

**TRACER STUDY REPORT OF GRADUATES
(Batch 2019 &2020 A.D.)**

**For the Fulfillment of Requirement of Performance Grants
Provided by University Grants Commission**

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Acknowledgement

Tracer study incorporates the overall synopsis of graduates of any higher academic institutions. The study imparts the true information regarding the achievement of graduate and post graduate programs. The study accommodates the status and perception of the graduates in association to the services provided by the institutions and the important suggestions to improve the management. Similarly, it also analyzes the ethnic compositions of the graduates as well as their employment status. The findings of the tracer study will be the significant criteria for the formulation of institutional strategies. Education has become a universal requirement for all groups of people. Delivering of practical and useful education is current demand of the society. Hence, scoring higher result should not be the only indicator of success of any students.

In this connection, University Grants Commission (UGC) has offered an excellent opportunity for conducting this tracer study. It has encouraged us to work actively in reaching the access of the ex-graduate students for the opportunity using the degree achieved from this campus. The task given by UGC is also useful for having economic support based on the contribution and achievement of the campus. The research team is thankful to the students graduated in 2019 and 2020 A.D. This research work would never have been completed without their assistance and sincere response in the time we needed. We are highly grateful to their selfless participation and active role to accomplish this research work.

We'd like to offer votes of thankfulness to prof. Dr. Ram Prasad Upadhaya for granting us invaluable opportunity to bring about "Tracer Study" into successful accomplishment and crucial role in course this study. We never can discard the unflagging supports of all the teaching and non-teaching staffs belonging to all the departments for providing us details of the pass out graduates from DMC in the Year 2019 and 2020 A.D. Our key focus was to collect responses of graduates towards their academic achievements cum DMC in totality. In the liked manner, the administrative staffs also cordially coordinated our team to bring this project into logical synopsis.

Finally, credit goes to all the well-wisher form the inside and outside the campus who provided their valuable contribution directly and indirectly for the completion of this work.

Dr. Dilliraj Gautam (Coordinator)

Executive Summary

There has been a great expansion of higher education in Nepal during the last two decades with the concept of multi-university. However, Tribhuvan University the oldest leader university, which has long history in field of higher education. It has 61 constituent campuses and many other affiliated campuses. Dhawalagiri campus is one of the leading educational institution in Dhawalagiri zone, which was established in 2019 BS. At present, BED, BA, BBS, BBA, BSC programs in bachelor level and MA, MED, MBS have been run. The study was conducted to understand the current status of graduates and their perceptions toward campus academic environment regarding the effectiveness of each program.

This report describes the results of the tracer study of all graduates of DMC, Tribhuvan University, Nepal. This tracer study covers the graduates of the year 2019 and 2020 AD. The main objective of this study is to explore the graduate's current status, and their perception toward academic program of DMC.

Methodology

The survey instrument was adapted from a questionnaire developed by the University Grants Commission of Nepal. The questionnaires were administered by the faculty members of DMC and members of tracer study group. Interviews were conducted either face to face or through telephonic conversation. In some cases, questionnaires were sent through e-mail. Where direct contact or e-mail identities of the graduates were not available, a reliable source was also used. In addition to the above-mentioned approaches, social networking sites were also used. The data was entered, edited, and analyzed using mainly SPSS software. Descriptive and inferential statistical tool (if applicable) were used to analyze the data. The academic quality of DMC was measured by summing eleven different indicators such as program relevancy, quality of delivery, teacher student's relationship, etc. Each of the indicators was a six-point Likert scale ranging from 0 to 5. The value 0 indicates that the graduates perceived the particular indicator doesn't exist, whereas the value 5 indicates that graduates perceived the particular indicator was excellent.

Major Findings, Conclusions and Recommendations

Among the graduates 97 of 2019 and 44 of 2020 batch were traced. Of the total 97 graduates' of 2019 batch, 56.70% were from bachelors and 43.30% were from master's program. The majority of graduates were from faculty of education and they are followed by management. The female graduates were found in both batches. The majority of graduates from Bramih/Chhetri nearly two third among the graduates and Janajati were in one fourth among the graduates however, this rate increases into one third in 2020. Among the traced graduates more than two third of both batches were found to be employed, however this rate in the batch 2020 are more than previous batch. There has been comparatively smaller number of graduates involved in self-employment and business sectors. Among the traced majority of graduates, are working in teaching field, and civil servants are found to be in the succeeding position. Only a few numbers of graduates are found to be holding the chief post in different organizations. However, office head rate is nearly one tenth of other employees.

The graduates' perception toward the academic quality responded by the graduates of both batch 2019 and 2020 A.D. is found to be good. The student teacher relationship indicator is found to be more positive in the comparison to the other academic indicators. The lab facility indicator is found to be comparatively lower than other indicators. The one sample t-test, independent t- test and ANOVA were carried out in the response of the batch of 2019 A.D. The one sample t test result showed that more than average level of perception towards academic quality of DMC was found. The independent t-test and ANOVA result showed that the level of perception doesn't differ across the socio-demographic variables. The amiable service from the concerned, skill-based training for master level students and academic activities like research activities for master level students, handicap and female friendly toilet, increment of lab equipment, facilities, capacities and activities with support of the expert need to be adequately intensified as suggested by the graduates. In this regard, the university teachers are expected to be morally sound, professionally equipped at the presence of charming personality.

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Abbreviations

A.D.	Anno Domini
B.S.	Brikram Samvat
BA	Bachelor in Arts
BBS	Bachelor in Business Studies
BED	Bachelor in Education
BSC	Bachelor in Science
DMC	Dhawalagiri Multiple Campus
MA	Masters in Arts
MBS	Master in Business Studies
MED	Masters in Education
PU	Pokhara University
TSC	Tracer Study Committee
TU	Tribhuvan University
UGC	University Grant Commission

CHAPTER-ONE

INTRODUCTION

This study is carried out to assess the quality of the academic program of the Dhawalagiri Multiple Campus Baglung. The graduates, who graduated in the year 2019 and 2020 in MED, MA, MBS, BA, BED, BBS, BSC were traced. The primary objective of the study was to understand the interface between the programs of the campus and the employment prospect and status of the graduates. The introductory chapter provides the background of DMC. The second chapter presents and analyze the data collected from graduates. The third chapter presents the major findings of the study. The chapter four focuses on the implications and the final chapter significantly draws conclusion and provides necessary recommendations.

Background of the Study

Higher education is backbone of the country. It produces the high skilled human resources required to our society. Higher education is the indicator of national development. Nepal has one hundred year's glorious history of higher education. In 1918 A.D. Trichandra campus was established as a first higher educational institutions in the country affiliated to Patna University, India. Tribhuvan University started in 1959 A.D. as the first University run by the government of Nepal. Universities are working to improve the overall educational quality, including their graduates' profiles (Romadlon and Arifin, 2021). DMC is one of the constitutional campus of TU. The tracer study is one important tool to improve the graduate portfolio and improving the quality education in campus.

Dhawalagiri Multiple Campus

Established in 2019 B.S., Dhawalagiri Multiple Campus (DMC) stands as one of the prides of the people especially of Dhawalagiri area. The aspiration of the commencement of an institution, imparting higher level education in Baglung area, the administrative and trade centres of four districts (Baglung, Parbat, Myagdi and Mustang) was profoundly higher at the time when many campuses were mushrooming in different parts of the country. After the establishment of Tribhuvan University in 1959 (2016 BS), establishment of DMC is the outcome of such an aspiration and an integrated effort of the people of Dhawalagiri area. The development and expansion of

the campus is largely the result of the contribution of the untiring stakeholders of these four districts, known as Dhawalagiri area.

The initial classes of DMC were conducted in the founding period in the school building of Vidhyamandir High School, a reputed community school of Baglung Bazaar, located at Baglung Municipality ward no.3 at night shift but now it has been able to build its own buildings from the financial and logistic support of the reverent inhabitants of Dhawalagiri area. DMC has been working on the institutional aim of becoming the Centre of Academic Excellence in the country.

DMC not only believes in imparting quality education but also focuses on preparing competent citizens ready to face challenges of the global carrier. Hence, DMC has been an ideal abode for hundreds of educational enthusiasts especially from Dhawalagiri area. It wouldn't be an exaggeration to state that DMC is one of the very few leading campuses in the nation imparting quality education through student-oriented and globally-applied strategies, including case studies, presentations, group discussions, seminars, workshops, field visits, surveys and others to enable the students to face the national and global challenges.

DMC has been the prime choice of excellent students from all over the Dhawalagiri area. DMC is providing opportunities for students on an individual and group basis to develop social, intellectual and practical skills in the discipline of the choice. DMC aims to enhancing student's institution attachment through the provision of enhanced learning resources and develop an interest of lifelong learning and research. Students are encouraged to develop their personal leadership skills, and will be provided with ample opportunity to interact with faculty and practitioners alike.

