

**TSR. Volume VIII**



# **Tracer Study Report**

**Jana Bhawana Campus**

**Lalitpur**

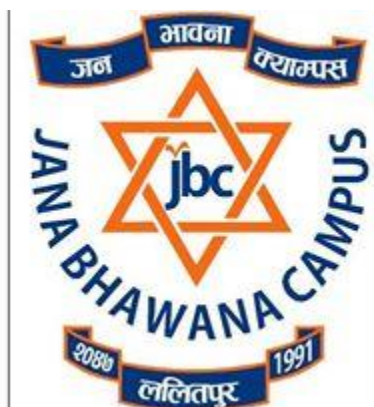
**2022**

# Tracer Study Report

TSR. Vol. VIII

TSR of Graduates of 2022

TSR.JBC.



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## **Acknowledgements**

This tracer study report traces the graduates from Jana Bhawana Campus of the year 2022. It is prepared as part of study scheduled study 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. The study has fulfilled the basic objective of the campus to contact and survey its graduates and collect their experiences, perceptions, suggestions and their present academic status after their graduation.

Tracer Study Task Teams feels immense pleasure and extend our limitless 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.

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 2022, who filled up the forms and submitted them on time despite of the time limitation we provided. The tea also hopes that this study will be asset to the campus for its continuous improvements in curriculum development, placement and career services, and alumni engagement

**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 that it has been running except in BCA and BICTE - a newly launched programs. It is, thus, significant to trace the graduates and know about their employment and further study status and also asses 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 covered the graduates of the batch 2022 from JBC who graduated in BBS, BA, B.Ed. and MBS programs run by the campus. Altogether, 31 students were involved in the study who furnished the questionnaire. But the noticeable aspect of

this tracer study is that it doesn't consist sample composition of the regular graduates of BA. The students enrolled in the year 2075 in the 3 years programs passed Bachelor level in the year 2021 and students enrolled in the year 2076 in the 4 years program complete their graduation in the year 2023. There is a year gap due to change made by TU is program system.

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 31 students graduated from this college in the year 2022. The study was carried out among the graduates who completed B.ED, BA (only partial), BBS and MBS in the year 2022. Out of the total graduates, the data shows that most of the graduated students are the female students and their percentage is 2 times.

The study depicted that out of 31 graduates 61.9 % (i. e.13) graduates are employed and 9.68% (i.e3) graduates are pursuing further studies. Among the employed graduates (i.e2), 6.45% graduates are pursuing their further study whereas among unemployed graduates (i.e, 1),5.6% students are pursuing their further studies. Further, out of 13 employed graduates, 84.61% of graduates have service in an organization. 58.06 % graduates are unemployed which shows that majority of the graduates are employed either in an organization or are self-employed. Further, more than 2/3 of the graduates are not pursuing further education.



The study further showed that majority of the graduates in Education program are employed in an organization as only 50% graduates are unemployed. Whereas, among the graduates from humanities, i.e 80% majority of the graduates are unemployed. Among the graduates of BBS 30.79% are employed. Among the graduates of MBS program, 2/3 are employed in an organization, the other are self-employed and unemployed. In comparison to Bachelor and Master level graduates, it is found that 30.77% students who graduated in bachelor level program are employed whereas 71.43% of graduates in Master level are employed. The study revealed that there is difference in employment ratio in between master and bachelor level. Among all programs, the highest number of graduates who are employed are from MBS program i.e.45.45%. The highest number of graduates unemployed are from BBS program.

### **Graduates' Responses on Quality Measures of JBC**

Regarding the issue on Quality Measures of Jana Bhawana Campus, the study showed that majority of the responses indicate that the relevance of the program is better and excellent (i.e. 74.19%). Out of 31 graduates 6 indicated that relevance of the program is good. This indicates that 93.54% graduates indicate that program is good and above. Only 6.45% students responded that the relevance of the program was average and poor. Out of the total respondents, no graduates responded that the relevance of the program is fair. In overall, graduates responded that the relevance of the program is good enough. Hence, the data showed that programs lunched by the institution are better, excellent and relevant.

Apart from this, the study showed the majority of the graduates indicated the problem solving ability of the program is better with 19.5% and good and excellent (i.e. 70.96%) regarding the problem solving ability in relation to their professional or job related task. However, 9.7% students pointed that the problem-solving ability of the program was below average.

Likewise, the study showed 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, we can conclude that quality of the problem-solving ability is better and excellent. No graduates responded that the problem solving ability is poor.



## **Graduates' Responses on Teacher Learning Environment**

Regarding the issues of teaching learning environment of the institution, it is better and excellent as 80.65% remarked better and excellent which is followed by good indication covering 12.9%. No graduate responded the teaching learning environment fair or poor. It also showed that the highest percent of graduates i.e.48.39% responded that the teaching learning environment is excellent where as only 6.45% graduates responded average. No graduate responded below average.

Further, the study showed that teacher / student relationship of the institution is excellent and good as 83.87% respondents have responded either better or excellent. Only 12.9% graduates have opined that the teacher - student relation is good and average. Only 3.2% graduate has responded fair relationship with the teacher there is no respondents opined to poor teacher student relationship. It indicates the harmonious relation that graduates had with teaching faculties.

In regards of teacher students' relationship, figure the study shows that 83.87% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is fair and average on 2 each. This indicates that teacher / student relationship of the institution is good. It also revealed that the education delivery efficiency of the institution is better or excellent as 70.97% students 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 1 responses on average which indicates that the graduates of this institution are satisfied with the education delivery quality of the institution.

