

Tracer Study Report

Jana Bhawana Campus
Lalitpur

2021

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Established Year 2047 B.S

Tracer Study Report

TSR. Vol. VII

TSR of Graduates of 2021

TSR.JBC.



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Acknowledgements

This tracer study report traces the graduates from Jana Bhawana Campus of the year 2021. It is prepared as part of study scheduled by IQAC, Jana Bhawana Campus in its Annual Action Plan and conducted by Jana Bhawana Campus (JBC) especially to explain the link between study programs and the job market, issues related to the quality and relevance of programs, to show uniqueness and positioning of individual campuses, enable universities and institutions managing higher education to make conversant and evidence based decisions about improvements and quality education and services in higher education. This study typically follows the procedure that involves contacting and surveying graduates to collect data on their experiences after completing their education.

Tracer Study Task Team feels immense pleasure and extend ourlimitless appreciation and sincere gratitude to all those who have directly or indirectly contributed to this study. Without their support, this report would otherwise, never have witnessed the form it appears at present. The team also hopes that this study shall provide valuable feedback to the campus and contribute to continuous improvement in curriculum development, career services, and alumni engagement.

In particular, we are highly indebted to Campus Management Committee, Campus Administration and faculty and staff of Jana Bhawana Campus. Further, we are also thankful to all the graduates of 2021, who filled up the forms and submitted them on time despite of the time limitation we provided. In addition, the Tracer Study Task Team thanks University Grants Commission, Nepal for assisting and inspiring us to prepare this report timely.

Tracer Study Task Team (TSTT)

Jana Bhawana Campus

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Executive Summary

Jana Bhawana Campus, Situated at Godawari-11, Chapagaun, Lalitpur, is a leading academic institution established in 1991 by a team of renowned academicians, educationists and professionals. It has become a *QAA certified institution* and has been striving forward with potent determination, dedication and well set plan to become an *autonomous institution*.

The college has been running BBS, BA, B.Ed, BSW in yearly system and BICTE, BCA & MBS in Semester System under Tribhuvan University(TU) with a commitment to provide quality education. It is a community college run by a campus assembly which comprises academicians, educationists, social workers and professionals. This academic institution has become successful in achieving outstanding result in the board result of TU. It is committed to impart theoretical and practical quality education. The campus aims to develop its students as the responsible citizens of the country and instill the sense of pride being the Jbian (the students of JBC). "BE A JBIAN, BE A GOOD CITIZEN" is therefore the motto of the campus.

JBC has already produced a number of graduates in each of its programs, MBS, BBS, BA, B.Ed. that it has been running except in BCA and BICTE -programs which have not completed first cycle. It is, thus, significant to trace the graduates and track as well as analyzes the outcomes and experiences. It has covered the paths or trajectories of graduates and made an attempt to understand their employment status, career development, overall impact of their education on their lives. Further, it has assessed the issues related to quality and relevance of the programs.

JBC has been conducting tracer study since 2015 regularly. The main objective of this tracer study was to know the employment status, give careful consideration on how graduates view their experiences they underwent during their study and their transition to the job market. Further, the campus also wanted to know identify the needs for the improvement of its teaching learning environment and make improvements basing on the suggestions of graduates.

This Tracer study Report (TSR) has included the graduates of the batch 2021 from JBC who graduated in BBS, BA, B.Ed. and MBS programs run by the campus. Altogether, 48 students were involved in the study who furnished the questionnaire.

Quantitative approaches were used for data collection. The primary method employed in the analysis of data was descriptive analysis. The collected data were computed using Statistical Package for Social Sciences (SPSS) 23.0 version software. The table and figures presented were generated using SPSS program.

The study is organized into five sections: introduction, data presentation and analysis, major findings, implications to institutional reform and conclusion and recommendations. The first section presents background/rationale, objectives, institutional arrangements to conduct the study, graduate batch taken for the study, data collection - instrument and approach and finally the scope and limitations of the study. The second section provides data presentation and analysis. Likewise, the third section presents major findings of the study. The fourth section presents implications to the institutional reform. The fifth section presents conclusions and recommendations of the study.

Demographic Characteristic of Graduates

Altogether, the study covers 48 students graduated from this college in the year 2021. Out of the total graduates who participated in the survey more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2021 is excessively higher than that of the males. The data shows that most of the graduated students are the female and their percentage is approximately 4 times (i.e 81.25) more than that of the males.

Similarly, the study presents that 79.2% of the graduates were from BA and BBS program and out of them 21.05% were male. Out of 10.4% of the graduates in total, there were no male graduate from B.Ed. program. Among graduates in MBS only 20% are male which shows the poor gender inclusion in master level program. In total as well, the male graduates hold only 18.75% which shows female are being more benefited by the program.

most of the graduated students belong to Chhetri followed by Tamang and Newar. In regards of the program, in B.Ed, Brahmin and Tamang graduates cover 80.% of total graduates. Chhetri

graduates hold 20%. There is no graduate belonging to Newar, Pahari and Dalit ethnicity. In BA program, graduates belonging to Chhetri ethnicity (i.e. 37.03%) is the highest followed by Tamang (i.e.25.92%). In BBS program, the highest number graduates belong to Newar (i.e. 36.36 %) followed by Chhetri (i.e. 27.27%). In MBS program, the highest number of graduates belong to Chhetri i.e 60%. Among the total graduates, Chhetri cover highest 35.41% where as Tamang and Newar collectively cover 39.58%. BBS program seems to be the most inclusive programs in regards to inclusion of all the ethnicity where as MBS and B.Ed. programs are less inclusive. The study further shows that the demographic composition is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity (except one in BA) whereas B.Ed. and MBS don't have representation from Pahari and Dalit.

Graduates' Responses on Quality Measures of JBC

Graduates' Responses on quality measures indicates that the perception of students on institutional program is good. The teaching learning environment of the institution is better and excellent as 81.25% remarked better and excellent which is followed by good indication covering 10.4%. Regarding the issue of teacher student relationship the study reveals that the teacher / student relationship of the institution is excellent and better as 44 out of 48 respondents have responded either better or excellent. Only 3 graduates have opined that the teacher - student relation is good and average where as there is only one graduate has responded fair.

Further, the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 56.25%) regarding the problem solving ability in relation to their professional or job related task. However, 10.48% graduated pointed that the problem solving ability of the program was below average.

Graduates' responses to facilities such as library, laboratory, canteen, sports facility, urinals etc.

In an issue on library facility, the study shows the highest number of graduates responded library facility as excellent but even 3 respondents have responded either fair or average. Out of 48

graduates only 3 graduates have responded library facility as good. It shows that majority of the students are very satisfied with the library facility offered by the institution.

The study also shows that the lab facility of the campus is just satisfactory. Only 50% have responded excellent or better where as 33.4% graduates have remarked the lab facility average and good. 16.7% graduates have remarked lab facility poor and fair. Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it and offer better service to give the full satisfaction to the students.

Further, the canteen and urinal facility of the institution is not very excellent. Out of 48 graduates, 10 graduates have responded canteen and urinal facility either poor or fair or average where as only 7 graduates have responded canteen and urinal facility excellent. 64.6% graduates have responded either good or better. In an issue related to sports facility, figure no 8 depicts that the sports facility of the institution is not at the level of excellent as out of the total 48 graduates 15 i.e 31.25% graduates have responded it poor, fair and average Only 54.17% graduates have responded sports facility good and better which indicates that the institution has to emphasize on enhancing sports facilities.

Findings

The findings of the study show that JBC's academic activities have been directed towards its broader goals towards producing globally competent human resources. Positive responses of the graduates on issues related to quality and relevance of the programs, teaching learning environment and quality of education delivered show that the campus has been successful to in contributing the students not only for their professional enhancement but also towards a better educational environment. However, the study also pin-points the need for the further enhancement in various areas: extra-curricular activities, sports activities and research based learning.

The major findings of the study are:

- Teaching learning environment is excellent.
- Harmonious relationship exists in between teachers and students.
- Students are satisfied with the education delivery quality of the institution.
- The college can still enhance library facilities.

- Lab is just satisfactory so the college has to enhance lab facilities.
- Canteen and Urinal facilities require enhancement.
- Aid sports facilities and conduct more activities.

