

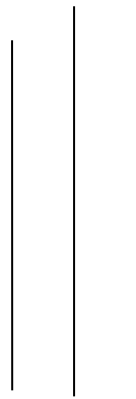
# **A Tracer Study Report**

of

**Graduates of Drabya Shah Multiple Campus  
2074 B.S. (2017 A.D.)**

Submitted to:

**University Grants Commission, Nepal**



By

**Drabya Shah Multiple Campus**

Laxmibazar, Gorkha

April, 2019

# **Drabya Shah Multiple Campus**

## **Tracer Study Team**

Coordinator: Mr. Dharma Jung Thapa

Member : Mr. Eka Dev Adhikari

Member : Mr. Shankar Prasad Ghimire

Member :Mr. Keshav Prasad Regmi

Member : Mr. Sharan Shrestha

Member : Mr. Sujan Kunwar

Advisor (Campus Chief): Mr. Ramchandra Duwadi

## ACKNOWLEDGEMENTS

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We are grateful to Mr. Ram Chandra Duwadi, Mr.Kushal Lal Shrestha, Mr. Krishna Prasad Parajuli for their hard work to contact the graduates working in home and abroad and shape the report in this form. The tracer team is also grateful to the all the graduates of 2017 for their willingness to participate in the study.

Lastly, we are grateful to the University Grants Commission for providing guidelines and support to prepare this report.

April ..., 2019

Mr. Dharma Jung Thapa  
Coordinator  
Tracer Study Committee,  
Drabya Shah Multiple Campus

## **Executive Summary**

Tracer study is a follow up study of the graduates. It is carried out by the educational institutions or training centers to know the position of graduates. Tracer study investigates employability of graduate, study progress, work entrance and the current occupation. It is the way of maintaining contact and gaining feedbacks from the graduates about their experiences in the institution. It is also a process of identifying the possible collaboration among past and current students.

Tracer study is highly important because it investigates about the position of graduates after they completed their studies. It tries to find out the answer of questions like whether they are employed, self employed or looking for the jobs, whether their study prepares them for job or not, whether they use the knowledge and skills they have learned during their studies. The feedbacks of graduates can be very useful to improve the quality of the programs and institutions.

This tracer study is the complete shape of graduate batch of 2017 A.D. The study presents the position of graduates of 2017 from DMC. The main objective of this study is to find out the position of graduates after they completed their study. Besides, the main objective, the followings are other specific objectives of this tracer study.

1. To identify the current position of graduates of DMC.
2. To find out employability of the graduates from the institute.
3. To assess the major weaknesses and strengths of programs and overall activities of the institution.
4. To collect graduate's suggestion for the institutional betterment.
5. To explore the possibility of graduate's contribution for the institutional development.

## **Methodology**

This tracer study is based on descriptive analysis of the source of primary data. The tracer study committee of DMC has decided to study about the graduate batch of 2016. The graduates were identified from the administrative record of the campus. Then, they were informed to participate in the study. The data for this study were collected through the questionnaire which was prescribed by UGC, Nepal for tracer study purpose. Various methods like field visits, face to face conversation, telephone conversation, contact through electronic media are used to collect the required data for the study. The questionnaires were collected. Then, quantitative data were analyzed descriptively and presented on the table and chart.

## Results

### 1. Distribution of Responds

In 2016, total 41 students were graduated from DMC. But only 37 graduates were involved in the tracer study program. Out of 37, female graduates are 23 where as male are 14. Similarly, out of total graduates, 19 graduates are from B.Ed., 12 are from BBS, 5 are from BA and 1 is from MA.

### 2. Demographic Characteristics of Graduates

The statistical data of this study shows that out of total respondent graduates 48.65 percent are from upper class, 5.41 percent are from indigenous, 13.51 percent graduates are from dalit and 32.42 percent are from Janajati. Regarding on gender of respondent, 62.16 percent are female and 37.84 percent are male.

### 3. Employment Information of Graduates

This study has explored the employment status of the graduates form DMC in 2016 A.D. Out of total respondent graduates, 56.76 percent are found employed in different banks, financial institutions, School, Government services, NGO/INGO and other private firms. However, 43.24 percent graduates are seemed still unemployed.

### 4. Persuasion for Further Study

To pursue further study, out of total respondent, 43.24 percent graduates are pursuing their further study. All of them are enrolled in T.U. But rest of the respondents are not getting enrollment for further study. They enrolled for the program like MBS, M.Ed and MA.

### Responses on Quality Measurement of DMC

Regarding on quality of education delivered, out of total respondent, 18.93 percent responded as very much satisfied and 56.75 percent rated for satisfied option. Similarly 43.25 percent graduates have reacted as very much satisfied for teaching-learning environment of the institution. Moreover, for relevance of the program to professional requirement, extracurricular activities, work placement, teacher- student relationship, sports facility, canteen facility, respondent graduates seem to be very satisfied and high rate of satisfied. But, regarding on library facility, lab facility of the institution, respondent graduates seem to be largely not satisfied. They have low rated for these facility. (See table and chart)

### Conclusions and Recommendations

This tracer study has concluded that good number of graduates are employed. Many of them are pursuing higher education. Females are higher number of graduate than Males from DMC in 2016. Similarly, the graduates from B.Ed program are more than other programs. The caste of the graduates does not seem inclusive since the percentage of upper caste is more higher than other castes. Most of the graduates are satisfied with quality delivered education, but they are not satisfied with lab and library facility of the campus. The graduate students have identified some areas of improvement in the campus. They have been recommended to improve the existing situation of the college. Existing infrastructure for teaching-learning program should be upgraded. The campus should have well- furnished classroom. Faculties should provide ICT-enhanced teaching/learning environment. Provision of regular class should be ensured and extracurricular activities should be conducted regularly. Moreover, the needed reforms should be initiated to attract students in the programs like B.Ed, BA and MA.





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## **Acronyms**

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B.Ed	Bachelor of Education
CMC	Campus Management Committee
DMC	Drabya Shah Multiple Campus
INGO	International Non-Government Organization
IT	Information Technology
NGO	Non-Government Organization
LAB	Laboratory
MA	Master of Arts
MBS	Master of Business Studies
TU	Tribhuvan University
UGC	University Grants Commission



# CHAPTER I

## 1. Background

Education is a basic need of every society. A better education system can enhance the social, scientific, and technological improvement of a country. The human resource development of a country depends upon the quality of education imparted in country. Higher education caters to the education in the colleges and universities. At present, Higher education is recognized as a capital investment and is of paramount importance for economic and social development of the country. Institutions of higher education have the primary responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business and other professions.

