

**A Tracer Study Report
of
Graduates of Devdaha Aadarsha Multiple Campus
2074 BS (2017 AD)**

**Submitted
To:
University Grant. Commission
Nepal**

**Submitted
By:
Devdaha Aadarsha Multiple Campus Devdaha -07, Shitalnagar
Rupandehi
Nepal
April 2019**

Web:www.damc.edu.np

Mail:damc2065@gmail.com

Phone: 00977-071-577830

Table of Contents

CHAPTER 1.....	1
INTRODUCTION	1
Background.....	2
1.2 Objectives of DAMC.....	2
1.3 Achievements till Date.....	3
1.4 Present Situation	3
1.5 Future Plans to Manage Resources	4
1.6 Methodology	5
1.7 Rationale of the Study	5
1.8 Objective of the Study	6
1.9 Institutional Arrangements of the Study	6
1.10 Methodology Used	7
1.11 Data Collection Instrument: the Questionnaire.....	7
1.12 Limitations of the Study	7
CHAPTER II.....	8
DATA PRESENTATION AND ANALYSIS	8
2.1 Distribution of Respondents.....	8
2.1.1 Distribution of Respondents based on Academic Program	8
2.1.3 Distribution of Respondents' Gender.....	11
2.1.4. Current Status of Employment of Respondents.....	11
2.1.5 Type of Employment of the Respondents	13
2.1.6 Graduates' Persuasion for Further Study	14
2.1.7 Relevance of the Program to Professional Requirements	16
2.1.8 Ratings based on Extra-curricular Activities	17
2.1.9 Ratings based on Problem Solving Ability	18
2.1.10 Ratings based on Work Placement/Attachment/Internship	19
2.1.11 Ratings based on Teaching/Learning Environment.....	21
2.1.12 Ratings based on Quality of Education Delivered	22
2.1.13 Ratings based on Teacher Student Relationship.....	23
2.1.14 Ratings based on Library	24
2.1.15 Sports Facilities.....	25
2.1.16 Canteen	27
2.1.17 Urinals.....	28

CHAPTER III	30
Major Findings	30
CHAPTER IV	32
Implications to Institutional Reform	32
CHAPTER V	33
Conclusion and Recommendations	33
5.1 Conclusions	33
5.2 Recommendations	33
BIBLIOGRAPHY	34

APPENDICES

Devdaha Aadarsha Multiple Campus

Devdaha-07, Rupandehi

Tracer Study Task Cell

Coordinator

Mr. Lal Mani Khanal

Members

Mr. Jaya Kishan Adhikari

Mr. Nabin Kumar Shrestha

Mr. Hari Prasad Dhungana

Mr. Krishna Prasad Aryal

Adviser

Mr. Mitra Lal Neupane

Campus Chief

Acknowledgement

Devdaha Aadarsha Multiple Campus along with its Tracer Study Task Team would like to offer gratitude to our respected Acting Chairperson of Campus Management Committee Mr. Durga Prasad Poudel, Former Chairperson Mr. Dhruva Prasad Kharel, Campus Chief Mr. Mitralal Neupane, Assistant Campus Chief Mr. Jaya Kishan Adhikari 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'd also like to express our sincere thanks to administration of DAMC especially to Mr. Hari Prasad Dhungana, Mr. Krishna Prasad Aryal, Mrs. Muna Parajuli and other staffs for their support in organizing information from the respondents. Lastly, We're grateful to the University Grants Commission for providing guideline and support to prepare this report.

11 April, 2019
Mr. Lal Mani Khanal
Coordinator
Tracer Study Task Cell
DAMC

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, 2017. 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 2017. Questionnaires were physically administered in DAMC, including written questionnaires and twenty one graduates were participated in the study process.

Most of the respondents, around 25 percent are extremely and 30 percent are moderately satisfied, with teaching learning environment of DAMC.

CHAPTER I

INTRODUCTION

Background

Devdaha Adarsha Multiple Campus (DAMC), the only campus of Devdaha Municipality, is situated at Devdaha-7, Rupandehi almost 15km 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 run 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 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.

1.2 Objectives of DAMC

The main objective of this campus is to fulfill necessity of the public and provide higher education to the students of under privileged community. Thus, society of this locality realized the need of a campus in this locality. As a consequence Devdaha Adarsha Multiple Campus was established. As it is the only campus of this locality, it has aimed to satisfy quests for knowledge students and other personalities of the community were seeking. 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.

1.3 Achievements till Date

The key concern of any educational institution is to produce efficient and renowned academic human resource. The campus has taken oath to provide quality education and manufacture capable manpower in this competitive world. Followings are the key points:

1. The campus is on the verge of acquiring QAA (Quality Assurance Accreditation) certification from University Grants Commission of Nepal. It has already got LOI (Letter of Intent) and MOU (Memorandum of Understanding) approval.

2. The various committees within the campus are formed and made active to ensure and maintain the quality of education.
3. The campus has newly built three buildings for teaching learning activities, library and administrative tasks. Now new library and canteen buildings are being built.
4. It has provided good sanitation services along with various workshops, seminars and other programmes.
5. The good numbers of qualified and skilled human resources produced in this institution are working through the world.

1.4 Present Situation

The chief source of campus is the donations collected from various sectors and people. In other side, students' low rate of fee has a little support to run the campus. University Grants Commission has also added small support of economy for the conduction of the campus. Apart from this, the big amount of fund was collected to construct the building of DAMC in past. Furthermore, the different bodies from Rupandehi District and Devdaha Municipality have also occasionally provided small financial support to the campus. Similarly, for the promotion of the financial support of the campus, the roles of chief patron, senate members and local social workers are praiseworthy. Presently, the following features are being executed in DAMC.

1. For underprivileged groups of students, excessive quotas of scholarships have been awarded for long.
2. Students have been practicing through multimedia and technology based teachings appliances.
3. Different Technical Committees to improve the education and physical condition of campus are working.

4. Frequent researches, extracurricular activities, workshops, seminars and different programmes have been organized to sharpen the skills and knowledge of the students.

5. For the benefits, rights and facilities of students with in the campus the legally elected body of Student Union is working.

1.5 Future Plans to Manage Resources

Financial planning is the measurement of budgeting. It is the backbone of strategic planning of the campus. Financial planning determines the vision, mission, goals, objectives and action plans of the campus. It is concerned with the source of revenue and expenditure of the campus. The campus conducts its area of preference and manages the necessary resources to fund the preference/ priorities. The campus allocates the resources standing on the prime priorities. By considering the following limited resources available in the campus, the action plan is carried out.

- a. Internal source (students' fee)
- b. Community source. (Donor)
- c. Grants received from UGC
- d. Grants received from local level government of municipality

1.6 Methodology

This study is based on primary data source of the graduates of Bachelor's Degree, 2017 BS of DAMC. There are 31 graduates of 2017 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 21 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 Rationale of the Study

In the post era of 2063 BS people revolution, the Federal Republic of Nepal has dreamt of many visions. As a result, higher education delivery institutions have been significantly growing. These institutions have been producing a large number of graduates every year.

However, very few studies have been found to investigate the graduates' position after completion of the study. In this context, DAMC in the process of acquiring QAA certification from UGC Nepal we feel the need of this study. This study will be tremendous support to find out the conditions and approaches of our graduates products and will be helpful to initiate and change in teaching-learning methodology, environment and its applications.

1.8 Objective of the Study

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

- To establish the current employment trends of former graduates of DAMC;
- To provide information that will allow assessment of the immediate and long-term needs;
- To assess current trends in labor market requirements;
- To assess graduate's perception of the study conditions and provisions while at DAMC;
- To examine the employment perception of the graduates;
- To identify the present job status of the graduates and whether their level of education fit in the market or not

1.9 Institutional Arrangements of the Study

DCMC meeting of DAMC dated 1st Baisakh 2075 formulated the tracer study task cell of three members (see annexes). The committee organized meetings and decided for field visit (see annex D). 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.