Table of Contents

<i>Acknowledgements</i>	<i>i</i>
<i>Executive Summary</i>	<i>iii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Figures</i>	<i>xi</i>
<i>Abbreviations</i>	<i>xii</i>
1. INTRODUCTION	1
1.1 Background/Rationale	1
1.2 Objectives of the Study	2
1.3 Institutional arrangements to conduct the study	3
1.4 Graduate batch taken for the study	3
1.5 Data Collection - Instrument and approach.....	3
1.6 Scope and Limitations of the study	4
2. DATA PRESENTATION AND ANALYSIS	5
2.1 Employment and Further Study Status of the graduates.....	5
2.2 Issues related to quality and relevance of the programs	8
2.3 Programs' Contribution to graduates' professional and personal development(by gender, ethnicity and caste; program wise).....	13
2.4 Issues Related to teaching/ learning, teachers/ Students relationship and education delivery efficiency.	18
2.5 Issues related to facilities such as library, laboratory, canteen, sports facility, urinals etc.	21
3. MAJOR FINDINGS	24
3.1 Employment and Further Study Status of the graduates.....	24
3.2 Issues related to quality and relevance of the programs	25
3.3 Programs' Contribution to graduates' professional and personal development. (by gender, ethnicity and caste; program wise).....	26
3.4 Issues Related to teaching/ learning, teachers/ Students relationship and education delivery efficiency.	27
3.5 Issues related to facilities such as library, laboratory, canteen, sports facility, urinals etc.	28
4. IMPLICATIONS TO INSTITUTIONAL REFORM	29
5. CONCLUSION AND RECOMMENDATIONS	31

5.1 Conclusion	31
5.2 Recommendations	31

List of Tables

Table 1: Current Employment Status * Pursuing Further Study	5
Table 2: Gender* Pursuing Further Studies.....	6
Table 3: Current Employment Status of Graduates in Each Program	7
Table 4: Issues Related to Quality and Relevance of the Programs	8
Table 5: Graduate Response to Relevance of the Program.....	10
Table 6: Problem solving ability of the program.....	11
Table 7: Gender of Graduate Students.....	13
Table 8: Gender of graduates on different program.....	14
Table 9: Program Completed by Caste/ Ethnicity	16
Table 10: Representation of Ethnicity in Each Program	18
Table 11: Teaching Learning Environment	18
Table 12: Teacher/Student Relationship.....	19
Table 13: Education Delivery Efficiency	20
Table 14: Library Facility	21
Table 15: Lab Facility	22
Table 16: Canteen and Urinals Facility	22

List of Figures

Figure 1: Relevance of the program.....	10
Figure 2: Problem solving ability of the program.....	12
Figure 3: Gender of graduate students (in percentage).....	13
Figure 4: Gender of Graduates in Each Program.....	15
Figure 5: Ethnicity of graduates in each program.....	17
Figure 6: Teaching Learning Environment.....	19
Figure 7: Teacher Student Relationship.....	20
Figure 8: Sports Facility.....	23

Abbreviations

B. Ed.	Bachelors of Education
BA	Bachelors of Arts
BASW	Bachelors of Arts in Social Work
BBS	Bachelors in Business Studies
BCA	Bachelor in Computer Application
GTS	Graduate Tracer Studies
HEI	Higher Education Institutions
JBC	Jana Bhawana Campus
MBS	Master of Business Studies
SPSS	Statistical Package for Social Sciences
TS	Tracer Studies
TSR	Tracer Study Report
TSTT	Tracer Study Task Team

1. INTRODUCTION

The Tracer Study Report 2021 presents the report of graduates of the year 2021 from Jana Bhawana Campus (JBC). The study was conducted as a part of IQAC Plan of Action scheduled in its annual plan. The report presents overall perceptions and experiences of the graduates from management, humanities and education stream. It further summarizes feedback received from the graduates who have accomplished their academic study in their respective programs in the year 2020 A.D. Further, the report also traces the employment status and current status of students regarding their further study. The data was furnished by the graduates and collected by TSTT as per the Tracer Questionnaire. The tracer study was conducted to identify the employment and further study status of the graduates, issues related to the quality and relevance of programs, programs' contribution to graduates' professional and personal development, issues related to teaching learning, teacher student relationship and education delivery efficiency and issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

The study is organized into five sections: introduction; data presentation and analysis; major findings; implications to institutional reform and conclusion and recommendations. The first section presents background/rationale, objectives, institutional arrangements to conduct the study, graduate batch taken for the study, data collection - instrument and approach and the scope and limitations of the study. The second section provides data presentation and analysis. Likewise, the third section presents major findings of the study. The fourth section presents implications to the institutional reform. The fifth section presents conclusions and recommendations of the study.

1.1 Background/Rationale

Jana Bhawana Campus, Situated at Godawari-11, Chapagaun, Lalitpur, is a leading academic institution established in 1991 by a team of renowned academicians, educationists and professionals. It has become a *QAA certified institution* and has been striving forward with potent determination, dedication and well set plan to become an *autonomous institution*. The college has been running BBS, BA, B.Ed, BSW in yearly system and BICTE, BCA & MBS in Semester System under Tribhuvan University(TU) with a commitment to provide quality education. It is a community college run by a campus assembly which comprises academicians, educationists, social

workers and professionals. This academic institution has become successful in achieving outstanding result in the board result of TU. It is committed to impart theoretical and practical quality education. The campus aims to develop its students as the responsible citizens of the country and instill the sense of pride being the Jbian (the students of JBC). "BE A JBIAN, BE A GOOD CITIZEN" is therefore the motto of the campus.

Now a days, campuses and universities embrace the use of tracer studies for excessivereasons:especially to accredit their study programs; to explain the link between study programs and the job market; to show uniqueness and positioning of individual campuses; and also to enable universities and institutions managing higher education to make conversant and evidence based decisions about improvements and quality education and services in higher education. JBC has also conducted this tracer study in align to these reasons.

Jana Bhawana Campus has been conducting tracer study since 2015. It conducted this Tracer Study to give careful consideration on how graduates view their experiences they underwent during their study and the transition to the job market. Further, campus also wants to assess the areas in which it needs to improve and bring changes basing on the suggestions of graduates. The Tracer Study Task Team (TSTT) believes that such studies can be relevant to collect data on the employment situation of the most recent graduates in order to obtain indicators for their professional performance. They can therefore, be used to contribute for the causal explanations of the relevance and appropriateness of the study conditions, services and programs provided by HEIs and the quality of the graduate product. To be specific, the TSTT expects that this study is very significantfor initiating changes in teaching learning methodology, environment and curricular aspect of HEIs like JBC.

1.2 Objectives of the Study

The main objective of this study is to identify the current position of employment and further study status of the graduates of JBC who graduated in the year 2021 A.D and issues related to the quality and relevance of programs. Under the guidelines of this objective, other specific objectives of the study are:

- To identify the current position of graduates of JBC i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- To assess the programs' contribution to graduates' professional and personal development of the graduates of JBC.
- To assess issues related to teaching learning, teacher student relationship and education delivery efficiency at JBC.
- To assess the feedback of the graduates for the improvement of overall teaching learning environment based on JBC graduates' expectations.

1.3 Institutional arrangements to conduct the study

To carry on the Tracer Study, Graduate Tracer Survey (GTS) was conducted by JBC applying quantitative method using the survey form. At first, Tracer Study Task Team was formed comprising of 4 members. The team made a series of telephone calls to the graduates of 2021 A.D. The first call was to inform the graduates about the Tracer studies program. Then, the team introduced the purpose of the survey. After that graduates were called in campus and requested to participate in the survey filling up the survey form. All the graduates filled up the questionnaire as per their knowledge and confusing parts were assisted by the task team. After the forms were filled up, the data were recorded, analyzed and interpreted to find the overall status of the institution.

1.4 Graduate batch taken for the study

For the tracer study, only the graduates of 2021 batch have been taken as the institution has already conducted the Tracer Study of the graduates of 2020 batch. The graduates for this study were from the faculty of Humanities, Management and Education at Bachelor Level and from the faculty of Management at Master Level.