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

The study regarding graduates' responses to facilities such as library, laboratory, canteen, sports facility, urinals etc showed that in an issue on library facility, the highest number of graduates responded library facility as better but even 1 respondent has responded either average.

Out of 31 graduates 2 have responded library facility as good. It showed that only 41.94% students opined that the library facility is excellent. This indicates that the institution still has to make some improvements in library facility.

The study indicated the lab facility of the campus is just satisfactory. Only 48.39% have responded excellent or better. Only 7 respondents remarked the lab facility excellent but 9 respondents remarked it to be poor or fair or average. In total 15 graduates out of 31 indicated lab facility either good or better. Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it.

Regarding the issue of canteen and urinal facility, the study showed the canteen and urinal facility of the institution is not very excellent. Out of 31 graduates, 6 graduates have responded canteen and urinal facility either poor or fair or average. Only 19.35% graduates have responded excellent whereas 61.29% graduates have responded either good or better.

## **Findings**

The findings of the study showed 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.



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## 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 2022 presents the report of graduates of the year 2022 from Jana Bhawana Campus. 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 2022 A.D. 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 excessive reasons: 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.

Jana Bhawana Campus has been conducting tracer study since 2015. It conducts, its 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 significant for 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 2022 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 5 members. The team made a series of telephone calls to the graduates of 2022 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 2022 batch have been taken as the institution has already conducted the Tracer Study of the graduates of 20121 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 graduates of 2022 batch. 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 31 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, 2022 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 2022. The total number of students who participated in the study is 31.

### 2.1 Employment and Further Study Status of the graduates

**Table 1: Current Employment Status \* Pursuing Further Study**

Current_Employment_Status		Pursuing_Further_Study		Total
		Yes	No	
Service in an organization	Count	1	10	11
	% within Current_Employment_Status	9.1%	90.9%	100.0%
Self Employed	Count	1	1	2
	% within Current_Employment_Status	50.0%	50.0%	100.0%
Unemployed	Count	1	17	18
	% within Current_Employment_Status	5.6%	94.4%	100.0%
Total	Count	3	28	31
	% within Current_Employment_Status	9.7%	90.3%	100.0%

*Source:* Tracer Study Questionnaire 2022

Table No.1 depicts that out of 31 graduates 61.9 % (i. e.13) graduates are employed and 9.68% (i.e3)graduates are pursuing further studies. Among the employed graduates (i.e2), 6.45% graduates are pursuing their further study whereas among unemployed graduates (i.e, 1),5.6% students are pursuing their further studies.

Out of 13 employed graduates, 84.61% of graduates have service in an organization.58.06 % graduates are unemployed which shows that majority of the graduates are employed either in an organization or are self-employed. Further, more than 2/3 of the graduates are not pursuing further education.

**Table 2: Current Employment Status of Graduates in Each Program**

Current_Employment_Status		Program_Completed				Total
		B.Ed	BA	BBS	MBS	
Service in an organization	Count	3	1	3	4	11
	% within Current_Employment_Status	27.3%	9.1%	27.3%	36.4%	100.0%
Self Employed	Count	0	0	1	1	2
	% within Current_Employment_Status	0.0%	0.0%	50.0%	50.0%	100.0%
Unemployed	Count	3	4	9	2	18
	% within Current_Employment_Status	16.7%	22.2%	50.0%	11.1%	100.0%
Total	Count	6	5	13	7	31
	% within Current_Employment_Status	19.4%	16.1%	41.9%	22.6%	100.0%

*Source: Tracer Study Questionnaire 2022*

Table No. 2 shows that majority of the graduates in Education program are employed in an organization as only 50% graduates are unemployed. Whereas, among the graduates from humanities, i.e 80% majority of the graduates are unemployed. Among the graduates of BBS 30.79% are employed. Among the graduates of MBS program, 2/3 are employed in an organization, the other are self-employed and unemployed. In comparison to Bachelor and Master level graduates, it is found that 30.77% students who graduated in bachelor level program are employed whereas 71.43% of graduates in Master level are employed. The study revealed that there is difference in employment ratio in between master and bachelor level. Among all programs, the highest number of graduates who are employed are from MBS program i.e 45.45%. The highest number of graduated unemployed are from BBS program.

## 2.2 Issues related to quality and relevance of the programs

**Table 3: Issues Related to Quality and Relevance of the Programs**

	N	Minimum	Maximum	Mean
Relevance_of_the_Program	31	0	5	3.90
Extracurricular_Activities	31	2	5	3.94
Problem_Solving_Abilities	31	1	5	3.97
Workplacement_Attachment_Internship	31	0	5	3.61
Teaching_Learning_Evironment	31	2	5	4.23
Quality_of_Education_Delivered	31	2	5	4.13
Teacher_Student_Relationship	31	1	5	4.29
Library_Facility	31	2	5	4.29
Lab_Facility	31	0	5	3.26
Sports_Facility	31	1	5	3.06
Canteen_Urinals	31	0	5	3.52
Valid N (listwise)	31			

*Source: Tracer Study Questionnaire 2022*

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 students response indicates that all the institutional programs are perceived more than average. It indicates that the teacher student relationship and library facility is at the best level. Whereas, perception of students on teaching learning environment and quality of education delivered are excellent (i.e., mean value is above 4). However, Relevance of the program, Extra Curricular Activities, Problem Solving Abilities, work placement, 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 Relevance of the program, work placement, Lab facilities and Canteen Urinals. This indicates that some respondents even feel that these four facilities are at poor level. Regarding, teaching learning environment, extra-curricular activities, library facilities and quality of education delivered ,the study shows that no respondents assigned poor or fair. In term of teaching learning environment, extra-curricular activities, library facilities and quality of education delivered , 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.**

