

Damak Multiple Campus
Damak, Jhapa



Tracer Study Report
(Graduates of 2019)

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 2019. 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 Mr. Padam Prasad Ghimire (Co-ordinator), Mr. Tulashi Phuyal, Mr. Tomnath Dahal, and the Technical Assistance Mr. Nabin Dhungana, in collecting and processing the data. Without their constant efforts this study would not have been possible. Furthermore, we thank all our stakeholders for continuous effort and support.

Campus Chief
Damak Multiple Campus
Damak, Jhapa

EXECUTIVE SUMMARY

Damak Multiple Campus, one of the leading public academic institutions in the country, has its own reputation in the national scenario. It was established in 2038(B.S.) with introduction of Management Faculty. In a short span of time, it has updated not only its infrastructures, but also other physical facilities and academic qualities. At present the campus has introduced various academic programs like MBS, MA, BBA, BCA, BSW, BBS, BSC, BA, and BED etc. to meet the expanding demands of present days. Besides academic programs, the campus focuses on other curricular and personality development activities for all round developments of the students. With the advent of UGC, Nepal in 2068 BS, the campus has emerged as an academic hub in the eastern region. It has also brought radical modifications almost in all the aspects of the institution. DMC has been successful to win the heart of the public in general and its stakeholders.

Thus, it is imperative for the campus to carry out surveys and prepare a tracer study report to find out the overall performance of its graduates in their respective fields and workplaces. Damak Multiple Campus has already conducted this kind of tracer study previously, and this is a continuation of same. The present tracer study of our graduates was conducted in 2019 AD (2076 BS) with the objective of finding their employment status. The study reflects the relevance of its programs and the status of quality. It is also helpful in enhancing their skills and efficiencies which results in fulfilling the requirements of the expanding job markets. In the same vein, it sheds light on the teaching-learning processes and provides an opportunity for further reforms.

The Tracer Study encompassed the graduates of all the faculties: Management, Science, Humanities, Education, and the Master's Degree graduates of the Faculty of Management and MA(Eco). The total number of graduates in Bachelor and Master's levels was 232. The tracer study team made a survey of 160 students: BBS 87 (Male 30 + Female 57), BA 7(Male 3 + Female 4), Science 36 (Male 21 + Female 15), Education 16 (Male 5+ Female 11), MBS 13 (Male 6 + Female 7) and MA 1(Male 1 only). The survey team collected information based on their participation in the study. The students filled out the tracer study forms and submitted to the campus.

A four-member team, comprising both teaching and non-teaching staff, prepared the Tracer Study Report. The team carried out the study by applying the survey questionnaire provided by the UGC, Nepal as an approach for data collection. The reflection of the questionnaire included the number of total graduates, the status of employment, job categories, and their experiences at DMC etc. Of the total traced students, 41.25% (58 FS + 8 E&F) students were continuing their further studies, 9.37% students were involved in public and private sectors, 4.37% were in government sectors. Similarly, 06 students were self-employed. The study found that 70(43.75%) students were full unemployed, 26 students had full-time jobs and not found the students had part-time jobs.

In total, there were 65 male and 95 were female participants. Likewise, the number of participants from Bachelor Level was 146 (Male 59- Female 87), and 14 (Male 6- Female 8) participants from Master's Level. There were 26 graduates who were employed, while there were 8 graduates who were pursuing further studies with employment. The number of students who

were involved only in studies was 66 and 6 self-employed graduate. 70 student were completely unemployed and 58 students are unemployed with further studies. Among all the faculties, the highest number of employed graduates was from Management Faculty. The total number of EDG students was 6, and there were only 1 students belonging to the Dalits category.

The Tracer Study Report has been organized in five sections: (a.) Introductory Section (b.) Data Presentation and Analysis (c.) Findings of the Study (d.) Implications to the Institutional Reform, and (e.) Conclusion and Recommendations. In the Introductory Section, the background of the tracer study, its rationale and objectives have been described. It also discusses the approach applied in the process of data collection and its analysis. The Second Section presents the data collection and its analysis. It includes the status of employment, job categories, job experiences of the graduates, the relevance of present programs offered by the campus, and related issues. The Third Section sums up the major findings of the study: the number of the graduates in 2019 (AD) from various faculties, and their employment status etc. The Fourth Section deals with some of the implications to institutional reforms. The Final Section is the conclusion drawn by the team after the study. It provides some recommendations for further improvements as per the feedbacks of the students.

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ABBREVIATIONS

| | |
|----------|--|
| B.Ed. | Bachelor of Education |
| B.Sc. | Bachelor of Science |
| BA | Bachelor of Arts |
| BBS | Bachelor of Business Studies |
| DMC | Damak Multiple Campus |
| E | Employed |
| E&FS | Employed and Further Studies |
| EDJ | Educationally Disadvantaged Janajatis |
| F.G. | Female Graduate |
| F.T. | Full Time |
| FS | Further Studies |
| GTSS | Graduate Tracer Student Status |
| INGO | International Non- Governmental Organization |
| M.G. | Male Graduate |
| MBS | Master of Business Studies |
| MC | Management Committee |
| MPC | Master Degree Program Coordinator |
| NGO | Non- Governmental Organization |
| P.T. | Part Time |
| QAA | Quality Assurance and Accreditation |
| RMC | Research Management Cell |
| S | Self Employed |
| T.G. | Total Graduate |
| TU | Tribhuvan University |
| U | Unemployed |
| UGC | University Grants Commission |
| U non FS | Unemployed and Non Further Study |

CHAPTER: ONE INTRODUCTION

1.1 Introduction

The strength of any academic institution relies on its faculties, programs offered, research activities, extra-curricular activities, trainings, outreach programs, and proper co-ordination among its stakeholders etc. With this purpose the tracer study was conducted to identify the institution's strengths and shortcomings so that it can keep pace with the present day market demands and further improvements can be achieved. The campus carried out the tracer study of the graduates of both levels who completed their degrees in 2019 (AD). The main focus of the study was to find out the status of their results and the employment status. It is helpful to review and evaluate the relevance of programs being offered to the students to maintain its academic standards. The campus has maintained individual profiles of its graduates. The study provides valuable suggestions to make learning-teaching processes effective and better. This kind of task helps the campus realize its impact on society, quality education, and realization of its products in the related fields. Out of 232 graduates, 160 graduates were included in the study from Bachelor (146) and Master's (14) levels.

The Tracer Study Report sums up the important feedbacks provided by the students. So far as the approaches are concerned, the questionnaire provided by the UGC, Nepal was used to collect data of the graduates who had completed their respective levels and also their employment status. Some difficulties were faced by the team as all the respondents didn't submit the survey forms to the team / campus. Similarly, there was a certain amount of inability of gathering information due to their residing locations in remote mountainous regions and unavailability of their contact numbers.

This introductory section encompasses the background of Damak Multiple Campus, rationale and objectives of the study, data collection and analysis, Institutional Arrangements to Conduct the Study.

1.2 Background / Rationale

DMC was established in 2038 B.S. with its affiliation to TU with the objective of providing higher education in the local area. It was founded as a community campus to meet the needs of higher education in Jhapa, eastern Morang, southern Ilam and Panchthar district. In the beginning phase, the campus introduced the Faculty of Management (Intermediate level).

Damak Multiple Campus has been continuously expanding new academic programs to meet the demands of job markets. This is the reason that the catchment area of the campus is ever expanding and it is one of the most sought-after public academic institutions in the eastern region. The frequent visits of public campuses from remote areas to make a study of Damak Multiple Campus show its impact. The campus provides both theoretical and practical

knowledge and trainings to the students. It is providing interdisciplinary education to the students to develop professionalism and leadership through its innovative and creative services. Damak Multiple Campus is fully committed to promoting and maintaining academic excellence in the eastern region. For this purpose, the campus has managed new technologies and innovations in the classrooms for effective delivery of learning-teaching processes.

The Tracer Study was made with the focus on collecting accurate information regarding the status of employment of our graduates in 2019. The study provided an opportunity to identify the quality and relevance of higher education in the job markets, their working conditions, the fields of their work, job satisfaction etc.

