

# **Tracer Study Report**

(Graduates of 2024)

## **Submitted to:**

University Grants Commission

Sanothimi, Bhaktapur

## **Submitted by:**

Mahakavi Devkota Campus

Sunwal, Nawalparasi

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## **ACKNOWLEDGEMENT**

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## EXECUTIVE SUMMARY

This tracer study report presents the findings of a follow-up study conducted among the graduates of 2024 from Mahakavi Devkota Campus (MDC), Sunwal, Nawalparasi. The study was carried out as part of the institution's ongoing quality assurance initiatives and in line with the guidelines of the University Grants Commission (UGC), Nepal.

Out of a total of 114 graduates, 95 (83.33%) were successfully traced and included in the study. Data were collected using a combination of questionnaires and interviews, and analyzed using descriptive methods to assess graduates' employment status, further education, and perceptions regarding the relevance and effectiveness of their academic programs.

The findings reveal that the campus has made significant progress in promoting inclusive higher education, with a higher proportion of female graduates and notable participation from educationally disadvantaged groups. Graduates generally expressed positive perceptions regarding the teaching-learning environment, curriculum relevance, and institutional facilities.

However, the study highlights a critical concern regarding graduate employability. Only 32.63% of the graduates were found to be employed, while 67.37% remained unemployed at the time of the study. Although 22.11% of graduates were engaged in further studies, the overall employment scenario suggests a gap between academic preparation and labor market demands.

Faculty-wise analysis indicates variation in employment outcomes, with comparatively better performance in Education and BBA programs, while BBS graduates exhibit higher unemployment rates. This suggests differences in program relevance, practical exposure, and alignment with market needs.

The study also identifies several institutional strengths, including a supportive teaching-learning environment, positive teacher-student relationships, and satisfactory library and extracurricular provisions. At the same time, certain areas such as laboratory facilities, sports infrastructure, and career support services require further improvement.

Graduates' feedback emphasizes the need for skill-based and IT-oriented programs, enhanced library resources, increased internship opportunities, and improved institutional facilities. These responses indicate a growing demand for more practical, career-oriented education.

Based on these findings, the study recommends several measures for institutional reform. These include strengthening employability skills, enhancing industry linkage, establishing a career counseling and placement cell, regularly updating curricula, diversifying academic programs, improving facilities, promoting inclusive education, and developing a structured alumni network.

In conclusion, the tracer study demonstrates that while Mahakavi Devkota Campus has established a strong academic foundation and inclusive environment, there is a need to further align its programs and practices with evolving labor market demands. The findings of this study are expected to serve as a valuable input for institutional planning, quality enhancement, and strategic development.

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## ABBREVIATIONS

MDC	Mahakavi Devkota Campus
UGC	University Grants Commission
T.U.	Tribhuvan University
E	Employed
U	Unemployed
S	Studying
No.	Number
BBS	Bachelor of Business Studies
B.Ed	Bachelor of Education
BA	Bachelor of Arts
EDJ	Educationally Disadvantage Janajaties
ED	Educationally Disadvantage
D	Dalit
%	Percentage
B.S.	Bikram Sambat
A.D.	Anno Domini
TSR	Tracer Study Report

## **Appendix**

- Annex: 1 Tracer Study Profile of Mahakavi Devkota Campus (Management [BBS])
- Annex: 2 Tracer Study Profile of Mahakavi Devkota Campus (Management [BBA])
- Annex: 3 Tracer Study Profile of Mahakavi Devkota Campus (Education [B.Ed.])
- Annex: 4 Tracer Study Profile of Mahakavi Devkota Campus (Humanities [B.A])

# **CHAPTER: ONE**

## **INTRODUCTION**

### **1.1. Background of the Study**

Mahakavi Devkota Campus (MDC), established in 2060 B.S. (2003 A.D.), is a not-for-profit community-based institution located in Sunwal Municipality, Nawalparasi. Since its inception, the campus has been committed to providing accessible and quality higher education to students of Lumbini Province and adjoining areas, including Ramgram, Sarawal, and Devdaha.

The campus currently offers academic programs in the faculties of Management, Education, and Humanities and Social Sciences at both bachelor's and master's levels. As an emerging institution in the region, MDC has been striving to align its academic offerings with the evolving demands of the labor market and societal needs.

In this context, tracer studies have become an essential mechanism for assessing the effectiveness and relevance of academic programs. MDC has been conducting tracer studies of its graduates since 2015, following the guidelines and encouragement of the University Grants Commission (UGC), Nepal. The present study is a continuation of this ongoing effort.

This tracer study aims to trace the current status of graduates, particularly in terms of their employment, further education, and engagement in professional sectors. It also seeks to evaluate the relevance of the academic programs in relation to workplace requirements, the time taken for graduates to secure employment, and the conditions under which they are employed. Furthermore, the study collects feedback from graduates to identify strengths and areas for improvement in the institution's academic and support services.

