A Tracer Study Report of
Yagyodaya Dudhnath Tharu Multiple Campus
(Graduates of 2023)

Submitted to
University Grants Commission
Sanothimi Bhaktapur

Submitted by
Yagyodaya Dudhnath Tharu Multiple Campus
Suddodhan-3, Rupandehi

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EXECUTIVE SUMMARY

Yagyodaya Dudhnath Tharu Multiple Campus is a nonprofit making community based academic institution which is imparting education to the students who are socio-economically back in the catchment area. This campus has been running graduate program in management and education. This tracer study was conducted with the main objective to provide information to YDTMC about the employment status and status for further study of graduates and strength and weakness of the programs. And overall education delivery mechanism. The tracer study has covered the graduates of academic year 2023 A.D. of 23 graduates of the Bachelor in Business Studies (BBS) and Bachelor in Education (B.Ed.) Tracer study committee members, non-teaching staffs and ex-students ware activated to collect data through EMIS unit during college direct visit, telephone interview and electronic media during the reference period form Baishak 1th to Jestha 5th 2082 BS. The survey instrument was a set of questionnaires designed by the UGC, Nepal. Quantitative data was analyzed through frequencies.

The main objective of this study is to identify the position of graduates after they completed their study. Under the guidelines of this objective, the study has the following specific objectives:

- To trace out the graduates and receive information regarding their employment status, further studies and other activities.

- To analyze the information and feedback received from the graduates.

- To suggest the institution for further improvements

ABBREVIATIONS

AD	Anno Domini
BS	Bikram Sambat
B.Ed	Bachelor in Education
BBS	Bachelors in Business Studies
CMC	Campus Management Committee
HOD	Head of Department
MBS	Master of Business Studies
QAA	Quality Assurance and Accreditation
RMC	Research Management Cell
UGC	University Grants Commission
EMIS	Education Management Information System
IQAC	Internal Quality Assurance Committee
YDMC	Yagyodaya Dodhnath Tharu Multiple Campus

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1. INTRODUCTION

1.1 Background/Rationale

Higher education institutions (HEIs) play a key role in helping students build the skills they need for their future careers. The quality of education students receive not only shapes their academic success but also influences how well they perform in the workplace. With today's job market becoming increasingly competitive, it's more important than ever to carefully prepare students with the right knowledge and abilities. To do this well, HEIs should also stay connected with their graduates. A graduate tracer study, like this one, helps gather valuable information about what graduates are doing after they leave—whether they're working, continuing their studies, or facing challenges. This kind of feedback is important for improving education and better supporting future students.

Yagyodaya Dudhnath Tharu Campus, Rupandehi commenced its first batch of bachelor level in the year 2060 B.S. After that the college has produced nineteenth batches of graduates so far. The college has expanded itself by adding various streams and levels, which include BBS and B.Ed. Although the college has produced more than four hundreds of graduates and they have been engaged in various sectors of economic activities at local, national and international level yet, we exactly do not know the extent to which the college has contributed in various aspects of nation building. So, we analyzed the quality of our delivery and got feedback from our production. We also need to notice what percent of our students are employed, how many of them are self-employed and how many of them have gone for further education.

Yagyodaya Dudhnath Tharu Campus was QAA certified in 2025 A.D. and is actively implementing activities under the Performance-Based Funding Project supported by the University Grants Commission (UGC). One of the major components of this project is the

tracer study, which also forms part of the campus's self-study report. The tracer study helps the institution identify its strengths and weaknesses. It also provides new insights into institutional management by gathering valuable feedback and suggestions for improvement in various areas of the college. This study reveals the current status of graduates, their market value, and the demand for their skills, which helps the campus plan for future improvements and development. Furthermore, it evaluates the college's academic programs from the perspective of its graduates and offers important feedback for enhancement. Therefore, this tracer study has been conducted.

1.2 Objectives of the Study

The study has the following objectives:

- To trace out the graduates and receive information regarding their employment status, further studies and other activities.
- To analyze the information and feedback received from the graduates.
- To suggest the institution for further improvements.

