

# **A Tracer Study Report Of**

**Graduates of Butwal Kalika Campus  
2022**

**Submitted to:  
University Grants Commission, Nepal  
Sanothimi, Bhaktapur**

**Submitted by:  
Tracer Study Committee  
Butwal Kalika Campus  
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**November, 2024**

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We would like to offer sincere thanks to Mr. Ghanshyam Pathak, the Campus Chief, Mr. Mahesh Pandey Ass. Campus Chief, Mr. Buddhiram Chaudhary, BBS Coordinator and Aashish Neupane, BCA Coordinator for their support to contact the graduates working in home and abroad and shape the report in this form.

We would also like to express our thanks to all the graduates of Butwal kalika Campus, who have actively participated and provided information that formed the foundation of this study. Above all, we are particularly indebted to the University Grants Commission (UGC) of Nepal for providing guidelines and support to prepare this report.

Mumaya Thapa  
Coordinator  
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November, 2024

## **EXECUTIVE SUMMARY**

The 2022 Tracer Study conducted by Tracer Study Committee of Butwal Kalika Campus provides a comprehensive assessment of the academic experiences, employment status, and overall satisfaction of graduates from the Bachelor of Business Studies (BBS) and Bachelor of Computer Application (BCA) programs. The study aimed to gather insights into the relevance of academic programs, effectiveness of support services, and graduates' transitions into the labor market or further education demonstrated high employability, satisfaction with the relevance of their academic program, and positive views of institutional support, including teaching-learning environments, internship opportunities, and campus facilities.

This study found that BBS graduates showed comparatively lower employment rates and moderate satisfaction levels, especially in program relevance, lab and library resources, and career support services. Both BBS and BCA graduates appreciated the supportive learning environment, strong teacher-student relationships, and quality of education. Campus facilities like extracurricular activities, sports, sanitation, and the canteen received positive feedback. Butwal Kalika Campus has shown commendable performance, especially in its BCA program. However, the BBS program requires targeted improvements in curriculum design, practical exposure, and career support to enhance graduate employability. The study highlights the importance of leveraging feedback for continuous institutional development to ensure graduates are well-prepared for both higher education and the labor market.

The findings of study recommends to introduce non-credit, market-driven courses in areas like digital tools, entrepreneurship, and financial technology for BBS students. It is necessary to conduct workshops on soft and technical skills, and establish a dedicated career counseling and placement cell for BBS graduates. The campus has to strengthen ties with banks, corporations, NGOs, and government agencies to provide more internships and job placements. Furthermore, it is recommended to emphasize on data-driven planning; utilize tracer study results for strategic planning, and share findings with stakeholders to ensure transparency and accountability.

The findings from the 2022 tracer study serve as a vital tool for institutional improvement. With focused action based on the study's insights, Butwal Kalika Campus can strengthen its academic offerings, better support its graduates, and position itself as a leading center for higher education in the region.

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## **ABBREVIATIONS**

BKC: Butwal Kalika Campus  
CMC: Campus Management Committee  
TU: Tribhuvan University  
BBS: Bachelor of Business Studies  
BCA: Bachelor of Computer Application  
QAA: Quality Accreditation and Assurance  
UGC: University Grants Commission  
ICT: Information and Communications Technology

# **CHAPTER-I**

## **INTRODUCTION**

This tracer study is carried out to follow up and keep records of employment and further study status of the graduates of Butwal Kalika Campus (BKC). The scholars, who graduated in the year 2022 in Bachelor of Business Studies were traced. The main objective of the study was to understand the interface between the programs of the campus and employment prospects of the graduates. Understanding the relevancy is crucially important as it highlights strengths and weaknesses of the institution as well as the academic program. The report is organized into five chapters: this introductory chapter provides the background of Butwal Kalika Campus. The second chapter presents and analyzes the data collected from the graduates. The third chapter presents the major findings of the study. The fourth chapter draws implications for institutional reforms and, finally, chapter five concludes the findings and provides recommendations.

### **1.1 Background**

Education is foundation of progress and development of an individual, a society, a nation and the whole world. A systematic and effective education system is capable of enhancing the social, scientific and technological status of a country. The development of a country relies on skilled and qualified human resources and the human resource development of a country largely depends upon the quality of education imparted in a country. Higher education is necessary to prepare students for their professional life. It enables them to work, earn and gain financial independence. At present, higher education is recognized as a capital investment and is of paramount importance for economic and social development of the country. Institutions of higher education have the primary responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business and other professions.

### **Butwal Kalika Campus (BKC)**

Butwal Kalika Campus (BKC) was established in 2013 A.D. under the affiliation of Tribhuvan University as a community-based non-profit oriented, non-governmental institution. BKC aims to be a leading educational institution in the country by excelling in teaching-learning and research, and contributing to the national development process by producing market oriented, responsible, productive and committed human resources. Since the day of its establishment, the campus is committed to impart quality in higher education. It has been running academic programs of Bachelor in Business Studies, Bachelor in Computer Application, Bachelor of Education (English, Nepali and Mathematics), Bachelor of Arts (Social Work) and Master of Arts (Rural Development). BKC has been playing a leading role in the higher education of this region since the beginning. The campus has frequently extended and modified its academic programs to meet the changing needs of community. It is going through Quality Accreditation and Assurance (QAA) process under the guidance of University Grants Commission (UGC) to achieve academic excellence in higher education. The campus has initiated the process of its institutional and systematic reform. The institution



formulated and updated policy of the institution to carry out specific responsibilities and operate efficiently. The campus has been upgrading physical infrastructure aspiring to become a QAA certified campus in near future.

### **Rationale of the Study**

The rationale of this tracer study is to track down the status of employment and further study of graduates of BKC. This study explored the status (employment, entrepreneurial, further education, social involvement, etc.) and the efficacy of the knowledge and skills acquired during the study, in the executive, managerial, professional, further educational, and social life. The tracer study report can be used as a vital document for the campus authorities, policy makers, planners and concerned bodies of the campus to appraise globally competent management graduates in this globalized world. Similarly, it will also help the campus to fabricate campus level alumni thereby using the network the campus can build a strong relationship with the different national and international organizations.

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

The main objective of this study is to trace out the students who have graduated from Butwal Kalika Campus in 2022. The study comprises a sample of 54 graduates from BBS and 27 graduates from BCA. However, the study also has the following specific objectives:

- To explore the current status of the graduates after their graduation from Butwal Kalika Campus in 2022.
- To understand the effectiveness and relevance of the academic programs of the School to the graduates for their employment and higher study status – from the perspectives of type of program, gender, ethnicity, and age of the graduates.
- To explore the issues related to the quality and relevance of higher education.
- To identify key factors associated with the perceived academic quality of School of Business.
- To assess the major strengths and weaknesses of programs and overall teaching learning environment of the institution.

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

In order to proceed further with the task of tracing study, a task force team of three faculty members of Butwal Kalika Campus was formed by the authority. Similarly, for technological support and data processing, the administration of BKC made a computer available to the team. Besides the stationery supports for printing the questionnaire, other related tasks were also supported by the institution. The administration also supported the team by providing the necessary preliminary informational details regarding the graduates taken for the study. They also provided the initial communication facilities. Funding assistance of the UGC has been supportive in managing and organizing the resources needed to conduct the study efficiently.