### **1.2. Objectives of the Study**

The primary objective of this tracer study is to examine the post-graduation status of MDC graduates and assess the relevance and effectiveness of the education they received. Specifically, the study aims to:

- Analyze the employment status of graduates of 2024
- Identify the extent to which academic programs are aligned with labor market requirements

- Explore graduates' perceptions of teaching-learning processes, institutional facilities, and curriculum
- Assess the role of the institution in enhancing employability and professional competencies
- Generate evidence-based feedback for institutional planning, policy formulation, and quality enhancement

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

Mahakavi Devkota Campus has been selected under the Higher Education Reform Project (HERP) of the University Grants Commission (UGC), Nepal. As part of its institutional quality enhancement initiatives, the campus has been regularly conducting tracer studies of its graduates since 2015.

The present tracer study was conducted by a designated Tracer Study Subcommittee formed by the campus administration. The committee was responsible for designing the study, collecting data, analyzing responses, and preparing the report

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

This tracer study focuses on the graduates of the year 2024. A total of 114 students graduated from the campus across different faculties: Management, Education, and Humanities and Social Sciences.

Out of the total graduates, 95 were successfully traced and included in the study. These respondents constitute the sample population for the analysis presented in this report

### **1.5. Data collection - Instruments and Approach**

The study adopted a mixed-method approach, incorporating both quantitative and qualitative techniques to obtain comprehensive information about graduates' status and experiences.

Primary data were collected through structured questionnaires and follow-up interviews. The list of graduates was obtained from the respective faculties. The tracer study notice was disseminated through social media platforms, particularly Facebook, and efforts were made to contact graduates via telephone and email.

The collected data were compiled, coded, and analyzed using descriptive statistical methods. The findings were then interpreted to assess

the strengths and weaknesses of the academic programs and their relevance to labor market needs

### **1.6. Scope and Limitations of the Study**

This study is limited to the graduates of Mahakavi Devkota Campus from the year 2024. Although the total number of graduates was 114, only 95 graduates could be reached and included in the study.

The study is subject to the following limitations:

- It covers only one batch of graduates (2024), which may not fully represent long-term trends
- The findings are based on self-reported data, which may involve subjective bias
- Some graduates could not be contacted despite multiple attempts
- Data collection relied primarily on questionnaires, telephone conversations, and social media communication

Despite these limitations, the study provides useful insights into the employment patterns, academic relevance, and overall effectiveness of the institution's programs.

## CHAPTER: TWO

### DATA PRESENTATION AND ANALYSIS

#### 2.1. The Profile of the Graduates

The total number of graduates in 2024 was 114, of whom 95 (83.33%) were successfully traced. Among the traced graduates, the majority were from the Faculty of Management, followed by Education, while only one graduate represented the Faculty of Humanities and Social Sciences.

A notable feature of the graduate profile is the higher proportion of female graduates across all programs. Additionally, a significant number of students belonged to educationally disadvantaged groups, indicating that the campus is serving inclusive access to higher education.

This distribution suggests that MDC has been effective in promoting gender inclusion and access to marginalized communities. However, the concentration of graduates in Management programs also indicates a need to further strengthen enrollment and diversification in other faculties.

.Table 1

*Total Graduates of the year 2024*

S.N.	Program	Total [traced] Graduates	Female Graduates	ED Graduates		Other
				EDJ	Dalits	
1.	BBS	40	29	11	3	26
2	BBA	27	19	10	1	16
3.	B.Ed.	27	17	17	0	18
4	B.A.	1	1	1	0	0
Total		95	66	29	4	60

*Source: MDC Administration 2024*

The information in the table has also been shown in the bar diagram below:

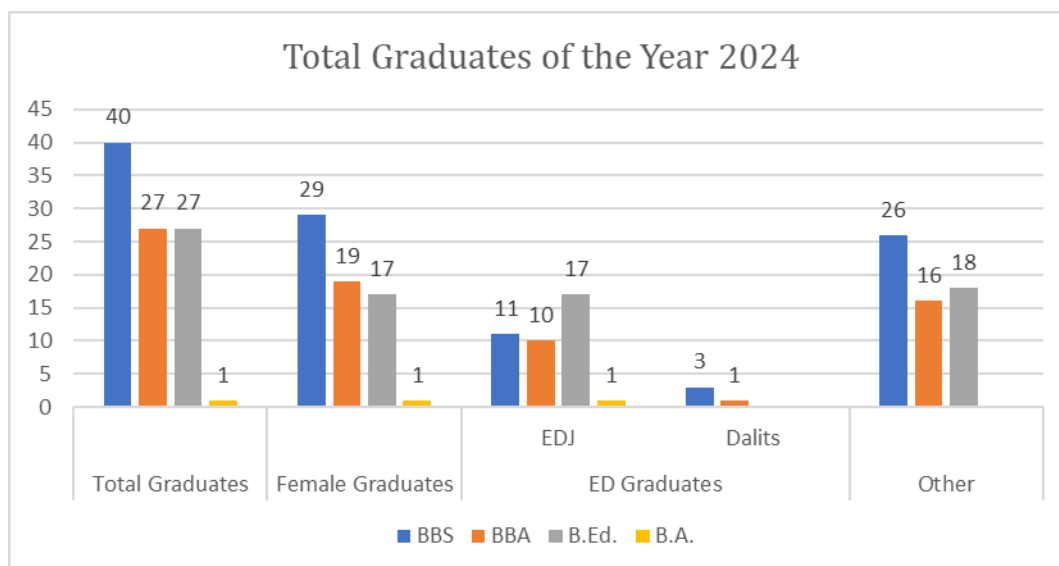


Figure 1: Composition of graduates

## 2.2. Caste-wise Composition of the Graduates

The caste-wise distribution of graduates shows that 63.16% belong to Brahmin/Chhetri groups, while 30.53% are from Janajati communities and 4.21% from Dalit groups.

