

A Tracer Study Report  
of  
**Graduates of Janapriya Multiple Campus**  
2071 B.S. (2014A.D.)

Submitted to:  
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Submitted By:  
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# Janapriya Multiple Campus

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## EXECUTIVE SUMMARY

Tracer Study on Graduate Surveys describe a standard survey (in written form) of graduates from higher education institutions, which take place some-time after graduation (usually two years). There are means of following graduates to find out what they are doing with the education and training they received. Common topics covered in tracer studies include question on study progress, the transition to work, work entrance, job career, use of learned competencies and current occupation. Tracer studies represent an inclusive tool for incorporation graduates points of view. ([www.unam.edu.na](http://www.unam.edu.na)> unam-foundation)

Tracer studies are important because those studies find out the position of graduates after they completed their studies i.e. whether they are employed, self-employed or still looking for a job, whether their studies prepare them well for the workplace, whether they use the knowledge and skills they have learned during their studies. Moreover, feedback of graduates can be used to improve the quality of the study programs and to revise the curricular if necessary. The finding of the studies are used in different areas of higher education development, as well as to improve service provide by the higher education institutions. Tracer studies can be considered as a quality assurance tool because these studies investigate upon quality management of teaching and learning.

In the Nepalese context very few tracer studies have been conducted. Most of the studies only discussed challenges and policy intervention of higher education. In this regard, Janapriya Multiple Campus (JMC) has conducted tracer studies of graduates from 2009 to 2013A.D. The main objective of this study is to identify the position of graduates after they completed their study.

Under the guidelines of these objectives, the study also has the following specific objectives:-

- To identify the current position of graduates of JMC i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- To assess relevancy of study on jobs of graduates of JMC.
- To assess the major strengths and weaknesses of the programs and overall teaching learning environment of JMC.
- To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of JMC.
- To provide feedback for improvement of overall teaching learning environment based on JMC graduates expectations.

## **METHODOLOGY**

The survey instrument was the questionnaire developed by UGC, Nepal. Field visits, face-to-face conversation, telephone conversation, contacts through e-mail and messenger were completed by members of tracer study committee and non-teaching staffs of JMC. Further face book was also used to inform graduates .the data were entered and processed by professionals using mainly SPSS 17.0 version software. Proportions or percentages have computed and reported for all variables raised in questionnaire.

## **RESULTS**

### **Distribution of Respondents**

Out of total 56 filled up questionnaire, 41.1% are from BBA, 35.7%

From BBS, 10.7% from BA, 7.1% from B.Ed. and 5.4% from B.Sc. microbiology.

## **Demographic Characteristics of Graduates**

Most of the graduates (i.e. 82.10 percent) are found from upper caste community whereas least is from lower caste (i.e. 5.40 percent). Regarding place of residence of the respondents, maximum respondents are urban graduates (i.e. 64.30 percent). Similarly, most of the parents of respondents are found educated from primary level to higher education. Only, 7.80 percent of respondents' father and 20.40 percent of respondents' mother are found not having formal education.

## **Employment Information of Graduates**

Out of total respondents, 42.90 percent are employed and rests are unemployed. Most of the graduates have full time job in assistant level. The graduates have employed in bank and financial institution, insurance companies, trading houses, school, factories, F.M radios, and cooperatives. The duration between the job placement and completion of the study found less than one year.

## **Graduates Persuasion for Further Study**

Most of the graduates are enrolled in master degree program of management of TU. Out of total sample size 75 percent enrolled in master degree in different streams of different universities. 25 percent were found not enrolled for higher education till the date. Out of total enrollment, 73.80 percent are enrolled in TU; 14.30 percent are enrolled in universities of India, America and Australia; 4.76 percent are in Purbanchal University, 4.76 percent are enrolled in Pokhara University and 2.38 percent are enrolled in Kathmandu

University. Out of enrolled graduates, 54.8 percent found enrolled in MBS, 28.6 percent in MBA, 7.1 percent each in MA and M.ED.

### **Graduates' Response towards Quality Measures of JMC**

Most of the graduates found satisfied with the relationship between learned skills from the program of study and their jobs. Similarly, most of the graduates are satisfied with the strengths of the institution measured in different dimensions. So far the relevancy between program of study and jobs is concerned, 65.5 percent employed respondents are satisfied with the relationship between the knowledge enhanced by the program and jobs. Only 34.40 percent are satisfied with the relationship between problem-solving skills and the jobs. Similarly, 17.10 percent find relationship between research skill learned from the study and the jobs. 44.80 percent experience a strong relationship between communication skill learned from the study and the jobs.

Moreover, 37.90 percent find strong linkage between IT skill learned and the jobs and 48.30 percent are satisfied with the relationship between ability learned to work in a team and use of this ability in the jobs.

Regarding the ratings of graduates on strengths or weaknesses of different dimensions of the institution, 79.00 percent are satisfied with the range of course offered by the institution, 60.40 percent are satisfied with number of optional subjects, 79.50 percent are satisfied with relevance of program to the professional requirements, 52.80 percent are satisfied with extracurricular activities, 59.30 percent are satisfied from problem solving ability of the program, 75.90 percent are satisfied with inter-disciplinary learning approach of the institution. Similarly, 69.40 percent are satisfied with work placement/attachment after completion of the study, 90.70 percent are satisfied with teaching/learning environment, 77.80 percent are satisfied with

quality of delivery of faculty and non-teaching staffs. Moreover, 77.30 percent are satisfied with teacher student relationship and 79.20 percent are satisfied with library/laboratory facilities.

A wide range of course offered, very good library/laboratory facilities and technical learning environment, quality of delivery of teaching faculty and non-teaching staffs, relevance of the program to professional requirements all of these have very good ratings by the graduates. So, it can be said that JMC is gaining strengths in several dimensions of quality education delivery mechanism.



## **CONCLUSIONS AND RECOMMENDATIONS**

The finding of the study indicates that 42.90 percent have joined the jobs in different institution. Most of the graduates found the full time job in assistant level.

The job placement have found in bank and financial institution, schools, trading houses, and cooperatives. The graduates have found job within the one year completion of their study.

The graduates have found relationship of academic knowledge, communication skill, IT skill, ability to work in a team and their jobs. Moreover, the graduates experienced strengths of institution in ranges of courses offered, number of optimal subjects, relevancy of program of study and their professional requirements work placement, teaching/learning environment, quality of delivery of teaching faculty and non-teaching staffs, teacher student relationship and library/lab facility.

The institution should initiate reforms to improve the IT skill and problem solving skill of the students. Further, it should introduce new course that develop saleable skills of the students. And, it should try to conduct the tracer study covering maximum number of graduates to obtain the complete data and comprehensive results.

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# Acronyms

BA: Bachelor of Arts  
BBA: Bachelor of Business Administration  
BBS: Bachelor of Business Studies  
B.Ed.: Bachelor of Education  
B.Sc.: Bachelor of Science  
BOD: Board of Directors  
CMC: Campus Management Committee  
FM: Frequency Modulation  
FOM: Faculty of Management  
INGO: International Non-Government Organization  
IT. : Information Technology  
JHSS: Janapriya Higher Secondary School  
JMC: Janapriya Multiple Campus  
JRCC: Janapriya Research Consultancy Center  
KU: Kathmandu University  
Lab: Laboratory  
MA: Master of Arts  
MA Eco: Master of Arts in Economics  
MBS: Master of Business Studies  
M.Ed.: Master of Education  
M.Sc.: Master of Science  
PU: Pokhara University  
PRU: Purbanchal University  
QAA : Quality Assurance and Accreditation  
SDC : Shreejana Development Center  
SPSS : Statistical Package for Social Science  
TU: Tribhuvan University  
UGC: University Grants Commission

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Education can shape the life of people. It is generally perceived as one of the most well developed services that make people more conscious and rationale. It is an important indication of national development because development is possible only when the nation can produce skilled human resources and academic scholars. Development histories of Japan and Singapore have already been proved that development is possible with human resource in the absence of other natural resources like minerals and oil.

