

# DAMAK MULTIPLE CAMPUS

## Damak-9, Jhapa

Submitted to :  
UGC Nepal



# Tracer Study Report

## of the pass out

### Batch-2017(2074 BS)

## **Acknowledgement**

We are thankful to University Grants Commission (UGC) Nepal for valuable evaluation to our campus for Accreditation of our quality. We appreciate the efforts of our teaching and non-teaching staff in this regard. The campus Administration formed a Tracer Study team to get the feedback of our students who completed their graduate and postgraduate degrees in 2017. We have followed the guidelines and questionnaire provided by UGC, Nepal. We also appreciate our students for their valuable inputs and suggestions for the preparation for this report.

We acknowledge the assistance provided by the guardians and well-wishers during the preparation of this Report. We are thankful to all who have supported us in this regard directly or indirectly. We appreciate the efforts made by Padam Ghimire, Juda Khadka, Tulashi Phuyal, Tom Nath Dahal, Prem Kuwar and the Technical Assistance Nabin Dhungana in collecting and processing the data. Without their constant efforts this study would not have been possible.

.....

Uttam Prasad Bhattarai

Campus Chief

## **Executive Summary**

Our college seeks get the feedback of our graduate student for quality improvement and to fulfill vacant job positions at local as well as national level. Key objective of our tracer study is to reform our teaching learning process to meet the market demand of graduates.

This study encompasses the students who have completed their Bachelor's and Master's degrees from Management, Humanities, Science and Education streams.

The report has 4 chapters. The first chapter is introductory. Second chapter is related to presentation and analysis of the collected data. Third chapter provides major finding of the report that includes the pass out students of this campus in the year 2074. 197 students passed their respective levels. In the bachelor level 87 students (32 males, 55 females) passed in BBS, 4 students (3 males, 1 female) in Humanities, 46 students (31 males, 15 females) in Science and 35 students (9 males, 26 females) in Education stream. Similarly, 24 students (13 males, 11 females) got master's degree certificate in MBS and 1(male) student in MA Economics in the year 2074 B.S.

Out of the total number of the pass out students, 52.28% are continuing their further studies. Likewise 29% students are involved job in public and private sectors, 9% students are involved job in government sectors and 2 students are involved in NGO/INGO. The fourth chapter draws the conclusion and suggestions. The team has worked hard to find the real picture of the students. It has collected data via different methods like face to face conversations, telephone communication, emails and electronic messaging. Accumulated data are compiled, analyzed, evaluated and finally presented in the structure of this report.

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## **Abbreviations**

DMC	Damak Multiple Campus
MC	Management Committee
BBS	Bachelor of Business Studies
BA	Bachelor of Arts
B.Ed.	Bachelor of Education
B.Sc.	Bachelor of Science
MBS	Master of Business Studies
NGO	Non- Governmental Organization
INGO	International Non- Governmental Organization
RMC	Research Management Cell
QAA	Quality Assurance and Accreditation
HERP	Higher Education Reform Project
TU	Tribhuvan University
UGC	University Grants Commission
MPC	Master Degree Program Coordinator
GTSS	Graduate Tracer Student Status
EDJ	Educationally Disadvantaged Janajatis



# **CHAPTER ONE: INTRODUCTION**

## **1.1 Background /Rationale**

Roles, responsibilities and scope of educational institutes are very extensive in today's era. Such institutions are not simply meant to conduct teaching learning activities, but they are also evaluated on the basis of quality of their product and their standard perceived by others. In this context, DMC has been maintaining individual profile of its pass out students since long. One of the motives of such profiling is to obtain valuable suggestions to make the teaching-learning process even better. This will help the campus realize its social impact, quality standard and utilizations of its product in the related fields.

## **1.2. Objectives of the study**

The major objective of the study was to trace the graduates to find out their employment status as well as their performance level at workplace and to maintain official relationship with the Alumni of the campus. The other specific objectives of the study are as follows:

- Identify the status of graduates of the Bachelor and Master level programs;
- Analyze the work place performance level of employed graduates;
- Get feedback for the betterment of the institution;
- Understand the different ways in which graduates learn about job opportunities as well as entrepreneurship prospects
- To understand the need to modify existing policies and develop new policies to adapt to the changing environment
- To set a mechanism of identifying its products involved in jobs, further studies, their own business and their interest of involvement
- To find its educational quality whether it is saleable or not.
- To evaluate the quality and relevance of higher education program.

### **1.3. Institutional Arrangements to Conduct the Study**

The Campus formed a Task Force under the co-ordination of the head of administration. The team has five members consisting of exams head, head assistant administration, accountant, and computer technician. The team collects the primary data, extends the social network, contacts and takes help from the Alumni association. It extends the personal contact to the pass out students. Then, the total work is overviewed and monitored by HERP Secretariat. The team accomplishes the work within a particular time period. DMC has formed following tracer study committee:

- |                         |             |
|-------------------------|-------------|
| 1. Tulasi Prasad phuyal | Coordinator |
| 2. Juddha Bir Khadka    | Member      |
| 3. Padam Parsad Ghimire | Member      |
| 4. Nabin Dhungana       | Member      |
| 5. Tom Nath Dahal       | Member      |

### **1.4. Graduate Batch Taken for the Study**

Students of this campus in the pass out year 2017 have been taken as the basis of this study. It includes the entire programs- B.B.S, B.A, B.E.d, B.Sc., M.B.S and M.A. (Economic). The number of target students for this study is 197.

### **1.5. Data Collection, Instruments and Approach**

In the initiation of tracer study, the placement sub-committee of the campus developed a particular form format. The form was provided to pass out students when they visited the campus to take their character certificates. That form would include student's personal details including their parents contact etc. That form got filled by exam section of the campus. Those filled forms were then brought to the tracer study section. In case of inability to get their detail, the team extended social network, fax and even took help of the nearby friends to send the tracer study form as developed by UGC.

The data were collected by the concerned team. They were collected by reaching the concerned students, by requesting them to send filled-forms through persons, post etc. Then they were processed in terms of program wise name list of the graduates, their employment status,

employers name and address, organization type etc. and in case of pursuing further studies, enrolment date, program, institution etc. were recorded.

### **1.6. Scope and Limitation of the study**

This study basically attempts to record the products within six months of their result of their respective levels. The particular study has analyzed the pass out batch of the year 2017 B.S.

Obviously in the year to come, the campus will try to keep its pass out in official record to know their present status and other individual details. The scope of the study was limited as follows:

- The pass out view regarding campus strength and weakness have been included
- The study has done only for the pass out student 2017
- In the study, the pass out no. i.e., 197 have been taken
- Those pass out who have not submitted their transcripts in the campus are not studied.
- The study covers expectations of the graduates after choosing particular program and how far their expectations are met.

## CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

The tool of data collection had been the tracer study questionnaire designed by UGC's format. The questionnaires were distributed to the graduate batch 2017 from DMC. Their responses have been translated and presented into tables and graphs of different sorts. The data has been analyzed and interpreted in this chapter.

### 2.1 Total graduates and traced student status

The graduate batch 2017 consisted of 197 graduates. In this tracer study, efforts have been made to find out their present condition.

Graduates		Management	Humanities	Science	Education	MA	MBS	Total
Bachelor	Total	92	07	48	42	1	26	216
	Tracer	87	4	46	35	1	24	197

Table 1: List of total graduate and traced in 2017

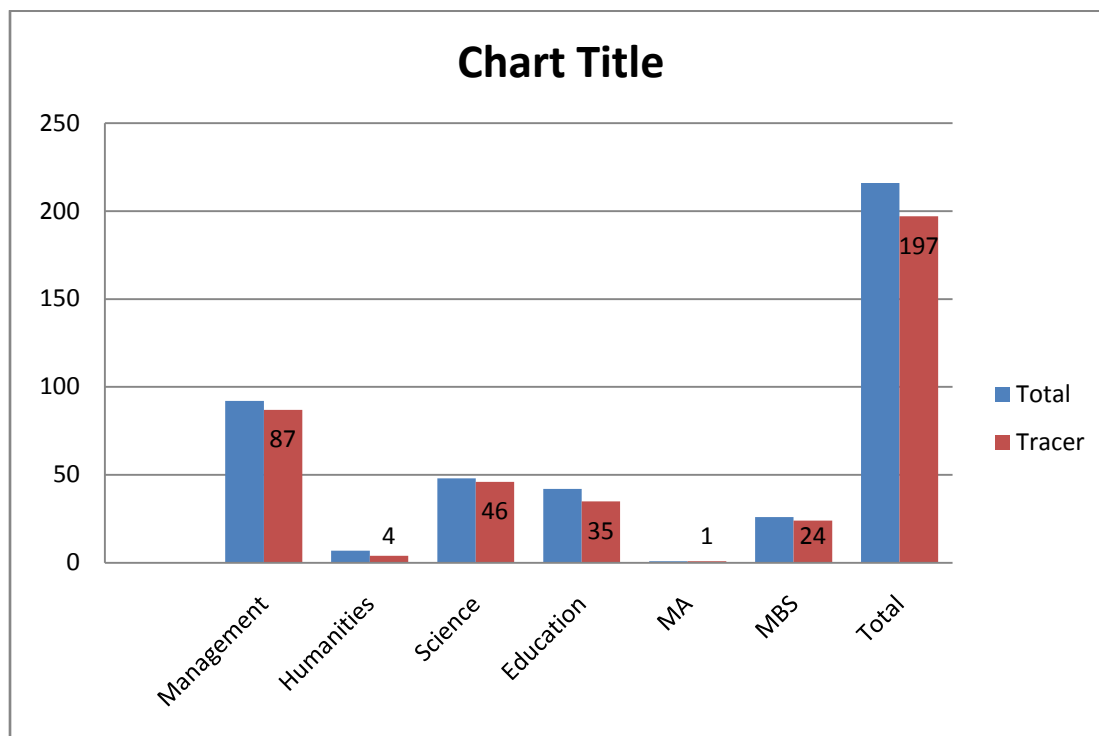


Figure 1: Figure of total graduate and traced in 2017

## 2.2 Graduate Tracer Student Status (GTSS)

In this year 2017 among all student passed graduate and post graduate following are the data we have traced.

Total Student	Program						Total
	B.B.S	B.A.	B.Ed.	B.Sc.	MBS	MA	
Male	32	3	9	31	13	1	89
Female	55	1	26	15	11	-	108
Total	87	4	35	46	24	1	197

Table 2 : Traced student list table graduate of 2017 A.D

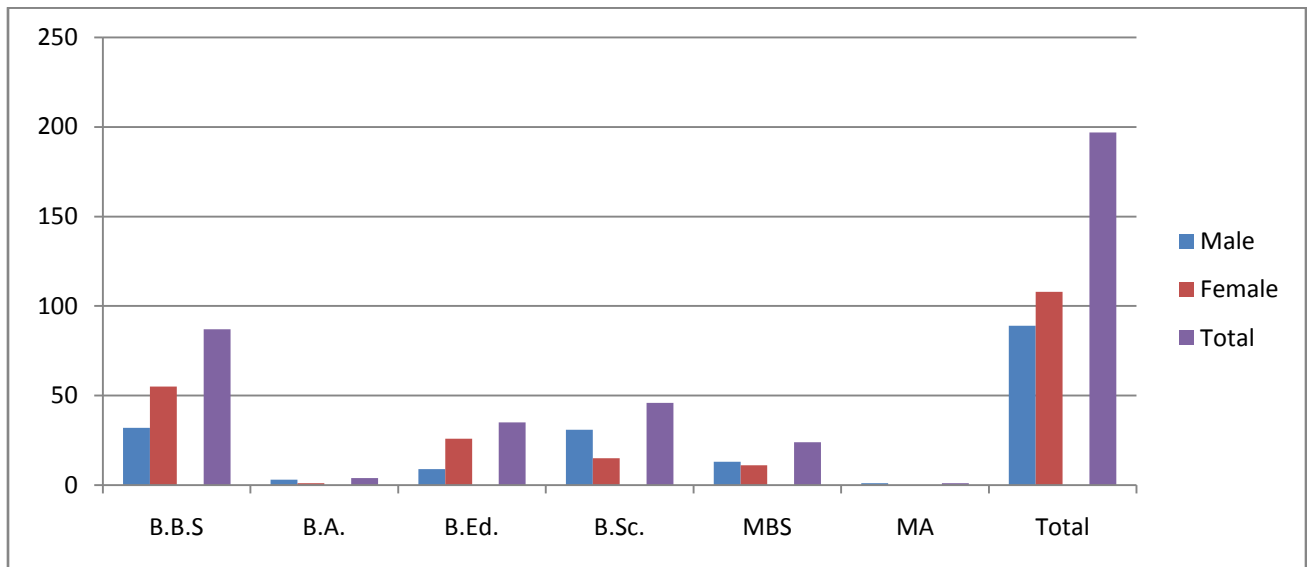


Figure 2: Traced student graduate of 2017

## 2.3 Employment Status of the Graduates

In the year 2017, Out of Trace 172 graduates and 25 post graduate of the campus, have been listed to be employed. The figure of employment has been found higher form the education program. Among the unemployed 117, 102 of them are pursuing further study, some of them are preparing for different sorts of jobs, and rest of them are performing household jobs. The employment status of the graduates has been shown in the table:

Sn	Name of Program	Service in an Origination			Self Employed			Unemployed		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	B.B.S.	15	22	37	0	0	0	17	33	50
2	B.A.	2	1	3	0	0	0	1	0	1
3	B.Ed.	3	8	11	0	0	0	6	18	24
4	B.Sc.	8	1	9	0	0	0	23	14	37
5	M.B.S.	12	7	19	1	0	1	1	4	5
6	MA	0	0	0	0	0	0	0	0	0
Grand Total				79	1			117		

Table 3: Program wise distribution of graduate batch 2017, DMC survey

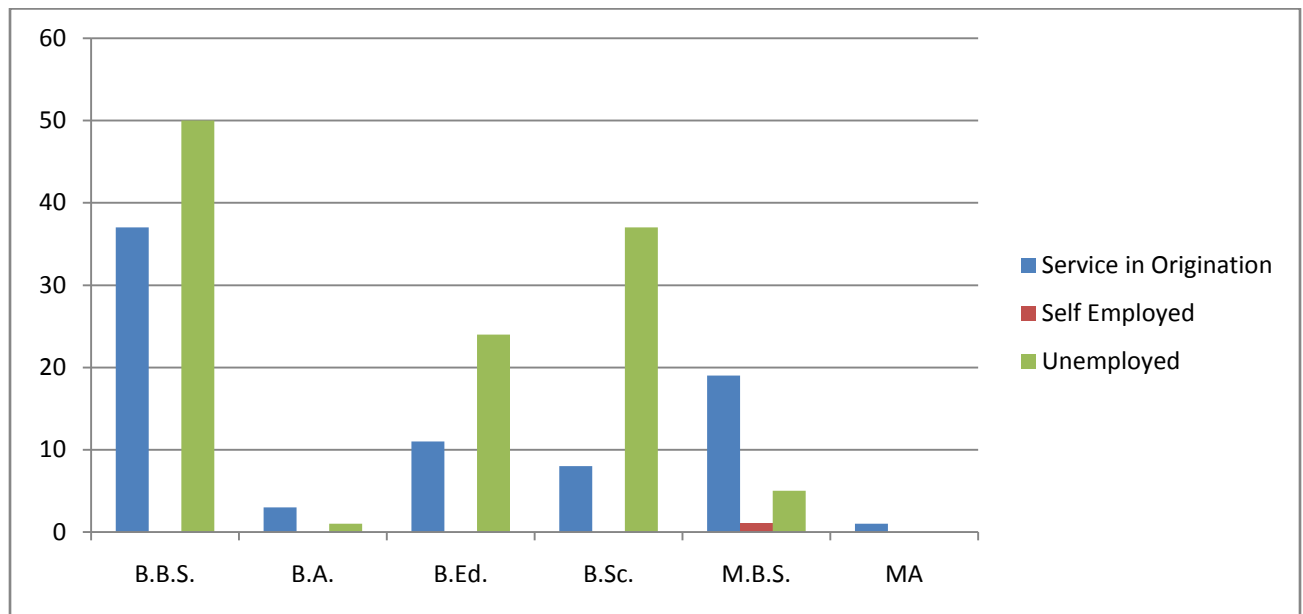


Figure 3: Program wise distribution of graduate batch 2017.

## 2.4. Employed and Further Study Status of the graduates Students

The employment and further study status of the graduates has been shown in the tables.

Program	Further Study Only			Further Study with Employed			Employed			Unemployed		
	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>
BBS	12	22	<b>34</b>	8	10	<b>18</b>	5	11	<b>16</b>	7	12	<b>19</b>
BA	0	0	<b>0</b>	0	1	<b>1</b>	2	0	<b>2</b>	1	0	<b>1</b>
B.Sc	19	12	<b>31</b>	2	0	<b>2</b>	6	1	<b>7</b>	4	2	<b>6</b>
B.Ed.	3	12	<b>15</b>	1	1	<b>2</b>	2	7	<b>9</b>	3	6	<b>9</b>
MBS	0	0	<b>0</b>	0	0	<b>0</b>	11	7	<b>19</b>	1	4	<b>5</b>
MA	0	0	<b>0</b>	0	0	<b>0</b>	1	0	<b>1</b>	0	0	<b>0</b>
<b>Total</b>	<b>34</b>	<b>46</b>	<b>80</b>	<b>11</b>	<b>12</b>	<b>23</b>	<b>27</b>	<b>26</b>	<b>54</b>	<b>16</b>	<b>24</b>	<b>40</b>
<b>G. Total : 197</b>												