As a developing country, Nepal has been working to uplift its educational standard by providing quality higher education to the citizens for over two decades. The country has been preparing strategic vision for the education sector, including higher education through national commission. TU has developed its 20 years strategic vision in 2000. A quality assurance and accreditation council (QAAC) has been established in University Grants commission (UGC) to look at the issue of quality assurance and accreditation in the country. Nepal has been participating the concept of multi-university system since 1990 to achieve broader national development goals and has on higher education in recent years.

The problems plaguing with Quality higher education system of Nepal are multidimensional like population explosion. Lack of resources, scarcity of qualified human resources, political instability, inefficient educational management system, wastages of resource and poor implementation of policies and programs. Factor such as the distinctive nature of higher education's

international mobility of students, teacher's accessibility of computer based learning pursuit of research and scholarship, globalization of economy, and emerging challenges of the 21<sup>st</sup> century have a direct impact on the future development of quality higher education in Nepal. This study is has been conducted to measure the relevance, quality and performance of graduates.

## 1.2 Drabya Shah Multiple Campus (DMC)

Drabya Shah Multiple Campus (DMC) was established in 1985 A.D. under the affiliation of Tribhuvan University as a community based non-profit oriented, non-governmental institution. The campus is committed to impart quality in higher education in Gorkha district. It has run in academic programs from grade xi to Master's degree in Humanities, Management, and Grade XI to Bachelors' Degree in education.

DMC is playing a leading role in the higher education of this region since its inception. It has already produced thousand of qualified graduates serving in various sector both inside and outside the country. The campus has frequency extended and modified its academic programs to meet the changing needs of community.

DMC has been selected in the higher education Reform Project (HERP) from national level competition. It has taken various initiatives for the all-round development of the institution It is going through Quality Accreditation and Assurance (QAA) process under the guidance of University Grants Commission (UGC) to achieve academic excellence in higher education.

The campus has initiated the process of its institutional and systematic reform. The institution formulated and updated policy of the institution have restructured to carry out specified responsibilities. The campus has been upgrading physical infrastructure aspiring to become a QAA certified campus in near future.

### 1.3 Rational of the study

The rational and purpose of this tracer study is to determine the employment status of graduates of DMC. Hundreds of students had graduated from DMC in past years. This tracer study is a follow up study of the graduates. It intends to find out employability of graduates in job market as well as their progress in further study. It aims to collect students' feedback and identify the graduates' contribution in the institutional development of the campus. The study will be fruitful to initiate changes in teaching- learning methodology of institution and over all academic environment of the institution.

### 1.4 Objectives of the study

The main objective of this is to identify the current position of the graduates of DMC after completion of their study. Under the guideline of this main objective, this tracer study has following objectives:

- to find out employability of the graduates from the institution,
- to survey students institutional experience satisfaction,
- to collect the possibility of graduate contribution for the institutional development,
- to assess relevancy of study on jobs of graduates,
- to assess the major strengths and weaknesses of programs and overall teaching- learning environment of the institution.

### 1.5 Institution arrangements to conduct the study

DMC has formed the tracer study committee with a coordinator and six other members. After its formulation, the committee has conducted frequent meetings. It has selected the graduate batch of 2016 to conduct tracer study. The committee invited the graduates to campus to take part in the study and field visit. Tracer study committee of DMC has prepared this report incorporating feedbacks from different stakeholders.

## 1.6 Graduate batch taken for the study

The graduate batch of 2016 was selected from DMC for this tracer study. Graduates from BBS, B.ED, BA and MA were included in the study. MBS program has been excluded since nobody has been graduated from this program. Out of the 41 graduates of the batch 2016, 37 graduates took part in the study (See annex no 1).

## 1.7 Data collection- Instruments and approach

The selection of DMC graduates of batch of 2016 were identified from the administrative from the administrative record of the campus. The graduates were invited to participate in the study. The tracer committee members and non-teaching staff distributed the questionnaire developed by UGC for tracer study purpose. It contained both open ended and close-ended questions. The committee sent the questionnaire to the graduates who could not visit the campus to visit campus via e-mail. The questionnaires were collected. Qualitative data collected data were analyzed descriptively and simple statistical techniques were data collected from questionnaire.

## 1.8. Scope and limitations of the study

This study is limited to the graduates of the year 2016. The study tried to cover all of the graduates of the year 2016. However, 37 graduates took in the study. This report covers employment status of the graduates, further study, their suggestions for institutional betterment, and their possible contribution to the institution growth.

## CHAPTER - II

### DATA PRESENTATION AND ANALYSIS

This chapter is organized in two major sections. The first section presents distribution of respondents based on academic programs, respondents' demographic characteristics, employment, persuasion of further study of respondents. The second section describes the respondents' perceived ratings on quality measures of DMC.

#### 2.1 Distribution of Respondents

##### 2.1.1. Distribution of Respondents based on Academic Program

Out of total 41 graduates of 2016 A.D. (2073 B.S), the committee collected data from 37 graduates. The following table shows the distribution of respondents in different academic programs.

Table 2.1.1 Distribution of Respondents based on Academic Program

Academic Program	Frequency	Percent	Cumulative
BBS	12	32.44	32.44
B. Ed	19	51.35	83.79
BA	5	13.51	97.3
MA	1	2.70	100
Total	37	100	

Table 2.1.1 reveals that out of 37 respondents, about half (51.51) of respondents are from B. Ed .Similarly one third of the respondent are from BBS, 13.88 percent from BA, 2.77 percent from M.A.The proportion of the respondents is in the following figure.

**Figure 2.1.1 Academic Program**

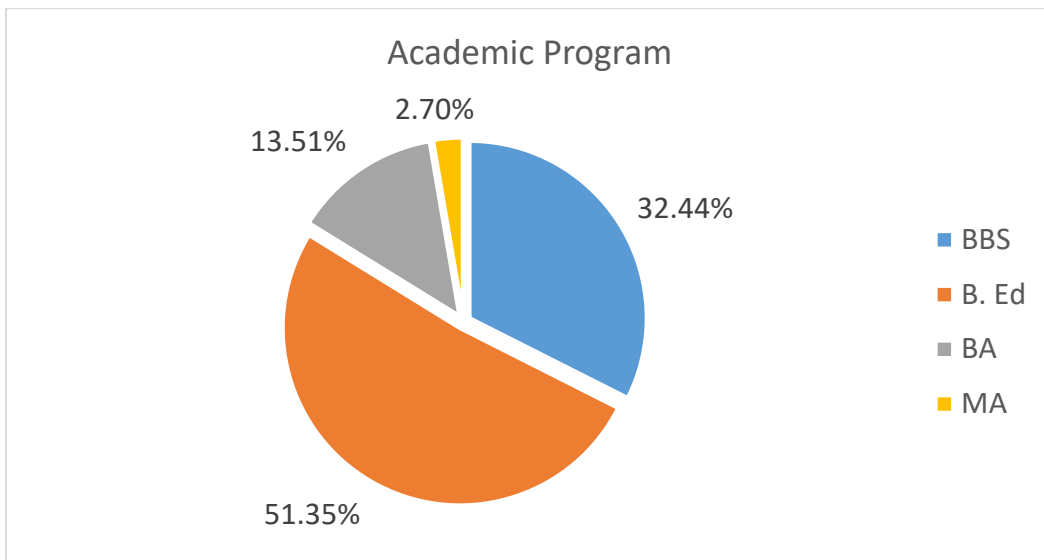


Figure 2.1.1 shows that almost half of the graduates are from B. Ed program and there is lower graduation rates in other programs.