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

Among all the graduates of Butwal Kalika Campus, the study has considered and taken the 54 BBS graduates and 27 BCA graduates of 2022 batch only as per the requirement of the University Grants Commission of Nepal. The study has incorporated 81 traced out graduates. The study has focused on the employment and educational details of the above-mentioned batch only.

### **1.5 Data Collection: Instruments and Approach**

The selection of BKC graduates of batch of 2022 were identified from the administrative record of the campus. The graduates were invited to participate in the study. The tracer committee members and non-teaching staff distributed the questionnaire developed by UGC for tracer study purpose. It contained both open-ended and close-ended questions. Quantitative data collected from the questionnaire were analyzed descriptively by using simple statistical techniques.

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

The study is primarily based on a quantitative approach. This study has incorporated the graduate batch of BBS and BCA of the year 2022 as per the requirement of the University Grants Commission of Nepal. The study has mainly explored the dimensions of higher education as available through the questionnaire provided by the University Grants Commission and thus the findings may not be reflective of the holistic or wide-array of the higher education in Nepal. Despite various efforts to trace out the graduates, out of all graduates only 81 graduates were traced. The questionnaire includes the perception of graduates towards the academic quality of the institutional program that they have attended. There were eleven dimensions of academic quality including program relevancy, teacher student's relationship, quality of education delivered and so on.

## CHAPTER-II

### DATA PRESENTATION AND ANALYSIS

#### 2.1 Distribution of Respondents Based on Academic Program

The total number of students graduated from the campus in 2022 was 81. Out of those 81 students, 54 got BBS degree and 27 got BCA degree. Among those graduates, there were 17 male and 37 female students in BBS program; 23 male and 4 female students in BCA program. In total, 40 male and 41 female students graduated from the college in 2022. The details are shown in the table 2.1 and the same is presented in the bar chart in Figure 2.1.

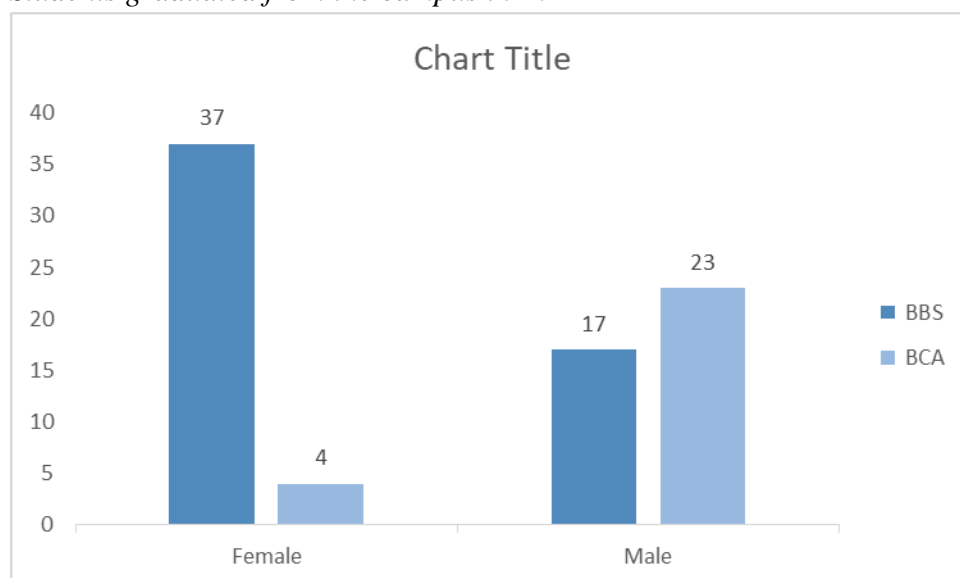
*Table 2.1*

*Students graduated from the campus in 2022*

		Program completed		Total
		BBS	BCA	
Gender	Male	17	23	40 (49.38 %)
	Female	37	4	41 (50.61%)
Total		54	27	81 (100%)

*Figure 2.1*

*Students graduated from the campus in 2022*



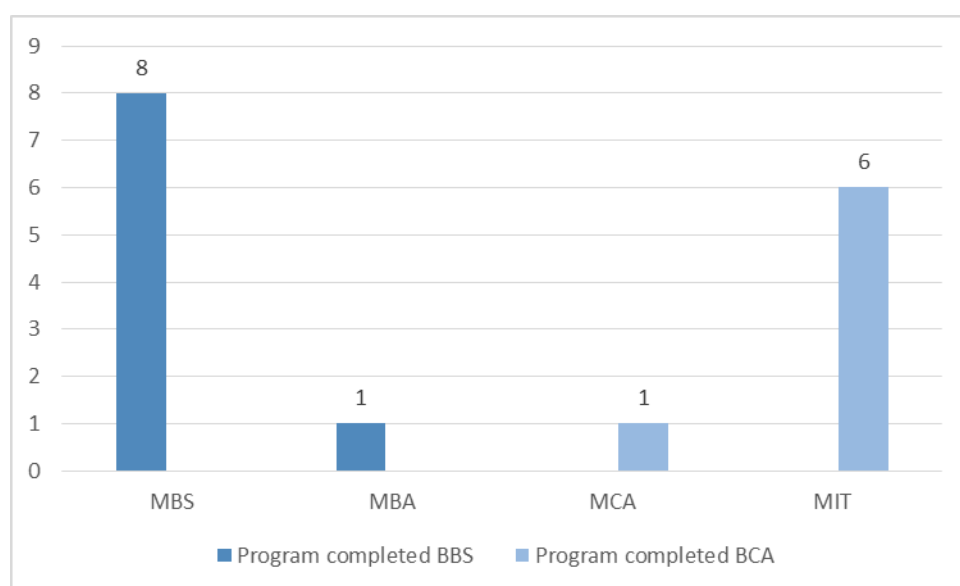
#### 2.2 Further Study Status of the Graduates

Table 2.2 illustrates the further study status of students as a whole. 9 BBS graduates and 7 BCA graduates are enrolled for the higher studies. As BBS graduates are concerned 1 student is enrolled in MBA program and 8 students are enrolled in MBS program. Similarly, 1 BCA graduate is enrolled in MCA program and 6 students in MIT program.

*Table 2.2*  
*Graduates' further study status*

		Graduates further study status				Total
		MBS	MBA	MCA	MIT	
Program completed	BBS	8	1			9
	BCA			1	6	7
Total		8	1	1	6	16

