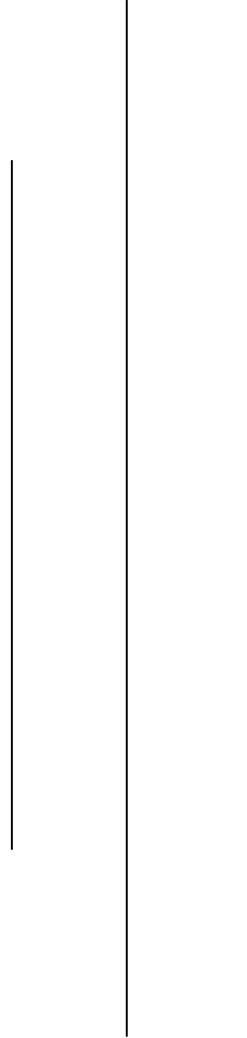


**Tracer Study Report of Graduates and Postgraduates**

**Janapriya Multiple Campus**



Submitted to:

University Grants Commission, Nepal

Submitted By:

Janapriya Multiple Campus

Pokhara-8, Janapriyamarg

Pokhara, Kaski

June, 2018

## ACKNOWLEDGEMENTS

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Tracer Study Committee

Coordinator Krishna Babu Baral

Member Bhesh Raj Baral

Member Mahadev Palikhe

Janapriya Multiple Campus

June 04, 2018

## **EXECUTIVE SUMMARY**

Janapriya Multiple Campus has been running graduate and postgraduate programs in management humanities, education and science in microbiology. This tracer study was conducted with the main objective to provide information to JMC about the employment status and status for further study of graduates and postgraduates, and strengths and weakness of the programs, and overall education delivery mechanism.

The tracer study covered the graduates of academic year 2016 A.D. of five graduates and two postgraduate level programs, namely; Bachelor in Business Administration (BBA), Bachelor in Business Studies (BBS), Bachelor in Arts (BA), Bachelor in Science in Microbiology (B.Sc.), Bachelor in Education (B.Ed.) and Master's in Arts and Business Studies (MA and MBS). Purposive sampling technique was used to collect useable data from 87 graduates and three postgraduates. Tracer study committee members, non teaching staffs and ex – students were activated to collect data through direct visit, telephone interview, and electronic media during the reference period from March 2018 to April 2018. The survey instrument was a set of questionnaire designed by the UGC, Nepal. SPSS program was used to analyze the collected data from the respondents. Quantitative data were analyzed through frequencies.

The analyses of the tracer study are organized in the four meaningful sections which are (a) Employment status of the respondents (b) Status of further study of graduates (c) Profile of respondents and (d) Quality and relevance of program.

**Key findings of the study are presented below:**

### **Employment Status of Respondents**

Out of 90 traced respondents more than average (53.30%) were employed, very few (7.80%) were self employed and the rest (38.90%) were unemployed. Among the employed respondents, majority (85.70%) were employed in private institution and the rest (14.30%) in public and government institutions. Out of total employed, most of the respondents (87.20%) were found as full time and the rest (12.80%) were part time. Relatively larger proportion (43.50%) of employed respondents was found as assistant followed by teachers (17.40%). Similarly, relatively larger proportion employed got placement in school (29.00%) followed by bank and finance company (27.10%) and business house (16.70%).

Regarding employment status of graduates and postgraduates, majority were found in employment and most were working in private institution in assistant level as full time employees. However, very few were self employed. This indicates the need to review programs to produce entrepreneurs.

## **Further Study Status of Respondents**

Out of total respondents, 35.60 percent enrolled for further study in different universities and the rest (64.40%) did not continue their study. Out of university enrolled respondents, majority (70.10%) joined T.U. followed by P.U. (15.60%), and K.U.(6.30%). Similarly, out of them, 22.60 percent each joined in MBS and MBA, 41.10 percent in MA, and 6.50 percent each in M.Ed. and M.Sc.

Findings of this study show that relatively larger proportion (45.20%) enrolled in management programs for further study. This indicates the need to focus on strengthening current management programs and exploring new curricula in this area.

## **Profile of Respondents**

Of the total traced respondents of 2016, majority (55.60%) was female and the rest (44.40%) were male. Larger proportion of the respondents (48.90%) was from Kaski followed by Syanja (22.20%) and Parbat (5.60%) and very negligible from other places. Similarly, majority of respondents (60.00%) completed their studies in management followed by arts (25.50%), education (11.10%), and microbiology (3.30%). This indicates the need to strengthening the relationship of the institution with the school of Kaski and Syanja.