Table 4: Employed and Further Study Compare

**Note:-** (Further Study Only = 80 , Further Study with Employed = 23, Employed= 54 and Unemployed= 40 )

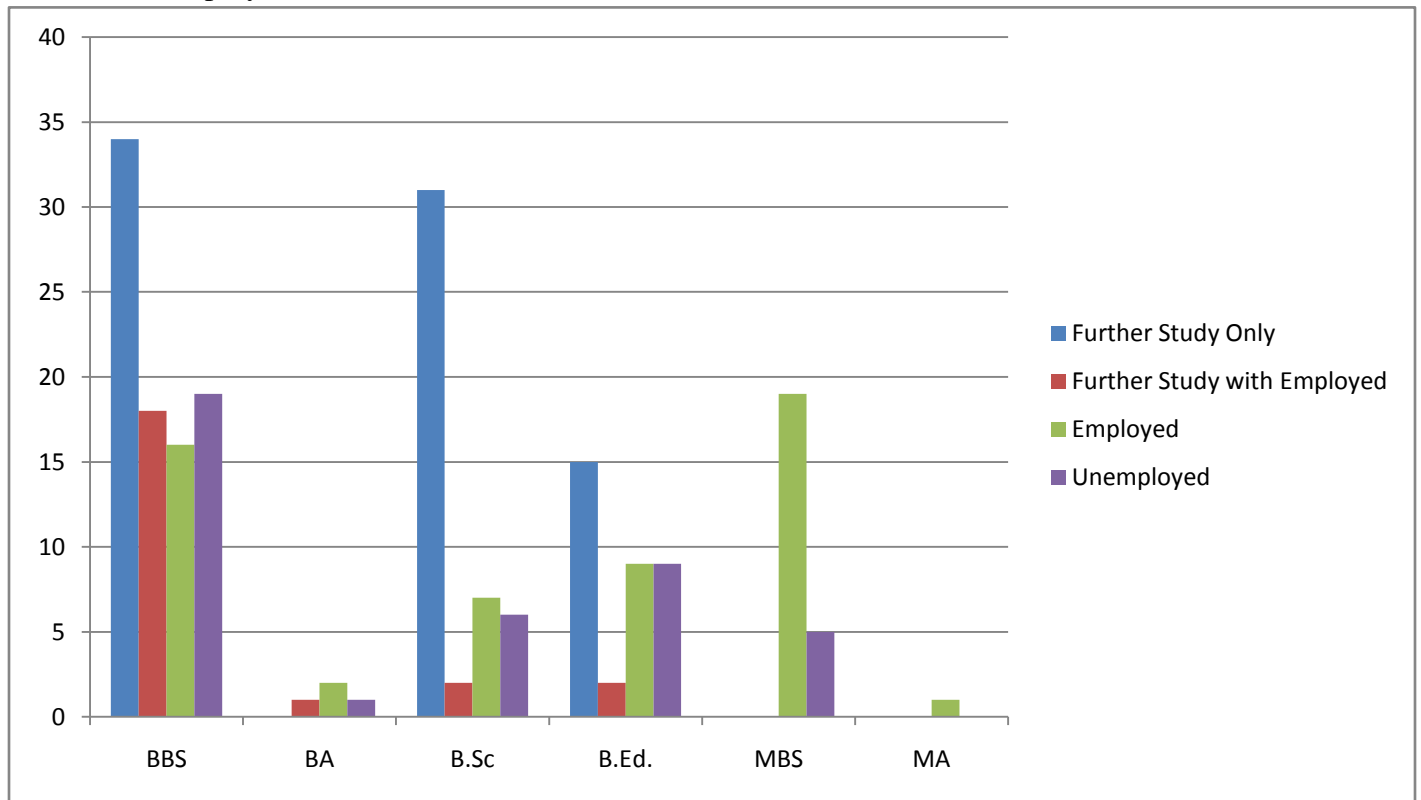


Figure 4: Employed and Further Study compare

## 2.5. Employed status in different sectors.

Out of the pass out graduates, most of the employed are in private sector. Among all the programs 22 graduates from the management stream have been found to have been employed in private sectors, 01 in public sectors, 02 in NGO / INGOs and 04 in government sector.

Graduate employment status shows in below table:

Sectors	Program						Total
	B.B.S	B.A.	B.Ed.	B.Sc.	M.A (Eco)	MBS	
Private	29	2	6	7	0	11	55
Public	1	0	0	0	0	3	4
NGO/INGO	2	0	0	0	0	0	2
Self Employment	0	0	0	0	0	1	1
Government	5	1	5	2	1	4	18
<b>Grant Total</b>							<b>80</b>

Table 5: Graduates Employment Status, tracer study 2017

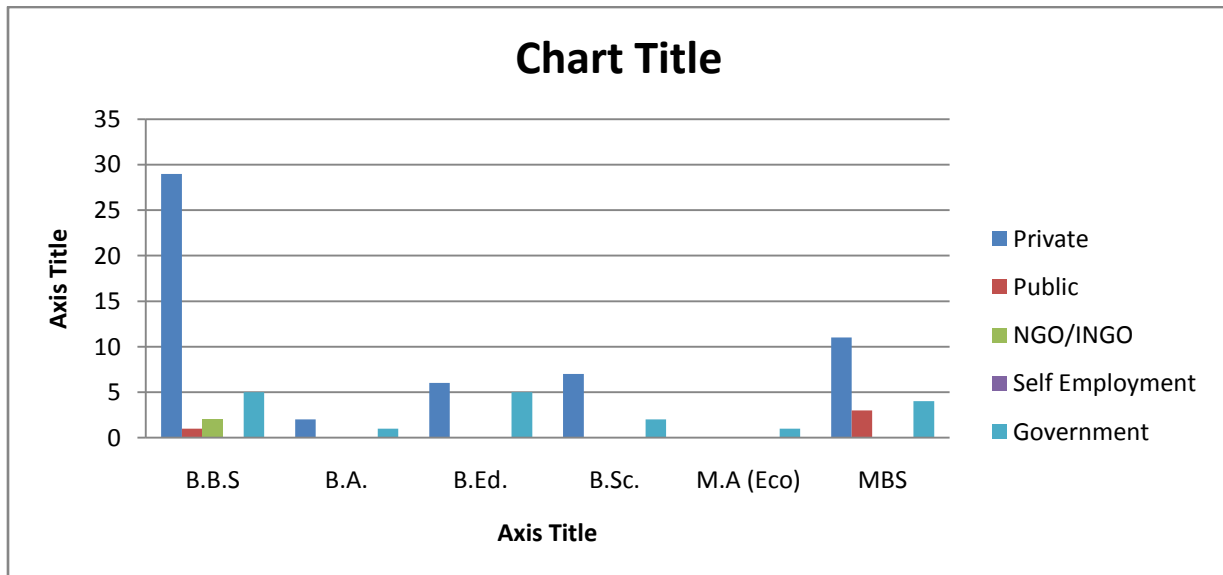


Figure 5: Graduates Employment Status, tracer study 2017

## 2.6 Issues Related to Quality and Relevance of Program

The tracer study has been found one of the best tools to evaluate our institution and its programs through this tracer study. In course of study we asked them which of the following best represent



major strengths and weaknesses of the instructional program that they attended. On the basis of the given category, the quality and relevance of program have been studied that has reflected the strength & weakness or its rating regarding the educational program and contribution in their education in their personal enhancement The rating values were ranged from 0 to 5 on given particulars.

	0	1	2	3	4	5
Relevance of the program to your professional	5	26	36	58	38	34
Extracurricular activities	0	11	36	67	53	30
Problem Solving ability	2	9	34	59	56	37
Work placement /Attachment / Internship	14	19	26	40	61	37
Teaching /Learning environment	4	8	26	41	67	51
Quality of Education Delivered	3	12	22	44	58	58
Teacher Student Relationship	2	8	24	44	61	57
Library Facility	3	8	29	40	52	65
Lab Facility	5	7	45	41	57	61
Sports Facility	2	6	24	38	63	63
Canteen / Urinals etc	4	11	26	36	60	58

Table 6 : Strengths and weaknesses of campus and campus programs, tracer study, 2017