A careful blend of well managed classroom with more contemporary techniques of learning is key to increase overall learning efficiency. DMC has a team of dedicated faculty members with diverse academic backgrounds to deal with academic issues. They simplify and generalize the complex matter with the help of proven teaching approach. The focus of the teaching pedagogy as a whole is to stimulate the students in a way that promotes the internalization and confidence building of the students rather than distressing tradition of examination based rote learning. The assignments, project work and case analysis are designed to support students to have

the desired competence and confidence in the competitive world. The overall composition of the tutorial program is oriented to preparing students for higher level professional responsibilities. Because of these approaches, DMC graduates have held eminent position in bureaucratic, academic, commercial and social/political field throughout the country and outside as well. Its especial area of service is Dhawalagiri zone but, as a constituent campus of Tribhuvan university its service area is more than its geographical location.

Rationale of the Study

University education of Nepal has been developing human resources required to the country. The increasing rate of graduates from the different universities have created high competition in job market. Due to the increasing rates of graduates and high competition in job markets, employers have high options for searching new competitive recruitment. Whatever studies so far has been done in regard of the absorption of graduates in job market is not adequate, so this study has attempted to find out the status of employment and career in job market of graduates of 2019 A.D. and 2020 A.D. of this campus.

In this context, the status of graduates from DMC, TU need to be identified. It is believed that DMC, TU has contributed in the development of experts in the field of Management, Education, Science, and social sciences in Nepal and abroad. The up to date information regarding the placement of DMC graduates is not available, however it can be assumed that DMC graduates providing services in different government, non-government organizations with different designation and involvement in different business as well as self-employment forums. In this scenario, this study carried out the current status of employment, entrepreneurial, further educational social etc. of the graduates. This study produces fruitful document for DMC as well as TU. Similarly, the study helps DMC to formulate university level alumni thereby using the network the DMC and TU can establish a strong relationship with the different national and international organizations. Beside these rationalities the study will be helpful to improve the different internal departmental and external social unit in the campus.

Objectives of the Study

The main objective of the study is to trace out the students who have graduated from Dhawalagiri Multiple Campus, Baglung in 2019A.D. and 2020A.D. The study has the following specific objectives.

1. To explore the current status of graduates of all the faculties of DMC, Baglung in the year 2019 and 2020 A.D.
2. To identify the effectiveness and relevancy of academic programs of DMC, Baglung for their employment and higher study.
3. To evaluate the academic programs of DMC.
4. To identify the strength and weaknesses of the campus.
5. To examine the expectations and aspirations of the graduates.
6. To examine the contribution of the programs to the graduates for personal development.

Institutional Arrangement to Conduct the Study

In order to conduct the tracer study, a tracer study team, composed of members of DMC was formed by the authority. The administration supported the team by providing meeting room, desktop computer and stationary material required in its course. Besides, the administration also supported the team by providing the necessary preliminary details regarding the graduates of 2019 A.D. and 2020 A.D.

Graduate Batch Taken for the Study

Among all the graduates of DMC, Baglung, the study has considered and taken the MEd, MA, MBS, BEd, BBS, BA, and BSC graduates of the batch 2019 and 2020 only as per the requirement of UGC, Nepal. The study has incorporated vivid information traced out among the graduates. The study has mainly focused on the employment and educational details.

Scope and Limitations of the study

The conducted study is primarily based on quantitative research approach. The study has covered only graduates batch of MED, MBS, MA, BA, BED, BBS, and BSC of year 2019 A.D. and 2020 A.D. as per the requirement and suggestion of DMC. For this study survey was conducted through the questionnaire provided by UGC. Ninety-seven (97) graduates out of 100 graduates of the batch 2019 A.D. and 44 graduates out

of 50 of the batch 2020 A.D. were traced. Beside its wider scope, it covered cross sectional data from graduates working in Nepal and abroad. Majority of female graduates were found to be helpful for gender analysis. The questionnaire was set in Google form, and study the team did all possible efforts to collect the data.

Data Collection Tools and Procedures

For the completion of this study, TSC followed the following procedures:

Questionnaire

This was the main tool utilized by the committee for the collection of the data. The questionnaire prepared by UGC was distributed to the graduates for the collection of data. Under the fixed format developed by UGC, information regarding to graduates, was used as the primary tool of getting related data and information individually.

Data Collection Techniques

The questions were mainly asked by the faculty members of DMC, Tribhuvan University, and interviews were conducted either face to face or in some cases, the interviews were conducted through telephonic conversation. For the convenient questionnaire, digital mode by using Google form was activated. The graduates along with their contacts were identified though the record kept by examination section of DMC. Some records were identified through snowball contact process. In many cases, questionnaires were sent through e-mail, Messenger and were returned to the study team after being filled up. For this purpose, study team decided to use personal email for contact and sent the tools. In addition to the above-mentioned approach, we also used social networking sites such as Facebook by which the study team was able to collect the information from their peer group. The data were collected by forming groups; each group consisted of two to three faculty members (teachers) from DMC, TU. Normally, it took 10-15 minutes to fill it up. Whenever possible, the team also requested the graduates to submit the appointment letters in the course of filling the form. Around one third graduates of both batches, declined to provide such documents because of organizational secrecy. They mentioned that the appointment letter is confidential and thus cannot be provided. In such cases, we further requested the graduates to provide a photocopy of their identity card or visiting card whichever is comfortable to them. Before actually forming groups in order to collect the data, a committee was formed by the office of DMC, TU, including the teaching and non-

teaching staffs. The graduates were classified according to their geographical area and the members were provided the responsibility to the member of Tracer study to collect the data.

Data Entry, Processing and Analysis

All completed questionnaires collected by Study team, were handed over to the members for data handling, data entry and processing. The data processing operations consisted of manual editing, coding, data entry and machine editing. As far as possible, data entry was carried out with a presence of concerned faculty members, who collected the data in order to minimize inconsistencies and manual editing. The data were entered, edited, and analyzed using mainly SPSS 26 version software. Data from Google form were converted to excel and filtered and added to the hard copy data in SPSS. Descriptive statistics, one sample t test independent sample t- test, and one-way analysis of variance (ANOVA) were used to analyze the data.

CHAPTER-TWO

DATA PRESENTATION AND ANALYSIS

The report of the tracer study has been prepared consisting of data as per the tool and the questionnaire designed by UGC. The questionnaire was distributed to the graduates of 2019 and 2020 A.D. batch from this campus. Their responses were translated and presented into tables and graphs of different sorts. The data have been analyzed and interpreted in this chapter.

Data Preparation

All the indicators of perception about academic program and overall perception of 2019 A.D. and 2020 A.D. are considered as dependent variable. The table 1 shows that the values for asymmetry and kurtosis between -2 and +2 are considered acceptable in order to prove normal distribution (George & Mallery, 2010). Hair et al. (2010) and Bryne (2010) argued that data are considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7. Both total perceptions indicating variable and average perception variables have kurtosis and skewness lies in the range between +2 to -2. Thus, these two variables meet the condition of normality. Thus, t and ANOVA were carried out for year 2019 A.D. but not for the year 2020 A.D. due to normality problem.

Table 1

Skewness and Kurtosis of Dependent Variables

	Year 2019 A.D.		Year 2020 A.D.	
	Kurtosis	Skewness	Kurtosis	Skewness
Dependent variables				
Total perception score	-0.370	-0.372	7.75	-2.10
Average perception score	-0.373	-0.375	9.20	-2.30

Analysis of Graduates Status of Batch 2019

The graduates' status is presented in this section according to their characteristics which were considered in research. The graduates of the year 2019 A.D. and 2020A.D. were traced at the same time but data were presented separately. This section first covers the socio demographic status of the graduates of year 2019. Then employment status of graduates is presented based on their socio demographic

characteristics. The general scenario showed that the proportion of graduates' enrollment and graduation is not satisfactory; however, this is not covered in this study.

Sociodemographic Characteristics of Graduates

The majority of graduates were from BED which covered nearly one fourth of total graduates' rate. The graduates from MED, BBS, MA, were less than one fifth of total graduates and BSC graduates covered nearly one tenth, and BA graduates were very less, it has been shown in figure 2. The graduates of bachelors' level were found to be more than half however; masters' graduates were found to be less than half among the graduates. The female graduates were nearly two third, and male graduates were nearly one third of total graduates. The distribution of gender has been shown in figure 1. In case of ethnicity, more than two third graduates from Brahmin/Chhetri, and one fourth are from the Janajati and less than one tenth of total graduates from Dalit and very less from others. In streamwise distribution less than half and more than one third graduates covered by the Education faculty, one fourth were from management and one fifth were from humanities and science. Among only one tenth graduates from science and technology. Nearly one third graduates were in between, 26-31 of age range. Likewise, one fifth graduates were in between 20-26 of age range. Similarly, more than one fifth graduates were in between 20-26 of age range.