## **Quality Measures of JMC**

This study explored perceived ratings of respondents on different quality measures i.e. relevance of program to the professional jobs, extracurricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, quality of education delivered, teacher student relationship, library facility, lab facility, sports facility and canteen/urinal facility based on their personal knowledge and experience.

Out of total 90 respondents, majority were satisfied with teaching/learning environment (60.80%), quality of education delivered (58.10%), teacher student relationship (70.70%), library facility (68.00%), lab facility (61.90%) and canteen/urinal facility (77.50%). However, minority respondents were satisfied with relevance of the programs to professional jobs (47.30%),extracurricular activities (45.30%), problem solving ability (47.30%), work placement/attachment/internship (42.70%) and sports facility (34.30%). These findings indicate the need to review curricula of the programs to build relationship between programs and professional jobs, and institutional support for work placement/attachment/internship through building relationship with employers.

## **Conclusion and Recommendations**

### **Conclusion**

JMC has been running different academic programs with the broader objective of contributing to prepare competent human resources for the employers. Moreover, it also strives to prepare entrepreneurs for the society. The tracer study was conducted by covering graduates and postgraduates of 2016 A.D. in order to make JMC well informed about employment status of the graduates and postgraduates and needs of reforms for improving its programs and environment.

JMC programs have been preparing competent human resources and entrepreneurs for the country. In the case of contribution to employment, it has been working satisfactorily; however, its contribution on preparing entrepreneurs is relatively low. Therefore, there is a high need to strengthen the linkage between the curricula and the changing demand of job market. Further, there is a high need of focusing on the linkage between programs and entrepreneurship.

### **Recommendations**

Based on data analysis and findings, following recommendations are made:

- Periodic labor market studies are recommended to conduct to identify the changing needs of the labor market that help to review curricula of the programs.
- Linkage between employers and institution should be built up show that programs of JMC would be compatible to produce human resources necessary for the job market.
- Recommended to explore curricula that would be helpful for producing competent entrepreneurs.
- It is recommended to incorporate case study method into pedagogy and ensure further exposure opportunities to students to enhance their problem solving ability.
- Recommended to enlarge extracurricular activities and sports facilities.
- Recommended to further strengthen relationship with the school of Kaski and Syanja.

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## Acronyms

B.Ed.- Bachelor in Education

B.Sc.- Bachelor in Science

BA- Bachelor in Arts

BBA - Bachelor in Business Administration

BBS - Bachelor in Business Studies

BMTM- Bachelor in Mountain Tourism and Management

CMC- Campus Management Committee

CTEVT- Council for Technical Education and Vocational Training

JMC- Janapriya Multiple Campus

K.U.- Kathmandu University

M.Phil- Masters in Philosophy

MA- Masters in Arts

MBS- Masters in Business Studies

P.U.- Pokhara University

Ph.D- Doctor of Philosophy

QAA- Quality Assurance and Accreditation

SPSS - Statistical Package for the Social Sciences

T.U.- Tribhuvan University

UGC- University Grant Commission

# CHAPTER I

## INTRODUCTION

### 1.1 Background/Rationale

Janapriya Multiple Campus (JMC) was founded in 1990 A.D. in Simalchaur Pokhara with the collective efforts of academicians, local philanthropists and local social organizations, namely; Srijana Vikash Kendra and Janapriya Secondary School. JMC is a community college, QAA certified, not-for-profit, and facing the QAA renewable phase which is marching towards vision of deemed university with the joint effort of its stakeholders. It has its own clearly defined strategic plan. Its main objective is to prepare competent human resources and entrepreneurs suitable to the needs of changing competitive environment.

JMC has six graduates and one postgraduate level programs - Bachelor of Business studies (BBS), Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Education (B.ED.), Bachelor in Microbiology (B.Sc.), Bachelor in Mountain Tourism Management (BMTM), and Master in Business Studies (MBS). BMTM is its first autonomous program and others are affiliated to Tribhuvan University (T.U.). It has been coordinating teaching learning through different departments, namely; department of Microbiology, English, Nepali, Mathematics and Statistics, Education, Finance and Accountancy, and General Management and Research. Each department is headed by a department head responsible to coordinate work load, analyze result of the student and recommend for necessary initiatives for improvements. Moreover, programs of BBA, MBS and B.Sc. Microbiology are coordinated by their respective coordinators.