1.3 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 workplaces and to maintain official relationship with the Alumni of the campus. The specific objectives of the study are as follows:

- i. To identify the status of graduates of Bachelor and Master level programs
- ii. To analyze the work place performance level of employed graduates
- iii. To identify the feedbacks for the betterment of the institution
- iv. To understand the different ways in which graduates learn about job opportunities as well as entrepreneurship prospects
- v. To understand the need to modify existing policies and develop new policies to adapt to the changing environment
- vi. To set the mechanism of identifying its products involved in jobs, further studies, their own business and their interests of involvement
- vii. To find the academic standard in the regional and national levels
- viii. To evaluate the quality and relevance of higher education programs.

1.4 Institutional Arrangements to Conduct the Study

The Campus formed a Task Force to carry out the survey of the students. The team comprised of teaching and non-teaching staff of DMC. The team collected the primary data, extended social networks, contacts, and got assistance from our Alumni Association. It extended the personal contact to the graduates. Then, the completed study was overviewed and monitored by Campus Administration. The survey team accomplished the consigned task within a time frame precisely.

1.5 Data Collection- Instruments and Approach

The data was collected by applying a survey method by the tracer study team. It was carried out with the help of the questionnaire provided by the UGC, Nepal. The questionnaire that contained various information, personal details, and contact numbers was provided to the respondents by the members of the team to gather information from the graduates in 2019. The number of the respondents was divided into various sections: number of respondents, gender, ethnicity, work places, employment category, employers, and pursuing further studies etc.

1.6. Methodology

The methodologies applied for data collection included: questionnaire, telephone contacts, personal interviews, home visits, e-mails, personal contact, and online survey etc. The provided questionnaire was designed to collect information on following factors:

- i. Impact of research and trainings on personal, professionalism, and developments
- ii. Employment status
- iii. Job categories and satisfaction
- iv. Students' experiences and trainings at Damak Multiple Campus
- v. Relevance of their courses and suitability for job placement

1.7. Scope and Limitation of Study

The study was conducted within six months after the publication of their results. The team received the filled out questionnaire form from the students. But the expected responses couldn't be achieved as some of the students didn't submit the form due to various factors including their reluctance, changing residential circumstances, and lack of telephone contact etc. One hundred sixty (160) students completed and submitted the questionnaire form to the team / the campus. A substantial number of male (65) and female (95) graduates ardently responded to the questionnaire. The scope of study was wider as the study was done of the students who were working inside the country at various work places. The study was limited to:

- i. The study was conducted only for 2019 graduates.
- ii. The total number of students who participated in the study was only included (i.e. 160)
- iii. Those who didn't submit their transcripts to the campus were not studied
- iv. The study covers expectations of the graduates after choosing particular program and how far their expectations are met

CHAPTER: TWO

DATA PRESENTATION AND ANALYSIS:

This chapter is described in eighteen sections. The first section presents the profile of the graduates on the basis of academic programmes. The second section describes about the profile of the tracer students status. The third section deals with the cast-wise graduates composition of tracer study. Fourth section presents about Employment Status of the Graduates. The fifth section deals with further study status of the graduates. The sixth section describes about job categories/ sectors of the graduate. The seventh sections deals with the Faculty-wise Graduate's Analysis. The eighth section deals with the issues related to Quality and Relevance of Programs of Graduate. The ninth section presents the Effectiveness of Extra-curricular Activities. The tenth section deals with the Effectiveness on the Problem Solving Skill of the Responded. The eleventh section the described about the Effectiveness on Work Placement/ Attachment/ Internship. The twelfth section presents the Teaching-Learning Environment. The thirteenth section deals with the Teacher Students Relations Ship. The fourteenth sections present the Quality of Education delivery Efficiency. The fifteenth section described about library facility. The sixteenth section presents the Laboratory Facility. The seventeenth section deals with the Canteen and Urinals facility and eighteenth section describes the sports facility of the graduates.

2.1 The Profile of the Graduates

The tracer study of the graduates was conducted by a team comprising both teaching and non-teaching staff of Damak Multiple Campus in 2019 (AD). As it has been already mentioned, the total number of the students was 232, and out of which 160 participated in the study carried out by the team. All the students participated in and responded to the study are carried out by the team. The number of Bachelor level graduates was -213 (Male 83 + Female 130), and of Master's level was -19 (Male 8 + Female 11). There were 8 Educationally Disadvantaged Janajati and 2 Dalit graduates.

The tracer study team applied the questionnaire provided by the UGC, Nepal, as a tool for data collection. The questionnaire form was distributed to the students. They submitted the filled-out forms with responses to the study team / campus. In some cases, the team also used other instruments and approaches like e-mails, telephone contacts, home visits, interviews etc. The students' responses have been presented in the following tables and graphs:

Table No: 2.1 Profile of the graduate.

| Level | Faculty | Total Graduates | Male Graduates | Female Graduates | Educationally Disadvantaged Graduates | |
|-------------------------|---------|-----------------|----------------|------------------|---------------------------------------|----------|
| | | | | | Educationally Disadvantaged Janajatis | Dalits |
| Bachelor Level | B.B.S. | 111 | 38 | 73 | 4 | 0 |
| | B.Ed. | 43 | 10 | 33 | 0 | 1 |
| | B.A. | 12 | 6 | 6 | 2 | 0 |
| | B.Sc. | 47 | 26 | 21 | 1 | 1 |
| Bachelor's Total | | 213 | 83 | 130 | 7 | 2 |
| Master's Level | MBS | 18 | 8 | 10 | 1 | 0 |
| | MA | 1 | 0 | 1 | 0 | 0 |
| Master's Total | | 19 | 8 | 11 | 1 | 0 |
| Grand Total | | 232 | 91 | 141 | 8 | 2 |

This is obvious from the table above that 232 students were graduates from DMC. This table states that, there are 91 male students and 141 female students. Thus, it is also found that 213 students are in bachelor's levels and 19 students are in master's levels. This table clearly indicates female students are more than male students of graduates from DMC.

2.2 The Profile of the Tracer Students Status

This section described about the profile of the tracer students status of graduates. The following table shows the profile of the tracer student's status:

Table No: 2.2 Traced study status

| Level | Faculty | T.S. | M.G. | F.G. | E.D.G. | | E | E&FS | U F.S. | U non FS. | S.E |
|-------------------------|---------|------------|-----------|-----------|----------|----------|-----------|----------|-----------|-----------|----------|
| | | | | | E.D.J. | D. | | | | | |
| Bachelor | B.B.S. | 87 | 30 | 57 | 4 | 0 | 6 | 3 | 46 | 29 | 3 |
| | B.Ed. | 16 | 5 | 11 | 0 | 0 | 1 | 2 | 2 | 11 | 0 |
| | B.A. | 7 | 3 | 4 | 1 | 0 | 1 | 0 | 1 | 5 | 0 |
| | B.Sc. | 36 | 21 | 15 | 0 | 1 | 3 | 3 | 9 | 20 | 1 |
| Bachelor's Total | | 146 | 59 | 87 | 5 | 1 | 11 | 8 | 58 | 65 | 4 |
| Master's | MBS | 13 | 6 | 7 | 1 | 0 | 6 | 0 | 0 | 5 | 2 |
| | MA | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Master's Total | | 14 | 6 | 8 | 1 | 0 | 7 | 0 | 0 | 5 | 2 |
| Grand Total | | 160 | 65 | 95 | 6 | 1 | 18 | 8 | 58 | 70 | 6 |

T.S. = Tracer Study, M.G.= Male Graduates, F.G.= Female Graduates, E.D.G.= Educationally Disadvantage Graduates, EDJ=Educationally Disadvantaged Janajatis, D= Dalits , E= Employed, F.S.= Further Studies, E&F= Employed & Further Studies , S.E.= Self – Employed, U= Unemployed, U non FS= Unemployed and Further Study

There were 232 graduates who completed their respective degrees from Damak Multiple Campus in 2019AD. Some of them couldn't be contacted, while others didn't submit the filled out forms to the team / campus. So the study was carried out of only 160 graduates who actively participated in the study. In total, there were 65 male students participants and 95 students were females. Likewise, the number of participants from Bachelor Level was 146 (Male 59- Female 87), and 14 (Male 6- Female 8) participants from Master's Level. There were 18 graduates who were employed, while there were 8 students graduates who were pursuing further studies with employment. The number of students who were involved only in studies was 58. Six students were found self employed and 70 were completely unemployed and are in further study. The total number of EDG students was 6 and Dalits students were 1.