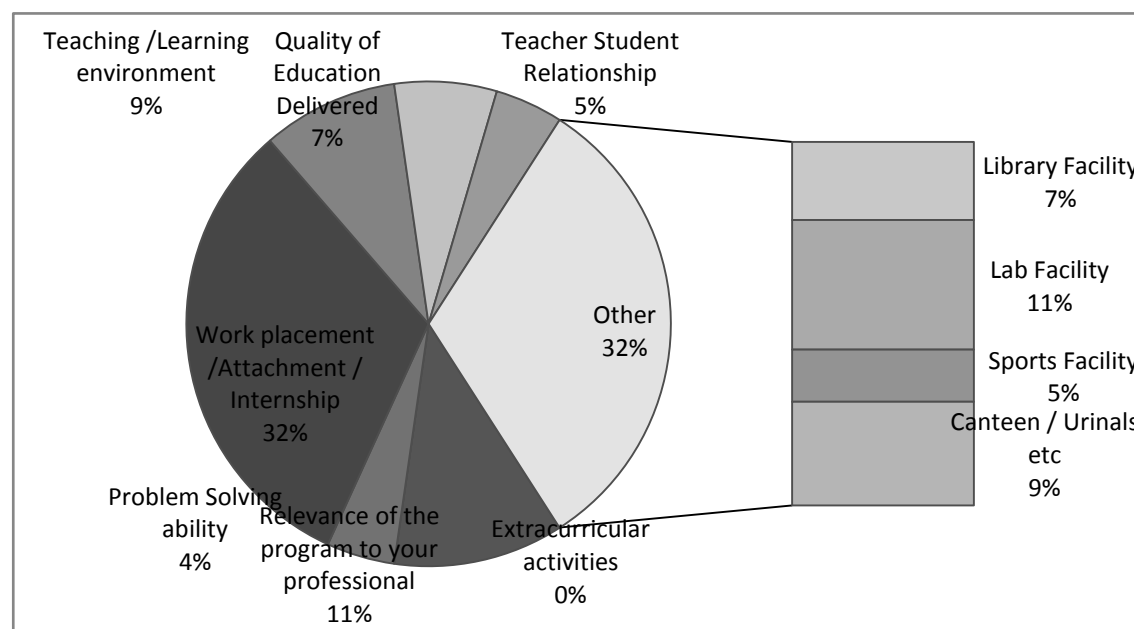


Figure No.6 Strengths and weaknesses of campus and campus programs, tracer study, 2017

## 2.7. Faculty wise analysis

We have presented and analyzed faculty wise data.

### 2.7.1 Faculty of Management (Bachelor Level)

Amongst the 92 graduates of Faculty of management only 87 of them could be approached, 5 graduates could not be contacted by any means. Out of 87 reached out 32 of them were male. The female graduates were 55 and EDJs 6 and Dalits 3. 45% of them were employed and 57% were unemployed and 52 of them were found to be pursuing higher studies. The graduates who couldn't be contacted were 6. The figure below shows the details related to the graduates of Faculty of Management.

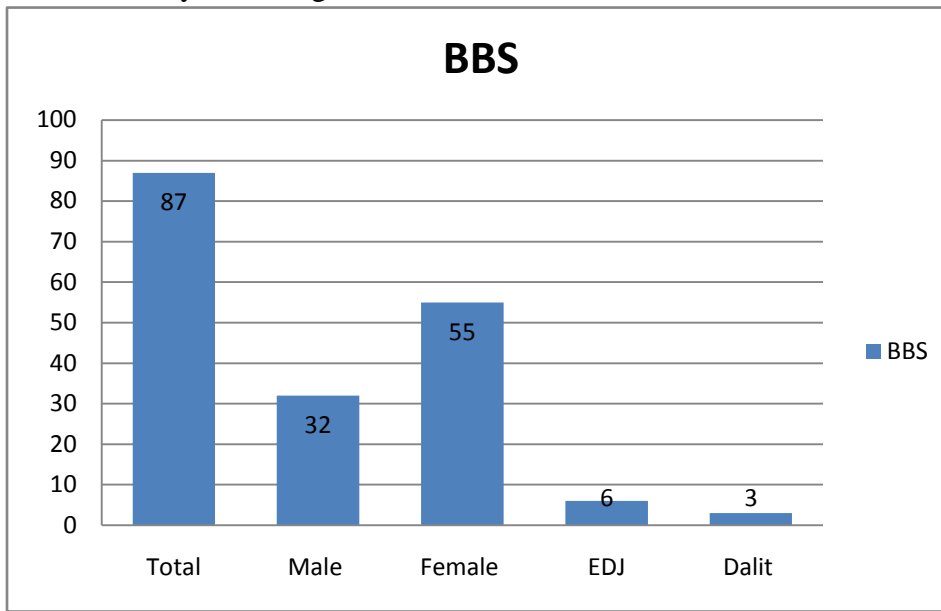


Figure 7: Composition of Graduates in Management

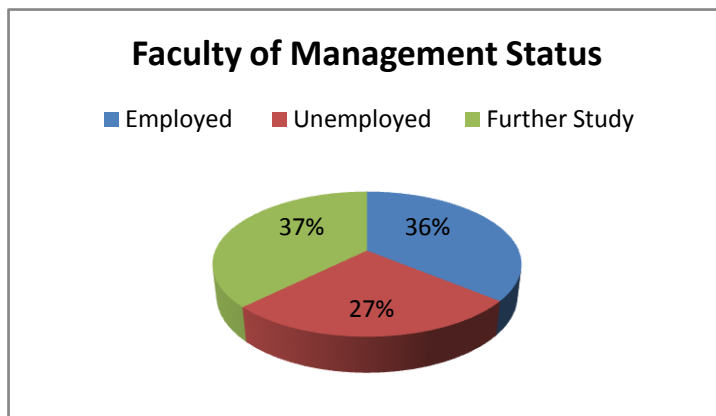


Figure 8: Management Status.

### 2.7.2 Faculty of Humanities (Bachelor Level)

The graduates from Faculty of Humanities were 11 Out of which 3 were male graduates and 1 was female graduates.

### 2.7.3 Faculty of Education (Bachelor Level)

Amongst the 42 graduates of Faculty of Education only 35 of them could be approached, 9 of them are male. The female graduates are 36 and EDJs 7 and Dalits 3. The employment situation of graduates of Faculty of Education is 11. Amongst the 11 employed graduates, 8 were working in teaching area and 3 were working as assistant's level in private companies. The figure below shows the details related to the graduates of Faculty of Management.2 students are found to be pursuing further studies in various institutions.