1.5 Data Collection - Instrument and approach

The survey was done at JBC with the participation of graduated batch 2021. The TSTT made a series of telephone calls to the graduates. The first call was to inform the graduates about the Tracer Study program. Then, the team introduced the purpose of the survey. After that graduates were called in campus, they were requested to participate in the survey. All the graduates

filled up the questionnaire as per their knowledge and confusing parts were assisted by the team. Total 48 graduates participated in this survey.

The collected data were computed into the Statistical Package for Social Sciences (SPSS) version 23.0 at the end of the completion of data collection activity. Data analysis was done descriptively using mean, standard deviation, range and the proportions. The tools and techniques used for the survey to collect the data was questionnaire to the respondents.

1.6 Scope and Limitations of the study

The study has a wider scope as it covers various aspects related to graduates experiences and perceptions. It presents their feedbacks to the programs, their relevance, facilities of the college and gender as well as ethnic composition. Moreover, it is more important to institutional programs of HEIs because by collecting and analyzing information on graduate's study experiences, professional and personal careers, we can know the employment situation of the most recent graduates in order to obtain indicators for their professional performance. Such studies also emphasize programmatic issues, conditions, situations and contexts within which the graduates studied at the Campus; positing and interrogating the quality of these study provisions and conditions as this study argues. This study has been limited to the graduated batch, 2021 of JBC.

2. DATA PRESENTATION AND ANALYSIS

The study was carried out among the graduates who completed B.ED, BA, BBS and MBS in the year 2021. The total number of students who participated in the study is 48.

2.1 Employment and Further Study Status of the graduates

Table 1: Current Employment Status * Pursuing Further Study

			Pursuing_Further_Study		Total
			Yes	No	
Current_Employment_Status	Service in an organization	Count	3	14	17
		% within Current_Employment_Status	17.6%	82.4%	100.0%
		% within Pursuing_Further_Study	30.0%	36.8%	35.4%
	Self Employed	Count	2	2	4
		% within Current_Employment_Status	50.0%	50.0%	100.0%
		% within Pursuing_Further_Study	20.0%	5.3%	8.3%
	Unemployed	Count	5	22	27
		% within Current_Employment_Status	18.5%	81.5%	100.0%
		% within Pursuing_Further_Study	50.0%	57.9%	56.3%
Total		Count	10	38	48
		% within Current_Employment_Status	20.8%	79.2%	100.0%
		% within Pursuing_Further_Study	100.0%	100.0%	100.0%

Source: Tracer Study Questionnaire 2021

Table No.1 depicts that out of 48 graduates 43.75 % (i. e. 21) graduates are employed and 23.83% (i.e 10) graduates are pursuing further studies. Among the employed graduates (i.e 5), 23.80%

graduates are pursuing their further study whereas among unemployed graduates 18.5% students are pursuing their further studies.

Out of 21 employed graduates, 80.95% of graduates have service in an organization. Among all the graduates, only 8.33% are self employed and 56.25% graduates are unemployed which shows that majority of the graduates are unemployed. This indicates that the college has to give more emphasize in career counseling and placement service or organize programs to enhance entrepreneurship mannerism in the students. Further, more than 4/5 of the graduates are not pursuing further education which indicates reduced intellectual growth and skilled human resource with higher studies.

Table 2: Gender* Pursuing Further Studies

			Pursuing_Further_Study		Total
			Yes	No	
Gender	Male	Count	2	7	9
		% within Gender	22.2%	77.8%	100.0%
	Female	Count	8	31	39
		% within Gender	20.5%	79.5%	100.0%
Total		Count	10	38	48
		% within Gender	20.8%	79.2%	100.0%

Source: Tracer Study Questionnaire 2021

Table 2 shows that out of 20.83% of the total graduates who are pursuing further studies only 20% are male. Out of 39 female graduates only 20.51% are pursuing further studies. The data shows that there is no significant difference between male and female graduate who are pursuing further studies as 22.2% male and 20.5% female are pursuing further studies. The table indicates that only 1/5 graduates are pursuing further studies.

Table 3: Current Employment Status of Graduates in Each Program

			Program_Completed				Total
			B.Ed	BA	BBS	MBS	
Current_Employment_Status	Service in an organization	Count	4	7	3	3	17
		% within Current_Employment_Status	23.5%	41.2%	17.6%	17.6%	100.0%
	Self Employed	Count	0	2	2	0	4
		% within Current_Employment_Status	0.0%	50.0%	50.0%	0.0%	100.0%
	Unemployed	Count	1	18	6	2	27
		% within Current_Employment_Status	3.7%	66.7%	22.2%	7.4%	100.0%
Total	Count	5	27	11	5	48	
	% within Current_Employment_Status	10.4%	56.3%	22.9%	10.4%	100.0%	

Source: Tracer Study Questionnaire 2021

Table No. 3 shows that majority of the graduates in Education program are employed in an organization as only 20% graduates are unemployed. Whereas, among the graduates from humanities, 66.66 %i.e., majority of the graduates are unemployed. Among the graduates of BBS 45.45% are employed. Among the graduates of MBS program, 3/5 are employed in an organization, 2/5 are unemployed whereas there is no graduate self-employed from this program. In comparison to Bachelor and Master level graduates, it is found that 37.20% students who graduated in bachelor level program are employed whereas 60% of graduates in Master level are employed. Out of 43 graduates in bachelor level program, 9.30% are self-employed. The study revealed that the employment rate of the master's level graduates is almost double than that of the bachelor level graduates. Among all programs, the highest percentage of graduates who are employed are from B.Ed. program i.e., 80%. The highest percentage of graduated unemployed are from BA program which is 66.66%.

2.2 Issues related to quality and relevance of the programs

Table 4: Issues Related to Quality and Relevance of the Programs

	N	Minimum	Maximum	Mean
Relevance_of_the_Program	48	1	5	3.60
Extracurricular_Activities	48	0	5	3.44
Problem_Solving_Abilities	48	0	5	3.75
Workplacement_Attachment_Internship	48	0	5	3.69
Teaching_Learning_Environment	48	1	5	4.25
Quality_of_Education_Delivered	48	2	5	4.29
Teacher_Student_Relationship	48	1	5	4.54
Library_Facility	48	1	5	4.38
Lab_Facility	48	0	5	3.04
Sports_Facility	48	0	5	3.04
Canteen_Urinals	48	0	5	3.29
Valid N (listwise)	48			

Source: Tracer Study Questionnaire 2021

Table No 3 Shows the responses of graduated students regarding the issues related to quality and major strengths and weaknesses of the institutional program that they have attended. Responses have been observed in 6-point scale, 0 to 5, where 0 indicates poor and 5 indicates Excellent. Mean value of the response of the student's response indicates that all the institutional programs are perceived more than average. It indicates that the teacher student relationship is at the best level. Whereas, perception of students on teaching learning environment, quality of education delivered, and library facility delivered are excellent (i.e., mean value is above 4). However, Relevance of the program, Extra Curricular Activities, Problem Solving Abilities, Lab Facilities, Sports facilities and Canteen and Urinal facilities need enhancement as they are approximate to average (i.e., mean value is below 4). When Minimum and Maximum level assigned by the respondents are analyzed, the studies revealed that respondents have assigned 0 as well as 5 to Lab facilities, Canteen Urinals, Sports Facility, Problem Solving Abilities, Work-placement and internship and Extra Curricular Activities. This indicates that some respondents even feel that some of the facilities are at poor level. Regarding, quality of education delivered, the study shows that no respondents assigned poor or fair. In term of teacher student relationship, library facility, and quality of education

delivered and teaching learning environment, the college seems to have excellent experiences and perceptions of the graduates.

Brief summary of the response of graduate students to the quality and relevance of the institutional program is presented below.