### 2.1.2 Caste of the Respondents

This section presents the demographic characteristics of the respondents. It describes caste and gender of respondents. The following table presents caste of the respondents:

Table: 2.1.2 Caste of the Respondents

Particular	Frequency	Percent	Remark
Upper Caste	18	48.65	
Indigenous	2	5.41	
Dalit	5	13.51	
Janajati	12	32.43	
Total	36	100	

Table 2.1.2 shows that almost half of the graduates are from the upper caste category, which includes Brahmins, Chhettri. Janajati and Indigenous caste includes Gurung, Magar, Newar ,Ghale Lama etc. They occupy little less than half of the graduates. Only 13.51 percent of the graduates are Dalit.

The following figure shows caste of the respondents:

Figure: 2.1.2 Caste of the Respondents

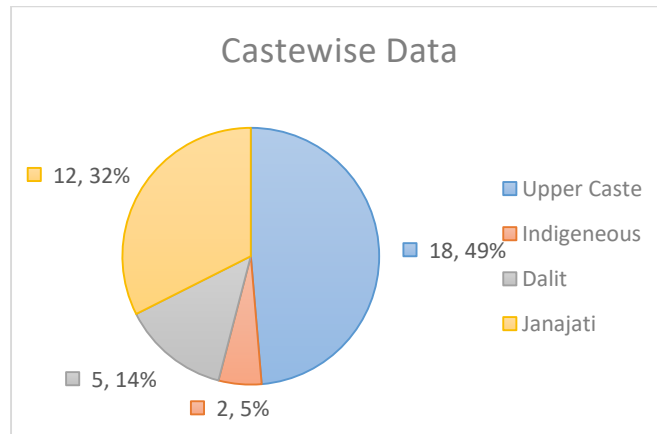


Figure 2.1.2 shows almost half of the respondents are from upper caste. Almost one third of the respondents are janajati.

### 2.1.3 Gender of the respondent

The following table present the gender of the respondents.

Table: 2.1.3 Gender of Respondents

Particular	Frequency	Percent	Remark
Male	14	37.84	
Female	23	62.16	
Total	37	100	

The above table 2.1.3 presents 37.84 percent graduates were male and 62 percent graduates were female students graduated from the institution. The following figure shows gender of respondents:

Figure: 2.1.3 Pie chart Showing Gender of Respondents

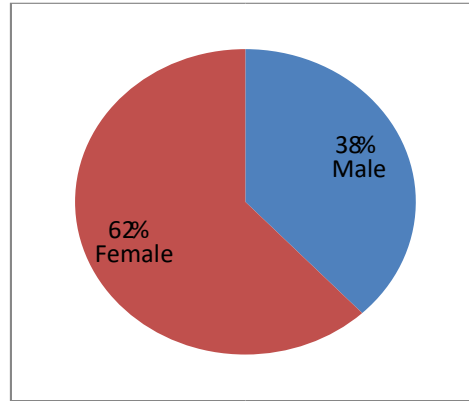


Figure 2.1.3 shows that female students graduated more than male students did.

#### 2.1.4 Employment Information of Graduates

This section presents the employment status related information of graduates of JMC passed in 2015 A.D. The following table shows the status of the respondents.

Table: 2.1.4 Status of Employment of Respondents.

Particular	Frequency	Percent	Remark
Employed	21	56.76	
Unemployed	16	43.24	
Total	37	100	

46.30 percent graduates were employed and 53.70 percent were not employed.

Figure 2.1.4 Status of Employment of Respondents

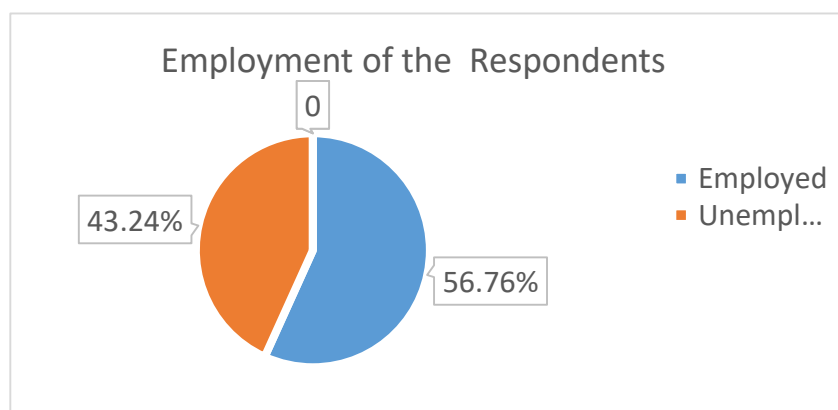


Figure 2.1.4 shows that a little more than half of the graduates are employed.

### 2.1.5 Graduates' Persuasion of Further Study

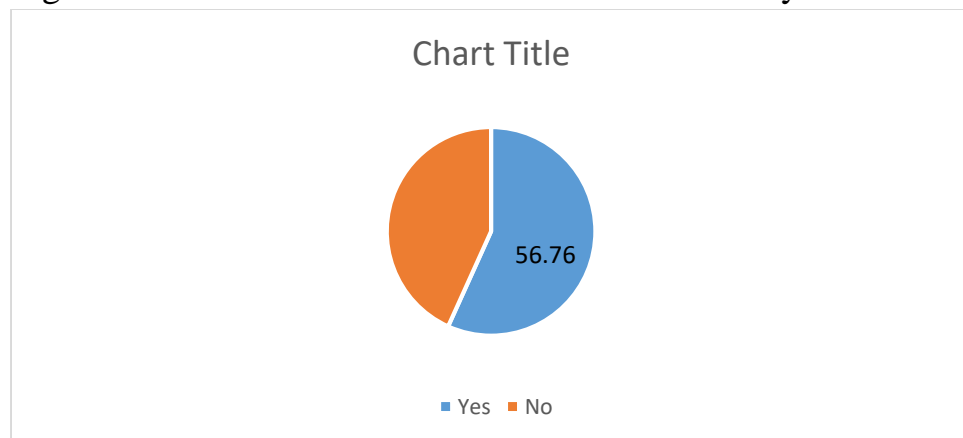
This section describes about the further study persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges. The following table shows graduates' persuasion of further study:

Table: 2.1.5 Graduates' Persuasion for Further Study

Particular	Frequency	Percent	Remark
Yes	16	43.24	
No	21	56.76	
Total	37	100	

Table 2.1.5 presents that 43.24 percent graduates went for further study and 56.76 discontinued their study. The data can be presented in the following figure.