1.3 Institutional Arrangements to Conduct the Study

The campus has formed different cells and departments which have been assigned with their duties and responsibilities. Internal Quality Assurance Committee (IQAC) formally decide to conduct tracer study report of 2023 graduates. In order to conduct the study, the joint meeting of IQAC and report preparation team cells was organized and finalized the work division for conducting the current tracer study. EMIS unit has assigned with responsibility of collecting data from the graduates of specified regions and Mr. Moti Raj Gautam assigned to prepare the report.

1.4 Graduate batch taken for the study

The graduate batch of 2023 was selected for the study, which included 23 students in total. The graduates are 14 from B Ed and 9 from BBS.

1.5 Data collection - Instruments and Approach

The main tool used to collect data was a questionnaire developed by the University Grants Commission (UGC). Whenever possible, graduates were contacted at their homes or workplaces and were given the questionnaire to fill out and return as soon as possible. Some graduates came to the campus to complete the form in person. For those living far from the campus, telephone interviews were conducted based on the questionnaire. In some cases, information was also collected through the internet.

1.6 Scope and limitations of the Study

This tracer study includes the graduate students of 2023. The study has the following limitations:

- The study includes the only 23 graduates' of 2023 batch of Yagyodaya Dudhnath
- Tharu Campus.
- This study is completely descriptive.
- The data was collected using a set of questionnaires developed by UGC, Nepal.
- The graduates were approached through field visit, telephone contact and social media.

2. DATA PRESENTATION AND ANALYSIS

2.1 Employment and further study status of the graduates

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

Table 1 : Employment Status of the Graduates

Faculty	B.ED	BBS	Grand Total
Employed	28.57%	11.11%	21.74%
Unemployed	71.43%	88.89%	78.26%
Grand Total	**100.00%**	**100.00%**	**100.00%**

Table 1 presents the employment status of graduate students. It shows that 21.74% of the students are employed, while 74.26% are unemployed. Among the employed graduates, 80% work in government schools and 20% in private schools, as shown in Table 2. When comparing the BBS and B.Ed. programs, the unemployment rate is higher among BBS graduates. Overall, the data indicates that the unemployment rate is high in both the BBS and B.Ed. programs.

Table 2 : Employed Organization Types

Organization	Percent
Government School	80.00%
Private School	20.00%
Grand Total	**100.00%**

Table 3 : Graduates' Involvement in Further Study

Further Study	Frequency	Percent
Further Study	4	17.39
No Further Study	19	82.61
Grand Total	**23**	**100**

The data shows the number and percentage of graduate students who pursued further studies. Out of a total of 23 graduates, only 4 students (17.39%) continued with further studies, while the remaining 19 students (82.61%) did not pursue any additional education. This indicates that a significant majority of the graduates chose not to engage in further academic advancement after graduation.

2.2 Issues Related to the Quality and Relevance of Programs

It deals with the graduates' perceived value regarding quality measures of different dimensions of the institution under eleven specific variables to evaluate strengths and weaknesses of the institutions from the point of view of graduates.

Table 4 : Ratings Based on Relevance of the Program to Professional (job) requirements

Response	Frequency	Percent
Weak	1	4.35%
Below Average	4	17.39%
Average	7	30.43%
Good	10	43.48%
Excellent	1	4.35%
Grand Total	**23**	**100.00%**

A combined 47.83% of respondents rated the program as either Good (43.48%) or Excellent (4.35%), indicating that nearly half of the graduates view the program as relevant to job requirements. 30.43% rated the program as Average, suggesting that while the program may be somewhat relevant, there is room for improvement in aligning it more closely with professional demands. A combined 21.74% rated the program as either Below Average (17.39%) or Weak (4.35%), showing a segment of graduates who feel the program does not adequately meet job market expectations.

Table 5 : Ratings Based on Extracurricular Activities

Response	Frequency	Percent
Weak	1	4.35%
Below Average	1	4.35%
Average	4	17.39%
Good	13	56.52%
Excellent	4	17.39%
Grand Total	**23**	**100.00%**

Table no 5 shows combined 73.91% of respondents rated extracurricular activities as Good (56.52%) or Excellent (17.39%), indicating a high level of satisfaction and active engagement in such programs. 17.39% of respondents rated the activities as Average, suggesting that while acceptable, there may be opportunities to enhance the variety or quality of the programs. Only 2 respondents (8.7%) rated extracurricular activities as Below Average (4.35%) or Weak (4.35%), showing that dissatisfaction is limited among graduates.