1.10 Methodology Used

Graduates passed out in 2017 AD are selected for the study. Graduates from BBS and B.Ed. are taken into consideration. Out of 31 passed out graduates, only 21 respondents' responses are collected from both the faculties (see annexes). The data are collected from 1st Poush 2075 BS to 10th Chaitra 2075 BS.

1.11 Data Collection Instruments: The Questionnaires

The instrument is the questionnaire drafted by the UGC, Nepal. The graduates are mainly requested by tracer study cell members and non-teaching staff to fill the questionnaires through direct visit, telephone, social media, and e-mail. The non-teaching staff and the members of tracer cell are employed to the field to collect questionnaires. Data, Entry, Processing and Analysis are completed by QAA Section of DAMC.

1.12 Limitations of the Study

This study tried to cover all of the graduates passed out in 2017 AD. However, due to various reasons only 67.74 percent of the graduates are covered. The following can be summed up as the limitation of this study:

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

Chapter II

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

Out of total 31 passed out graduates during 2017 A.D. (2074 B.S.), data from 21 graduates are collected. The following table shows the distribution of respondents on the basis of different academic programs.

2.1.1 Distribution of Respondents based on Academic Program

Table 2.1

Programs	Frequency	Percent	Remarks
BBS	14	66.66	
B.Ed.	7	33.33	
Aggregate	21	100	

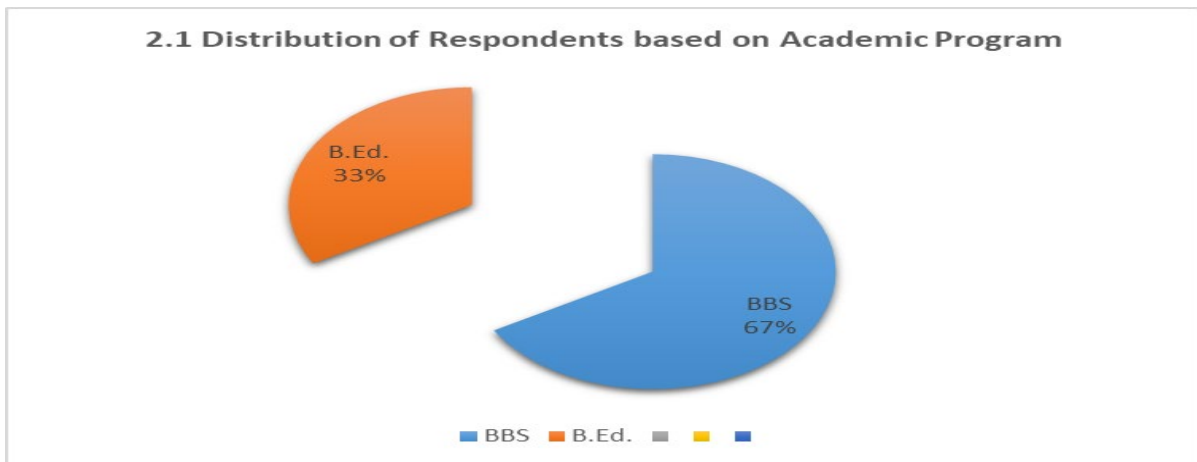
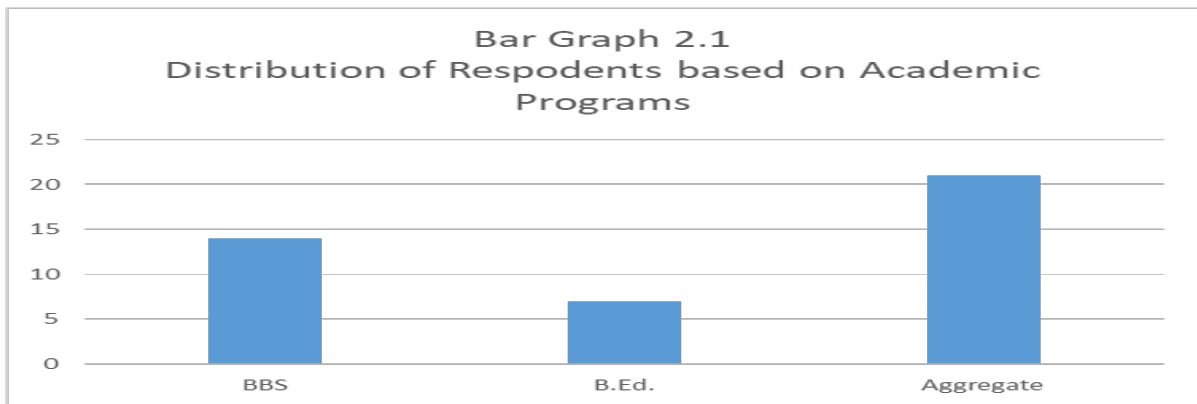


Table 2.1, Bar Graph 2.1 and pie charts 2.1 clears that out of 21 respondents, maximum respondents are from BBS. i.e. 67 percent .Similarly 33 percent respondents are from BEd.

2.1.2 Distribution Castes of Respondents

Table 2.2

Castes	Frequency	Percent	Remarks
Upper Castes	15	71	
Indigenous	3	14	
EDJ	2	10	
Dalit	1	5	
Aggregate	21	100	

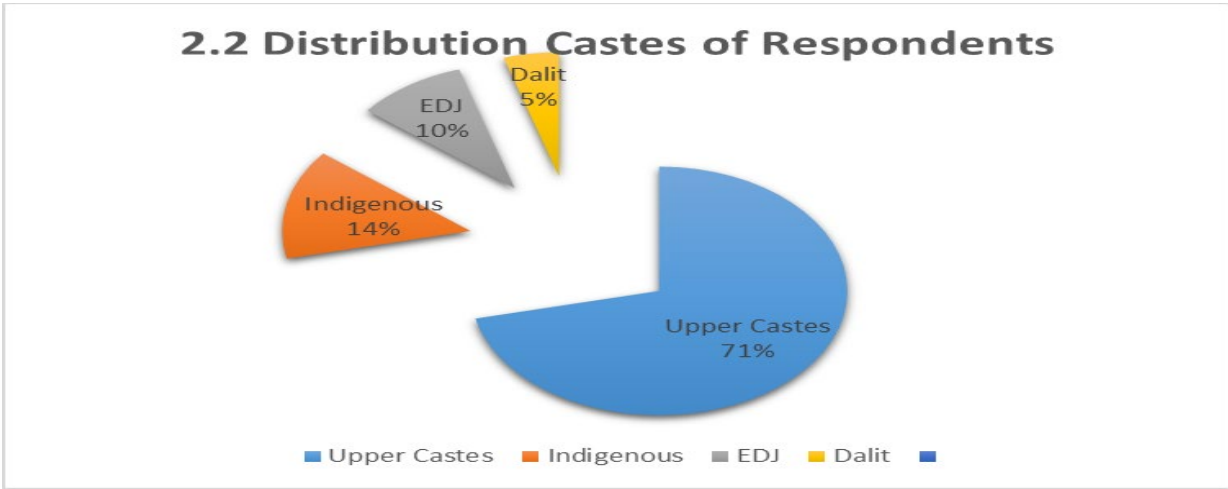
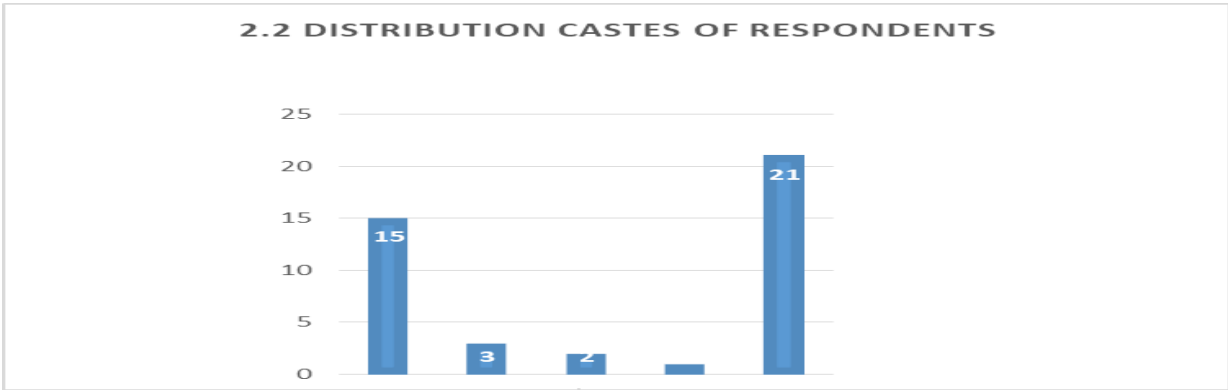
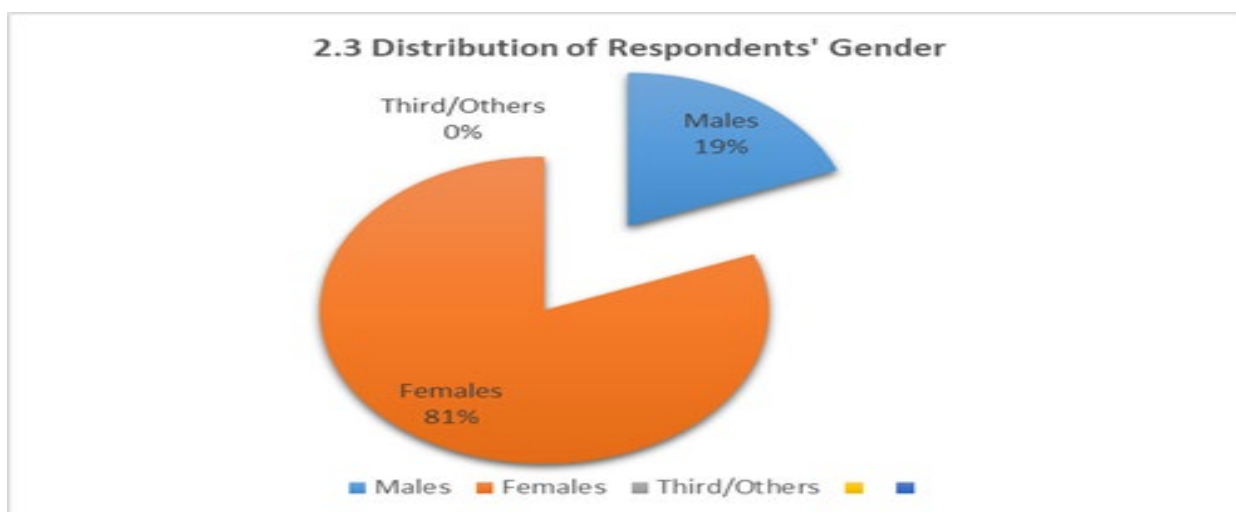