*Figure 2.2*  
*Graduates' further study status*



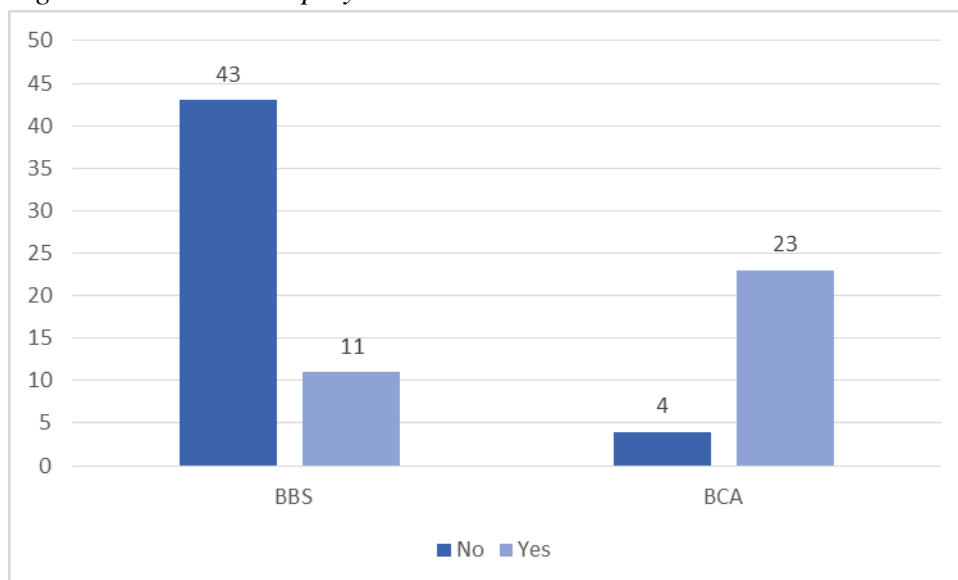
### 2.3 Employment Status of Graduates

The employment status of the students graduated in BBS and BCA programs from the campus is stated in the table 2.3. Out of total 54 BBS graduates, 11 are doing service in different organizations and 43 are unemployed. Similarly, in total 27 students graduated in BCA program, it is found that 23 graduates are employed by providing their service in different organizations or running their own business and 4 are unemployed.

*Table 2.3 Current Employment Status*

		Current employment status		Total
		Employed	Unemployed	
Program completed	BBS	11(20.37%)	43 (79.53%)	54 (66.66 %)
	BCA	23 (85.19%)	4 (14.81%)	27 (33.33 %)
Total		34	47	81

Figure 2.3 Current Employment Status



## 2.4 Relevance of the Program to Professional Requirements

Table 2.4 depicts the response of the graduates from BBS and BCA program regarding the relevance of their respective program to their professional requirement. Out of all the graduates 6.17 percent from BBS graduates reported the relevance to be below weak. 25.93 percent of BBS found the program's relevance satisfactory while 3.17 percent of BCA graduates found the relevance satisfactory. Furthermore, ratings of BBS graduates on good, very good and excellent stood at 29.63 %, 18.52 % and 16.67 percent respectively. Finally, in the "Excellent" category, BBS scores 16.67%, while BCA has 44.44 %, emphasizing a higher recognition of the program's relevance from BBS. Overall, BCA consistently rates the program as more relevant to professional requirements than BBS, particularly in the "Good" category.

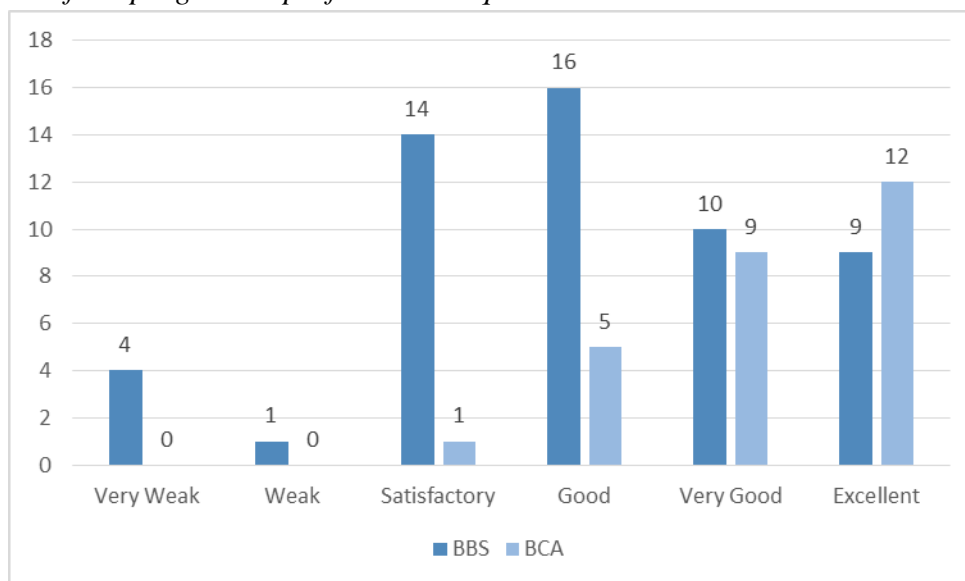
Table 2.4

*Relevance of the program to professional requirements*

		Programs Completed		Total
		BBS	BCA	
Relevance of the program to professional requirements	<b>Very Weak</b>	4 (7.41%)	0	4 (4.94%)
	<b>Weak</b>	1 (1.85%)	0	1 (1.23%)
	<b>Satisfactory</b>	14 (25.93%)	1 (3.70%)	14 (18.52%)
	<b>Good</b>	16 (29.63%)	5 (18.52%)	16 (25.93%)
	<b>very Good</b>	10 (18.52%)	9 (33.33%)	10 (23.46%)
	<b>Excellent</b>	9 (16.67%)	12 (44.44%)	9 (25.93%)
	Total	<b>54</b>	<b>27</b>	<b>81</b>

Figure 2.4

Relevance of the program to professional requirements



## 2.5 Engagement in Extracurricular Activities

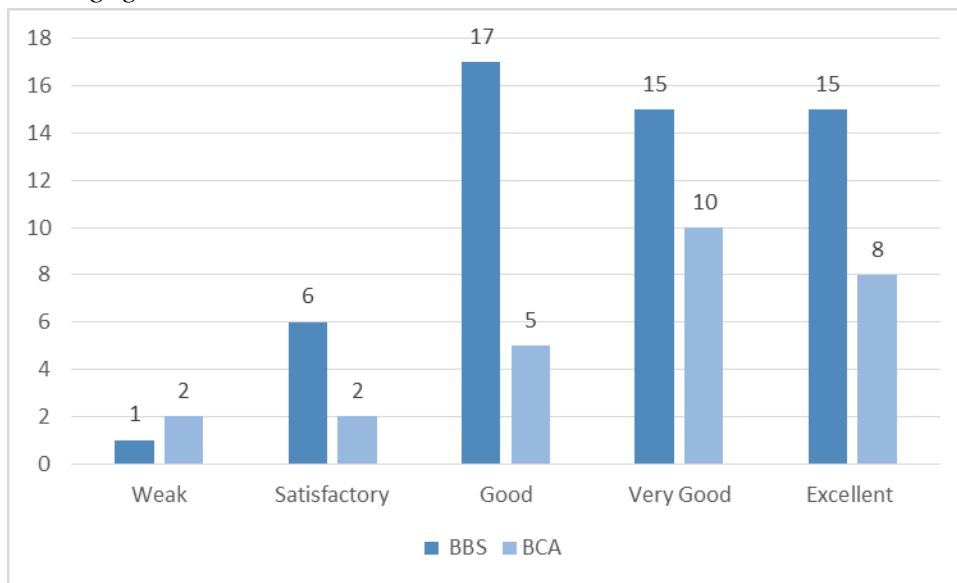
The engagement of graduates of BBS and BCA is presented in Table 2.5. 3.7 percent and 9.87 percent of the total graduates reported weak and satisfactory regarding engagement in extracurricular activities. 31.48 percent of BBS graduates and 18.52 percent of BCA graduates rated extracurricular activities good. While 27.78 percent BBS graduates rated very good, BCA stood at 37.04, 10 percent more than BBS. Similar percent of graduates rated excellent which was 27.78 percent from BBS and 29.63 from BCA. About 90 percent of the total graduates rated extracurricular activities in campus above good.