Nepal has been practicing the concept of multi-university system since 1990 to achieve broader national development goals and has focusing on higher education in recent years. Before 1990 A.D., only two universities were in existence, namely:-Tribhuvan University (established in 1959) and Mahendra Sanskrit University(established in 1985). After the restoration of democracy in 1990 A.D. Kathmandu University, Purbanchal University, and Pokhara University were established and these universities along with TU and MSU have been delivering various academic and technical programs along with the help of many affiliated colleges of different parts of the country. Moreover, government has established some other universities, namely Lord Buddha University, and Far-western Regional University. The above mentioned scenarios proved that tremendous expansion has been taking place in Nepal to deliver higher education during the last two and half decades (Tracer study, JMC 2014).

The expansion of higher education delivery university and affiliated colleges has been producing the increasing number of graduates in one hand, and educated unemployed rate has been growing in the country in the another hand. This raises a question that whether the current structure and pattern of higher educational development could serve the community. However, looking at the remittance of the country studied can be conducted to explore relationship between higher education and foreign employment.

## **1.2 Janapriya Multiple Campus (JMC)**

JMC came into operation in 2048(1990 A.D.) with the joint efforts of local community, founder professors, social leaders, academics and local organizations namely; Shreejana Development Centre (SDC) and Janapriya Higher Secondary School (Janapriya Secondary School that time) played vital role to establish JMC among others. Local community members donated startup capital and got honored as Sammanarthak Samrachhak.

JMC is a community –based, QAA certified, not-for-profit campus which is operating many bachelors and one master degree program in management. Bachelor degree programs are Bachelor of Business studies (BBS), Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Education (B.ED.), Bachelor in Microbiology (B.Sc.) and Master degree program, namely; Master of Business studies (MBS). Master of Arts in sociology and English are in the pipe line. JMC has established various department to manage subject-wise teaching –learning activities of the campus. Each department is headed by department head responsible to



manage the workload, result of the subject and initiate necessary changes for improvement in the department. JMC has departments like department of Botany, Zoology, Microbiology, English, Nepali, Mathematics and statistics, Education, Accounting and Financial and management, General Management and Research. BBA, B.Sc. Microbiology and MBS, these three programs are headed by their respective coordinators.

JMC has four distinct building blocks in the area of 9 Ropani 7 Ana 3 Paisa 3 Dam. It has science laboratories, computer lab, library, cafeteria and seminar hall along with offices of each department. IT has 119 teaching faculties, 43 non-teaching staff and 3581 students in different programs. Teaching faculties and non-teaching staffs are recruited and selected according to the provisions of the campus Article of Association – 2048, 5<sup>th</sup> amendment -2066, chapter -5, Article -13. Under these provisions, a selection committee is formed by the campus management committee which is responsible for recruitment and selection of the human resources. The decision of selection committee should be approved by the campus management committee.

JMC has its own clearly defined objectives, vision, mission and strategic plan. Its main objective is to provide quality education to the students from the back-warded, disadvantaged and lower middle class society. Its vision is preparing competent human resources for global markets.

So far the career development of the human resources concerned, each faculty of Nepali, English and Economics department completed Master in Philosophy (M.Phil.). Similarly, two faculty from management department are in the process of completing Ph.D. JMC has provision of paid leave for

such further studies. Moreover, it published "Janapriya Journal of Inter-disciplinary studies". It established Janapriya Research Consultancy Centre (JRCC) to initiate and support academic activities in the campus.

## **Rationale of the Study**

After the restoration of democracy (1990 A.D) government of Nepal adopted the concept of multi-university. As a result, higher education delivery institutions have been significantly growing. These institutions have been producing a large number of graduates in each year. However, very few studies have been found to investigate the graduates' position after completion of the study. In this context, as a QAA certified institution, JMC identified the need of this study. This study is very helpful to identify the position of graduates of JMC in one hand, and will be fruitful for the initiating changes in teaching-learning methodology, environment and curricular in the other.

### **1.4 Objective of the Study**

The main objective of this study is to identify the current position of the graduates of JMC after few years of completion of the study. Under the guidelines of this objective, other specific objectives of the study are:

- To identify the current position of graduates of JMC i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- To assess relevancy of study on jobs of graduates of JMC.
- To assess the major strengths and weaknesses of the programs and overall teaching learning environment of JMC.

- To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of JMC.
- To provide feedback for improvement of overall teaching learning environment based on JMC graduates expectations.

### **1.5 Institutional Arrangements of the Study**

CMC meeting of JMC dated 8<sup>th</sup> Mangsir 2072 formulated the tracer study committee of three members then committee organized meeting and decided for field visit. Field visits were conducted with the help of teaching faculty, non-teaching staffs, campus administration and the members of tracer committee.

The study report was finalized by the tracer study committee by incorporating the suggestions provided by different stakeholders.

### **1.6 Methodology Used**

Graduates passed out on 2071 B.S. were selected for the purpose of the study. Graduates from B.A, B.Sc. Microbiology, BBA, B.Ed., were taken into consideration. Out of 151 passed out graduates, 56 responses were collected. Of the total 41.1 percent were from BBA, 35.7 percent from BBS, 10.7 percent from BA, 7.1 percent from B.Ed., and 5.4 percent from B.Sc. Microbiology. The data were mainly collected from 25<sup>th</sup> Poush 2072 to 15<sup>th</sup> Asad 2073.

### **1.6.1 Data Collection Instrument: the Questionnaire**

The survey instrument was the questionnaire drafted by the UGC, Nepal which was slightly modified (changed into PDF) for the ease of filling up in the case of electronic contact. The questionnaire included both closed-ended and open-ended questions ( see appendix A).

### **1.6.2 Data Collection Technique**

The graduates were mainly requested by tracer study committee members (see appendix B) and non-teaching staff to fill the questionnaires through direct visit, telephone, face book post, messenger and e-mail. The non-teaching staffs were given special monetary benefits to collect the filled up questionnaire. In addition, graduates were visited by the members of tracer committee to collect questionnaire time and again. Some of the graduates provided responses through e-mail.

### **16.3 Data, Entry, Processing and Analysis**

Data entry and processing were completed by the professionals having sound SPSS knowledge and its application. Percentages have been computed and recorded for all variables. Also, bar diagrams and pie charts have been used to present the data.

## 1.7 Limitations of the Study

This study tried to cover all of the graduates passed out in 2071 B.S. However, due to limited time and resources, only 37.10 percent population was covered. The following are the limitation of this study:

- Some graduates did not fill up questionnaire due to language problem as questions were in English.
- Some graduates changed cell phone number and email-id.
- Due to budget constraints, field visits were limited within the valley i.e. Pokhara.
- Graduates studying abroad were reluctant to fill questionnaire.
- This study was completely descriptive. So, did not use any significance test to determine the relationship of variables.
- Most of the respondents refused to provide photocopy of appointment letters and identity cards.

## CHAPTER II

### DATA PRESENTATION AND ANALYSIS

The section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the demographic characteristics of the respondents. The third section deals with the employment status and income of the respondents. The fourth section presents scenario of persuasion of further study of respondents. And the fifth section describes the respondents perceived quality measures of JMC.

#### 2.1 Distribution of Respondents

Out of total 156 passed graduates during 2014 A.D. (2917 B.S.), 56 graduates filled and returned the questionnaire. The following table shows the distribution of respondents on the basis of different academic programs.

**Table 2.1**  
**Distribution of Respondents based on Academic Program**

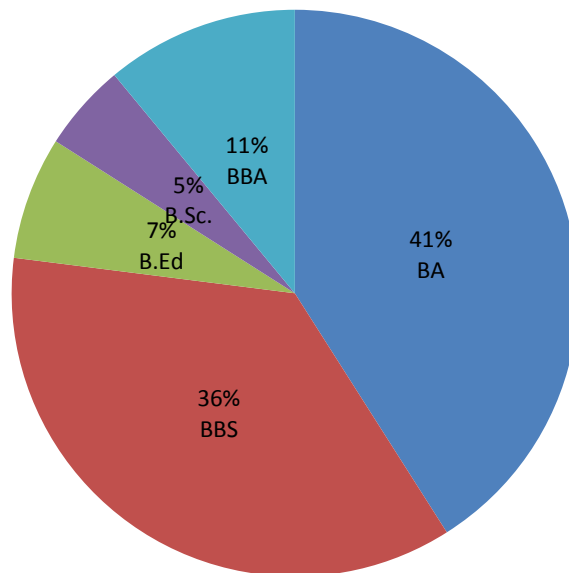
Characteristics	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BBS	20	35.7	35.7	35.7
Bed	4	7.1	7.1	42.8
BSc	3	5.4	5.4	48.2
BA	6	10.7	10.7	58.9
BBA	23	41.1	41.1	100
Total	56	100.0	100.0	

Table 2.1 reveals that out of 56 filled up questionnaire, maximum respondents are from BBA i.e. 41.10 percent .Similarly 35.7 percent are

from BBS, 10.70 percent from BA, 7.10 percent from B.Ed., and 5,4 percent from B.Sc. This pattern of respondents is also presented in the pie-chart below:-

**Figure 2.1**

**Pie-chart showing Distribution of Respondent**



## **2.2 Demographic Information of Graduates**

This section presents the demographic characteristics of the respondents on the basis of responses found in filled up questionnaire. It describes caste of respondents, place of residence and gender of respondents, and education and occupation of parents of respondents.

