

A Tracer Study Report  
of  
**Graduates of Janapriya Multiple Campus**  
2072 B.S. (2015A.D.)

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

Submitted By:  
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# Janapriya Multiple Campus

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## **EXECUTIVE SUMMARY**

Tracer study survey explores the position of graduates from higher education institutions or training centers which takes place sometime after graduation. It is carried out by the education institution to follow the graduates to know about what they are doing with the education and training they received. Common topics covered in tracer study include question on study progress, the transition to work, work entrance, job career, use of learned competencies and current occupation.

Tracer study is important because it finds out the position of graduates after they completed their studies. It tries to search answer of questions like whether they are employed, self employed or looking for the jobs, whether their study prepare them well for the jobs, 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 programs and to revise the curricular if deemed necessary. The findings of the studies are used in different areas of higher education quality development, as well as to improve service provided 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, and curricular of the institutions.

JMC conducted its first tracer study of graduates covering sample of graduates passed out from 2065 to 2070 B.S. It conducted second tracer study covering sample of graduates passed out in 2071 B.S. And this is third tracer study that covers sample of graduates passed out in 2072 B.S. This study presents the position of graduates of 2072 B.S. and their suggestions necessary for the improvement of teaching learning quality of the institution.

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

- To 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**

This study is based on primary data. Graduates of 2015 of JMC are the source of data. There are 194 graduates of 2015 passed year which is considered as universe of the study. The survey instrument used in the study is the questionnaire which is prescribed by University Grant Commission (UGC) of Nepal. Various methods like field visits, face to face conversation, telephone conversation, contact through electronic media etc are used to collect the required data for the study. Members of tracer study committee and non-teaching staff of JMC are employed to contact the respondents. Considering the study period of 1<sup>st</sup> February to 30<sup>th</sup> March, 2017, useable data are obtained from 121 graduates.

The basic method employed in the analysis of data relates to descriptive analysis, SPSS 17.0 version software is used to process data. Further, percentages for all reported variables are computed for analysis.

## **Results**

### **Distribution of Respondents**

Out of total 121 respondents, 69.40 percent are found from BBS, 4.10 percent from B.Ed., 7.40 percent from B.A., 17.40 percent from BBA and 1.70 percent from MBS.

### **Demographic Characteristics of Graduates**

Out of total respondents, 81.40 percent are from upper caste, 15.70 percent are from indigenous community, and 2.50 percent from dalit caste. 47.90 percent graduates are from Kaski district and 24 percent from Syangja. This shows that most of the graduates of JMC are from urban area. However, statistics show that they are from east to west parts of the country see annex B). Regarding gender of respondents, 62 percent are female and 38 percent are male.

### **Employment Information of Graduates**

Out of total respondents, 46.30 percent are in employment and rests are unemployed and looking for the jobs or further studies or are enrolled for further studies. Out of total employed graduates,

77.20 percent are full time jobholder, 15.80 are part-time jobholder and 1.70 percent are in their own business.

Graduates are appointed in different areas of employment at assistant level they are appointed in banks, insurance companies, schools, hotels, cooperatives, travel agency etc. 23.20 percent of employed graduates are highly satisfied with their jobs, and 8.90 percent of them are not satisfied. Only 39 percent of employed graduates are intended to continue their jobs whereas 61 percent thought of leaving their jobs for better jobs or for further studies.

### **Graduates Persuasion for Further Study**

Out of total respondents, 44.60 percent are pursuing their further study and rest are not getting enrollment in master degree. Among them, 87.30 percent got enrollment in Tribhuwan University of Nepal and rest are enrolled in other universities. Out of total enrolled graduates, 75.40 percent got enrollment in MBS, 14 percent in MBA, 7.00 percent in MA and 3.5 percent in M.Ed.

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

This study describes perceptions of graduates on different quality measures of programs of JMC and its teaching learning environment in terms of qualitative ratings they made based on their personal knowledge and experience.

Out of 79.30 percent respondents of sample size 121, 75.10 percent are satisfied with the range of course offered; 62.40 percent are satisfied with number of optional subjects managed; 84.10 percent are satisfied with problem solving ability they learned from the institution, 67.70 percent are satisfied with inter-disciplinary learning approach, 75.00% are satisfied with their work placement/ attachment; 80.30 percent are satisfied with teaching/learning environment; 79.20 percent are satisfied with quality of delivery of faculty and non-teaching staff; 80.20 percent are satisfied with teacher/ student relationship; and 82.80 percent are satisfied with library /laboratory facilities provided by the institution. Moreover, out of 78.50 percent respondents, 70.60 percent are satisfied with the relevancy of programs they studied to their professional requirements, and 64.20 percent are satisfied with curricular activities organized by the institution.

Out of the 52.10 percent respondents of samples, 52.30 percent are satisfied with the relationship between academic knowledge they gained from the study and their jobs; 38.10 percent are

satisfied with relationship between research skill they learned from the study and the jobs, 61.90 percent are satisfied with the relationship between improved learning efficiency and the jobs; 47.20 percent are satisfied with relationship between information technology skill learned and the jobs and 66.60 percent are satisfied with the relationship between communication skill and their jobs. Further, out of 51.20 percent of sample size, 56.50 percent are satisfied with the relationship between ability they learned to work in a team and use of this ability in their jobs; and out of 52.90 percent of respondents of sample size, 53.10 percent are satisfied with the relationship between problem solving skill they learned and the jobs.

## **Conclusions and Recommendations**

The findings of the study indicate that JMC has been creating strengths in several dimensions of teaching-learning environment in delivering quality education. Similarly the findings also indicate that there is close relationship between what graduates learned from their study and their jobs.

This study explores that 46.30 percent of sample size are in employment at different institution ranging from banks to hotels to schools. Graduates could find jobs within one year of completion of their study. Most of the graduates (i.e. 77.20 percent of respondents among 46.30 percent of sample size) are in full time job at assistant level.

The graduates are found strong relationship between academic knowledge they learned from their study, communication skill improved from the study, information technology skill learned from the study ability developed to work in a team and their jobs. Moreover, the graduates perceived high rating for ranges of course offered, number of optional subjects managed, relevancy of study to their professional requirements, work placement and attachment, teaching/learning environment, quality of delivery of teaching and non-teaching staff, teaching student relationship and library laboratory facilities. This rating indicates that JMC as a leading public multiple campus, is striving to deliver useful education to the beneficiaries.

On the basis of results of this study, the institution should initiate reforms to improve research skill as very few respondents (i.e. 38.10 percent of total 51.10 percent respondents of sample size 121) are satisfied with the relationship between research skill they learned from the study and their jobs. Similarly attention should be given to improve information technology skill

development of the students as only 47.20 percent of total respondents (total respondents equates to 52.10 percent of sample size) are satisfied with information technology skill they learned from the study. Similarly, among employed graduates, 61 percent are not satisfied with their jobs therefore priority should be given to introduce new course that would prepare graduates suitable for attractive jobs. Also priorities should be given to introduce new courses that prepare graduates ready for entrepreneurs.



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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: Janarpriya 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 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 2016).

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 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 Reasearch. 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, one faculty from management department completed Ph.D. and one faculty is 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 research 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(see annex A). The committee organized meetings and decided for field visit( see annex D). 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 2072 B.S. are selected for the purpose of the study. Graduates from BBS, B.A, BBA, B.Ed. and MBS are taken into consideration. Out of 194 passed out graduates, 121 responses are collected (see annex C). Of the total 17.40 percent are from BBA, 69.40 percent from BBS, 7.40 percent from BA, 4.10 percent from B.Ed. and 1.70 from MBS. The data are collected from 1<sup>st</sup> February to March 30<sup>th</sup> 2017.