JMC has four modern building with sufficient spacious and fully furnished rooms spread well over nine ropani seven ana three paisa three dam of college premises. It has laboratory of science and computer, library, cafeteria, seminar hall, separate offices for accountant, administration, examination, different department and programs. Currently, 119 teaching and 43 non-teaching staffs are working and 3074 students are studying in the campus.

Campus management committee (CMC) formed different sub committees for procurement, library development, construction, international relationship, scholarship, treasury and account control, recruitment and selection, and research. It has provision of regular meeting to discuss and decide on different agendas to ensure transparency. The college has its own memorandum of association and articles of association to shape its governance. CMC has decided to send each faculty members from Nepali, English and Economics for Masters in Philosophy (M.Phil.) and two faculties from management for Doctor of Philosophy (Ph.D.) on paid leave.

## **Rationale of the Study**

Knowledge management can shape competitive advantage of the firm and make lives of people more comfortable and standard. Japan and Singapore have achieved very high degree of development through knowledge management. Knowledge management is possible through human resource management. But a question arises: how can a country develop human resource? The answer is through cooperation among government's policy makers, industries and universities. In this context, government of Nepal adopted the concept of multi-university especially after restoration of democracy in 1990 A.D. Consequently, higher education delivery institutions have been significantly growing and 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 useful to the following institutions:

- Useful to campus management committee and administration to initiate reform programs to enhance quality of teaching /learning environment.
- Useful to UGC to identify the required reform initiatives for JMC.
- Useful to university to analyze effectiveness of its curriculum.

## **1.2 Objective of the Study**

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

- To explore employment status of the graduates of JMC.
- To identify status of further study of the graduates of JMC.
- To explore ratings of the graduates on overall teaching-learning environmental variables prescribed by UGC.
- To suggest the measures to promote the quality of JMC programs.

## **1.2 Institutional Arrangements of the Study**

This tracer study is designed and conducted by tracer study committee, JMC. The primary data was collected by mobilization of the ex-students, non teaching staffs and committee members. The report was finalized by the tracer study committee by incorporating the suggestions of different stakeholders (see annex A).

## **1.4 Study Design and Methodology**

Descriptive research design has been used for the proposed study. The methodology adopted for this study was quantitative. Graduates of BBS, BBA, BA, B.Ed., B.Sc. in Microbiology, and postgraduates of MBS and MA graduated in 2016 A.D. were covered in this study. For the study, purposive sampling technique has been used. The sample size of

graduates was 87 from five diploma level programs and three from master's degree program out of total 165 graduates and post-graduates. Tracer study committee members, non-teaching staffs, and ex-students were activated to collect data through direct visit, telephone interview, and electronic media. The reference period of the survey was between March 2018 and April 2018. The survey instrument was a set of questionnaire designed by the UGC, Nepal to collect information of the graduates. This questionnaire includes both closed and open-ended questions (see annex B).

### **1.4.1 Approaches of Data Collection**

The main data collection instrument included was field survey using structured questionnaire for graduates and postgraduates. The questionnaire was developed around key variables of investigation: employment and further study situation of graduates and postgraduates, and relevance and effectiveness of the programs.

### **1.4.2 Data Analysis and Report Writing**

The collected data from 90 respondents (see annex C) were first coded then entered into the specially designed format in SPSS. Six points Likert scale with responses Excellent, Good, Neutral, Weak, Moderate Weak and very Weak (5= excellent and 0=very weak) was used to collect responses of the graduates and postgraduates about quality of the JMC program that they completed. This information was analyzed calculating frequency and percentage.

## **1.5 Limitations of the Study**

The following are the limitation of this study:

- Population survey was not possible due to time constraints.
- Out of total 17 to 21 percent respondents ignored to explore the ratings on different variables prescribed in the questionnaire.
- 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.

## CHAPTER II

### DATA PRESENTATION AND ANALYSIS

This section is organized into four major sections. The first section presents current employment status of the respondents. The second section presents the status of further study the respondents. The third section deals with profile of respondents. The fourth section describes the respondents' perceived ratings on quality measures of JMC.

#### 2.1 Employment Status of the Respondents

Out of total 165 passed out graduates on 2016 A.D. (2073 B.S.), useable data from 90 are collected. The following table shows the distribution of respondents on the basis of employment status of the respondents.