2.3 The Caste-Wise Graduates Composition of Tracer Study

This sections presents the cast wise graduates composition of tracer study. The cast wise graduates composition include Brahmin/Chhetri, Adhibashi/ Janajati, Madhesi, EDJ and Dalit.

Table No: 2.3 Caste- Wise Graduate Composition of Tracer Study

| | | Ethnicity | | | | | Total |
|--------------------------|--------------|---------------------|------------------------|--------------|--------------|--------------|-------------|
| | | Brahmin/ Chhetri | Adhibashi/ Janajati | Madhesi | EDJ | Dalit | |
| Program Completed | BBS | 60 | 25 | 2 | 4 | 0 | 87 |
| | B.Ed. | 7 | 8 | 1 | 0 | 0 | 16 |
| | BA | 3 | 4 | 0 | 1 | 0 | 7 |
| | B.Sc. | 26 | 4 | 6 | 0 | 1 | 36 |
| | MBS | 11 | 1 | 1 | 1 | 0 | 13 |
| | MA | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | | 108 | 42 | 10 | 6 | 1 | 160 |
| % of Cast-wise | | 67.5% | 26.25% | 6.25% | 3.75% | 0.62% | 100% |

Source: Annex No-2

Above table indicates that the highest number of graduates belonged to Brahmin/Chhetris i.e. 67.5% comprising of all faculty followed by Adhibashi/Janajati comprising 26.25%, 3.75% students belonged to EDJ categories like Tamang, Tajpuriya, and Dhimal, 6.25% students were from Madhesi category and only 0.62% were from Dalits category.

2. 4 Employment Status of the Graduates

This section deals with the employment status of the graduates. This section includes full time, part time, employment & further study, only further study and self employed category.

Table No:2. 4 Employment Status of the Graduates.

| SN | Faculty | Employment Status | | | | | | | |
|--------------|---------|-------------------|-----------|-----------|----------|-----------|--------------|-----------|----------|
| | | M | F | T | PT | FT | Total (E&FS) | Only E | Self E |
| 1 | B.B.S. | 4 | 5 | 9 | 0 | 9 | 3 | 6 | 3 |
| 2 | B.Ed. | 1 | 2 | 3 | 0 | 3 | 2 | 1 | 0 |
| 3 | B.A. | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 4 | B.Sc. | 3 | 3 | 6 | 0 | 6 | 3 | 3 | 1 |
| 5 | M.B.S. | 4 | 2 | 6 | 0 | 6 | 0 | 6 | 2 |
| 6 | MA | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 |
| Total | | 13 | 13 | 26 | 0 | 26 | 8 | 18 | 6 |

Source: Annex No-2a, and 5

PT=Part Time, FT= Full Time, E+FS= Employed +Further Study, Only E=Only Employed,

Self E= Self Employed.

The tables show the employment status of traced graduates who completed their Bachelor's and Master's levels from Damak Multiple Campus in 2019.

Most of the graduates were employed in the private sectors. Among all the programs, the highest number of graduates was from the Management Stream. There were 26 graduates out of which 26 were full-time job holders, no graduates were part-time job holders, 18 graduates were only Employed excluding further study, 8 students were employed and are in further study and 6 students were only self-employed.

2.5 Further Study Status of the Graduates

This section describe about further study status of the graduates from DMC. The employment and further study status of the graduates has been shown in the table below:

Table No: 2.5 Further Study Status

| Program | Further Study Only | | | Further Study with Employed | | |
|--------------------|--------------------|-----------|-----------|-----------------------------|----------|----------|
| | Male | Female | Total | Male | Female | Total |
| BBS | 11 | 35 | 46 | 1 | 2 | 3 |
| B.Ed. | 1 | 1 | 2 | 1 | 1 | 2 |
| BA | 0 | 1 | 1 | 0 | 0 | 0 |
| B.Sc | 5 | 4 | 9 | 1 | 2 | 3 |
| MBS | 0 | 0 | 0 | 0 | 0 | 0 |
| MA | 0 | 0 | 0 | 0 | 0 | 0 |
| Grand Total | 17 | 41 | 58 | 3 | 5 | 8 |

The above table shows that graduates who are in further study is 58 out of which 17 are male students and 41 were female students. It is also clear that further study along with employment is 8 students, out of which 3 are male and 5 are female graduates.

2.6 Job Categories / Sectors

This section represents the graduates employed in different job categories/ sectors:

Table No: 2.6 Job Categories in Employment Student

| Sectors | B.B.S | | | B.Ed. | | | B.A. | | | B.Sc. | | | MBS | | | MA | | | TOTAL |
|----------------------|----------|---|---|----------|---|---|----------|---|---|----------|---|---|----------|---|---|----------|----------|----------|-----------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | |
| Private | 1 | 5 | 6 | 0 | 2 | 2 | 1 | 0 | 1 | 2 | 2 | 4 | 1 | 1 | 2 | 0 | 0 | 0 | 15 |
| Public | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 1 | 1 | 4 |
| NGO/INGO | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Government | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 1 | 2 | 0 | 0 | 0 | 7 |
| Total | 9 | | | 3 | | | 1 | | | 6 | | | 6 | | | 1 | | | 26 |
| Self Employed | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 6 |

Source : Annex No-2a and 5

According to the data of traced graduates i.e. 160 graduates, 26 students were employed where 6 students were self-employed in various sectors. Among the employed graduates, 15 graduates were involved in the private sectors, 4 graduate were involved in the public sector, not found the graduates were involved in the NGO/INGO sector, while 7 graduates were in the government jobs. The above table indicates higher no of employed graduates are from the Management faculty (i.e. BBS & MBS).

2.7 Faculty-wise Graduates Analysis

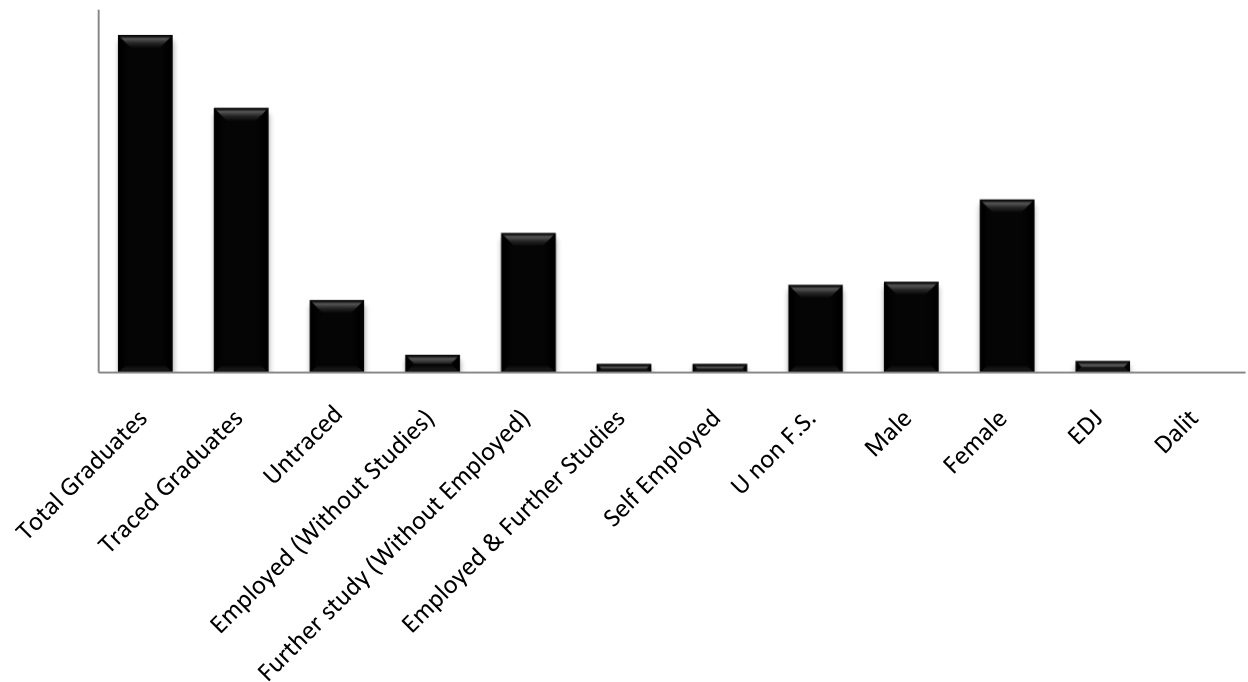
This section represents faculty wise graduate analysis. The faculty wise graduate includes Management faculty, faculty of Humanities, faculty of Education and faculty of Science

2.7.1 Faculty of Management (Bachelor Level)

Among the 111 graduates from Faculty of Management, only 87 of them could be approached, and 24 graduates could not be contacted by any means. The number of males was 30 and of females 57, EDJs 4 and not found the Dalits graduate. Six of them were only employed, 29 graduates were U non FS and 3 graduates were employed and were also involved in further studies at different institutions. 46 students of them were found only pursuing their higher studies. The number of graduates who couldn't be contacted was 24. The figure below shows the details related to the graduates of Faculty of Management.