Table 2.5

Engagement in extracurricular activities

		Programs Completed		Total
		BBS	BCA	
Extracurricular activities	<b>Weak</b>	1 (1.85%)	2 (7.41%)	3 (3.70%)
	<b>Satisfactory</b>	6 (11.11%)	2 (7.41%)	8 (9.87%)
	<b>Good</b>	17 (31.48%)	5(18.52%)	22 (27.16%)
	<b>Very Good</b>	15 (27.78%)	10 (37.04%)	25 (30.86%)
	<b>Excellent</b>	15 (27.78%)	8 (29.63%)	23 (28.39%)
Total		54	27	81

*Figure 2.5*  
*Engagement in extracurricular activities*



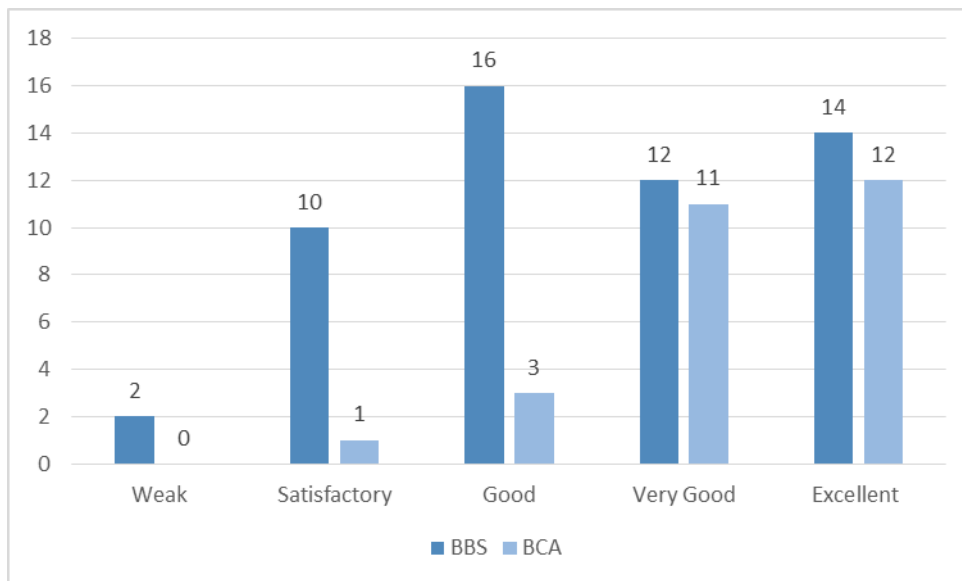
## 2.6 Contribution of Courses to Develop Problem Solving Ability

Table 2.6 depicts the ratings based on contribution of courses for developing problem solving ability. None of the BCA graduates remarked contribution of courses for developing problem solving ability weak while 3.70 of the BBS graduated remarked weak. Compared to BCA graduates, more BBS graduates rated satisfactory and good. 40.74 percent and 44.44 percent of BCA graduates rated contribution of courses for developing problem solving ability very good and excellent which is less among BBS graduates. More than 50 percent of the total graduates rated it very good and excellent.

*Table 2.6*  
*Contribution of courses to develop problem solving ability*

		Programs Completed		Total
		BBS	BCA	
Problem solving ability	<b>Weak</b>	2 (3.70%)	0	2 (2.47%)
	<b>Satisfactory</b>	10 (18.52%)	1(3.70%)	11(13.58%)
	<b>Good</b>	16 (29.63%)	3 (11.11%)	19 (23.46%)
	<b>Very Good</b>	12 (22.22%)	11 (40.74%)	23 (28.40%)
	<b>Excellent</b>	14 (25.93%)	12 (44.44%)	26 (32.10%)
	Total	54	27	81

*Figure 2.6*  
*Contribution of courses to develop problem solving ability*



## 2.7 Work Placement, Attachment and Internship

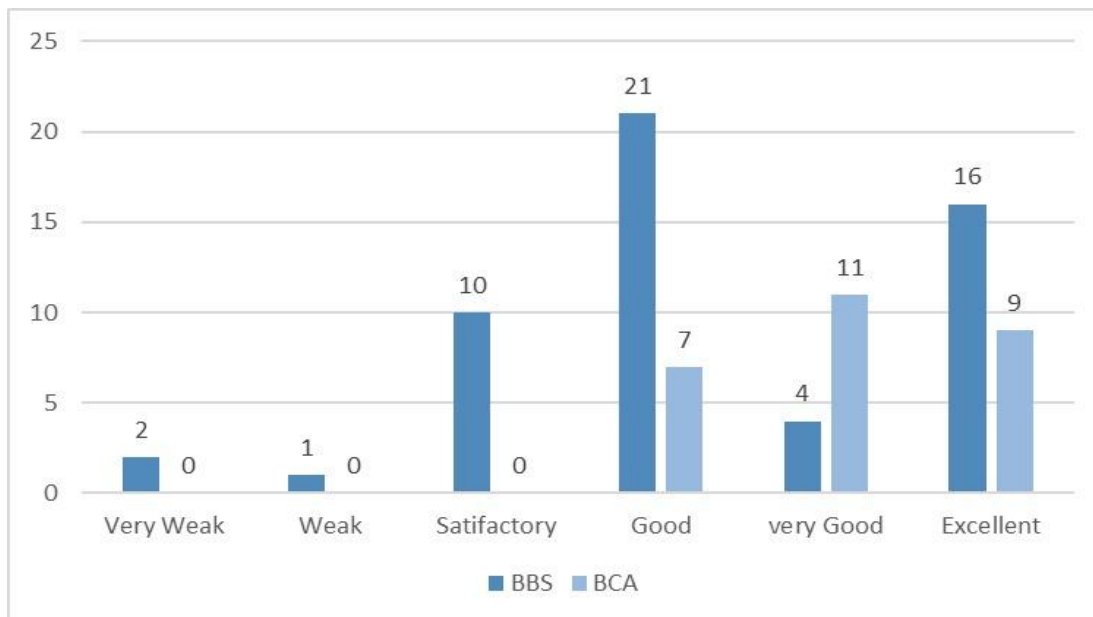
Table 2.7 shows graduates' response regarding work placement, attachment and internship where around 4 percent of total graduates remark these support by the campus below weak. 18.52 percent graduates from BBS reported satisfactory work placement, attachment and internship. 38.89 percent BBS graduates found it satisfactory which is higher compared to 25.93 percent of BCA. More graduates of BCA found work placement, attachment and internship very good and excellent in comparison to BBS graduates. Among all the graduates, more than 80 percent rated work placement, attachment and internship provided by campus above good while 30.86 rated it excellent.