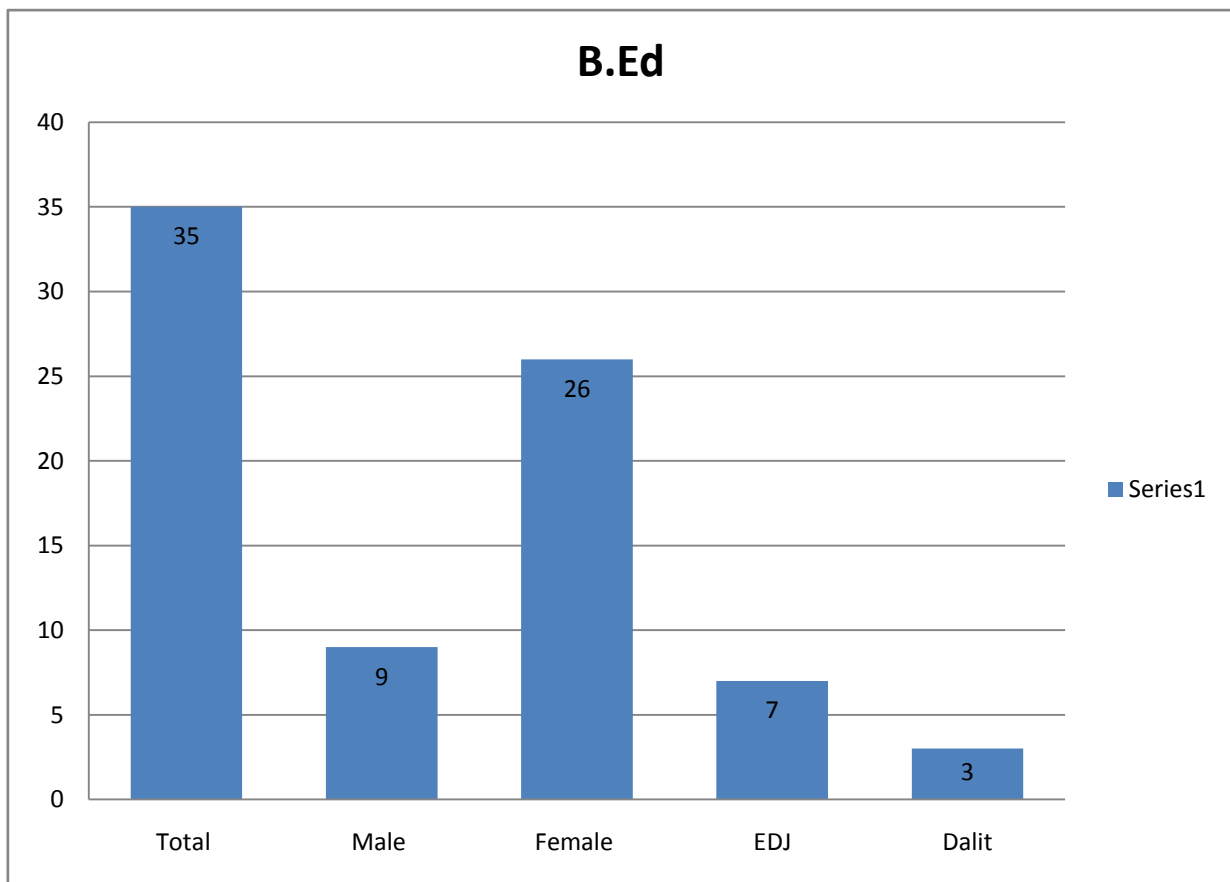


Figure 9: Composition of Graduates in Education

### 2.7.4 Faculty of Science (Bachelor Level)

Amongst the 48 graduates of Faculty of Science only 46 of them could be approached, 31 of them are male. The female graduates are 15 and EDJs 1 and Dalits 2. The employment situation of graduates of Faculty of Science is 9. Amongst the 9 employed graduates, 7 were working in teaching area and other working as assistant's level in private companies. The figure below shows the details related to the graduates of Faculty of Science 33 students were found to be pursuing higher studies in various institutions.

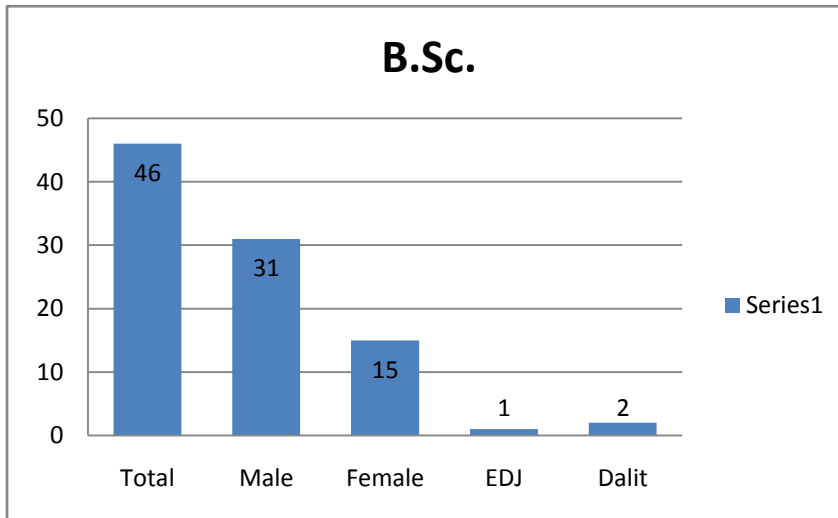


Figure 10: Composition of Graduates in Science

### 2.7.5 Faculty of Management (Master Level)

Amongst the 26 graduates of Faculty of management (MBS) only 24 of them could be approached, 2 graduates could not be contacted by any means. Out of 24 reached out 13 of them are male. The female graduates are 11 and EDJs 0 and Dalits 0. Amongst the 18 employed graduates, 7 are working in teaching area and 18 are working as assistant's level in private and government sectors.

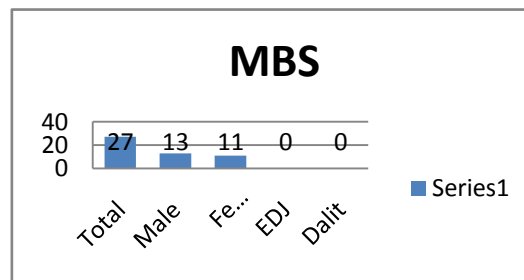


Figure 11: Composition of Graduates in MBS (Master)

### 2.7.6 Faculty of Humanities (Master Level)

Faculty of Humanities, MA Economics had only one graduate and that was a male student. He belongs to Janajati community (non-EDJ). He is currently at government service. He is working in Ministry of foreign affairs post in Non-Gazetted First Class.