(E+FS= Employed & Further Study, U=Unemployed, E =Employed)

Figure No: 2.1 Composition of Graduates in Management

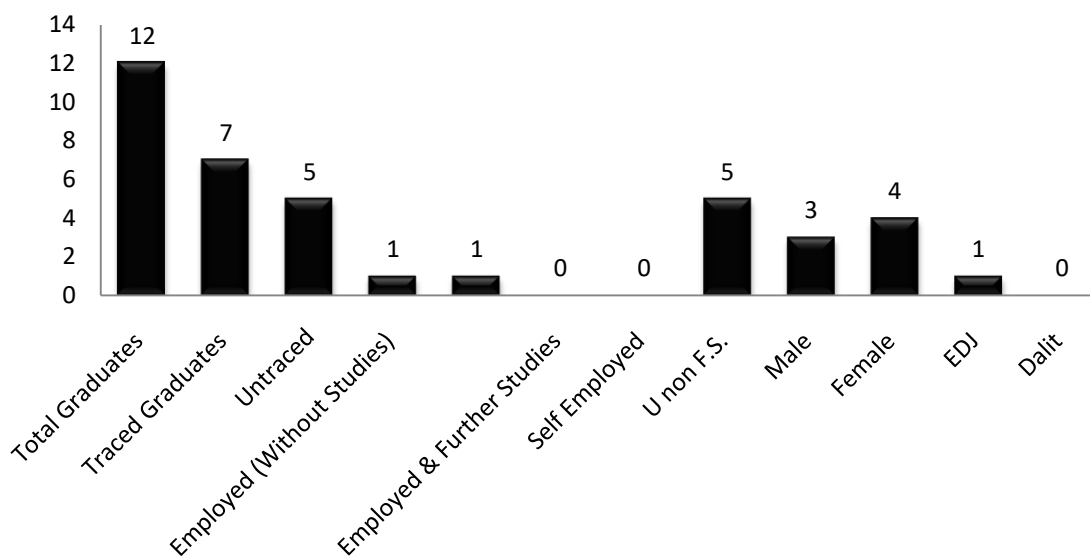


| Graduates status summary : | Number of students enrolled in Master Degree in various Institutions : |
|---|--|
| <ul style="list-style-type: none"> • Total Graduates : 111 • Traced Graduates : 87 • Untraced : 24 • Employed (Without Studies) :6 • Further study (Without Employed) :46 • Employed & Further Studies : 3 • Self Employed : 3 • U non F.S. :29 • Male : 30 • Female : 57 • EDJ : 4 • Dalit : 0 | <ul style="list-style-type: none"> • Damak Multiple Campus = 44 • TU = 1 • Sankhar Dev Campus =3 • Public Administrative Campus= 1 |

2.7.2 Faculty of Humanities (Bachelor Level)

There were 7 graduates from Faculty of Humanities involved in the study. Out of which 3 were male graduates and 4 were female graduate. 1 EDJ and not found the Dalit graduate in the study. There was not found the graduate who was self employed and 1 students continuing his further studies.

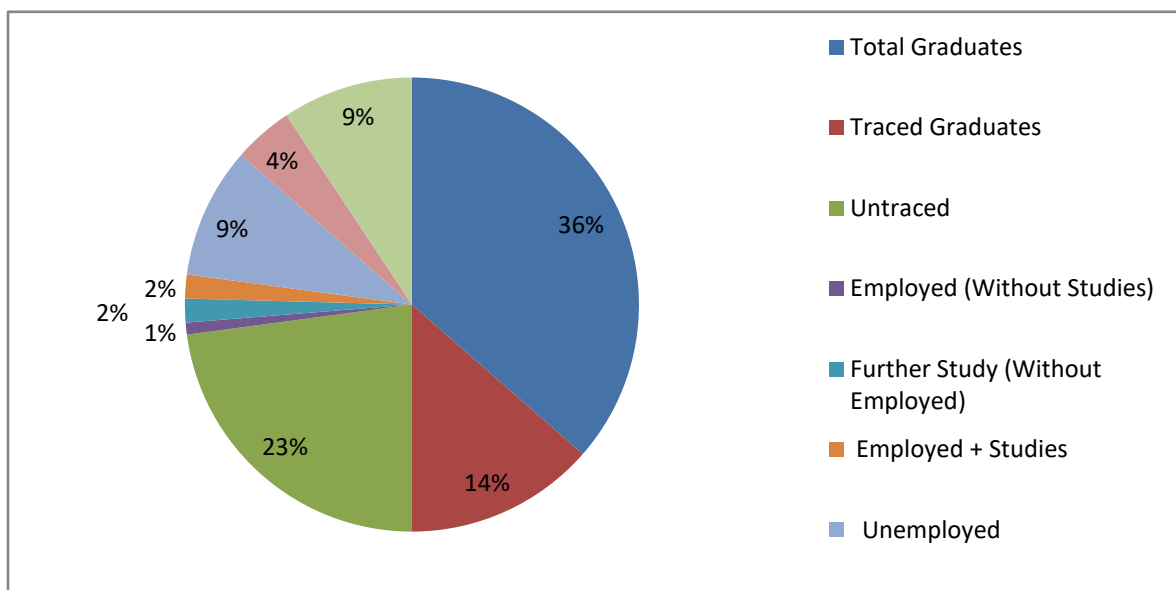
Figure No: 2.2 Compositions of Graduates in Humanities



2.7.3 Faculty of Education (Bachelor Level)

Among the 43 graduates from Faculty of Education, only 16 of them could be approached. 5 of them were males. The female graduates were 11 and not found of EDJs and Dalits. 4 students were found pursuing their further studies in Damak Multiple Campus. While 2 student were involved in further studies only and 11 student were found full unemployed. The figure below shows the details related to the graduates of Faculty of Education.

Figure No: 2.3 Compositions of Graduates in Education.