*Table 2.7*  
*Work placement, attachment and internship*

		Programs Completed		Total
		BBS	BCA	
Work placement, attachment and internship	<b>Very Weak</b>	2 (3.70%)	0	2 (2.47%)
	<b>Weak</b>	1 (1.85%)	0	1 (1.23%)
	<b>Satisfactory</b>	10 (18.52%)	0	10 (12.35%)
	<b>Good</b>	21 (38.89%)	7 (25.93%)	28 (34.57%)
	<b>very Good</b>	4 (7.41%)	11 (40.74%)	15 (18.52%)
	<b>Excellent</b>	16 (29.63%)	9 (33.33%)	25 (30.86%)
	Total	54	27	81



*Figure 2.7*  
*Work placement, attachment and internship*



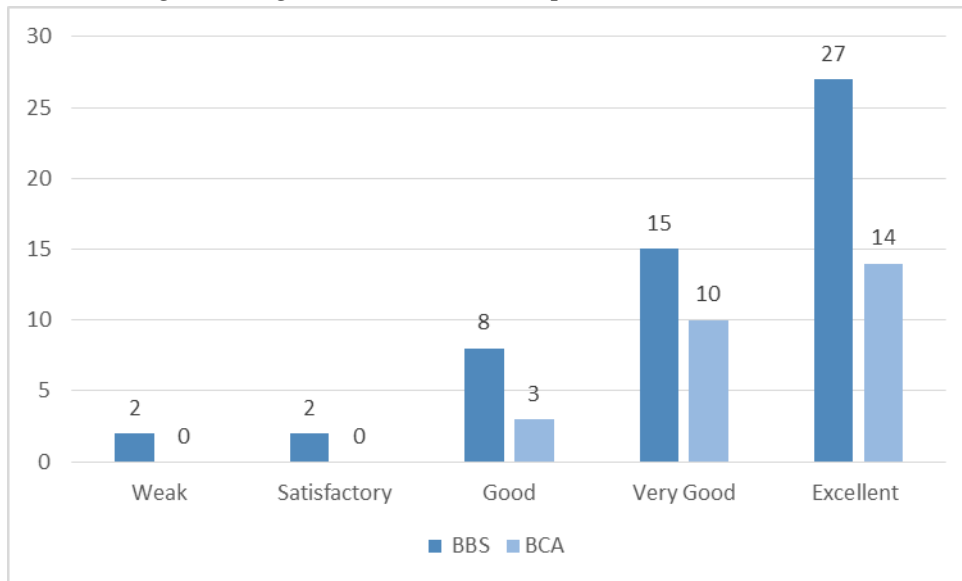
## 2.8 Teaching/Learning Environment in Campus

Table 2.8 illustrates graduates' perception regarding the teaching/learning environment in the campus. As seen in the table, none of the BCA graduates rated teaching/learning environment in the campus below satisfactory while 7.4 percent of BBS graduates rated it below satisfactory. 14.81 percent of BBS graduates and 11.11 percent of BCA graduates rated teaching/learning environment of the campus good. 37.04 percent and 51.85 percent of BBS graduates found the environment of the campus very good and excellent which while only 27.78 percent and 50 percent of BBS graduates found it very good and excellent. Overall, around 81 percent of total graduates rated teaching/learning environment of the campus above very good.

*Table 2.8*  
*Teaching/learning environment in campus*

		Programs Completed		Total
		BBS	BCA	
Teaching/learning environment	<b>Weak</b>	2 (3.70%)	0	2 (2.47%)
	<b>Satisfactory</b>	2 (3.70%)	0	2 (2.47%)
	<b>Good</b>	8 (14.81%)	3 (11.11%)	11 (13.58%)
	<b>Very Good</b>	15 (27.78%)	10 (37.04%)	25 (30.86%)
	<b>Excellent</b>	27 (50%)	14 (51.85%)	41 (50.62%)
	Total	54	27	81

*Table 2.8*  
*Teaching/learning environment in campus*



## 2.9 Quality of Education Delivered

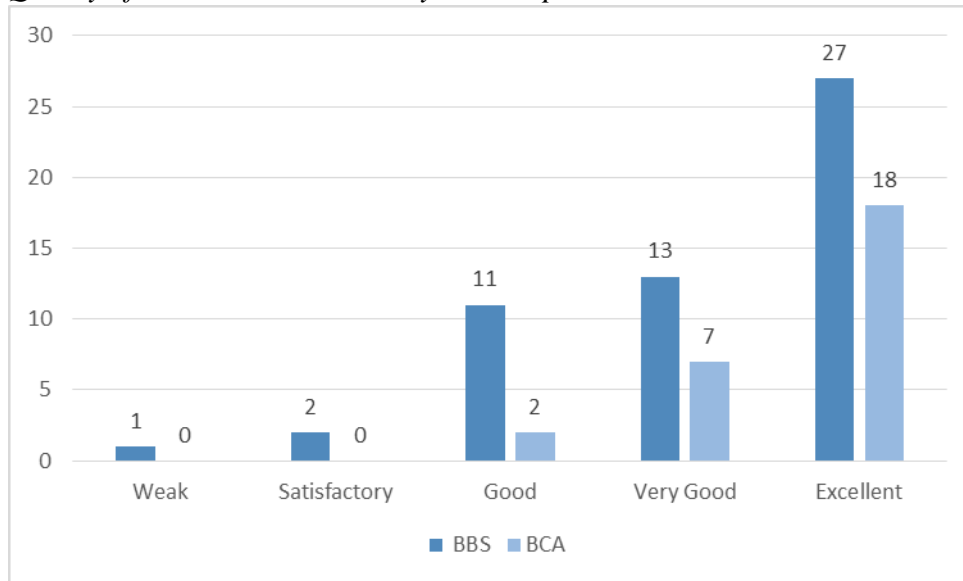
The graduates' perception regarding the quality of education delivered by the campus is presented in Table 2.9. As shown in table, 1.85 percent and 3.70 percent of BBS graduates found the quality of education weak and satisfactory in the campus. 20.37 percent BBS graduates found it good while 7.41 percent BCA graduates found it good. The quality of education delivered by the campus is regarded excellent by 50 percent BBS graduates and 66.67 percent BCA graduates which shows that majority of the graduates regarded the quality of education in campus excellent.

*Table 2.9*  
*Quality of education delivered by the campus*

		Programs Completed		Total
		BBS	BCA	
Quality of education delivered	<b>Weak</b>	1 (1.85%)	0	1 (1.23%)
	<b>Satisfactory</b>	2 (3.70%)	0	2 (2.47%)
	<b>Good</b>	11 (20.37%)	2(7.41%)	13 (16.05%)
	<b>Very Good</b>	13 (24.07%)	7 (25.93%)	20 (24.69%)
	<b>Excellent</b>	27 (50%)	18 (66.67%)	45 (55.56%)
	Total	54	27	81

