	0	0
Good	3	21.42
Very Good	11	78.58
Excellent	0	0
Aggregate	14	100

Figure 2.8.1 ECA

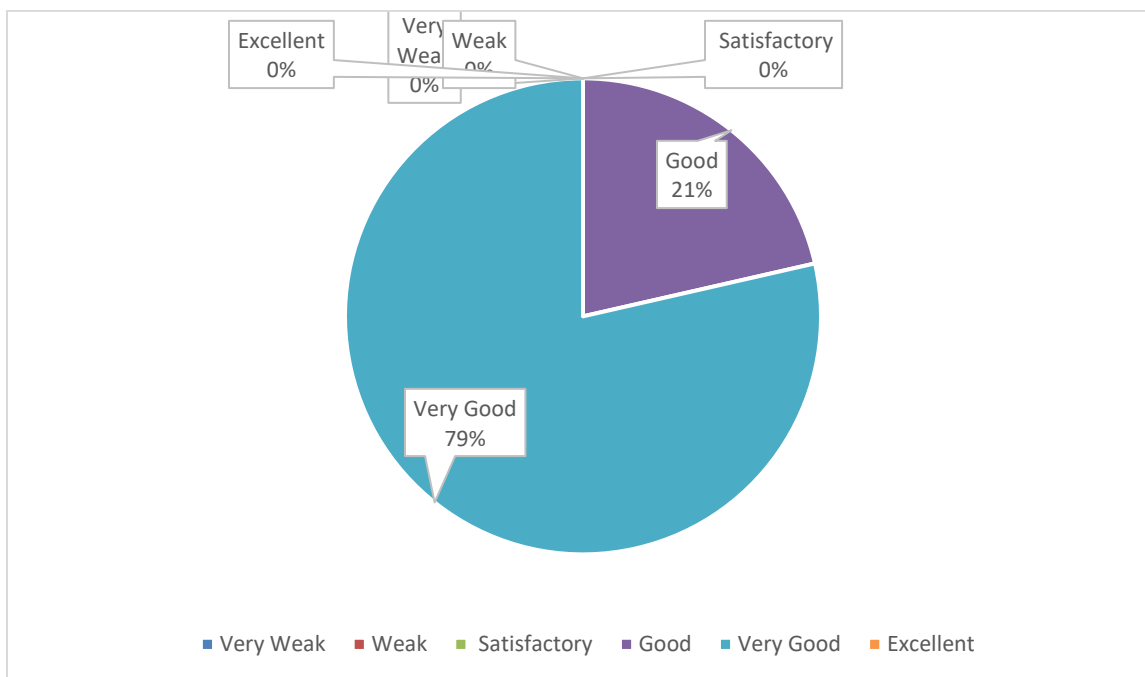


Table 2.8.1 and figure 2.8.1 shows that 3 respondent 21% percent of overall respondent think that the frequency and quality of extra-curricular programs run on this campus are good. And 11 respondent 79% percent of overall respondents think the extra-curricular programs very good which means the quality of ECA in campus in very good.

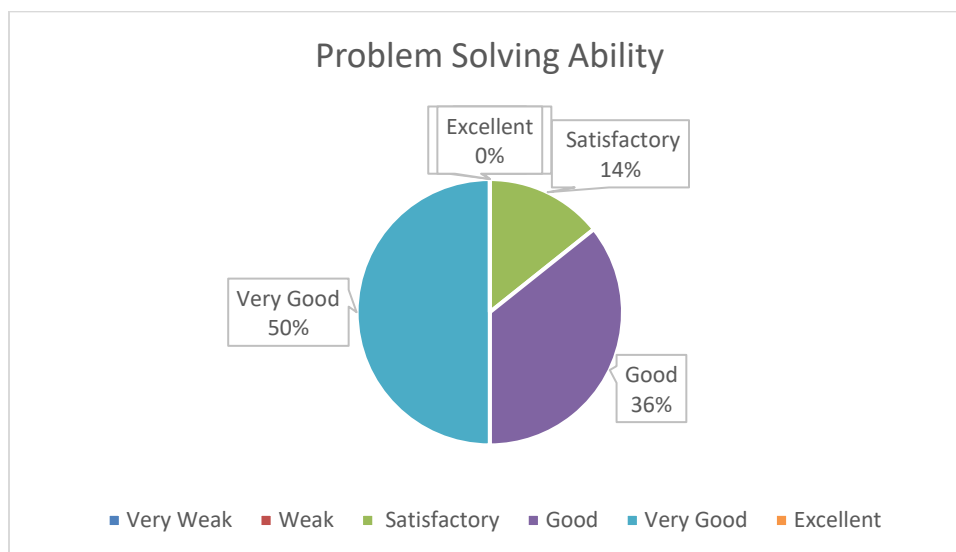
2.9 Ratings based on Problem Solving Ability