Figure 2.1.5 Graduates' Persuasion for Further Study



## 2.2 Student Perceive Rating on Quality Indicators

This section deals with the graduates' perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific

variables to evaluate the institutions strengths and weaknesses from the point of view of graduates. Moreover, this study considers seven specific variables to evaluate the effectiveness of the programs of study of the institution. The following table presents the ratings of respondents on relationship between academic knowledge they learned from the study and their jobs.

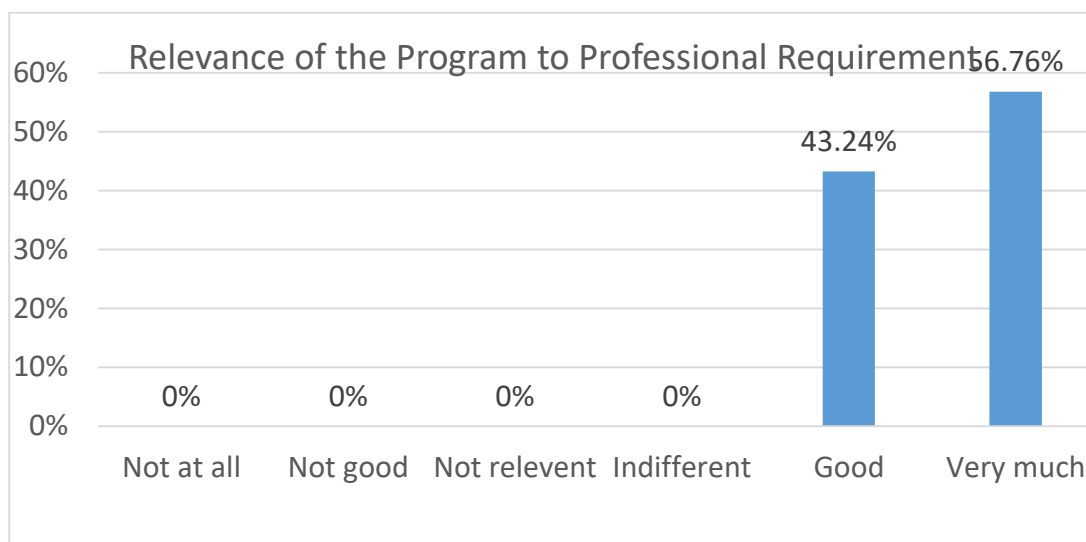
### 2.2.1 Ratings based on Relevance of the Program to Professional Requirement.

Table: 2.2.1 Ratings based on Relevance of the Program to Professional Requirement.

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	-	-	-
Indifferent	-	-	-
Good	16	43.24	43.24
Very much	21	56.76	100
Total	37	100	

The above table shows that 56.76 percent respondents that they benefitted very much from the academic knowledge enhanced by the institution at their work place. 43.24 percent rated the academic program was relevant for their study.

Figure 2.2.1 Ratings based on Relevance of the Program to Professional Requirement.



### 2.2.2 Ratings of Extracurricular Activities

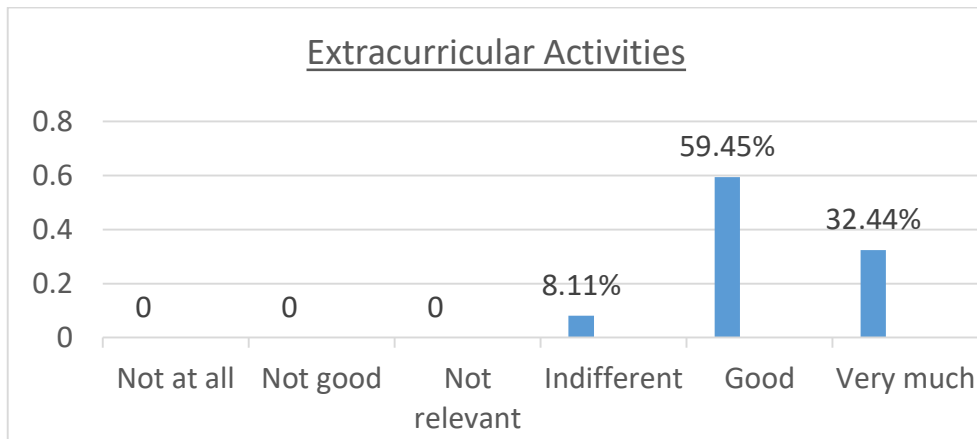
Table: 2.2.2 Ratings of Extracurricular Activities

The following table shows graduates ratings of strength and weakness of extracurricular activities conducted in the campus..

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	-	-	-
Indifferent	3	8.11	8.11
Good	22	59.45	67.56
Very much	12	32.44	100
Total	37	100	

8.11 percent of the respondent were indifferent of the usefulness of the extracurricular activities of the campus.32.44 percent of graduated rated the program as very much good and 59.45 percent rated it as good .

Figure: 2.2.2 Ratings of Extracurricular Activities



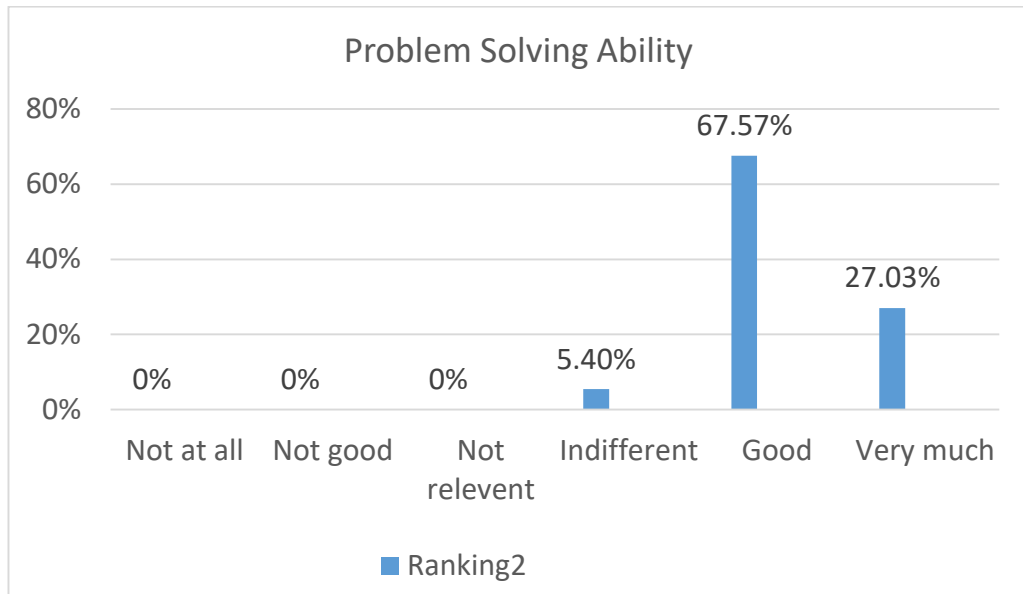
### 2.2.3 Rating Based on Problem Solving Ability

Table: 2.2.3 Rating Based on Problem Solving Ability

Ranking	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	-	-	-
Indifferent	2	5.40	5.40
Good	25	67.57	72.97
Very much	10	27.03	100
Total	37	100	

About 6 percent of the graduates were indifferent towards the usefulness of the problem solving skill they gained during the study. More than 90 percent of the student rated that the problem solving skill they learned during their study in the institute was satisfying for them.