**Table 2.1**  
**Employment status of Respondents**

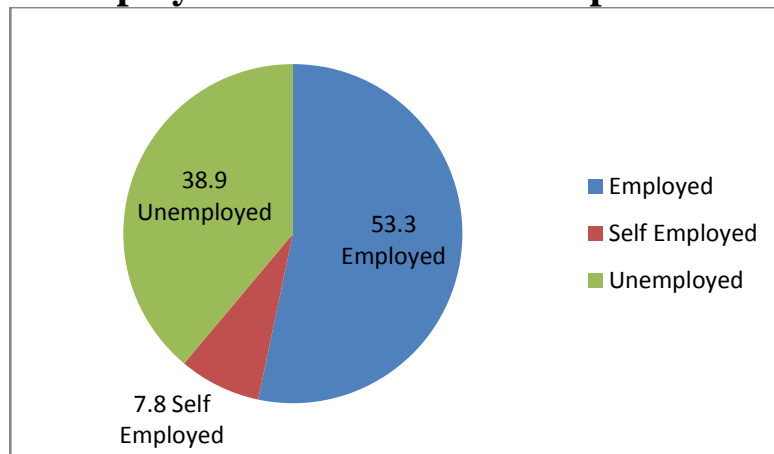
Characteristic	Frequency	Percent
Employed	48	53.3
Self Employed	7	7.8
Unemployed	35	38.9
Total	90	100.0

Source: Field Survey 2018

Table 2.1 reveals that out of 90 respondents, 53.30 percent are employed, 7.80 percent are self employed and 38.90 percent are unemployed. This shows that more than average are employed and very few are self employed.

The following figure shows employment status of the respondents.

**Figure 2.1**  
**Employment Status of the Respondents**



The following table presents types of employment institution.

**Table: 2.2**  
**Types of Employers' Institution**

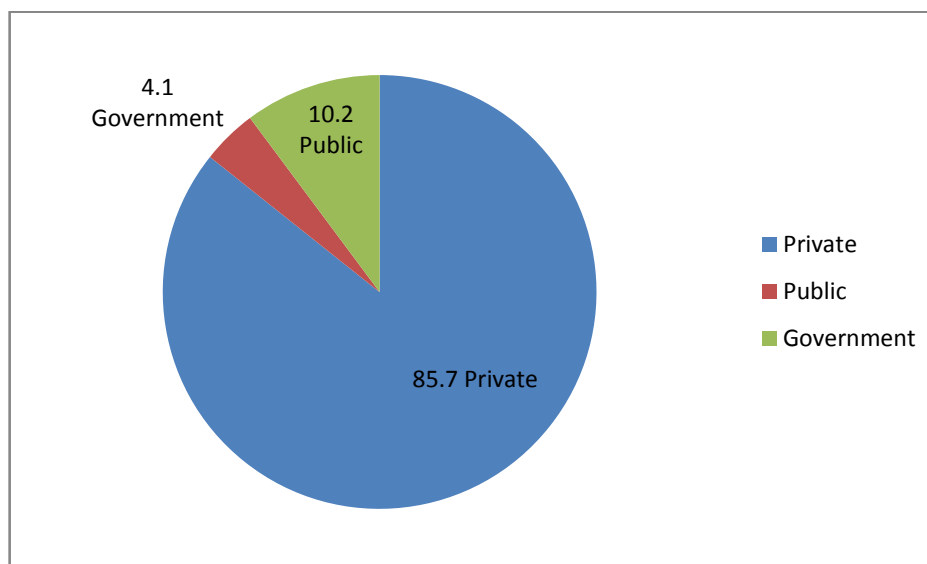
Characteristic	Frequency	Percent
Private	41	85.7
Public	2	4.1
Government	5	10.2
Total	48	100.0

Source: Field Survey 2018

Table 2.2 indicates that out of total employed graduates, 85.70 percent are found employed in private, 4.10 percent in public and 10.20 percent in government institutions. This shows that most of the graduates are found employed in private institution whereas very few are in public institutions.

The following figure shows types of employers' institution of the respondents.

**Figure: 2.2**  
**Types of Employers' Institution**



The following table shows types of employment of the respondents.

