

Tracer Study Report

(Graduate of 2023)



Submitted to:

University Grants Commission

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Submitted by:

Damak Multiple Campus

(A Community Campus Affiliated with Tribhuvan University)

Damak, Jhapa, Nepal

Ph. No.: 023-590632

Email: damakcampus@gmail.com & info@damakcampus.edu.np

ACKNOWLEDGEMENT

We would like to thank the UGC for the Technical support to carry out, an institutional Tracer Study of our graduates of different faculties. We found the study very useful for the institutes. It is helpful to study market-oriented programs and curriculum required for the fulfillment of the present demands of skilled manpower in the country.

We acknowledge the capacity building support, technical support, teaching guidance and other supports provided by the UGC. Our research and knowledge provided a unique opportunity to us and to our institute to be engaged with the key stakeholders including employers, graduates and parents. We express our sincere appreciation for the time and cooperation our graduates and the employers have provided in responding to the questionnaire and by attending the group discussion. The study also obtained feedbacks from graduates, parents, the teaching and the non-teaching faculties. We thank them for their time and valuable inputs.

We thank everyone associated with this study, particularly the study team of faculty member, Damak Multiple Campus.

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 the introduction of Management Faculty. In a short span of time, it has updated not only its infrastructure 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 the present day. Besides academic programs, the campus focuses on other curricular and personality development activities for the all-round development 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 aspects of the institution. DMC has been successful in winning the heart of the public in general and its stakeholders.

Thus, the campus must 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 the same. The present tracer study of its graduates was conducted in 2023 AD (2080 BS) to find 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. The total number of graduates in the Bachelor's and Master's levels was 295. The tracer study team surveyed 210 students: BBS 93 (Male 35 + Female 58), BA 09 (Male 02 + Female 07), Science 50 (Male 26 + Female 24), Education 32 (Male 08+ Female 24), Bachelor of Business Administration 19 (Male 06 + Female 13), Bachelor of Computer Application 21 (Male 15 + Female 06) and MBS 71 (Male 34 + Female 37). The survey team collected information based on their participation in the study. The students filled out the tracer study forms and submitted them 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, (25 FS + 5E&F) students were continuing their further studies, 74% graduates were involved in the private sector, 2% graduate were involved in the public sector, and 24% graduates were in government jobs, no students were self-employed. The study found that 164(139U + 25U+FS) students (78.09%) were unemployed, 43 students had full-time jobs and 3 students had part-time jobs.

In total, there were 97 male and 113 female participants. Likewise, the number of participants from the Bachelor Level was 150 (Male 66- Female 84), and 60 (Male 31- Female 29) participants from the Master's Level. 41 graduates were employed, while 5 graduates were

pursuing further studies with employment. The number of students who were involved only in studies was 25 and no self-employed graduate. 139 students were completely unemployed and 5 students were 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 10, and there were only 3 students belonging to the Dalits category.

The Tracer Study Report has been organized into 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 graduates in 2023 (AD) from various faculties, their employment status etc. The Fourth Section deals with some of the implications of 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 feedback 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, extracurricular activities, training, 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 2023 (AD). The main focus of the study was to find out the status of their results and their employment status. It is helpful to review and evaluate the relevance of programs being offered to the students to maintain their 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 295 graduates, 210 graduates were included in the study from the Bachelor (150) and Master's (60) levels.

The Tracer Study Report sums up the important feedback provided by the students. So far as the approaches are concerned, the questionnaire provided by the UGC, Nepal was used to collect data on 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 to gather information due to their residing locations in remote mountainous regions and the unavailability of their contact numbers.

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

1.2 Background / Rationale

DMC was established in 2038 B.S. with its affiliation to TU to provide 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 districts. 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 Labour 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 training to the students. It provides 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 2023. 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 relationships 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 workplace performance level of employed graduates
- iii. To identify the feedback 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 at 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 survey the students. The team comprised of teaching and non-teaching staff of DMC. The team collected the primary data, extended social networks, and 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 the Campus Administration. The survey team accomplished the consigned task within a time frame precisely.

1.5 Graduate Batch taken for the Study

Damak Multiple Campus is one of the leading colleges imparting educations of different fields. This tracer study comprises the graduates of 2023 of different streams like Bachelor of Business Studies (BBS), Bachelor of Science (B.Sc.), Bachelor of Arts (BA), Bachelor of Education (B.Ed), Bachelor of Business Administration (BBA), Bachelor of Computer Application (BCA) and Master of Business Studies (M.B.S).

1.6 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 2023. The number of respondents was divided into various sections: number of respondents, gender, ethnicity, workplaces, employment category, employers, and pursuing further studies etc.

1.7. Methodology

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

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

1.8. 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. (210) students completed and submitted the questionnaire form to the team / the campus. A substantial number of male (97) and female (113) graduates ardently responded to the questionnaire. The scope of the study was wider as the study was done of the students who were working inside the country at various workplaces. The study was limited to:

- i. The study was conducted only for 2023 graduates.
- ii. The total number of students who participated in the study was only included (i.e. 210)
- iii. Those who didn't submit their transcripts to the campus were not studied
- iv. The study covers the expectations of the graduates after choosing the 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 based on academic programs. The second section describes the profile of the tracer students' status. The third section deals with the cast-wise graduate's composition of tracer study. The 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 section deals with the faculty-wise Graduate's Analysis. The eighth section deals with the issues related to the Quality and Relevance of Programs of Graduate. The ninth section presents the Effectiveness of Extra-curricular Activities. The tenth section deals with the Effectiveness of the Problem-Solving Skills of the respondents. The eleventh section describes the Effectiveness of 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 the 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 2023 (AD). As it has already been mentioned, the total number of students was 295, out of which 210 participated in the study carried out by the team. All the students who participated in and responded to the study are carried out by the team. The number of Bachelor level graduates was 224 (Male 92+ Female 132), and of Master's level was 71 (Male 34+ Female 37). There were 13 Educationally Disadvantaged Janajati and 11 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-up 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: 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.	93	35	58	6	8
	B.Sc.	50	26	24	1	1
	B.A.	9	2	7	0	0
	B.Ed	32	8	24	3	0
	BBA	19	6	13	0	0
	BCA	21	15	6	0	1
Bachelor's Total		224	92	132	10	11
Master's Level	MBS	71	34	37	3	0
	Master's Total	71	34	37	3	0
Grand Total		295	126	169	13	11

This is obvious from the table above that 295 students were graduates of DMC. This table states that there are 126 male students and 169 female students. Thus, it is also found that 224 students are in bachelor's levels and 71 students are in master's levels. This table indicates female students are more than male students of graduates from DMC.