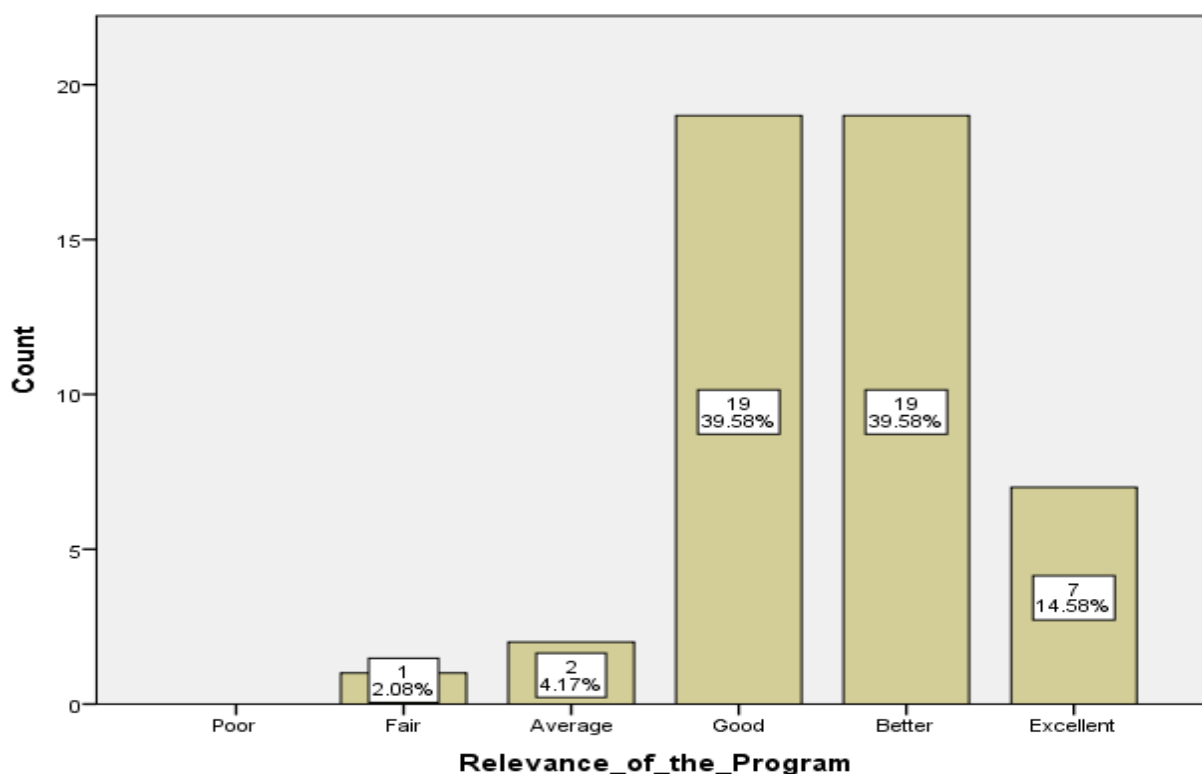
Table 5: Graduate Response to Relevance of the Program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	1	2.1	2.1	2.1
Average	2	4.2	4.2	6.3
Good	19	39.6	39.6	45.8
Better	19	39.6	39.6	85.4
Excellent	7	14.6	14.6	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No. 5 Shows that majority of the responses indicate that the relevance of the program is better and good (i.e.79.16%). Out of 48 graduates 7 graduates have indicated that relevance of the program is excellent. This indicates that more than 90% graduates indicate that program is good and above. Only 6.25% graduates have responded that the relevance of the program was average and fair. Out of the total respondents, no graduates responded that the relevance of the program is poor. In overall, graduates responded that the relevance of the program is good enough.

Figure 1: Relevance of the program



Source: Tracer Study Questionnaire 2021

Hence, the data shows that programs launched by the institution are good, better, excellent and relevant.

Table 6: Problem solving ability of the program

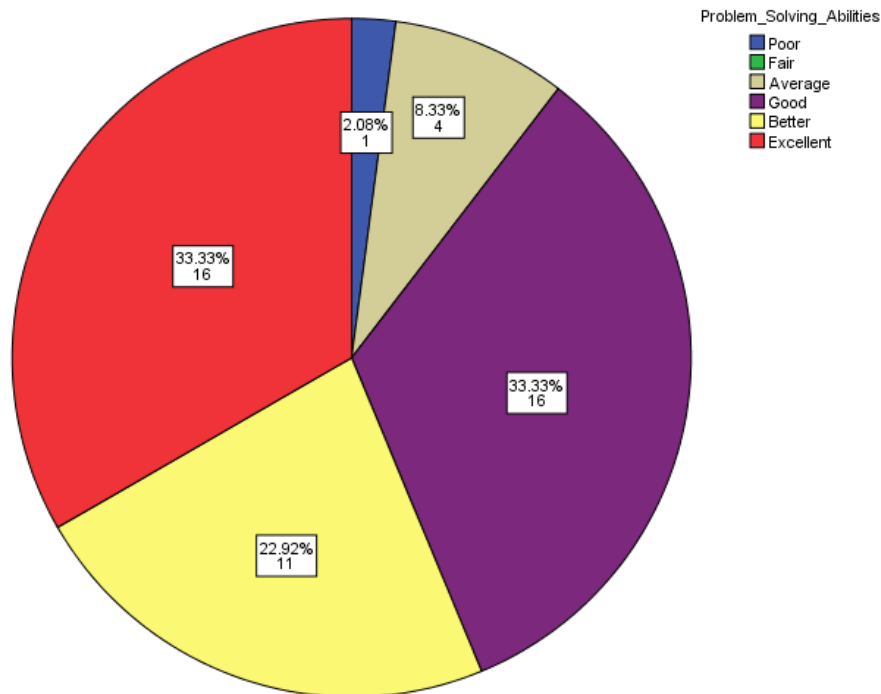
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	1	2.1	2.1	2.1
Average	4	8.3	8.3	10.4
Good	16	33.3	33.3	43.8
Better	11	22.9	22.9	66.7
Excellent	16	33.3	33.3	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No.6 Shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 56.25%) regarding the problem solving ability in relation

to their professional or job related task. However, 10.48% graduated pointed that the problem solving ability of the program was below average.

Figure 2: Problem solving ability of the program



Source: Tracer Study Questionnaire 2021

Figure 2 shows that two third of the students responded that the problem-solving ability of the program was good, better and excellent. From the responses of the graduates, it can be concluded that quality of the problem-solving ability is good, better and excellent. Only one graduate has rated the problem solving ability as poor. This shows the possibility that the college can make further effort to escalate the problem solving ability.

2.3 Programs' Contribution to graduates' professional and personal development (by gender, ethnicity and caste; program wise)

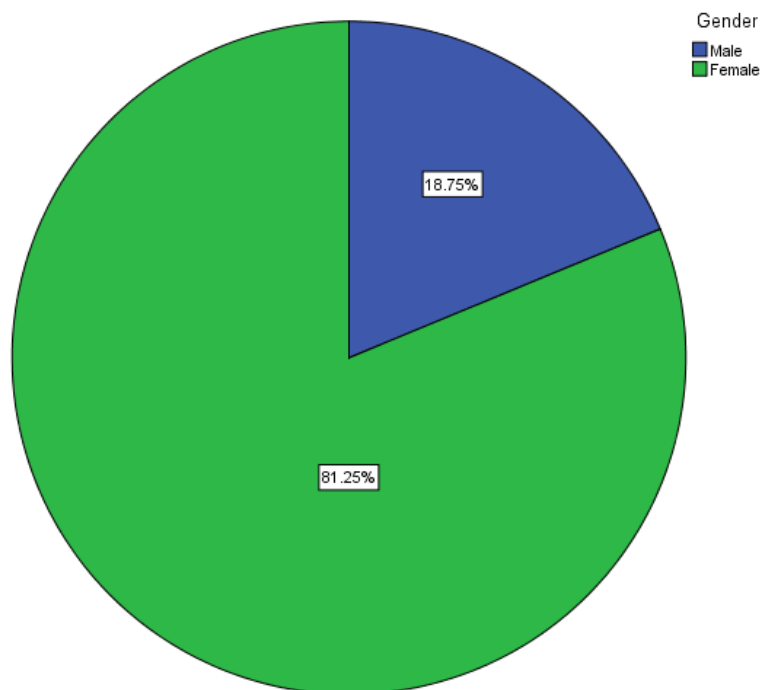
Table 7: Gender of Graduate Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	9	18.8	18.8	18.8
Female	39	81.3	81.3	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No.7 illustrates that altogether 48 graduates participated in the tracer study survey among the graduates from this campus in the year 2021. Out of the total graduates who participated in the survey more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2021 is excessively higher than that of the males.