Table 2.2, Bar Graph 2.2 and pie chart 2.2 clarify the distribution of castes of the respondents involved in tracer study. According to the report almost incongruent distribution of graduates based on castes participated in the study. Upper castes group shares 71% , indigenous group shares 14 percent each graduated. EDJ group has 10 percent success in graduation. Dalit shares 5 percent of total responses.

2.1.3 Distribution of Respondents' Gender

Table 2.3

Sex	Frequency	Percent	Remarks
Males	4	19	
Females	17	81	
Third/Others	0	0	
Aggregate	21	100	



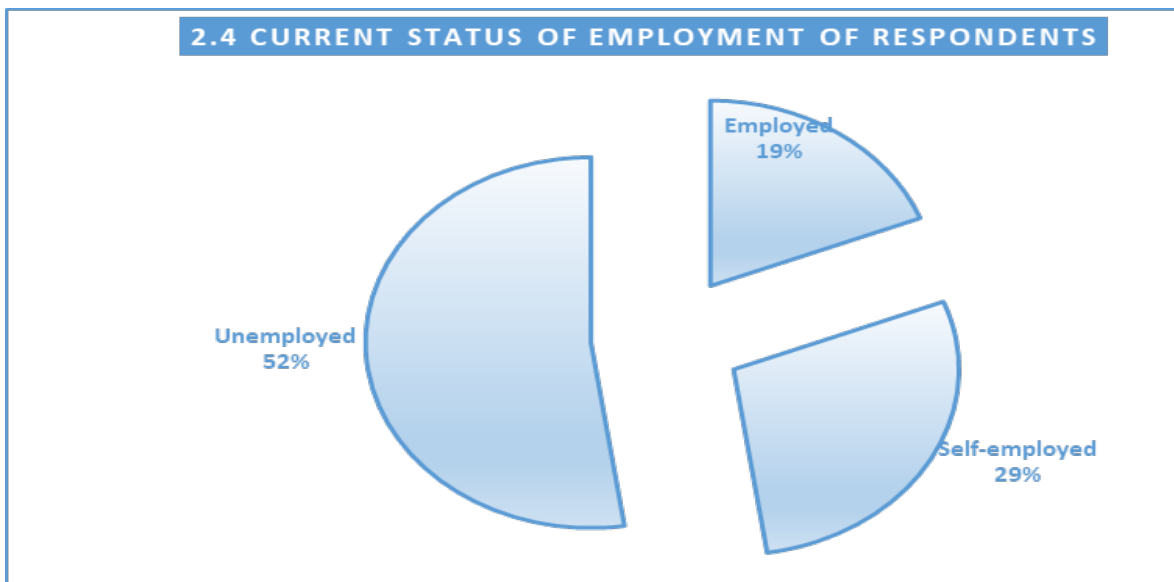
The table 2.3 and pie chart 2.3 present that out of total respondents 19 percent male are graduated whereas 81 percent female students are graduated from the institution.

2.1.4. Current Status of Employment of Respondents

This section is related with the employment information of graduates of DAMC passed in 2017 A.D. The following table shows the current status of the respondents.

Table2.4

Employed/unemployed	Frequency	Percent	Remarks
Employed	4	19	
Self-employed	6	29	
Unemployed	11	52	
Aggregate	21	100	

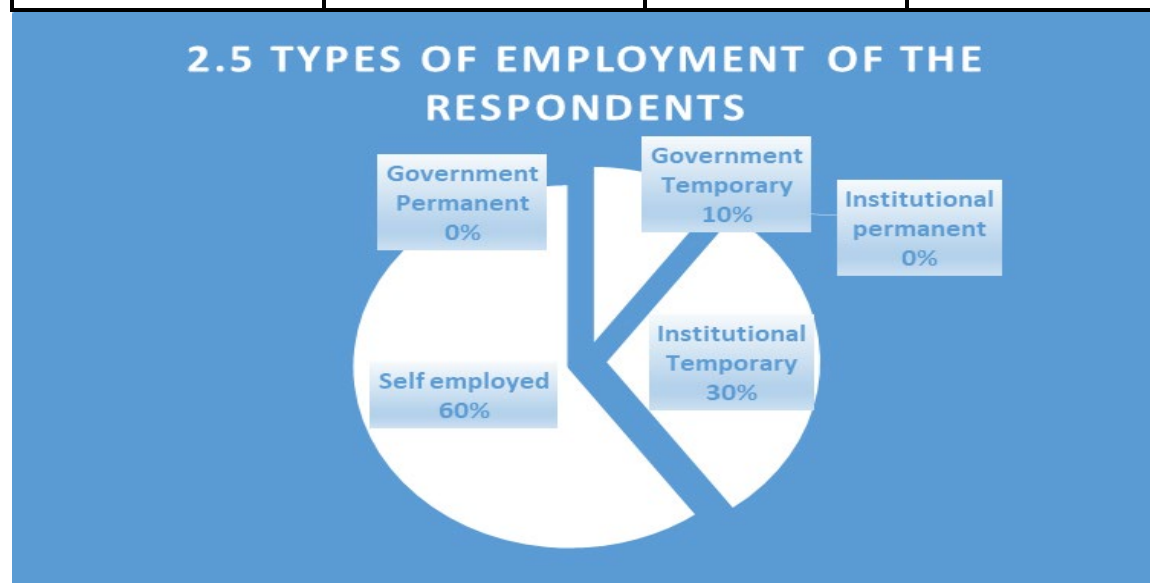


According to the processed data variables in table 2.4 and pie chart 2.4, almost 19 percent of the graduated students are employed in various sectors. Around 52 percent of graduated persons from this campus are unemployed. The data variable is not so satisfactory. 29 percent graduated persons seem to involve in self-employment.