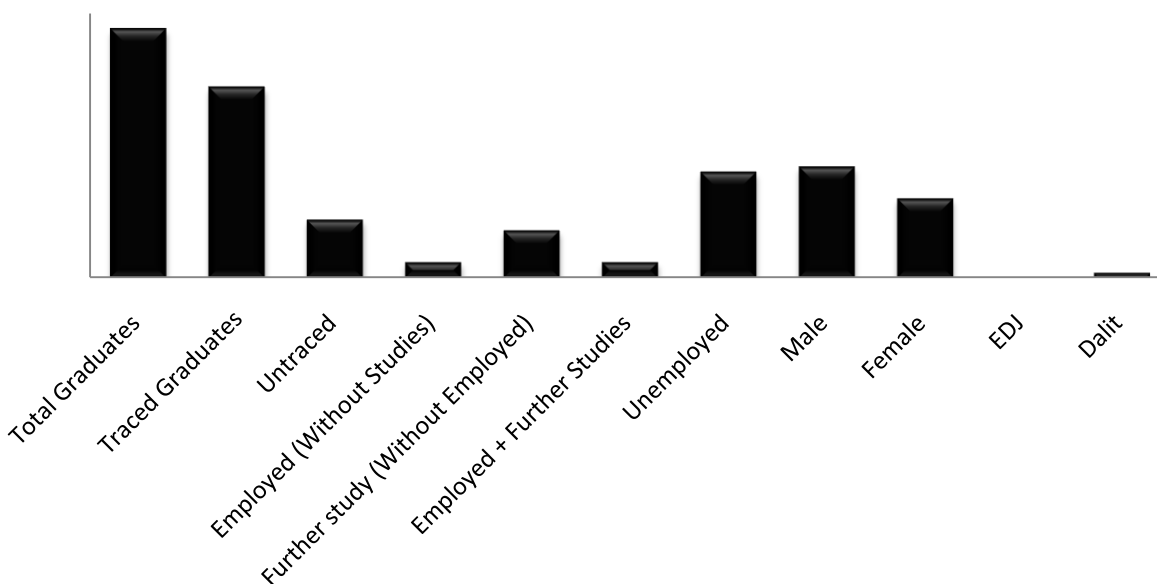


| Graduates status summary : | Number of students enrolled in Master Degree in various Institutions : |
|---|---|
| <ul style="list-style-type: none"> • Total Graduates :43 • Traced Graduates : 16 • Untraced : 27 • Employed (Without Studies) : 1 • Further Study (Without Employed) :2 • Employed + Studies : 2 • Self Employed : 0 • Unemployed : 11 • Male : 5 • Female : 11 • EDJ : 0 • Dalit : 0 | <ul style="list-style-type: none"> • Damak Multiple Campus = 4 |

2.7.4 Faculty of Science (Bachelor Level)

Among the 47 graduates from Faculty of Science, only 36 of them could be approached, 21 of them were males. The female graduates were 15, not found were EDJ graduate and Dalits graduate were 1. Among the 3 employed graduates, 5 were working in the field of teaching in government & private school and others were working as different companies and institution. 9 students were found pursuing higher studies. 3 students were found pursuing their further studies in various institutions along with job. The figure below shows the details related to the graduates of Faculty of Science:

Figure No: 2.4 Compositions of Graduates in Science

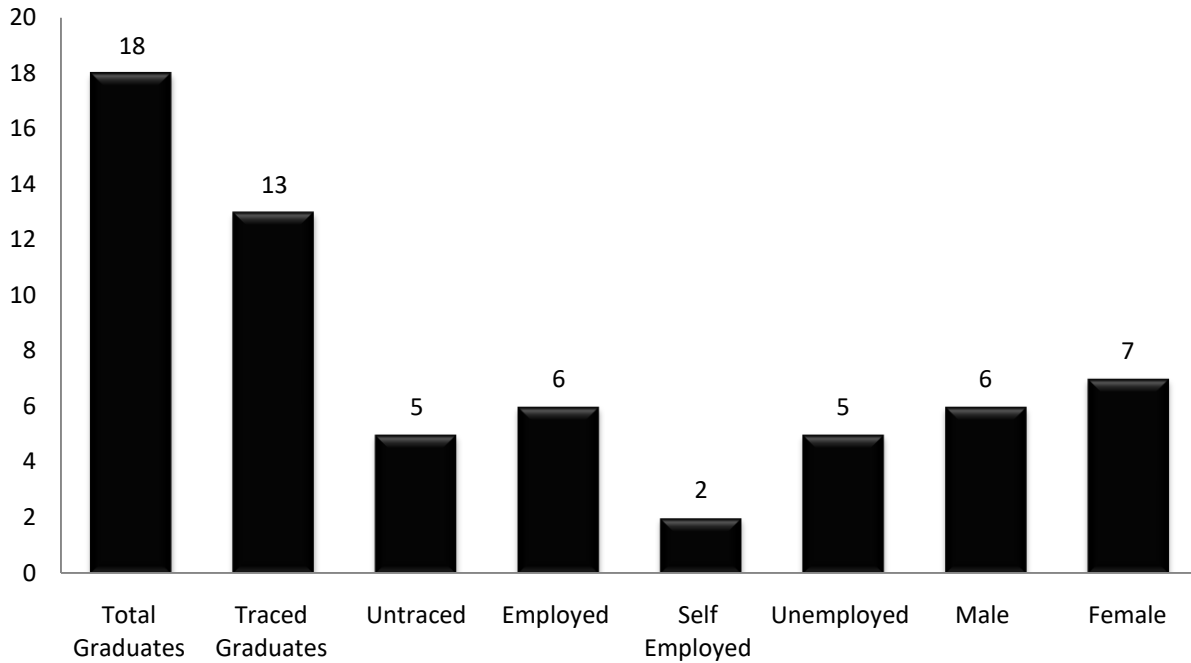


| Graduates status summary : | Number of students enrolled in Master Degree in various Institutions : |
|---|---|
| <ul style="list-style-type: none"> • Total Graduates : 47 • Traced Graduates : 36 • Untraced : 11 • Employed (Without Studies) : 3 • Further study (Without Employed) :9 • Employed + Further Studies :3 • Unemployed : 20 • Male : 21 • Female : 15 • EDJ : 0 • Dalit : 1 | <ul style="list-style-type: none"> • Mahendra Morang Adarsha Multiple Campus = 1 • Patan Multiple Campus= 05 • TU = 06 |

2.7.5 Faculty of Management (Master's Degree)

Among the 13 traced graduates of Faculty of Management (MBS), 6 were male and 7 female graduates. Among the 6 employed graduates, 3 were working in the field of teaching. 3 graduates were working as Assistant, Branch Manager and Supervisor level employees in private and government sectors.

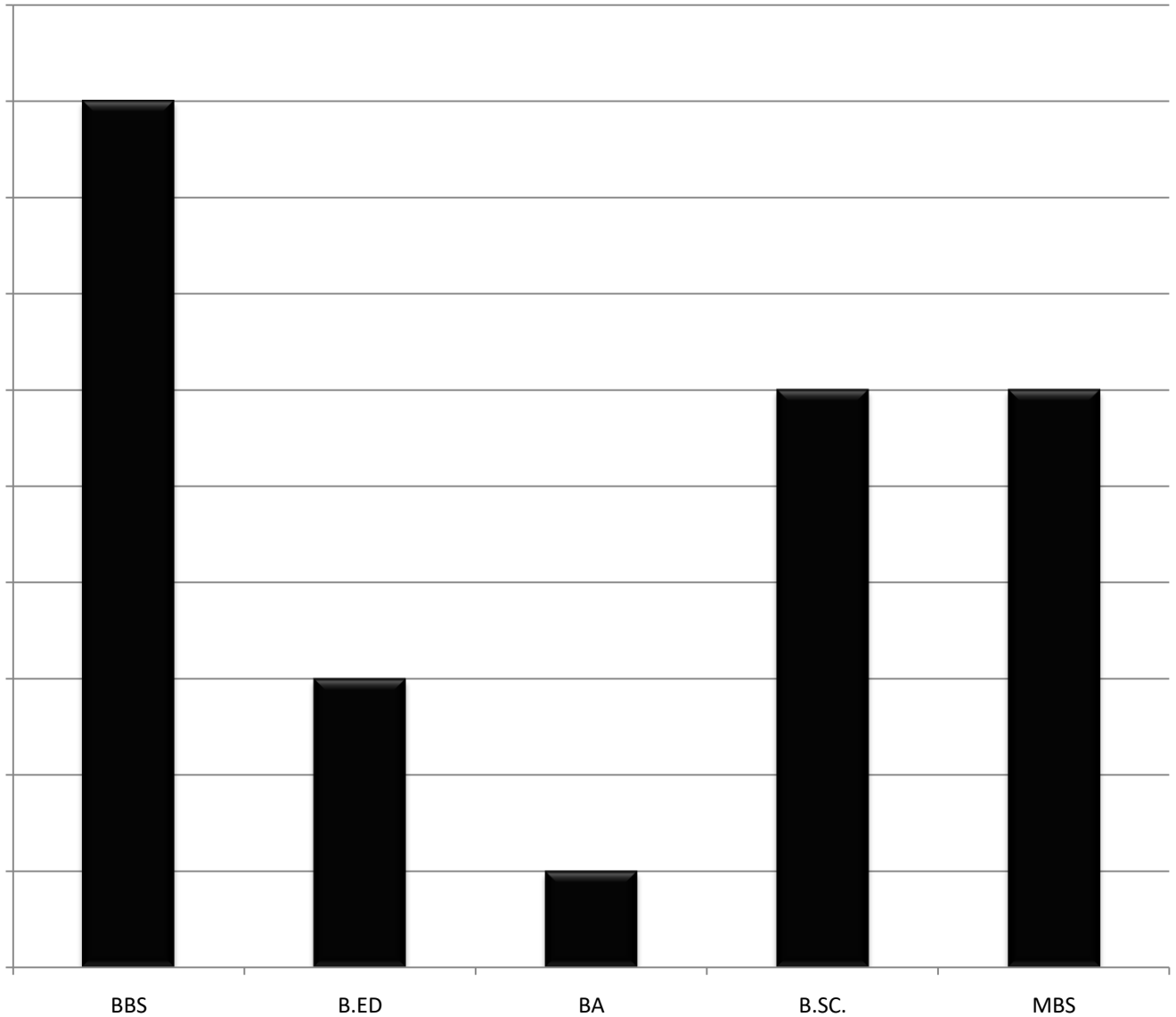
Figure No: 2.5 Compositions of Graduates in MBS (Master)