Figure : 2.2.3 Rating Based on Problem Solving Ability



The following table shows the graduates' rating based on work placement /attachment and internship.

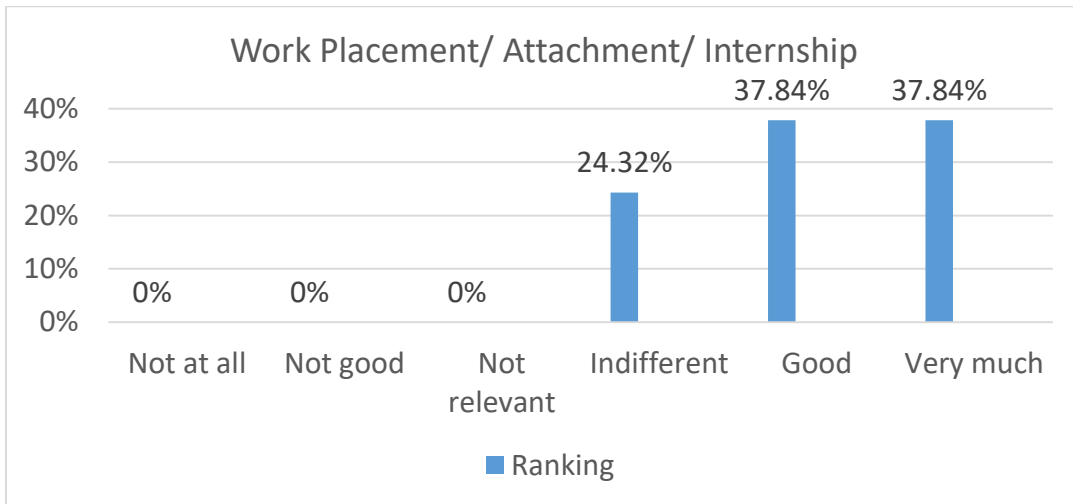
#### 2.2.4 Rating Based on Work Placement/ Attachment/ Internship

Table: 2.2.4 Rating Based on Work Placement/ Attachment/ Internship

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	-	-	-
Indifferent	9	24.32	24.32
Good	14	37.84	62.16
Very much	14	37.84	100
Total	37	100	

The above table shows that 24.32 percent of total respondents were very much indifferent about the placement and internship service. Almost 75 percent graduates are satisfied with placement and internship.

Figure: 2.2.4 Rating Based on Work Placement/ Attachment/ Internship



### 2.2.5 Ratings based on Teaching learning Environment

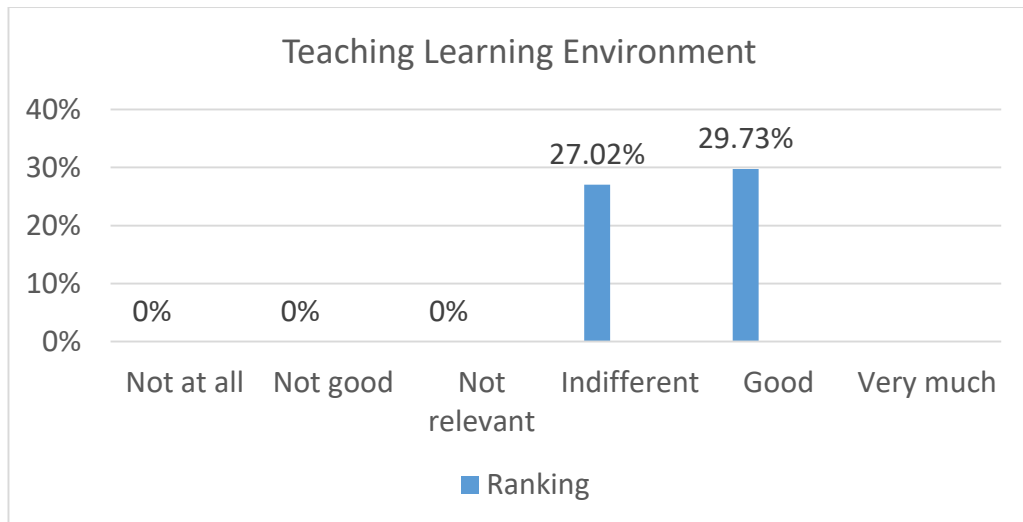
The following table shows the ratings based on teaching learning environment.

Table: 2.2.5 Ratings Based on Teaching Learning Environment

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	-	-	-
Indifferent	10	27.02	27.02
Good	11	29.73	56.75
Very much	16	43.25	100
Total	37	100	

The above table reveals that 27.02 percent of the respondents were indifferent about the teaching learning environment of the campus and a little more than 60 percent of the respondents are satisfied with the teaching learning environment of the campus.

Figure: 2.2.5 Ratings Based on Teaching Learning Environment



## 2. 2.6 Quality of education delivered

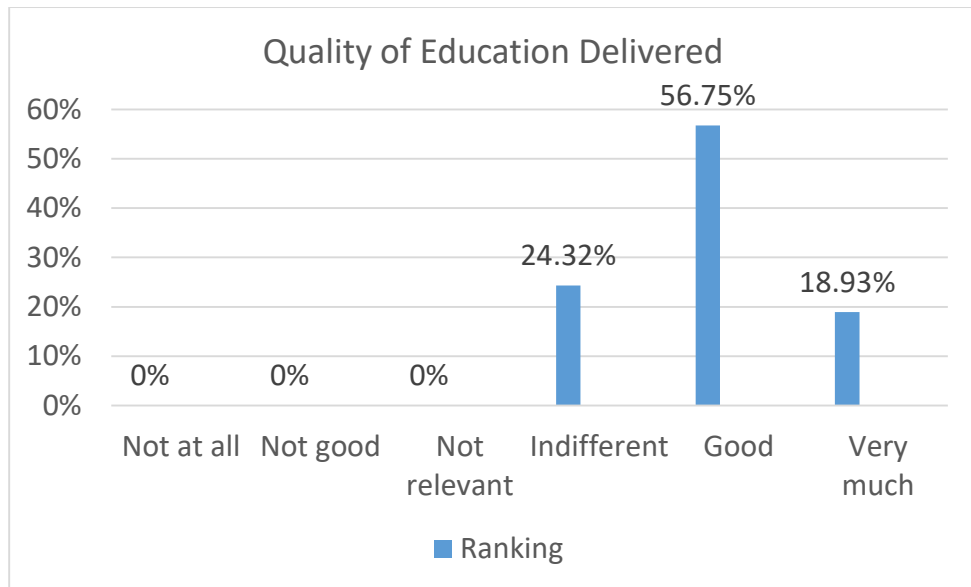
The following data present the quality of education delivered.