Table 2.9.1 problem solving ability

Range of strengths & weaknesses	Frequency	Percent
Very Weak	0	0
Weak	0	0
Satisfactory	2	14.28
Good	5	35.72
Very Good	7	50.0
Excellent	0	0
Aggregate	14	100

Table 2.9.1 and Figure 2.9.1 explains that out of total responses of the variable concerned, 2 respondent 14.28% percent are rating satisfactory level of problem-solving activities not concerned and 35.72 percent of respondents are in good and moderate level. Whereas 50% satisfied responded very good with problem solving activities carried out by the institution.

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
Very Weak	0	0
Weak	0	0
Satisfactory	1	7.14
Good	2	14.28
Very Good	10	71.44
Excellent	1	7.14
Aggregate	14	100

Figure 2.10.1 Work Placement / Attachment and Internship

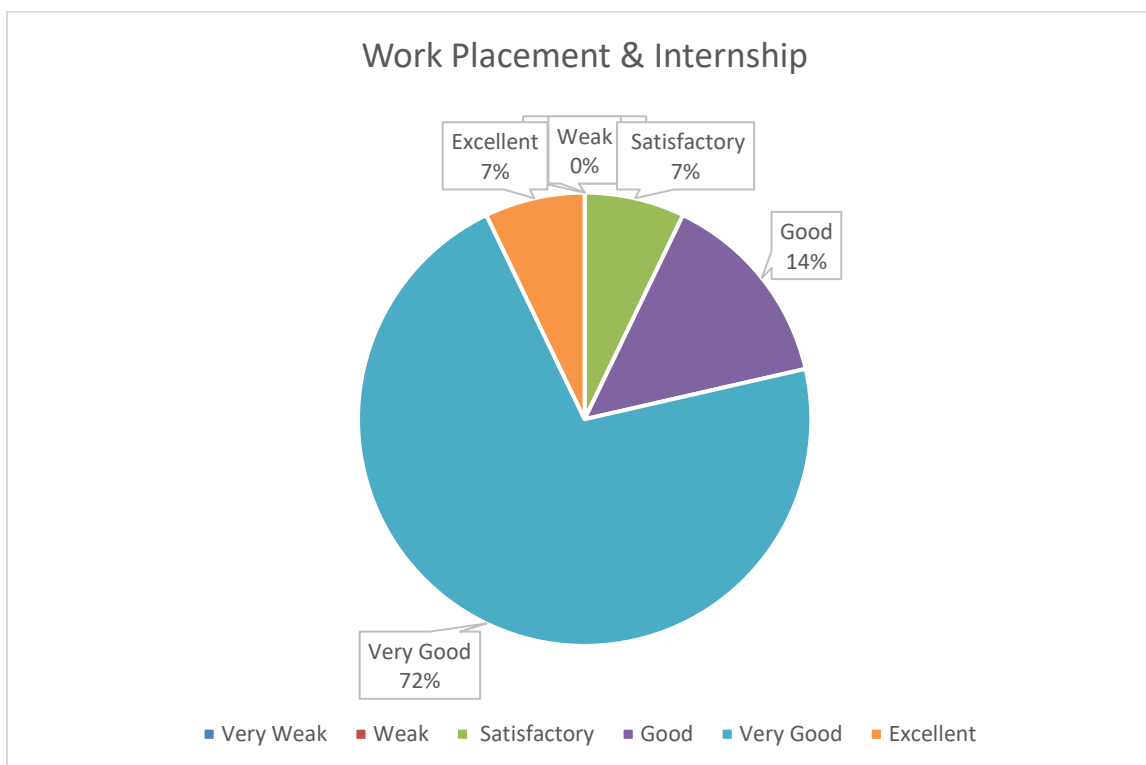


Table 2.10.1 and Figure 2.10.1 shows that out of total responses of the variable concerned, 7 percent graduates think work placement, attachment and internship are satisfactory in this campus. Similarly, 14 percent and 72 percent graduates think work placement, attachment and internship are good and very good respectively in the campus. Whereas 7% think it is excellent in the campus.