Table 2

Socio-Demographic Distribution of Graduates(2019-batch)

Types of Program	Number	Percentage
BA	3	3.10
BBS	18	18.60
BED	24	24.70
BSC	11	11.3
MA	16	16.50
MED	18	18.6
Graduate Level		
Bachelor	55	56.70
Master	42	43.30
Gender		

Male	34	35.10
Female	63	64.90
Ethnicity		
Brahmin & Chhetri	63	64.90
Janajati	25	25.80
Dalit	7	7.20
Other	2	2.10
Steam		
Humanities and Social science	19	19.60
Education	42	43.30
Management	25	25.80
Science and Technology	11	11.30
Age Group		
20-26	21	21.60
26-31	30	30.90
31-36	17	17.50
36-41	11	11.30
41-above	18	18.60
Total of Each Characteristics	97	100

Nearly one fifth graduates fell in between the age 41- above, about one fifth graduates came in between 31-36 and rest were age range 36-41. The graduation of age 41 and above was interesting because, graduation of such age group nearly one fifth which was more than age group 36-41.

Figure 1
Gender Wise Distribution of Graduates

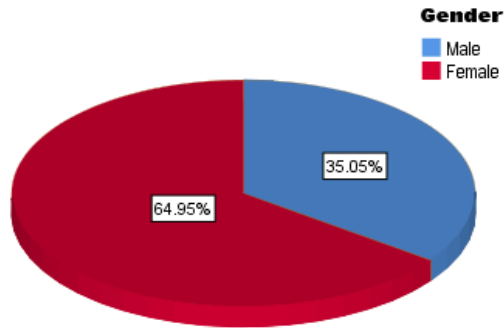


Figure 2
Completed Program Wise Distribution of Graduates

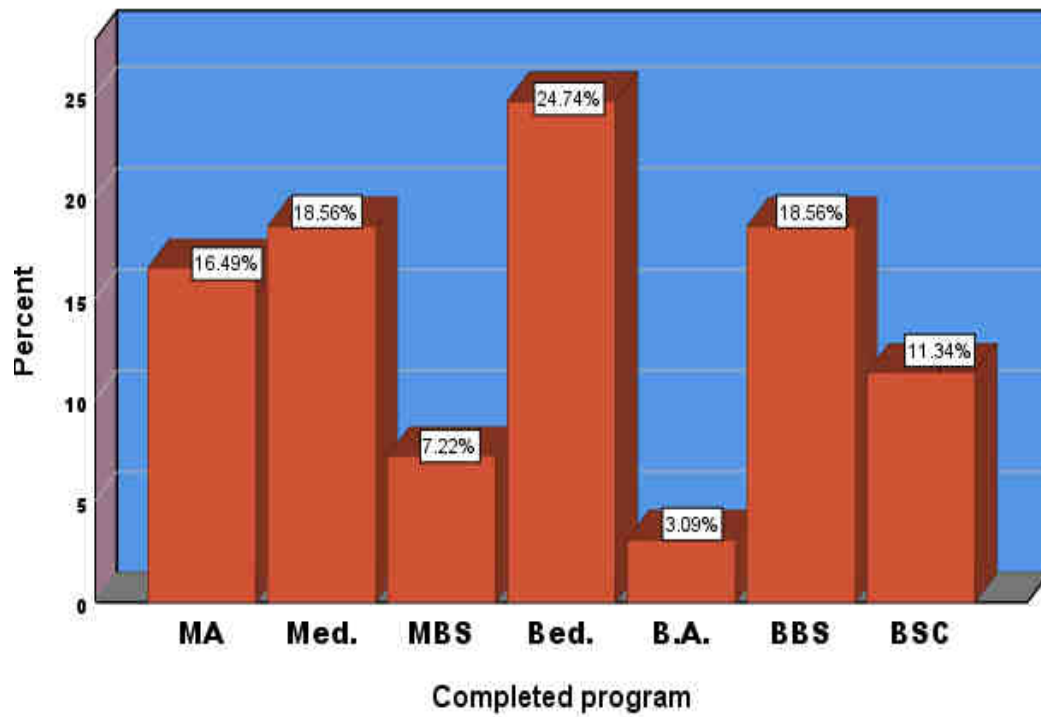
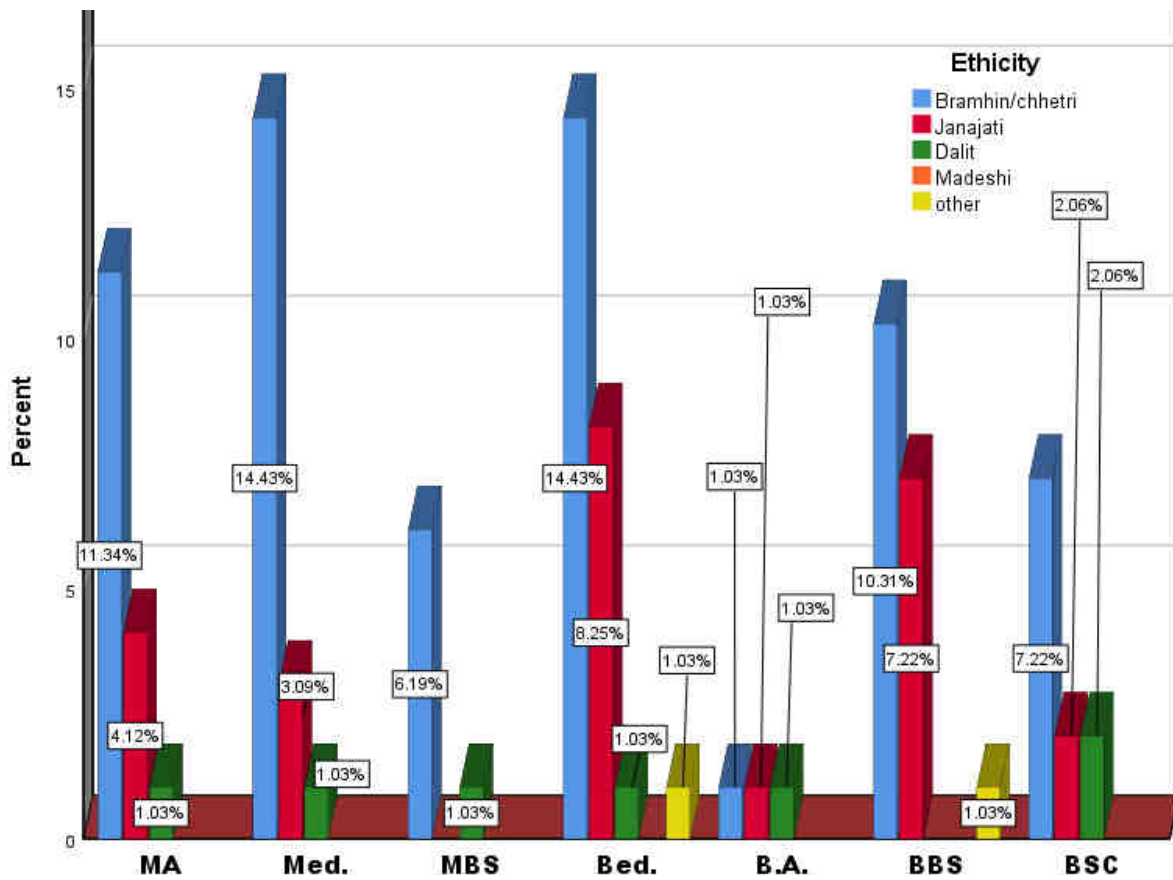


Figure 3

Distribution of Graduates based on Completed Program and Ethnicity



In comparison to program wise graduation across the ethnicity Brahmin/Chhetri occupied larger space. Dalit and other were not found in MA, MED graduation in year 2019 A.D. The Brahmin/Chhetri and Janajati were found in MBS graduation. No Janajati was found in BBS graduation. Other facts have been shown in figure 3.