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

The survey instrument is the questionnaire drafted by the UGC, Nepal which is 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 annex B).

### **1.6.2 Data Collection Technique**

The graduates are mainly requested by tracer study committee members and non-teaching staff to fill the questionnaires through direct visit, telephone, face book post, messenger and e-mail.

The non-teaching staffs are given special monetary benefits to collect questionnaire. In addition, graduates are visited by the members of tracer committee to collect questionnaire time and again. Some of the graduates are provided responses through e-mail.

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

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

## **1.7 Limitations of the Study**

This study tried to cover all of the graduates passed out in 2072 B.S. However, due to limited time and resources, only 62.37 percent of the population are covered. The following are the limitation of this study:

- Some graduates are not responded questionnaire due to language problem as questions are in English.
- Some graduates are changed cell phone number and email-id.

- Due to budget constraints, field visits are limited within the valley i.e. Pokhara.
- Graduates studying abroad were reluctant to fill questionnaire.
- This study is completely descriptive. So, any significance test is not used to determine the relationship of variables.
- Most of the respondents are refused to provide photocopy of appointment letters and identity cards.

## **CHAPTER II**

### **DATA PRESENTATION AND ANALYSIS**

This 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 of the respondents. The fourth section presents scenario of persuasion of further study of respondents. And the fifth section describes the respondents' perceived ratings on quality measures of JMC.

#### **2.1 Distribution of Respondents**

Out of total 194 passed out graduates during 2015 A.D. (2072 B.S.), useable data from 121 are collected. The following table shows the distribution of respondents on the basis of different academic programs.

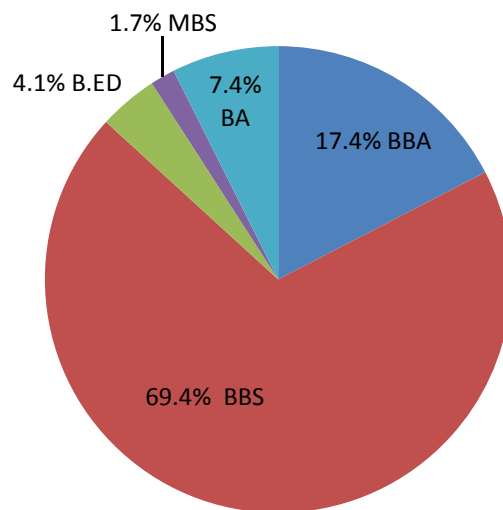
**Table 2.1**  
**Distribution of Respondents based on Academic Program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BBS	84	69.4	69.4	69.4
Bed	5	4.1	4.1	73.6
BA	9	7.4	7.4	81.0
BBA	21	17.4	17.4	98.3
MBS	2	1.7	1.7	100.0
Total	121	100.0	100.0	

Table 2.1 reveals that out of 121 respondents, maximum respondents are from BBS i.e. 69.40 percent .Similarly 17.4 percent are from BBA, 7.40 percent from BA, 4.10 percent from B.Ed., and 1.70 percent from MBS. This pattern of respondents is presented in the pie-chart below:-

**Fig 1**

**Pie-chart showing Distribution of Respondent**



The above figure shows that most of the respondents are from BBS and MBS.

## **2.2 Demographic Information of Graduates**

This section presents the demographic characteristics of the respondents on the basis of responses of graduates. It describes caste of respondents, place of residence and gender of respondents.

The following table presents caste of the respondents:

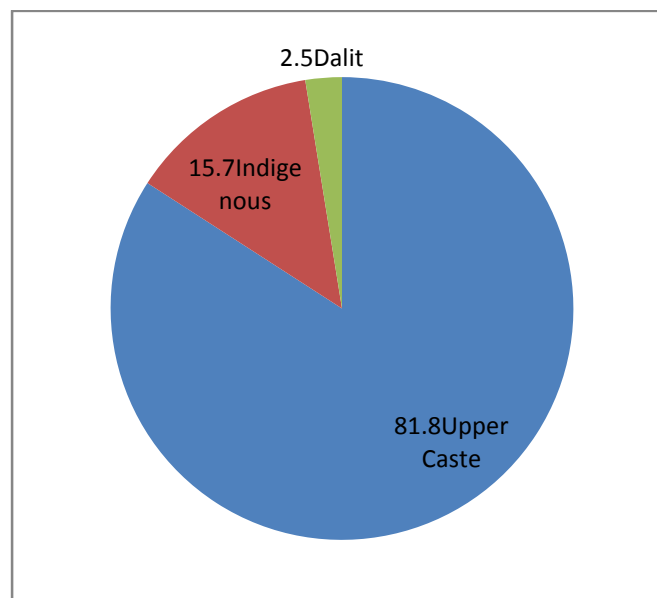
**Table: 2.2**  
**Caste of the Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Upper caste	99	81.8	81.8	81.8
Indigenous	19	15.7	15.7	97.5
Dalit	3	2.5	2.5	100.0
Total	121	100.0	100.0	

Table 2.2 shows that maximum upper caste and minimum lower caste respondents are graduated from the institution. Upper caste category includes Brahmins, Chhettri. Indigeneous caste includes Gurung, Magar, Newar and Rai. And lower caste includes dalits. Out of total respondents, 81.80 percent respondents are graduated from upper caste, 15.70 percent are from indigenous and 2.50 percent are graduated from lower caste.

The following figure shows caste of the respondents:

**Figure: 2.2**  
**Caste of the Respondents**



The above figure shows that most of respondents are from upper caste and very few are from dalits.

The following table presents gender of the respondents.

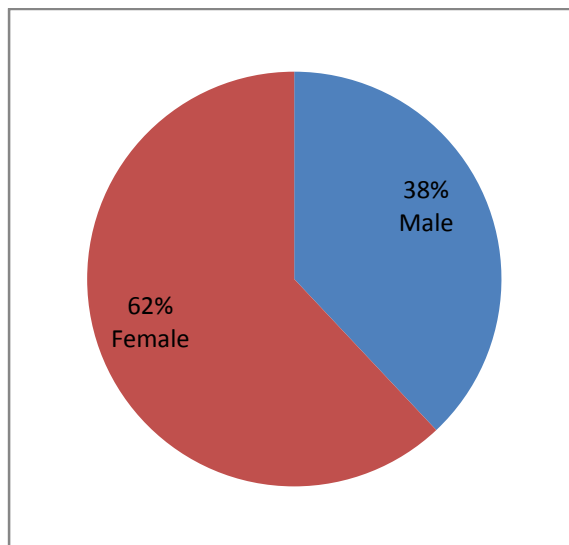
**Table 2.3**  
**Gender of the Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	75	62.0	62.0	62.0
Male	46	38.0	38.0	100.0
Total	121	100.0	100.0	

The above table presents that out of total respondents 38 percent male are graduated whereas 62 percent female students are graduated from the institution.

The following figure shows gender of respondents:

**Figure: 2.3**  
**Pie chart Showing Gender of Respondents**



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

## 2.3 Employment Information of Graduates

This section presents the employment status related information of graduates of JMC passed in 2015 A.D. The following table shows the current status of the respondents.

**Table: 2.4**

### Current Status of Employment of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	65	53.7	53.7	53.7
	Yes	56	46.3	46.3	100.0
Total		121	100.0	100.0	

Table 2.7

shows that

out of total respondents, 46.30 percent are found employed and 53.70 percent are not found employed.

The following table shows type of employment of the respondents:

**Table: 2.5**

### Type of Employment of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	44	36.4	77.2	77.2
	part time	9	7.4	15.8	93.0
	Business	2	1.7	3.5	96.5
	Other	2	1.7	3.5	100.0
	Total	57	47.1	100.0	

**Note:** Out of total respondents 52.90 percent respondents are not reported type of employment.

The above table shows that out of total respondents, 77.20 percent are full time, 15.80 percent are part time and 3.50 percent are self employed. This shows that most of the graduates are found as full time employees.