| Graduates status summary : | Number of students enrolled in Master Degree in various Institutions : |
|---|--|
| <ul style="list-style-type: none"> • Total Graduates :18 • Traced Graduates : 13 • Untraced : 5 • Employed :6 • Self Employed : 2 • Unemployed : 5 • Male : 6 • Female :7 | <p>No Further Study</p> |

2.7.6 Faculty Wise Employment Composition of Graduates without FS

Figure No: 2.6 Faculty- Wise Employment Compositions of Graduates



Above figure shows highest employed status is from the management and science faculty comprising 9 students from management and 6 students from science faculty.

2.8 Issues Related to Quality and Relevance of Program

This section deals with graduates' perceived value regarding the quality measures of different dimensions of the institution. Further, this section incorporates 11 different parameters to evaluate the institution.

| Very weak | Weaker | Weak | Good | Better | Excellent |
|-----------|--------|------|------|--------|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 |

Table No: 2.7 Strengths and Weaknesses of Campus and Campus Programs, Tracer Study, 2020

| Parameters : | 0 | 1 | 2 | 3 | 4 | 5 | Total |
|--|-------|--------|--------|--------|--------|--------|-------|
| Relevance of the program to your professional | 4 | 20 | 27 | 49 | 29 | 31 | 160 |
| % | 2.50% | 12.50% | 16.88% | 30.63% | 18.13% | 19.38% | 100% |
| Extracurricular activities | 6 | 9 | 32 | 47 | 38 | 28 | 160 |
| % | 3.75% | 5.625% | 20.00% | 29.38% | 23.75% | 17.5% | 100% |
| Problem Solving ability | 3 | 16 | 36 | 34 | 40 | 31 | 160 |
| % | 1.88% | 10.00% | 22.50% | 21.25% | 25.00% | 19.38% | 100% |
| Work placement /Attachment / Internship | 11 | 17 | 25 | 44 | 38 | 25 | 160 |
| % | 6.88% | 10.63% | 15.63% | 27.50% | 23.75% | 15.63% | 100% |
| Teaching /Learning Environment | 2 | 12 | 23 | 34 | 51 | 38 | 160 |
| % | 1.25% | 7.50% | 14.38% | 21.25% | 31.88% | 23.75% | 100% |
| Quality of Education Delivered | 1 | 8 | 19 | 40 | 47 | 45 | 160 |
| % | 0.63% | 5.00% | 11.88% | 25.00% | 29.38% | 28.13% | 100% |
| Teacher Student Relationship | 1 | 6 | 14 | 25 | 51 | 63 | 160 |
| % | 0.63% | 3.75% | 8.75% | 15.63% | 31.88% | 39.38% | 100% |
| Library Facility | 3 | 11 | 15 | 39 | 39 | 53 | 160 |
| % | 1.88% | 6.88% | 9.38% | 24.38% | 24.38% | 33.13% | 100% |
| Lab Facility | 6 | 8 | 25 | 48 | 30 | 43 | 160 |
| % | 3.75% | 5% | 15.65% | 30% | 18.75% | 26.85% | 100% |
| Sports Facility | 1 | 13 | 33 | 42 | 29 | 42 | 160 |
| % | 0.63% | 8.13% | 20.63% | 26.25% | 18.13% | 26.25% | 100% |
| Canteen / Urinals etc | 3 | 16 | 36 | 44 | 24 | 37 | 160 |
| % | 1.88% | 10.00% | 22.50% | 27.50% | 15.00% | 23.13% | 100% |

Source : Annex No-3

The tracer study has been found one of the best tools to evaluate and identify the strengths and weaknesses of an institution, learning-teaching activities, and its programs. In course of study, the team asked them some questions related to relevance of the courses for the professional requirements. The highest number of correspondents pointed out that the Teacher Student Relationship was excellent (39.38%). The highest number of correspondents pointed out that the Library Facility were excellent (33.13%). Its quality has enhanced as a result of add facility of E-library. They enjoyed much freedom which gave them the sense of self-responsibility. They participated in extra-curricular activities actively for their all-round developments. Likewise, they also said that the Teaching Learning Environment were excellent (31.88%). They found their

teachers open, friendly, and very helpful, while some respondents said that it was very good. The participants considered the relevance of its programs for their Canteen / Urinals etc (23.31%), Quality of Education Delivered (29.88%) good, Sports Facility (26.25%). The number of correspondents pointed out that the Extracurricular activities was good (29.38%).

The above tables represent major strengths and weaknesses of the institutional programs. On the basis of the given categories, the teacher student relationship have been studied that reflect the strengths, weaknesses, its rating regarding the educational programs, contributions in their academic and personal enhancement. The rating values ranged from 0 to 5 scale on given particulars.

2.9 Effectiveness of Extracurricular Activities

This section describe about effectiveness of extracurricular activities of DMC. Extracurricular activities measure through very weak, weaker, weak, good, better and excellent.

Table No: 2.8 Extra-curricular Activities

| Extracurricular Activities | | | | | | | |
|-----------------------------------|------------------|---------------|---------------|---------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 4 | 7 | 16 | 29 | 17 | 14 | 87 |
| B.Ed. | 0 | 1 | 4 | 4 | 2 | 5 | 16 |
| BA | 0 | 0 | 3 | 1 | 2 | 1 | 7 |
| B.Sc. | 1 | 1 | 8 | 8 | 13 | 5 | 36 |
| MBS | 1 | 0 | 1 | 5 | 4 | 2 | 13 |
| MA | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 6 | 9 | 33 | 47 | 38 | 27 | 160 |
| % | 3.75% | 5.63% | 20.63% | 29.38% | 23.75% | 16.88% | 100% |

Source : Annex No-3

The team also attempted to find out the graduates' various experiences at DMC. They responded that they had a grand time at DMC. They enjoyed extra-curricular and other academic activities very much. 16.88% of respondents said that it was excellent, 23.75% of them replied that it was better and 29.38% respondents said that is was good.

2.10 Effectiveness on Problem solving skill

This section deals with the effectiveness on problem solving skill. It describes the rating of graduates i.e. very weak, weaker, weak, good, better and excellent.

Table No: 2.9 Problem Solving Skill

| Problem Solving Skill | | | | | | | |
|-----------------------|--------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Program | Very Weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 2 | 10 | 18 | 22 | 24 | 11 | 87 |
| B.Ed. | 0 | 2 | 4 | 2 | 4 | 4 | 16 |
| BA | 0 | 0 | 3 | 1 | 1 | 2 | 7 |
| B.Sc. | 1 | 3 | 8 | 9 | 8 | 7 | 36 |
| MBS | 0 | 1 | 2 | 3 | 2 | 5 | 13 |
| MA | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 3 | 16 | 36 | 37 | 39 | 29 | 160 |
| % | 1.88% | 10.00% | 22.50% | 23.13% | 24.38% | 18.13% | 100.00% |

The highest number respond in problem solving skill was 18.13% of the respondents replied that it was excellent, 24.38% of the respondents replied better, 23.13% of the respondent replied good, 22.50% of the respondents replied weak, 10.00% of the respondent replied weaker and 1.88% of the respondents very weak.