Table: 2.2.6 Ratings Based on Quality of Education Delivered

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	-	-	-
Indifferent	9	24.32	24.32
Good	21	56.75	81.07
Very much	7	18.93	100
Total	37	100	

The above table presents that 24.32 percent of the respondents were indifferent about the quality of education. Almost three fourth of the respondent were satisfied with the quality of education imparted in the institution.

Figure: 2.2.6 Ratings Based on Quality of Education Delivered



The following table shows the ratings of institution based on the relationship between ability to work in a team and use of this ability at the work place.

### 2.2.7 Teacher Students Relationship

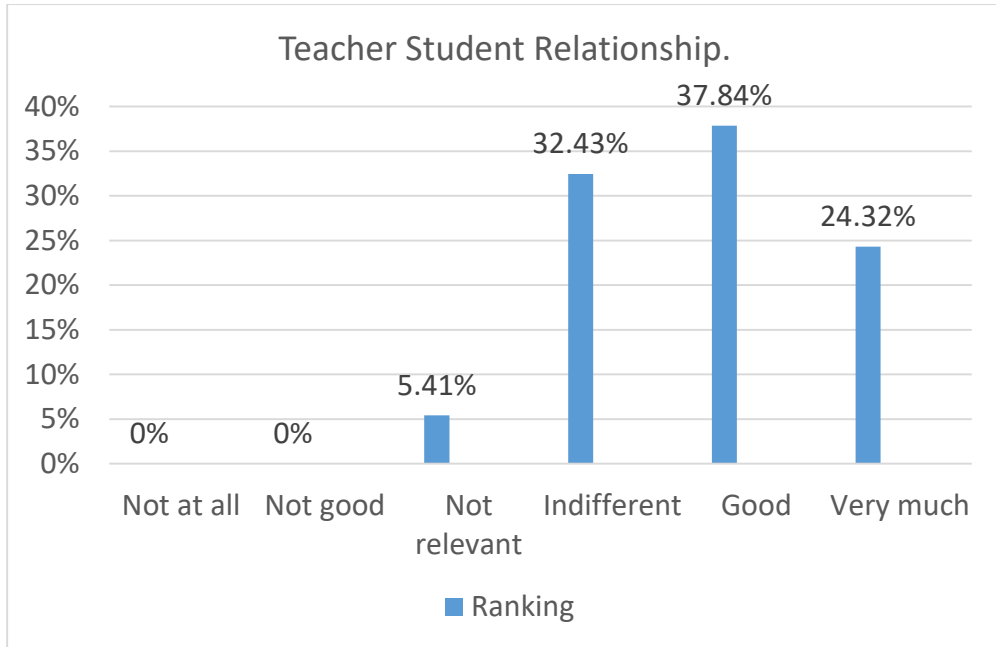
The following table shows the graduates' rating based on teacher students relationship.

Table: 2.2.7 Ratings Based on Teacher Student Relationship.

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	2	5.41	5.41
Indifferent	12	32.43	37.84
Good	14	37.84	75.68
Very much	9	24.32	100
Total	37	100	

The above table presents that out of 32.43 percent were indifferent about the relationship between teachers and students. Almost three fourth of the respondents were satisfied with the teacher and students relationship.

Figure: 2.2.7 Ratings Based on Teacher Student Relationship



### 2.2.8. Ratings based on Library Facility

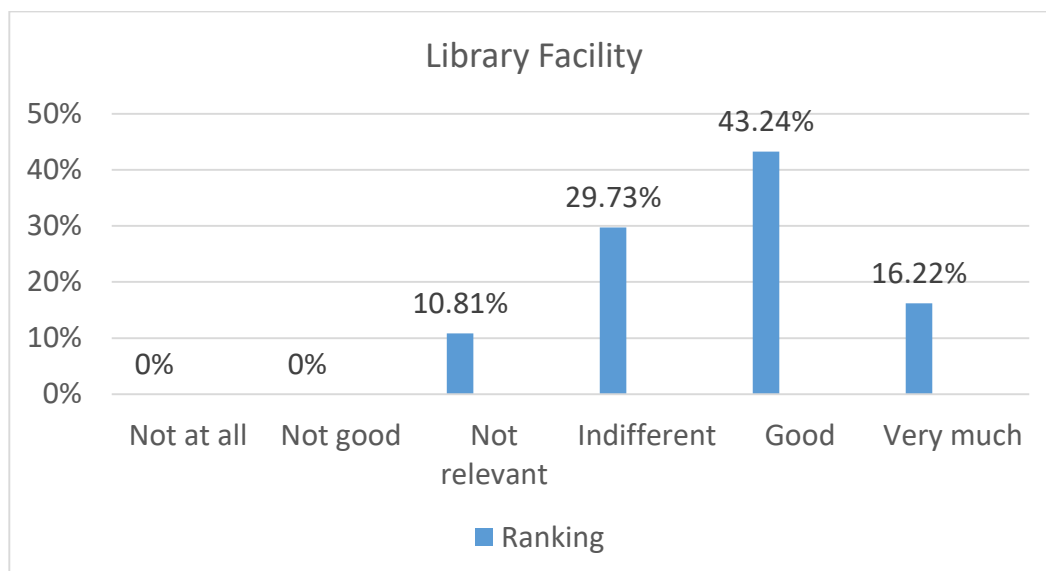
The following table presents the students shows the graduates rating based on the library facility.

Table: 2.2.8 Ratings Based on Library Facility.

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	4	10.81	10.81
Indifferent	11	29.73	40.54
Good	16	43.24	83.78
Very much	6	16.22	100
Total	37	100	

The above table shows that about 60 percent graduates were satisfied with the library service. Almost 30 percent of the graduates were indifferent about the library service.

Figure: 2.2.8 Ratings Based on Library Facility.