**Table: 2.3**  
**Types of Employment**

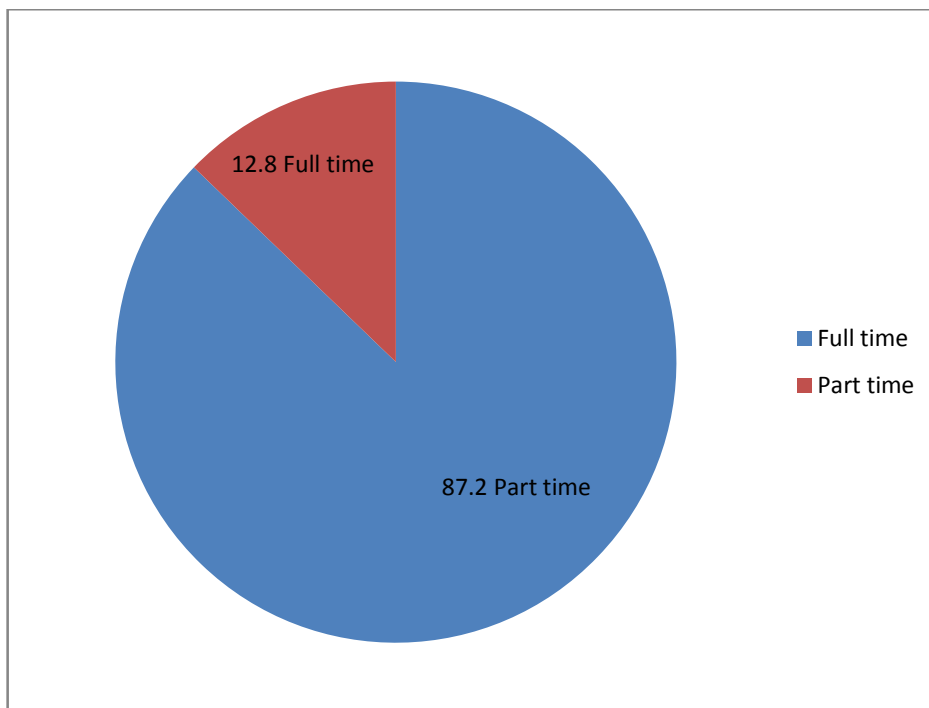
Characteristic	Frequency	Percent
Full time	41	87.2
Part time	6	12.8
Total	47	100.0

Note: Out of total, 2.80 percent respondents ignored to respond this variable. Source: Field Survey 2018

Table 2.3 explores that out of total employed respondents, 87.20 percent have found working as full time and 12.80 percent part time employees. This indicates that most of the graduates are full time employees.

The following figure shows type of employment of the respondents:

**Figure 2.3**  
**Type of Employment of the Respondents**



The following table presents designation of the respondents at the work place.

**Table: 2.4**  
**Respondents' Designation in the Employment**

Characteristic	Frequency	Percent
Assistant	20	43.5
Teacher	8	17.4
Officer/Manager	4	8.7
Owner	3	6.5
Accountant	3	6.5
Receptionist	2	4.3
Counselor	1	2.1
Marketing	1	2.1
Mid level	1	2.1
Shopkeeper	1	2.1
storekeeper	1	2.1
Support Staff	1	2.1
Total	46	100.0

Note: Out of total 16.40 percent ignored to respond this variable.

Source: Field Survey 2018

Table 2.4 shows that out of total employed, 43.50 percent are found in the position of assistants, 17.40 percent are teachers, 8.70 percent are office/manager, 6.50 percent each in owner and accountants, 4.30 percent are receptionist and 2.10 percent each in the position of counselor, marketing, mid level, shop keeper, store keeper and support staff. The statistics indicate that larger portion of the respondents have found working as assistant level.

The following table presents specification of employers of the respondents:

**Table: 2.5**  
**Specification of Employers of the Respondents**

Characteristic	Frequency	Percent
School	14	29.0
Bank and Finance Company	13	27.1
Business house	8	16.7
Consultancy	4	8.3
Computer Institute	2	4.2
Hotel	2	4.2
Color lab	1	2.1
NGO	1	2.1
Radio	1	2.1
Rupakot village municipality	1	2.1
Travel Agency	1	2.1
Total	48	100.0

Source: Field Survey 2018

Table 2.5 shows that out of total employed, 29.00 percent are found in working in school, 27.10 percent in bank and finance company, 16.70 percent in business house, 8.30 percent in consultancy, 4.20 percent in computer institute, 4.20 percent in hotel, 2.10 percent each in color lab, NGO, radio, Rupakot village municipality, travel agency.



percent each in computer institute and hotel, and 2.10 percent each in color lab, NGO, radio, Rupakot village municipality and travel agency. This indicates that relatively larger proportions are employed in school, bank and finance company, and business house.