The data reflects a strongly positive perception of the extracurricular activities provided, with over 70% of graduates expressing satisfaction. This suggests that the institution is performing

well in this area. However, a small portion of graduates see room for improvement, pointing to a potential opportunity to further diversify or increase the effectiveness of these activities.

Table 6 : Ratings Based on Problem Solving Ability

Response	Frequency	Percent
Below Average	2	8.70%
Average	6	26.09%
Good	8	34.78%
Excellent	7	30.43%
Grand Total	**23**	**100.00%**

Table no 6 shows a combined 65.21% of respondents rated their problem-solving ability as either Good (34.78%) or Excellent (30.43%), indicating that a significant majority feel well-prepared in this critical skill area. 26.09% of respondents rated their ability as Average, suggesting that while they feel somewhat capable, further development may be beneficial. Only 2 respondents (8.70%) rated their problem-solving skills as Below Average, indicating minimal dissatisfaction.

Table 7 : Ratings Based on Work Placement/Attachment/Internship

Response	Frequency	Percent
Very Weak	1	4.35%
Below Average	2	8.70%
Average	4	17.39%
Good	10	43.48%
Excellent	6	26.09%
Grand Total	**23**	**100.00%**

A combined 69.57% of respondents rated their work placement/internship experience as Good (43.48%) or Excellent (26.09%), indicating that most graduates had valuable and

beneficial experience during their internships or attachments. 17.39% of respondents rated the experience as Average, suggesting that while acceptable, it may not have been particularly impactful for all students. A small portion of graduates expressed dissatisfaction, with 1 respondent (4.35%) rating the experience as Very Weak and 2 respondents (8.70%) as Below Average a combined 13.05% expressing concerns about the quality or effectiveness of their work placement.

2.3 Programs' contribution to graduates' professional and personal development

This section describes the programs' contribution to graduates' professional and personal development by gender/ethnicity/caste etc.; Program wise e.g., Management, Humanities, Education, Science; time series comparison. It presents the graduate students by gender, ethnicity and cast in program wise enrollment.

Table 8 : Sex-wise Contribution toward the Program

Program Completed	Female	Male	Grand Total
B.Ed.	30.43%	30.43%	60.87%
BBS	17.39%	21.74%	39.13%
Grand Total	**47.83%**	**52.17%**	**100.00%**

The B.Ed. program has an equal representation from both females (30.43%) and males (30.43%), together contributing 60.87% of total graduates. This suggests gender parity in this program. In the BBS program, 21.74% of graduates are male, while 17.39% are female. Males have a slightly higher representation in this stream. Out of all graduates 47.83% are female and 52.17% are male.

Table 9 : Caste wise Contribution toward the Program

Cast	Female	Male	Percent
Brahmin	2	2	17.39%

Cast	Female	Male	Percent
Dalit	0	1	4.35%
Janajati	7	2	39.13%
Madhesi	2	7	39.13%
Grand Total	**11**	**12**	100.00%

Table no 9 shows that Janajati and Madhesi groups each make up 39.13% of the total graduates, indicating strong participation from these communities. Janajati: Predominantly female (7 females, 2 males). Madhesi: Predominantly male (7 males, 2 females). Brahmins account for 17.39% of the graduates, with equal male and female representation (2 each). Only 1 male graduate (4.35%) represents the Dalit community, showing low participation and a potential equity gap, especially with no female representation from this group. Females are highly represented in the Janajati group, making up a significant portion of that category. The overall gender balance (11 females, 12 males) reflects relatively equal participation, though caste-wise disparities are evident.

2.3 Issues related to teaching / learning, teacher / student relationship and education delivery efficiency

This section describes the issue related to teaching learning, teacher student relationship and education delivery and efficiency. The following table shows ratings of graduates on teaching learning environment.

Table 10 : Ratings Based on Teaching Learning Environment

Response	Frequency	Percent
Weak	1	4.35%
Average	7	30.43%
Good	6	26.09%

Response	Frequency	Percent
Excellent	9	39.13%
Grand Total	**23**	**100.00%**

A combined 65.22% of respondents rated the teaching-learning environment as either Excellent (39.13%) or Good (26.09%), indicating a generally positive perception of the academic setting. 30.43% of graduates rated the environment as Average, suggesting that while they found it acceptable, there may be room for enhancement in certain areas such as teaching methods, classroom resources, or student engagement. Only 1 respondent (4.35%) rated the environment as Weak, reflecting a very low level of dissatisfaction.