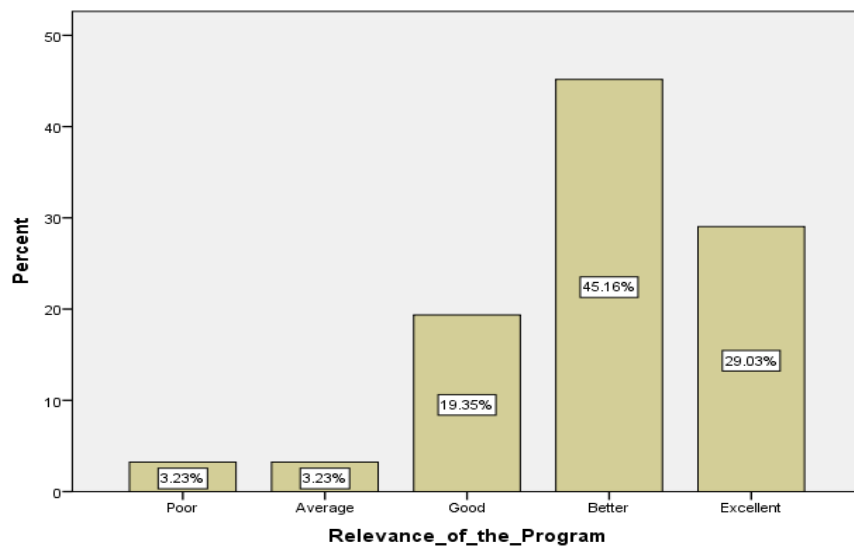
**Table 4: Graduate Response to Relevance of the Program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	1	3.2	3.2	3.2
Average	1	3.2	3.2	6.5
Good	6	19.4	19.4	25.8
Better	14	45.2	45.2	71.0
Excellent	9	29.0	29.0	100.0
Total	31	100.0	100.0	

*Source: Tracer Study Questionnaire 2022*

Table No. 4 shows that majority of the responses indicate that the relevance of the program is better and excellent (i.e. 74.19%). Out of 31 graduates 6 indicate that relevance of the program is good. This indicates that 93.54% graduates indicate that program is good and above. Only 6.45% students responded that the relevance of the program was average and poor. Out of the total respondents, no graduates responded that the relevance of the program is fair. In overall, graduates responded that the relevance of the program is good enough.

**Figure 1: Relevance of the program**



*Source: Tracer Study Questionnaire 2022*

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

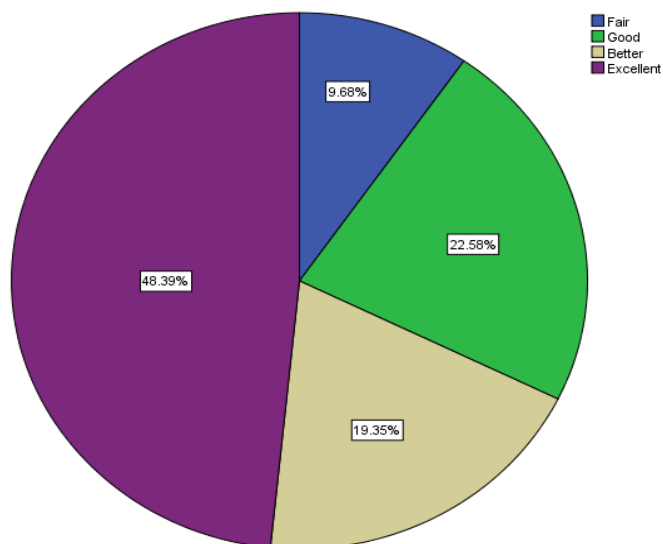
**Table 5: Problem solving ability of the program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	3	9.7	9.7	9.7
Good	7	22.6	22.6	32.3
Better	6	19.4	19.4	51.6
Excellent	15	48.4	48.4	100.0
Total	31	100.0	100.0	

Source: Tracer Study Questionnaire 2022

Table No.5 shows the majority of the graduated students indicate the problem solving ability of the program is better with 19.5% and good and excellent (i.e. 70.96%) regarding the problem solving ability in relation to their professional or job related task. However, 9.7% students pointed that the problem-solving ability of the program was below average.

**Figure 2: Problem solving ability of the program**



Source: Tracer Study Questionnaire 2022

Figure No.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, we can conclude that quality of the problem-solving ability is better and excellent. No graduates responded that the problem solving ability is poor.

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

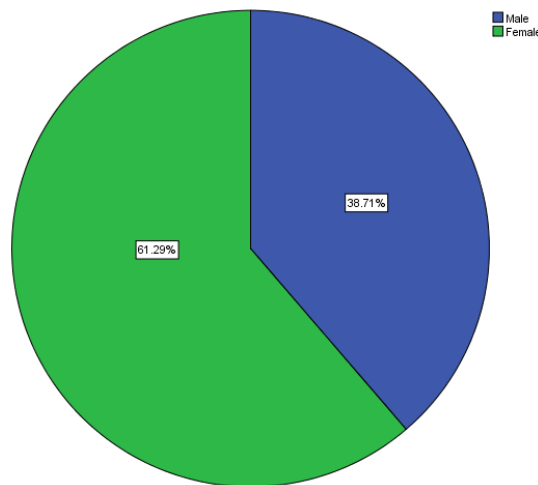
**Table 6: Gender of Graduate Students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	12	38.7	38.7	38.7
Female	19	61.3	61.3	100.0
Total	31	100.0	100.0	

*Source: Tracer Study Questionnaire 2022*

Table No.6 illustrates that altogether 31 students graduated from this college in the year 2020. Out of the total graduates more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2022 is excessively higher than that of the males.