2.1.5 Types of Employment of the Respondents

Table 2.5

Types of Employment	Frequency	Percent	Remarks
Government Permanent	0	0	
Government Temporary	1	10	
Institutional permanent	0	0	
Institutional Temporary	3	30	
Self employed	6	60	
Aggregate Engaged in activities of earning	10	100	Out of 10 Graduate



As the study report as in table 2.1 and pie chart 2.5 signifies that only 0.00 percent graduate

seems recruited as permanent job holders in government office. Ten percent graduates are recruited in government offices as temporary job holders. Only other thirty percent are engaged in institutional temporary jobs. Sixty percent of earning activities engaged respondents conducts own self-earning profession.

Either the minimum employed numbers do not cover exact figure here.

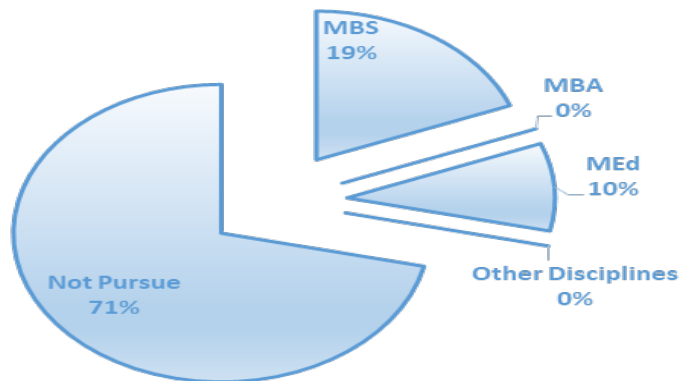
2.1.6 Graduates' Persuasion for Further Study

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.

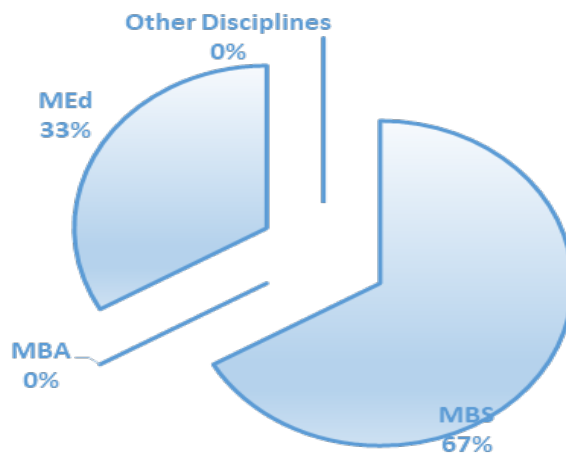
The following table shows graduates' enrollment in different programs:

	Frequency	Percent	Remarks
MBS	4	19	67% out of 6
MBA	0	0	
MEd	2	10	33% out of 6
Other Disciplines	0	0	
Not Pursue	15	71	
Aggregate	21	100	Out of 21

2.6 GRADUATES' PERSUASION FOR FURTHER STUDY



2.6 (A) ENROLLED GRADUATES' PERSUASION FOR FURTHER STUDY

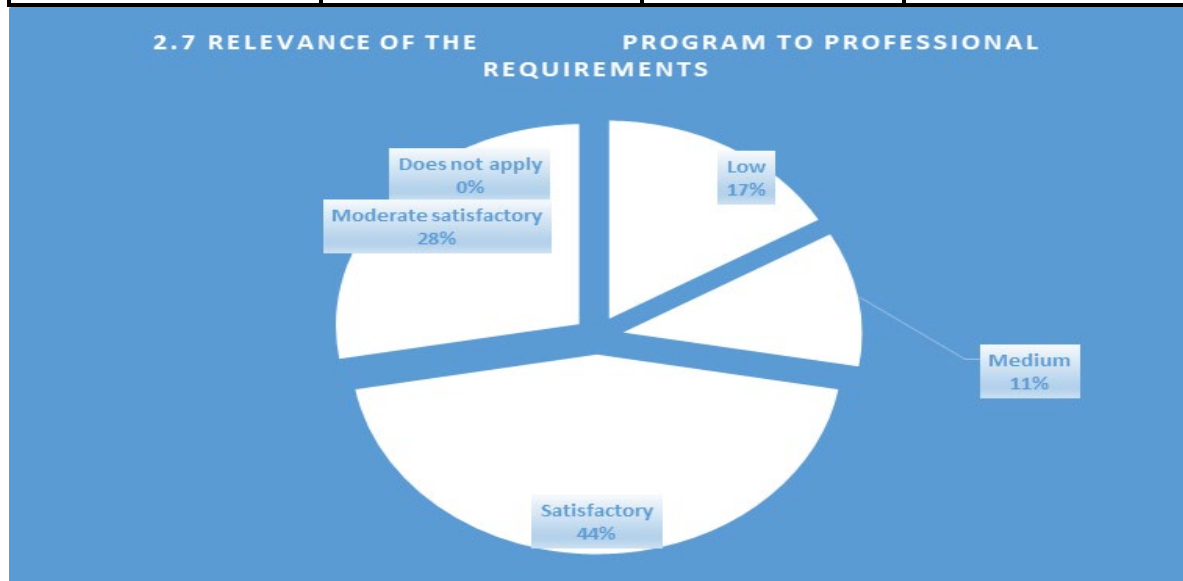


From the table and Pie Chart 2.6 and 2.6(A), it is found that 29 percent of total graduates are enrolled in further study whereas 71 percent are not enrolled. Out of total enrolled Graduates, 67 percent are enrolled in MBS, 00 percent in MBA, 33 percent in M.Ed. and 0.0 percent have left their stream of bachelor level while joining into masters level. These statistics show that uneven numbers of the graduates are enrolled in many disciplines for the further study.

2.1.7 Relevance of the Program to Professional Requirements

Table 2.7

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	3	17	
Medium	2	11	
Satisfactory	8	44	
Moderate satisfactory	5	28	
Excellent	3	17	
Aggregate	21	100	



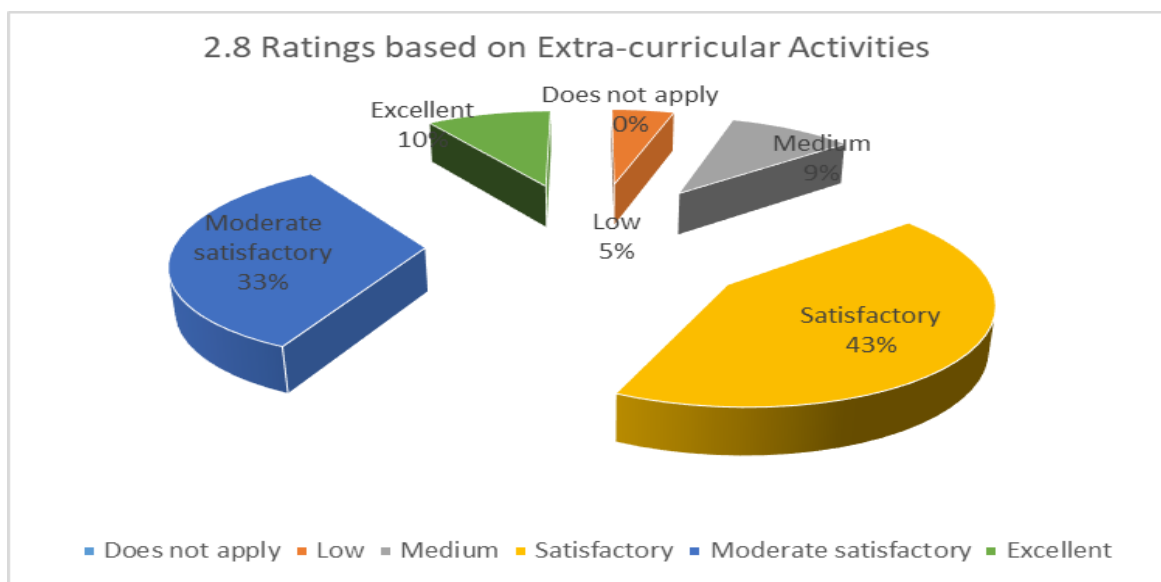
11% overall respondents think the programs run on this campus have given them the medium fulfillment of professional requirements. Almost 17% out of overall graduated respondents of 2017 AD think that the campus became failed to develop the running programs to meet the professional requirements of present time. More than 28 % graduated respondents have found the campus programs medium satisfactorily providing

the skills of professional requirements in present markets. Almost 44 percent of graduates seem satisfied.