Employment Status of Graduates

The distribution of the graduates by their current status reveals that 64.90 % of graduates are currently employed in different sectors, and 35.10 % among total graduates are claimed as unemployed. Among the graduates, 30.9% involve in government job, 3.10 % involve in non-government job sectors. Nearly one tenth of graduates involve in job of public sectors, and about one fifth of graduates involve in other sectors for jobs. The current employment status of graduates has been shown in table3. Among the graduates, more than half of them involve in full time job, and nearly

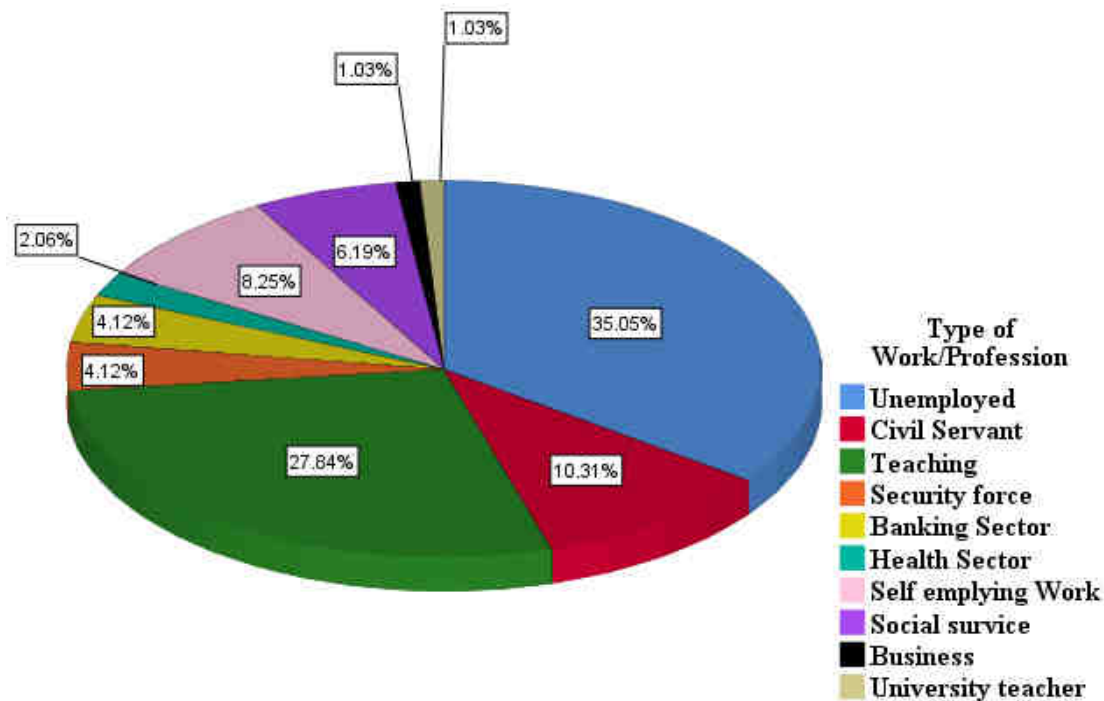
one tenth graduates involve in part time jobs. The job status has also been shown in figure 4, 5 and 6.

Table 3
Current Status of Graduates (Batch -2019)

Status	Number	Percentage
Employment		
Unemployed	34	35.10
Employed	63	64.90
Nature of Job		
Full time	56	88.88
Part time	7	11.22
Designation		
Office Head	8	12.69
Senior Assistant	8	12.69
Assistant	34	53.96
Other	13	20.63
Job Settlement Sector		
Civil Servant	10	15.87%
Teaching	27	42.86%
Security Force	4	6.35%
Banking Sector	4	6.35%
Health Sector	2	3.17%
Self-Employing Work	8	12.70%
Social Service	6	9.52%
Business	1	1.59%
University Teacher	1	1.59%
Organization Type in Job		
Government	30	47.62%
NGO/INGO	3	4.76%
Private	20	31.75%
Public	10	15.87%

Note: Job distribution is based on employed graduates n=63

Figure 4

Employment Status of Graduates (Batch 2019)**Graduates Perception about Quality of Academic program**

The graduates' perception on academic quality and services such as program relevancy, internship, learning environment, delivered educational quality, library facility, and so on are presented in this section. In each dimension, graduates were asked to rate from 0 to 5 scales, 0 being very weak and 5 being excellent. In other words, a higher value indicates a greater level of satisfaction with an expected mean of 2.5 in each given dimension. Thus, the value greater than 2.5 can be considered as an acceptable level of satisfaction. Table 4 is the presentation of the score evaluation of the scales used in assessing the quality and relevancy of the program that the graduates have studied at school. The graduates rated the teacher student relationship, quality of delivery, teaching learning environment, and program relevancy as the strengths of the School. The corresponding score of different indicators found more than 2.5. All the indicators have acceptable mean score and hence the graduates' satisfaction level is acceptable. The overall mean also more than 2.5 and hence, DMC has more than average graduates' satisfaction level. The facts are shown in figure 5

Table 4

Graduates Perception rating towards Various Dimensions of Academic Quality for their Attended Institutional Program (Batch-2019)

Dimension of Academic Quality	N	Mean	SD	Min	Max
Relevance of the program to your professional (job) requirement)	97	3.81	0.982	1	5
Relevance of the program to your professional (job) requirement)	97	3.81	0.982	1	5
Development of problem-solving ability	97	3.58	0.977	0	5
Work placement/ attachment/internship Teaching Learning Environment)	97	3.42	1.180	1	5
Quality of education deliver)	97	3.97	0.871	1	5
Student teacher Relationship)	97	3.90	0.907	1	5
Library Facility	97	4.25	0.830	2	5
Lab facility	97	3.69	1.202	1	5
Support facility	97	3.02	1.299	0	5
Canteen Toilet Service	97	3.51	1.209	0	5
Average of Perception scales	97	3.39	1.204	1	5
Total sum of perception scale	97	3.64	0.828	1	5
	97	39.89	9.041	15	55

Table 5

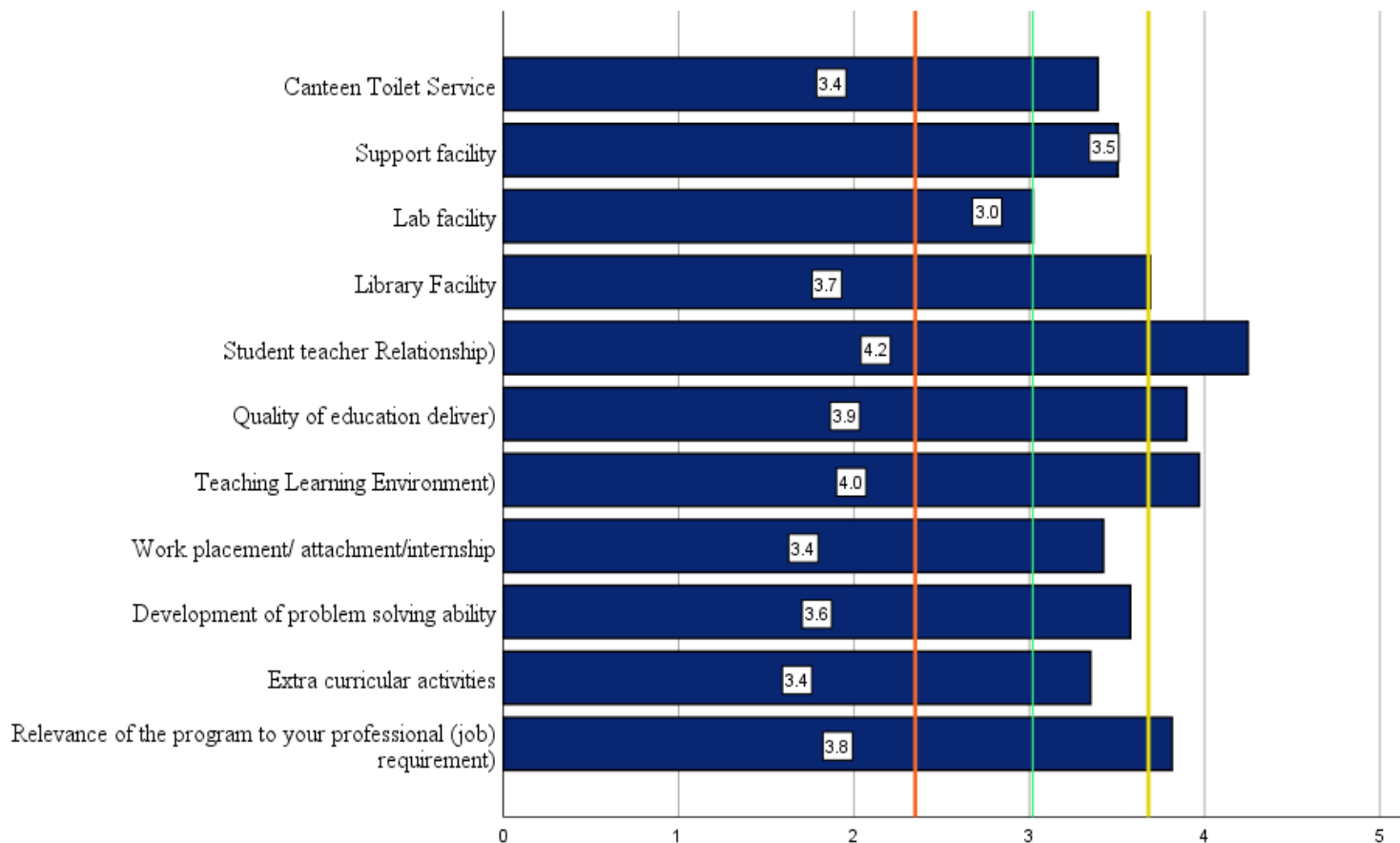
T Test Result on Graduates Perception towards total of Academic Program (Batch-2019)

Test Vale = 2.5

Categories	N	Mean	SD	T value	Diff	Sig
Average of Perception scale	97	3.64	0.828	13.51	1.13	0.00

$P^* < 0.05$

Figure 5

Graduate perception Level on Academic Program of DMC

The overall perception level shown in table 4, 5 and figure 5 ensure the perception level is fair. However, except student teacher relation, all quality dimensions which have mean less than 4 are aimed to reach to 5.