The data shows that the majority of graduates (nearly two-thirds) had a positive experience with the teaching-learning environment. The high percentage of "Excellent" ratings (39.13%) is particularly encouraging and points to effective teaching practices and academic support. However, the relatively high number of "Average" ratings (30.43%) suggests opportunities for continuous improvement to move more learners into the "Good" or "Excellent" category.

Table 11 : Ratings Based on Quality of Education Delivered

Response	Frequency	Percent
Average	8	34.78%
Good	8	34.78%
Excellent	7	30.43%
Grand Total	23	**100.00%**

Table no 11 shows that combined 65.21% of respondents rated the quality of education as either Good (34.78%) or Excellent (30.43%), indicating a generally positive perception of the educational standards. 34.78% of graduates rated the quality as Average, suggesting that while the education met basic expectations, there is room for improvement to enhance

learning outcomes and academic excellence. Notably, none of the respondents rated the quality as Below Average or Weak, which reflects consistent minimum standards of quality across the board.

Table 12 : Ratings Based on Teacher Student Relationship

Response	Frequency	Percent
Below Average	2	8.70%
Average	4	17.39%
Good	8	34.78%
Excellent	9	39.13%
Grand Total	**23**	**100.00%**

Table no 12 shows the total of 73.91% of respondents rated the teacher-student relationship as either Good (34.78%) or Excellent (39.13%), indicating a strong and supportive academic interaction between teachers and students. 17.39% of graduates rated the relationship as Average, suggesting that while the relationship was acceptable, there is still scope to enhance communication, mentorship, or accessibility. Only 2 respondents (8.70%) rated the relationship as Below Average, which, although a small percentage, points to the need for attention to individual experiences that may not meet the broader standard.

2.4 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

Teaching learning activities cannot only develop the all-round development of the student. Beyond the teaching learning activities, additional facilities and extra activities play a vital role for all-round development of the students. This section describes the issue related to library, canteen, sports and urinals facility of the institution rating by the graduate students.

Table 13 : Ratings Based on Library Facility

Response	Frequency	Percent
Below Average	1	4.35%
Average	6	26.09%
Good	6	26.09%
Excellent	10	43.48%
Grand Total	**23**	**100.00%**

Table no 13 shows that a combined 69.57% of respondents rated the library facilities as either Excellent (43.48%) or Good (26.09%), indicating that the majority found the resources and services provided by the library to be highly satisfactory. 26.09% of graduates rated the facility as Average, which suggests that while the library met basic academic needs, improvements could further enhance user experience, such as expanding digital access, seating capacity, or book availability. Only 1 respondent (4.35%) rated the library as Below Average, showing a very low level of dissatisfaction, though it still highlights the importance of maintaining consistent quality.

Table 14 : Ratings Based on Lab Facility

Response	Frequency	Percent
Very Weak	3	13.04%
Below Average	3	13.04%
Average	7	30.43%
Good	8	34.78%
Excellent	2	8.70%
Grand Total	**23**	**100.00%**

Table no 14 shows that only 43.48% of respondents rated the lab facilities positively (Good 34.78%, Excellent 8.70%), which is significantly lower than other facility-related ratings such as library or teaching-learning environment. A large portion (30.43%) rated the lab facilities as Average, indicating that while functional, the labs may lack modern equipment, sufficient space, or practical exposure to fully support learning. A combined 26.08% of graduates gave negative ratings Below Average (13.04%) and Very Weak (13.04%) the highest dissatisfaction level among all service areas rated so far. This suggests serious concerns regarding lab infrastructure, maintenance, or availability.

Table 15 : Ratings Based on Sports Facility

Response	Frequency	Percent
Very Weak	1	4.35%
Below Average	1	4.35%
Average	9	39.13%
Good	10	43.48%
Excellent	2	8.70%
Grand Total	**23**	**100.00%**

Table no 15 shows that majority of graduates 52.18% rated the sports facility as either Good (43.48%) or Excellent (8.70%), indicating that over half of the respondents were generally satisfied with the sports infrastructure and opportunities. 39.13% rated the facility as Average, suggesting that while the basic provisions exist, the sports facility may lack variety, modern equipment, or enough organized activities to fully engage students. Only 8.7% of respondents rated the facility negatively (Very Weak 4.35%, Below Average 4.35%), reflecting relatively few serious concerns, but still highlighting room for improvement.