Figure 3: Gender of graduate students (in percentage)



Source: Tracer Study Questionnaire 2021

Figure No. 3 presents the data of the total graduates on the basis of their gender. The data shows that most of the graduated students are the female and their percentage is approximately 4times (i.e81.25) more than that of the males.

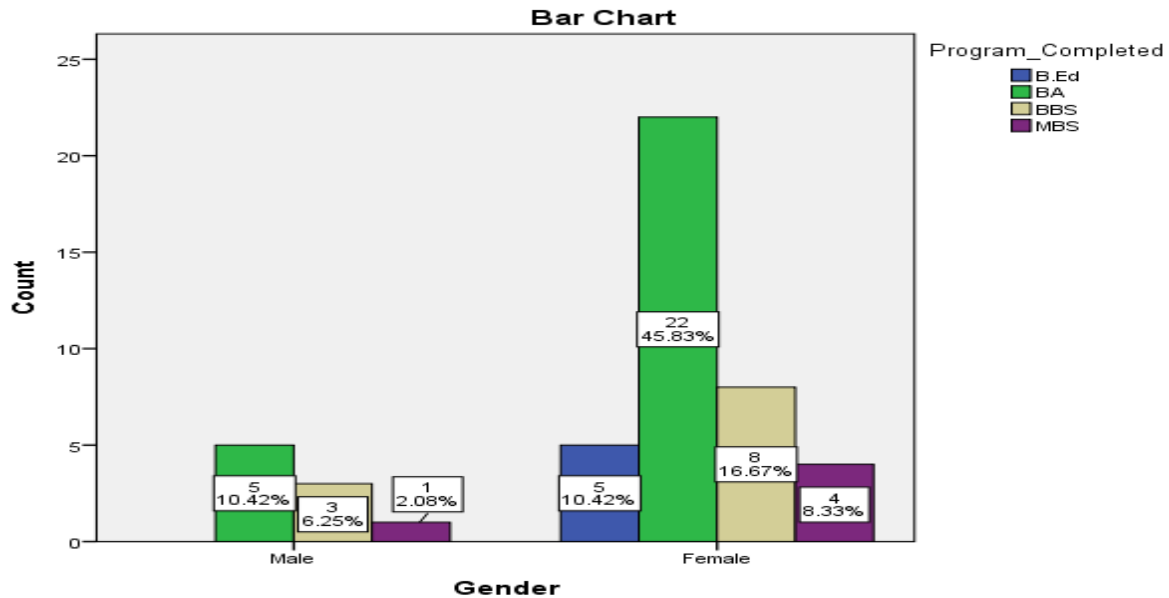
Table 8: Gender of graduates on different program

			Program_Completed				Total
			B.Ed	BA	BBS	MBS	
Gender	Male	Count	0	5	3	1	9
		% within Gender	0.0%	55.6%	33.3%	11.1%	100.0%
	Female	Count	5	22	8	4	39
		% within Gender	12.8%	56.4%	20.5%	10.3%	100.0%
Total	Count	5	27	11	5	48	
	% within Gender	10.4%	56.3%	22.9%	10.4%	100.0%	

Source: Tracer Study Questionnaire 2021

Table No.8 shows that 79.2% of the graduates were from BA and BBS program and out of them 21.05% were male. Out of 10.4% of the graduates in total, there were no male graduate from B.Ed. program. Among graduates in MBS only 20% are male which shows the poor gender inclusion in master level program. In total as well, the male graduates hold only 18.75% which shows female are being more benefited by the program.

Figure 4: Gender of Graduates in Each Program



Source: Tracer Study Questionnaire 2021

Figure No. 4 clearly displays that female graduates are excessively higher in all programs i.e. B.A, BBS, B.ED and MBS program and there is no representation of male graduates in B.Ed. program. The number of female graduates is excessively higher than male graduates in total.

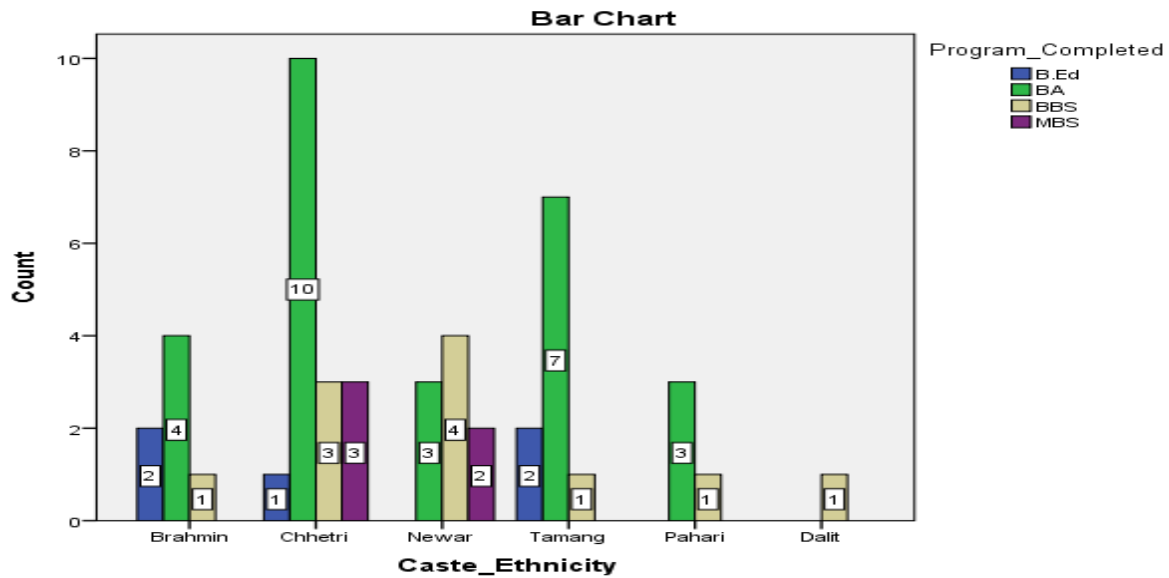
Table 9: Program Completed by Caste/ Ethnicity**Caste_Ethnicity * Program_Completed Crosstabulation**

		Program_Completed				Total
		B.Ed	BA	BBS	MBS	
Brahmin	Count	2	4	1	0	7
	% within Caste_Ethnicity	28.6%	57.1%	14.3%	0.0%	100.0%
Chhetri	Count	1	10	3	3	17
	% within Caste_Ethnicity	5.9%	58.8%	17.6%	17.6%	100.0%
Newar	Count	0	3	4	2	9
	% within Caste_Ethnicity	0.0%	33.3%	44.4%	22.2%	100.0%
Tamang	Count	2	7	1	0	10
	% within Caste_Ethnicity	20.0%	70.0%	10.0%	0.0%	100.0%
Pahari	Count	0	3	1	0	4
	% within Caste_Ethnicity	0.0%	75.0%	25.0%	0.0%	100.0%
Dalit	Count	0	0	1	0	1
	% within Caste_Ethnicity	0.0%	0.0%	100.0%	0.0%	100.0%
Total	Count	5	27	11	5	48
	% within Caste_Ethnicity	10.4%	56.3%	22.9%	10.4%	100.0%

Source: Tracer Study Questionnaire 2021

Table No. 9 depicts that most of the graduated students belong to Chhetri followed by Tamang and Newar. In regards of the program, in B.Ed, Brahmin and Tamang graduates cover 80% of total graduates. Chhetri graduates hold 20%. There is no graduate belonging to Newar, Pahari and Dalit ethnicity. In BA program, graduates belonging to Chhetri ethnicity (i.e. 37.03%) is the highest followed by Tamang (i.e. 25.92%). In BBS program, the highest number graduates belong to Newar (i.e. 36.36%) followed by Chhetri (i.e. 27.27%). In MBS program, the highest number of graduates belong to Chhetri (i.e. 60%). Among the total graduates, Chhetri cover highest 35.41% whereas Tamang and Newar collectively cover 39.58%. BBS program seems to be the most inclusive programs in regards to inclusion of all the ethnicity whereas MS and B.Ed. programs are less inclusive.