2.11 Rating based on Teaching Learning Environment

Table 2.11.1 Teaching Learning Environment

Range of strengths & weaknesses	Frequency	Percent
Very Weak	0	0
Weak	0	0
Satisfactory	0	0
Good	2	14.28
Very Good	8	57.15
Excellent	4	28.57
Aggregate	14	100

Figure 2.11.1 Teaching Learning Environm

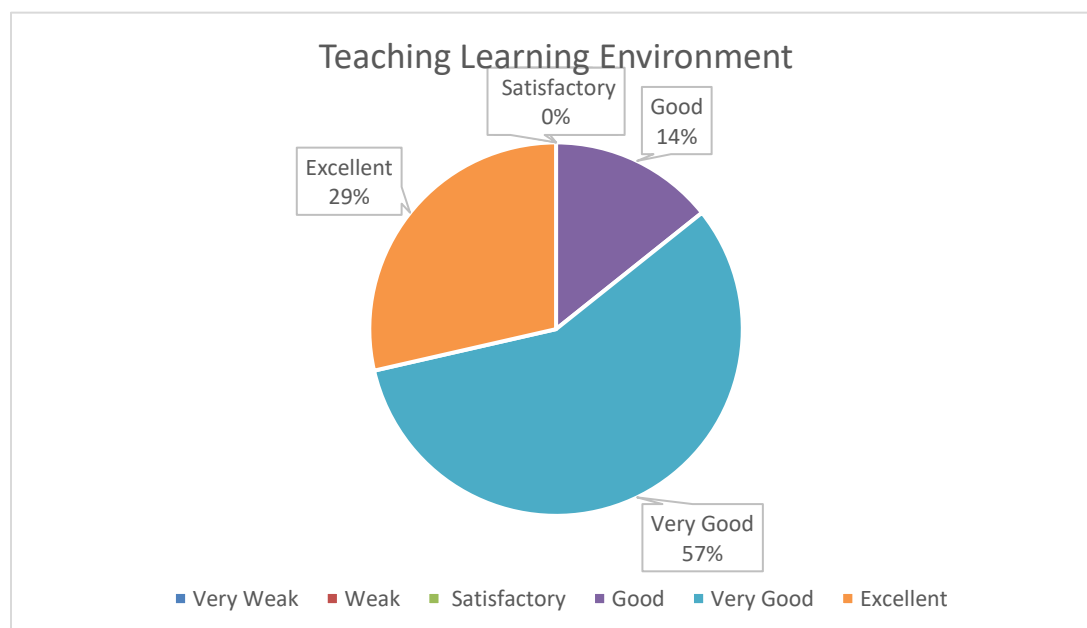


Table 2.11.1 and Figure 2.11.1 explains that out of total responses of the variable concerned, 14 percent graduates stated teaching learning environment is good in campus , 57 percent reacted very good whereas 29 percent perceived extremely satisfied or responded excellent with teaching learning environment.

2.12 Rating based on Quality of Education Delivered

Table 2.12.1Quality of Education Delivered

Range of strengths & weaknesses	Frequency	Percent
Very Weak	0	0
Weak	0	0
Satisfactory	0	0
Good	3	21.42
Very Good	8	57.16
Excellent	3	21.42
Aggregate	14	100