2.1.8 Ratings based on Extra-curricular Activities

Table 2.8

	Frequency	Percent	Remarks
Does not apply	0		
Low	1	5	
Medium	2	10	
Satisfactory	9	43	
Moderate satisfactory	7	33	
Excellent	2	10	
Aggregate	21		

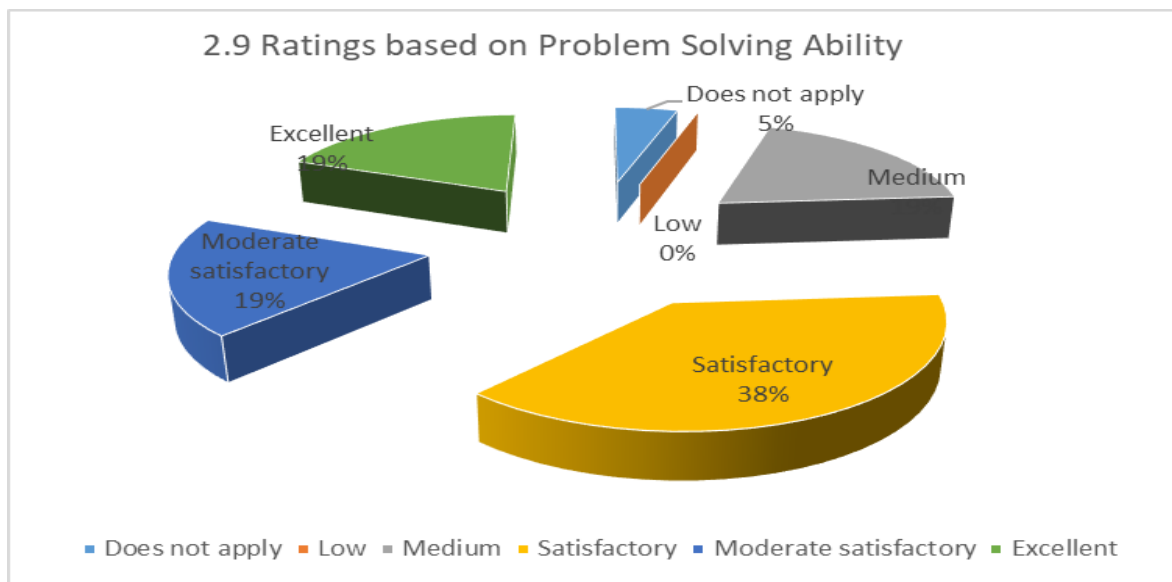


33% of overall respondents think the extra-curricular programs run on this campus have given them the moderate excellency of moulding them. Almost 43% out of overall graduated respondents of 2017 AD think that the campus has become successful to organize the programs that give graduates general. More than 10 % graduated respondents have found the campus extra-curricular programs medial providing the medium level skills of various activities. Ten percent think excellent.

2.1.9 Ratings based on Problem Solving Ability

Table 2.9

	Frequency	Percent	Remarks
Does not apply	1	5	
Low	0	0	
Medium	4	19	
Satisfactory	8	38	
Moderate satisfactory	4	19	
Excellent	4	19	
Aggregate	21	100	

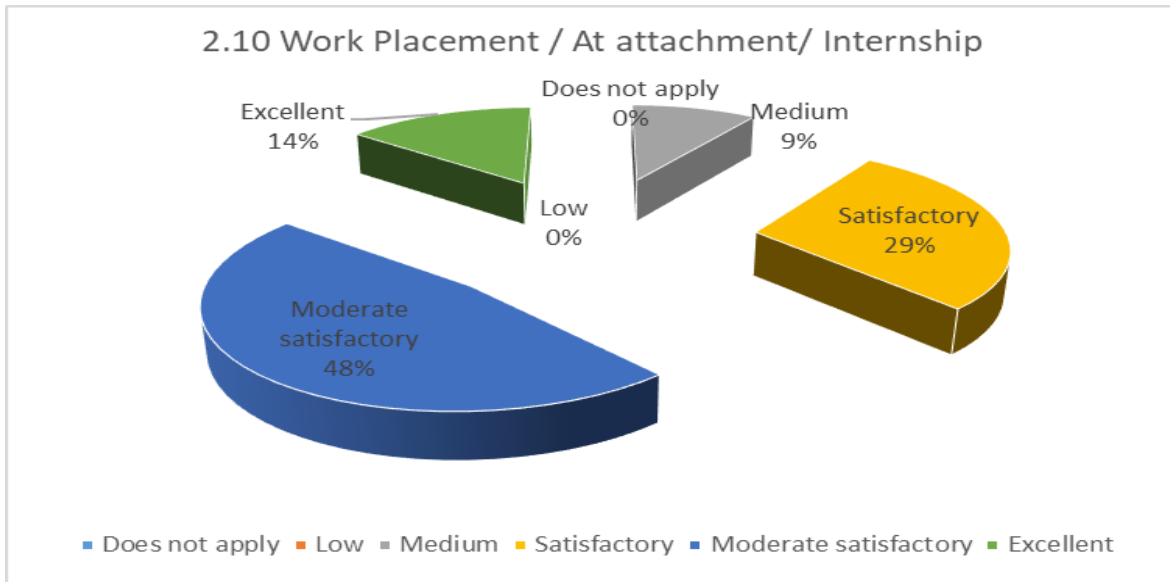


The above table shows that out of total responses of the variable concerned, 19 percent are on verge of dilemma to decide whether satisfied with problem solving activities carried out by the institution, 38 percent are satisfied in average, 19.00 percent are satisfied moderately, and more than 19 percent are highly satisfied.

2.1.10 Ratings based on Work Placement/ Attachment/ Internship

Table 2.10

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	0	0	
Medium	2	9	
Satisfactory	6	29	
Moderate satisfactory	10	48	
Excellent	3	14	
Aggregate	21		

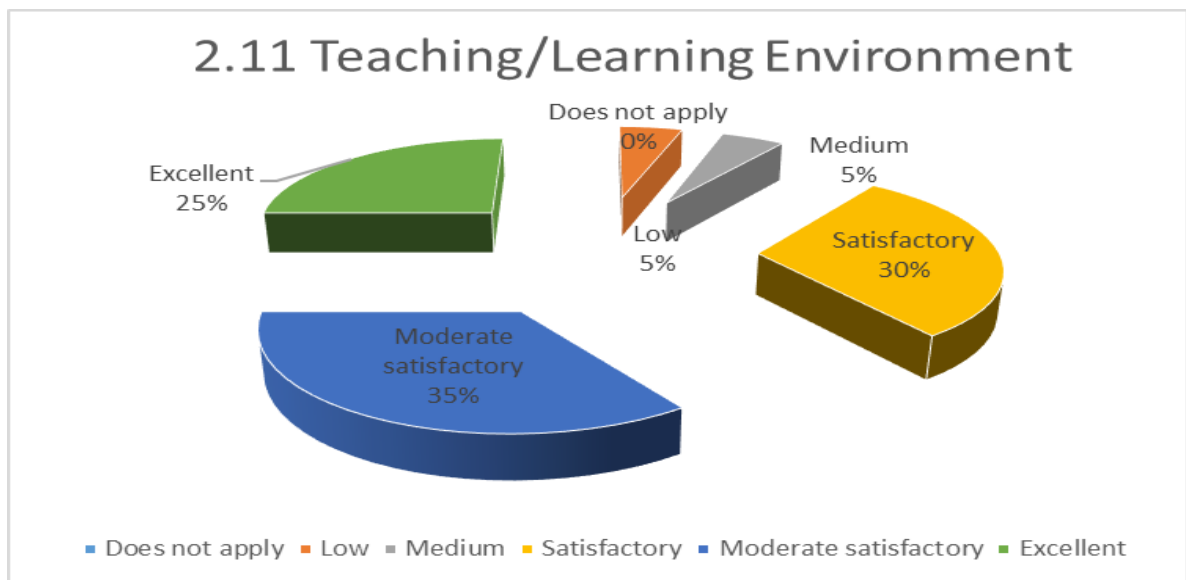


The above table shows that out of total responses of the variable concerned, 9 percent think work placement, attachment and internship are useless in this campus. More than 29 percent are on verge of dilemma to decide whether satisfied with placement and internship remedies carried out by the institution. Above 29 percent are satisfied in average, 48 percent are satisfied moderately, and more than 14 percent are highly satisfied.