The following table presents caste of the respondents:

**Table: 2.2**  
**Caste of the Respondents**

Characteristic		Frequency	Percent
Valid	Upper caste	46	82.1
	Indigenous	7	12.5
	Lower caste	3	5.4

Table 2.2 shows that maximum upper caste and minimum lower caste respondents are graduates from the institution. Upper caste category includes Brahmins, Chhettri, Indigenous caste includes Gurung, Magar, Newar and Rai. And lower caste includes dalits. Out of total respondents, 82.10 percent respondents are graduates from upper caste, 12.50 percent are from indigenous and 5.40 percent are graduates from lower caste.

The following table shows the place of residence of the respondents:

**Table: 2.3**  
**Place of Residence of the Respondents**

Characteristic		Frequency	Valid Percent
	Rural	20	35.7
	Urban	36	64.3



Table 2.3 shows that out of total respondents, 35.7 percent are covered from rural area and 64.3 percent are from urban area, This statistics indicate that most of urban students are studying getting enrollment in the institution.

**Table 2.4**  
**Gender of the Respondents**

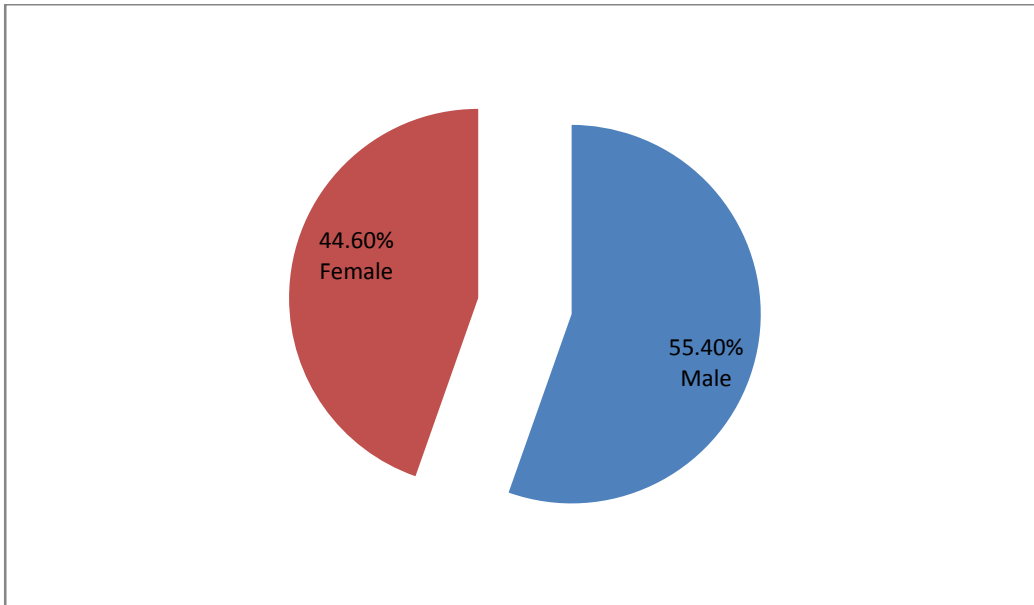
Characteristic	Frequency	Percent
female	25	44.6
Male	31	55.4

The above table presents that 55.4 percent male students are graduated whereas, 44.60 percent female students completed bachelor degree of study from the institution.

The following figure shows gender of respondents:

**Figure: 2.2**

**Pie chart Showing Gender of Respondents**



The above figure shows that more male students are graduated than female students.

The following table shows respondents' parents educational status.

**Table: 2.5**  
**Parents Educational Status**

Characteristics	Father's Education		Mother's Education	
	Frequency	Percent	Frequency	Percent
No education	4	7.8	11	20.4
Primary	14	27.5	20	37.0
Secondary	16	31.4	19	35.2
Tertiary (higher education)	17	33.3	4	7.4
Total	51	100.0	54	100.0

**Note:** out of total 8.90 percent respondents are not reported father's education and 3.60 percent respondents are not reported mother's education.

Table 2.5 shows that out of total respondents of variable in question, 7.80 percent of respondent's father and 20.40 percent of respondent's mother are found not educated formally. Father of 27.50 percent respondents and mother of 37.00 percent respondents are found educated primary level. Similarly, father of 31.40 and mother of 35.20 percent respondent are found educated upto secondary level. And father of 33.30 percent and mother of 7.40 percent of respondents are found educated upto higher education level. This statistics indicate that father of respondents are getting more opportunity of having higher level education than mother of respondents. This is shows in the figure below:

**Figure: 2.3**

**Multiple Bar Diagram showing Educational Status of Parents**

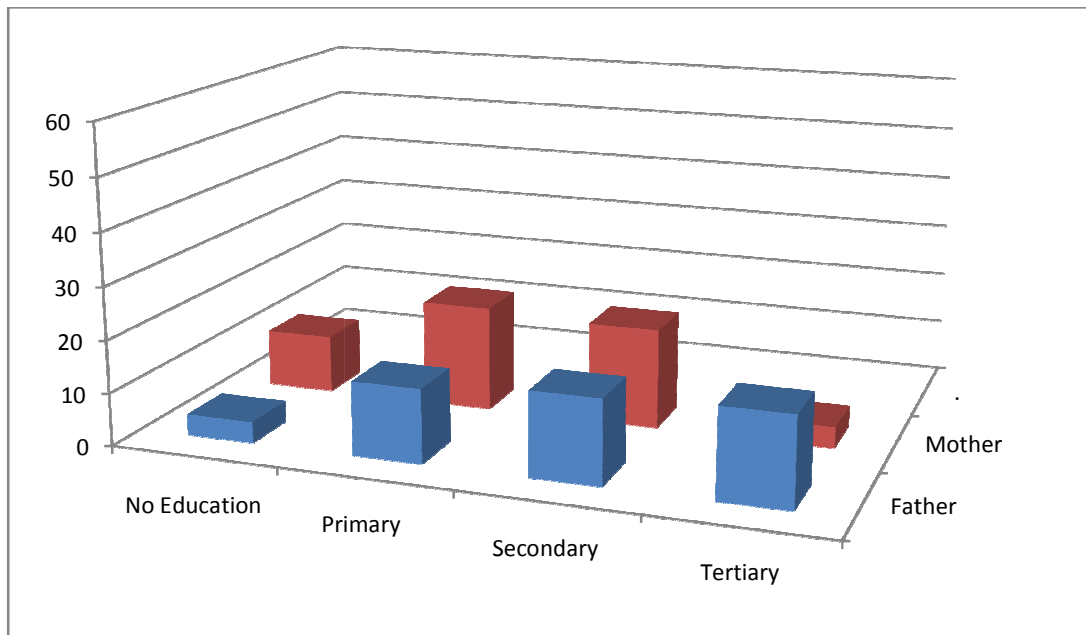


Figure 2.3 shows that more mothers are found more illiterate and more fathers are found getting higher education. Similarly, more mothers have the primary level and secondary level education as compared to the fathers.