### 2.2.9 Ratings based on Lab facility

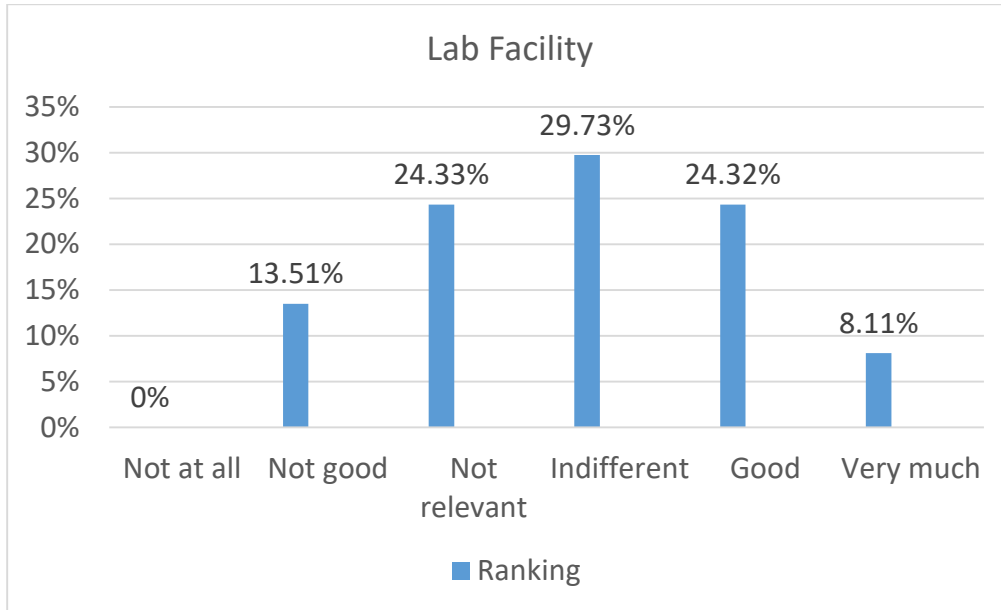
The following table shows the students rating on the lab facilities

Table: 2.2.9 Ratings Based on Lab Facility.

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	5	13.51	13.51
Not relevant	9	24.33	37.84
Indifferent	11	29.73	67.57
Good	9	24.32	91.89
Very much	3	8.11	100
Total	37	100	

The above table shows that almost one third of the graduates were satisfied with the lab the lab facility.

Figure: 2.2.9 Ratings Based on Lab Facility.



### 2.2.10 Ratings based on sports facility

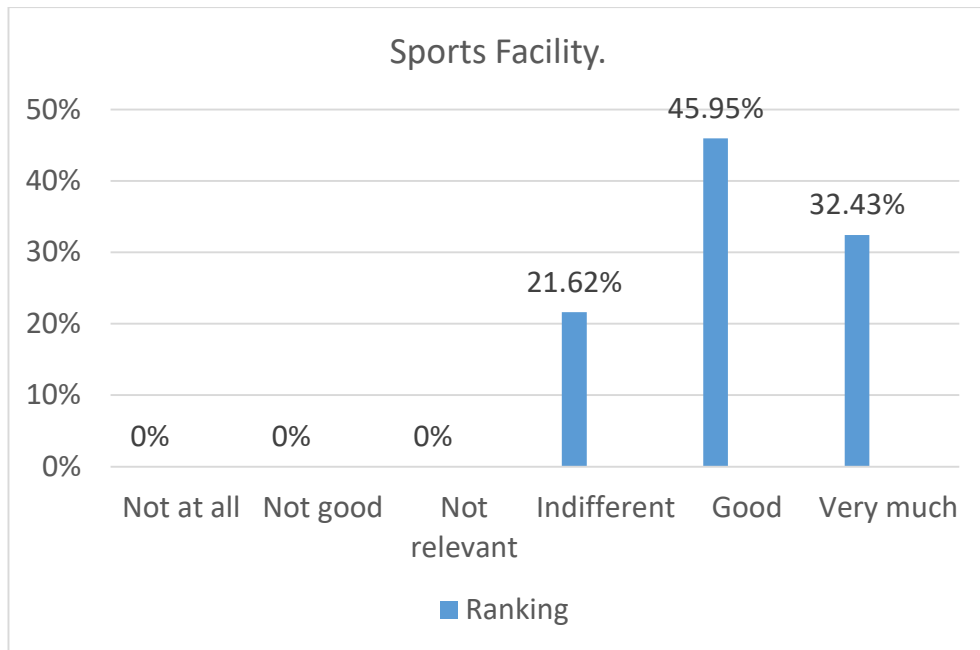
The following table shows the graduates' rating based on sport facilities.

Table: 2.2.10 Ratings Based on Sports Facility.

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	-	-	-
Indifferent	8	21.62	21.62
Good	17	45.95	67.57
Very much	12	32.43	100
Total	37	100	

The above table shows that almost three fourth of the graduates were satisfied with the sport facilities. About 22 percent graduates were indifferent with the sport facilities.

Figure: 2.2.10 Ratings Based on Sports Facility.



### 2.2.11. Rating based on canteen/ urinals

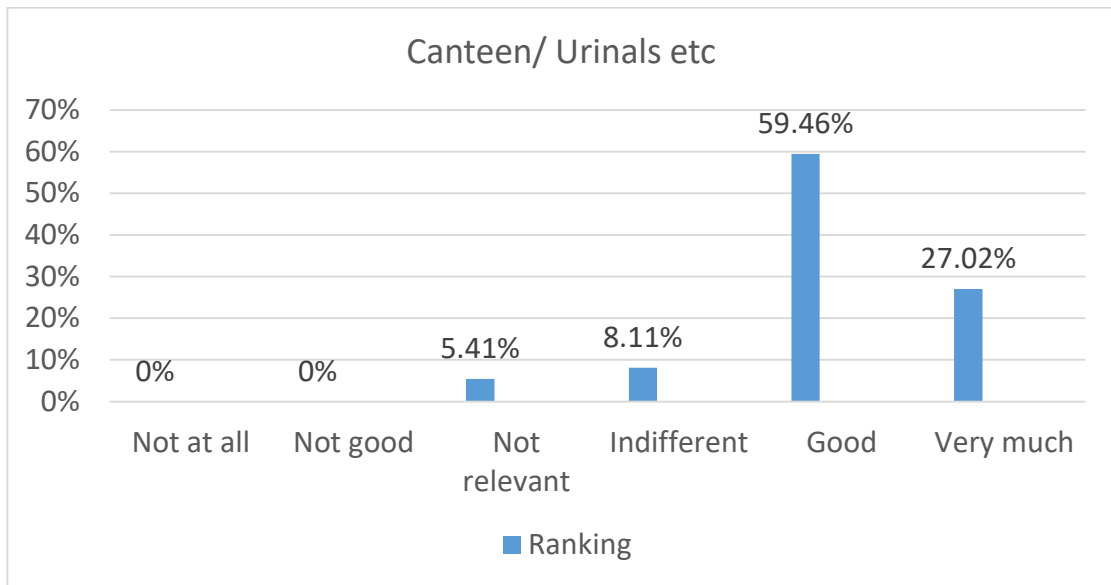
The following table shows students rating based on canteen and urinals.