To identify the dimension wise perception level on academic quality of DMC as weak or strong, for the purpose of cross tabulation analysis, the score of each item was categorized into two levels: less than three and three or more. The lower category indicates a weak level of perception whereas the upper category indicates strong level perception. The distribution of the graduates by the level of perception (either weak or strong) in different quality dimensions were as in table 6. In the given figure 5 the dimension more than red line and between green line shows the perception level is fair and the quality dimension exceed green and between yellow line good level of perception and more extension than yellow very good and toward excellent level.

Table 6

Dimension wise Perception Level in Weak and Strength Level (Batch-2019)

Quality Dimensions	Weak level of perception in %	Strong level of Perception in %
Relevancy of the program to your professional job requirement	10.30	89.70
Extracurricular activities	22.68	77.32
Development of problem-solving ability	10.30	89.70
Work placement/ attachment/internship	21.65	78.35
Teaching Learning Environment	6.18	93.82
Quality of education in deliver	6.18	93.82
Student teacher Relationship	4.12	95.88
Library Facility	17.53	82.47
Lab facility	30.92	69.08
Support facility	15.46	84.54
Canteen Toilet Service	12.17	87.83

The higher percentage rage in strong point was student's teacher relationship, which is similar to the information in figure 5. The perception on lab facility was found to be nearly one third in weakness. Only one dimension that student's teacher relationship is more than mean 4. This is very good level. The large variation was found where dimensions have more perception level. Thus, the campus tries to increase the consistency on graduate perception on very good and good level of quality dimension.

Table 7
*Significance of difference in Perception across Demographic Characteristics
 (Batch2019)*

Characteristics							P
Program		N	Mean	Min	Max	value	
	MA	16	38.1	8.4	26	52	0.9 ^a
	Med.	18	38.5	8.9	21	55	
	MBS	7	41.1	6.6	32	49	
	Bed.	24	40.1	9.2	15	52	
	B.A.	3	44.3	12.5	30	53	
	BBS	18	40.4	10.3	18	55	
	BSC	11	41.4	9.6	25	55	
	Total	97	39.9	9.0	15	55	
Ethnicity							
	Brahmin/Chhetri	63	39.7	8.5	15.0	55	0.44 ^b
	Jananati	25	40.5	9.5	18.0	55	
	Dalit	7	42.1	11.5	21.0	55	
	Other	2	30.5	13.4	21.0	40	
Level							
	Master	42	39.5	8.3	25.0	55	0.24 ^b
	Bachelor	55	40.2	9.6	15.0	55	
Gender							
	Male	34	40.6	8.5	14.0	53	0.59 ^b
	Female	63	39.5	9.4	15.0	55	
Age							
	20-26	21	40.4	10.8	21.0	55	0.84 ^a
	26-31	30	40.7	9.4	15.0	55	
	31-36	17	40.3	7.0	28.0	55	
	36-41	11	37.3	10.3	18.0	52	
	41-above	18	39.1	7.6	27.0	53	
Faculty							
	Humanities	19	39.1	9.0	26.0	53	0.877 ^a
	Education	42	39.4	9.0	15.0	55	
	Management	25	40.6	9.3	18.0	55	
	Science	11	41.4	9.6	25.0	55	

The table 7 shows that the perception on academic quality of graduates were not differ across the programs, level, gender, ethnicity, age group and faculties.

Analysis of Graduates Status of Batch 2020

The graduates' status is presented in this section according to their characteristics which were highly considered in research.

Socio-demographic Distribution

The socio-demographic characteristics includes all sociodemographic characteristics of respondents. These characteristics includes almost natural based categories. In this study, gender ethnicity, academic program, graduation level, steam of academic program (Humanities and social science, education, management and science and technology) were considered as socio-demographic variables.

The data reveals that among different academic program 50 were graduated however only 44 graduates participate in this survey. Among the participate, nearly one fourth graduates from BED programs which was highest rate of graduation in the year 2020A.D. The rate of graduation from BBS was second position which follow BED with 22.7 % however the graduation from BED was 25%. The one fifth graduates were from MED program. MA programs take one tenth of graduation rate. BSC covered place nearly one tenth among the graduates and rest of the graduates were form BA. The information is as shown in the table 8. The rate of graduation from masters' program and bachelor's program were found to be same. In case of gender more than half graduates covered by female and the rest were covered by male. The majority of graduates were from Brahmin/Chhetri which covered more than two third among the graduates. The scenario which occurred in graduation in 2019 A.D. also got observed in case of graduation in the year 2020 A.D. The graduation rate from BED and MED program was found high in comparison to other faculties.

Table 8

*Distribution of Graduates by their Selected Socio-Demographic Characteristics
(Batch-2020) (n=44)*

Types of Program	Number	Percentage
BA	2	4.5
BBS	10	22.7
BED	11	25.0
BSC	4	9.10
MA	8	18.2
MED	9	20.5
Graduate Level		
Bachelor	22	50.00
Master	22	50.00
Gender		
Male	20	45.5
Female	24	54.5
Ethnicity		
Brahmin & Chhetri	29	65.9
Janajati	14	31.9
Other	1	2.2
Steam		
Humanities and Social science	10	22.7
Education	20	45.5
Management	10	22.7
Science and Technology	4	9.1
Total of Each Characteristics	44	100

Table 8 attempts to demonstrate that Janajati were nearly one third among the graduates in 2020A.D. and rest of them were form other ethnic groups. The stream wise comparison shows that majority of graduates (more than half) fell on education faculty. Nearly one third graduates came under management, and one forth belong to humanities. The rest of the graduates were form science and technology. The distribution of graduates on the merit of ethnicity has been shown in figure 6. More

than two third graduates were from Brahmin/Chhetri, and one third graduates were from Janajati. The rest were from other. The graduates' distribution across the ethnicity and academic program has been presented in figure 8. The majority of graduates in each academic program were from Brahmin /Chhetri, and it was followed by Janajati in each academic program. However, the percentage of graduates from Brahmin/Chhetri and Janajati was equal in BED.

Figure 6

Percentage Distribution of Graduates according to their Ethnicity

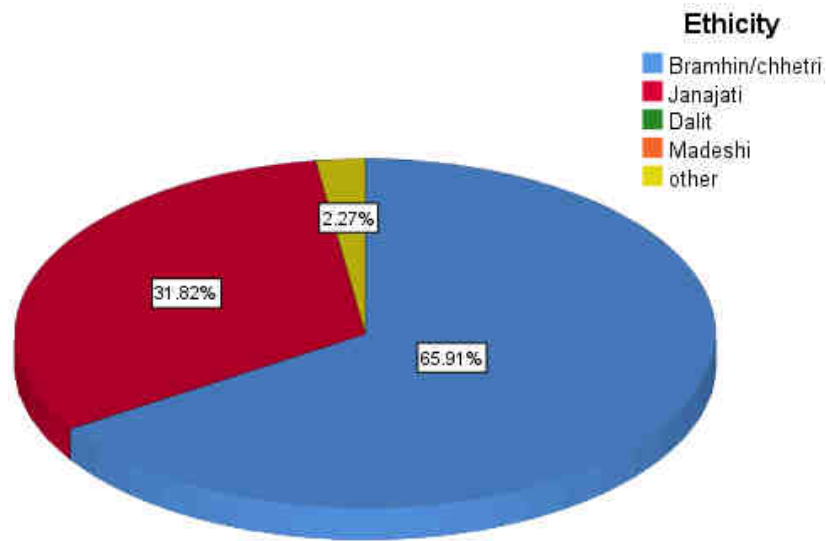
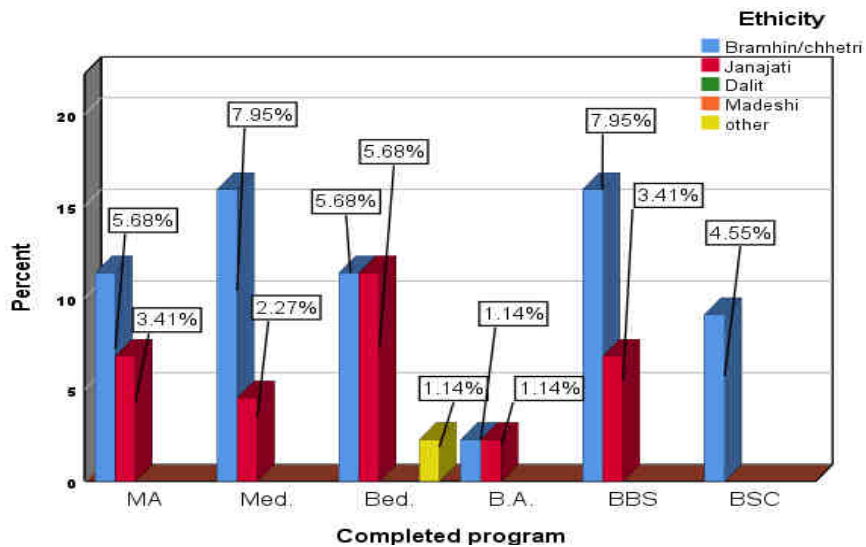