The following table shows the occupational status of parents of respondents:

**Table: 2.6**  
**Occupational Status of Parents**

Characteristic	Father's Occupation		Mother's Occupation	
	Frequency	Percent	Frequency	Percent
Not working	11	20.8	33	60.0
Agriculture	10	18.9	12	21.8
Non agriculture	32	60.4	10	18.2
Total	53	100.0	55	100

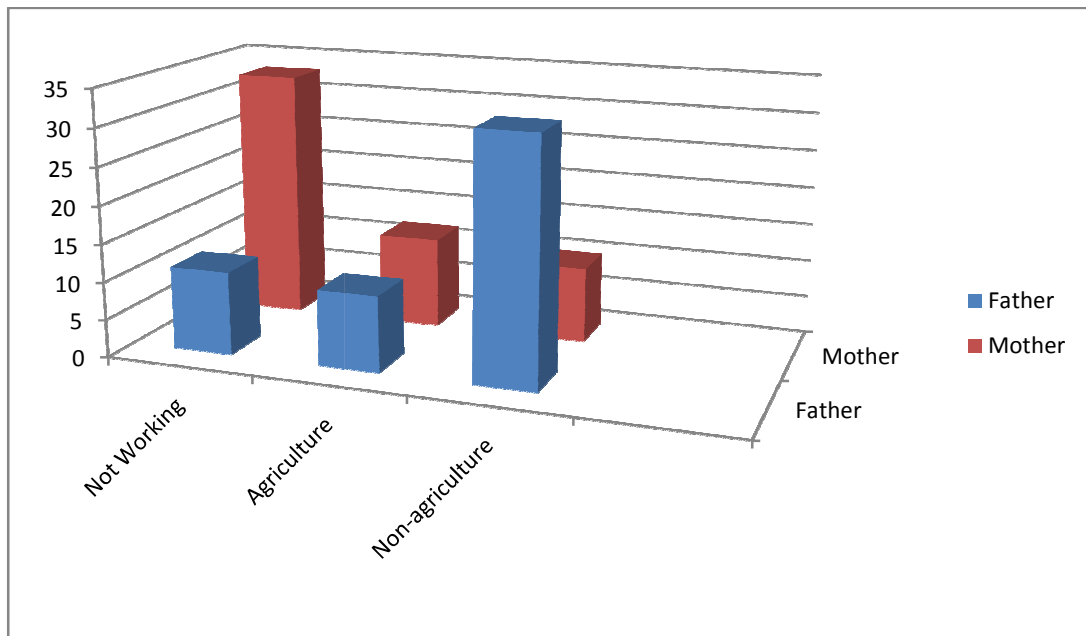
**Note:** Out of total respondents 5.40 percent respondents are not reported father's occupation and 1.80 percent respondents are not reported mother's occupation.

Table 2.6 shows that 5.40 percent of total respondents are not responded about occupational status and 1.80 percent of total respondents are not reported about occupational status of mothers. Out of total respondents in variable in question, 20.80 percent of father and 60.00 percent of mother of respondents are not found in any formal occupation. Similarly, 18.90 percent of father and 21.80 percent of mother of respondents are found dependent on agriculture. And 60.40 percent of father and 18.20 percent of mother of respondents are found in different profession like business, government service, and foreign employment.

The status of occupation of parents of respondents is shown in the figure below:

**Figure: 2.4**

**Multiple Bar Diagram showing Parents' Occupation**



### **2.3 Employment Information of Graduates**

This section presents the employment status related information of graduated of JMC passed in 2014 A.D. The following table shows the current status of the respondents.

**Table: 2.7**  
**Current Status of Employment of Respondents**

Characteristics	Frequency	Percent
Yes	24	42.9
No	32	57.1
Total	56	100.0

Table 2.7 shows that out of total respondents, 42.90 percent are found employed and 57.10 percent are not found employed.

The following table shows type of employment of the respondents:

**Table: 2.8**  
**Type of Employment of the Respondents**

		Frequency	Percent
Valid	Full time	21	91.3
	part time	1	4.3
	Teaching	1	4.3
	Total	23	100.0

**Note:** Out of total respondents 4.20 percent respondents are not reported type of employment.

The above table shows that out of total responses of variable in question, 91.30 percent are full time, 4.30 percent are part time and 4.30 percent are in teaching. This shows that most of the graduates are found as full time employees.

The following table shows the job designation of the graduates:

**Table: 2.9**  
**Job Designation of the Respondents**

		Frequency	Percent
Valid	Senior level	1	4.3
	Mid level	2	8.7
	Operational level	4	17.4
	Assistant level	14	60.9
	Other	2	8.7
	Total	23	100.0

**Note:** Out of total respondents 4.20 percent respondents are not reported type of job designation.

Table 2.9 shows that (i.e. 60.90 percent) most of the graduates are found working in assistant level; 17.40 percent in operation level; 8.70 percent in mid level; and 4.30 percent in senior level. This statistics show that most of the graduates are employed in assistant level.

Graduates experienced on effective link between enhanced academic knowledge and their programs of study. Moreover enhanced academic knowledge graduates found very relevant to their present jobs. This is shown in the table below:-



**Table: 2.10**  
**Ratings of Institution based on Enhanced Academic Knowledge**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	3.4	3.4	3.4
	Not good	1	3.4	3.4	6.8
	Not relevant	2	6.9	6.9	13.7
	Indifferent	6	20.7	20.7	34.4
	good	16	55.2	55.2	89.6
	Very much	3	10.3	10.3	100
	Total	29	100.0	100.0	

**Note:** Out of total respondents 48.20 percent respondents are ignored enhanced academic knowledge.

The table presents that out of total responses of variable in question, 55.20 percent experience the strong linkage between academic knowledge gained from the study and their jobs, 10.30 percent find very strong linkage between the academic knowledge and jobs, 20.70 percent are indifferent about the relation, 6.90 percent find irrelevancy, 3.40 percent feel very little relevancy and 3.40 percent are unknown between relationship of academic knowledge and their jobs. The above mentioned statistics proved that graduates improved academic knowledge from the program of study at the institution.

**Table: 2.11**  
**Ratings of Institution based on Problem Solving Skill**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	6.9	6.9	6.9
	Not good	3	10.3	10.3	17.2
	Not relevant	2	6.9	6.9	24.1
	Indifferent	12	41.4	41.4	65.5
	good	9	31.0	31.0	96.5
	Very much	1	3.4	3.4	100
	Total	29	100.0	100.0	

**Note:** Out of total respondents 48.20 percent respondents are ignored problem solving skill.

The above table shows the relevancy of problem-solving skills learned to the present jobs. It indicates that 41.40 percent of graduates are indifferent with this relationship, 31.00 percent experience good relationship, and only 3.40 percent are satisfied with this skill learned from the program of study. This statistics indicate that graduates couldn't learn sufficient problem-solving skills from the program of study at the institution.

**Table: 2.12**  
**Ratings of Institution based on Improved Research Skill**

Characteristics		Frequency	Percent
Valid	Not at all	3	10.3
	Not good	3	10.3
	Not relevant	7	24.1
	Indifferent	11	37.9
	good	3	10.3
	Very much	2	6.8
	Total	29	100.0

**Note:** Out of total respondents 48.20 percent respondents are ignored research skill.

From the above table, it is found that only 6.80 percent employed graduates are highly satisfied with research skill gained from the program of study, 10.30 percent are satisfied, 37.90 percent are indifferent, 24.10 percent find no relation between the research gained and the jobs, 10.30 percent are not satisfied with the programs and 10.30 percent could not gain any research skill from the study. The above responses indicate that graduate's research skills have very little relevancy with their present jobs. Moreover, the program of study focuses less on improving research skills of the graduates.

The following table shows on ratings based on improved learning efficiency.

**Table: 2.13**  
**Ratings based on Improved Learning Efficiency**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	3.4	3.4	3.4
	Not relevant	4	13.8	13.8	17.2
	Indifferent	15	51.7	51.7	68.9
	good	3	10.3	10.3	79.2
	Very much	5	17.2	17.2	96.4
	44.00	1	3.4	3.4	100
	Total	29	100.0	100.0	

**Note:** Out of total respondents 48.20 percent respondents are ignored learning efficiency.

The above table reveals that 3.40 percent graduates are unable to improve learning efficiency through the programs of study, 13.80 percent find no relevancy between this skill and job, 51.70 percent are indifferent, 10.30 percent are satisfied and 17.20 percent experience very high degree of satisfaction with learning efficiency. These statistics indicate that only one third graduates find relevancy of learning efficiency with their current jobs.