Figure 2.12.1Quality of Education Delivered

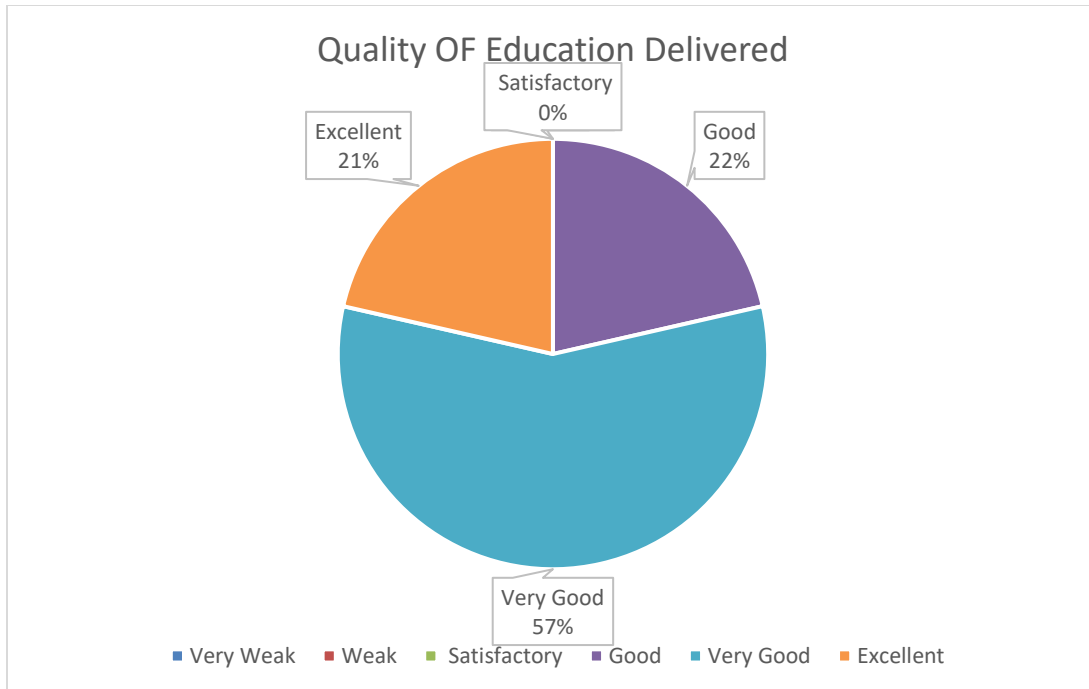


Table 2.12.1 and Figure 2.12.1 shows that no respondent responded as very weak, weak and satisfactory on quality of education delivered. 22 percent reacted good in the quality of education delivered whereas 57 percent responded as very good and 21 percent responded as excellent on the matter of quality education delivery of the campus.

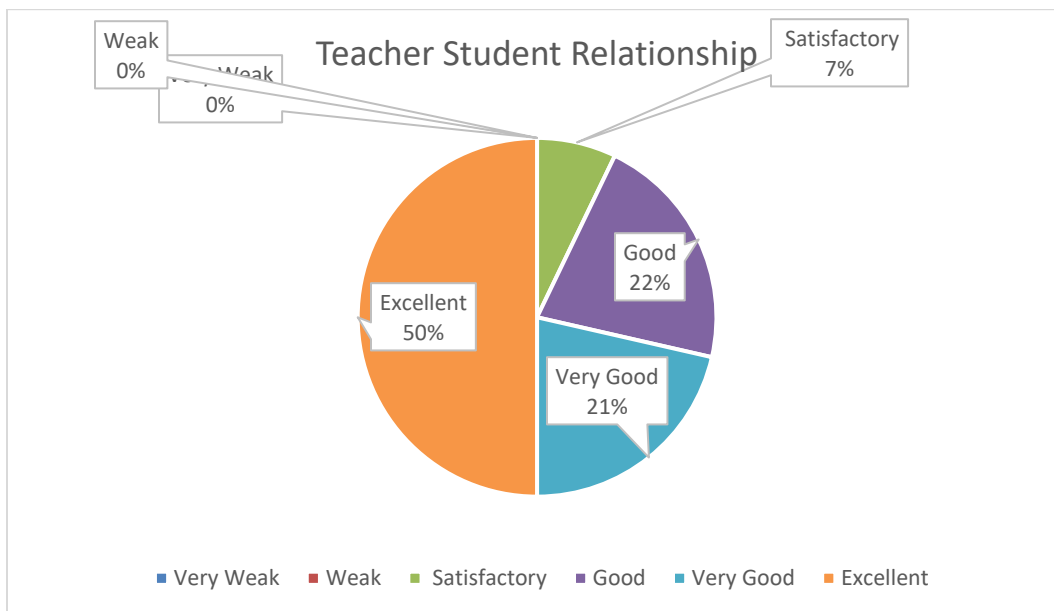
2.13 Rating based on Teacher Student Relationship

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 & weaknesses	Frequency	Percent
Very Weak	0	0
Weak	0	0
Satisfactory	1	7.14
Good	3	21.44
Very Good	3	21.42
Excellent	7	50.0
Aggregate	14	100