Figure 5: Ethnicity of graduates in each program



Source: Tracer Study Questionnaire 2021

Figure No. 5 Shows that the demographic composition of Chhetriis higher in each program however there is no representation of Brahmin in MBS program, Newar in B.Ed. program, Pahari in B.Ed. and MBS program, Dalit in B.Ed., BA and MBS program. The data indicates that the college has to make some plan for the inclusion of all ethnicities.

Table 10: Representation of Ethnicity in Each Program

Program_Completed * Caste_Ethnicity Crosstabulation								
			Caste_Ethnicity					
			Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit
Program_Completed	B.Ed	Count	2	1	0	2	0	0
		% within Program_Completed	40.0%	20.0%	0.0%	40.0%	0.0%	0.0%
	BA	Count	4	10	3	7	3	0
		% within Program_Completed	14.8%	37.0%	11.1%	25.9%	11.1%	0.0%
	BBS	Count	1	3	4	1	1	1
		% within Program_Completed	9.1%	27.3%	36.4%	9.1%	9.1%	9.1%
	MBS	Count	0	3	2	0	0	0
		% within Program_Completed	0.0%	60.0%	40.0%	0.0%	0.0%	0.0%
	Total	Count	7	17	9	10	4	1
		% within Program_Completed	14.6%	35.4%	18.8%	20.8%	8.3%	2.1%

Source: Tracer Study Questionnaire 2021

Table No10 shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity (except one in BA) whereas B.Ed. and MBS don't have representation from Pahari and Dalit.

2.4 Issues Related to teaching/ learning, teachers/ Students relationship and education delivery efficiency.

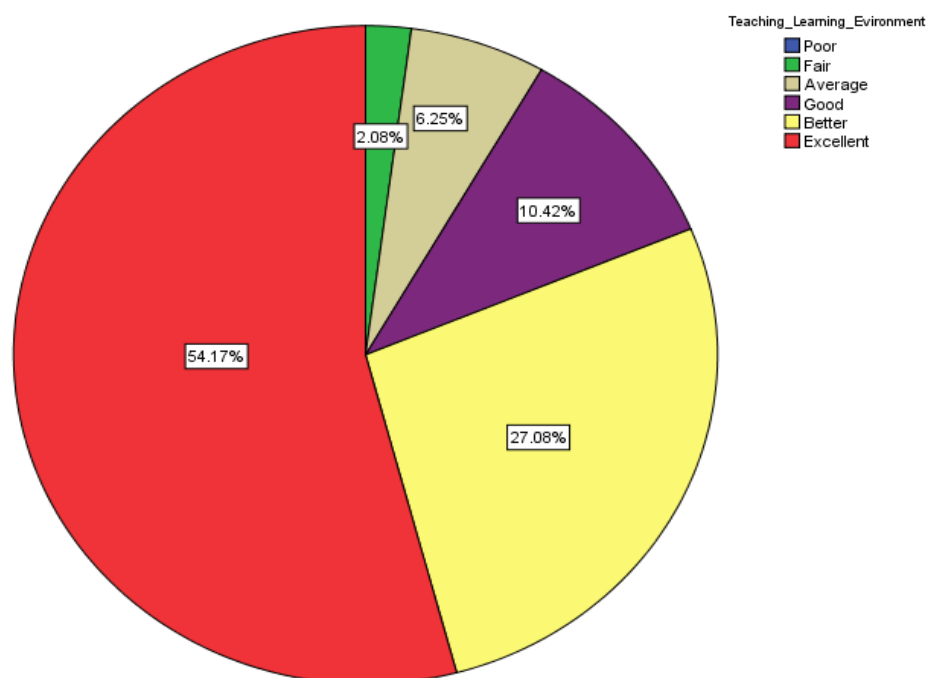
Table 11: Teaching Learning Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	1	2.1	2.1	2.1
Average	3	6.3	6.3	8.3
Good	5	10.4	10.4	18.8
Better	13	27.1	27.1	45.8
Excellent	26	54.2	54.2	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No. 11 shows that the teaching learning environment of the institution is better and excellent as 81.25% remarked better and excellent which is followed by good indication covering 10.4%. No graduate responded the teaching learning environment poor. Even there is only one respondent who remarked teaching learning environment fair.

Figure 6: Teaching Learning Environment



Source: Tracer Study Questionnaire 2021

Figure No. 6 shows that the highest percent of graduates i.e. 54.17% responded that the teaching learning environment is excellent where as only 8.4% graduates responded fair and average. No graduate responded below poor.

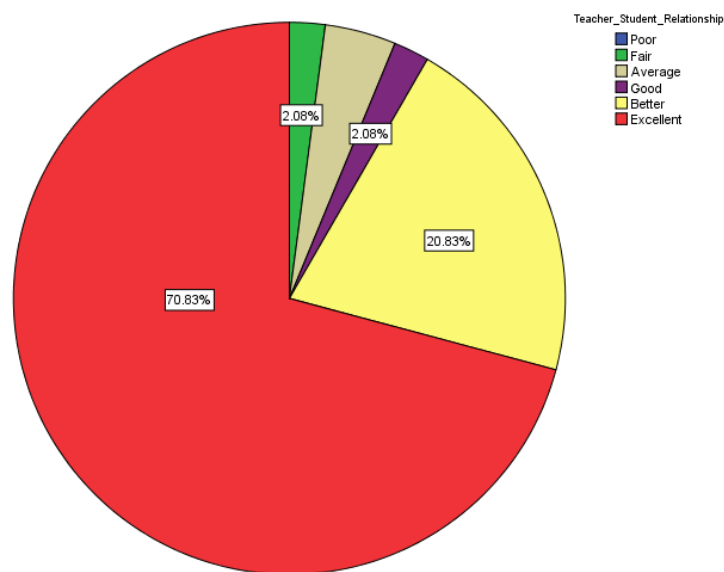
Table 12: Teacher/Student Relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	1	2.1	2.1	2.1
Average	2	4.2	4.2	6.3
Good	1	2.1	2.1	8.3
Better	10	20.8	20.8	29.2
Excellent	34	70.8	70.8	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No. 12 shows that teacher / student relationship of the institution is excellent and better as 44 out of 48 respondents have responded either better or excellent. Only 3 graduates have opined that the teacher - student relation is good and average where as there is only one graduate has responded fair. There is no respondent who marked teacher student relationship poor. It indicates the harmonious relation that graduates had with teaching faculties.

Figure 7: Teacher Student Relationship



Source: Tracer Study Questionnaire 2021

In regards of teacher student's relationship, figure No. 7 shows that 91.6% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is fair. This indicates that teacher / student relationship of the institution is good.

Table 13: Education Delivery Efficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	2	4.2	4.2	4.2
Good	6	12.5	12.5	16.7
Better	16	33.3	33.3	50.0
Excellent	24	50.0	50.0	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No 13. reveals that the education delivery efficiency of the institution is better or excellent as 83.3% graduates remarked either better or excellent. None of the responses are on poor and fair for the indicator - education delivery efficiency of the institution. There are only 2 responses on average which indicates that the graduates of this institution are satisfied with the education delivery quality of the institution.

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

Table 14: Library Facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	2	4.2	4.2	4.2
Average	1	2.1	2.1	6.3
Good	3	6.3	6.3	12.5
Better	13	27.1	27.1	39.6
Excellent	29	60.4	60.4	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

In an issue on library facility, table No. 14 shows the highest number of graduates responded library facility as excellent but even 3 respondents have responded either fair or average. Out of 48 graduates only 3 graduates have responded library facility as good. It shows that majority of the students are very satisfied with the library facility offered by the institution.

Table 15: Lab Facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	5	10.4	10.4	10.4
Fair	3	6.3	6.3	16.7
Average	9	18.8	18.8	35.4
Good	7	14.6	14.6	50.0
Better	16	33.3	33.3	83.3
Excellent	8	16.7	16.7	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No. 15 indicates the lab facility of the campus is just satisfactory. Only 50% have responded excellent or better where as 33.4% graduates have remarked the lab facility average and good. 16.7% graduates have remarked lab facility poor and fair. Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it and offer better service to give the full satisfaction to the students.