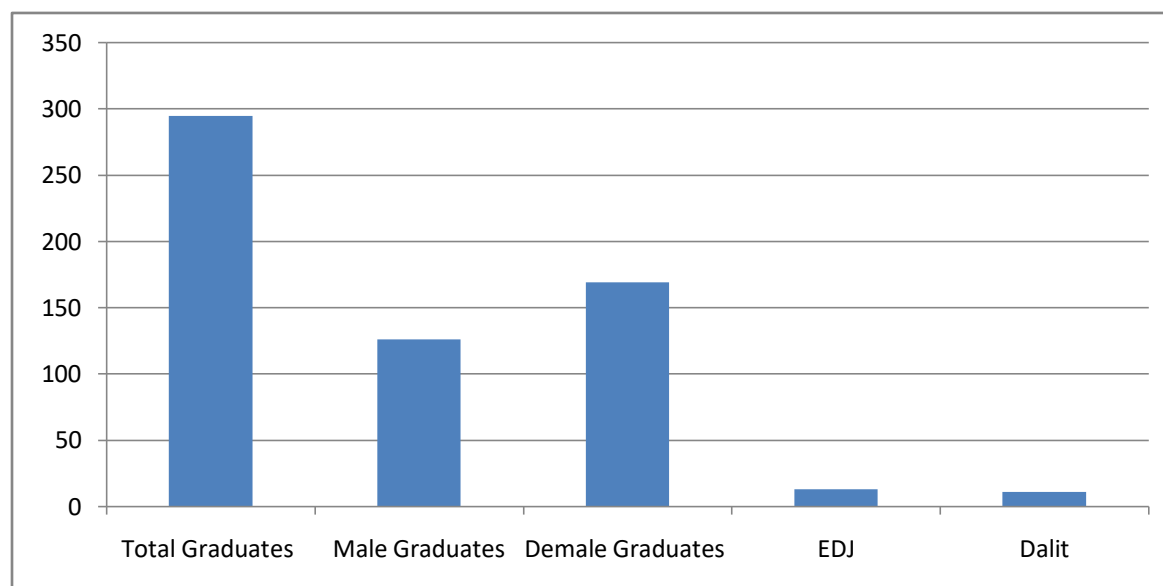


Figure: 1 Profile of the graduate

2.2 The Profile of the Tracer Student Status's

This section describes the profile of the tracer student's status as a graduate. The following table shows the profile of the tracer student's status:

Table No: 2 The Profile of the Tracer Student Status's

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.	45	20	25	3	3	4	2	7	32	0
	B.Sc.	29	16	13	0	0	3	1	10	15	0
	B.A.	8	2	6	0	0	0	1	1	6	0
	B.Ed	28	7	21	3	0	2	0	4	22	0
	BBA	19	6	13	0	0	1	0	2	16	0
	BCA	21	15	6	1	0	2	0	1	18	0
Bachelor's Total		150	66	84	7	3	12	4	25	109	0
Master's	MBS	60	31	29	3	0	29	1	0	30	0
	Master's Total	60	31	29	3	0	29	1	0	30	0
Grand Total		210	97	113	10	3	41	5	25	139	0

Source: Annex No. -2

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

The above table shows that 210 graduates who actively participated in the study. In total, there were 97 male students' participants and 113 students were females. Likewise, the number of participants from the Bachelor Level was 150 (Male 66- Female 84), and 60 (Male 31- Female 29) participants from the Master's Level. There were 41 graduates who were employed, while there were 5 student graduates who were pursuing further studies with employment. The number of students who were involved only in studies was 25. Number of self-employed not were found student and 139 were completely unemployed non further study. The total number of EDG students was 10 and Dalits students were 3.

2.3 The Caste-Wise Graduates Composition of Tracer Study

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

Table No: 3 Caste- Wise Graduate Composition of Tracer Study

		Ethnicity					
		Brahmin/ Chhetri	Adhibashi/ Janajati	Madhesi	EDJ	Dalit	Total
Program Completed	B.B.S.	26	13	0	3	3	45
	B.Sc.	22	6	1	0	0	29
	B.A.	6	2	0	0	0	8
	B.Ed	10	15	0	3	0	28
	BBA	13	5	1	0	0	19
	BCA	16	4	0	0	1	21
	MBS	38	14	5	3	0	60
Total		131	59	7	9	4	210
% of Cast-wise		62.38%	28.10%	3.33%	4.29%	1.90%	100%

Source: Annex No-2

The above table indicates that the highest number of graduates belonged to Brahmin/Chhetris i.e.62.38%comprising all faculty followed by Adhibashi/Janajati comprising 28.10%, 3.33% students were from Madhesi category and only 1.90%were from Dalits category. Also, 4.29%of students belonged to EDJ categories like Tamang, Tajpuriya, and Dhimal etc.

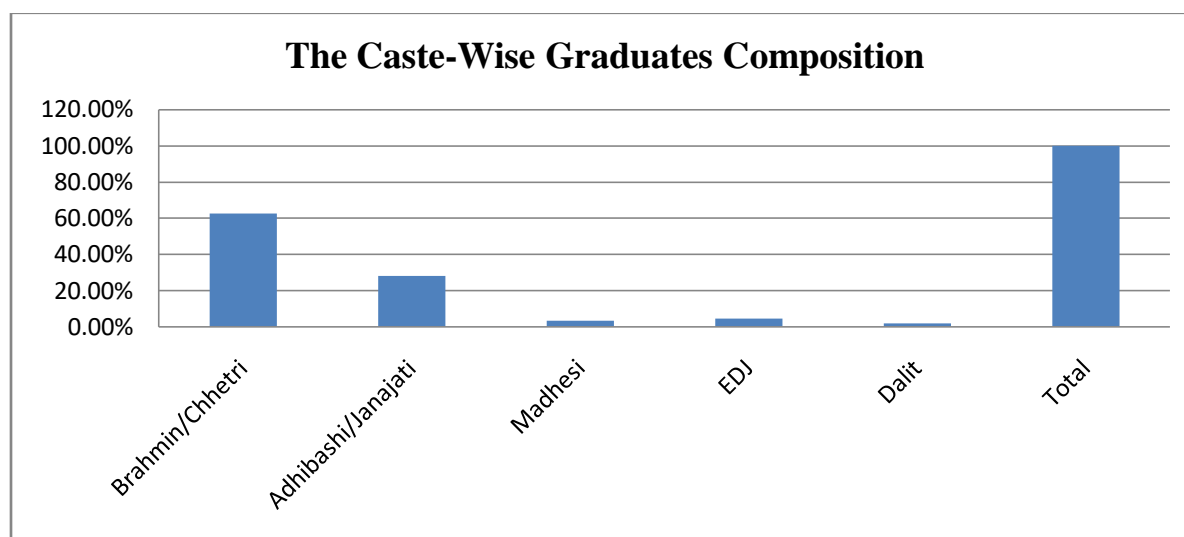


Figure: 2 Caste- Wise Graduate Composition of Tracer Study

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:4 Employment Status of the Graduates

SN	Faculty	Employment Status							
		M	F	T	PT	FT	E&FS	Only E	Self E
1	B.B.S.	3	3	6	0	6	2	4	0
2	B.Sc.	1	3	4	2	2	1	3	0
3	B.A.	0	1	1	0	1	1	0	0
4	B.Ed	1	1	2	0	2	0	2	0
5	BBA	0	1	1	0	1	0	1	0
6	BCA	2	0	2	0	2	0	2	0
7	MBS	18	12	30	0	30	1	29	0
Total		25	21	46	2	44	5	41	0

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 2023.

Among all the programs, the highest number of graduates was from the Management Stream. There were 46 graduates employed, out of which 44 were full-time job holders, 2 graduates were part-time job holders, 41 graduates were only Employed excluding further study, 5 students were employed with further study and students were not found 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: 5 Further Study Status of the Graduates

Program	Further Study Only			Further Study with Employed		
	Male	Female	Total	Male	Female	Total
BBS	2	5	7	1	1	2
B.Ed.	1	3	4	0	0	0
BA	0	1	1	0	1	1
B.Sc	9	1	10	1	0	1
BBA	0	2	2	0	0	0
BCA	0	1	1	0	0	0
MBS	0	0	0	1	0	1
Grand Total	12	13	25	3	2	5

The above table shows that graduates who are in further study 25 out of which 12 are male students and 13 were female students. It is also clear that further study along with employment is 5 students, out of which 3 are male and 2 are female graduates.