Table 16 : Ratings Based on Canteen/Urinals

Response	Frequency	Percent
Weak	1	4.35%
Below Average	1	4.35%
Average	6	26.09%
Good	12	52.17%
Excellent	3	13.04%
Grand Total	**23**	**100.00%**

Table no 16 shows that total of 65.21% of graduates rated the facilities as either Good (52.17%) or Excellent (13.04%), indicating a generally satisfactory level of cleanliness, accessibility, and overall condition of the canteen and urinals. 26.09% of respondents rated the facilities as Average, suggesting that while usable, there may still be areas that require attention, such as hygiene, variety of food options, or maintenance. Only 2 respondents (8.7%) rated the facilities negatively Weak (4.35%) and Below Average (4.35%) indicating a low level of dissatisfaction, but one that should not be overlooked, especially when it comes to sanitation.

3. MAJOR FINDINGS

3.1 Employment and Further Study Status of the Graduates

- Only 21.74% of graduates were employed, while 74.26% remained unemployed.

- Among the employed, 80% worked in government schools and 20% in private schools.

- Further study participation was low, with only 17.39% pursuing higher education.

- Unemployment was higher in BBS graduates compared to B.Ed., indicating possible program-specific challenges in employability.

3.2 Issues Related to the Quality and Relevance of Programs

- On the relevance of the program to professional/job requirements:

  - 47.83% rated the relevance as Good to Excellent.

  - A significant 30.43% rated it as Average, indicating scope for curriculum improvement.

- A small portion (21.74%) rated it as Weak or Below Average, suggesting that some programs may lack alignment with market or job requirements.

3.3 Programs' Contribution to Graduates' Professional and Personal Development

- Faculty-wise employment shows B.Ed. graduates have a higher employment rate (28.57%) than BBS (11.11%).

- Sex-wise participation: Males (52.17%) slightly outnumber females (47.83%), with a relatively balanced distribution.

- Caste-wise contribution:

  - Janajati and Madhesi groups each represented 39.13% of total graduates.

  - Dalit representation was minimal (4.35%), highlighting a need for inclusion efforts.

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- The data indicates some disparities in access, program completion, and employment across caste and gender lines.

3.4 Issues Related to Teaching/Learning, Teacher-Student Relationship, and Education Delivery Efficiency

- Teaching-learning environment received 82.61% positive ratings (Good/Excellent), indicating effective delivery.

- Teacher-student relationship was rated Good or Excellent by 73.91%, showing strong academic interaction.

- Quality of education delivered received 65.21% positive feedback, though a significant 34.78% rated it as Average, reflecting the need for continuous academic enhancement.

3.5 Issues Related to Facilities (Library, Laboratory, Canteen, Sports Facilities, Urinals)

- Library Facility: Highly rated, with 69.57% of students giving Good or Excellent ratings.

- Lab Facility: Mixed feedback only 43.48% gave positive ratings, while 26.08% rated it Below Average or Very Weak, making it a key area of concern.

- Sports Facilities: Moderately positive; 52.18% rated it Good or Excellent, though 39.13% gave Average ratings.

  - Canteen and Urinals: Received 65.21% positive ratings, but 26.09% rated them as Average, suggesting scope for further improvement in hygiene and maintenance.
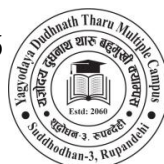
4. IMPLICATIONS TO INSTITUTIONAL REFORM

This systematic effort to collect and analyze data on the employment status and current designations of our graduates has helped us identify our strengths and areas for improvement. Furthermore, this initiative has enabled us to build relationships with our alumni who are already well-established in their careers. We can now approach them to support the engagement of current and future students, either within their organizations or through their professional referrals.

The findings from the graduate data analysis reveal several key areas requiring attention and offer valuable insights for institutional reform. These implications aim to enhance academic relevance, improve graduate employability, promote inclusiveness, and strengthen institutional efficiency and student satisfaction. Institutions must review and update curricula regularly, aligning them with industry standards, emerging market trends, and practical competencies to ensure graduates are workforce ready. Stakeholder engagement (employers, alumni, faculty) should be integrated into curriculum review processes.