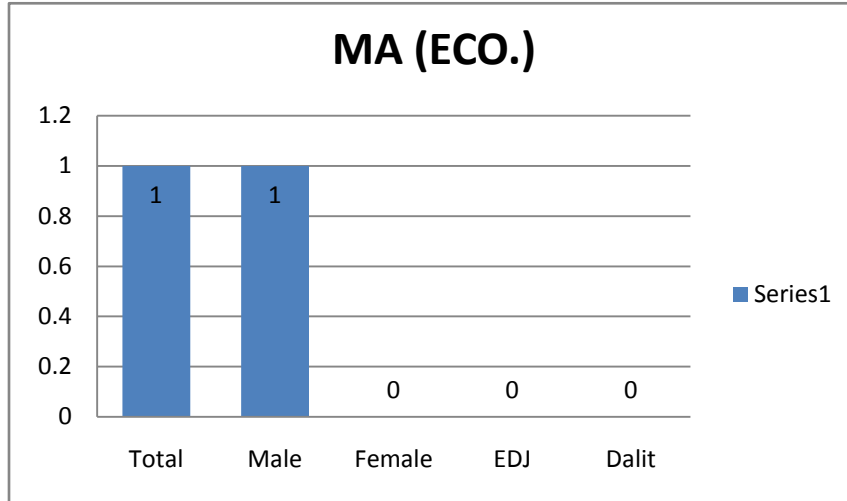


Figure 12: Composition of Graduates in Humanities (Master)

## 2.8. Issue related to teaching / learning, teacher /student relationship and education delivery efficiency.

### 2.8.1. Teaching and Learning Environment

The study also attempted to find out the views of graduates regarding their study experiences at DMC and its strength and weaknesses in terms of teaching /learning environment offered by the institution. 25.38 % of the respondent replied that it was excellent, 31% of the respondent replied better, 22.5% of the respondent replied good, 13.5% of the respondent replied weak, 4.5% of the respondents weaker, 2% of the respondent replied very weak that the quality of the education delivered was good enough to meet the requirements of the market.

Teaching and Learning Environment							
Program	Very Weaker	Weaker	Weak	Good	Better	Excellent	Total
BBS	0	5	16	21	30	15	87
BA	0	1	2	0	1	0	4
B.Ed.	0	1	3	10	8	13	35
B.Sc.	2	0	5	5	15	19	46
MBS	2	2	1	8	8	3	24
MA	0	0	0	1	0	0	1
<b>Total</b>	<b>4</b>	<b>9</b>	<b>27</b>	<b>45</b>	<b>62</b>	<b>50</b>	<b>197</b>

Table 7: Teaching learning environment

### 2.8.2. Teacher and Student Relationship

The study also attempted to find out the views of graduates regarding their study experiences at DMC and the strength and weakness in terms of student teacher relationship. The graduates are also asked about the teacher student relation at DMC. 29.44% of the respondents replied that the student teacher relationship was excellent, 30.5% of the respondents replied better, 22% of the respondents replied well, 12% of the respondents replied weak, 4% of the respondents replied weaker and 1% of the respondents replied that the student teacher relationship was very weaker.

Teacher Student Relationship							
Program	Very Weaker	Weaker	Weak	Good	Better	Excellent	Total
BBS	1	4	12	18	28	24	87
BA	0	0	0	2	2	0	4
B.Ed.	0	0	6	12	10	7	35
B.Sc.	0	1	5	6	11	23	46
MBS	1	3	1	5	10	4	24
MA	0	0	0	1	0	0	1
<b>Total</b>	<b>2</b>	<b>8</b>	<b>24</b>	<b>44</b>	<b>61</b>	<b>58</b>	<b>197</b>

Table 8 : Teacher student relationship

### 2.8.3. Education Delivery

The graduates are also asked about the strengths and weakness of the quality of education offered to them under various streams, 29.44 % of the respondents replied that the quality of the education offered to them are excellent, 29.44% respondents replied better, 22 % respondents replied good, 12.5% respondents replied weak, 6% respondents replied weaker and 1.5 % respondents replied very weaker that the quality of the education delivered was good enough to meet the requirements of the market.

Education Delivery Efficiency							
Program	Very Weaker	Weaker	Weak	Good	Better	Excellent	Total
BBS	1	6	12	19	30	19	87
BA	0	0	2	2	0	0	4
B.Ed.	0	1	3	10	8	13	35
B.Sc.	0	2	5	8	10	21	46
MBS	2	3	0	4	10	5	24
MA	0	0	0	1	0	0	1
<b>Total</b>	<b>3</b>	<b>12</b>	<b>25</b>	<b>41</b>	<b>58</b>	<b>58</b>	<b>197</b>

Table 9: Education delivery efficiency

## 2.9. Issue related to facility such as library, laboratory, canteen, sports facilities urinals etc.

### 2.9.1. Library Facility

The graduates are also asked about the strengths and weakness of the institution in terms its library services. 31.97% of the respondent replied that it was excellent, 27.5% of the respondent replied better,21.5% of the respondent replied good, 11% of the respondent replied weak, 4.5% of the respondent replied weaker , 2.5% of the respondent replied very weaker. The more detail regarding the strengths and weakness of the institution in terms its library services is given in the table given below.

Library Facility							
Program	Very Weaker	Weaker	Weak	Good	Better	Excellent	Total
BBS	2	5	9	20	25	26	87
BA	0	0	1	0	2	1	4
B.Ed.	0	3	4	8	8	12	35
B.Sc.	0	0	2	11	12	21	46
MBS	3	1	6	3	8	3	24
MA	0	0	0	1	0	0	1
Total	5	9	22	43	55	63	197

Table 10: Library facility

### 2.9.2. Laboratory Facility

The graduates are also asked about the strengths and weakness of the institution in terms its lab services. 31% of the respondent replied that it was excellent, 27% of the respondent replied better,21.5% of the respondent replied good, 12% of the respondent replied weak, 5% of the respondent replied weaker , 2% of the respondent replied very weaker. Lab facilities available in the campus. The campus has provided BCA, BBA to BSW and education faculty having with computer lab with capacity of 35 computers. The lab services are given in the table given below.

Laboratory Facility							
Program	Very Weaker	Weaker	Weak	Good	Better	Excellent	Total
BBS	2	5	9	20	25	26	87
BA	0	0	2	1	1	0	4
B.Ed.	0	3	4	8	8	12	35
B.Sc.	0	0	6	8	11	21	46
MBS	2	2	3	5	9	3	24
MA	0	0	0	1	0	0	1
Total	4	10	24	43	54	62	197

Table 11: Laboratory facility

### 2.9.3 Canteen and Urinals Facility

The graduates are also asked about the strengths and weakness of the institution in terms its canteen and Urinals services. 28.5% of the respondent replied that it was excellent, 31.5% of the respondent replied better, 18% of the respondent replied good, 13% of the respondent replied weak, 5.5% of the respondent replied weaker, 2% of the respondent replied very weaker. The more detail regarding the strengths and weakness of the institution in terms its canteen and Urinals services is given in the table given below.

Canteen Facility							
Program	Very Weaker	Weaker	Weak	Good	Better	Excellent	Total
BBS	3	5	13	15	26	25	87
BA	0	1	1	1	0	1	4
B.Ed.	0	2	6	7	13	7	35
B.Sc.	1	1	4	5	14	21	46
MBS	0	2	2	7	10	3	24
MA	0	0	0	1	0	0	1
	4	11	26	36	63	57	197

Table 12: Canteen facility

### 2.9.4 Sports Facility

The graduates are also asked about the strengths and weakness of the institution in terms its sports services. 31% of the respondent replied that it was excellent, 32.5% of the respondent replied better, 18% of the respondent replied good, 13% of the respondent replied weak, 3% of the respondent replied weaker, 1% of the respondent replied very weaker. The more detail regarding the strengths and weakness of the institution in terms its sports services is given in the table given below.