**Figure 3: Gender of graduate students (in percentage)**



*Source: Tracer Study Questionnaire 2022*

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 students and their percentage is 7 (i.e.22.58%) more than that of the males.

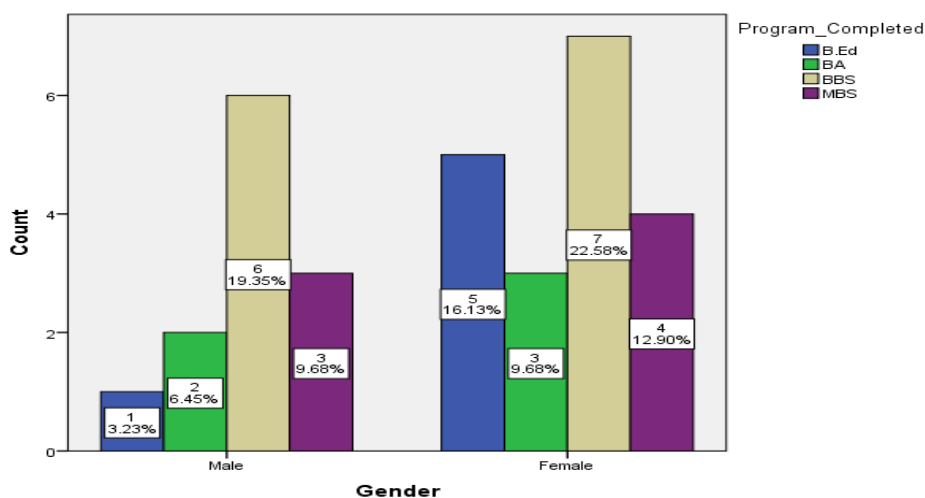
**Table 7: Gender of graduates on different program**

Gender		Program_Completed				Total
		B.Ed	BA	BBS	MBS	
Male	Count	1	2	6	3	12
	% within Gender	8.3%	16.7%	50.0%	25.0%	100.0%
Female	Count	5	3	7	4	19
	% within Gender	26.3%	15.8%	36.8%	21.1%	100.0%
Total	Count	6	5	13	7	31
	% within Gender	19.4%	16.1%	41.9%	22.6%	100.0%

Source: Tracer Study Questionnaire 2022

Table No.7 shows that 64.51% of the graduates were from MBS and BBS program and out of them 55% were female. Out of 19.4% of the graduates in total, there were only 16.67% male from B.Ed. program and out them 83.33% were female. In BA40% graduates are male which shows the poor gender inclusion in BA level program. In total as well, 61.29% are female graduates which shows female are being more benefited by the program.

**Figure 4: Gender of Graduates in Each Program**



Source: Tracer Study Questionnaire 2022

Figure No. 4 clearly displays that female graduates are excessively higher in B.A, BBS and B.ED program and male graduates exceed in MBS program. The number of female graduates is higher than male graduates in total.

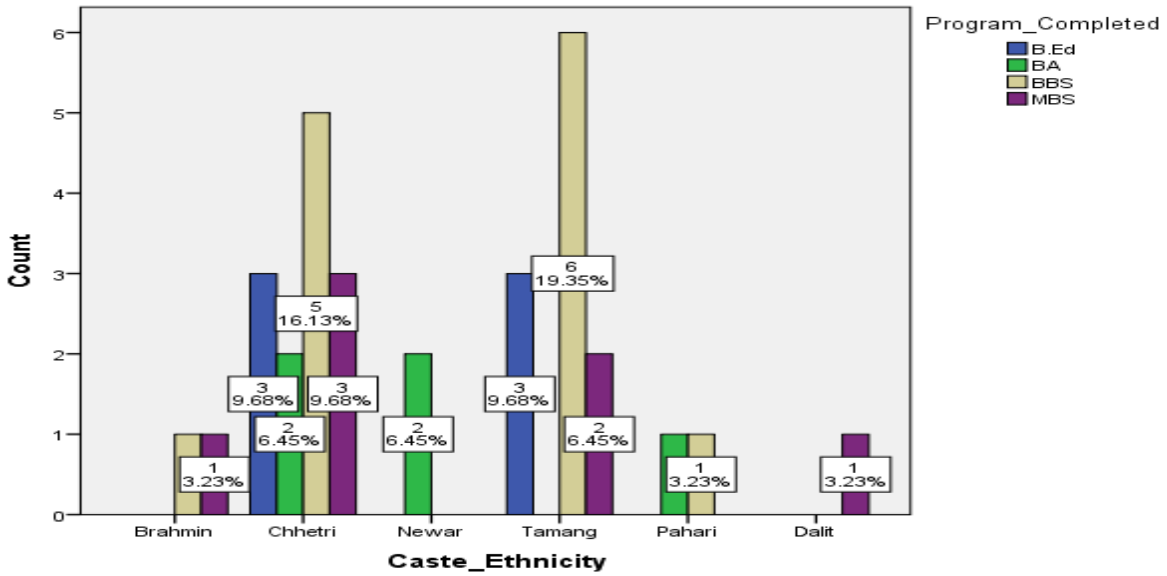
**Table 8: Program Completed by Caste/ Ethnicity**