2.6 Job Categories / Sectors

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

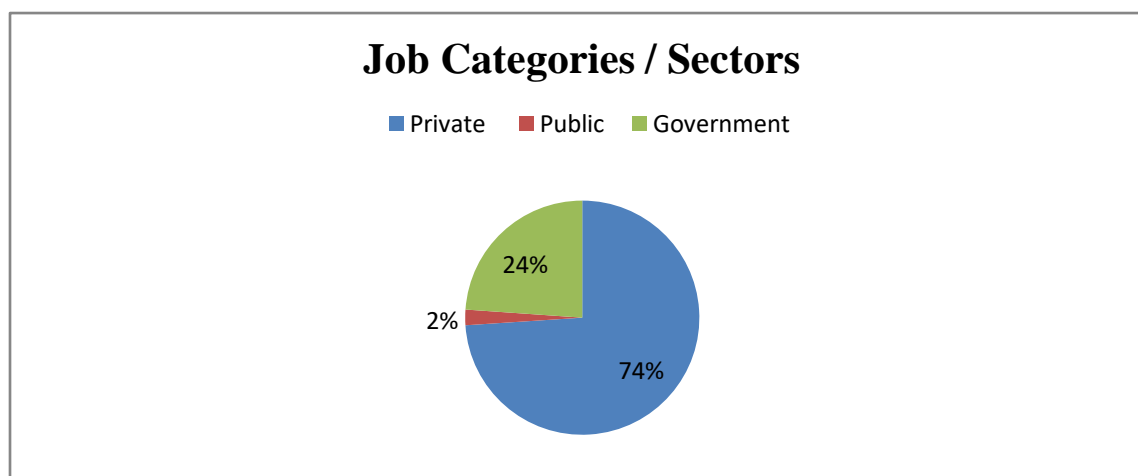


Figure: 3 Job Categories / Sectors

According to the data of traced graduates i.e. 210 graduates, 46 students were employed and no students were self-employed in various sectors. Among the employed graduates, 74% graduates

were involved in the private sector, 2% graduate was involved in the public sector, and 24% graduates were in government jobs. The above table indicates higher no of employed graduates are from the Management faculty.

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 93 graduates from the Faculty of Management, only 45 of them could be approached, and 48 graduates could not be contacted by any means. The number of males was 20 and of females 25, 3 EDJs and Dalits, 4 of them were only employed, 32 graduates were unemployed and 2 graduate was employed and were also involved in further studies at different institutions. 7 students were found only pursuing their higher studies. The figure below shows the details related to the graduates of the Faculty of Management.

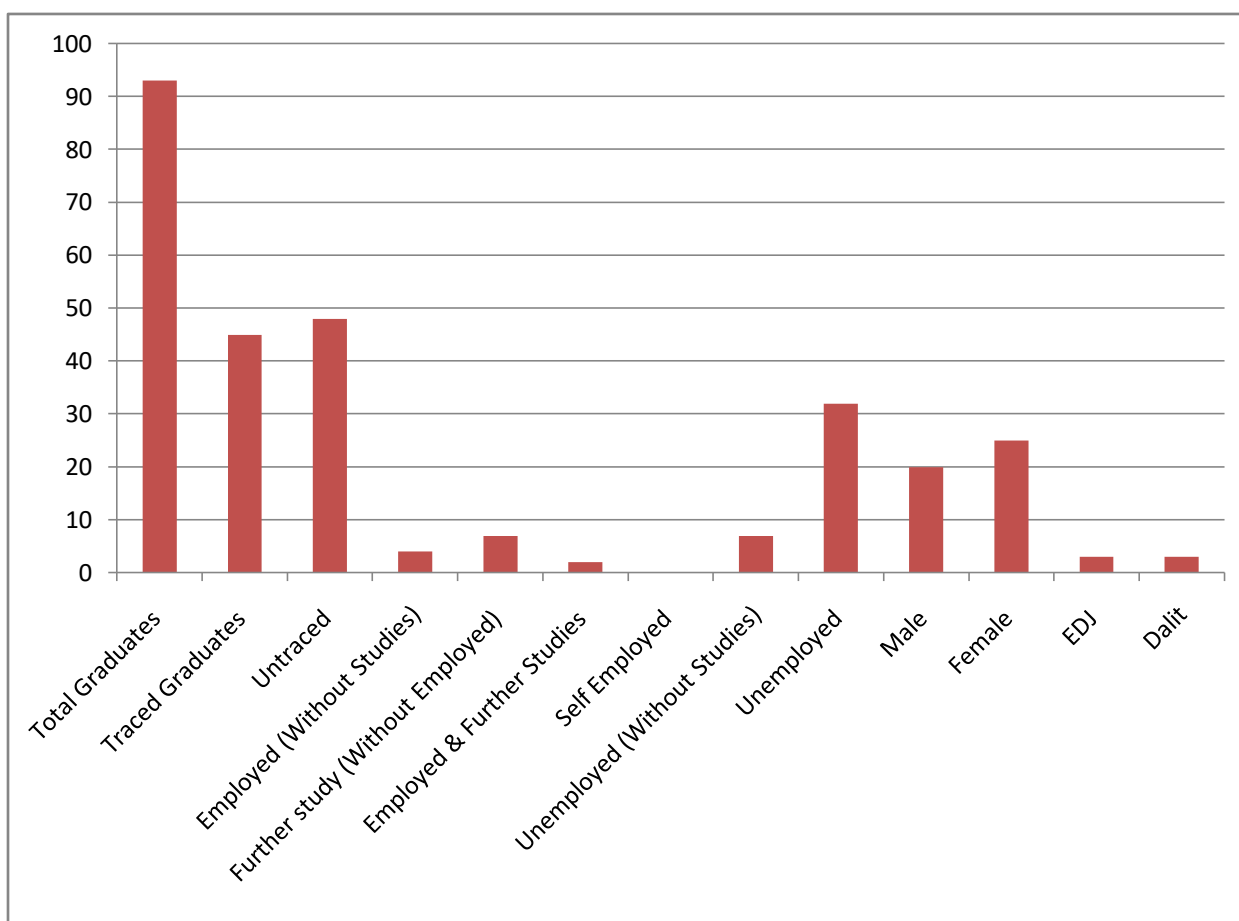


Figure No: 4 Compositions of Graduates in Management

Graduates status summary:	Number of students enrolled in Master Degree in various Institutions:
<ul style="list-style-type: none"> • Total Graduates: 93 • Traced Graduates: 45 • Untraced: 48 • Employed (Without Studies) :4 • Further study (Without Employed) :7 • Employed & Further Studies: 2 • Self Employed: 0 • Unemployed (Without Studies) :7 • Unemployed: 32 • Male: 20 • Female: 25 • EDJ: 3 • Dalit :3 	<ul style="list-style-type: none"> • Damak Multiple Campus = 6 • Kankai Adarsh Campus=1 • TU =1 • Nepal Commerce Campus =1

2.7.2 Faculty of Humanities (Bachelor Level)

There were 8 graduates from the Faculty of Humanities involved in the study. Out of which 2 found were male graduates and 6 were female graduates. However, EDJ and Dalit graduates were not found in the study. There was not found a self-employed graduate, 1 graduate in Further study (Without Employed), 1 student Employed & Further Studies and there was 6 graduate fully unemployed. The figure and table below show the details related to the graduates of the Faculty of Humanities (BA Program).