2.1.11 Ratings based on Teaching/Learning Environment

Table 2.11

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	1	5	
Medium	1	5	
Satisfactory	6	35	
Moderate satisfactory	7	30	
Excellent	5	25	
Aggregate	21	100	



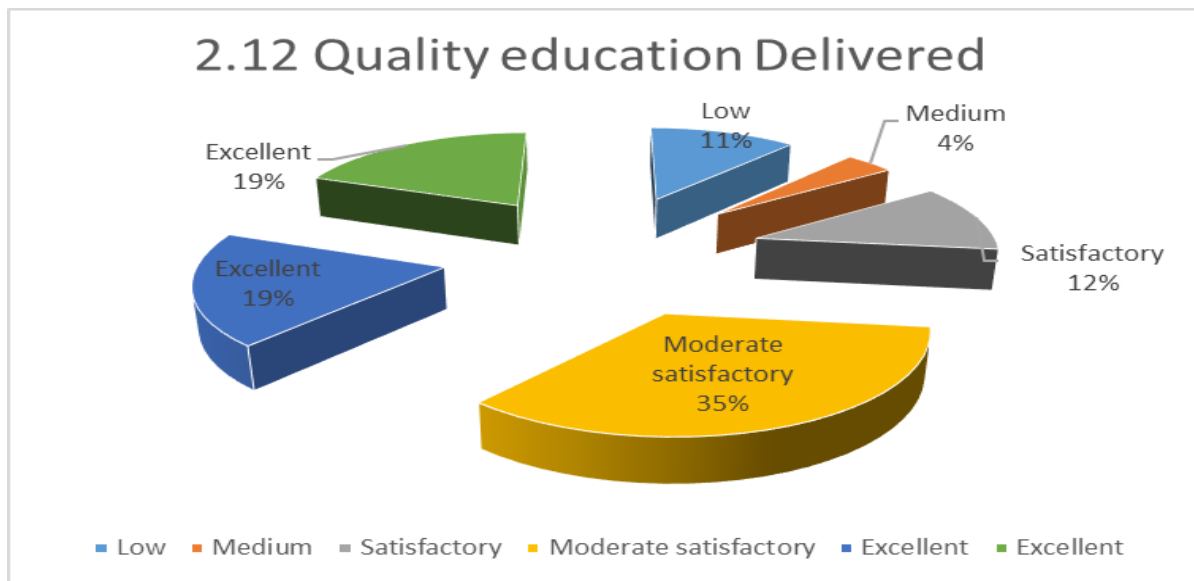
Form the table it can be said that out of total responses of the variable concerned, 10 percent graduates are lowly awaked, 30 percent are satisfied in average extend, 35 percent

perceived average satisfaction, most of the respondent 25 percent are extremely satisfied, with teaching learning environment.

2.1.12 Ratings based on Quality of Education Delivered

Table 2.12

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	3	12	
Medium	1	4	
Satisfactory	3	12	
Moderate satisfactory	9	35	
Excellent	5	19	
Aggregate	21	100	



The responses from the above table, it can be said that out of total respondents, 15

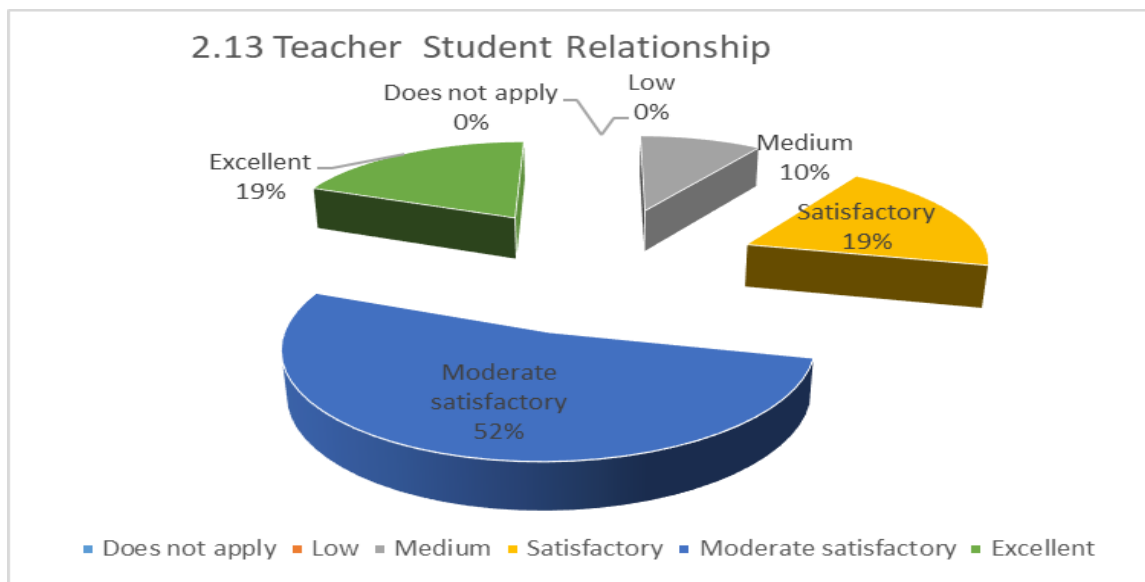
percent are not satisfied, 12 are satisfied low, 35 percent are satisfied medium, 35percent are moderately satisfied and 19 percent seem almost highly satisfied.

2.1.13 Ratings based on Teacher Student Relationship

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

Table 2.13

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	0	0	
Medium	2	10	
Satisfactory	4	19	
Moderate satisfactory	11	52	
Excellent	4	19	
Aggregate	21	100	



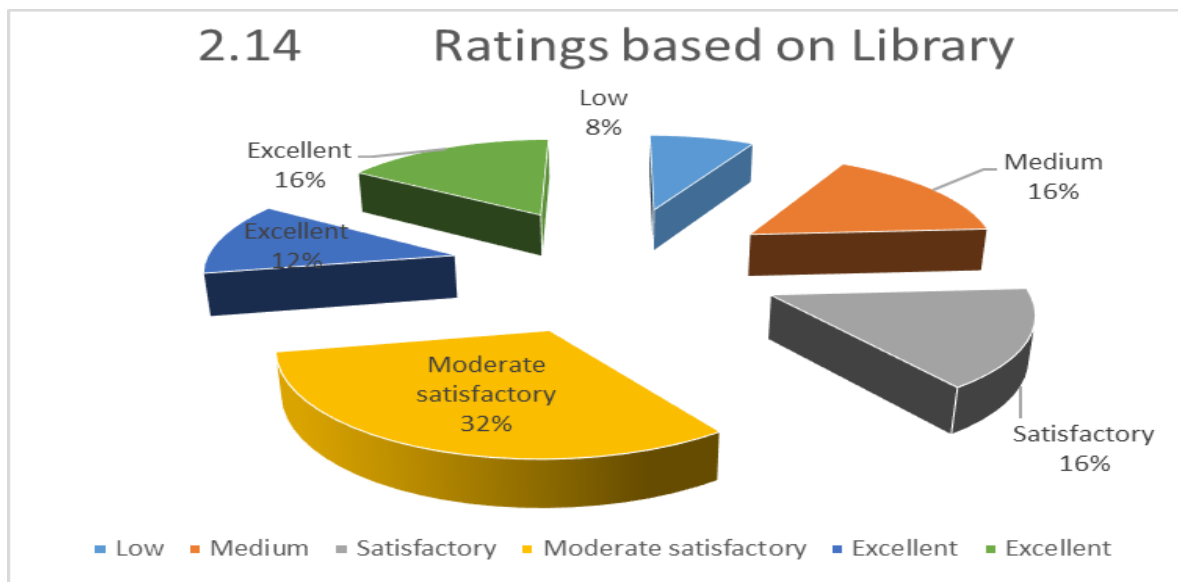
These responses from the above table, it can be said that out of total respondents, 10 percent are not satisfied with the relationship developed among teachers and students. 19% are lowly satisfied and 52 % moderately satisfied. Nineteen percent respondents’ graduates are extremely satisfied or highly satisfied.