Caste/Ethnicity	Program_Completed				Total
	B.Ed	BA	BBS	MBS	
Brahmin Count	0	0	1	1	2
% within Caste_Ethnicity	0.0%	0.0%	50.0%	50.0%	100.0%
Chhetri Count	3	2	5	3	13
% within Caste_Ethnicity	23.1%	15.4%	38.5%	23.1%	100.0%
Newar Count	0	2	0	0	2
% within Caste_Ethnicity	0.0%	100.0%	0.0%	0.0%	100.0%
Tamang Count	3	0	6	2	11
% within Caste_Ethnicity	27.3%	0.0%	54.5%	18.2%	100.0%
Pahari Count	0	1	1	0	2
% within Caste_Ethnicity	0.0%	50.0%	50.0%	0.0%	100.0%
Dalit Count	0	0	0	1	1
% within Caste_Ethnicity	0.0%	0.0%	0.0%	100.0%	100.0%
Total Count	6	5	13	7	31
% within Caste_Ethnicity	19.4%	16.1%	41.9%	22.6%	100.0%

Source: Tracer Study Questionnaire 2022

Table No. 8 depicts that most of the graduated students belong to Chhetri followed by Tamang. In regards of the program, in B.Ed, Chhetri and Tamang graduates are equal with 50%-50%. In BA program, Chhetri and Newar ethnicity (i.e. 40% each) graduates is the highest followed by Pahari 20%. In BBS program, the highest number graduates belong to Tamang (i.e. 46.15% ) followed by Chhetri (i.e. 38.46%). In MBS program, the highest number of graduates belong to Chhetri i.e. 42.86%. Among the total graduates, Chhetri cover highest 41.93% whereas Tamang cover 35.48%. In all programs, the number of Chhetri graduates exceeds all other ethnicity.

**Figure 5: Ethnicity of graduates in each program**



Source: Tracer Study Questionnaire 2022

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

**Table 9: Representation of Ethnicity in Each Program**

Program_Completed	Caste_Ethnicity						Total
	Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit	
B.Ed Count	0	3	0	3	0	0	6
% within Program_Completed	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
BA Count	0	2	2	0	1	0	5
% within Program_Completed	0.0%	40.0%	40.0%	0.0%	20.0%	0.0%	100.0%
BBS Count	1	5	0	6	1	0	13
% within Program_Completed	7.7%	38.5%	0.0%	46.2%	7.7%	0.0%	100.0%
MBS Count	1	3	0	2	0	1	7
% within Program_Completed	14.3%	42.9%	0.0%	28.6%	0.0%	14.3%	100.0%
Total Count	2	13	2	11	2	1	31
% within Program_Completed	6.5%	41.9%	6.5%	35.5%	6.5%	3.2%	100.0%

*Source: Tracer Study Questionnaire 2022*

Table No 9 shows that there is unequal distribution of ethnicity in different program. Comparatively, MBS and BBS program has covered all ethnicity (except two in each) whereas B.Ed. don't have representation from Brahmin, Newar, Pahari and dalit, BA don't have representation from Brahmin, Tamang and Dalit, BBS don't have representation from Newar and Dalit and MBS don't have representation from Pahari and Newar.

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



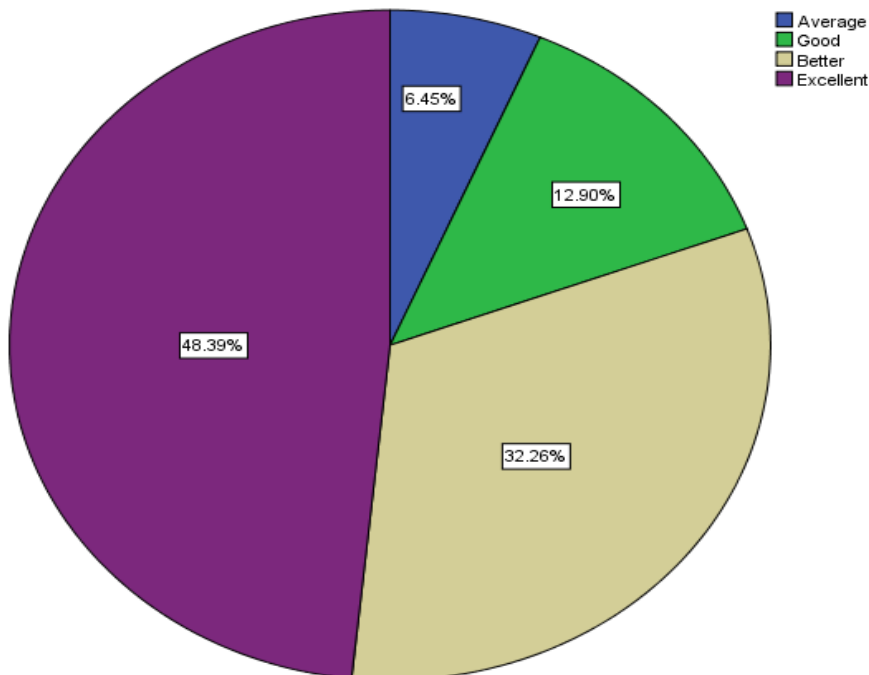
**Table 10: Teaching Learning Environment**

		Teaching Learning Environment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	6.5	6.5	6.5
	Good	4	12.9	12.9	19.4
	Better	10	32.3	32.3	51.6
	Excellent	15	48.4	48.4	100.0
	Total	31	100.0	100.0	

Source: Tracer Study Questionnaire 2022

Table No. 10 shows that the teaching learning environment of the institution is better and excellent as 80.65% remarked better and excellent which is followed by good indication covering 12.9%. No graduate responded the teaching learning environment fair or poor.

**Figure 6: Teaching Learning Environment**



Source: Tracer Study Questionnaire 2022

Figure No. 6 shows that the highest percent of graduates i.e.48.39% responded that the teaching learning environment is excellent where as only 6.45% graduates responded average. No graduate responded below average.