Figure 2.9

Quality of education delivered by the campus



## 2.10 Teacher Student Relationship in Campus

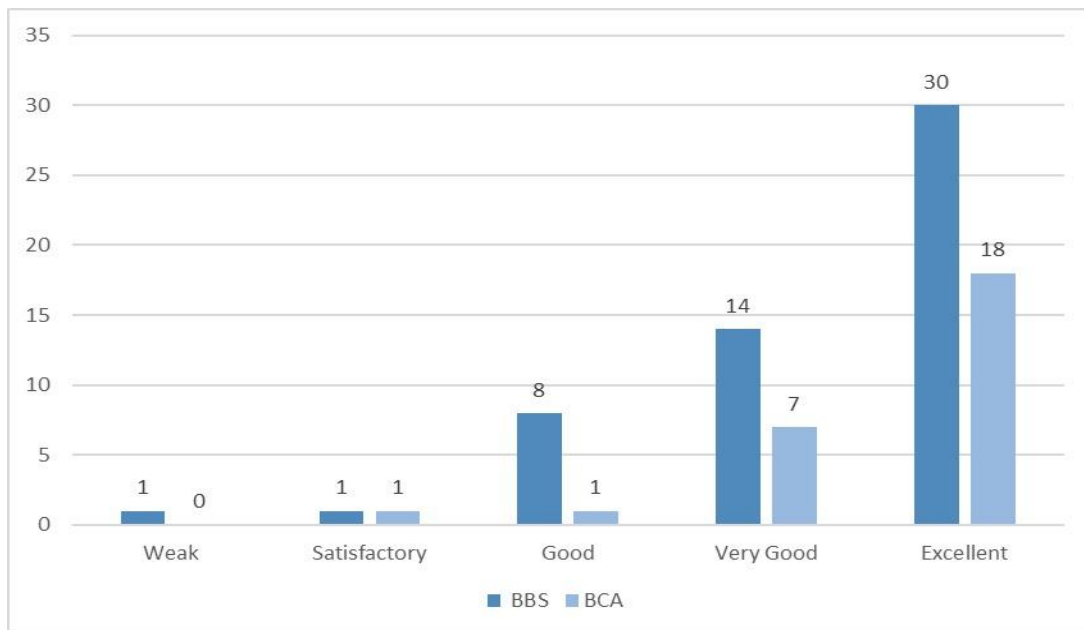
Table 2.10 presents the ratings given by the graduates based on teacher student relationship. As shown in the table, less than 4 percent of the total graduates found weak teacher student relationship in the campus while 11.11 percent found it good. 25.93 percent each in both programs (BBS and BCA) found the relationship between teacher and student very good. 66.67 percent BCA graduates rated it excellent which is more than 55.56 percent of BBS regarding teacher student relationship.

Table 2.10

Teacher student relationship in the campus

		Programs Completed		Total
		BBS	BCA	
Teacher student relationship	<b>Weak</b>	1 (1.85%)	0	1 (1.23%)
	<b>Satisfactory</b>	1 (1.85%)	1 (3.70%)	2 (2.47%)
	<b>Good</b>	8 (14.81%)	1 (3.70%)	9 (11.11)
	<b>Very Good</b>	14 (25.93%)	7 (25.93%)	21 (25.93%)
	<b>Excellent</b>	30 (55.56%)	18 (66.67%)	48 (59.26%)
	Total	54	27	81

*Figure 2.10*  
*Teacher student relationship in the campus*



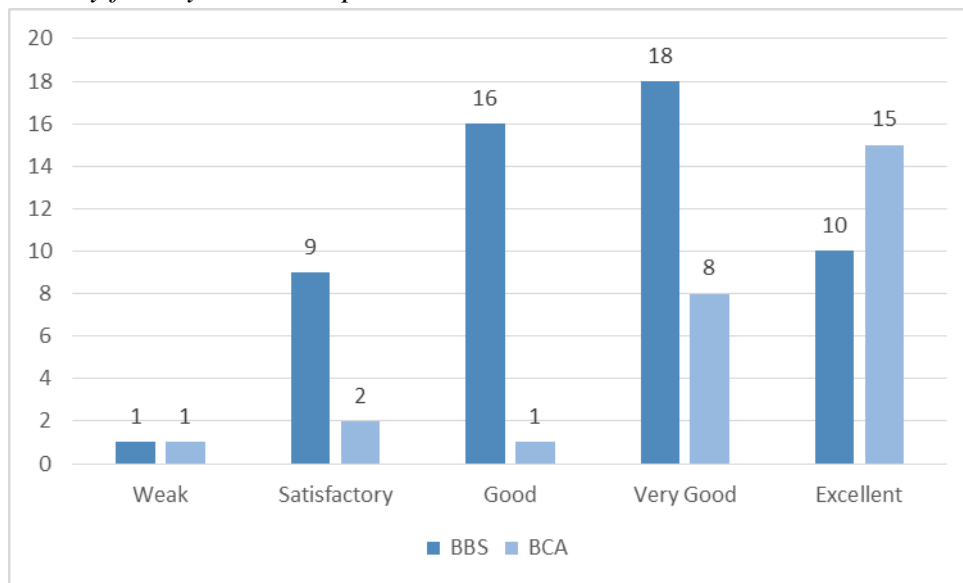
## 2.11 Library Facility

Table 2.11 presents the graduates' ratings regarding library facility offered by the campus. Among all the graduates, more graduates from BCA rated library facility offered by the campus excellent which was 55.56 percent. Compared to BBS, BCA graduates ratings above good was higher. More graduates from BBS found the library facility satisfactory (25.93 %) and weak (3.70%) in the campus. 32.10 percent of the total graduates rated library facility very good and 30.86 percent rated library facility excellent.

*Table 2.11*  
*Library facility in the campus*

		Programs Completed		Total
		BBS	BCA	
Library Facility	<b>Weak</b>	1 (3.70%)	1 (3.70%)	2 (2.47%)
	<b>Satisfactory</b>	9 (25.93%)	2 (7.41%)	11(13.58%)
	<b>Good</b>	16 (33.33%)	1 (3.70%)	17 (20.99%)
	<b>Very Good</b>	18(18.52%)	8 (29.63%)	26 (32.10%)
	<b>Excellent</b>	10 (18.52%)	15 (55.56%)	25 (30.86%)
	Total	54	27	81

*Figure 2.11*  
*Library facility in the campus*



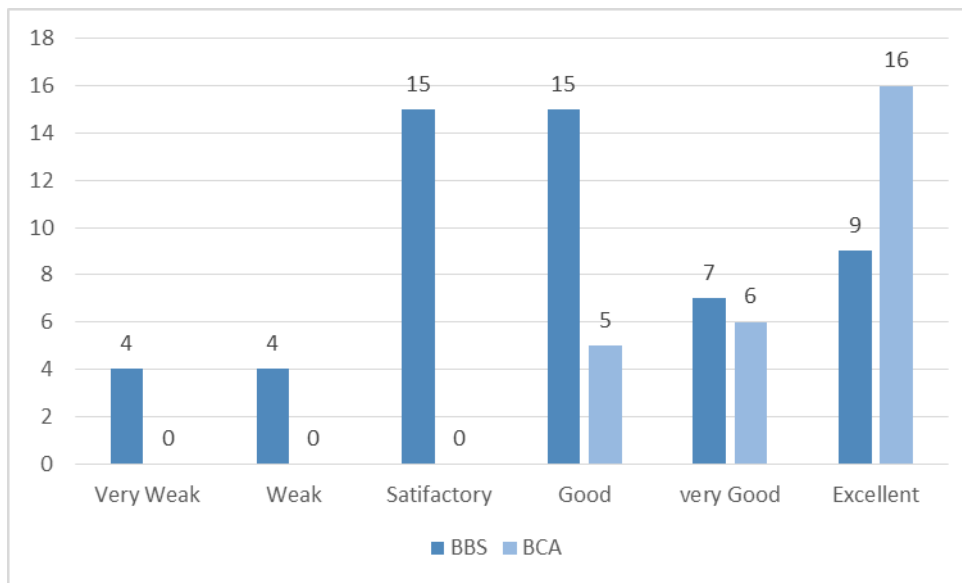
## 2.12 Lab Facility

Table 2.12 illustrates the graduates' perception towards lab facility offered by the campus. As shown in the table, all the BCA graduates rated lab facility offered by the campus above good with 59.26 percent excellent. On the contrary, less graduates of BBS rated it above good (56.81%). 7.41 percent of BBS graduates rated very weak and 7.41 percent rated weak. Only 16.67 percent BBS graduates found lab facilities excellent which is far less than 59.26 percent of BCA. Overall, the graduates of BCA were more satisfied with lab facility.