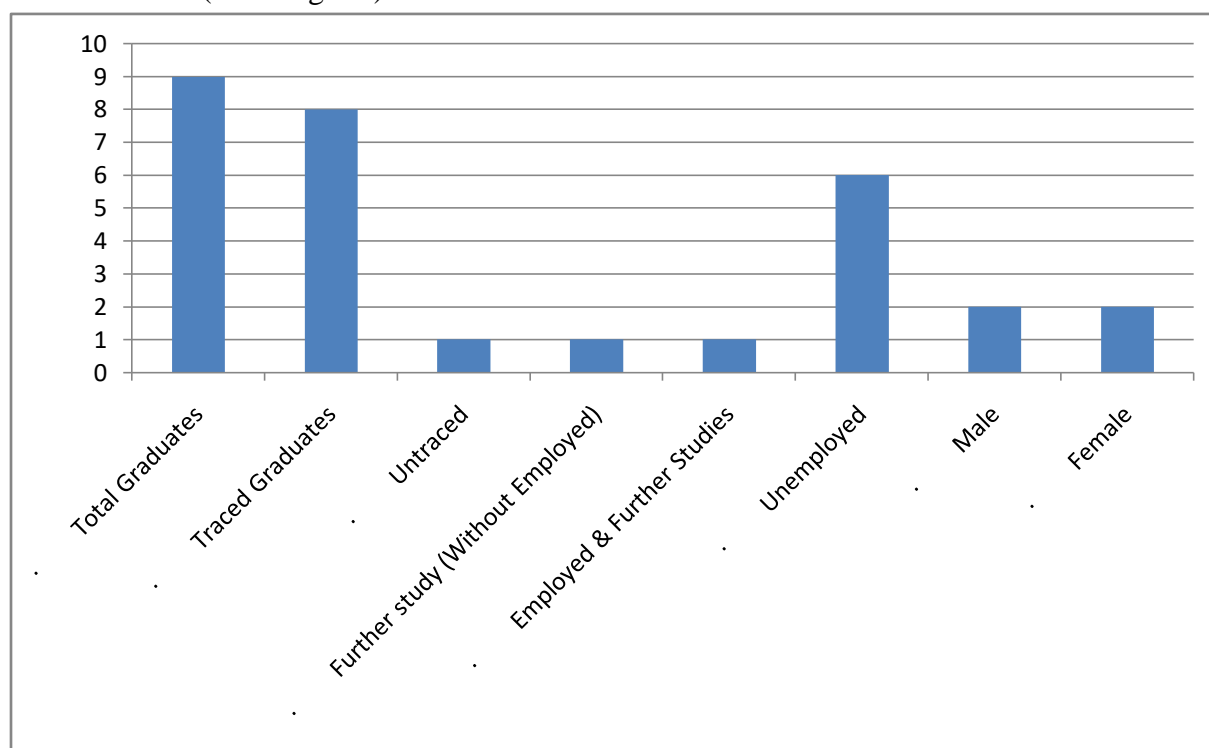


Figure No: 5 Compositions of Graduates in Humanities

Graduates status summary:	Number of students enrolled in Master Degree in various Institutions:
<ul style="list-style-type: none"> • Total Graduates: 9 • Traced Graduates:8 • Untraced: 1 • Employed (Without Studies) :0 • Further study (Without Employed) :1 • Employed & Further Studies: 1 • Self Employed: 0 • Unemployed: 6 • Male: 2 • Female: 6 • EDJ: 0 • Dalit :0 	<ul style="list-style-type: none"> • Janata Aadharsha Multiple Campus = 6

2.7.3 Faculty of Education (Bachelor Level)

Among the 32 graduates from the Faculty of Education, only 28 of them could be approached. 7 of them was males. The female graduates were 21, 3 EDJs, and no Dalits graduate. 3 student was found pursuing further studies in Damak Multiple Campus. While 4 students were involved in further studies only and 22 students were found fully unemployed. The figure below shows the details related to the graduates of the Faculty of Education.

Graduates' status summary:	Number of students enrolled in Master Degree in various Institutions:
<ul style="list-style-type: none"> • Total Graduates :32 • Traced Graduates :28 • Untraced :4 • Further study :4 • Employed : 2 • Self Employed: 0 • Unemployed :22 • Male :7 • Female :21 • EDJ :3 • Dalit :0 	<ul style="list-style-type: none"> • Damak Multiple Campus = 3 • Urlabari Multiple Campus = 1

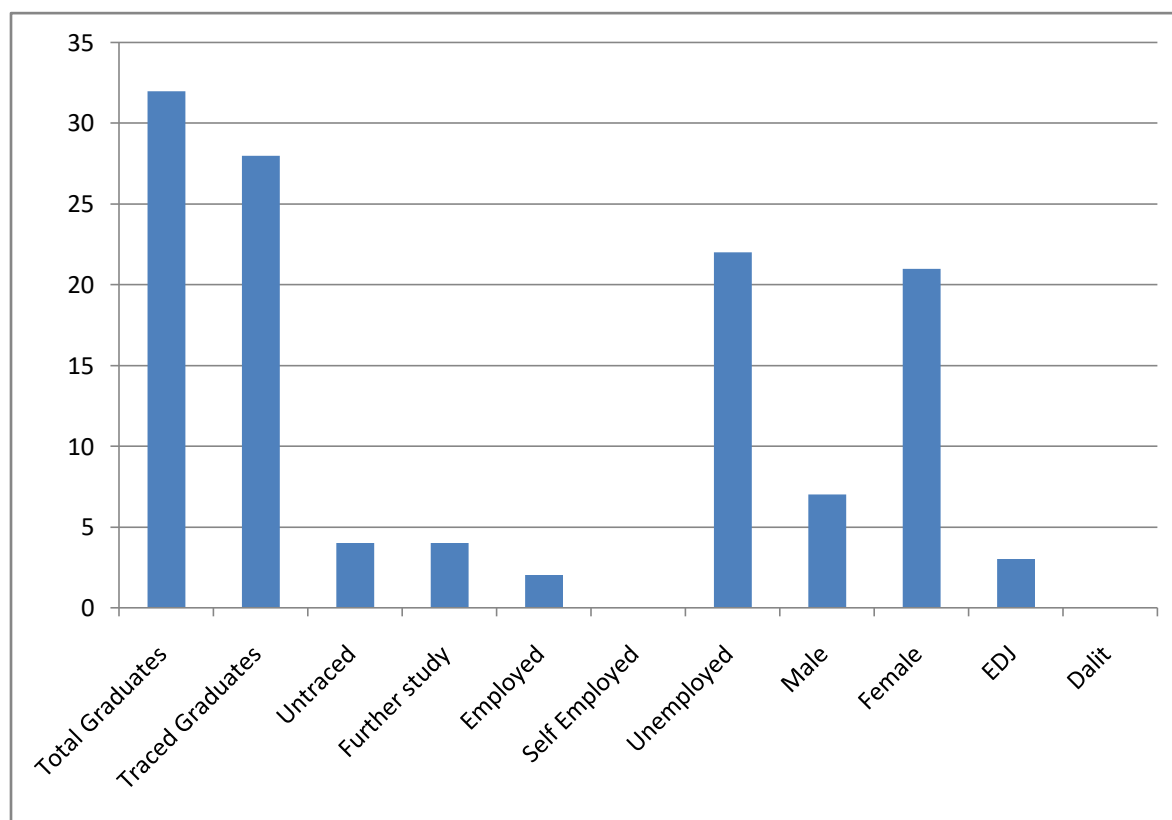


Figure : 6 Composition of Graduates in Education.