2.1.14 Ratings based on Library

The following figure shows rating on quality of library facilities.

Table 2.14

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	2	8	
Medium	4	16	
Satisfactory	4	16	
Moderate satisfactory	8	32	
Excellent	3	12	
Aggregate	21	100	



It can be said that out of total respondents, 24 percent are very rarely satisfied with the facilities delivered from library. 16 are satisfied in few and 32 percent respondents' graduates are moderately satisfied and only few percent 12 are highly satisfied.

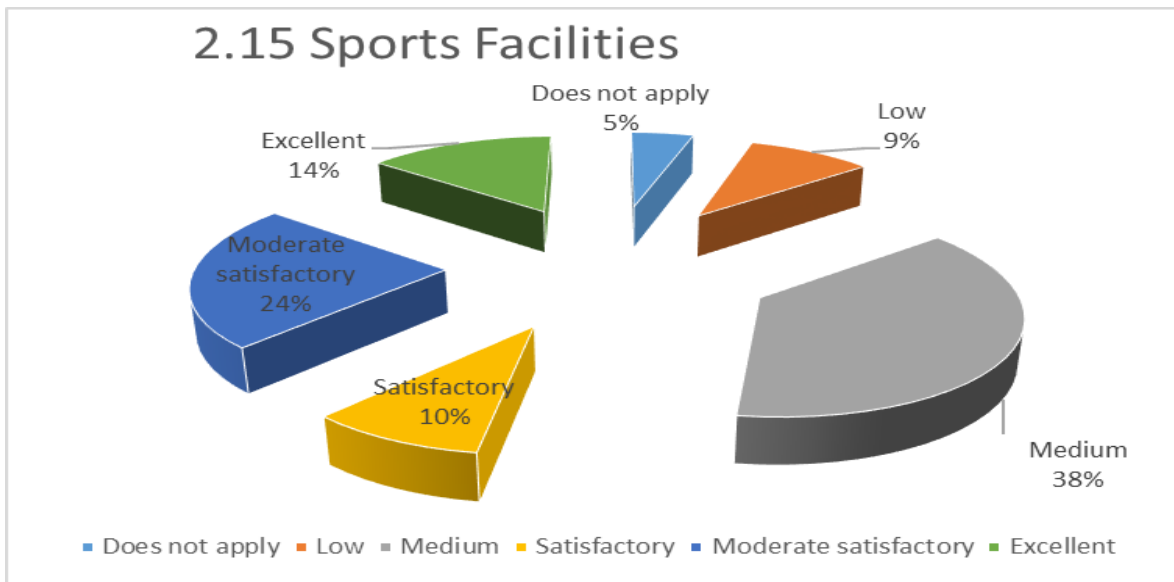
2.1.15 Sports Facilities

The following figure shows rating on quality of sports facilities.

Table 2.15

	Frequency	Percent	Remarks
Does not apply	1	5	
Low	2	9	
Medium	8	38	
Satisfactory	2	10	
Moderate satisfactory	5	24	
Excellent	3	14	
Aggregate	21	100	

2.15 Sports Facilities



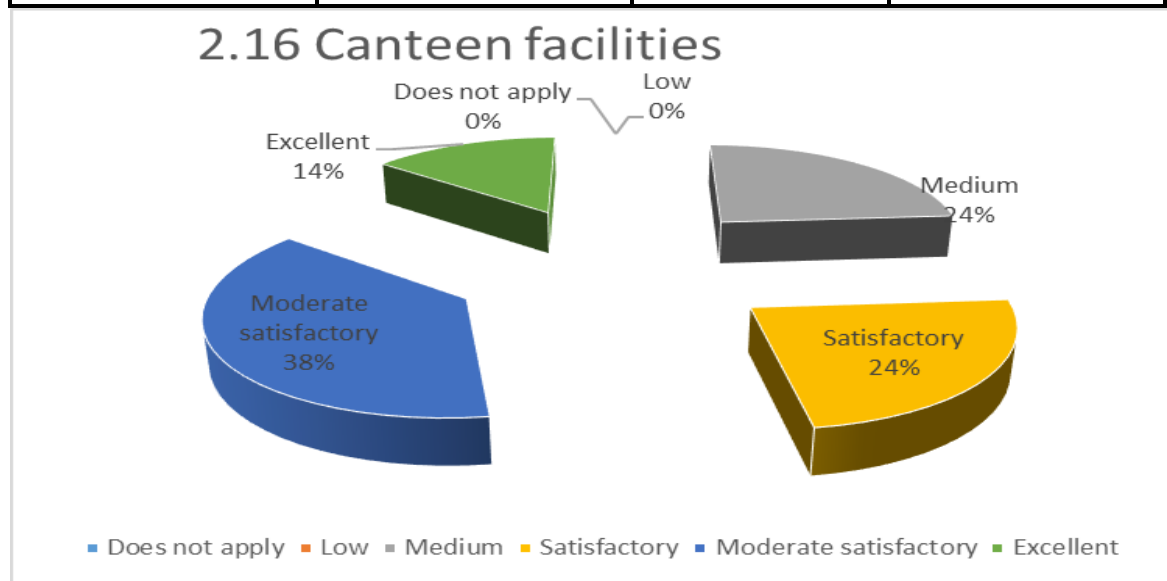
More than 5% do not apply. More than 9% of overall respondents think the sports facilities run on this campus have given the nothing returns. Almost next 38% out of overall graduated respondents of 2017 AD think that the campus has become lowly successful to organize the programs that give graduates general effects. More than 34% graduated respondents have found the campus sports activities effectively providing the moderate level skills and more than 14% found the facilities extremely effective.

2.1.16 Canteen facilities

The following figure shows rating on quality of canteen facilities

Table 2.16

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	0	0	
Medium	5	24	
Satisfactory	5	24	
Moderate satisfactory	8	38	
Excellent	3	14	
Aggregate	21	100	



More than 24% of overall respondents think the canteen facilities run on this campus have given them the extremely low quality of canteen facilities. Almost next 24% out of overall graduated respondents of 2017 AD think that the campus has become lowly successful to provide or manage canteen management. More than 38% graduated respondents have found the campus canteen management effectively

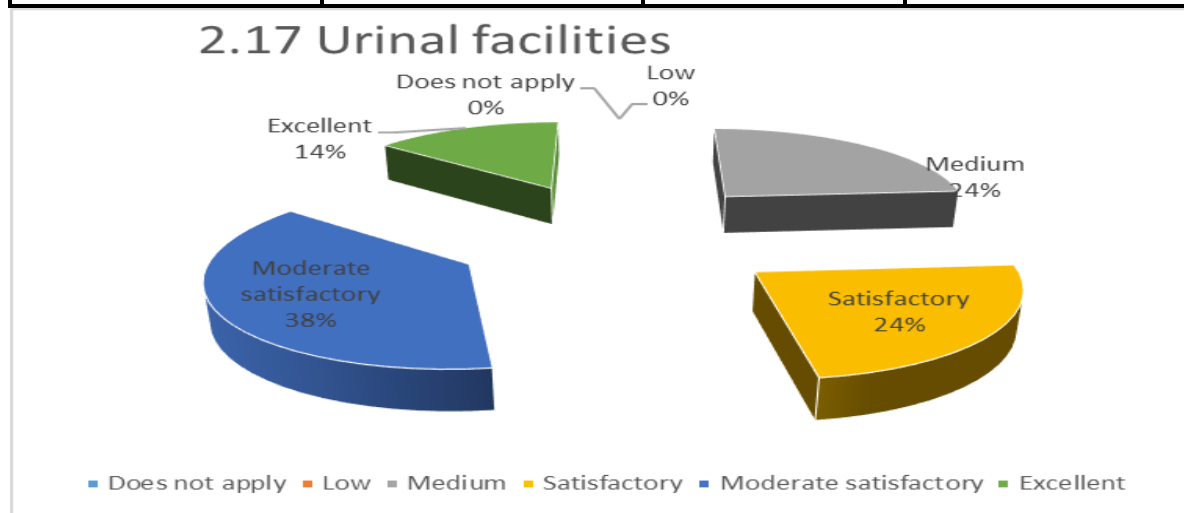
providing good delivery of canteen facilities. Fourteen percent found it extremely good for them.