Introduce career counseling, internship programs, job placement cells, and soft skills training to improve graduates' transition to the labor market. Strengthen partnerships with government, private sectors, and NGOs to create more internship and employment pathways. Promote equitable access and retention strategies for marginalized groups through scholarships, remedial support, and targeted outreach. Gender-sensitive policies and diversity monitoring mechanisms should be institutionalized to ensure fair representation and support. Strengthen faculty development programs, focusing on pedagogical innovation, student-centered learning, and assessment methods. Promote a feedback culture, where student evaluations meaningfully inform faculty performance and academic improvements.

Invest in upgrading physical infrastructure, particularly laboratories, ensuring they are well-equipped, regularly maintained, and accessible. Implement quality standards and regular audits for all student services and amenities to enhance satisfaction and well-being.

The data underscores the need for a holistic institutional reform strategy grounded in inclusiveness, relevance, quality, and accountability. By addressing the identified gaps in employment, program relevance, teaching practices, and facilities, the institution can significantly enhance its educational impact and fulfill its mission of producing competent, employable and socially responsible graduates.

5. CONCLUSION AND RECOMMENDATIONS

The analysis of graduate feedback reveals both strengths and challenges within the institution. While students expressed overall satisfaction with the teaching-learning environment, teacher-student relationships, and several support facilities, critical issues remain in terms of employability, program relevance, equity in access, and infrastructure quality.

The high unemployment rate among graduates, coupled with a low proportion pursuing further education, signals a disconnect between academic programs and labor market demands. Moreover, the limited representation of marginalized communities (e.g., Dalits), and the relatively poor ratings of facilities like laboratories, point to areas that require strategic institutional reform.

The feedback provided through this study offers a valuable opportunity for the institution to reflect, reform, and realign its programs and services with current realities and future goals.

Recommendations

- Revise curricula to include market-relevant skills, practical experiences, and emerging disciplines.

- Integrate entrepreneurship, digital literacy, communication, and problem-solving into all programs.

- Establish partnerships with industry to provide internships, guest lectures, and job placement support.

- Promote academic mobility by facilitating access to postgraduate opportunities through awareness programs and mentorship.

- Regularly train faculty on modern teaching methodologies, assessment strategies, and student engagement techniques.

- Encourage peer observation, student feedback systems, and performance reviews to maintain high academic standards.

- Prioritize the modernization of laboratories, ensuring they are well-equipped and support hands-on learning.

- Improve basic facilities (canteen, urinals, library, sports, etc.) based on student feedback to enhance overall satisfaction.

By implementing these recommendations, the institution can take meaningful steps toward academic excellence, equity, and graduate success, ultimately enhancing its reputation and social impact.

APPENDICES

Annex 1: Graduate Name List

S.N	Name of Students	Gender	Program Completed
1	Amar Kumar Harijan	Male	B.Ed.
2	Bikash Aryal	Male	B.Ed.
3	Binita Chaudhary	Female	B.Ed.
4	Deep Kumar Kohar	Male	B.Ed.
5	Laxmi Gnawali	Female	B.Ed.
6	Madhu Kumari Tharu	Female	B.Ed.
7	Meena Yadav	Female	B.Ed.
8	Pradip Kumar Baniya	Male	B.Ed.
9	Puspa Gharti Thapa	Female	B.Ed.
10	Rakesh Lodh	Male	B.Ed.
11	Ramnath Yadav	Male	B.Ed.
12	Sharda Murau	Female	B.Ed.
13	Shiva Kumari Chaudhary	Female	B.Ed.
14	Tufani Kewat	Male	B.Ed.
15	Aadesh Rana	Male	BBS
16	Ajay Murau	Male	BBS
17	Akhil Dhakal	Male	BBS
18	Chandrakala Chaudhary Tharu	Female	BBS
19	Karishma Khanal	Female	BBS
20	Krishna Kumari Tharu	Female	BBS
21	Nitesh Chaudhary	Male	BBS
22	Ram Krishna Murau	Male	BBS
23	Saraswati Kumari Chaudhary	Female	BBS