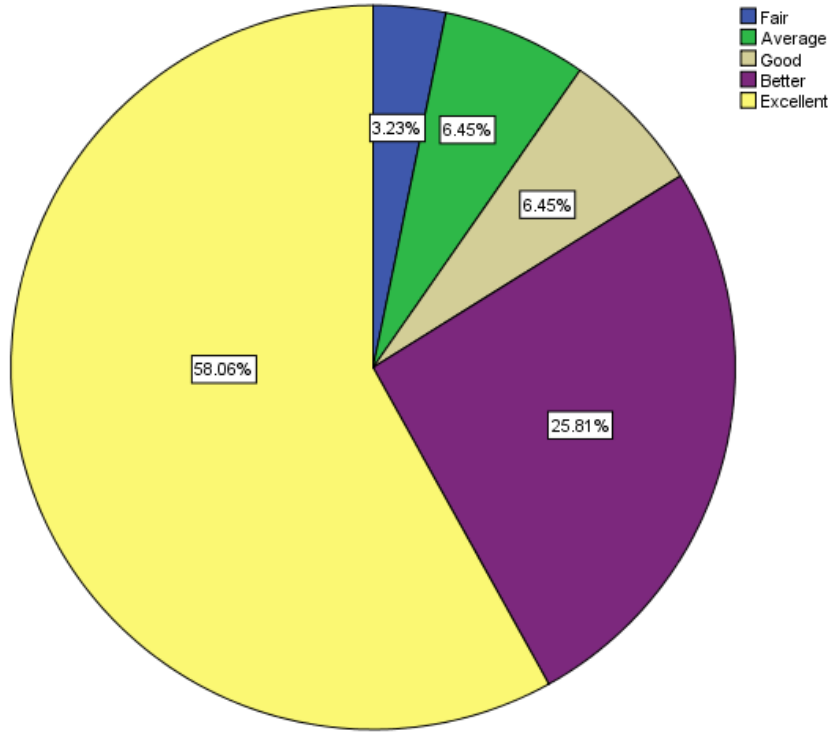
**Table 11: Teacher/Student Relationship**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	1	3.2	3.2	3.2
Average	2	6.5	6.5	9.7
Good	2	6.5	6.5	16.1
Better	8	25.8	25.8	41.9
Excellent	18	58.1	58.1	100.0
Total	31	100.0	100.0	

*Source: Tracer Study Questionnaire 2022*

Table No. 11 shows that teacher / student relationship of the institution is excellent and good as 83.87% respondents have responded either better or excellent. Only 12.9% graduates have opined that the teacher - student relation is good and average. Only 3.2% graduate has responded fair relationship with the teacher there is no respondents opined to poor teacher student relationship. It indicates the harmonious relation that graduates had with teaching faculties.

**Figure 7: Teacher Student Relationship**



*Source: Tracer Study Questionnaire 2022*

In regards of teacher student’s relationship, figure No. 7 shows that 83.87% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is fair and average on 2 each. This indicates that teacher / student relationship of the institution is good.

**Table 12: Education Delivery Efficiency**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	1	3.2	3.2	3.2
Good	8	25.8	25.8	29.0
Better	8	25.8	25.8	54.8
Excellent	14	45.2	45.2	100.0
Total	31	100.0	100.0	

*Source: Tracer Study Questionnaire 2022*

Table No 12. Reveals that the education delivery efficiency of the institution is better or excellent as 70.97% students 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 1 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 13: Library Facility**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	1	3.2	3.2	3.2
Good	2	6.5	6.5	9.7
Better	15	48.4	48.4	58.1
Excellent	13	41.9	41.9	100.0
Total	31	100.0	100.0	

*Source: Tracer Study Questionnaire 2022*

In an issue on library facility, table No. 13 shows the highest number of graduates responded library facility as better but even 1 respondent has responded either average. Out of 31 graduates 2 have responded library facility as good.

It shows that only 41.94% students opine that the library facility is excellent. This indicates that the institution still has to make some improvements in library facility.

**Table 14: Lab Facility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	6.5	6.5	6.5
	Fair	1	3.2	3.2	9.7
	Average	6	19.4	19.4	29.0
	Good	7	22.6	22.6	51.6
	Better	8	25.8	25.8	77.4
	Excellent	7	22.6	22.6	100.0
	Total	31	100.0	100.0	

*Source: Tracer Study Questionnaire 2022*

Table No. 14 indicates the lab facility of the campus is just satisfactory. Only 48.39% have responded excellent or better. Only 7 respondents remarked the lab facility excellent but 9 respondents remarked it to be poor or fair or average. In total 15 graduates out of 31 indicated lab facility either good or better.

Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it.

**Table 15: Canteen and Urinals Facility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.2	3.2	3.2
	Fair	2	6.5	6.5	9.7
	Average	3	9.7	9.7	19.4
	Good	5	16.1	16.1	35.5
	Better	14	45.2	45.2	80.6
	Excellent	6	19.4	19.4	100.0
	Total	31	100.0	100.0	