Figure 2.13.1 Teacher Student Relationship



These responses from the table, it can be said that out of total respondents, no responded reacted very weak and weak relation of teacher and student in the campus. 7 percent responded as a satisfactory whereas 22 person said good relation between teacher and student in the campus. satisfied with the relationship developed among teachers and students. 17 percent are lowly satisfied and 48 percent moderately satisfied. 50 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
Very Weak	0	0
Weak	0	0
Satisfactory	2	14.28
Good	2	14.28

Very Good	7	50.0
Excellent	3	21.44
Aggregate	14	100

Figure 2.14.1 Library Facility

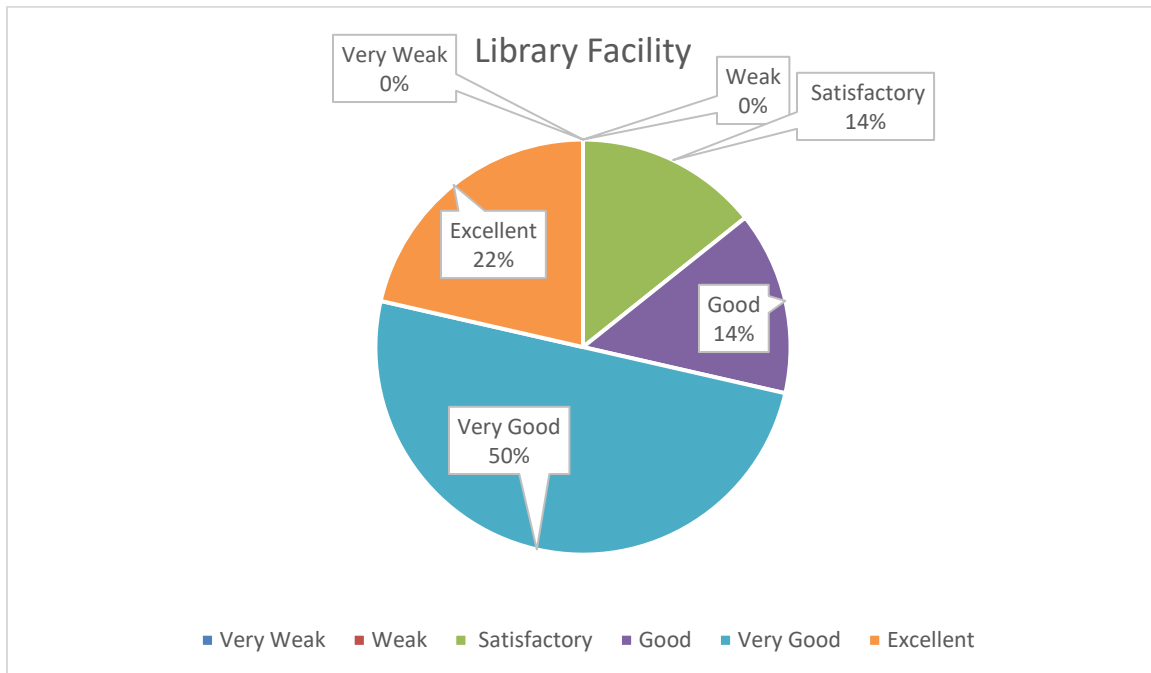


Table 2.14.1 and Figure 2.14.1 views that out of total respondents, No percent are very rarely satisfied with the facilities delivered from library. 14 percent are satisfactory level and 14percent respondents' graduates are moderately satisfied and 72 percent are highly satisfied.

2.15 Sports Facilities

The following figure shows rating on quality of sports facilities.

Table 2.15.1

Range of strengths & weaknesses	Frequency	Percent
Very Weak	0	0
Weak	0	0
Satisfactory	1	7.14
Good	7	50.0
Very Good	4	28.58
Excellent	2	14.28
Aggregate	14	100