This indicates that although the campus has made progress in including students from diverse backgrounds, representation from Dalit communities remains relatively low. The comparatively higher participation of Janajati students reflects a positive trend toward inclusivity.

Table 2

*The Caste-wise composition of Graduates*

S.N.	Program	Caste					
		Brahmin / Chhetri		Janajati		Dalit	
1	BBS	26	27.37 %	11	11.58 %	3	3.16 %
2	B.Ed.	16	16.84 %	10	10.53 %	0	0.00
3	BBA	18	18.95 %	7	7.37 %	1	1.05 %
4	B.A.	0	0.00	1	1.05 %	0	0.00
<b>Total</b>		<b>60</b>	<b>63.16 %</b>	<b>29</b>	<b>30.53 %</b>	<b>4</b>	<b>4.21 %</b>

Source: Tracer Study Survey 2024

The data in the given table has also been shown in the diagram below.

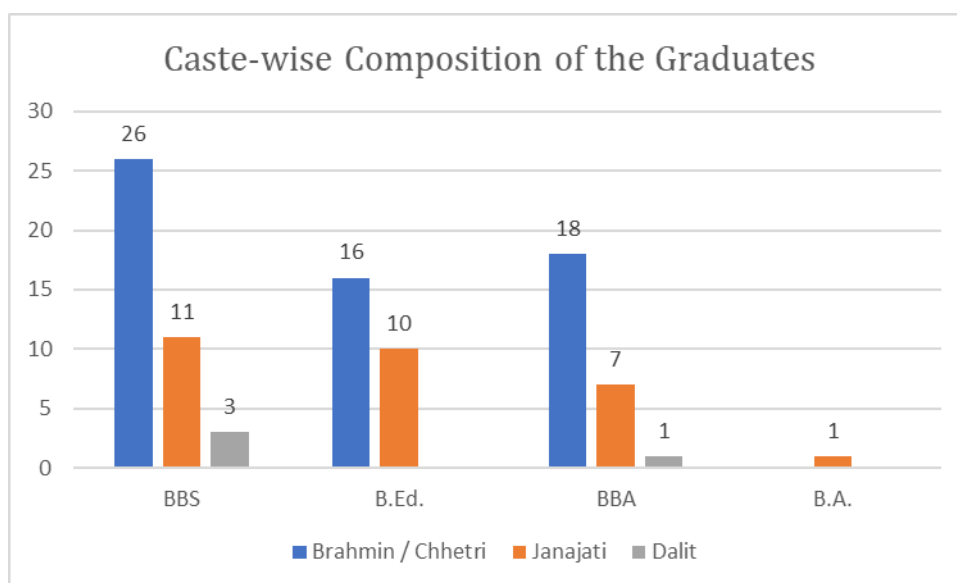


Figure 2: Caste wise composition of the graduates

### 2.3. Employment Status of the Graduates

Among the 95 traced graduates, only 31 (32.63%) were found to be employed, while a significant majority, 64 (67.37%), were unemployed. Additionally, 21 graduates (22.11%) were engaged in further studies.

This distribution indicates a relatively low employment rate among graduates, which raises concerns about the transition from education to employment. Although a portion of graduates pursuing higher education is a positive indicator of academic progression, the high unemployment rate suggests possible gaps in employability skills, market alignment, or job placement support.

Table 3  
Employment Status of the Graduates

Faculty	Total no of Graduates approached	Employed	Unemployed	Further Study
BBS	40	6	34	12
B.Ed.	27	13	14	4
BBA	27	11	16	5
BA	1	1	0	0
<b>Total</b>	<b>95</b>	<b>31</b> <b>[32.63%]</b>	<b>64</b> <b>[67.37%]</b>	<b>21</b> <b>[22.11%]</b>

Source: Tracer Study Survey, 2024

The information in the table has also been shown in the diagram below.