2.7.4 Faculty of Science (Bachelor Level)

Among the 50 graduates from the Faculty of Science, only 29 of them could be approached, 16 of them were males. The female graduates were 13, the EDJ and Dalit graduates were not found, Among the 4 employed graduates, 4 were working in the field of teaching in private schools. 10 students were found pursuing higher studies. 1 student were found pursuing their further studies in various institutions along with jobs.

The figure below shows the details related to the graduates of the Faculty of Science:

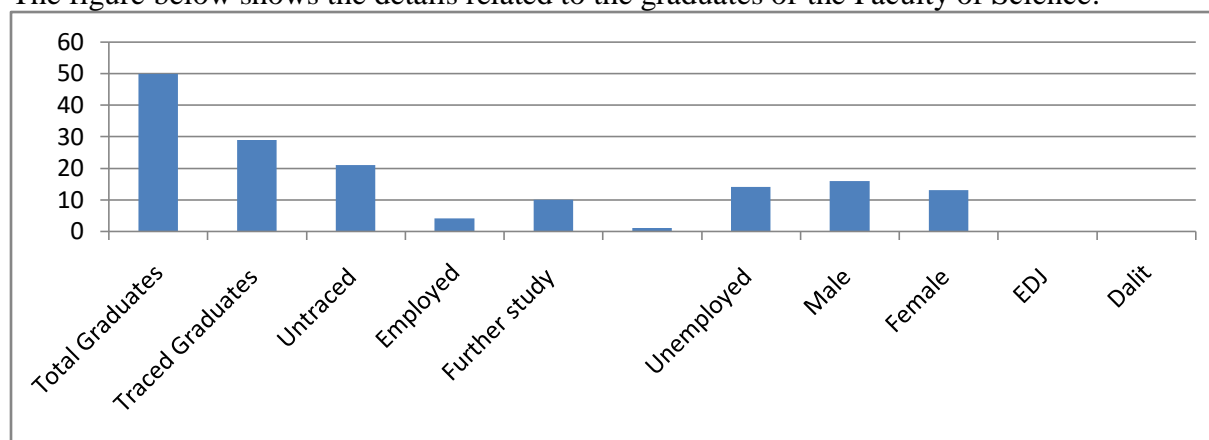


Figure No: 7 Compositions of Graduates in Science

Graduates status summary :	Number of students enrolled in Master Degree in various Institutions :
<ul style="list-style-type: none"> • Total Graduates :50 • Traced Graduates :29 • Untraced :21 • Employed : 4 • Further study : 10 • Employed + Further Studies :1 • Unemployed :14 • Male :16 • Female :13 • EDJ :0 • Dalit :0 	<ul style="list-style-type: none"> • Shree Gyan Daya English School =1 • Jharsadi English Boarding School=1

2.7.5 Faculty of Management (BBA Program)

Among the 19 graduates from the Faculty of Management, only 19 of them could be approached. The number of males was 06 and of females 13, no found were EDJs and Dalits in this study, 1 of them were only employed, 16 graduates were unemployed and 2 graduate was further studies at different institutions.

The figure below shows the details related to the graduates of the Faculty of Management.

Graduates status summary:	Number of students enrolled in Master Degree in various Institutions :
<ul style="list-style-type: none"> • Total Graduates : 19 • Traced Graduates : 19 • Untraced : 0 • Employed : 1 • Further study : 2 • Unemployed : 16 • Male : 6 • Female : 13 • EDJ : 0 • Dalit : 0 	<ul style="list-style-type: none"> • TU = 1 • Damak Multiple Campus = 1

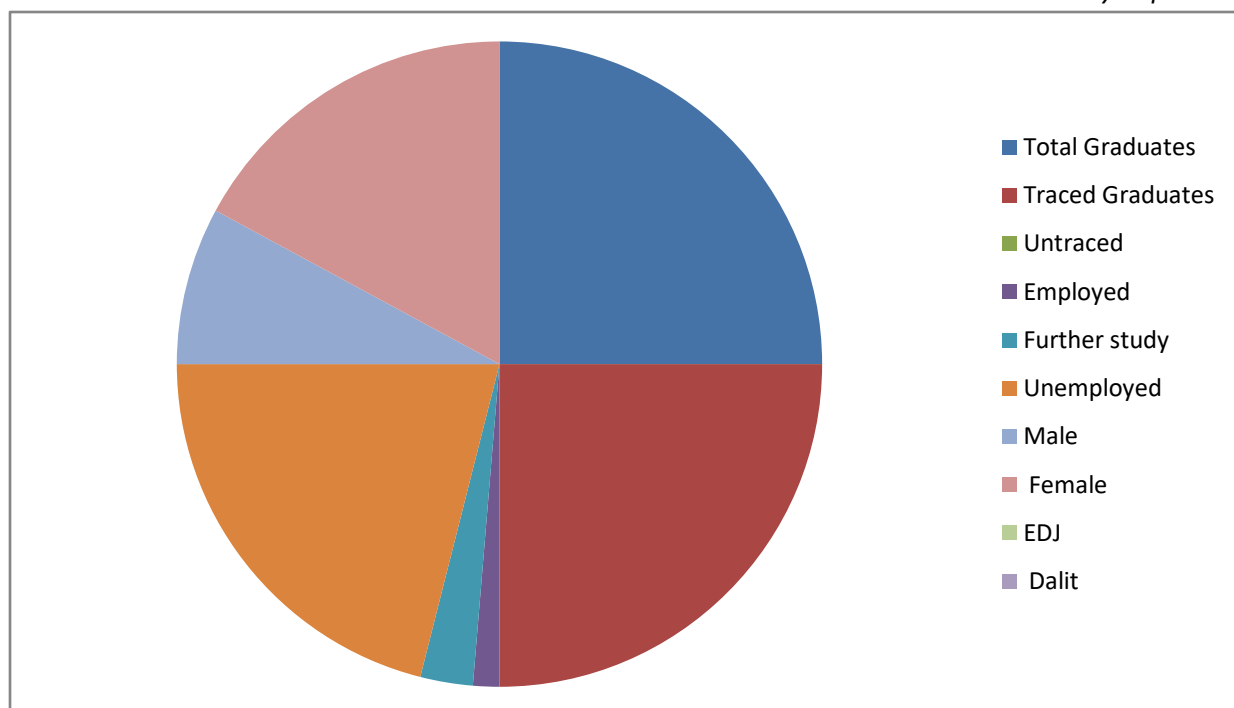


Figure : 8 Faculty of Management (BBA Program)

2.7.6 Faculty of Humanities (BCA Program)

There were 21 graduates from the Faculty of Humanities involved in the study. Out of which 15 found were male graduates and 6 were female graduates. However, EDJ graduates were not found in the study and Dalt graduate were 1 found this study. There was not found a self-employed graduate, 2 students Employed only and there was 18 graduate fully unemployed. The figure below show the details related to the graduates of the Faculty of Humanities (BCA Program).