Table 16: Canteen and Urinals Facility

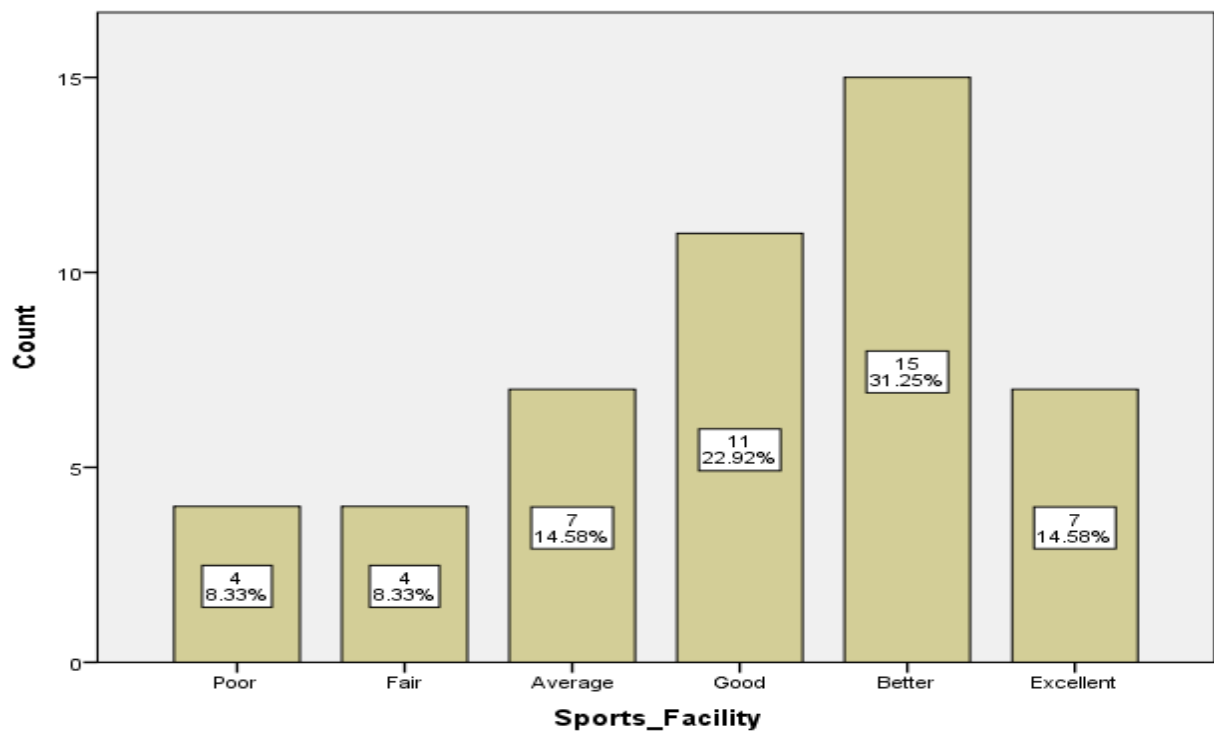
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	1	2.1	2.1	2.1
Fair	3	6.3	6.3	8.3
Average	6	12.5	12.5	20.8
Good	16	33.3	33.3	54.2
Better	15	31.3	31.3	85.4
Excellent	7	14.6	14.6	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2021

Table No. 16 shows the canteen and urinal facility of the institution is not very excellent. Out of 48 graduates, 10 graduates have responded canteen and urinal facility either poor or fair or averagewhere as only 7 graduates have responded canteen and urinal facility excellent.64.6% graduates have responded either good or better.

Thus, the institution has to make improvements on Canteen and Urinals facilities.

Figure 8: Sports Facility



Source: Tracer Study Questionnaire 2021

In an issue related to sports facility, figure no 8 depicts that the sports facility of the institution is not at the level of excellent as out of the total 48 graduates 15 i.e. 31.25% graduates have responded it poor, fair and average. Only 54.17% graduates have responded sports facility good and better which indicates that the institution has to emphasize on enhancing sports facilities.

3. MAJOR FINDINGS

The study was carried out among the graduates who completed B.ED, BA, BBS and MBS in the year 2020. The total number of students who participated in the study is 58. The major findings on the various headings are:

3.1 Employment and Further Study Status of the graduates

Regarding the employment and further study status of the graduates, the study depicts that out of 48 graduates 43.75 % (i. e. 21) graduates are employed and 23.83% (i.e 10) graduates are pursuing further studies. Among the employed graduates (i.e 5), 23.80% graduates are pursuing their further study whereas among unemployed graduates 18.5% students are pursuing their further studies. Further, out of 21 employed graduates, 80.95% of graduates have service in an organization. Among all the graduates, only 8.33% are self employed and 56.25% graduates are unemployed which shows that majority of the graduates are unemployed. Further, more than 4/5 of the graduates are not pursuing further education which indicates reduced intellectual growth and skilled human resource with higher studies.

Regarding the gender ratio of graduates pursuing further studies, out of 20.83% of the total graduates who are pursuing further studies only 20% are male. Out of 39 female graduates only 20.51% are pursuing further studies. The data shows that there is no significant difference between male and female graduate who are pursuing further studies as 22.2% male and 20.5% female are pursuing further studies. The table indicates that only 1/5 graduates are pursuing further studies.

Regarding the issue of employment status, the majority of the graduates in Education program are employed in an organization as only 20% graduates are unemployed. Whereas, among the graduates from humanities, 66.66 i.e majority of the graduates are unemployed. Among the graduates of BBS 45.45% are employed. Among the graduates of MBS program, 3/5 are employed in an organization, 2/5 are unemployed whereas there is no graduate self employed from this program. In comparison to Bachelor and Master level graduates, it is found that 37.20% students who graduated in bachelor level program are employed whereas 60% of graduates in Master level are employed. Out of 43 graduates in bachelor level program, 9.30% are self employed. The study revealed that the employment rate of the masters level graduates is almost double than that of the bachelor level graduates. Among all programs, the highest percentage of graduates who are

employed are from B.Ed program i.e 80%. The highest percentage of graduated unemployed are from BA program which is 66.66%.

3.2 Issues related to quality and relevance of the programs

Regarding the issue of quality and relevance of the programs, the study shows that all the institutional programs are perceived more than average. It indicates that the teacher student relationship is at the best level. Whereas, perception of students on teaching learning environment, quality of education delivered, and library facility delivered are excellent (i.e., mean value is above 4). However, Relevance of the program, Extra Curricular Activities, Problem Solving Abilities, Lab Facilities, Sports facilities and Canteen and Urinal facilities need enhancement as they are approximate to average (i.e., mean value is below 4). When Minimum and Maximum level assigned by the respondents are analyzed, the studies revealed that respondents have assigned 0 as well as 5 to Lab facilities, Canteen Urinals, Sports Facility, Problem Solving Abilities, Work-placement and internship and Extra Curricular Activities. This indicates that some respondents even feel that some of the facilities are at poor level. Regarding, quality of education delivered, the study shows that no respondents assigned poor or fair. In term of teacher student relationship, library facility, and quality of education delivered and teaching learning environment, the college seems to have excellent experiences and perceptions of the graduates.

Further, the majority of the responses indicate that the relevance of the program is better and good (i.e. 79.16%). Out of 48 graduates 7 graduates have indicated that relevance of the program is excellent. This indicates that more than 90% graduates indicate that program is good and above. Only 6.25% graduates have responded that the relevance of the program was average and fair. Out of the total respondents, no graduates responded that the relevance of the program is poor. In overall, graduates responded that the relevance of the program is good enough. Hence, the data shows that programs launched by the institution are good, better, excellent and relevant.

Furthermore, the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 56.25%) regarding the problem solving ability in relation to their professional or job related task. However, 10.48% graduated pointed that the problem solving ability of the program was below average. And, two third of the students responded that the

problem-solving ability of the program was good, better and excellent. From the responses of the graduates, it can be concluded that quality of the problem-solving ability is good, better and excellent. Only one graduate has rated the problem solving ability as poor. This shows the possibility that the college can make further effort to escalate the problem solving ability.