**Table: 2.14**  
**Ratings based on Improved Communication Skill**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	3.4	3.4	3.4
	Not good	1	3.4	3.4	6.8
	Not relevant	5	17.2	17.2	24
	Indifferent	9	31.0	31.0	55
	good	10	34.5	34.5	89.5
	Very much	3	10.3	10.3	100
	Total	29	100.0	100.0	

**Note:** Out of total respondents 48.20 percent respondents are ignored communication skill.

The above table shows that only 10.30 percent graduates find very strong relationship between learned communication skill from the study and the jobs, 34.50 percent find good relationship, 31.00 percent are indifferent, 17.20 percent find no relation , 3.40 percent are not satisfied and 3.40 percent are experienced no relationship. From these statistics it can be concluded that graduates are able to improve their communication skills through institutional effort of JMC.

**Table: 2.15**  
**Ratings based on Improved IT Skill**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	4	13.8	13.8	13.8
	Not good	2	6.9	6.9	20.7
	Not relevant	3	10.3	10.3	31
	Indifferent	9	31.0	31.0	62
	good	7	24.1	24.1	86.1
	Very much	4	13.8	13.8	100
	Total	29	100.0	100.0	

**Note:** Out of total respondents 48.20 percent respondents are ignored IT skill.

The above table presents that 13.80 percent graduates are highly satisfied with learned IT skill from the study, 24.1 are satisfied, 31.00 percent are indifferent, 10.30 percent find no relation between this skill and their jobs, and 10.30 percent are unable to improve this skill from the study. These statistics indicate that 39.00 percent of graduates feel relevancy of learned IT skill from the study and their jobs.

**Table: 2.16**

**Ratings based on Enhanced Team Spirit**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not good	3	10.3	10.3	10.3
	Not relevant	3	10.3	10.3	20.6
	Indifferent	9	31.0	31.0	51.6
	good	8	27.6	27.6	79.2
	Very much	6	20.7	20.7	100
	Total	29	100.0	100.0	

**Note:** Out of total respondents 48.20 percent respondents are ignored enhanced team spirit.

Table 2.15 reveals that 20.70 percent graduates are highly satisfied and 27.60 percent are satisfied with their learned ability to work in a team and find its relevancy with their jobs, 31.00 percent are indifferent with the relation and 10.30 percent experience no relationship between learned ability to work in a team and their jobs. 10.30 percent are not satisfied with learned ability to work in a team. The statistics show that 48 percent

employed graduates could learn ability to work in a team through the program of study of JMC.

## 2.4 Graduates' Persuasion for Further Study

This section describes about the further study persuasion of graduates .it presents enrollment of graduates in higher education in different disciplines in different universities and colleges.

The following table shows graduates' enrollment in different programs:

**Table: 2.17**  
**Graduates' Enrollment in Different Disciplines**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBS	23	54.8	54.8	54.8
	MBA	12	28.6	28.6	83.4
	Science	3	7.1	7.1	90.5
	M.Ed	2	4.8	4.8	95.3
	MA	2	4.8	4.8	100
	Total	42	100.0	100.0	

From the table above, it is found that 75 percent of total graduates are enrolled in further study whereas 25.00 percent are not enrolled till the date. Out of total enrolled graduates 54.80 percent are enrolled in MBS, 28.60 percent in MBA, 7.10 percent in science, 4.80 percent in MA. These statistics show that most of the graduates are enrolled in management discipline for the further study.

**Table 2.18**  
**Graduates' Enrollment in Different Universities**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Per cent
Valid	TU	31	73.8	73.8	73.8
	Other University of Nepal	5	11.9	11.9	85.7
	Abroad	6	14.3	14.3	100
	Total	42	100.0	100.0	

Out of total enrollment graduates in further study 73.80 percent are enrolled in TU, 4.76 percent in Pokhara University, 2.40 percent in Kathmandu University, and 11.90 percent in Indian, Australian and American Universities. These statistics show that most of the graduates are enrolled in TU.

## **2.5 Academic Ratings towards Quality Measures of JMC**

This section deals with the graduates perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the institutions strengths and weaknesses from the point of view of graduates.



**Table: 2.19**  
**Ratings based on Range of Course Offered**

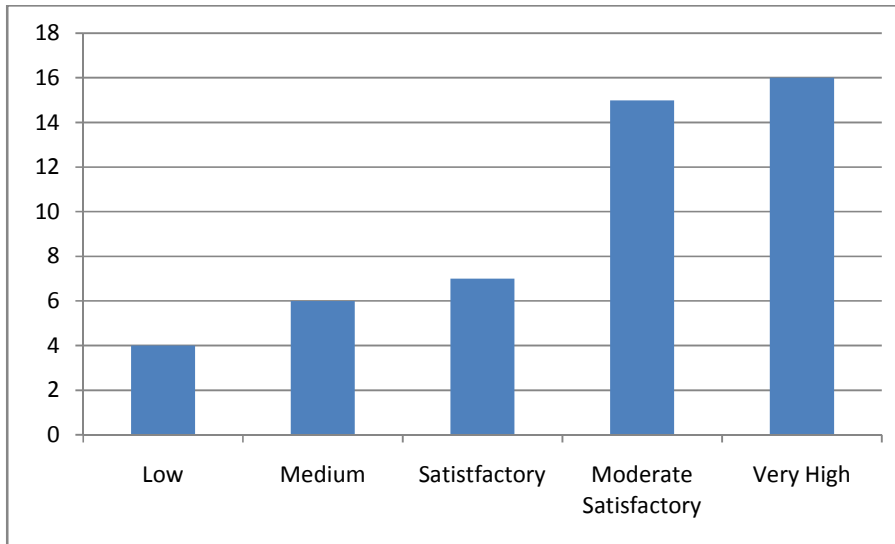
Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	7.4	7.4	7.4
	Low	2	3.7	3.7	11.1
	Medium	5	9.3	9.3	20.4
	satisfactory	19	35.2	35.2	55.6
	Moderate satisfactory	16	29.6	29.6	85.2
	Very high	8	14.8	14.8	100
	Total	54	100.0	100.0	

**Note:** Out of total respondents 3.60 percent respondents are ignored range of course offered.

Out of total responses in the above variable, the table presents that 14.80 percent graduates are highly satisfied, 29.60 percent are moderately satisfied and 35.20 percent are satisfied with the course offered by the institution. 9,30 percent have medium and 3.70 percent have low level of satisfaction with the courses. This is shown in the bar diagram below:

**Figure: 2.5**

**Bar Diagram showing Range of Course Offered**



These statistics show that most of the graduates seem satisfied with the course offered by the JMC.

**Table: 2.20**

**Ratings based on Number of Optional Subjects**

Characteristics	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	4	7.4	7.4	7.4
Low	2	3.7	3.7	11.1
Medium	5	9.3	9.3	20.4
satisfactory	19	35.2	35.2	55.6
Moderate satisfactory	16	29.6	29.6	85.2
Very high	8	14.8	14.8	100
Total	54	100.0	100.0	

**Note:** Out of total respondents 3.60 percent respondents are ignored number of optional subjects.

The above table reveals that out of total responses collected relating with the concerned variable, 13.20 percent graduates are unknown about the variable in question, 7.50 percent are satisfied low, 18.90 percent perceived

medium satisfaction, 32.10 percent are satisfied, 24.50 percent are moderately satisfied and 3.80 percent are highly satisfied with the optimal subjects offered by the institution. From these statistics it can be said that above average graduates are satisfied with the optional subject of the institution

**Table 2.21**

**Relevance of the Program to Professional Requirements**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	1	2.3	2.3	2.3
	Low	3	6.8	6.8	9.1
	Medium	5	11.4	11.4	20.5
	satisfactory	21	47.7	47.7	68.2
	Moderate satisfactory	10	22.7	22.7	90.9
	Very high	4	9.1	9.1	100
	Total	44	100.0	100.0	

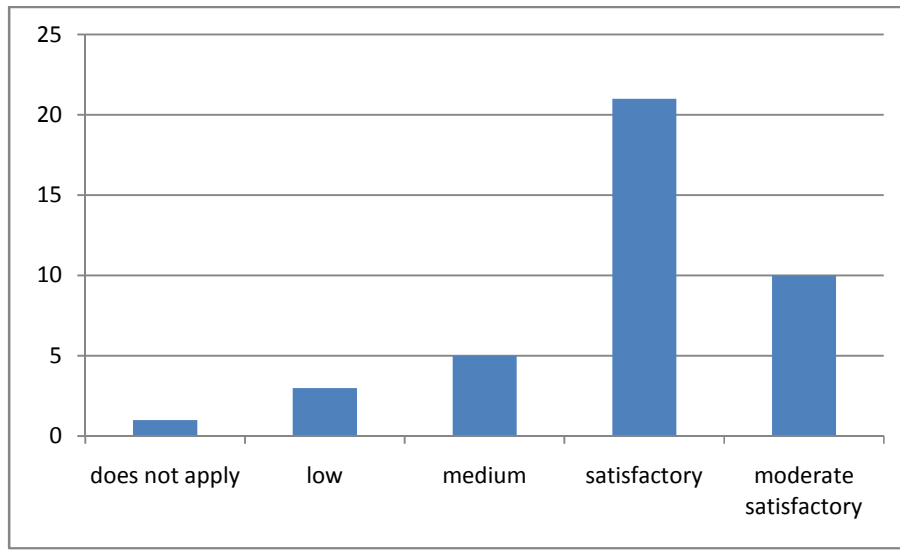
**Note:** Out of total respondent 21.40 percent respondents are ignored relevance of the program to professional requirements.