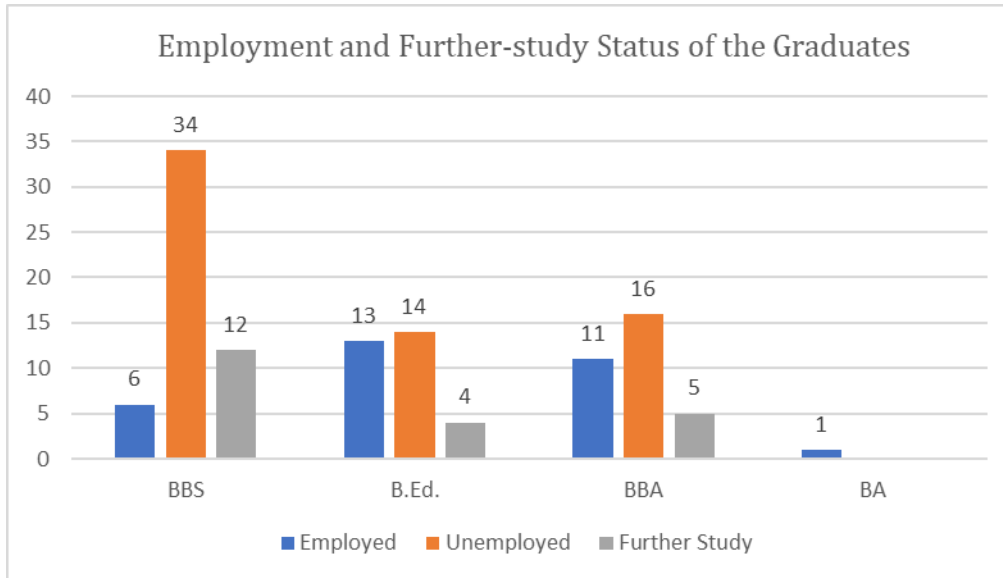


Figure 3: Employment Status of the graduates

## 2.4. Faculty-wise Analysis of Employment Status

### 2.4.1. Faculty of Management [BBS]

Among the graduates from the BBS program, only 15% were employed, while a substantial 85% remained unemployed. Additionally, a notable number of graduates were pursuing further studies.

This indicates that although the program may encourage academic continuation, its effectiveness in facilitating immediate employment appears limited. The high unemployment rate suggests a potential mismatch between the curriculum and labor market demands or insufficient practical exposure

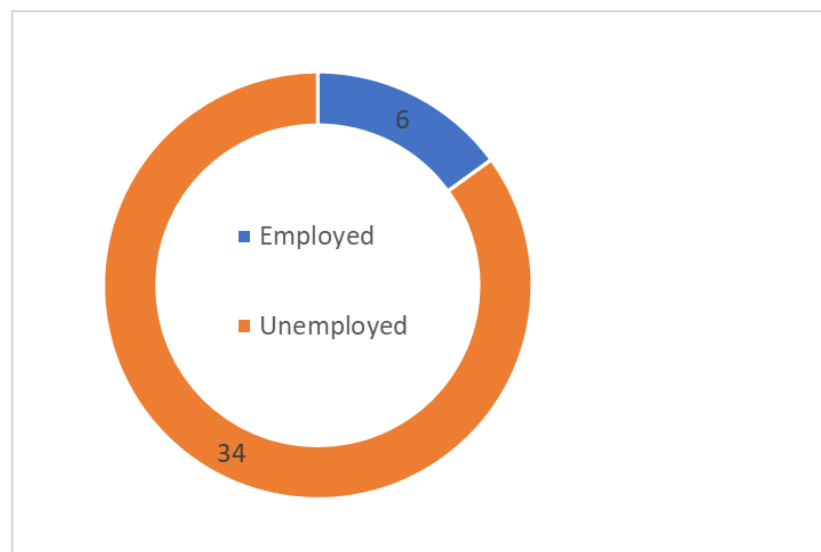


Figure 4: Employment status of graduates of BBS

### 2.4.2. Faculty of Management [BBA]

Among the 27 graduates from the BBA program, 11 were employed, while 16 were unemployed. A small proportion was engaged in further studies.

Compared to other programs, the BBA graduates show relatively better employment outcomes; however, the unemployment rate is still significant. This suggests that while the program has some market relevance, there is still room for improvement in practical training and industry exposure

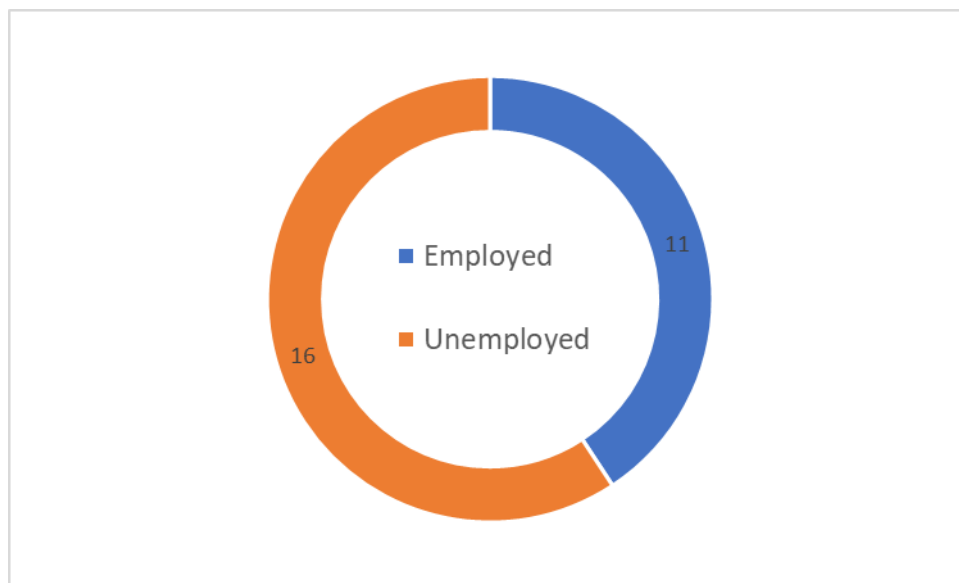
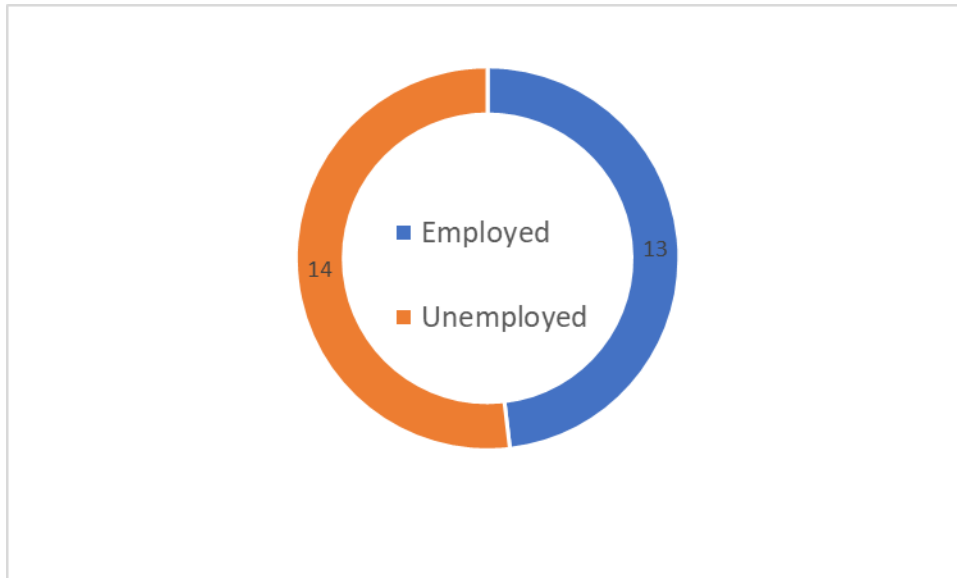