## 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: 2.6**  
**Graduates' Enrollment in Different Disciplines**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBS	43	35.5	75.4	75.4
	MBA	8	6.6	14.0	89.5
	MA	4	3.3	7.0	96.5
	Med	2	1.7	3.5	100.0
	Total	57	47.1	100.0	
Missing	System	64	52.9		
Total		121	100.0		

From the table above, it is found that 47.10 percent of total graduates are enrolled in further study whereas 52.90 percent are not enrolled. Out of total enrolled graduates, 75.40 percent are enrolled in MBS, 14 percent in MBA, 7.00 percent in MA and 3.50 percent in Med. These statistics show that most of the graduates are enrolled in management discipline for the further study.

The following table presents graduates' enrollment in different universities.



**Table 2.7**  
**Graduates' Enrollment in Different Universities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TU	48	39.7	87.3	87.3
	Other University of Nepal	7	5.8	12.7	100.0
	Total	55	45.5	100.0	
Missing	System	66	54.5		
Total		121	100.0		

Out of total enrollment graduates in further study 87.30 percent are enrolled in TU, and 12.70 percent are in other 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. Moreover, this study considers seven specific variables to evaluate the effectiveness of the programs of study of the institution.

The following table presents the ratings of respondents on relationship between academic knowledge they learned from the study and their jobs.

**Table: 2.8**  
**Ratings based on Enhanced Academic Knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	4	3.3	6.3	6.3
	Not good	1	.8	1.6	7.9
	Not relevant	6	5.0	9.5	17.5
	Indifferent	19	15.7	30.2	47.6
	good	13	10.7	20.6	68.3
	Very much	20	16.5	31.7	100.0
	Total	63	52.1	100.0	

**Note:** Out of total respondents 47.90 percent respondents are ignored enhanced academic knowledge.

The above table shows that out of total respondents 52.10 percent are responded the relationship between academic knowledge enhanced from the study and their jobs. Out of them, 31.70 percent are experienced very strong relationship between academic knowledge enhanced and the jobs, and 20.60 percent are satisfied with the relationship. Similarly, 30.20 percent are indifferent with the relationship, and 9.50 percent are experienced no relevancy between knowledge from the study and the jobs. Thus, more than average respondents are benefitted from the academic knowledge enhanced by the institution at their work place.

The following table shows the ratings of institution based on the relationship between problem solving skill learned by the graduates and their jobs.

**Table: 2.9**  
**Ratings of Institution based on Problem Solving Skill**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	1.7	3.1	3.1
	Not good	1	.8	1.6	4.7
	Not relevant	9	7.4	14.1	18.8
	Indifferent	18	14.9	28.1	46.9
	Good	19	15.7	29.7	76.6
	Very much	15	12.4	23.4	100.0
	Total	64	52.9	100.0	

**Note:** Out of total respondents 47.10 percent respondents are ignored problem solving skill.

Out of 52.90 percent of total, the above table indicates that 23.40 percent are highly satisfied with the relationship between problem solving skill learned from the study and their jobs, 29.70 percent are found good relationship. Moreover, 28.10 percent are indifferent with the relationship, and 14.10 percent are experienced no relevancy between the two variables. In this way, the statistics indicate that more than average respondents are learned problem solving skill from the study that they are using their jobs.

The following table shows the ratings of institution based on the relationship between research skill they learned from the study and their jobs.

**Table: 2.10**  
**Ratings of Institution based on Improved Research Skill**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3	2.5	4.8	4.8
	Not good	1	.8	1.6	6.3
	Not relevant	10	8.3	15.9	22.2
	Indifferent	25	20.7	39.7	61.9
	Good	14	11.6	22.2	84.1
	Very much	9	7.4	15.9	100.0
	Total	63	52.1	100.0	

**Note:** Out of total respondents 47.90 percent respondents are ignored research skill.

Form the above table, it is found that only 52.10 percent of total are responded this variable. Among them, 15.90 percent are highly satisfied with the research skill they learned from the institution, 22.20 percent are satisfied with the relationship between research skill learned and the jobs, 39.70 percent are indifferent with the relationship, 15.90 percent perceived no relevancy between research skill learned and their jobs. This kind of data indicate that less than average respondents are satisfied with the research skill learned from the program of study they completed.

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

**Table: 2.11**  
**Ratings based on Improved Learning Efficiency**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	1.7	3.2	3.2
	Not good	2	1.7	3.2	6.3
	Not relevant	8	6.6	12.7	19.0
	Indifferent	12	9.9	19.0	38.1
	Good	19	15.7	30.2	68.3
	Very much	20	16.5	31.7	100.0
	Total	63	52.1	100.0	

**Note:** Out of total respondents 47.90 percent respondents are ignored learning efficiency.

The above table shows that and of 52.10 percent of total respondents 31.70 percent are very much satisfied with the relationship between learning efficiency and the jobs, 30.20 are satisfied, 19.00 percent are indifferent with the relationship, 12.70 percent are not found any relationship between the variables. This study indicates that more than average graduates are satisfied with the relationship between learning efficiency and the jobs.

The following table shows the ratings of institution based on the relationship between communication skill learned by the graduates and their jobs.

**Table: 2.12**  
**Ratings based on Improved Communication Skill**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	1.7	3.2	3.2
	Not good	2	1.7	3.2	6.3
	Not relevant	5	4.1	7.9	14.3
	Indifferent	12	9.9	19.0	33.3
	Good	22	18.2	34.9	68.3
	Very much	20	16.5	31.7	100.0
	Total	63	52.1	100.0	

**Note:** Out of total respondents 47.90 percent respondents are ignored communication skill.

The above table reveals that out of 52.10 percent of total respondents, 31.70 percent are highly satisfied with the relationships between communication skill learned and the jobs, 34.90 percent are satisfied with the relationship. These statistics indicate that two-third of the respondents are able to improve their communication skill during their stay at the institution which they are considered useful in their jobs.

The following table shows the ratings of institution based on the relationship between improved IT skill learned by the graduates and their jobs.

**Table: 2.13**  
**Ratings based on Improved IT Skill**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	4.1	7.9	7.9
	Not good	2	1.7	3.2	11.1
	Not relevant	8	6.6	12.7	23.8
	Indifferent	17	14.0	27.0	50.8
	good	17	14.0	27.0	77.8
	Very much	14	11.6	22.2	100.0
	Total	63	52.1	100.0	

**Note:** Out of total respondents 47.90percent respondents are ignored IT skill.

The above table presents that out of 52.10 percent of total respondents, 22.20 percent are highly satisfied with the relationship between IT skill learned and their jobs, 27.00 percent are satisfied with the relationship. Moreover, 27.00 percent are indifferent with the relationship and 12.70 percent are unable to find any relationship between the variables. These data indicate that less than average respondents are satisfied with the IT skill they learned from the program of study they completed.

The following table shows the ratings of institution based on the relationship between ability to work in a team and use of this ability at the work place.

**Table: 2.14**  
**Ratings based on Enhanced Team Spirit**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	.8	1.6	1.6
	Not good	3	2.5	4.8	6.5
	Not relevant	10	8.3	16.1	22.6
	Indifferent	13	10.7	21.0	43.5
	good	15	12.4	24.2	67.7
	Very much	20	16.5	32.3	100.0
	Total	62	51.2	100.0	

**Note:** Out of total respondents 48.80 percent respondents are ignored enhanced team spirit. The above table presents that out of 51.20 percent of total respondents, 32.30 percent are satisfied very much with the relationship between ability to work in a team they learned and their jobs, 24.20 are satisfied with the relationship. Further, 21.00 percent are indifferent and 16.10 percent are experienced no relevancy between the variables.