The above table shows that out of total responses of the variable concerned, 2.30 percent are not found any relevancy between the program and their professional requirements, 6.80 percent are found low, 11.40 percent medium, 47.70 percent satisfactory, 22.70 percent moderate satisfactory and 9.10 percent very high relevancy of the programs of study to their professional requirements. These statistics show that there is strong relationship between the program of the institution and the professional requirements.

The following figure shows relevancy of the program to the professional requirement

**Figure: 2.6**

**Bar Diagram showing Relevancy of Program to Professional Requirement**



The following table shows ratings on extra-curricular activities of the institution.

**Table: 2.22**

**Ratings on Extra-curricular Activities**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	7.5	7.5	7.5
	Low	8	15.1	15.1	22.6
	Medium	12	22.6	22.6	45.2
	satisfactory	17	32.1	32.1	77.3
	Moderate satisfactory	7	13.2	13.2	90.5
	Very high	4	7.5	7.5	100
	Total	53	100.0	100.0	

**Note:** Out of total respondents 5.40 percent respondents are ignored extra-curricular activities.

The above table indicates that out of total responses collected on the variable concerned, 7.50 percent did not know about the variables in question, 15.10 percent graduates are satisfied low, 22.60 percent perceived medium, 32.10 percent are satisfied, 13.20 percent are moderately satisfied and 7.50 percent are highly satisfied with extracurricular activities organized by the institution.

**Table: 2.23**

**Ratings based on Problem Solving Ability**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	7.7	7.7	7.7
	Low	5	9.6	9.6	17.3
	Medium	11	21.2	21.2	38.5
	satisfactory	18	34.6	34.6	73.1
	Moderate satisfactory	9	17.3	17.3	90.4
	Very high	5	9.6	9.6	100
	Total	52	100		

**Note:** Out of total respondents 7.10 percent respondents are ignored problem solving ability.

Regarding problem solving ability, out of total responses of the variable concerned, 7.40 percent could not learn the skill in question, 9.30 percent are satisfied low, 20.40 percent medium, 33.30 percent are satisfied and 16.70 percent are moderately satisfied with problem solving ability learned from the institution. These statistics show that most of the graduates are satisfied with the ability learned for problem solving from the institution.

**Table: 2.24**

**Ratings on Inter-disciplinary Learning**

Characteristics	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	3	5.7	5.7	5.7
Low	1	1.9	1.9	7.6
Medium	8	15.1	15.1	22.7
satisfactory	24	45.3	45.3	68
Moderate satisfactory	10	18.9	18.9	86.9
Very high	7	13.0	13.0	100
Total	53	100	100	

**Note:** Out of total respondents 5.40 percent respondents are ignored inter-disciplinary learning .

Form the table it can be said that out of total responses of the variable concerned, 5.60 percent graduates are unknown about the variable in question, 1.90 percent rated low, 14.80 percent perceived medium, 44.40 percent are satisfied, 18.50 percent are moderately satisfied and 13.00 percent are highly satisfied with inter-disciplinary learning approach of the institution. These responses indicate that most of the graduates are satisfied with a wide range of disciplines of programs of the institution.

**Table: 2.25**

**Ratings on Work Placement/Attachment**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	8.2	8.2	8.2
	Low	3	6.1	6.1	14.3
	Medium	8	16.3	16.3	30.6
	satisfactory	21	42.9	42.9	73.5
	Moderate satisfactory	11	22.4	22.4	95.9
	Very high	2	4.1	4.1	100
	Total	49	100.0	100.0	

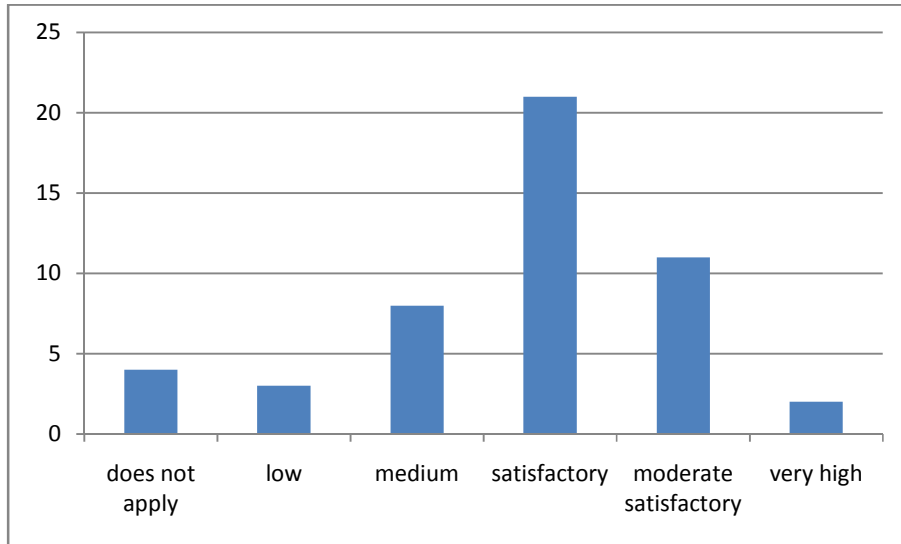
**Note:** Out of total respondents 12.50 percent respondents are ignored work placement .

From the above table, it can be said that out of total responses of the variable concerned, most of the graduates are found the institutional programs of study helped in work placement /attachment. Out of total graduates responded of the variable, 8.2 percent are not benefited by the contribution of program of study to work placement, 6.10 percent found low contribution, 16.3 found medium , 42.90 percent satisfactory,22.4 percent moderate satisfactory and 4.1 percent are highly satisfied with the institutional contribution on the work placement.

The following figure shows rating on work placement/attachment by the respondents.

**Figure: 2.7**

**Bar Diagram showing Rating on Work Placement**



The following table shows ratings on teaching learning environment of the institution.

**Table: 2.26**

**Ratings on Teaching /Learning Environment**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	1.9	1.9	1.9
	Medium	4	7.4	7.4	9.3
	satisfactory	18	33.3	33.3	42.6
	Moderate satisfactory	24	44.4	44.4	87
	Very high	7	13.0	13.0	100
	Total	54	100.0	100.0	

**Note:** Out of total respondents 3.60 percent respondents are ignored work placement

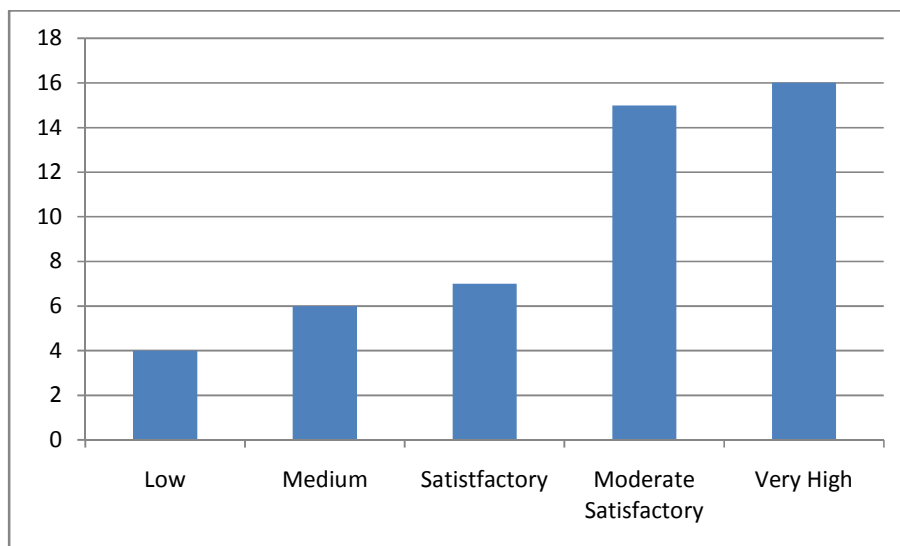


The above table presents that out of total responses of the variable concerned, most of the graduates are experienced very effective teaching \learning environment of the institution. Out of total responses, 1.90 percent are satisfied low, 7.40 percent medium, 33.30 percent perceived satisfactory, 44.40 percent rated moderate satisfactory and 13 percent are highly satisfied with the teaching \learning environment of the institution.