Figure 5: Employment status of graduates of BBA

### 2.4.3. Faculty of Education

The employment status of graduates from the Faculty of Education (B.Ed.) shows a moderate level of employability compared to other programs. Among the traced graduates, 38% were found to be employed, while 62% remained unemployed at the time of the study.

This distribution indicates that although the Education program demonstrates relatively better employment outcomes than some other faculties, a significant proportion of graduates still face challenges in securing employment. The comparatively higher employment rate may be attributed to the direct linkage of the program with the teaching profession; however, the overall unemployment level suggests limitations in job availability or competitiveness in the education sector.



*Figure 6: Employment Status of Graduates of Education*

#### **2.4.4. Faculty of Humanities and Social Sciences**

Only one student who graduated from the BA is currently engaged in a job.

#### **2.5. Strengths and Weaknesses of the Institutional Programs**

The graduates were asked about the strengths and weaknesses of the program regarding professional requirements, problem-solving ability, learning environment, quality education delivered, teacher-student relationship, and library /lab offered to them. The following points provide the major strengths and weaknesses of the institutional program.

##### **a. Relevance of the program to professional requirements**

A large majority of graduates (over 95%) perceived the academic programs as relevant to their professional requirements, with most responses concentrated in the “better” and “excellent” categories.

This indicates a strong alignment between the curriculum and perceived workplace needs. However, the presence of a small number of negative responses suggests that there may still be gaps in certain areas, which require further review and updating of course content.

Table 4

*Relevance of the program to professional requirements*

S.N.	Program	Relevance of the program to your professional requirements					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	1	5	26	8
2	B. Ed.	-	-	3	5	16	3
3	BBA	-	-	0	8	10	9
4	BA	-	-	0	0	0	1
<b>Total</b>		-	-	<b>4</b>	<b>18</b>	<b>52</b>	<b>21</b>

*Source: Tracer Study Survey 2024*

**b. Effectiveness of Extracurricular Activities**

The responses of graduates regarding the effectiveness of extracurricular activities indicate a highly positive perception. A substantial majority of respondents rated these activities as “better” or “excellent,” accounting for over 80% of the total responses, while only a small proportion expressed relatively weaker opinions.

This suggests that extracurricular activities on campus are effectively contributing to students’ overall development beyond the classroom. Such activities appear to play a significant role in enhancing soft skills, teamwork, and student engagement, which are essential for personal and professional growth.

Table 5

*Effectiveness of Extracurricular Activities*

S.N.	Program	Effectiveness of Extracurricular Activities					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	0	2	15	23
2	B. Ed.	-	-	4	2	7	14
3	BBA	-	-	1	6	9	11
4	BA	-	-	0	0	1	0
<b>Total</b>		-	-	<b>5</b>	<b>10</b>	<b>32</b>	<b>48</b>

*Source: Tracer Study Survey 2024*

**c. Effectiveness on Problem-Solving Skill**

The responses presented in Table 6 indicate that a vast majority of graduates perceive the academic programs as effective in developing problem-solving skills. Most responses are

concentrated in the “better” and “excellent” categories, with only a very small proportion of graduates rating this aspect as weak.

This suggests that the institution has been successful in fostering critical thinking and problem-solving abilities among students, which are essential competencies for both academic and professional contexts. The positive perception reflects the effectiveness of teaching-learning practices in promoting analytical and independent thinking.

However, when viewed in relation to the overall employment outcomes, this finding presents an interesting contrast. Despite the high level of perceived effectiveness in problem-solving skills, the relatively low employment rate among graduates indicates that these skills may not be sufficiently aligned with practical or market-oriented requirements.