2.1.17 Urinals Facilities

The following figure shows rating on quality of urinals facilities.

Table 2.17

	Frequency	Percent	Remarks
Does not apply	0	0	
Low	0	0	
Medium	5	24	
Satisfactory	5	24	
Moderate satisfactory	8	38	
Excellent	3	14	
Aggregate	21	100	



More than 24% of overall respondents think the urinals facilities campus have given them the low quality of urinals facilities. Almost next 24% out of overall graduated

respondents of 2017 AD think that the campus has become successful to provide or manage urinals facilities satisfactorily. More than 38 % graduated respondents have found the urinals facilities management moderately effective and fourteen percent found extremely good.

CHAPTER III

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, 66.67 percent graduates are enrolled in Management stream, and 33.33 percent in Education stream.
- ✓ In term of caste system out of the total enrolled respondents almost all of the castes share proportional inclusion in the campus.
- ✓ Out of the total respondents, 81% and 19% are the respectively the shares of female and male genders.
- ✓ Out of total employed graduates, no percent are employed as permanent government employee whereas 10 are employed as temporary government employees and 60% are found employed in various institutions temporarily.
- ✓ Regarding further study persuasion out of total graduates; very low rates of graduates are enthusiastic to enhance further study.
- ✓ Among all graduated respondents only limited numbers have found the campus programs effectively providing the skills of professional requirements in present markets.

- ✓ Almost 80% out of overall graduated respondents of 2017 AD think that the campus has become successful to organize the programs that give graduates general facilities of ECA.
- ✓ Out of total responses major numbers of graduates think problems solving activities carried out by the institution are satisfactory.
- ✓ In terms of job placement, attachment and internship more than 80% seem satisfied.
- ✓ Most of the respondent 25 percent are extremely and 35 moderately satisfied, with teaching learning environment.
- ✓ In term of quality education delivery the campus seems determined because more than 70 percent graduated respondents have become satisfied.
- ✓ More than 70 percent respondents are extremely satisfied or highly satisfied with teacher student relationship developed.
- ✓ More percent are very lowly satisfied with the facilities delivered from library.
- ✓ More than 48 % graduated respondents have found the campus sports activities effective.
- ✓ Almost half of the graduated respondents have found the campus canteen management effectively providing good delivery of facilities.
- ✓ Almost more than half 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

Implications to Institutional Reform

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.

CHAPTER V

Conclusion and Recommendations

1. Conclusions

- ✓ The following are the major conclusion based on the findings of the study.
 -
- ✓ Many graduates are not enrolled in master degree.
- ✓ The respondents share average number of participation in terms of castes.
- ✓ Almost half of the graduates are found working as employees whereas other half seems unemployed.
- ✓ Self-employed percent of respondents are not found in their own businesses.
- ✓ Regarding job designation, most of the graduates are working as temporary employees.
- ✓ Majority of the employed respondents are found very strong relationship between knowledge they enhanced from the study and their jobs.

- ✓ The study's findings show that maximum graduates are found good relationship between teachers and themselves.
- ✓ Among others, the study indicates that the skills they learned from the program of study are very helpful to perform the current jobs of graduates.
- ✓ Most of the graduates found that the program they completed are strong to fulfill their professional requirements.
- ✓ Out of total respondents above than average numbers are satisfied with their work placement or possible work placement.
- ✓ Good numbers of percent are satisfied with teaching learning environment and with teacher student relationship.

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:

- ✓ Increase and practices for students
- ✓ Provide more professional skills
- ✓ Increase teaching hours of English language and others
- ✓ Establish master and PhD programs for all subjects
- ✓ Provide more scholarships to students so that they can continue their study
- ✓ In the context of DAMC, the following recommendations have been offered.
- ✓ 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.
- ✓ For recommendation of student's employment should be made further active.
- ✓ Necessary reforms should be initiated to attract students in streams of BBS more effectively
- ✓ Academic audit should be conducted to evaluate effectiveness of the institution.

- ✓ 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, Devdaha Aadarsha Multiple Campus.

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

Smarika (2074), Devdaha Aadarsha Multiple Campus.

Smarika (2075), Devdaha Aadarsha Multiple Campus.

**SELECTED GRADUATES RESPONDENTS LIST FOR TRACER STUDY
GRADUATED IN THE YEAR 2017 AD**

Campus Name: DEVDAHA AADARSHA MULTIPLE CAMPUS

Address: Devdaha-07, Shitalnagar, Rupandehi

SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type			
					M	F	EDJ	D
1	BHUPENDRA GURUNG	Bachelors	BBS	7-2-783-3-2013	✓	-	-	-
2	KAMALA THAPA	Bachelors	BBS	7-2-783-19-2013	-	✓	-	-
3	KANTI DHAKAL	Bachelors	BBS	7-2-783-20-2013	-	✓	-	-
4	KHEMRAJ GIRI	Bachelors	BBS	7-2-783-21-2013	✓	-	-	-
5	PABITRA KUNWAR	Bachelors	BBS	7-2-783-30-2013	-	✓	-	-
6	PABITRA LAMICHHANE	Bachelors	BBS	7-2-783-115-2011	-	✓	-	-
7	RAMA ARYAL	Bachelors	BBS	7-2-783-35-2013	-	✓	-	-
8	SABITA BHANDARI	Bachelors	BBS	7-2-783-42-2013	-	✓	-	-
9	SANDHYA GAUDEL	Bachelors	BBS	7-2-783-46-2013	-	✓	-	-
10	SANTOSH PANTH	Bachelors	BBS	7-2-783-51-2013	✓	-	-	-
11	SARADA PARAJULI	Bachelors	BBS	7-2-783-73-2013	-	✓	-	-
12	SHOVA BHATTARAI	Bachelors	BBS	7-2-783-54-2013	-	✓	-	-
13	SHREEJANA KHANAL	Bachelors	BBS	7-2-783-55-2013	-	✓	-	-
14	SITA G.C.	Bachelors	BBS	7-2-783-56-2013	-	✓	-	-
15	CHHALI MAYA GURUNG	Bachelors	B.ED.	9-2-783-76-2013	-	✓	-	-
16	DEEPA ARYAL	Bachelors	B.ED.	9-2-783-59-2013	-	✓	-	-
17	INDRAWATI YADAV	Bachelors	B.ED.	9-2-306-20-2013	-	✓	✓	-
18	MAYA KUMARI CHAUDHARY	Bachelors	B.ED.	9-2-783-47-2013	-	✓	✓	-
19	NIRMALA PANTHA	Bachelors	B.ED.	9-2-783-66-2013	-	✓	-	-
20	PREM KUMAR BARAI	Bachelors	B.ED.	9-2-783-55-2013	✓	-	-	✓
21	RESHMA PANDEY	Bachelors	B.ED.	9-2-307-405-2009	-	✓	-	-
Total					4	17	2	1

Prepared By: Mr Lal Mani Khanal

Campus Chief's Approval

Signature: _____

Signature: _____

Campus Seal