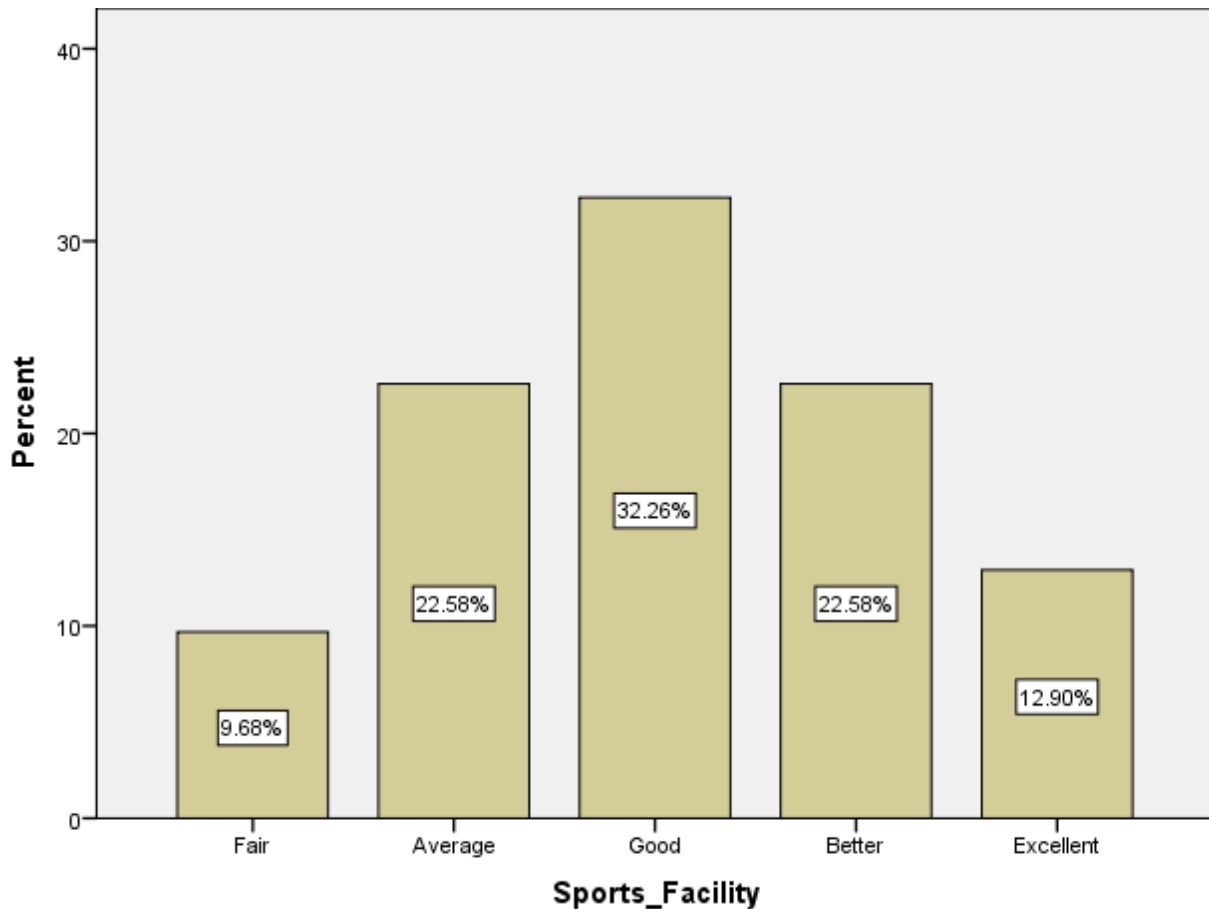
*Source: Tracer Study Questionnaire 2022*

Table No. 15 shows the canteen and urinal facility of the institution is not very excellent. Out of 31 graduates, 6 graduates have responded canteen and urinal facility either poor or fair or

average. Only 19.35% graduates have responded excellent whereas 61.29% graduates have responded either good or better.

The institution has to make improvements on Canteen and Urinals facilities.

**Figure 8: Sports Facility**



*Source: Tracer Study Questionnaire 2022*

In an issue related to sports facility, figure no 8 depicts that the sports facility of the institution is not at the level of good or above as out of the total 31 graduates, 64.52% graduates have responded it below good, average or fair. Only 12.90% graduates have responded sports facility excellent which indicates that the institution has to emphasize to supplement more regarding sports facility.

### **3. MAJOR FINDINGS**

The study was carried out among the graduates who completed B.ED, BA, BBS and MBS in the year 2022. The total number of students who participated in the study is 31. 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 31 graduates 61.9 % (i. e.13) graduates are employed and 9.68% (i.e 3) graduates are pursuing further studies. Among the employed graduates (i.e 2), 6.45% graduates are pursuing their further study whereas among unemployed graduates 5.6% students are pursuing their further studies. Further, out of 13 employed graduates, 84.61% of graduates have service in an organization. 58.06% graduates are unemployed which shows that majority of the graduates are employed either in an organization or are self employed. Further, More than 2/3 of the graduates are not pursuing further education.

The study also shows that majority of the graduates in Education program are employed in an organization as only 50% graduates are unemployed. Whereas, among the graduates from humanities, i.e 80% majority of the graduates are unemployed. Among the graduates of BBS 30.79% are employed. Among the graduates of MBS program, 2/3 are employed in an organization, the other are self employed and unemployed. In comparison to Bachelor and Master level graduates, it is found that 30.77% students who graduated in bachelor level program are employed whereas 71.43% of graduates in Master level are employed. The study revealed that there not much difference in employment ration in between master and bachelor level. Among all programs, the highest number of graduates who are employed are from MBS program i.e45.45%. The highest number of graduated unemployed are from BA program.

#### **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 majority of the responses indicate that the relevance of the program is better and excellent (i.e. 74.19%). Out of 31 graduates 6 indicate that relevance of the program is good. This indicates that more than 93% graduates indicate that program is good and above. Only 6.45% students

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 better, excellent and relevant.