2.11 Effectiveness on Work Placement/Attachment/Internship

This section deals with the effectiveness on work placement/attachment/internship. It describes the rating of graduates i.e. very weak, weaker, weak, good, better and excellent.

Table No: 2.10 Work Placement/Attachment/Internship

| Work Placement/Attachment/ Internship | | | | | | | |
|---------------------------------------|--------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 5 | 10 | 14 | 26 | 20 | 12 | 87 |
| B.Ed. | 0 | 0 | 1 | 6 | 7 | 2 | 16 |
| BA | 0 | 0 | 2 | 2 | 1 | 2 | 7 |
| B.Sc. | 6 | 5 | 6 | 8 | 7 | 4 | 36 |
| MBS | 0 | 1 | 2 | 2 | 3 | 5 | 13 |
| MA | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 11 | 17 | 25 | 44 | 38 | 25 | 160 |
| % | 6.88% | 10.63% | 15.63% | 27.50% | 23.75% | 15.63% | 100.00% |

Source : Annex No-3

According to above table, 15.63% graduate students responded excellent in their work placement/ attachment/ internship. 23.75% of the respondents replied better, 27.50% of the respondents replied well, 15.63% of the respondents replied weak, 10.63% of the respondents replied weaker and 6.88% of the respondents replied very weak.

2.12 Teaching - Learning Environment

This section describes about the teaching-learning environment of DMC.

Table No: 2.11 Teaching-Learning Environment

| Teaching - Learning Environment | | | | | | | |
|--|------------------|---------------|---------------|---------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 1 | 9 | 15 | 19 | 27 | 16 | 87 |
| B.Ed. | 0 | 1 | 2 | 4 | 6 | 3 | 16 |
| BA | 0 | 0 | 0 | 2 | 3 | 2 | 7 |
| B.Sc. | 1 | 1 | 4 | 8 | 12 | 10 | 36 |
| MBS | 0 | 1 | 1 | 1 | 3 | 7 | 13 |
| MA | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 2 | 12 | 23 | 34 | 51 | 38 | 160 |
| % | 1.25% | 7.50% | 14.38% | 21.25% | 31.88% | 23.75% | 100% |

This study attempted to find out the views of graduates regarding their study experiences at DMC and its strengths and weaknesses in terms of teaching /learning environment offered by the institution. 23.75 % of the respondents replied that it was excellent, 31.88% of the respondents replied better, 21.25% of the respondents replied good, 14.38% of the respondent replied weak, 7.50% of the respondents weaker, 1.25% of the respondents replied very weak. The quality of the education delivered was good enough to meet the requirements of job markets:

2.13 Teacher - Student Relationship

This section describe about teacher-student relationship of DMC. Extracurricular activities measure through very weak, weaker, weak, good, better and excellent.

Table No: 2.12 Teacher-Student Relationships

| Teacher- Student Relationship | | | | | | | |
|--------------------------------------|------------------|---------------|--------------|---------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 1 | 4 | 9 | 11 | 29 | 33 | 87 |
| B.Ed. | 0 | 0 | 1 | 5 | 3 | 7 | 16 |
| BA | 0 | 0 | 0 | 1 | 3 | 3 | 7 |
| B.Sc. | 0 | 0 | 2 | 7 | 13 | 14 | 36 |
| MBS | 0 | 2 | 2 | 1 | 3 | 5 | 13 |
| MA | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 1 | 6 | 15 | 25 | 51 | 62 | 160 |
| % | 0.63% | 3.75% | 9.38% | 15.63% | 31.88% | 38.75% | 100 |

Source Annex No-3

The study 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 study team asked the graduates regarding the teacher-student relationships at DMC. 38.75% of the respondents replied that the student-teacher relationship was excellent, 31.88% of the respondents replied better, 15.63% of the respondents replied well, 9.38% of the respondents replied weak, 3.75% of the respondents replied weaker and 0.63% percentage of the respondents replied that the student teacher relationship was very weak.

2.14 Quality of Education Delivery

This section describe about quality of education delivery of DMC. Extracurricular activities measure through very weak, weaker, weak, good, better and excellent.

Table No: 2.13 Education Delivery Efficiency

| Education Delivery Efficiency | | | | | | | |
|--------------------------------------|------------------|---------------|---------------|---------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 1 | 4 | 10 | 25 | 24 | 23 | 87 |
| B.Ed. | 0 | 1 | 3 | 4 | 5 | 3 | 16 |
| BA | 0 | 0 | 0 | 1 | 3 | 3 | 7 |
| B.Sc. | 0 | 2 | 4 | 8 | 13 | 9 | 36 |
| MBS | 0 | 1 | 1 | 2 | 2 | 7 | 13 |
| MA | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 1 | 8 | 19 | 40 | 47 | 45 | 160 |
| % | 0.63% | 5.00% | 11.88% | 25.00% | 29.38% | 28.13% | 100% |

Source Annex No-3

Above table indicates the graduates were inquired regarding the quality of education offered to them under various streams. Among the respondents, 28.13 % of them replied that the quality of the education offered to them is excellent, 29.38% respondents replied better, 25.00% respondents replied good, 11.88% respondents replied weak, 5.00% respondents replied weaker, and 0.63% respondents replied very weak. The overall quality delivery at Damak Multiple Campus was good enough to meet the requirements of expanding job markets in the long run.

2.15 Library Facility:

This section describe about library facility of DMC. Extracurricular activities measure through very weak, weaker, weak, good, better and excellent.

Table No: 2.14 Library Facility

| Library Facility | | | | | | | |
|-------------------------|------------------|---------------|-------------|-------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 2 | 7 | 8 | 19 | 22 | 29 | 87 |
| B.Ed. | 0 | 2 | 3 | 3 | 3 | 5 | 16 |
| BA | 0 | 0 | 1 | 1 | 1 | 4 | 7 |
| B.Sc. | 1 | 2 | 2 | 12 | 10 | 9 | 36 |
| MBS | 0 | 0 | 0 | 4 | 3 | 6 | 13 |
| MA | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 3 | 12 | 14 | 39 | 39 | 53 | 160 |
| % | 1.88% | 7.50% | 8.75% | 24.38% | 24.38% | 33.13% | 100% |

The study team asked the graduates to give their views on strengths and weaknesses of the institution in terms of its library services. It indicates that 33.13% of the respondents replied that it was excellent, 24.38% of the respondents replied better, 24.38% of the respondent replied good / well, 8.75% of the respondents replied weak, 7.50% of the respondents replied weaker, 1.88% of the respondents replied very weak.

2.16 Laboratory Facility

This section describe about laboratory facility of DMC. Extracurricular activities measure through very weak, weaker, weak, good, better and excellent.

Table No: 2.15 Laboratory Facility

| Laboratory Facility | | | | | | | |
|----------------------------|------------------|---------------|-------------|-------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 3 | 5 | 18 | 29 | 12 | 20 | 87 |
| B.Ed. | 1 | 0 | 1 | 8 | 3 | 3 | 16 |
| BA | 0 | 0 | 2 | 1 | 3 | 1 | 7 |
| B.Sc. | 0 | 0 | 3 | 10 | 9 | 14 | 36 |
| MBS | 1 | 1 | 2 | 1 | 3 | 5 | 13 |
| MA | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 6 | 6 | 26 | 49 | 30 | 43 | 160 |
| % | 3.75% | 3.75% | 16.25% | 30.63% | 18.75% | 26.88% | 100% |

Source Annex No-3

The graduates were asked to tell the team about the institution in terms of its Laboratory services. 26.88% of the respondents replied that it was excellent, 18.75% of the respondents replied better, 30.63% of the respondents replied well 16.25% of the respondents replied weak, and 3.75% of the respondents replied weaker. While only 3.75% of the respondents replied very weak in terms of lab services and facilities available in the campus. The campus has provided a computer lab with capacity of 36 computers to BCA, BBA, BSW, humanities, Science Management and Education Faculty.

2.17 Canteen and Urinals Facility

This section describe about canteen and urinals facility of DMC. Extracurricular activities measure through very weak, weaker, weak, good, better and excellent.