## 2.2 Graduates' Status of 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.

The following table shows graduates' enrollment in different programs:

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

Characteristic	Frequency	Percent
MBS	7	22.6
MBA	7	22.6
MA	13	41.9
MED	2	6.5
MSC	2	6.5
Total	31	100.0

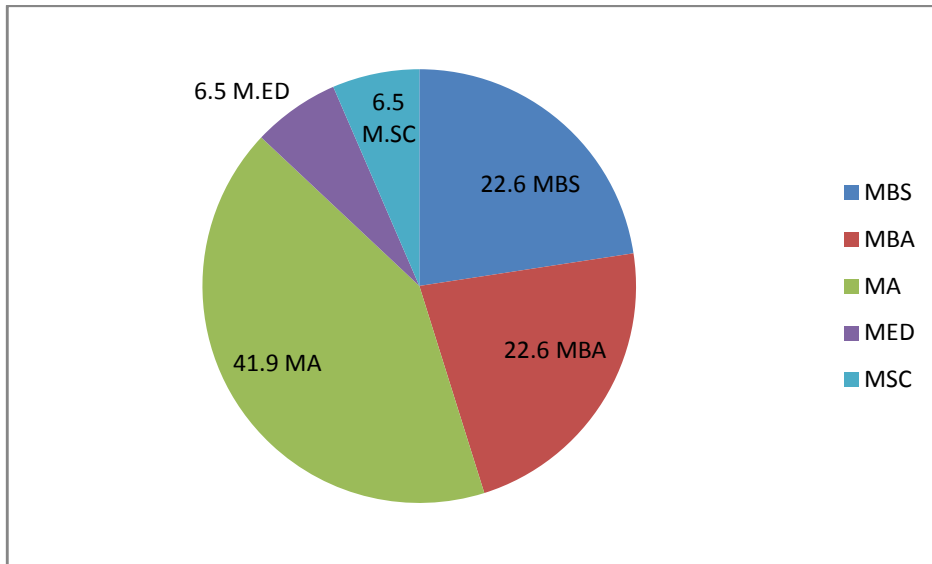
Note: Out of total, 3.10 percent ignored to response this variable.

Source: Field Survey 2018

From the table above, it is found that 34.50 percent of total graduates are enrolled in further study whereas 65.50 percent are not enrolled. Out of total enrolled graduates, 22.60 percent are enrolled in MBS, 22.60 percent in MBA, 41.90 percent in MA and 6.50 percent each in M.Ed. and M.Sc. These statistics show that most of the graduates are enrolled in management discipline for the further study indicating popularity of management study.

The following figure presents graduates' enrollment in different disciplines.

**Figure: 2.4**  
**Graduates' Enrollment in Different Disciplines**



The following table shows graduates' universities for further study.

**Table: 2.7**  
**Graduates' University for Further Study**

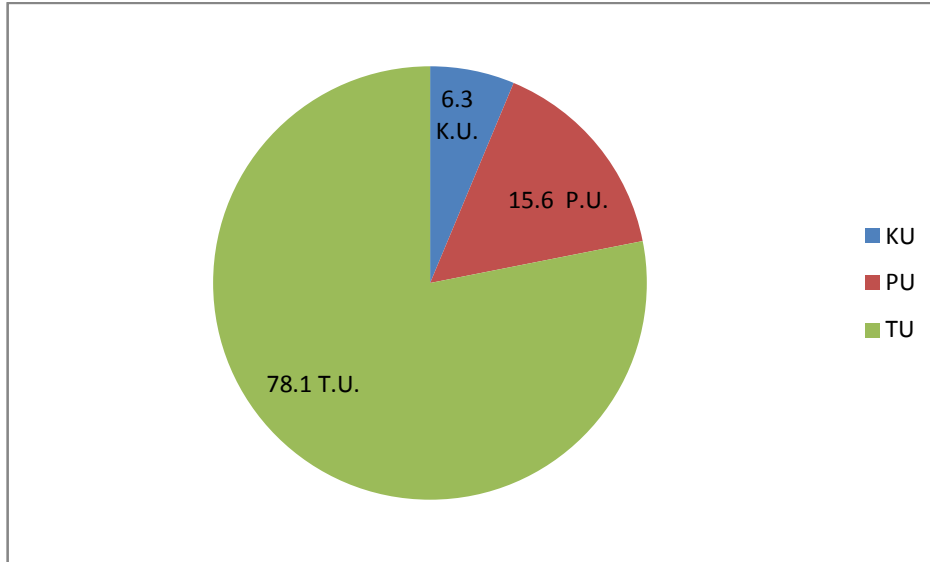
Characteristic	Frequency	Percent
TU	25	78.1
PU	5	15.6
KU	2	6.3
Total	32	100.0

Source: Field Survey 2018

Table 2.70 shows that out of total master's degree enrolled respondents, 78.10 percent are in T.U., 15.60 in P.U. and 6.30 in K.U. This shows that maximum graduates are found continuing their master's degree in T.U.