Table 6

*Effectiveness on Problem-Solving Skill*

S.N.	Program	Problem Solving					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	0	1	23	16
2	B. Ed.	-	-	1	1	15	10
3	BBA	-	-	2	5	14	6
4	BA	-	-	0	0	0	1
Total		0	0	3	7	52	33

*Source: Tracer Study Survey 2024*

**d. Effectiveness on Work Placement / Attachment**

The responses presented in Table 7 indicate that the majority of graduates perceive the institution’s efforts in work placement and attachment as effective. Most responses are concentrated in the “better” and “excellent” categories, with only a very small number of respondents expressing dissatisfaction.

This suggests that the campus has made some progress in providing exposure to practical or work-related experiences during the course of study. The generally positive perception reflects that students value the opportunities provided for field engagement and experiential learning.

Table 7

*Effectiveness on Work Placement/Attachment*

S.N.	Program	Work Placement / Attachment					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	1	5	18	16
2	B. Ed.	-	-	2	3	11	11
3	BBA	-	-	0	3	13	11
4	BA	-	-	0	0	1	0
Total		-	-	3	11	43	38

*Source: Tracer Study Survey 2024*

**e. Effectiveness on Teaching/Learning Environment**

All respondents reported positive perceptions of the teaching-learning environment, with the majority rating it as ‘better’ or ‘excellent.’

This reflects a strong institutional strength in instructional delivery and classroom engagement. Such positive feedback indicates that the campus has been successful in maintaining a supportive academic environment conducive to learning.

Table 8

*Effectiveness on Teaching/Learning Environment*

S.N.	Program	Teaching / Learning Environment					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	-	0	16	24
2	B. Ed.	-	-	-	2	12	13
3	BBA	-	-	-	2	12	13
4	BA	-	-	-	0	0	1
Total		0	0	0	4	40	51

*Source: Tracer Study Survey 2024*

**f. Effectiveness on Quality of Education Delivered**

The responses presented in Table 9 indicate that the majority of graduates perceive the quality of education delivered by the institution as highly satisfactory. A significant proportion of respondents rated it as ‘excellent,’ while most of the remaining responses fall under the ‘better’ category. Only a very small number of graduates expressed dissatisfaction.

This finding reflects a strong institutional performance in terms of academic delivery, suggesting that the campus has been successful in maintaining quality teaching standards and effective curriculum implementation. The overwhelmingly positive perception also indicates a high level of student satisfaction with their overall learning experience.

Table 9  
*Effectiveness on Quality of Education Delivered*

S.N.	Program	Quality of Education Delivered					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	0	1	13	26
2	B. Ed.	-	-	1	0	4	22
3	BBA	-	-	1	2	8	16
4	BA			0	0	1	0
Total		0	0	2	3	26	64

*Source: Tracer Study Survey 2024*

**g. Teacher Student Relationship Status**

The responses presented in Table 10 below indicate that the teacher–student relationship at the campus is perceived very positively. A majority of graduates rated it as “excellent,” while a substantial proportion rated it as “better.” Only a negligible number of respondents expressed dissatisfaction.

This finding highlights a strong institutional culture of mutual respect, support, and effective communication between teachers and students. Such a positive relationship is essential for creating a conducive learning environment and contributes significantly to students’ academic engagement and overall development.

Table 10

*Teacher Student Relationship Status*

S.N.	Program	Teacher-Student Relationship					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	0	0	15	25
2	B. Ed.	-	-	2	0	11	14
3	BBA	-	-	0	0	10	17
4	BA	-	-	0	0	0	1
<b>Total</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>36</b>	<b>57</b>

*Source: Tracer Study Survey 2024*

**h. Library and Lab Services**

Most graduates expressed satisfaction with library and laboratory services, with over 90% rating them positively. However, a small proportion reported dissatisfaction, particularly in relation to lab facilities.

This suggests that while the overall infrastructure is adequate, there is a need for targeted improvements in specific areas to ensure consistency in service quality across programs.

Table 11

*Strengths and Weakness of Library Services*

S.N.	Program	Library Services					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	0	6	17	17
2	B. Ed.	-	-	2	1	8	16
3	BBA	-	-	1	6	8	12
4	BA	-	-	0	0	1	0
<b>Total</b>		<b>0</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>34</b>	<b>45</b>

*Source: Tracer Study Survey 2024*

Table 12

*Strengths and Weakness of Lab Services*

S.N.	Program	Lab Services					
		Weakest	Weaker	Weak	Good	Better	Excellent
1	BBS	-	-	1	8	16	15
2	B. Ed.	-	-	5	4	10	8
3	BBA	-	-	0	7	12	1
4	BA	-	-	0	0	0	8
<b>Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	<b>19</b>	<b>38</b>	<b>32</b>

*Source: Tracer Study Survey 2024*

### i. Sports Facilities

The responses presented in Table 13 indicate a generally positive but moderately varied perception of the availability of sports facilities at the campus. A majority of graduates rated the facilities as ‘relevant’ or ‘excellent,’ together accounting for a significant proportion of responses. However, a notable percentage of respondents expressed neutral views, and a small number indicated dissatisfaction.

This distribution suggests that while the campus has made efforts to provide sports facilities, their availability and adequacy may not be uniform or fully satisfactory for all students. The presence of a considerable neutral response indicates that some students may have limited engagement with or access to these facilities.