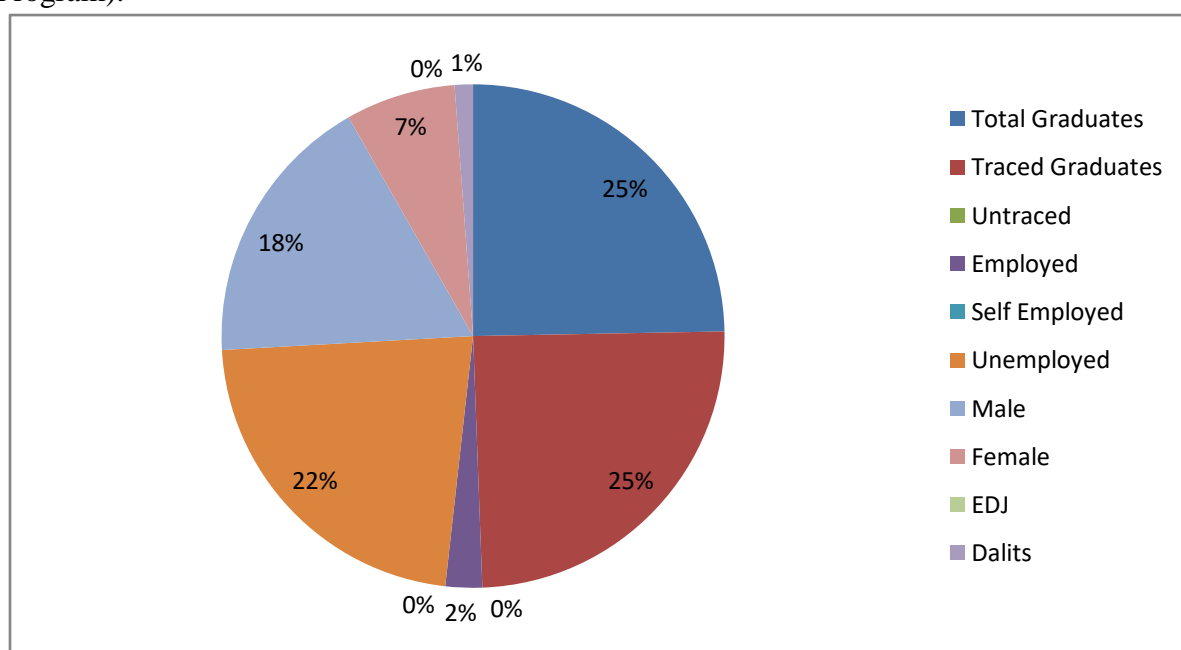


Figure : 9 Faculty of Humanities (BCA Program)

2.7.5 Faculty of Management (Master's Degree)

Among the 59 traced graduates of the Faculty of Management (MBS), 30 were male and 29 were female graduates and the EDJ graduates were 3 and not found Dalit graduates. Among the 29 employed graduates, Employed were working as Assistants, Accountant, Branch Managers, Teaching field and Supervisor level employees in private and government sectors.

Graduates' status summary:	Number of students enrolled in Master Degree in various Institutions:
<ul style="list-style-type: none"> Total Graduates : 70 Traced Graduates : 59 Untraced : 11 Employed : 29 Self Employed : 0 Unemployed : 30 Male : 30 Female : 29 EDJ : 3 Dalits : 0 	<ul style="list-style-type: none"> Purbanchal University = 1(Ph.D.)

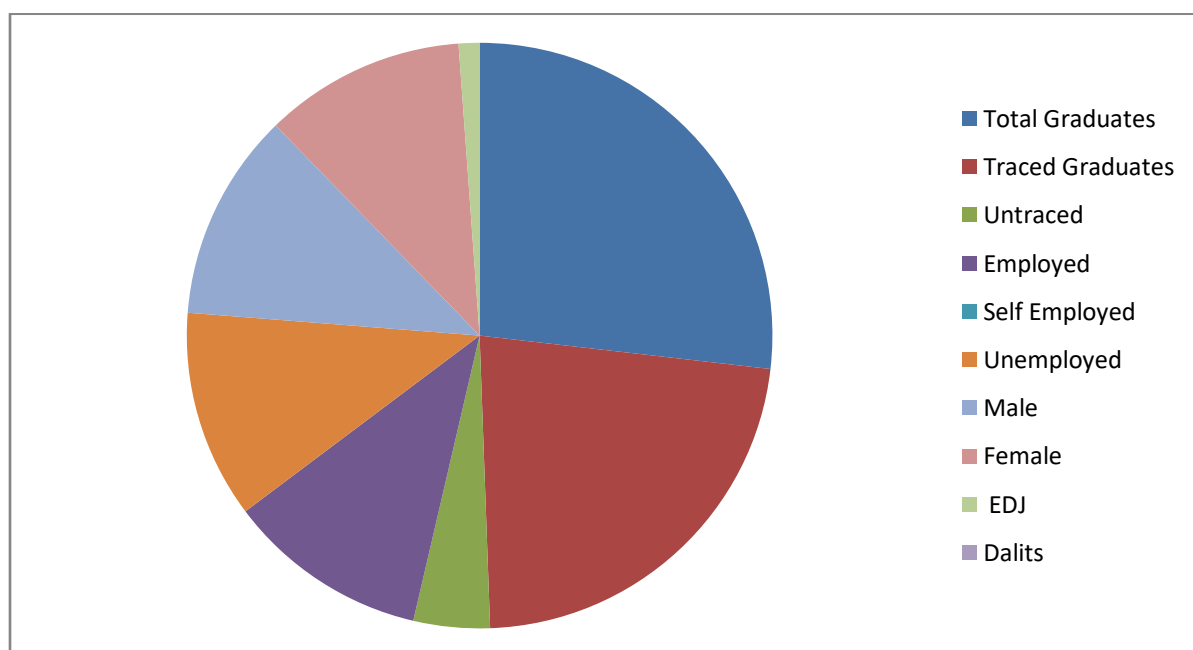


Figure No:10 Compositions of Graduates in MBS (Master)

2.8 Issues Related to Quality and Relevance of the 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.

Table No:6 Strengths and Weaknesses of Campus and Campus Programs, Tracer Study, 2023