The following figure shows graduates' universities for further study.

**Figure: 2.5**  
**Graduates' University for Further Study**



### 2.3. Profile of Graduates

This section presents profile of the respondents on the basis of their gender, place of residence and programs they completed. The following table shows gender wise distribution of the respondents.

**Table: 2.8**  
**Gender of the Respondents**

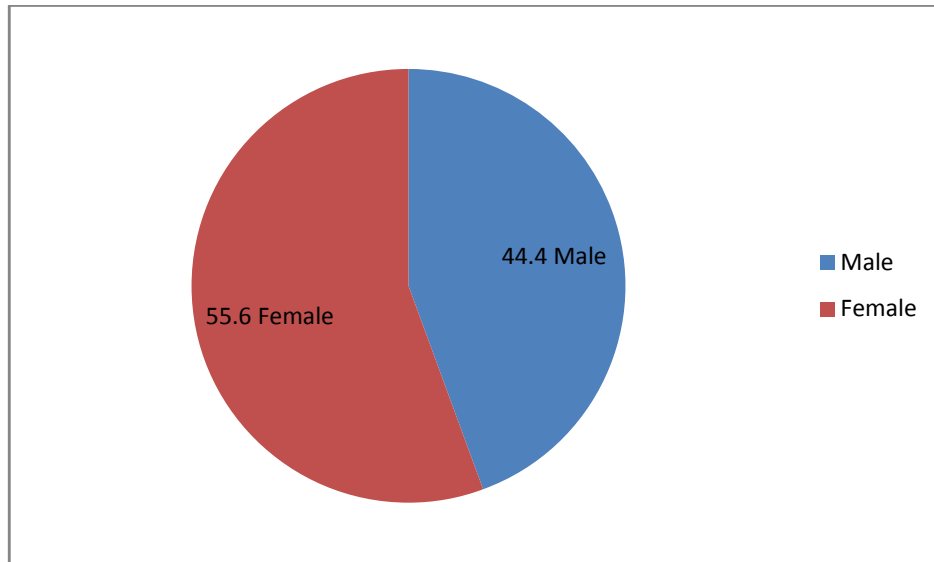
Characteristic	Frequency	Percent
Male	40	44.4
Female	50	55.6
Total	90	100.0

Source: Field Survey 2018

Table 2.8 reveals that out of total respondents, 55.60 percent are found female and 44.40 percent are male. This statistics show that female respondents are more than male.

The following figure shows gender of the respondents:

**Figure: 2.6**  
**Gender of the Respondents**



The following table presents place of residence of the respondents.

**Table 2.9**  
**Place of Residence of the Respondents**

Characteristic	Frequency	Percent
Kaski	42	48.9
Syanja	20	22.2
Parbat	5	5.6
Tanahun	3	3.3
Baglung	3	3.3
Bhaktapur	2	2.2
Gorkha	2	2.2
Biratnagar	1	1.1
Chitwan	1	1.1
Dhading	1	1.1
Kathmandu	1	1.1
Lamjung	1	1.1
Manang	1	1.1
Mustang	1	1.1
Myagdi	1	1.1
Nawalparasi	1	1.1
Palpa	1	1.1
Ramechhap	1	1.1
Total	90	100.0

Source: Field Survey 2018

Table 2.9 presents that out of total respondents, 48.90 percent are found from Kaski, 22.20 percent from Syangja, 5.60 percent from Parbat, 3.30 percent each from Tanahun and

Baglung, and 2.20 percent from Gorkha and Bhaktapur. This shows that the major sources of students are Kaski and Syanja.