3.3 Programs' Contribution to graduates' professional and personal development. (by gender, ethnicity and caste; program wise)

In regards to programs' contribution to graduates' professional and personal development by gender, ethnicity and caste, the study shows that altogether 48 students who graduated from this college in the year 2021 were involved in the survey. The study observed that altogether 48 graduates participated in the tracer study survey among the graduates from this campus in the year 2021. Out of the total graduates who participated in the survey more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2021 is excessively higher than that of the males. The percentage of female is approximately 4 times (i.e 81.25) more than that of the males.

The data shows that 79.2% of the graduates were from BA and BBS program and out of them 21.05% were male. Out of 10.4% of the graduates in total, there were no male graduate from B.Ed. program. Among graduates in MBS only 20% are male which shows the poor gender inclusion in master level program. In total as well, the male graduates hold only 18.75% which shows female are being more benefited by the program. The study displays that female graduates are excessively higher in all programs i.e B.A, BBS, B.ED and MBS program and there is no representation of male graduates in B.Ed. program. The number of female graduates is excessively higher than male graduates in total. Further, most of the graduated students belong to Chhetri followed by Tamang and Newar. In regards of the program, in B.Ed, Brahmin and Tamang graduates cover 80.% of total graduates. Chhetri graduates hold 20%. There is no graduate belonging to Newar, Pahari and Dalit ethnicity. In BA program, graduates belonging to Chhetri ethnicity (i.e. 37.03%) is the highest followed by Tamang (i.e.25.92%). In BBS program, the highest number graduates belong to Newar (i.e. 36.36 %) followed by Chhetri (i.e. 27.27%). In MBS program, the highest number of graduates belong to Chhetri i.e 60%. Among the total graduates, Chhetri cover highest 35.41%

where as Tamang and Newar collectively cover 39.58%. BBS program seems to be the most inclusive programs in regards to inclusion of all the ethnicity where as MS and B.Ed. programs are less inclusive. The demographic composition of Chhetri is higher in each program however there is no representation of Brahmin in MBS program, Newar in B.Ed. program, Pahari in B.Ed. and MBS program, Dalit in B.Ed., BA and MBS program. The data indicates that the college has to make some plan for the inclusion of all ethnicities. The study also shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity (except one in BA) whereas B.Ed. and MBS don't have representation from Pahari and Dalit.

3.4 Issues Related to teaching/ learning, teachers/ Students relationship and education delivery efficiency.

In regards to issues related to teaching/learning, teachers/students relationship and education delivery efficiency, the study shows that the teaching learning environment of the institution is better and excellent as 81.25% remarked better and excellent which is followed by good indication covering 10.4%. No graduate responded the teaching learning environment poor. Even there is only one respondent who remarked teaching learning environment fair. It also shows that the highest percent of graduates i.e 54.17% responded that the teaching learning environment is excellent where as only 8.4% graduates responded fair and average. No graduate responded below poor.

Further, the study shows that teacher / student relationship of the institution is excellent and better as 44 out of 48 respondents have responded either better or excellent. Only 3 graduates have opined that the teacher - student relation is good and average where as there is only one graduate has responded fair. There is no respondent who marked teacher student relationship poor. It indicates the harmonious relation that graduates had with teaching faculties.

In regards of teacher student's relationship, the study shows that 91.6% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is fair. This indicates that teacher / student relationship of the institution is good. The study also reveals that the education delivery efficiency of the institution is better or excellent as 83.3% graduates remarked

either better or excellent. None of the responses are on poor and fair for the indicator - education delivery efficiency of the institution. There are only 2 responses on average which indicates that the graduates of this institution are satisfied with the education delivery quality of the institution.

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

In an issue on library facility, the study shows the highest number of graduates responded library facility as excellent but even 3 respondents have responded either fair or average. Out of 48 graduates only 3 graduates have responded library facility as good. It shows that majority of the students are very satisfied with the library facility offered by the institution. Regarding lab facility, the study indicates the lab facility of the campus is just satisfactory. Only 50% have responded excellent or better where as 33.4% graduates have remarked the lab facility average and good. 16.7% graduates have remarked lab facility poor and fair. Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it and offer better service to give the full satisfaction to the students.

The study also shows that the canteen and urinal facility of the institution is not very excellent. Out of 48 graduates, 10 graduates have responded canteen and urinal facility either poor or fair or average where as only 7 graduates have responded canteen and urinal facility excellent. 64.6% graduates have responded either good or better on Canteen and Urinals facilities.

In an issue related to sports facility, the study depicts that the sports facility of the institution is not at the level of excellent as out of the total 48 graduates 15 i.e 31.25% graduates have responded it poor, fair and average Only 54.17% graduates have responded sports facility good and better which indicates that the institution has to emphasize on enhancing sports facilities.

4. IMPLICATIONS TO INSTITUTIONAL REFORM

After conducting the study, we have obtained various suggestions and expectations from the graduates. Though JBC has been striving for delivering quality education, the study indicates that the campus still has some areas where it can make further reforms to provide better services to the students. Basing on the suggestions of the graduates, the campus has to make reforms/improvements in the issues like lab facility, sports facility and canteen/urinals.

The study shows that most of the graduates have completed their degree from the discipline of management and humanities and the number of graduates in Education is very less. Therefore, necessary institutional reforms should be initiated to attract more students in B.Ed program. The employability of the students should be boosted up. The college has to link up with the business firms locally and nationally and make effort for placement. At the same time, self employment can also be geared up.

The ethnicity/caste –wise composition of graduates does not seem inclusive as very few percent respondents are found from 'lower caste' and indigenous communities. In this context, the institution needs to initiate appropriate policies necessary to attract students from such communities.

The study reveals the following findings:

- Teaching learning environment is excellent.
- Harmonious relationship exists in between teachers and students.
- Students are satisfied with the education delivery quality of the institution.
- The college can still enhance library facilities.
- Lab is just satisfactory so the college has to enhance lab facilities.
- Canteen and Urinal facilities require enhancement.
- Aid sports facilities and conduct more activities.

Graduates have suggested the following things for improvements:

- The quality of education that the college has offered is very good but there are some lackings in its evaluation system (internal exams), so this should be improved.

- The college should introduce other programs like MA, M.Ed. in Masters Level.
- The college management should make assessment regarding various factors like students' economic condition, personal problems and family situation before admitting.
- Restructure canteen and enhance its facilities.
- Career service and incubation should be initiated and ECA should be made more effective.
- Enhance pragmatic education and manage online classes for job holders.
- Promote placement service, improve result and focus on career counseling.
- Keep restrooms clean and add their numbers.
- Provide more scholarships to the students based on merit cum means basis.
- Integrate modern tools and technology in teaching and learning activities.
- Students should be provided more support from technicians in radio and computer lab.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The findings of the study show that JBC's academic activities have been directed towards its broader goals for contributing towards producing globally competent human resources. The graduates have given insights that teacher student relation, teaching learning environment at the college, quality delivered are to the level of satisfaction. But, meantime, the study also pinpoints the need for the further enhancement in various areas like: extra curricular activities, sports activities, research based practical learning etc. It also indicates that placement cell has to be activities more so that graduates would get some guidance for employability. Further, the college can develop non-credit courses for professional development of the students.

The study shows that all the programs launched are not equally successful in terms of students enrollment and graduating students in significant number. Some important suggestions are on Entrepreneurship programs, Research based teaching; Job Oriented Trainings and internship programs. The campus has to accelerate its research activities activating Research Management Cell (RMC) more.

5.2 Recommendations

- Get up-to date information on the labor market performance of graduates, Tracer Studies should be carried out regularly.
- Launch Masters level in Humanities and Education.
- Emphasize should be given in the use of ICT in teaching learning.
- Improve canteen/urinal and drinking water facility.
- Initiate appropriate policies necessary to attract students from minorities/indigenous communities.
- Enhance lab facility, sports activities and practical teaching learning environment.
- Involve students in research activities, for this college can plan for research funds, consultancy service.
- Internship and placement programs should be enhanced and supplement more sports activities increasing internal competitions.