Sn	Parameters	0	1	2	3	4	5	Total
1	Relevance of the program to your professional	12	28	37	38	50	45	210
	%	5.71%	13.33%	17.62%	18.10%	23.81%	21.43%	100%
2	Extracurricular activities	4	19	39	63	45	40	210
	%	1.90%	9.04%	18.58%	30.00%	21.43%	19.05%	100%
3	Problem Solving ability	2	13	35	51	67	42	210
	%	1%	6%	16.67%	24.29%	31.90%	20.00%	100%
4	Work placement /Attachment / Internship	5	18	34	52	55	46	210
	%	2.38%	8.57%	16.19%	24.76%	26.19%	21.91%	100%
5	Teaching /Learning environment	3	5	27	43	70	62	210
	%	1.42%	2.39%	12.85%	20.48%	33.33%	29.53%	100%
6	Quality of Education Delivered	2	7	16	58	70	57	210
	%	0.95%	3.33%	7.61%	27.62%	33.34%	27.15%	100%
7	Teacher Student Relationship	2	6	16	36	68	82	210
	%	1%	2.85%	7.61%	17.14%	32.36%	39.04%	100%
8	Library Facility	2	8	18	39	67	76	210
	%	0.95%	3.80%	8.57%	18.57%	31.90%	36.21%	100%
9	Lab Facility	8	14	26	31	62	69	210
	%	3.80%	6.66%	12.38%	14.77%	29.53%	32.86%	100%
10	Sports Facility	4	22	20	40	53	71	210
	%	1.90%	10.47%	9.53%	19.05%	25.24%	33.81%	100%
11	Canteen / Urinals etc	4	21	29	47	49	60	210
	%	2%	10.00%	13.78%	22.34%	23.32%	28.56%	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 the course of study, the team asked them some questions related to the relevance of the courses for the professional requirements. The highest number of correspondents pointed out that the Teacher-student relationship was excellent (39.04%), the highest number of correspondents pointed out that the Library Facilities (36.21%), Sport Facilities were excellent (33.81%).

They enjoyed much freedom which gave them a sense of self-responsibility. They participated in extra-curricular activities actively for their all-round development. Likewise, they also said that the Quality of Education Delivered and Problem-Solving ability were excellent (33.34%). They found their teachers open, friendly, and very helpful, while some respondents said that it was very

good. During the interactions with them, they answered that the Lab Facility was excellent (32.86%). The participants considered the relevance of its programs for their problem-solving skills (31.90%) good. The number of correspondents pointed out that the Work placement /Attachment / Internship was good (26.19%)

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

2.9 Effectiveness of Extracurricular Activities

This section describes the effectiveness of the extracurricular activities of DMC. Extracurricular activities are measured through very weak, weaker, weak, good, better, and excellent.

Table No:7 Extracurricular Activities

Extracurricular Activities							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	0	6	5	17	7	10	45
BA	0	2	2	2	0	2	8
B.Ed.	0	2	5	12	5	4	28
B.Sc.	0	1	5	6	12	5	29
BBA	0	2	4	0	7	6	19
BCA	2	2	6	9	1	1	21
MBS	2	4	12	17	13	12	60
Total	4	19	39	63	45	40	210
%	1.90	9.05	18.57	30.00	21.43	19.05	100

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 extracurricular and other academic activities very much. 30.00% of respondents said that it was excellent, 21.43% of them replied that it was better and 19.05% of respondents said that it was good.

2.10 Effectiveness of Problem-solving Skill

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

Table No: 8 Problem-Solving Skills

Problem-Solving Skill							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	1	6	5	13	16	4	45
BA	0	0	2	2	1	3	8
B.Ed.	1	1	7	7	7	5	28
B.Sc.	0	1	3	7	13	5	29
BCA	0	0	7	7	5	2	21
BBA	0	2	2	3	7	5	19
MBS	0	3	9	12	18	18	60
Total	2	13	35	51	67	42	210
%	0.95	6.19	16.67	24.29	31.90	20.00	100

The highest number of responses to problem-solving skills was 20.00% of the respondents replied excellent, 24.29% of the respondents replied good, 31.90% of the respondents replied better, 16.67% of the respondents replied Weak, 6.19% of the respondent weaker and 0.95% of the respondent very weak.

2.11 Effectiveness on Work Placement/Attachment/Internship

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

Table No:9 Work Placement/Attachment/Internship

Work Placement/Attachment/ Internship							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	0	4	11	15	8	7	45
BA	0	0	2	2	2	2	8
B.Ed.	0	1	5	9	8	5	28
B.Sc.	4	0	1	8	12	4	29
BBA	0	3	1	0	8	6	18
BCA	0	2	5	7	4	4	22
MBS	1	8	9	11	13	18	60
Total	5	18	34	52	55	46	210
%	2.38	8.57	16.19	24.76	26.19	21.91	100

According to the above table, 21.91% of graduate students responded excellent in their work placement/attachment/internship. 26.19% of the respondents replied better, 24.76% of the respondents replied good, 16.19% of the respondents replied weak, 8.57% of the respondents replied weaker, and 2.38% of the respondents replied very weak.

2.12 Teaching - Learning Environment

This section describes the teaching-learning environment of DMC.

Table No: 10 Teaching-Learning Environments

Teaching - Learning Environment							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	1	0	9	8	15	12	45
BA	0	0	1	1	2	4	8
B.Ed.	0	3	0	8	10	7	28
B.Sc.	0	0	4	3	11	11	29
BBA	0	0	5	2	6	6	19
BCA	1	0	3	4	10	3	21
MBS	1	2	5	17	16	19	60
Total	3	5	27	43	70	62	210
%	1.43	2.38	12.86	20.48	33.33	29.52	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 the teaching /learning environment offered by the institution. 29.52 % of the respondents replied that it was excellent, 33.33% of the respondents replied better, 20.48% of the respondents replied good, 12.86% of the respondents replied weak, 2.38% of the respondents were weaker. The quality of the education delivered was good enough to meet the requirements of job markets:

2.13 Teacher - Student Relationship

This section describes the teacher-student relationship of DMC. Extracurricular activities are measured through very weak, weaker, weak, good, better, and excellent.

Table No: 11 Teacher-Student Relationship

Teacher- Student Relationship							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	0	1	4	11	13	16	45
BA	0	0	1		1	6	8
B.Ed.	0	1	1	4	9	13	28
B.Sc.	1	2	1	1	9	15	29
BBA		1		4	7	7	19
BCA	0	0	2	6	7	6	21
MBS	1	1	7	10	22	19	60
Total	2	6	16	36	68	82	210
%	0.95	2.86	7.62	17.14	32.38	39.05	100

The study attempted to find out the views of graduates regarding their study experiences at DMC and their strengths and weaknesses in terms of student-teacher relationships. The study team asked the graduates regarding the teacher-student relationships at DMC. 39.05% of the respondents replied that the student-teacher relationship was excellent, 32.38% of the respondents replied better, 17.14% of the respondents replied well, 7.62% of the respondents replied weakly, 2.86% of the respondents weaker and 0.95 percentages of the respondents replied that the student-teacher relationship was very weak:

2.14 Quality of Education Delivery

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

Table No:12 Education Delivery Efficiency

Education Delivery Efficiency							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	1	3	4	15	11	11	45
BA	0	0	1	1	2	4	8
B.Ed.	0	1	2	6	11	8	28
B.Sc.	0	0	2	7	14	6	29
BBA	0	0	2	4	5	8	19
BCA	1	1	1	8	7	3	21
MBS	0	2	4	17	20	17	60
Total	2	7	16	58	70	57	210
%	0.95	3.33	7.62	27.62	33.33	27.15	100

The above table indicates the graduates were inquired regarding the quality of education offered to them under various streams. Among the respondents, 27.15 % replied that the quality of the education offered to them is excellent, 33.33% respondents replied better, 27.62 % respondents replied good, 7.62% respondents replied weak, 3.33% respondents replied weaker, and 0.95% 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 describes about library facility of DMC. Extracurricular activities are measured through very weak, weaker, weak, good, better, and excellent.