*Table 2.12*  
*Lab facility in the campus*

		Programs Completed		Total
		BBS	BCA	
Lab facility	<b>Very Weak</b>	4 (7.41%)	0	4 (4.94%)
	<b>Weak</b>	4 (7.41%)	0	4 (4.94%)
	<b>Satisfactory</b>	15 (27.78%)	0	15 (18.52%)
	<b>Good</b>	15 (27.78%)	5 (18.52%)	20 (24.69%)
	<b>very Good</b>	7 (12.96%)	6 (22.22%)	13 (16.05%)
	<b>Excellent</b>	9 (16.67%)	16 (59.26%)	25 (30.86%)
	<b>Total</b>	<b>54</b>	<b>27</b>	<b>81</b>

*Figure 2.12*  
*Lab facility in the campus*



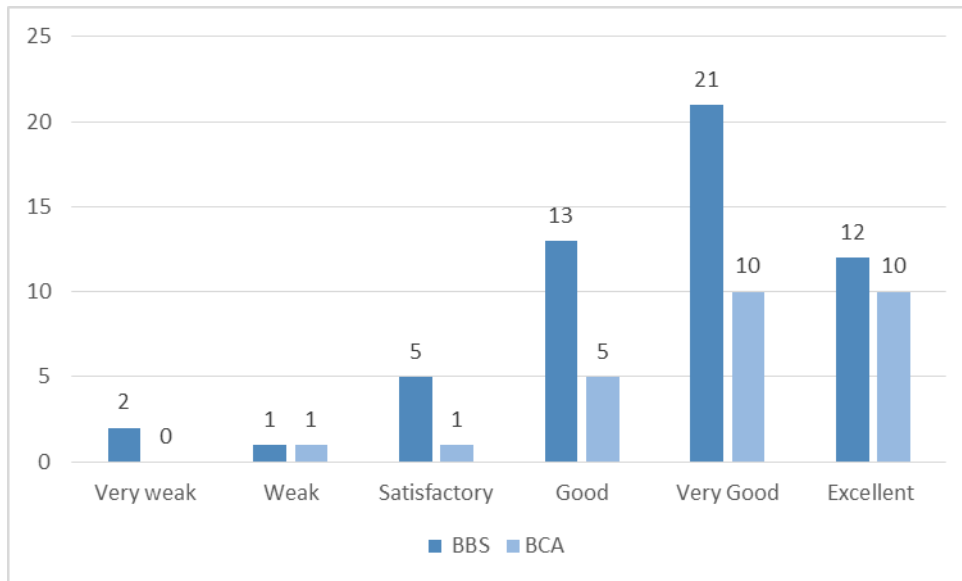
### 2.13 Sports Facility

Table 2.13 illustrates the ratings based on sports facility offered by the campus. It can be seen in the table that only 4.94 percent of all the graduates found sports facility below weak in the campus. 9.26 percent BBS graduates and 3.7 percent BCA graduates were satisfied in this regard. The rating of BBS and BCA graduates was good by 24.07 percent and 18.52 percent respectively. 38.27 percent of total graduates rated sports facility in campus very good and 27.16 percent rated excellent in which more BCA graduates found excellent.

*Table 2.13*  
*Sports facility in campus*

		Programs Completed		Total
		BBS	BCA	
Sports facility in campus	<b>Very Weak</b>	2 (3.70%)	0	2 (2.47%)
	<b>Weak</b>	1 (1.85%)	1 (3.70%)	2 (2.47%)
	<b>Satisfactory</b>	5 (9.26%)	1(3.70%)	6 (7.41%)
	<b>Good</b>	13 (24.07%)	5 (18.52%)	18 (22.22%)
	<b>very Good</b>	21 (38.89%)	10 (37.04%)	31 (38.27%)
	<b>Excellent</b>	12 (22.22%)	10 (37.04%)	22 (27.16%)
	<b>Total</b>	<b>54</b>	<b>27</b>	<b>81</b>

*Figure 2.13*  
*Sports facility in campus*



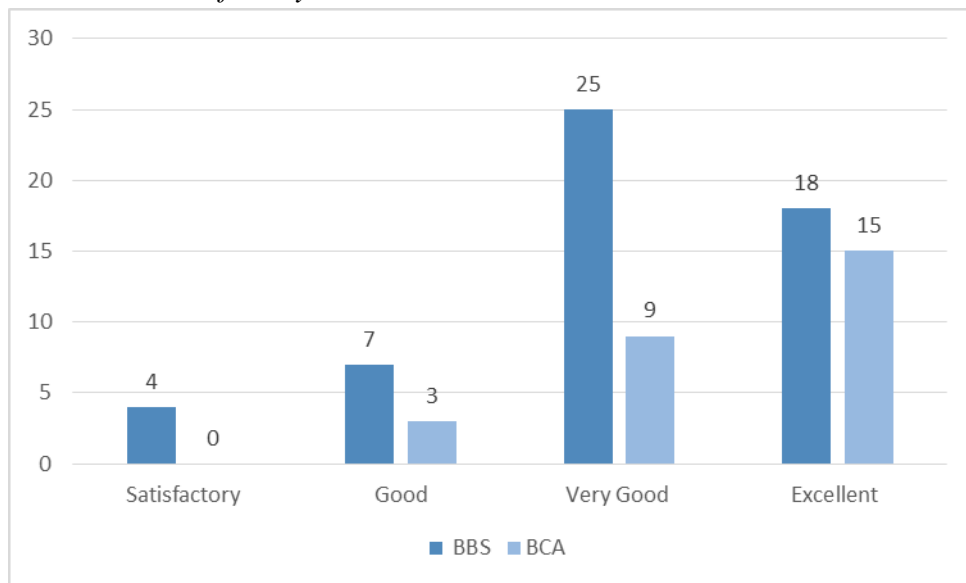
#### 2.14 Canteen/Urinals Facility

Table 2.14 shows that all the graduates rated canteen and urinals facility in campus above satisfactory. 12.35 percent of total graduates rated canteen and urinals facility good while 41.98 percent rated it very good. For 33.33 percent BBS graduates, canteen and urinal facility was excellent and for 40.74 percent BCA graduates it was excellent. Overall, the response of BCA graduates was more positive compared to BBS graduates.