Table No: 2.16 Canteen and Urinals Facility

| Canteen and Urinals Facility | | | | | | | |
|-------------------------------------|------------------|---------------|---------------|---------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 2 | 9 | 19 | 25 | 15 | 17 | 87 |
| B.Ed. | 1 | 1 | 3 | 4 | 3 | 4 | 16 |
| BA | 0 | 0 | 0 | 4 | 1 | 2 | 7 |
| B.Sc. | 0 | 5 | 13 | 9 | 1 | 8 | 36 |
| MBS | 0 | 1 | 0 | 2 | 4 | 6 | 13 |
| MA | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 3 | 16 | 36 | 44 | 24 | 37 | 160 |
| % | 1.88% | 10.00% | 22.50% | 27.50% | 15.00% | 23.13% | 100% |

Source Annex No-3

The tracer study team made some queries to the graduates regarding their views on strengths and weaknesses of the institution in terms of canteen and urinal facilities at DMC. Among the respondents, 23.13% of them replied that it was excellent, 15.00% of the respondents replied better, 27.50% of the respondents replied good / well, 22.50% of the respondents replied weak, 10.00% of the respondents replied weaker, and 1.88% of them replied very weak in terms of canteen services and urinal facilities

2.18 Sports Facility

This section describe about sporty facility of DMC. Extracurricular activities measure through very weak, weaker, weak, good, better and excellent.

Table No: 2.17 Sports Facility

| Sports Facility | | | | | | | |
|------------------------|------------------|---------------|---------------|---------------|---------------|------------------|--------------|
| Program | Very weak | Weaker | Weak | Good | Better | Excellent | Total |
| BBS | 1 | 8 | 15 | 26 | 13 | 24 | 87 |
| B.Ed. | 0 | 1 | 4 | 5 | 4 | 2 | 16 |
| BA | 0 | 0 | 0 | 2 | 1 | 4 | 7 |
| B.Sc. | 1 | 3 | 9 | 9 | 6 | 8 | 36 |
| MBS | 0 | 1 | 2 | 2 | 3 | 5 | 13 |
| MA | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 2 | 13 | 31 | 44 | 27 | 43 | 160 |
| % | 1.25% | 8.13% | 19.38% | 27.50% | 16.88% | 26.88% | 100% |

Source Annex No-3

The graduates also responded to the study team in terms of its sports facilities. Of the total respondents, 26.88% of them replied that it is excellent, 16.88% of the respondents replied better, 27.50% of the respondents replied well, 19.38% of the respondents replied weak, 8.13% of the respondent replied weaker, and 1.25% of them replied very weak. The team has presented the details regarding the strengths and weaknesses of the institution in terms its sports services.

CHAPTER: THREE

MAJOR FINDINGS OF THE STUDY

3.1 Employment Status of the Graduates

This section presents the summary of the findings made during the study of all the students of graduate and postgraduate levels. The total number of graduates for the study was 160 in 2019AD. The study found that 26 students were involved in services, 06 self-employed graduates. Of the total number of the graduates, 15 graduates were involved in private sectors, 4 graduate were in the public sectors and not found the graduate were in the NGO/INGO sectors. It was found that while 7 of them were in the government services.

Of the total employed graduates, 26 were full -time employees and not found of them were part-time employees. The number of graduates who were in teaching profession was 13(Male 7- Female-6), 8 graduates were employed as assistants (Male-03, Female-05. 5 graduates were Supervisor / Branch Manager level employees (Male-3, Female-2). And 6 graduates were self – employed.

The study also discovered that 70 students (43.75%) were unemployed. Among the total unemployed students, there were 31 males and 39 females. Out of 160 students, 58 were involved in further studies only and 8 were employed and were also pursuing further studies.

3.2 Issues Related to the Quality and Relevance of Programs

The respondents considered the quality of delivery at DMC excellent. Its academic quality has enhanced as a result of new methods and techniques, use of technology and others. The participants considered the relevance of its programs for their professional requirements, and problem solving skills good. They gained academic knowledge along with various skills for solving problems at work places, research skills, and importance of team spirit. Some graduates said that despite gaining knowledge and other skills, there communicative skills were not satisfactory.

In this study, the team found that most of the graduates of bachelor level were desirous to pursue further studies, whereas the graduates of master's degree prioritized to establish their career. Most of the graduates were involved in the private sectors. It shows that the graduates needed better orientations and counseling so that they could critically analyze the career opportunities. The students involved in private and public sectors expect government services if they get opportunities. The graduates from B.A. and B.Ed. programs were found involved mostly in teaching sectors, whereas the students from B.B.S. and M.B.S. were involved in co-operatives and banking sectors. The graduates of science program were employed at hospitals, teaching, and science laboratories. The respondents suggested that the campus should also focus on organizing training courses and promoting field works as well. Further, a huge number of students who were looking for jobs emphasized on practical, job-oriented, and skills developing courses rather than theoretical courses.

CHAPTER: FOUR

IMPLICATIONS TO INSTITUTIONAL REFORM

4.1 Implications to Institutional Reform

The tracer study reflects that DMC should make efforts for the all-round developments of its graduates. The campus should upgrade library facilities and effective delivery of services. The campus should give an emphasis on extra-curricular activities, communicative skills and pedagogical reforms, practical and research-based courses. It should promote learning-teaching strategies and technologies. Likewise, DMC should identify the students' needs and interests which include upgrading various facilities of games and sports, restrooms, common-rooms, canteen, and urinals etc. This study indicates that the institution should initiate certain reforms in particular areas in the near future. Institutional reforms should be made to attract students from diverse background and geographical location. Non credit courses should be added that aids in developing and enhancing the academic and non academic skills and expertise.

Moreover, reforms should be made in the field of Research and Development by prioritizing more on research work and publications. Emerging universally accepted academic programs should be added by the campus that attracts more students and provides value proposition to them.

CHAPTER: FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Damak Multiple Campus has a long history of its contributions in the academic field in the eastern region of Nepal. It has been fulfilling the requirements of competent human resources in various sectors. With the help of its various programs and activities, DMC has developed connections with its stakeholders. It is moving steadily towards achieving a broader goal: transforming education, transforming society. The findings of this study reflect activities that are prioritized at DMC. It has been successful in building a strong foundation of beliefs in the heart and soul of its graduates. The higher range of positive responses of the graduates regarding academic activities and other aspects clearly reflect its image.

In nutshell, the comparative study of programs is helpful to make further changes, institutional plans, and finding important remedies. The study also shows the need of improving some aspects of DMC. These include promoting its academic environment, more relevant and job-oriented courses and programs for meaningful learning, enhancing and promoting its academic quality so that its graduates could meet the requirements of job markets, and address the challenges that appear in later days in their work places. It would help them find lucrative job opportunities; understand the needs and requirements of national and international job markets.

5.2 Recommendations

Tracer study report also collects the major recommendation for betterment of the institution. As per recommendations of the students, stakeholders and organizational weaknesses, following recommendations have been offered:

- Modern teaching-learning pedagogy should be introduced.
- Academic as well as non academic workshops and events should be organized frequently for all streams and faculties.
- Academic events like Ads Making, Simulation and Role play, Business Plan, science lab exhibition, carnivals and festival should be organized frequently.
- Campus should initiate activities that boost up students learning morale.
- Academic as well as non academic books, journals, periodicals should be added in the Library.
- Free online access to research paper and journals should be made for both teaching faculty and students.
- Job-placement of graduates should be facilitated through assisting them in searching and joining the jobs.
- The institution should provide internship and block placement facility to students.
- The institution should focus more on brining new courses like BSCCSIT, BIM, BTTM, MBM, MBA and EMBA.

- Field visit and Exposure visit should be increased for students to understand professional career and working environment of the organization.
- Necessary reforms should be initiated to attract students in streams of study like BSW, BCA, BBA.
- The institution should provide career counseling service to the graduates.
- The institution should try to conduct the census covering all the passed out graduates to obtain the complete data and comprehensive results.
- Frequent alumni meet should be organized by the institution for sharing career based knowledge and expertise boosting public relationship.
- Value adding analytical skill for management graduates supporting their further research and development career.