The following table presents the ratings of the graduates on range of course offered by the institution.



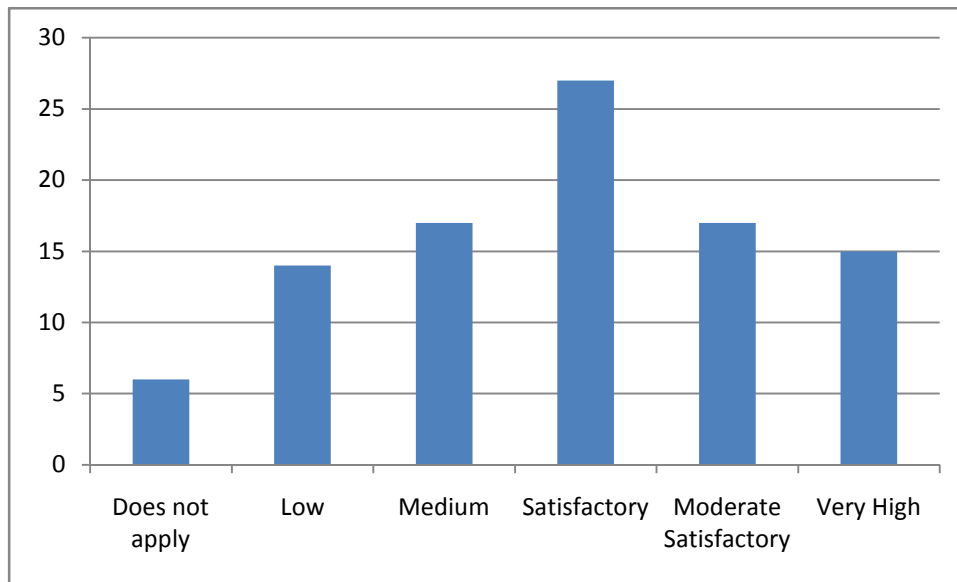
**Table: 2.15**  
**Ratings based on Range of Course Offered**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	1	.8		1.0
	Low	8	6.6	8.3	9.3
	Medium	15	12.4	15.6	25.0
	satisfactory	29	24.0	30.2	55.2
	Moderate satisfactory	32	26.4	33.3	88.5
	Very high	11	9.1	11.5	100.0
	Total	96	79.3	100.0	

**Note:** Out of total respondents 20.70 percent respondents are ignored range of course offered.

Out of total responses in the above variable, the table presents that 11.50 percent graduates are highly satisfied, 33.30 percent are moderately satisfied and 30.20 percent are satisfied with the course offered by the institution. 15.60 percent have medium and 8.30 percent have low level of satisfaction with the courses. This is shown in the bar diagram below:

**Figure2.4**  
**Bar Diagram showing Range of Course Offered**



The following table presents the graduates' perceived ratings on number of optional subjects managed by the institution.

**Table: 2.16**

**Ratings based on Number of Optional Subjects**

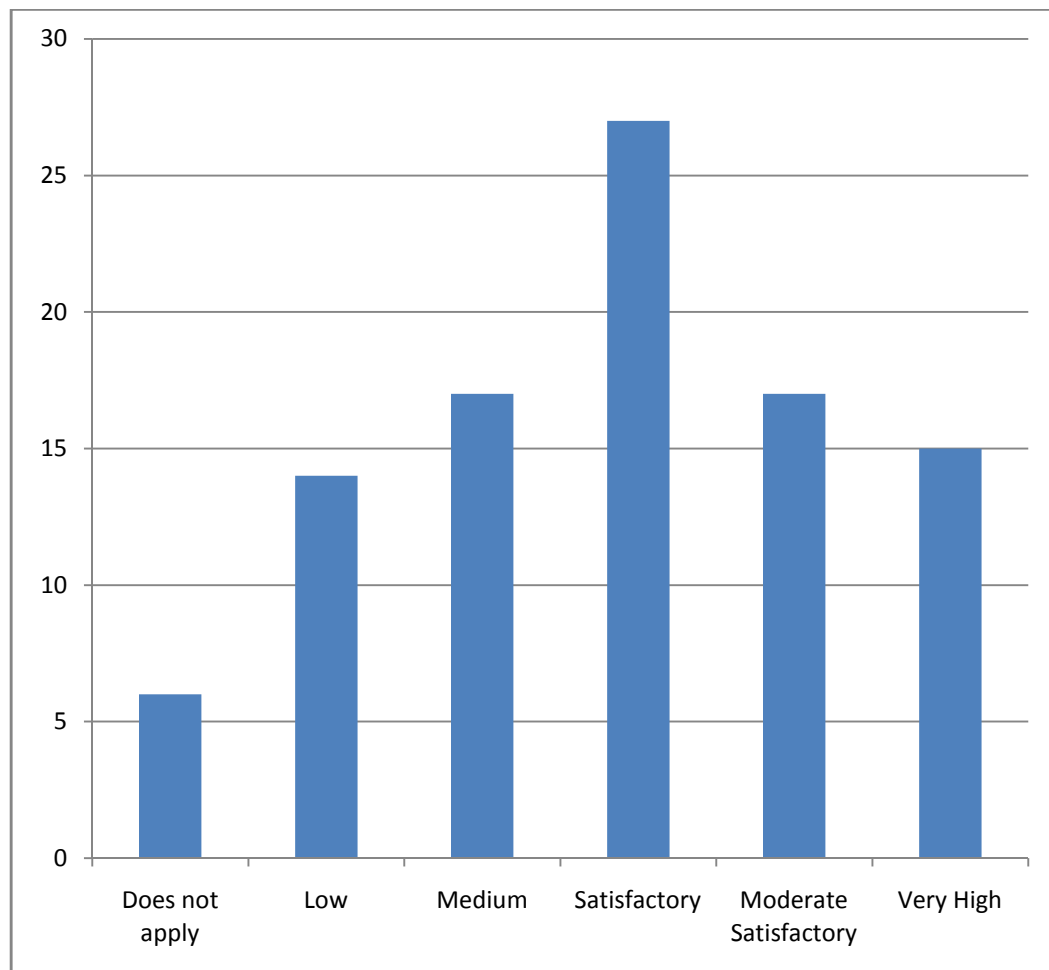
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	6	5.0	6.3	6.3
	Low	14	11.6	14.6	20.9
	Medium	17	14.0	17.7	38.6
	satisfactory	27	22.3	28.1	66.7
	Moderate satisfactory	17	14.0	17.7	84.4
	Very high	15	12.4	15.6	100.0
	Total	96	79.3	100.0	

**Note:** Out of total respondents 20.70 percent respondents are ignored number of optional subject.

The above table shows that out of total respondents, 15.6 percent are highly satisfied with number of optional subjects managed by the institution, 17.70 are moderately satisfied, 28.10 percent are satisfied. These statistics show that most of the graduates seem satisfied with the course offered by the JMC.

The following figure shows graduates ratings on number of optional subjects

**Figure: 2.5**  
**Ratings based on Number of Optional Subjects**



The following table presents the graduates' perceived ratings on relevance of the program to their professional requirements.