Table No: 13 Library Facility

Library Facility							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	0	1	5	8	13	18	45
BA	1	1	1	0	1	4	8
B.Ed.	1	0	4	6	9	8	28
B.Sc.	0	1	1	6	12	9	29
BBA	0	1	1	2	5	10	19
BCA	0	0	0	6	7	8	21
MBS	0	4	6	11	20	19	60
Total	2	8	18	39	67	76	210
%	0.95	3.81	8.57	18.57	31.91	36.19	100

The study team asked the graduates to give their views on the strengths and weaknesses of the institution in terms of its library services. It indicates that 36.19% of the respondents replied that it was excellent, 31.91% of the respondents replied better, 18.57% of the respondents replied good / well, 8.57% of the respondents replied weak, 3.81% of the respondents replied weaker, 0.95% of the respondents replied very weak.

2.16 Laboratory Facility

This section describes about laboratory facility of DMC. Extracurricular activities are measured through very weak, weaker, weak, good, better, and excellent.

Table No: 14 Laboratory Facility

Laboratory Facility							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	3	4	7	4	14	13	45
BA	0	1	4	0	0	3	8
B.Ed.	3	0	4	9	5	7	28
B.Sc.	0	2	1	3	12	11	29
BBA	0	1	1	1	6	10	19
BCA	0	0	2	3	8	8	21
MBS	2	6	7	11	17	17	60
Total	8	14	26	31	62	69	210
%	3.81	6.67	12.38	14.76	29.52	32.86	100

Source Annex No-3

The graduates were asked to tell the team about the institution in terms of its Laboratory services. 32.86% of the respondents replied that it was excellent, 29.52% of the respondents replied better, 14.76% of the respondents replied well, 12.38% of the respondents replied weak, and 6.67% of the respondents replied weaker. While only 3.81% of the respondents replied very weak in terms of lab services and facilities available on the campus. The campus has provided a computer lab with a capacity of 50 computers for BCA, BBA, BSW, humanities, Science Management, and Education Faculty.

2.17 Canteen and Urinals Facility

This section describes about canteen and urinal facilities of DMC. Extracurricular activities are measured through very weak, weaker, weak, good, better, and excellent.

Table No: 15 Canteen and Urinals Facility

Canteen and Urinals Facility							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	1	6	8	9	10	11	45
BA	0	0	2	2	1	3	8
B.Ed.	0	3	4	8	7	6	28
B.Sc.	0	5	4	4	8	8	29
BBA	2	0	1	3	4	9	19
BCA	0	0	3	4	4	10	21
MBS	1	7	7	17	15	13	60
Total	4	21	29	47	49	60	210
%	1.90	10.00	13.81	22.38	23.34	28.57	100

The tracer study team made some queries to the graduates regarding their views on the strengths and weaknesses of the institution in terms of the canteen and urinal facilities at DMC. Among the respondents, 28.57% replied that it was excellent, 23.34% of the respondents replied better, 22.38% of the respondents replied good / well, 13.81% of the respondents replied weak, 10.00% of the respondents replied weaker, and 1.90 replied very weak in terms of canteen services and urinal facilities

2.18 Sports Facility

This section describes about sporty facility of DMC. Extracurricular activities are measured through very weak, weaker, weak, good, better, and excellent.

Table No: 16 Sports Facility

Sports Facility							
Program	Very weak	Weaker	Weak	Good	Better	Excellent	Total
BBS	2	5	6	7	13	12	45
BA	0	1	2	0	1	4	8
B.Ed.	0	5	3	7	6	7	28
B.Sc.	0	4	0	4	11	10	29
BBA	1	0	1	2	5	10	19
BCA	0	1	2	5	5	8	21
MBS	1	6	6	15	12	20	60
Total	4	22	20	40	53	71	210
%	1.90	10.48	9.52	19.05	25.24	33.81	100

The graduates also responded to the study team in terms of its sports facilities. Of the total respondents, 33.81% of them replied that it is excellent, 25.24% of the respondents replied better, 19.05% of the respondents replied good, 9.52% of the respondents replied weak, 10.48% of the respondent replied weaker, and 1.90% of them replied very weak. The team has presented the details regarding the strengths and weaknesses of the institution in terms of 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 210 in 2023AD. The study found that 46 students were involved in services, and no one found that self-employed graduates. Of the total number of graduates, 34 graduates were involved in the private sector, and 1 graduate was in the public sector. It was found that while 11 of them were in the government services.

Of the total employed graduates, 43 were full-time employees and 3 of them were part-time employees. The number of graduates who were in the teaching profession was 16 (Male-7, Female-9), 27 graduates were employed as assistants and accountants (Male-15, Female-12). 3 graduates were Supervisor / Branch Manager level employees (Male-3, Female-0).

The study also discovered that 139 students (66.19%) were fully unemployed. Among the total unemployed students, there were 60 males and 79 females. Out of 210 students, 25 were involved in further studies only and 5 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 been enhanced as a result of new methods and techniques, the 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 workplaces, research skills, and the importance of team spirit. Some graduates said that despite gaining knowledge and other skills, their 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 with master's degrees prioritized establishing their careers. Most of the graduates were involved in the private sector. It shows that the graduates needed better orientations and counseling so that they could critically analyze their 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 the 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 practical, job-oriented, and skills-developing courses rather than theoretical courses.

CHAPTER: FOUR

Conclusion, Recommendations Implications to Institutional Reform

4.1 Conclusion

Damak Multiple Campus has a long history of contributions to 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 toward achieving a broader goal: transforming education and 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 from the graduates regarding academic activities and other aspects clearly reflects its image.

In a nutshell, the comparative study of programs helps make further changes, and institutional plans, and find important remedies. The study also shows the need to improve 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 can meet the requirements of job markets, and addressing the challenges that appear in later days in their workplaces. It would help them find lucrative job opportunities; and understand the needs and requirements of national and international job markets.

4.2 Recommendations

The tracer study report also collects the major recommendations for the betterment of the institution. As per recommendations of the students, stakeholders, and organizational weaknesses, the 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 exhibitions, carnivals, and festivals should be organized frequently.
- The campus should initiate activities that boost students' learning morale.
- Academic as well as non-academic books, journals, and periodicals should be added to the Library.
- Free online access to research papers and journals should be made for both teaching faculty and students.
- Job placement of graduates should be facilitated by assisting them in searching and joining the jobs.
- The institution should provide internship and block placement facilities to students.
- The institution should focus more on bringing new courses like BSCCSIT, BIM, BTM, MBM, MBA, and EMBA.

- Field visits and Exposure visits should be increased for students to understand the 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 services to the graduates.
- The institution should try to conduct the census covering all the passed-out graduates to obtain complete data and comprehensive results.
- Frequent alumni meetings should be organized by the institution to share career-based knowledge and expertise boosting public relationships.

4.3 Implications to Institutional Reform

The tracer study reflects that DMC should make efforts for the all-round development of its graduates. The campus should upgrade library facilities and effective delivery of services. The campus should emphasize extra-curricular activities, communicative skills and pedagogical reforms, and practical and research-based courses. It should promote learning-teaching strategies and technologies. Likewise, DMC should identify the student's 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 shortly. Institutional reforms should be made to attract students from diverse backgrounds and geographical locations. Non-credit courses should be added that aid in developing and enhancing academic and non-academic skills and expertise.

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

Thank You

Annexes

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6.	Further Study Status	
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