Table 13

#### *Availability of Sports Facilities*

<b>Particulars</b>	<b>Frequency</b>	<b>Percent</b>
Very weak	-	-
Moderately weak	-	-
Weak	2	2.11
Neutral	22	23.16
Relevant	40	42.11
Excellent	31	32.63
<b>Total</b>	<b>95</b>	<b>100</b>

*Source: Tracer Study Survey 2024*

### j. Canteen / Urinal Service

The graduates were also asked about the effectiveness of the canteen/ urinals of the institution. Out of the total respondents, 32.63 % were highly satisfied, 45.26 % were satisfied, 22.11 % were moderately satisfied, while none expressed dissatisfaction with the canteen/ urinal facility of the institution.

Table 14

#### *Effectiveness of Canteen/urinals*

<b>Particulars</b>	<b>Frequency</b>	<b>Percent</b>
Very weak	-	-
Moderately weak	-	-

Weak	-	-
Good	21	22.11
Relevant	43	45.26
Excellent	31	32.63
<b>Total</b>	<b>95</b>	<b>100</b>

*Source: Tracer Study Survey 2024*

### **Suggestions/Recommendations for the Betterment of the Institution**

Table 15

*Suggestions/Recommendations for the Betterment of the Institution*

<b>Suggestions / Recommendations</b>	<b>No. of Responses</b>	<b>Percent</b>
1. Add IT based Programs and other new professional courses	5	5.26
2. Focus on skill-based curriculum	6	6.32
3. Add non-credit courses	6	6.32
4. Transportation facility should be increased	6	6.32
5. Sport materials should be added	7	7.37
6. Reference books should be added in the library	39	41.05
7. Internship facility should be made available	8	8.42
8. Field visits should be increased for annual programs	5	5.26
9. Invite guest lecturers	7	7.37
10. Canteen improvement	6	6.32
<b>Total</b>	<b>95</b>	<b>100</b>

*Source: Tracer Study Survey 2024*

The suggestions provided by graduates highlight key areas for institutional improvement. The most prominent recommendation (41.05%) was the need to enhance library resources, particularly by adding reference books.

Other notable suggestions include the introduction of skill-based and IT-oriented programs, expansion of internship opportunities, and improvement in transportation and sports facilities.

These responses clearly indicate that graduates expect the institution to focus more on practical skills, resource enhancement, and student support services to better prepare them for professional life.

The respondents' other suggestions include:

- An interfaculty interaction program should be conducted.
- Concept of earn and learn should be incorporated in teaching.

## **CHAPTER: THREE**

### **MAJOR FINDINGS**

Based on the analysis of data collected from the graduates of 2024, the following major findings have been derived:

#### **1. Graduate Tracing and Participation**

Out of 114 graduates, 95 (83.33%) were successfully traced. This indicates a satisfactory level of graduate tracking; however, a portion of graduates remains unreachable, suggesting the need for a more systematic alumni database.

#### **2. Gender and Social Inclusion**

The study reveals a higher proportion of female graduates across most programs, indicating positive gender inclusion. Additionally, a considerable number of graduates belong to educationally disadvantaged groups, reflecting the institution's role in promoting inclusive access to higher education.

However, representation of Dalit graduates remains comparatively low, highlighting the need for targeted inclusion strategies.

#### **3. Program-wise Enrollment Distribution**

The majority of graduates are concentrated in the Faculty of Management, while significantly fewer students are enrolled in Humanities and Social Sciences. This indicates an imbalance in program distribution and suggests the need for diversification and promotion of other academic streams.

#### **4. Employment Status of Graduates**

Only 32.63% of the graduates were found to be employed, while a majority (67.37%) were unemployed at the time of the study. This indicates a low level of immediate employability among graduates.

Although 22.11% of graduates were engaged in further studies, the high unemployment rate suggests a gap between academic outcomes and labor market requirements.

#### **5. Faculty-wise Variation in Employment**

Employment outcomes vary across faculties. Graduates from the Faculty of Education and BBA programs show relatively better employment rates compared to BBS graduates, where unemployment is significantly high.

This variation suggests differences in market demand, skill alignment, and practical exposure among the programs.

#### **6. Relevance of Academic Programs**

A large majority of graduates perceive their academic programs as relevant to professional requirements. Most responses fall under “better” and “excellent” categories, indicating a positive perception of curriculum relevance.

However, a small proportion of negative responses suggests the need for periodic curriculum review and updating.

#### **7. Teaching-Learning Environment**

The teaching-learning environment of the campus is identified as a major strength. All respondents expressed positive perceptions, with the majority rating it as “better” or “excellent.”

This indicates effective classroom delivery and a supportive academic atmosphere.

#### **8. Development of Skills and Competencies**

Graduates reported positive outcomes in terms of problem-solving skills and overall learning experience. However, the low employment rate suggests that these skills may not be fully aligned with market expectations or are insufficient for immediate job placement.

#### **9. Institutional Facilities and Support Services**

Most graduates expressed satisfaction with facilities such as library, laboratory, and extracurricular activities. However, some areas, particularly laboratory services and sports facilities, received comparatively lower ratings, indicating the need for improvement.