Figure 7

Distribution of Graduates based on completed program and Ethnicity

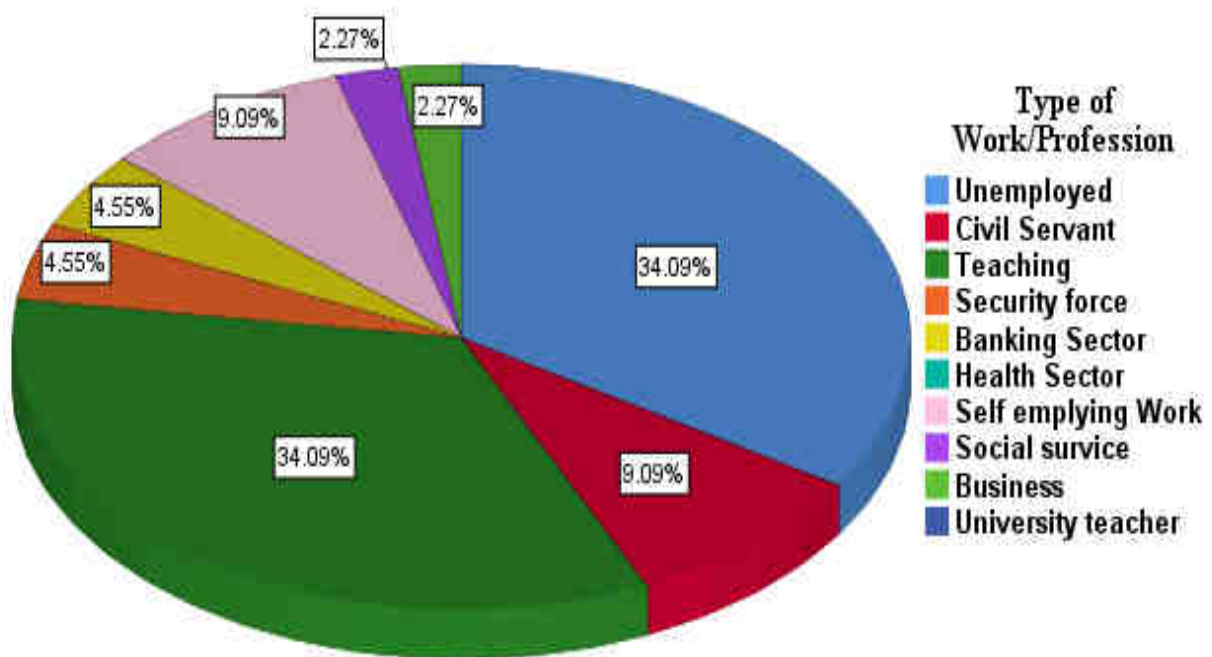


Employment Status of Graduates

The distribution of the graduates by their current status reveals that 64.90 % of graduates are currently employed in different sectors and 35.10 % among total graduates claimed as unemployed. Among the graduates 30.9% involves in government job, 3.10 % involves in non-government job sectors, nearly one tenth of graduates involves in job of public sectors and nearly one fifth involves in other different sectors for jobs. The current status is shown in table 9. Among the graduates more than half involves in full time job and nearly one tenth involves in part time jobs. The job status also shown in figure 8, 9 and 10.

Figure 8

Employment Status of Graduates (Batch-2020, n=44)



Among the nine job sectors, the majority of graduates, are engaging in teaching field. Civil servant sectors are found to be the second sectors for job.

Table 9

Distribution of graduates by their current Status (Batch 2020, n=44)

Status	Number	Percentage
Employment		
Unemployment	15	34.1
Employed	29	65.90
Nature of Job		
Full time	26	89.65
Part time	3	10.35
Designation		
Office Head	8	27.6
Senior Assistant	3	10.3
Assistant	14	48.3
Other	4	13.8
Job Settlement sector		
Civil Servant	4	13.8
Teaching	15	51.7
Security force	2	6.9
Banking Sector	2	6.9
Health Sector	0	
Self-employing	4	13.8
Work		
Social service	1	3.4
Business	1	3.4
Organization type in job		
Government	21	72.4
NGO/INGO		
Private	2	6.9
Public	6	20.7

Note: Job sector base distribution is based on number of employed graduates (n=29)

Graduates Perception about Quality of Academic program

The graduates' perception on academic quality and services such as program relevancy, internship, learning environment, delivered educational quality, library facility, and so on are presented in this section. In each dimension, graduates were asked to rate from 0 to 5 scales, 0 being very weak and 5 being excellent. In other words, a higher value indicates a greater level of satisfaction with an expected mean of 2.5 in each given dimension. Thus, the value greater than 2.5 can be considered as an acceptable level of satisfaction. Table 5 is the presentation of the score evaluation of the scales used in assessing the quality and relevancy of the program that the graduates have studied at school. The graduates rated the teacher student relationship, quality of delivery, teaching learning environment, and program relevancy as the strengths of the campus. The corresponding score of different indicators found more than 2.5. All the indicators have acceptable mean score and hence the graduates' satisfaction level is acceptable. The overall mean is also more than 2.5 and hence, DMC has more than average graduates' satisfaction level. The facts are shown in figure 5.

To analyze the mean range of each dimensions the following criteria is used. 0 = not existence at all, mean range from 1 to 1.67 = very poor quality, range from 1.68 to 2.34 = poor, range from 2.35-3.01= fair, range from 3.02-3.68= good, range from 3.69 to 4.35 is very good, and range 4.36-5 = excellent. From these, range lab facility is fair, meaning of middle range not meet the level of good. Among the eleven academic quality indicators, relevancy of program, development of problem-solving ability from the program, teaching learning environment, student teacher relationship, and support facility are in very good range from the graduates' perspective of batch 2020 A.D. The others are in the good range in quality range. The facts are visualized in figure 9. The academic quality indicators between red and green indicates fair, between green and yellow good and more than yellow indicates very good and move to excellent.

Table 10

Graduates perception rating toward various dimensions of academic quality for their attended institutional program (n=44)

Dimensions	N	Mean	SD	Min	Max
Relevance of the program to your professional (job) requirement)	44	4.00	0.99	1	5
Extracurricular activities	44	3.27	1.06	1	5
Development of problem-solving ability	44	3.84	0.96	0	5
Work placement/ attachment/internship	44	3.43	1.47	0	5
Teaching Learning Environment)	44	4.02	0.95	0	5
Quality of education deliver)	44	4.00	0.91	0	5
Student teacher Relationship)	44	4.32	0.93	1	5
Library Facility	44	3.82	1.17	0	5
Lab facility	44	2.98	1.23	0	5
Support facility	44	3.98	0.95	1	5
Canteen Toilet Service	44	3.66	1.09	0	5
Average of perceptions Scales	44	3.79	0.71	1	5
Total sum of perception dimensions	44	41.32	8.01	6	55

The visualization of the mean distribution of each quality dimensions were found to be shown in figure 9. In this visualization diagram the mean is noted by red line and compare the dimensions with this line with the value is equal to 2.5. The dimension which is expanded more than that figure 9 indicates that quality indicators exceed the level of fair.