Further the study, shows the majority of the graduated students indicate the problem solving ability of the program is good and excellent (i.e. 70.96%) regarding the problem solving ability in relation to their professional or job related task. However, 9.7% students pointed that the problem solving ability of the program was below average. It also shows that two third of the students responded that the problem-solving ability of the program was better and excellent. From the responses of the graduates, we can conclude that quality of the problem-solving ability is better and excellent. No graduates responded that the problem solving ability is poor.

### **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 31 students graduated from this college in the year 2022. Out of the total graduates more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2022 is excessively higher than that of the males.

Similarly, the study 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 students and their percentage is 72.58% more than that of the males.

The study also shows that 64.51% of the graduates were from BBS and MBS program and out of them 55% were male. Out of 19.4% of the graduates in total, there were only 16.67% male from B.Ed. program and out of them 83.33% were female. In BA 40% graduates are male which



shows the poor gender inclusion in BA level program. In total as well, 61.29% are female graduates which shows female are being more benefited by the program.

The study further shows that female graduates are excessively higher in B.A, BBS and B.ED program and male graduates exceed in MBS program. The number of female graduates is higher than male graduates in total.

Apart from this, the study also depicts that most of the graduated students belong to Chhetri followed by Tamang. In regards of the program, in B.Ed, Chhetri and Tamang graduates are equal (i.e. 50% each of total graduates). In BA program, Chhetri and Newar ethnicity (i.e. 40% each) graduates is the highest followed by Pahari (i.e.20%). In BBS program, the highest number graduates belong to Tamang (i.e. 46.15% ) followed by Chhetri (i.e. 38.46%).In MBS program, the highest number of graduates belong to Chhetri i.e 42.86%. Among the total graduates, Chhetri cover highest 41.93% where as Tamang cover 35.48%. In all programs, the number of Chhetri graduates exceeds all other ethnicity.

The study further shows that the demographic composition of Chhetri is higher in each program however there is no representation of Brahmin in B.Ed and BA program, Newar in B.ED, BBS, MBS program, Pahari in B.Ed. and MBS program, Dalit in B.Ed., BBS and BA and Tamang in BA program. The data indicates that the college has to make some plan for the inclusion of all ethnicities.

Similarly, the study shows that there is unequal distribution of ethnicity in different program. Comparatively, BBS and MBS program has covered all ethnicity (except two in each) whereas B.Ed. and BA don't have representation from Brahmin, Tamang, Dalit, Newar and Pahari.

### **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 80.65% remarked better and excellent which is followed by good indication covering 12.9%. No graduate responded the teaching learning environment fair or poor.

It also shows that the highest percent of graduates i.e 48.39% responded that the teaching learning environment is excellent where as only 6.45% graduates responded average. No graduate responded below average.

Further, the study shows that teacher / student relationship of the institution is excellent and good as 83.87 % respondents have responded either better or excellent. Only 12.9% graduates have opined that the teacher - student relation is good and average, 3.2% respond fair. No graduate has responded poor relationship with the teacher. It indicates the harmonious relation that graduates had with teaching faculties.

In regards of teacher student's relationship, the study shows that 83.87% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is good and average each. This indicates that teacher / student relationship of the institution is good. Similarly, the study also reveals that the education delivery efficiency of the institution is better or excellent as students remarked either better or excellent. None of the responses are on poor for the indicator - education delivery efficiency of the institution. There are only 1 responses on fair and average of 2 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 better but even 1 respondent has responded either fair. Out of 31 graduates 2 have responded library facility as good.

It shows that only 41.94% students opine that the library facility is excellent. This indicates that the institution still has to make some improvements in library facility.

Further, the study indicates the lab facility of the campus is just satisfactory. Only 48.39% have responded excellent or better. Only 7 respondents remarked the lab facility excellent but 9 respondents remarked it to be poor or fair or average. In total 15 graduates out of 31 indicated lab facility either good or better.

Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it.

Regarding canteen facility, the study shows the canteen and urinal facility of the institution is not very excellent. Out of 31 graduates, 6 graduates have responded canteen and urinal facility either poor or fair or average. Only 19.35% graduates have responded excellent whereas 61.29 graduates have responded either average or good or better. The institution has to make improvements on Canteen and Urinals 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:

- Jana Bhawana Campus provides excellent teaching learning environment.
- The teachers and students have harmonious relationship.
- Students are satisfied with the education delivery quality of the institution.
- Library facilities still require further improvements.
- Lab is just satisfactory so the college has to enhance lab facilities.
- Canteen and Urinal facilities require enhancement.
- The campus has to aid sports facilities and conduct more activities.

Graduates have suggested the following things for improvements:

- Restructure canteen and enhance its facilities.
- Promote diversity, equality and inclusion in all aspects.

- 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.
- Introduce Masters program in Humanities and Education.
- Lab and Library should be enhanced.

## **5. CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

The interpretation and analysis of the data collected for the study indicate the findings of the study that JBC's academic activities have been directed towards its broader goals for contributing towards producing creative, qualified and 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 study suggests to enhance lab facility, sports activities and practical teaching learning environment and enhance research based learning.

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 for further enhancement in various areas like: extra curricular activities, sports activities, research based practical learning etc., provide some guidance for employability and enhance lab facilities.

### **5.2 Recommendations**

- Develop non-credit courses and offer them to accelerate placement service.
- Launch Masters level programs in Humanities and Education streams.
- Give more emphasis on creating practical learning environment.
- Enhance lab facility, sports activities and practical teaching learning environment and enhance research based learning.
- Initiate appropriate policies necessary to attract students from minorities/indigenous communities.
- Conduct trainings for professional development and internship programs.
- Enhance research based learning, fund research projects and carry on research activities involving students.
- Internship and placement programs should be enhanced.
- Supplement more sports activities increasing internal competitions.