**Table: 2.17**

**Relevance of the Program to Professional Requirements**

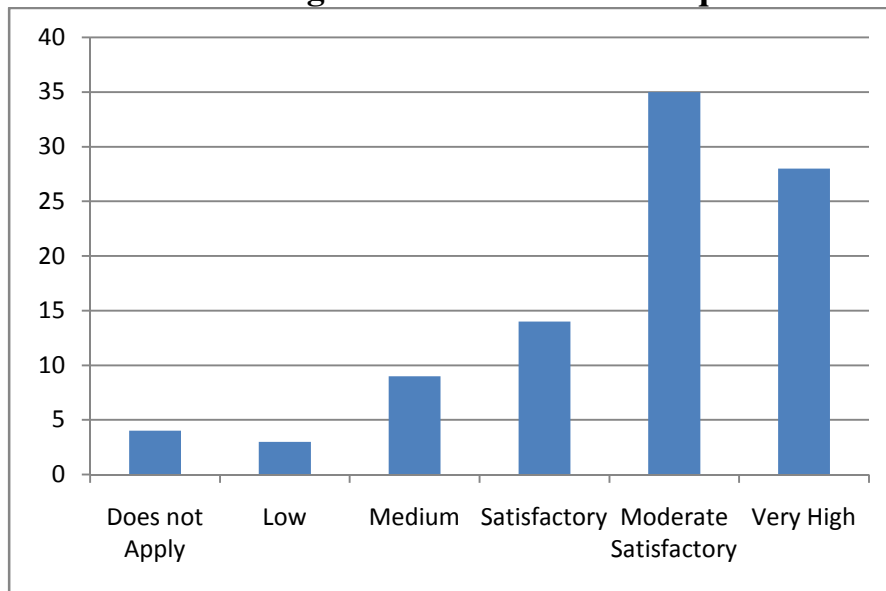
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	3	2.5	3.2	3.2
Low	8	6.6	8.4	11.6
Medium	16	13.2	16.8	28.4
satisfactory	25	20.7	26.3	54.7
Moderate satisfactory	32	26.4	33.7	88.4
Very high	11	9.1	11.6	100.0
Total	95	78.5	100.0	

*Note: Out of total respondents 21.50 percent respondents are ignored relevancy of program to professional requirements.*

The above table reveals that out of total responses relating with the concerned variable, 3.20 percent graduates are unknown about the variable in question, 8.40 percent are satisfied low, 16.80 percent are perceived medium satisfaction, 26.30 percent are satisfied, 33.70 percent are moderately satisfied and 11.60 percent are highly satisfied with the relevancy of the program with their professional requirements. From these statistics it can be said that more than two third of respondents are satisfied with the relationship.

The following figure shows the ratings of graduates on strength of the institution in terms of relevance of program to their professional requirements.

**Figure: 2.6**  
**Relevance of Program to Professional Requirements**



The following table presents the graduates' perceived ratings on extra-curricular activities organized by the institution.

**Table 2.18**  
**Ratings based on Extra-curricular Activities**

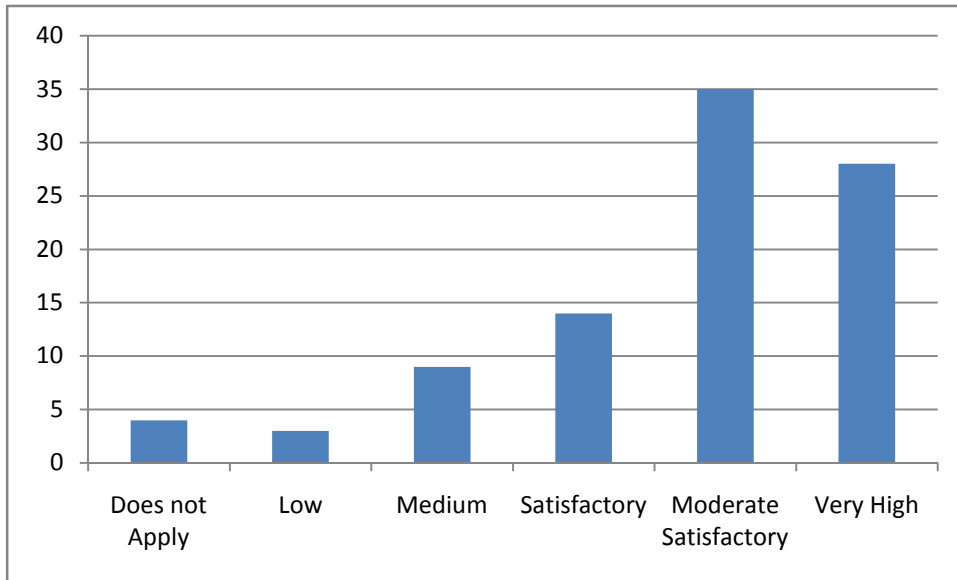
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	3	2.5	3.2	3.2
	Low	12	9.9	12.6	15.8
	Medium	19	15.7	20.0	35.8
	satisfactory	24	19.8	25.3	61.1
	Moderate satisfactory	25	20.7	26.3	87.4
	Very high	11	9.1	12.6	100
Total		95	78.5	100.0	

**Note:** Out of total respondent 21.50 percent respondents are ignored extra- curricular activities.

The above table shows that out of total responses of the variable concerned, 3.20 percent are not satisfied with extra-curricular activities carried out by the institution, 12.60 percent are satisfied low, 20.00 percent are satisfied medium, 25.30 percent are satisfied, 26.30 percent are moderately

satisfied, 12.60 percent are highly satisfied. These statistics show that more than average respondents are satisfied with extra-curricular activities organized by the institution.

**Figure: 2.7**  
**Ratings based on Extra-curricular Activities**



The following table presents the graduates' perceived ratings on problem solving ability they learned from the study.

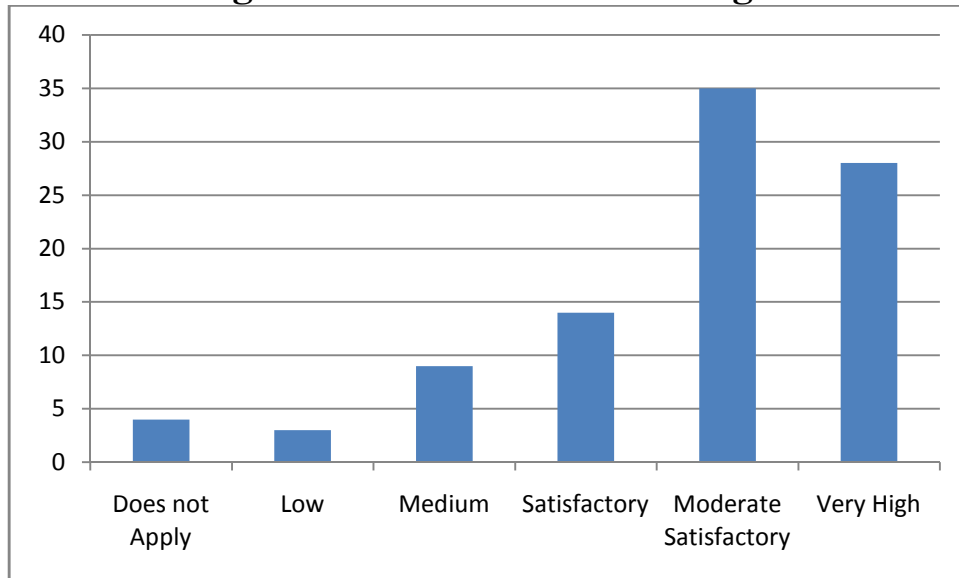
**Table: 2.19**  
**Ratings based on Problem Solving Ability**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	3	2.5	3.2	3.2
	Low	1	.8	1.1	4.2
	Medium	11	9.1	11.6	15.8
	satisfactory	33	27.3	34.7	50.5
	Moderate satisfactory	31	25.6	32.6	83.2
	Very high	16	13.2	16.8	100.0
	Total	95	78.5	100.0	

**Note:** Out of total respondent 21.50 percent respondents are ignored problem solving ability.

The above table shows that out of total respondents, 3.20 percent are not satisfied with problem solving skill they learned from the study, 1.10 percent are satisfied low, 11.60 percent are satisfied medium, 34.70 are satisfied, 32.60 percent are moderately satisfied and 16.80 percent are highly satisfied. These statistics indicate that graduates are learned problem solving skill from the study. This is shown in the figure below:

**Figure: 2.8**  
**Ratings based on Problem Solving Skill**



The following table shows ratings on inter disciplinary learning approach of the institution.