Figure 9

Graduates Perception rate on Quality Dimension (Batch -2020)

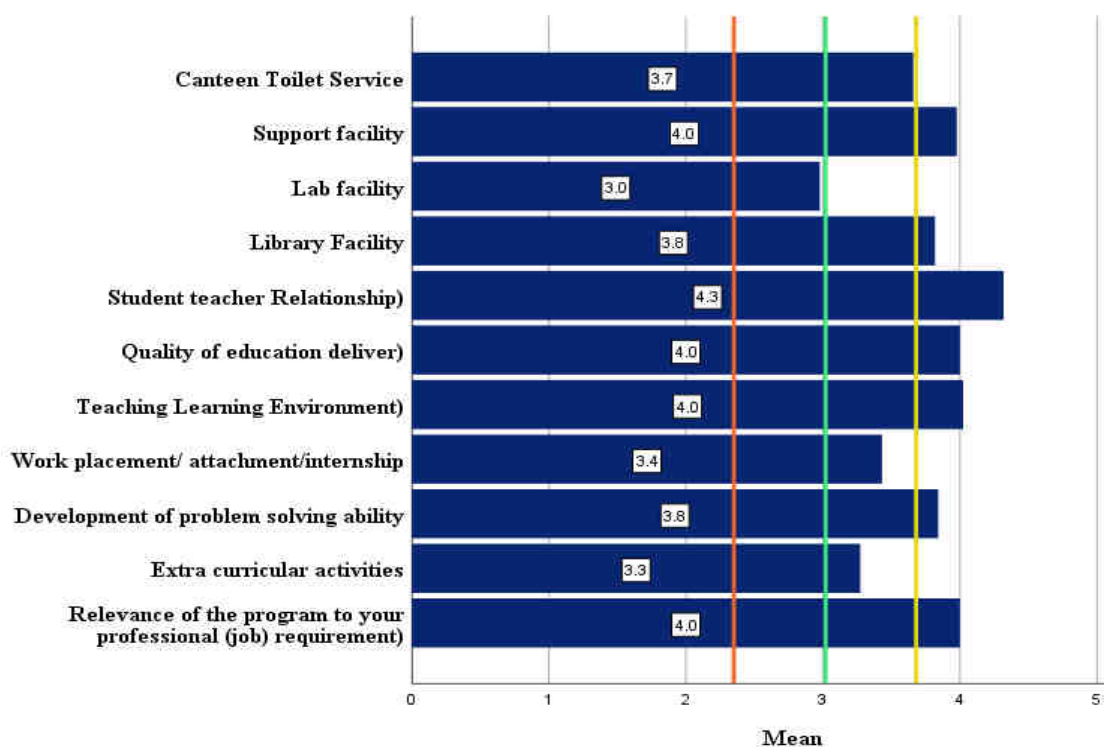


Table 11

Dimension Wise Perception level in Weak Strength level.

Quality dimension	Weak level of perception in %	Strong level of Perception in%
Relevance of the program to your professional job) requirement	3.09	96.91
Extracurricular activities	8.25	91.75
Development of problem-solving ability	3.09	96.91
Work placement/ attachment/internship	8.25	91.75
Teaching Learning Environment	1.03	98.97
Quality of education deliver)	1.03	98.97
Student teacher Relationship	2.06	97.94
Library Facility	5.15	94.85
Lab facility	11.34	88.66
Support facility	3.09	96.91
Canteen Toilet Service	4.12	95.88

Comparison of two years Graduate out rate and perception

In the comparison of the graduates of the year 2019 and 2020 AD. Graduation rate in each steam in 2019 AD is more than 2020.

Figure 10

Comparative distribution of graduates by their year of pass out and graduates Streams

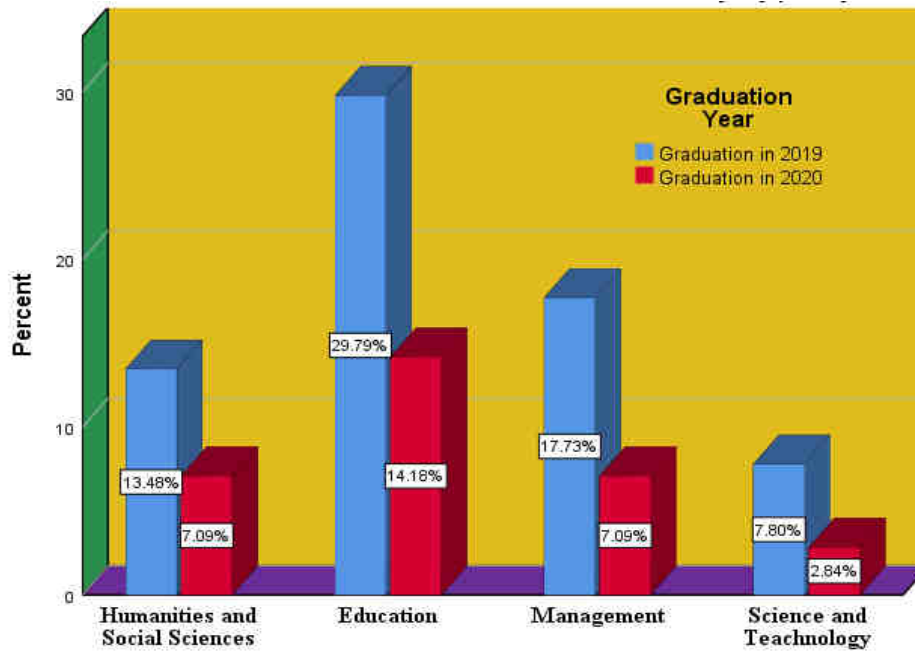


Figure 11

Comparison employment status of graduates across year 2019 & 2020.

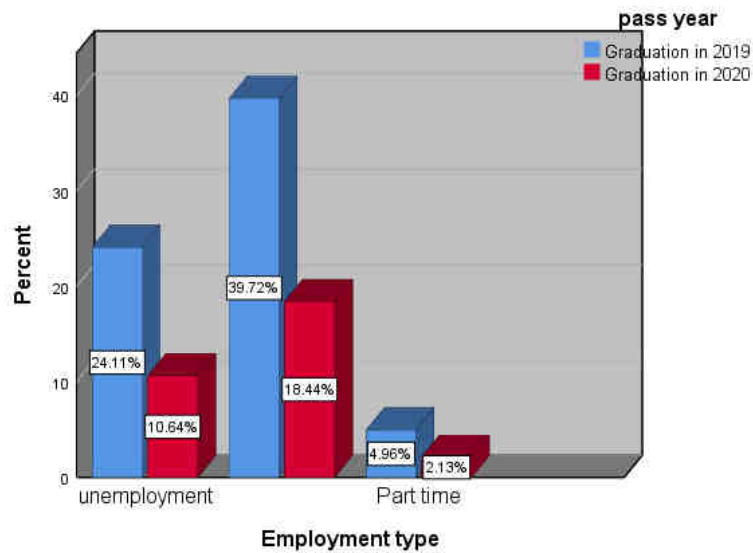


Table 12

Comparison of graduates across Employment status and year of Graduation

Year of Graduation	2019		2020	
	N	Percentage	N	Percentage

Employed	63	64.90	29	65.90
Unemployed	34	35.10	15	34.10
Total	97	100	44	100

Employment status within the year of graduation shows that, employment rate of graduates, who were graduated in 2020 A.D. are more than in comparison with year 2019 A.D. This indicates that the placement ability of academic programs is more beneficial for those graduates who were graduated in 2020, by keeping other effect constant.

Graduates Further Study Status

Among the graduates more than one fourth pursue higher study, most of them almost select TU and the rest, indifferent number select Pokhara university. But, none of two third were currently searching further study. The summary of such status summarized in table 13

Table 13

Graduates Pursuing Further study

Year of Graduation	N	Pursuing further study		Selected university	
		yes	No	TU	PU
2019	97	20%	80%	100%	0
2020	44	38.63%	61.37%	94.12%	5.88%

Of the 97 graduates who graduated in 2019, 20% were pursuing for higher education. Among the 44 graduates who graduated in 2020, 38.63 were pursuing further education. Almost graduates were selecting TU for their further study.

CHAPTER III

FINDINGS OF THE STUDY

This chapter deliberates the major findings of the study carried out from the analysis of data. The key findings are related to employment status of the graduates, their characteristics, outlooks, aspirations, career involvement and experiences. Issues related to quality and significance of higher education, and contribution of education to graduates' personal development are focused. The findings are presented in the following headings.

Socio Demographic Characteristics

In this study only 97 graduates were traced out of 100, who graduated in 2019 A.D. Among the graduates, more than half (56.70%) were from bachelor level. Nearly one fourth of the graduates were from BED, among the programs: BA, BBS, BED, BSC, MA and MED. More than two third of graduates were female looking through the lenses of gender. Faculty wise comparison displays that the majority of graduates were from faculty of Education where Management followed it. Age specific studies demonstrates that the majority of graduates were in between 20-31 of their age.

In this study only 44 graduates were traced out of 50, who graduated in 2020 A.D. Out of traced graduates, majority of graduates were from BED program. It was one fourth among the graduates. It was followed by BBS graduates, which occupied more than one fifth and less than one fourth among the graduates. The master and bachelor graduates were equal in number. The majority of graduates (more than half) were female out of traced graduates. Faculty of Education had greater number of graduates in 202 A.D. The Brahmin/Chhetri held two third position in the graduation where Janajati followed with one third in total graduates.