Sports Facility							
Program	Very Weaker	Weaker	Weak	Good	Better	Excellent	Total
BBS	1	4	13	16	27	26	87
BA	0	0	1	2	0	1	4
B.Ed.	0	0	6	4	14	11	35
B.Sc.	1	0	3	5	17	20	46
MBS	0	2	3	8	7	4	24
MA	0	0	0	1	0	0	1
	2	6	26	36	65	62	197

Table 13: Sports facility



## **CHAPTER THREE: MAJOR FINDINGS**

### **3.1 Employment Status of the Graduates**

From the study of passed out batch of 2017, the campus has been able to evaluate the trends of majority of students. In this study, campus has found out that most of the bachelor products are desirous to further their studies whereas the master degree outputs mostly prioritize to establish their career. Only a few students involved in job are in private sector which shows that the campus needs better orientations and counseling so that they can critically analyze the career opportunities and select the most appropriate one. Students involved in private and community sectors hope to settle in government service if they get opportunities or our education system needs to add other activities to its teaching/learning process. Students pass out from BA and B.Ed program are found mostly involved in teaching sectors, where as students from BBS, MBS are involved in co-operative and banking sectors, and students pass out form science program are in hospital, teaching and lab sector that has proved in relevance of job with studies. These involved in job has an experience that they have learnt 'experience is greater than qualification'. They have suggested organizing training courses and promoting field work as well. Further, a huge number of students looking for job or being none engaged awakens the academia to design practical education courses rather than theoretical or impractical or non-skilled courses. The major findings of this study are listed below.

### **3.2. Personal details of the graduates**

- Total student is 216, among 197 respondents, the graduates from BBS, BA ,B.Ed , B.Sc., MBS and MA programs were 87, 4, 35, 46, 24 and MA 1 respectively.
- Out of 197 respondents, 89 were male and 108 were female. The number of female graduates is found to be higher than that of male in all programs. Chi square test reveals that there is no significant relationship between completion of the graduate program and gender of graduates.
- The graduates from EDJ and Dalit group were 14 and 8 respectively. The number of graduates from Brahmin Chhetri and other group is found to be higher than that of other social groups in all programs.

### **3.3. Employment status of graduates**

- Out of total respondents, it is found that only 80 graduates are employed consisting 79 involved in different organization and one graduate was self employed.
- Among the 80 employed respondents, only 40 male and 39 female are employed. Chi square test states that there is significant relationship between gender and employment status.
- Out of total 80 employed graduates, 55 private sectors, 4 public services, 2 NGO/INGO sector and 18 governments and 1 graduate was self employed.
- Regarding the 80 employed graduates 71 graduates were full time 8 graduates were part time employees.
- Among the 28 teacher level employed, 16 are male and 12 are female, 41 assistant level employed 19 are male and 22 female, 9 account level employed, 5 are male and 4 are female, 4 manager level employed, 1 are female and 1 self employed.

### **3.4. Further study status**

- It was found that only 103 graduates have continued their study. Out of 53 graduates from MBS program, 16 are enrolled in M.Ed program, 31 graduates from MSC in different subjects and 3 graduates from MA. In order to further their education, many of these students were enrolled in universities other than TU.

### **3.5. Strengths and weaknesses of the intuitional programs**

- In context of relevancy of program on professional requirements of graduates, 67 student respondents are found to be weak, 103 are satisfied and rated good, better and excellent with average ranking of 3.01.
- For extracurricular activities, 47 student respondents are weak 150 are good, very good and excellent.
- 152 respondents are satisfied and rated good, better and excellent and 45 are very weaker, weaker and weak for problem solving ability.
- In context of work placement, attachment and internship, 138 respondents are satisfied and rated good, better and excellent and 59 respondents are very weaker, weaker and weak for work placement, attachment and internship.

- For teaching learning environment available in campus, 159 respondents are satisfied and rated good, better and excellent and 38 respondents are weak in teaching learning environment.
- 160 respondents are satisfied and rated good, better and excellent and 37 are very weaker, weaker and weak for quality of education delivered by campus.
- In context of teacher student relationship, 162 students are satisfied and rated good, better and excellent and 34 students are very weaker, weaker and weak.
- For library facilities available in campus, 157 respondents are satisfied and rated good, better and excellent and 40 respondents are very weaker, weaker and weak in library facilities.
- 159 respondents are satisfied and rated good, better and excellent and 37 are very weaker, weaker and weak in lab facilities available in campus.
- In context of sports facilities of campus, 163 respondents were satisfied and rated good, better and excellent and other respondents in very weaker, weaker and weak in sports facilities.
- 143 respondents are good, better and excellent and 41 respondents are very weaker, weaker and weak in canteen and urinals facility.
- 93.15% respondents were satisfied and rated good, very good and excellent for overall activities of campus.

## **CHAPTER FOUR: IMPLICATION TO INSTITUTIONAL REFORM**

Tracer studies as a method of obtaining regular feed-back on the labor market performance of graduates; it can be used as tool to assist education and manpower planning. Tracer study provides information on the demand for educated workers. Beside this it has other advantages. This tracer study is helpful feedback from graduates for modifying, upgrading present teaching and learning methodology even curriculum. It also shows that our weakness and challenges through graduate suggestion and recommendation. Campuses have to reform teaching process according human resource demand.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATION**

Campus has taken Tracer Study as a part of duty though the study, it has been easier to identify their status, interest and success of the program as well. Moreover, tracer study can be the best guideline to assess the effectiveness of the curriculum, institutional management and effort, and the impact and goodwill of the campus to the stakeholders. Further it is hoped that the comparative study of program wise pass out batch, will obviously bring changes in the intuitional planning process, and also helps to take remedial action.

The campus administration and the tracer study committee have been gratified for the task being taken as a part of duty. It is hoped and recommended that the MC of the campus should set up its mechanism with the easy access of official accommodations in the campus. MC should encourage the team by providing due remuneration manageable its resources.

### **Recommendation**

- Labour market studies are recommended to conduct in a Periodic manner to identify the changing needs of the labour market. Consequently, it is recommended to review Curricula to cater the market demand.
- Recommended to ensure effective monitoring is carried out to ensure that the curriculum is fully implemented. Specially to ensure adequate practical opportunities for the students as envisaged by the curriculum. It was found lacking specially in private institutes.
- Recommended to carry out the tracing of the graduates by each institute in a regular basis to update the market demand and course updating.
- Linkage between institutions and industries or employers should be strengthened so that the program is offered according to the human resource demand of the employers.

**Thank You**