The following figure shows rating on teaching/learning environment:

**Figure: 2.8**

**Bar Diagram showing Teaching Learning Environment**



The following table shows ratings on quality of delivery of teaching faculty and non teaching staffs.

**Table: 2.27**

**Ratings on Quality of Delivery of Teaching and Non-teaching Staffs**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	3	5.6	5.6	5.6
	Medium	9	16.7	16.7	22.3
	satisfactory	18	35.2	35.2	57.5
	Moderate satisfactory	1	31.5	31.5	89
	Very high	6	11.1	11.1	100
	Total	54	100.0	100.0	

**Note:** Out of total respondents 3.60 percent respondents are ignored quality of delivery.

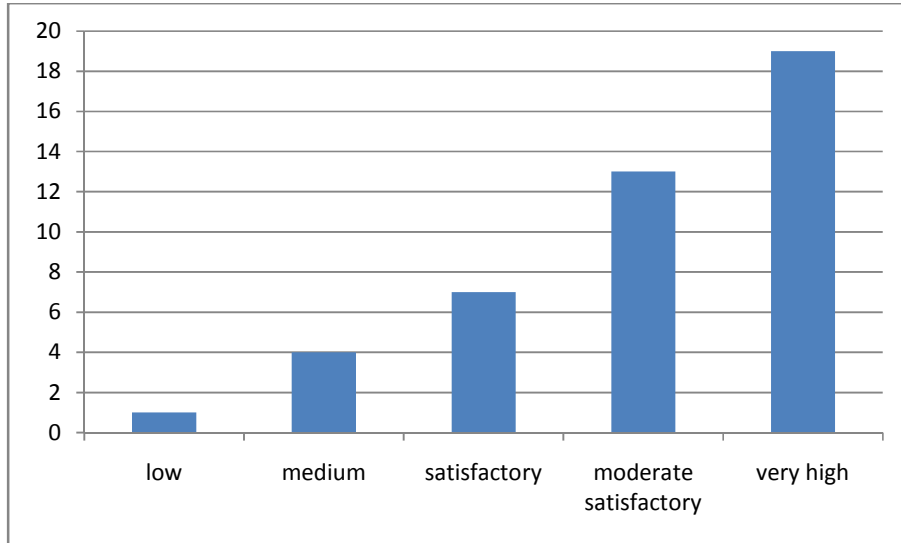
The above table shows that most of the graduates are satisfied with the quality of delivery of teaching\learning service of teaching faculty and supportive service of the non-teaching staffs. Out of total responses of the variable concerned, 5.60 percent are satisfied low, 16.70 percent perceived medium satisfaction, 35.20 percent are satisfied, 31.50 percent are moderately satisfied and 13.00 percent are very much satisfied with the quality of delivery from the teaching faculty and non-teaching staffs.

The following figure shows rating on quality of delivery of teaching staffs and non-teaching staffs:

The following figure shows rating on quality of delivery:

**Figure: 2.9**

**Bar Diagram showing Quality of Delivery**



The following table shows teacher student relationship in the institution.

**Table: 2.28**

**Ratings on Teachers Student Relationship**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	1	1.9	1.9	1.9
	Low	4	7.5	7.5	9.4
	Medium	7	13.2	13.2	22.6
	satisfactory	13	24.5	24.5	47.1
	Moderate satisfactory	19	35.8	35.8	82.9
	Very high	9	17.0	17.0	100
	Total	53	100.0	100.0	

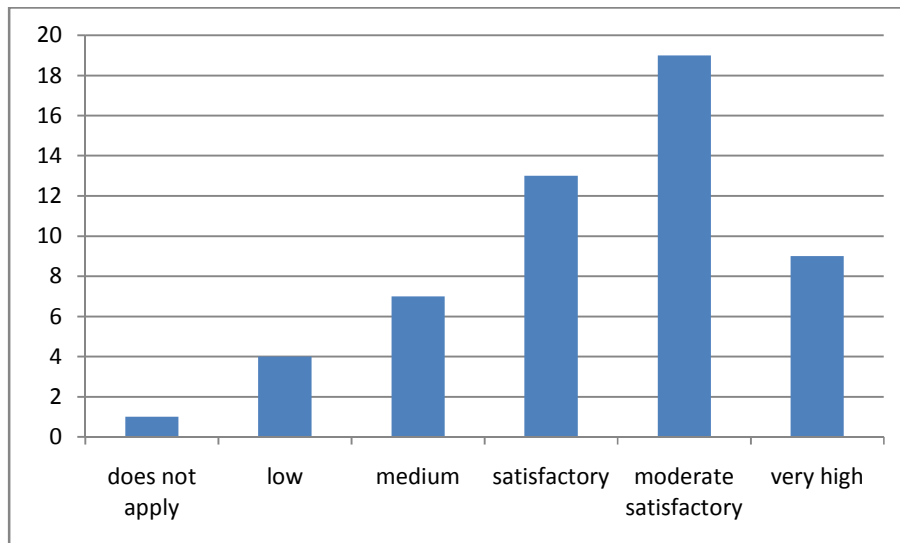
**Note:** Out of total respondents 5.40 percent respondents are ignored teacher student relationship.

The above table presents that most of the graduates are satisfied with the relation with teaching faculty. Out of total responses of the variable concerned , 19.00 percent found no relationship, 7.50 percent are satisfied low with this relation, 13.20 perceived medium satisfactions, 24.50 percent are satisfied, 35.80 percent are moderately satisfied and 17 percent are highly satisfied with the teacher student relationship of the institution.

The following figure shows ratings on teacher student relationship:

**Figure: 2.10**

**Bar Diagram showing Teacher Student Relationship**



The following table shows ratings on library/lab facility of the institution.

**Table: 2.29**

**Ratings on Library/Lab Facility**

Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	8.3	8.3	8.3
	Medium	6	12.5	12.5	20.8
	satisfactory	7	14.6	14.6	35.4
	Moderate satisfactory	15	31.3	31.3	66.7
	Very high	16	33.3	33.3	100
	Total	48	100.0	100.0	

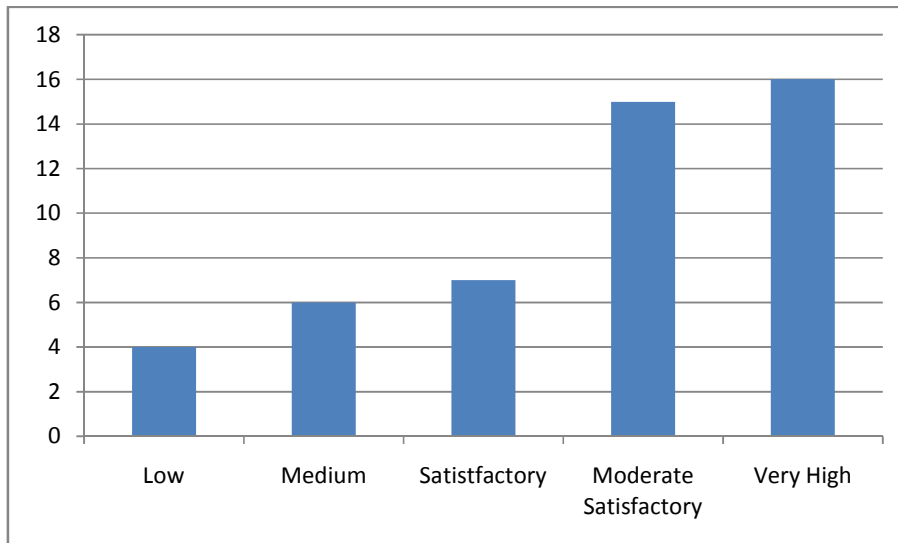
**Note:** Out of total respondents 14.30 percent respondents are ignored library/lab facility.