Figure 2.15.1

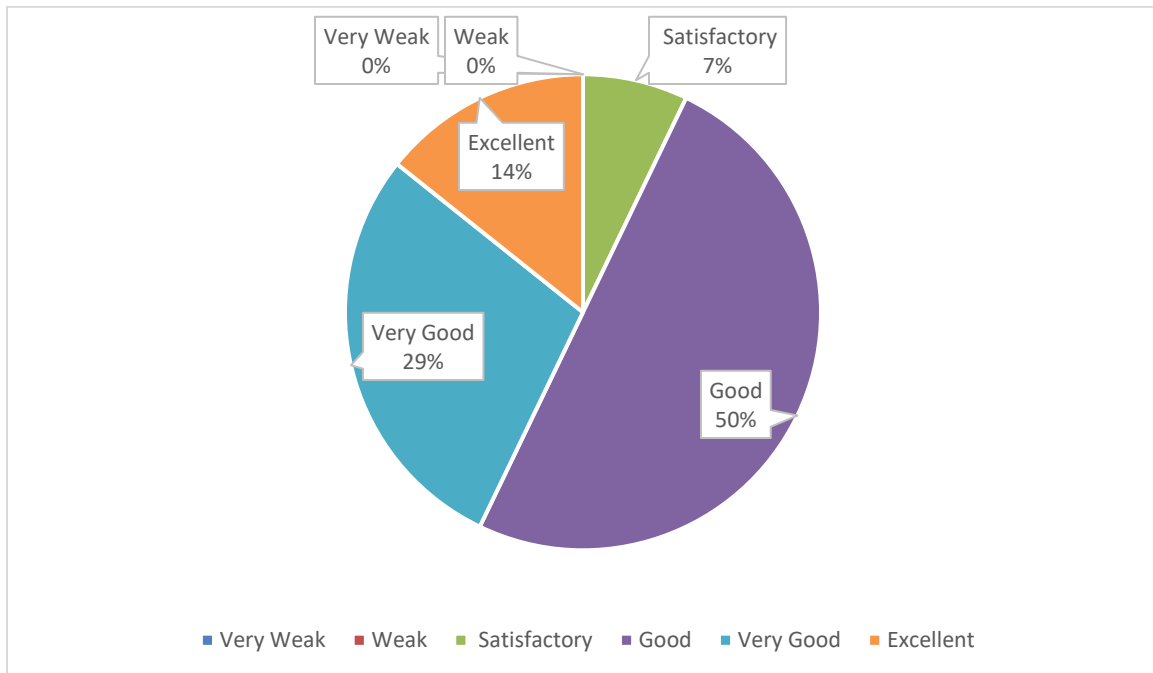


Table 2.1401 and Figure 2.14.1 says that 4 percent do not apply. No respondent think

the sports facilities run on this campus have given the nothing returns. Almost next 50 percent out of overall graduated respondents of 2021 AD think that the campus has becoming successful to organize the programs that give graduates general effects. More than 29 percent graduated respondents have found the campus sports activities effectively providing the moderate level skills and more than 14 percent found the facilities extremely effective.

2.16 Canteen & Urinals facilities

The following figure shows rating on quality of canteen facilities

Table 2.16.1

Range of strengths & weaknesses	Frequency	Percent
Very Weak	0	0
Weak	0	0
Satisfactory	1	7.14
Good	3	21.44
Very Good	8	57.14
Excellent	2	14.28
Aggregate	14	100