**Table: 2.20**  
**Ratings based on Inter Disciplinary Learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	5	4.1	5.2	5.2
	Low	3	2.5	3.1	8.3
	Medium	23	19.0	24.0	32.3
	satisfactory	21	17.4	21.9	54.2
	Moderate satisfactory	26	21.5	27.1	81.3
	Very high	18	14.9	18.8	100.0
	Total	96	79.3	100.0	

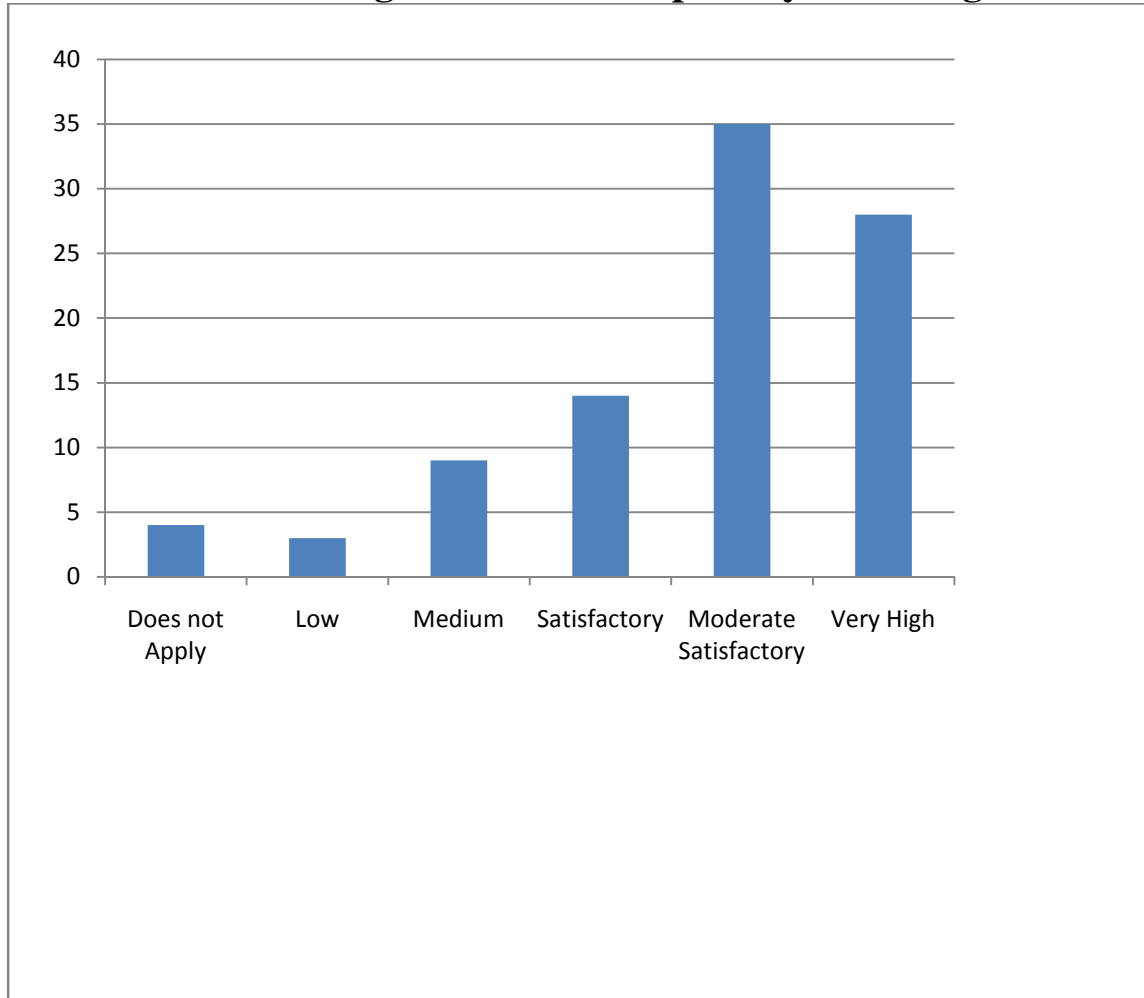
**Note:** Out of total respondent 20.70 percent respondents are ignored inter disciplinary learning.

The above table indicates that out of total responses on the variable concerned, 5.20 percent are not satisfied with inter disciplinary learning approach of the institution, 3.10 percent graduates

are satisfied low, 24.00 percent perceived medium satisfaction , 21.90 percent are satisfied , 27.10 percent are moderately satisfied and 18.80 percent are highly satisfied.

The following figure shows ratings on inter disciplinary learning approach of the institution.

**Figure: 2.9**  
**Ratings on Inter Disciplinary Learning**



The following table shows ratings on work placement/attachment possibility of the graduates after completion of the study.



**Table: 2.21**  
**Ratings based on Work Placement/ Attachment**

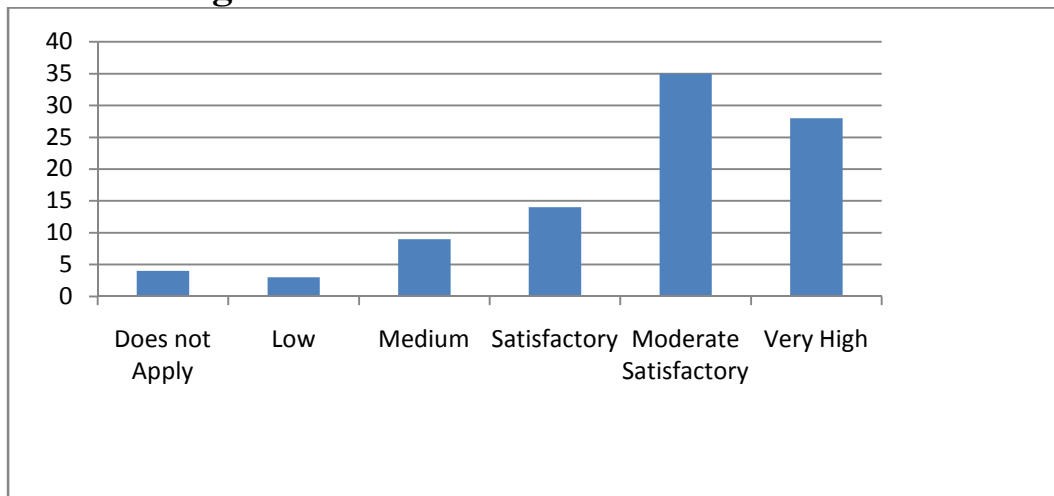
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	3.3	4.2	4.2
	Low	7	5.8	7.3	11.5
	Medium	13	10.7	13.5	25.0
	Satisfactory	25	20.7	26.0	51.0
	Moderate satisfactory	31	25.6	32.3	83.3
	Very high	15	12.4	16.7	100.0
	Total	96	79.3	100.0	

**Note:** Out of total respondents 20.70 percent respondents are ignored work placement/attachment.

Regarding work placement/attachment, out of total respondents, 4.20 percent are not satisfied with work placement/attachment potential created by the program of study they completed, 7.30 percent are satisfied low, 13.5 percent are satisfied medium, 26.00 percent are satisfied, 32.30 percent are moderately satisfied, and 16.7 percent are highly satisfied. These statistics show that most of the graduates are satisfied with the ability they gained from their study necessary for their work placement/attachment.

The following figure shows ratings on work placement/attachment.