#### **10. Work Placement and Career Support**

While graduates generally responded positively to work placement and attachment opportunities, the overall employment outcome suggests that institutional support for career placement and industry linkage is still limited.

#### **11. Graduate Feedback for Improvement**

Graduates have provided several constructive suggestions for institutional improvement.

The most prominent areas include:

- Enhancement of library resources
- Introduction of skill-based and IT-oriented programs
- Expansion of internship and practical learning opportunities
- Improvement in physical facilities, such as transportation and sports

## **CHAPTER: FOUR**

### **IMPLICATIONS TO INSTITUTIONAL REFORMS**

The findings of the tracer study provide important insights into the strengths and limitations of the academic programs and institutional practices of Mahakavi Devkota Campus. Based on these findings, the following implications for institutional reforms have been identified:

#### **1. Strengthening Graduate Employability**

The relatively low employment rate among graduates indicates the need to enhance employability-focused education. The institution should prioritize the integration of skill-based learning, practical exposure, and career-oriented training into academic programs.

There is a need to incorporate soft skills, communication skills, digital literacy, and problem-solving abilities as integral components of the curriculum.

#### **2. Expansion of Internship and Work Placement Opportunities**

The findings highlight the need to strengthen institutional mechanisms for internships, fieldwork, and job placement.

The campus should establish formal linkages with industries, schools, organizations, and businesses to provide structured internship opportunities and facilitate smoother transition from education to employment.

#### **3. Establishment of Career Counseling and Placement Services**

The absence of a structured career support system appears to limit graduates' employment prospects.

The institution should consider establishing a dedicated career counseling and placement cell to guide students in career planning, job search strategies, and professional development.

#### **4. Diversification of Academic Programs**

The concentration of students in the Faculty of Management and the minimal enrollment in Humanities indicate the need for diversification of academic offerings.

The campus should introduce new and emerging programs, particularly in IT, skill-based, and interdisciplinary fields, to attract a broader range of students and respond to evolving educational demands.

## **5. Enhancing Inclusivity and Access**

While the campus has made progress in promoting gender and social inclusion, the relatively low representation of certain marginalized groups, particularly Dalit students, suggests the need for targeted interventions.

The institution should adopt inclusive policies such as scholarships, outreach programs, and support mechanisms to improve participation from underrepresented communities.

## **6. Improvement of Institutional Facilities**

Although most graduates expressed satisfaction with facilities, certain areas such as laboratory services, sports infrastructure, and transportation require further improvement.

The campus should prioritize resource allocation to upgrade these facilities to ensure a more supportive learning environment.

## **7. Strengthening Teaching-Learning Practices**

The positive feedback on teaching-learning processes should be sustained and further enhanced through continuous professional development of faculty members.

Innovative pedagogical practices, the use of technology in teaching, and student-centered approaches should be encouraged.

## **8. Development of Alumni Network and Tracking System**

The inability to reach all graduates highlights the need for a systematic alumni tracking mechanism.

The campus should establish a formal alumni network to maintain regular contact with graduates, which can also support mentorship, internships, and institutional development.

## **9. Promotion of Co-curricular and Skill Development Activities**

Graduates have emphasized the importance of extracurricular and skill-based activities.

The institution should expand such activities, including workshops, seminars, guest lectures, and field visits, to enhance students' practical knowledge and professional readiness.

## **CHAPTER: FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **Conclusion**

This tracer study of the graduates of 2024 from Mahakavi Devkota Campus provides valuable insights into the post-graduation status, employability, and perceptions of graduates regarding the quality and relevance of their education.

The study reveals that the campus has been successful in ensuring inclusive access to higher education, particularly in terms of gender participation and representation of educationally disadvantaged groups. Graduates have expressed positive perceptions of the teaching-learning environment, curriculum relevance, and institutional support services, indicating that the campus has maintained a satisfactory academic standard.

However, the findings also highlight significant challenges. The relatively low employment rate among graduates suggests a gap between academic outcomes and labor market requirements. While a portion of graduates are engaged in further studies, the transition from education to employment remains a critical area of concern.

Furthermore, the concentration of students in specific programs, limited industry linkage, and gaps in practical exposure indicate the need for strategic improvements. Feedback from graduates emphasizes the importance of skill-based education, enhanced institutional facilities, and stronger career support systems.

Overall, the study concludes that while Mahakavi Devkota Campus has established a strong academic foundation, there is a need to further strengthen its responsiveness to evolving market demands and professional expectations

## **Recommendations**

Based on the findings of the study, the following recommendations are proposed for institutional improvement:

1. Integrate skill-based training, communication skills, digital literacy, and practical learning components into academic programs to improve graduates' readiness for employment.
2. Establish partnerships with industries, educational institutions, and organizations to facilitate internships, fieldwork, and job placement opportunities.
3. Create a dedicated unit to provide career guidance, job search support, and professional development services to students and graduates.
4. Introduce new and market-oriented programs, particularly in IT and skill-based areas, to broaden academic offerings and attract diverse students.
5. Upgrade laboratory services, library resources, sports facilities, and transportation to enhance the overall learning environment.
6. Develop a structured alumni tracking system to maintain contact with graduates and utilize alumni support for institutional development.
7. Increase opportunities for workshops, seminars, field visits, and guest lectures to enhance students' practical exposure.