Figure 2.16.1

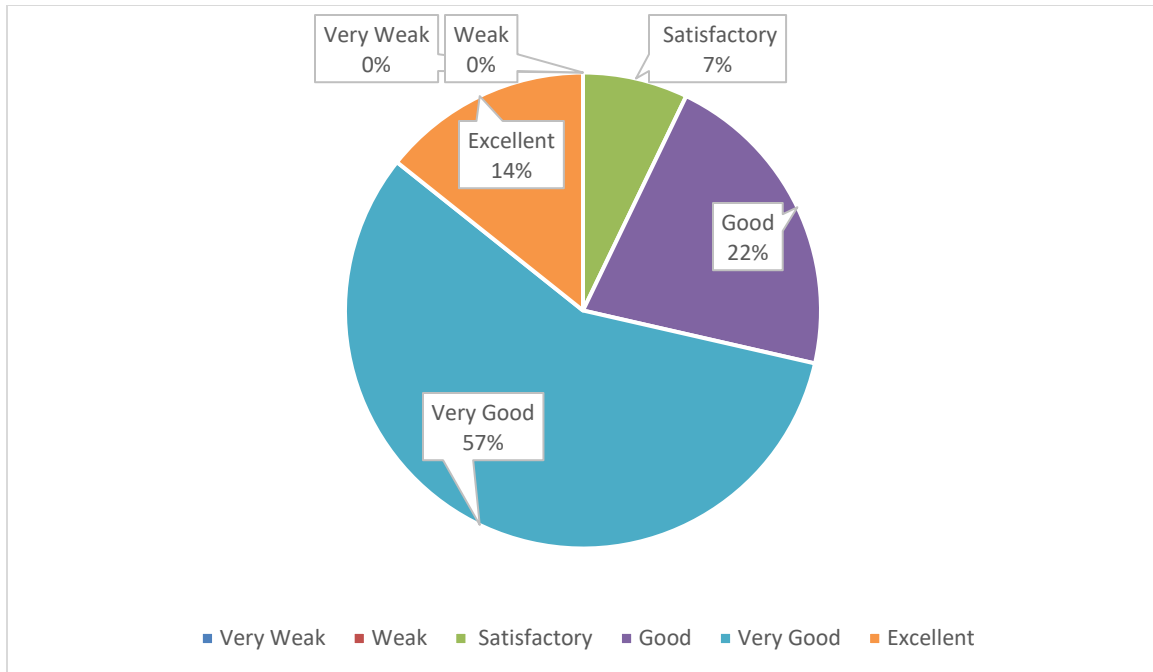


Table 2.1401 and Figure 2.14.1 says that More than 22 percent of overall respondents think the canteen facilities run on this campus have given them good service. The graduates of 2021 AD think that the campus has been successful to provide or manage canteen management. More than 57 percent graduates' respondents have found the campus canteen management effectively providing good delivery of canteen facilities. 14 percent found it extremely good for them.

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:

- ✓ the number of traced graduates from BBS program consist 2 male and 7 female students. It shows 9 students of BBS i.e 64.28 percent were traced. Similarly no male graduate from B.ed was traced whereas 5 female graduate from B.ed program was traced which is 35.72 percent of total traced graduates.
- ✓ On the basis of gender; out of total respondents 14, 2 numbers are male i.e. 22 percent male are graduated and whereas 12 numbers are female i.e. 78 percent female students are graduated from the institution in the year.
- ✓ According to current status of employment; out of total traced graduates, shows that 85.71% of graduates are employed in other institution or organization. Similarly, table also demonstrates that 14.29% are unemployed. However, no graduates are self-employed.
- ✓ Regarding further study perception out of total graduates that 1 graduates' 7.14 percent are enrolled in MBS programs, 0 in MBA, 1 graduate 7.14 percent in M. ED are enrolled, 0 in M.A. No graduate has involved in other disciplines. 85.71

percent of respondents have currently 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.

- ✓ Among all graduated respondents that 2 respondent 14% percent overall respondents think the programs run on this campus have given them the satisfactory fulfillment of professional requirements. 3 respondents almost 22% percent out of overall graduated respondents of 2021 AD think that the campus have given them the satisfactory fulfillment of professional requirements. 7 respondents almost 50% percent out of overall graduated respondents of 2021 AD think that the campus have given them very good fulfillment of professional requirements. Similarly, 2 respondents almost 14% percent out of overall graduated respondents of 2021 AD think that the campus have given them the satisfactory fulfillment of professional requirements.
- ✓ In terms of ECA; it is found that 3 respondent 21% percent of overall respondent think that the frequency and quality of extra-curricular programs run on this campus are good. And 11 respondent 79% percent of overall respondents think the extra-curricular programs very good which means the quality of ECA in campus in very good.
- ✓ Regarding teaching learning activities it is found that that out of total responses of the variable concerned, 14 percent graduates stated teaching learning environment is good in campus , 57 percent reacted very good whereas 29 percent perceived extremely satisfied or responded excellent 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.

- ✓ In terms of library facility, it is found that respondent have mixed opinion regarding the facilities delivered from library. 14 percent are satisfactory level and 14 percent respondents' graduates are moderately satisfied and 72 percent are highly satisfied.
- ✓ 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.
- ✓ 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 than education faculty.
- ✓ Female respondents are highly participated in comparison with male participants. Similarly, around 85 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.

BIBLIOGRAPHY

DAMC, (Various Years), BBS, Examination Data Record Book, DevdahaAadarsha Multiple Campus.

DAMC, (Various Years), BEd, Examination Data Record Book, DevdahaAadarsha Multiple Campus.DAMC.

Smarika (2074), DevdahaAadarsha Multiple Campus.

Smarika (2075), DevdahaAadarsha Multiple Campus.

www.damc.edu.np

www.ugcnepal.edu.np