**Figure: 2.10**  
**Ratings based on Work Placement/Attachment**



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

**Table: 2.22**  
**Ratings based on Teaching/Learning Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	3.3	4.2	4.2
	Low	4	3.3	4.2	8.4
	Medium	9	7.4	9.4	17.8
	satisfactory	21	17.4	21.9	39.7
	Moderate satisfactory	32	26.4	33.3	73.0
	Very high	25	20.7	27.0	100.0
Total		96	79.3	100.0	

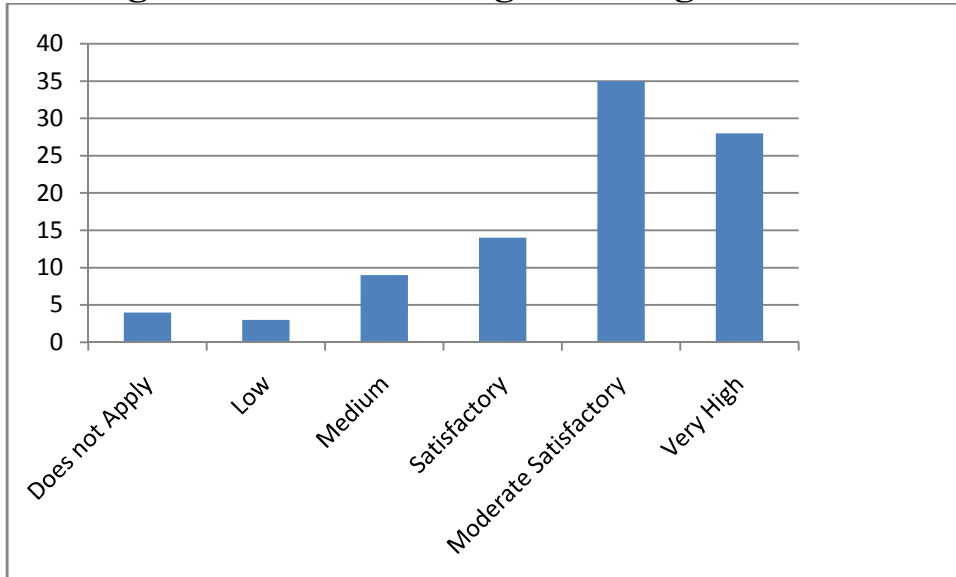
**Note:** Out of total respondents 20.70 percent respondents are ignored teaching learning environment.

Form the table it can be said that out of total responses of the variable concerned, 4.20 percent graduates are unknown about the variable in question, 4.20 percent are satisfied low, 9.40 percent perceived medium, 21.90 percent are satisfied, 33.30 percent are moderately satisfied and 26.00 percent are highly satisfied with teaching learning environment. These responses

indicate that most of the graduates are satisfied with the teaching learning environment of the institution.

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

**Figure: 2.11**  
**Ratings based on Teaching/Learning Environment**



The following table shows ratings on quality of delivery of teaching and non-teaching staffs of the institution.

**Table: 2.23**  
**Ratings based on Quality of Delivery**

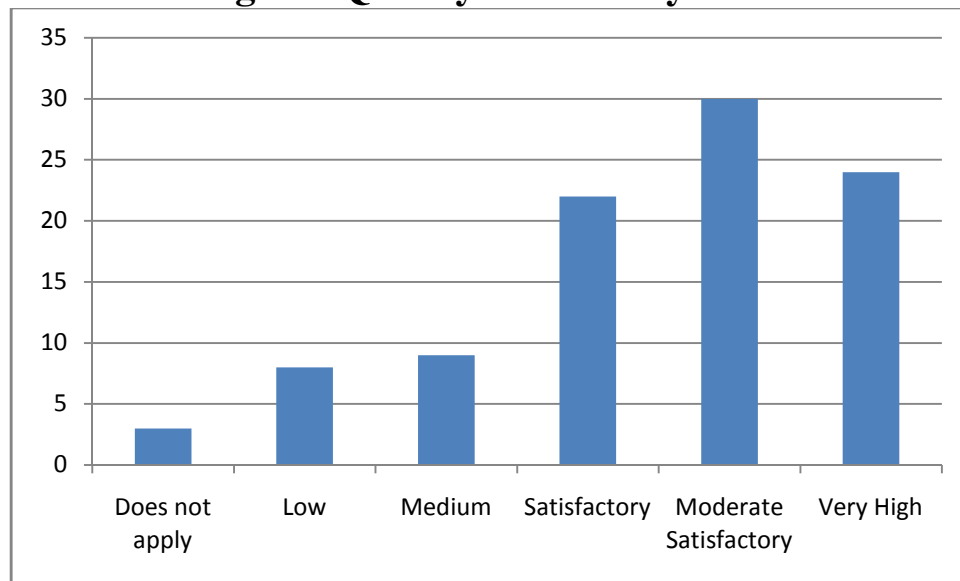
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	3	2.5	3.1	3.1
	Low	8	6.6	8.3	11.5
	Medium	9	7.4	9.4	20.8
	satisfactory	22	18.2	22.9	43.8
	Moderate satisfactory	30	24.8	31.3	75.0
	Very high	24	19.8	25.0	100.0
	Total	96	79.3	100.0	

**Note:** Out of total respondents 20.70 percent respondents are quality of delivery.

From the above table, it can be said that out of total respondents, 3.10 percent are not satisfied, 8.30 are satisfied low, 9.40 percent are satisfied medium, 22.90 percent are satisfied, 31.30 percent are moderately satisfied, and 25 percent are highly satisfied.

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

**Figure: 2.12**  
**Ratings on Quality of Delivery of Staffs**



The following table shows ratings on teacher student relationship in the institution.

**Table: 2.24**  
**Ratings based on Teacher Student Relationship**

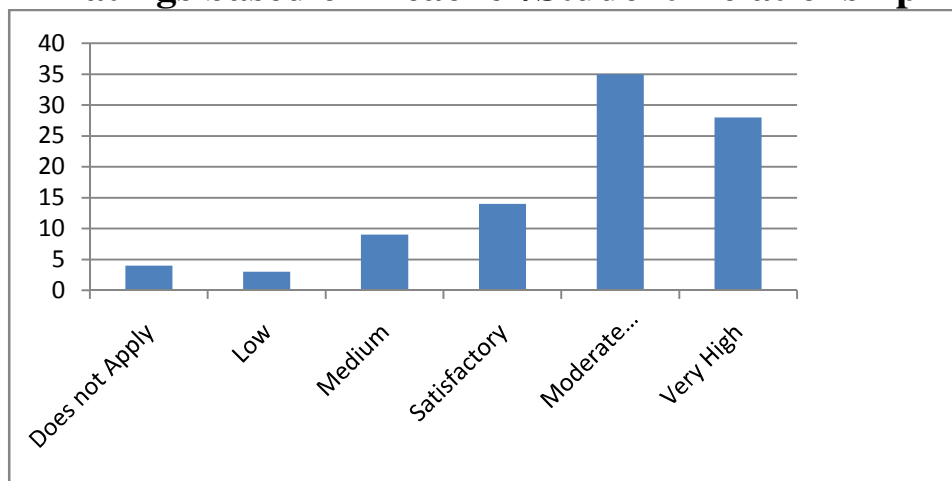
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	2	1.7	2.1	2.1
	Low	3	2.5	3.1	5.2
	Medium	14	11.6	14.6	19.8
	Satisfactory	17	14.0	17.7	37.5
	Moderate satisfactory	31	25.6	32.3	69.8
	Very high	29	24.0	30.2	100.0
	Total	96	79.3	100.0	

**Note:** Out of total respondents 3.60 percent respondents are ignored teacher student relationship.

The above table presents that out of total respondents, most of the graduates are experienced very effective teacher student relationship in the institution. Out of total responses, 2.10 percent are not satisfied, 3.10 percent are satisfied low, 14.60 are satisfied medium, percent medium, 32.30 percent are moderately satisfied, and 30.20 percent are highly satisfied with the teaching \learning environment of the institution.