*Table 2.14*  
*Canteen/urinals facility in campus*

		Programs Completed		Total
		BBS	BCA	
Canteen/urinals facility	<b>Weak</b>	0	0	0
	<b>Satisfactory</b>	4(741%)	0	4 (4.94%)
	<b>Good</b>	7 (12.6%)	3 (11.11%)	10 (12.35%)
	<b>Very Good</b>	25 (46.30%)	9 (33.33%)	34 (41.98%)
	<b>Excellent</b>	18 (33.33%)	15 (55.56%)	33 (40.74%)
	<b>Total</b>	54	27	81

*Figure 2.14*  
*Canteen/urinals facility*





## **CHAPTER-III**

### **MAJOR FINDINGS**

This chapter of this Tracer Study Report describes the responses of the graduates, about various aspects of the institution and the program they are enrolled in, collected from the forms filled out by the graduates. The total number of students who graduated from Butwal Kalika Campus in 2022 was 81. The major findings of the study are described as follows:

- In the graduate batch of 2022, there were 50.61 percent girls and 49.38 percent boys. The percentage of girls higher in BBS compared to BCA.
- Out of total graduated respondents, 85.19 percent BCA graduates are employed as IT teacher, IT manager in various organizations while the employment ratio stands too low at 20.37 percent for BBS graduates. BBS graduates are employed in government banks, private banks, private firms and schools.
- Regarding further study of the graduates, 8 BBS graduates have enrolled in MBS and 1 has enrolled in MBA. 6 BCA graduates have enrolled in MIT and 1 has enrolled in MCA.
- When asked about relevance of the program they completed to their professional requirements, BCA consistently rates the program as more relevant to professional requirements than BBS, particularly in the "Good" category.
- More than 90 percent of the respondents remarked that they were satisfied with extracurricular activities conducted by Butwal Kalika Campus while half of the respondents found the extracurricular activities excellent.
- With regards to the development of problem solving ability and contribution of the program and institution, 90 percent respondents are satisfied and more than 32.10 percent found it excellent. The graduates of BCA found the course more relevant compared to BBS.
- On the topic work placement, attachment and internship, about 4 percent graduates rated weak. All the BCA graduates remarked work placement by campus above good. 29.63 percent BBS graduates and 33.33 percent found work placement service excellent.

- Research found that 95 percent of the total graduates agreed that teaching learning environment in Butwal Kalika Campus is good. 50 percent of the respondents rated teaching/learning environment excellent.
- The quality of education delivered by Butwal Kalika Campus was rated excellent by 55.56 percent respondents.
- The respondents' response to the relationship between teachers and students was weak for less than 5 percent. 11.11 percent respondents said good. More respondents of BCA reported excellent teacher student relationship compared to BBS.
- The graduates of BCA found library facility in the campus better compared to BBS. Only 18.52 percent BBS graduates rated excellent while 55.56 percent graduates said excellent.
- The graduates of BCA were more satisfied with lab facility who had rated it above good. 14.82 BBS graduates rated below weak.
- Result of respondents' response on sports facility shows that more than 85% rated sports facility in the campus above good.
- Regarding canteen and urinals, 100 percent respondents were above satisfied where 81 percent responded above very good.

## **CHAPTER-IV**

### **IMPLICATIONS TO INSTITUTIONAL REFORM**

This section states significance of the findings of this tracer study to the reformation of Butwal Kalika Campus. Based on the study findings, this section offers recommendations to BKC, some key issues and areas to focus on in order to improve its quality of education. It also provides suggestions on improvement of academic environment, teaching pedagogy, problem solving skills, better job placement of its graduates, infrastructural improvement and organizational reform dimensions. As the findings of tracer study says, BKC has to pay its due attention to initiate certain reforms in particular areas in the near future:

- The campus should review and revise the BBS curriculum to better align with current job market demands—introducing more practical, skill-based content (e.g., digital literacy, data analysis, business tech tools).
- Campus should encourage more female enrollment in BCA, possibly through STEM outreach programs, scholarships, and mentorship for women in IT.
- There is urgent need for employability-focused initiatives in BBS, such as: Soft skill development programs, Business incubation and entrepreneurship training, Strengthening alumni networks for job referrals
- Campus can offer academic counseling and preparatory support for entrance exams, and possibly develop MBS and IT-related master's programs in-house.
- Campus should continue investing in extracurricular activities as they positively impact student satisfaction.
- Campus can expand leadership training, clubs, and inter-college competitions to foster holistic development.
- Campus has to conduct regular faculty development programs, teaching innovation grants, and student feedback systems that can help sustain and enhance teaching learning environment.

## **CHAPTER-V**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

The 2022 Tracer Study of Butwal Kalika Campus provides valuable insights into the academic experiences, employability, and satisfaction levels of its graduates from the BBS and BCA programs. The findings highlight several areas of strength as well as critical opportunities for improvement.

Overall, BCA graduates demonstrate high employability, satisfaction with academic relevance, and positive perceptions of institutional support, particularly in teaching-learning environment, internships, and facilities. In contrast, BBS graduates show lower employment rates and comparatively less satisfaction in areas such as program relevance, lab and library facilities, and career support, indicating the need for targeted enhancements in curriculum design and professional development opportunities.

The study also shows that both programs have succeeded in providing a supportive learning environment, maintaining good faculty-student relationships, and delivering quality education. Extracurricular activities, sports, and campus facilities such as the canteen and sanitation services are highly appreciated by the graduates.

In conclusion, while Butwal Kalika Campus has demonstrated commendable performance in many aspects, particularly in the BCA program, there is a clear need for program-specific strategies to improve outcomes for BBS graduates. The insights from this tracer study should inform institutional planning, curriculum updates, and student support services to ensure that all graduates are well-equipped for the demands of further studies and the labor market.

#### **5.2 Recommendation**

BKC carried out a tracer study of its 2022 graduates, focusing on various aspects such as personal information, employment status, pursuit of further education, and graduates' feedback regarding the strengths and weaknesses of the programs offered by the campus. The study also examined opinions on extracurricular activities, the teaching-learning

environment, quality of education, teacher-student relationships, library and lab resources, sports facilities, and canteen and sanitation services. Based on the findings, the following recommendations are provided for the relevant stakeholders.

- To strengthen the BBS Program's relevance and employability, BKC should include non-credit courses for delivering practical and market-oriented content such as digital business tools, entrepreneurship, financial technology, and data analysis.
- BKC should introduce job-oriented skill development workshops (e.g., communication, interview preparation, accounting software) and establish career counseling and placement support specifically targeted at BBS students.
- BKC should expand Industry linkages and internship opportunities by developing formal partnerships with banks, corporate firms, NGOs, and government offices to provide internship and job placement opportunities for both BBS and BCA students.
- BKC should support further education aspirations by offering academic counseling sessions for students interested in postgraduate studies, including MBS, MBA, MIT, and MCA.
- BKC has to consider launching in-house postgraduate programs in business and IT to retain graduates and meet demand for advanced degrees.
- BKC should improve facilities equally across programs and upgrade library resources and lab infrastructure for BBS students to ensure parity with BCA program standards. It should invest in subject-specific learning materials, journals, and digital databases for both programs.
- BKC should promote gender balance in all programs by launching awareness and outreach campaigns to encourage female enrollment in BCA and male participation in BBS, promoting gender inclusiveness.
- BKC should continue faculty development programs to improve teaching methodologies, including integration of ICT tools and student-centered approaches. It strengthen student feedback mechanisms to continuously monitor teaching quality and address concerns.
- In order to sustain high standards in campus facilities, BKC should regularly maintain and upgrade sports, canteen, sanitation, and extracurricular infrastructure to maintain student satisfaction.

- The Campus Management Committee should use Tracer Study Data for continuous improvement. It should share the results with faculty, students, and stakeholders to promote transparency and accountability.