The above table indicates that most of the graduates are satisfied with the library and laboratory facilities of the institution. Out of total responses of the variable concerned, 8.30 percent are satisfied low, 12.50 percent perceived medium satisfaction, 14.60 percent are satisfied, 31.30 percent are moderately satisfied and 33.30 percent are highly satisfied with library and laboratory facilities of the institution.

The following figure shows ratings on library/lab facility of the institution.

**Figure: 2.11**

**Bar Diagram showing Library/Lab Facility**



## **CHAPTER III**

### **MAJOR FINDINGS**

The study is based on descriptive research design. It focuses on identifying relevancy of the program of study to the jobs, and relationship between academic knowledge, problem solving skill, research skill, learning efficiency, communication skill, IT skill, ability to work in a team learned from the program of study and the jobs. Also, it analyzes the ratings of the graduates on several dimensions of the institution like range of course offered, number of optional subjects, relevance of program to the professional requirements, extra-curricular activities, problem solving, inter disciplinary meaning, work placement/attachment, teaching/learning environment, quality of delivery, teacher student relationship, and library/lab facility. The major findings of the study are described as follows:

- Most of the graduates of the institution are enrolled in further study in TU in management stream. Out of total enrolled respondents, 73.8 percent graduates are enrolled in TU, 14.30 percent are in foreign universities and 11.90 percent in other universities of Nepal.
- Out of the total enrolled respondents in further study, 83.40 percent are enrolled in management discipline.
- Out of the total respondents, 82.10 percent are found from upper caste and 5.40 percent from lower caste.
- More mothers of respondents (i.e. 20.40 percent) are found not getting formal education as compared to fathers of respondents (i.e. 7.80 percent). Similarly, more mothers of respondents i.e. 37.00 percent and 35.20 percent are found getting primary and secondary level education respectively than fathers of respondents i.e. 27.50

percent and 31.40 percent respectively. Moreover, more fathers of respondents i.e. 33.30 percent are found getting higher education as compared to 7.40 percent of mothers of respondents.

- Out of the total respondents regarding occupational status of parents of respondents, majority of parents are involved in non-agricultural working like vocational activities, business, government services and foreign employment.
- Most of the graduates are found (i.e. 91.30 percent) working age full time employees whereas very few (i.e. 4.30 percent) are found as part time employees.
- Regarding job designation, most of the graduates (i.e. 60.90percent) are working in assistant level and only 4.30 percent are found working in senior level.
- The graduates are found working in bank and financial institutions, trading houses, school, factories, F.M. radios and insurance company.
- There is strong relationship between knowledge enhanced by the graduates from the study and their jobs. Out of the total employed graduates 65.50 percent have responded relationship between these two variables.
- There is very weak relationship between research skill improved by the graduates from the study and their jobs. Only 17 percent employed graduates have responded as these two variables have relationship.
- There is relationship between communication skill, IT skill, ability to work in a team learned from the study and the jobs. Out of total graduates, 44.80 percent are responded relationship between communication skill learned from the study and their jobs; 37.90



percent are experienced relationship between IT skill learned and their jobs.; and 48.30 percent are found benefitted from ability to work in a team they learned from the study in their current jobs.

- Among others, respondents have found high degree of satisfaction in variables like range of course offered relevance of program to their professional requirements, inter disciplinary learning, work placement , teaching –learning environment, quality of delivery teacher student relationship and library /lab facilities.
- Out of the total responses of the variables in question, 79.60 percent respondents are satisfied with range of course offered the institution; 79.50 percent respondents reported strong relationship between program of the study and their professional requirements; 75.90 percent rated high for inter disciplinary approach of learning of the program of study; 67.40 percent respondents have found strength in the capacity of work placement of the program of study.
- 90.7 percent of total respondents reported very strong position of teaching/ learning environment of the institution; 77.80 percent of the total respondents are satisfied with quality of delivery of teaching staff and non-teaching staffs; 77.30 percent have found strong teacher student relationship in the institution.
- 79.20 percent respondents have experienced very strong position of services provided by the library and laboratories of the institution.

## **CHAPTER IV**

### **IMPLICATIONS TO INSTITUTION REFORM**

As a leading community college, JMC has been striving for delivering quality education to the society. This is proved by the job placement of the graduates and enrolled of the graduates in different universities of the graduates in different universities of the country and abroad. Moreover, this study reveals some of the areas of improvements that need to be initiated in the days to come.

The study shows that most of the graduates are completed their degree from the discipline of management, therefore required institutional reforms should be initiated to attract more students in the disciplines like B.Ed., B.Sc. and BA.

The caste –wise composition of graduates does not seem inclusive as very percent respondents are found from lower caste and marginalized communities. Similarly, female respondents are found lower than male respondents. In this context, the institution needs to initiate appropriate policies necessary to attract students from such communities.

The result of the study shows that research skill and problem solving skill learned from the program of study are not adequate for the graduates. So, the institution needs to initiate such teaching/learning methodologies and course that would enable students to enhance those skills.

The result of the study clearly indicates that graduates are not satisfied high with IT skill they learned from the program of study. This requires institutional reforms in the area of IT skill development of the students through introducing IT course especially in BBS, B.Ed. and B.Sc.

# CHAPTER V

## CONCLUSION AND RECOMMENDATIONS

### 5.1 Conclusions

This study describes the position of graduates passed out during 2071 B.S. (2014 A.D.). The following are the major conclusion based on the findings of the study.

- Many graduates are enrolled in master degree in management discipline in TU and some are enrolled in foreign universities.
- Most of respondents are from upper caste, urban area and female gender.
- More mother of respondents are found getting primary and secondary level education than father of respondents whereas majority of fathers of respondents are found completing higher education.
- Majority of parents of respondents are found involving in non-agriculture working like vocational activities, businesses, government service and foreign employment.
- Most of the graduates are found (i.e. 91.30 percent) working age full time employees whereas very few (i.e. 4.30 percent) are found as part time employees.
- Regarding job designation, most of the graduates (i.e. 60.90percent) are working in assistant level and only 4.30 percent are found working in senior level.
- The graduates are found working in bank and financial institutions, trading houses, school, factories, F.M. radios and insurance company.

- Majority of the employed respondents are found very strong relationship between knowledge. They enhanced from the study and their jobs.
- The study's finding show that maximum graduates are found weak relationship between research skill learned from the study and their jobs.
- Among others, the study indicates that communication skill, IT skill, ability to work in a team learned from the program of study are very helpful to perform the current jobs of graduates.
- Most of the graduates (i.e. 90.7 percent of the total respondents) have rated very high to teaching/learning environment; 79.60 percent are satisfied with range of course offered; 79.50 percent have found strengths of the program in terms of professional requirements fulfillment.
- The study indicates the institutional strengths of the JMC in the areas of inter-disciplinary approach of learning, quality of delivery of teaching faculty and non-teaching staff, and student teacher relationship.
- Some graduates have pointed out need of IT course and problem solving skill development teaching methodology in the programs of the study of the institution.

## 5.2 Recommendations

Tracer study makes available such the information that identifies current position of the graduates and their views for improvements of the program of study in terms of teaching/learning environment and curricular. In the context of JMC, the following recommendations have been offered.

- The institution should initiate the non-credit vocational courses and training to produce skilled students saleable in job markets.
- IT courses should be added in the stream of BBS, B.Ed., B.A. and B.Sc.
- Job-placement of graduates should be facilitated through assisting them in searching and joining the jobs.
- Necessary reforms should be initiated to attract students in streams of study like B.A., B.Ed. and B.Sc.
- Academic Audit should be conducted to evaluate effectiveness of the institution.
- The institution should try to conduct the census covering all the passed out graduates to obtain the complete data and comprehensive results.

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