The following figure shows rating on teacher/student relationship in the institution.

**Figure: 2.13**  
**Ratings based on Teacher/Student Relationship**



The following table shows ratings on library/lab facilities provided by the institution.

**Table: 2.25**  
**Ratings based on Library/Lab**

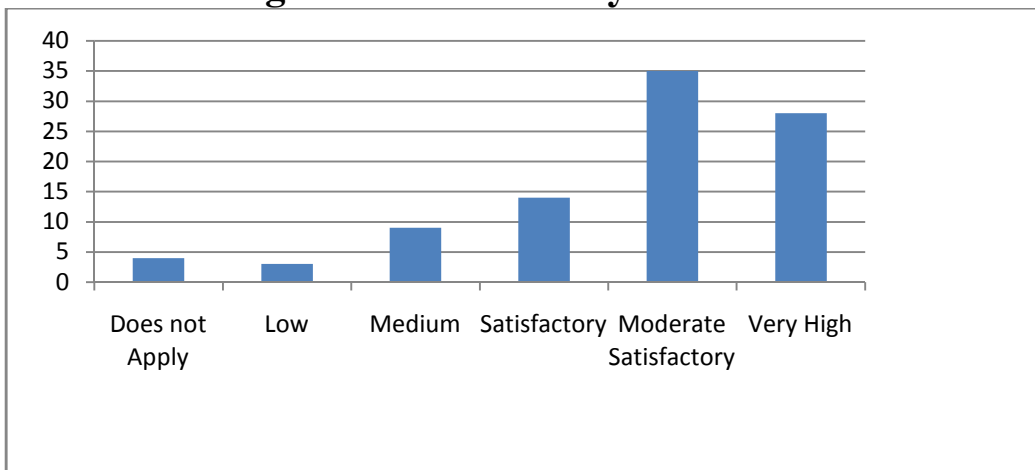
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	3.3	4.3	4.3
	Low	3	2.5	3.2	7.5
	Medium	9	7.4	9.7	17.2
	satisfactory	14	11.6	15.1	32.3
	Moderate satisfactory	35	28.9	37.6	69.9
	Very high	28	23.1	30.1	100.0
	Total	93	76.9	100.0	

**Note:** Out of total respondents 23.10 percent respondents are ignored library/laboratory.

The above table shows that most of the graduates are satisfied with the library/laboratory facilities of the institution. Out of total respondents, 3.20 percent are satisfied low, 9.70 percent are perceived medium satisfaction, 15.10 percent are satisfied, 37.60 percent are moderately satisfied and 30.10 percent are very much satisfied with library and laboratory facilities of the institution.

The following figure shows rating on library/laboratory facilities provided by the institution.

**Figure: 2.14**  
**Ratings based on Library/Lab Facilities**



The above figure shows that maximum respondents are satisfied with library/laboratory facilities provided by the institution.

# CHAPTER III

## MAJOR FINDINGS

This 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 teaching-learning 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 of teaching and non teaching staff, teacher student relationship, and library/laboratory facilities. The major findings of the study are described as follows:

- Out of total enrolled respondents, 87.30 percent graduates are enrolled in TU , and 12.70 percent in other universities of Nepal.
- Out of the total enrolled respondents in further study, 89.50 percent are enrolled in management discipline.
- Out of the total respondents, 81.40 percent are found from upper caste, 15.70 percent are from indigenous group and 2.50 percent from lower caste.
- Out of total respondents, 62 percent are female.
- Out of total employed graduates, 77.20 percent are full time jobholder whereas 15.80 percent are found as part time employees.
- Regarding job designation, most of the graduates are working in assistant level.
- The graduates are appointed in bank and financial institutions, trading houses, school, factories, F.M. radios and insurance company within a year of completion of the study.
- 52.10 percent respondents are rated on relationship between different kind of knowledge and skill they learned and their jobs. However, statistics also reveals that only 46.30 percent are in employment. This indicates that 5.80 percent respondents left their jobs after a short period of their job placements.
- Out of total employed graduates, 61 percent are not satisfied with the jobs and 39 percent are intended to continue. Thus less than average employed graduates are satisfied with the jobs.

- Only 3.50 percent respondents are in their own business.
- The relationship between knowledge enhanced by the graduates from the study and their jobs is found relevant as 65.50 percent of the total employed graduates, 65.50 percent are responded that knowledge enhanced in the study worked well in their jobs.
- There is quite weak relationship between research skill improved by the graduates from the study and their jobs. Only 38.10 percent employed graduates are responded as these two variables have relationship.
- Out of total graduates, 66.60 percent are responded relationship between communication skill learned from the study and their jobs; 47.20 percent are satisfied with the relationship between IT skill learned and their jobs; and 56.50 percent are found benefitted from the ability to work in a team they learned from the study.
- Among others, most of the respondents are highly satisfied with variables like range of course offered, relevance of the program to their professional requirements, work placement/attachment, teaching-learning environment, quality of delivery teacher student relationship and library /laboratory facilities.
- Out of the total respondents, 75.10 percent respondents are satisfied with range of course offered by the institution; 70.60 percent respondents are satisfied with relationship between program of the study and their professional requirements; 67.70 percent rated high for inter disciplinary approach of learning of the program of study; 75 percent respondents are found strength in the capacity of work placement of the program of study and 62.40 percent respondents are satisfied with number of optional subjects managed by the institution.
- 80.30 percent of total respondents are satisfied with teaching/ learning environment of the institution; 79.20 percent of the total respondents are satisfied with quality of delivery of teaching staff and non-teaching staffs; 80.20 percent have found strong teacher student relationship in the institution.
- 82.80 percent of total respondents are highly satisfied with services provided by the library and laboratories of the institution.
- 84.10 percent respondents are satisfied with problem solving skill they learned from the study.



## **CHAPTER IV**

### **IMPLICATIONS TO INSTITUTIONAL 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 enrollment of the graduates in different universities of the country. Moreover, this study indicates that the institution should initiate certain reforms in particular areas in the near future.

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.Or priorities should be given to launch new courses to attract students.

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

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

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. or through initiating new IT courses of the universities.

Similarly, focus should be given to launch entrepreneurship development courses as this study indicates that only 3.50 percent of total respondents are entrepreneurs.

# CHAPTER V

## CONCLUSION AND RECOMMENDATIONS

### 5.1 Conclusions

This study describes the position of graduates passed out during 2072 B.S. (2015 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.
- Most of the graduates are found (i.e. 77.20 percent) working age full time employees whereas few (i.e. 15.80 percent) are found as part time employees.
- Only 3.50 percent respondents are found in their own businesses.
- Regarding job designation, most of the graduates are working in assistant 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 findings 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. 91.60 percent of the total respondents) are rated very high to teaching/learning environment; 90.70 percent are satisfied with range of course offered; 89.40 percent are considered that the program they completed are strong to fulfill their professional requirements.
- Out of total respondents, 88.50 are satisfied with their work placement or possible work placement, 91.60 percent are satisfied with teaching learning environment and 94.80 percent are satisfied with teacher student relationship.

- The study indicates the institutional strengths of the JMC in the areas of inter-disciplinary approach of learning, and quality of delivery of teaching faculty and non-teaching staff.
- Some graduates have pointed out need of IT course and research skill development teaching methodology in the programs of the study of the institution.
- Some graduates have provided suggestions to add the extracurricular activities.

## **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 be given priority to initiate such courses that prepare graduates to start their business.
- 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.
- Priority should be given to develop research skill of the graduates.

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