Current Employment Status

Out of 97 graduates in 2019 A.D., nearly two third graduates were employed. Among employed graduates, relatively higher proportion of graduates are employed in government organizations (47.62%) in comparison to the other type of organizations. Among the government job, majority of graduates are involving in teaching field (42.86%). Employment in NGO/INGO is negligible. The majority of graduates are found holding assistant position (53.96%). Senior assistant and office head are equal in

number. Self-employment is only one tenth, and running own business is negligible. From the perspective of nature of job, majority of graduates are in full time job (88.8%) out of traced employed graduates.

Study of graduates of the year 2020 A.D. two third graduates are employed. Among them fulltime job holding graduates are in majority (89.65%). Nearly half employed graduates are working as assistant designation. More than half of the graduates of batch 2020 A.D. are working in teaching field. Civil servant and self-employed graduates are in equal rate with 13.8%. Negligible number of graduates are found to be involving in social service and business field.

Further Study Status

Nearly one fifth (20%) of the graduates of batch 2019 A.D. are currently pursuing higher studies. All the further study pursuers selected TU for their further study. More than one third of the graduates of batch of 2020 A.D. are currently pursuing higher study. Almost all the graduates made TU as their destination of selection for further study; however, negligible number of graduates selected PU for their further study.

Perception towards Academic Quality of DMC by Sociodemographic Factors

The graduates were asked (both batch 2019 A.D. &2020 A.D.) a range of questions covering the areas on the relevance of the programs, courses that helped them develop the skills of problem solving, learning environment, etc. On a Likert Scale questionnaire, the graduates checked the answers from the level zero to five representing from the lowest to the highest levels of perception towards quality of DMC. Bivariate analysis has been carried out between each of the sociodemographic factors and level of perception score towards eleven different indicators of perceived quality of attended institutional program. Satisfaction score by selected characteristics of graduates has been analyzed in detail using mean, standard deviation, median, minimum and maximum of score values. The perceived mean score of the graduates was 39.89 of batch 2019 A.D. and 41.32 of the batch 2020 A.D. corresponding standard deviation 9.04 and 8.01 respectively out of total possible score 55. In case of batch 2019 A.D. parametric test was carried out to demonstrate possible significant difference towards perception on academic quality across socio-demographic variables. The result

shows that the perception on academic quality on DMC doesn't differ significantly across considered sociodemographic characteristics.

The domain wise perception rate was calculated. The result shows that all the indicators have mean more than 2.5, so the quality level exceeds the satisfactory level. Among the indicator's students- teacher relationship outnumbers other indicators. Lab facility receives less perception score in comparison to other quality perception indicators.

Findings of Unstructured Qualitative Question

The majority of graduates have suggested for the provision of female and handicap friendly toilets. The graduates have expected greater supports for academic writings and practical works from the side of faculty members. Graduates have appreciated the student-teacher relationship and entire examination system of DMC. In some suggestions they have pointed that students are expecting more amiable support from service providers. Almost all graduates have promised that they are ready to provide helps to DMC on the basis of their acquired status and position.

It is found that the academic programs of DMC are working satisfactorily to enhance job stability. Moreover, DMC has also been found imparting job-related skills in a better manner.

CHAPTER - FOUR**IMPLICATIONS TO INSTITUTIONAL REFORM**

The tracer study team has made the following implications.

1. The IT integrated practice in teaching learning activities is required for further progressive result.
2. The finding of this study will be supportive to form better strategic plans, reform existing shortcomings and enhance IT and research skills.
3. This study will be beneficial for further betterment through continuous evaluation of teaching learning activities.
4. The finding of the study will help to instill positive environment in the campus for those who are marginalized.
5. It is also sure to help to the students to develop access to higher education who are previously dispatched from higher education.
6. It will be a guideline for ensuring academic calendar and its implementation.
7. It will be beneficial for the local and center level policy makers to get information about the condition of students in higher education in remote parts.
8. The finding of this study will motivate the students as well as the guardians to be self-entrepreneur and self-dependent rather than being merely job seekers.
9. It will ultimately help to create positive teaching learning environment so that the attraction of students will increase for graduation.
10. The study will be supportive to the campus administration to employ qualified and skilled personnel at a presence of andragogy and educational technologies.
11. This study explores significance of research works in higher academic institutions because of which it will be a hallmark for DMC to focus on such activities.
12. This report function as a document which shows the result of academic quality indicators. In this regard, it will assist DMC to understand the status of academic quality and to carry out the required activities to enhance quality in the days to come.
13. This study will be beneficial to establish DMC as one of the best academic destinations to ensure quality in theoretical and practical merits.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

Being a single constituent campus of TU in this region, Dhawalagiri multiple campus has attempted to deliver quality education to the students with bundle of prospects to get their skills sold in the markets globally. Graduates of this campus are found to be contented with whatever they have gained during their study hours. This report prepared by tracer study team has focused on the graduates, their responses plus their post-graduation involvement. This tracer study report is believed to function as one of the beneficial tools for the solution of heterogeneous problem associated to academic endeavors.

From the result of the study, it is concluded that the campus is in sound position in terms of delivery of academic excellence. The personal information, recommendations, attitudes, feedback, desire of contribution, and comments given by the graduates are taken as remarkable roadmap to capture the destination of generating qualified, skilled and productive human resource in the market. The contents of this study will be guidelines to run any educational institutions in this locality in the days to come.

After the overall data presentation, analysis, findings and the implication to institutional reform and educational policy, the TSC has suggested the following recommendations:

- Multimedia based educational pedagogy should be fully implemented in all faculties and classes.
- Training seminar workshops should be encouraged as per the necessity of faculties and learners.
- For keeping the record of all students, computer software should be installed and applied.
- Research activities should be highlighted for faculty members and students along with teaching learning activities.
- Reciprocity should be promoted among the government, society, non-governmental and business sectors.
- Cordial environment needs to be developed between concerned ones.

- Teaching methodology should incorporate the prospects of human resources job providing agencies. At the same time, it should encourage students to be entrepreneurs in the post study period.
- Calendar based co-curricular and extra-curricular activities should be conducted.
- Library software should be launched as soon as possible.
- Laboratory facilities should be provided for language learners, students.
- Canteen should be regularly monitored.
- Rest rooms should be female friendly, handicapped friendly beside being general.
- Job assurance for the graduates should be focused.
- Additional budget should be allocated for research and trainings.
- To fulfill the expectations of the learners and society, the university teachers should be professionally committed, morally sound and amiable.

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ANNEXES

Annex 1: Tracer Study Questionnaire

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept **strictly confidential**. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

Name: Present Address:
 Permanent
 Address:

Gender: Male Female Date of Birth: / / (Date Format: DD/Month/Year)

Program Completed: B.Ed. BA BBS B.Sc. Other:.....

M.Ed. MA MBS M.Sc. Other: Passed Year:
 (as per transcript's Passed Year) Phone No: (Mobile /
 Residence / Office) / / Email ID:
 /

..... Electronic Social Network ID:

Facebook: Twitter:

Any other, please specify: ID:

B. EMPLOYMENT INFORMATION:

1 Current Employment Status:

Service in an organization Self Employed Unemployed

In case of Service in an organization: Employer's Details (of the organization you are currently working for):

i. Name of the Organization:

.....

(Given Name) (Middle Name) (Surname/Family Name)

ii. Type of Organization: Private Public NGO/INGO Government Other: ...

iii. Address:

.....

iv. Phone Number: Email:.....

v. Employment Type: Full time Part time

vi. Designation:

In the case of Self Employment:

i. Starting Year: ii. Type of work/profession:

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? (Give number from the range 0-5) Excellent = 5 Very Weak = 0

Please tick under the number which best suits your answer 0 1 2 3 4 5

Canteen / Urinals etc. 12 Other strengths/weaknesses (please specify)

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements						
2	Extracurricular activities						
3	Problem solving ability						
4	Work placement/attachment / internship						
5	Teaching/Learning environment						
6	Quality of education delivered						
7	Teacher Student relationship						
8	Library facility						
9	Lab facility						
10	Sports facility						
11	Canteen / Urinals etc						

12. Other strength/ weakness (Please specify)

C. IF PURSUING FURTHER STUDY:

Enrolment Year: (Year/Month)

Program: Level:

Campus/University:

Campus/University Address:

D. Please provide your suggestions/recommendations for the betterment of your institution:

.....

E. What contribution/s you can provide to the institution for its betterment?

.....

.....

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name:

Contact No / Email ID / SNID:

2. Name:

Contact No / Email ID / SNID:

3. Name:

Contact No / Email ID / SNID:

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]