Table: 2.2.11 Ratings Based on Canteen/ Urinals etc.

Particular	Frequency	Percent	Cumulative Percent
Not at all	-	-	-
Not good	-	-	-
Not relevant	2	5.41	5.41
Indifferent	3	8.11	13.52
Good	22	59.46	72.98
Very much	10	27.02	100
Total	37	100	

The above table shows that almost 86 percent are satisfied with the canteen and urinals service in the institution.

Figure: 2.2.11 Ratings Based on Canteen/ Urinals etc



## CHAPTER - III

### MAJOR FINDINGS

This study is shaped with descriptive design. It focuses on identifying the relevancy of the academic program of the institution to job requirements, extra curricular activities, problem solving ability work placement, teaching learning environment, quality of education delivered, teacher –student relationship, library facility lab facility, Sports facility and canteen /urinal facility . The major findings of the study are described as follows:

In 2016, 41 students have graduated from DMC. Out of them only 37 graduates responded the questionnaire of tracer study. Out of total graduates 32.44 percent are from BBS program 51.35 percent are from B.Ed program, 13.51 percent are from B.A program and 2.70 percent are from MA program .

The data of caste of the graduates shows that 48.65 percent are from upper class, 5.41 percent belong to indigenious, 13.51 percent are from dalite and 32.43 percent belong to janajati.

- Regarding on gender of respondent graduates 62.16 percent are female where as 37.84 percent are male.

-Out of total graduated respondents, 56.76 percent graduates are found employed in bank, financial institutions, school and other institutions and 43.24 percent graduates are still unemployed.

- Out of total respondents, 43.24 graduates are enrolled for further study in T.U

- Out of total graduate respondents, 32.44 percent are very much satisfied with extracurricular activities of DMC, 59.45 percent are satisfied and 8.11 percent are indifferent.

- Regarding on problem solving ability development 27.03 percent graduates are very much satisfied, 67.57 percent are satisfied where as 5.40 percent expressed indifference.

- responding on work placement / attachment / internship 37.84 percent graduates have responded as very much satisfied the same percent 37.84 percent graduates have responded as satisfied and 27.02 percent has responded as indifferent
- About teaching –learning environment of DMC 43.25 percent graduates have replied as very much satisfied, 29.73 percent reacted as satisfied and 27.02 percent have responded as indifferent.
- Regarding on quality of education delivered out of total respondents, 18.93 percent replied for very much satisfied, 56.75 percent reacted for satisfied (good) and 24.32 percent answered for indifferent.
- Out of total graduate respondents 37.84 percent have reacted for very much satisfied on teacher student relationship where as the same percent (37.84) responded for satisfied (good) and 24.32 percent replied for indifferent.
- Out of total graduate percentage, 32.43 percent are very much satisfied from sports facility of the campus, 45.95 percent are satisfied and 21.62 percent are indifferent.
- Regarding on canteen /Urinals facility of the institutions, 27.02 percent graduates have responded as very much satisfied, 59.46 percent responded as satisfied, 8.11 percent responded as indifferent and 5.41 percent responded as not relevant.
- About library facility of DMC, 16.22 percent are very much satisfied, 43.24 percent graduates are satisfied, 29.73 percent are indifferent and 10.81 percent are responded as not relevant.

## **CHAPTER - IV**

### **IMPLICATION TO INSTITUTION REFORM**

DMC is a leading community –based college of Gorkha district. The instruction has been striving to deliver quality education to the community. The current employment status of the graduates enrollment of graduate to peruses further study and job placement of graduates have indicated that the efforts of the institution in imparting quality education is quite relevant. However, the present study clearly indicate that the college should initiate certain reforms in some specific areas urgently.

This study shows that most of the graduates are from the program of education although the enrollment of students is higher in management program. This is because T.U has launched 4-yrs BBS quitting 3-yrs BBS since 2013. So that graduates from BBS are included only partial students. However, the institutional reforms should be initiated to attract more students in the programs like BBS, B.Ed, B.A, M.A and MBS. The priorities should be given to new programs and new courses to attract the students.

The caste composition of graduates does not seem inclusive. The high percentage of graduates are from upper class. Indigenous, dalit, and janajati graduates seem very low. It is thus, the college should make special plan, strategy and policy to attract and encourage for graduation to the students from such communities.

The major findings chapter of this tracer study shows that the graduate students are not highly satisfied with lab facility, library facility and use of ICTs in teaching –learning activity of the college. The graduate numbers are increasing from female side whereas male graduates are decreasing. So, it requires institutional reforms in the areas of lab, library, ICT based learning activity in the college. More over the institution should be given priority to launch entrepreneurship development courses. An urgent initiation should be taken for the reformation of lab because the graduates have responded for this facility in very low rate.

## CHAPTER –V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

The present study is about the position of the students, who have graduated from DMC in 2073 B.S (2016 A,D ) The following are the major conclusions of this study .

- The student enrolment rate is high in management program. But graduate rate is high in education faculty
- The gender position of graduates is quite optimistic for female, but inclusiveness in caste of graduates does not have proper balance.
- The graduates are found working in bank, financial institutions, private company, schools NGOs / INGOs and government services.
- Most of the graduates are working as full time employees.
- The graduates are very much satisfied with employment status, teaching – learning environment, work placement, extracurricular activities and teacher-student relationship aspects of the institution.
- The striking conclusion of the study is that most of graduates are less satisfied with lab and library facility of the college.
- The further study rate of graduates is below than the fifty percent of total graduates.

#### 5.2 Recommendations

Tracer study investigates the current position of the graduates and their views for improvement of the program of the study in terms of teaching- learning environment and curricular. This study has traced the employability of graduates, their progress in further study, and the campus has gained the feedbacks from the graduates about their experiences in the institution. The graduates have indicated some areas of improvements in the institution. The following recommendations have been offered to the campus to address the issues raised by the graduates.

- The existing infrastructure of the college needs to be up graded for effective teaching –learning environment.

- The campus should have well- furnished classroom, library and lab facility.
- Faculties should provide ICT –enhanced teaching –learning environment.
- There should be regular provision of student's feedback systems.
- Job placement of graduates should be facilities through assisting them in searching the job areas.
- The needed reforms should be initiated to attract students in the programs like B.Ed, B.A and M.A.
- Priority should be given to develop the research culture of both faculties and gradates.
- Academic Audit should be conducted to evaluate the effectiveness of the institutions.



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