The following table shows different graduates programs completed by the respondents

**Table: 2.10**  
**Program wise Distribution of Respondents**

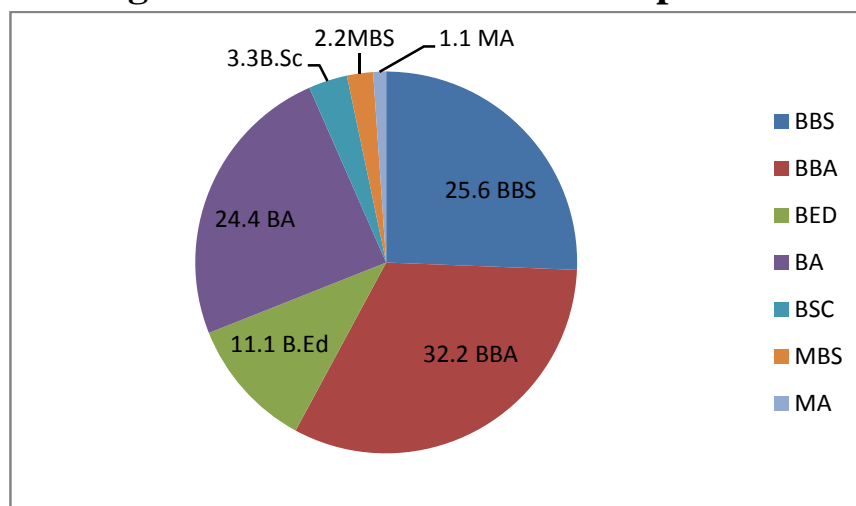
Characteristics	Frequency	Percent
BBA	29	32.2
BBS	23	25.6
BA	22	24.4
BED	10	11.1
BSC	3	3.3
MBS	2	2.2
MA	1	1.1
Total	90	100.0

Source: Field Survey 2018

Out of total respondents, 25.60 percent are found from BBS, 32.20 percent from BBA, 11.10 from B.ED, 24.40 percent from BA, 3.30 percent B.SC, 2.20 percent from MBS and 1.10 percent from MA. This shows that more than average respondents are completed their graduates and postgraduates from management programs.

The following figure shows different graduates programs completed by the respondents

**Figure: 2.7**  
**Program wise Distribution of Respondents**



## 2.4 Graduates' 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 ratings 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

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

**Table: 2.11**  
**Relevance of the Program to Professional Jobs**

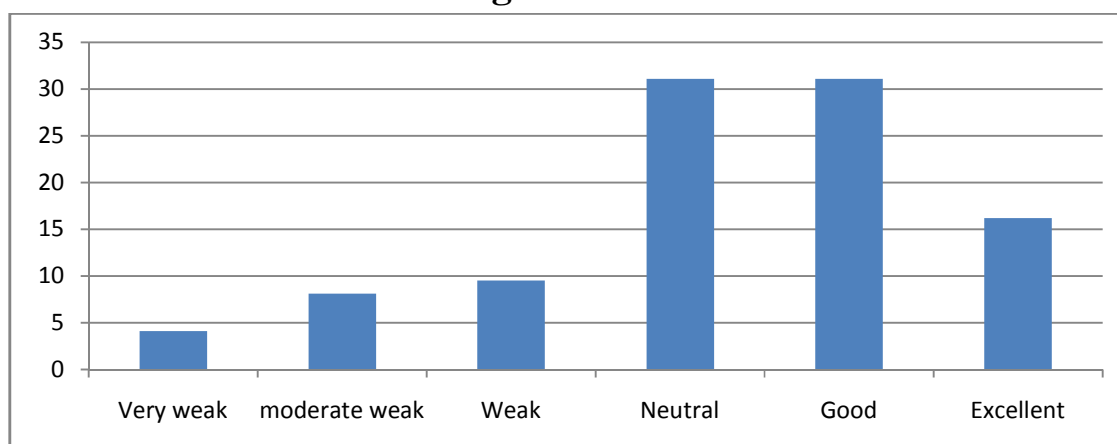
Characteristic	Frequency	Valid Percent
Very weak	3	4.1
Moderate weak	6	8.1
Weak	7	9.5
Neutral	23	31.1
Good	23	31.1
Excellent	12	16.2
Total	74	100.0

Note: Out of total respondents 21.50 percent respondents are ignored this variable. Source: Field Survey2018

Table 2.11 shows that out of total respondents, 16.20 percent highly satisfied, 31.10 percent are satisfied, 31.10 percent are moderately satisfied and 21.70 percent are dissatisfied with the relevancy of the program to professional jobs. This statistics signal that less than average respondents are satisfied with the relationship between professional jobs and the programs they completed.

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

**Figure: 2.8**  
**Relevance of Program to Professional Jobs**



The following table shows graduates' ratings based on extra-curricular activities.

**Table 2.12**  
**Ratings based on Extracurricular Activities**

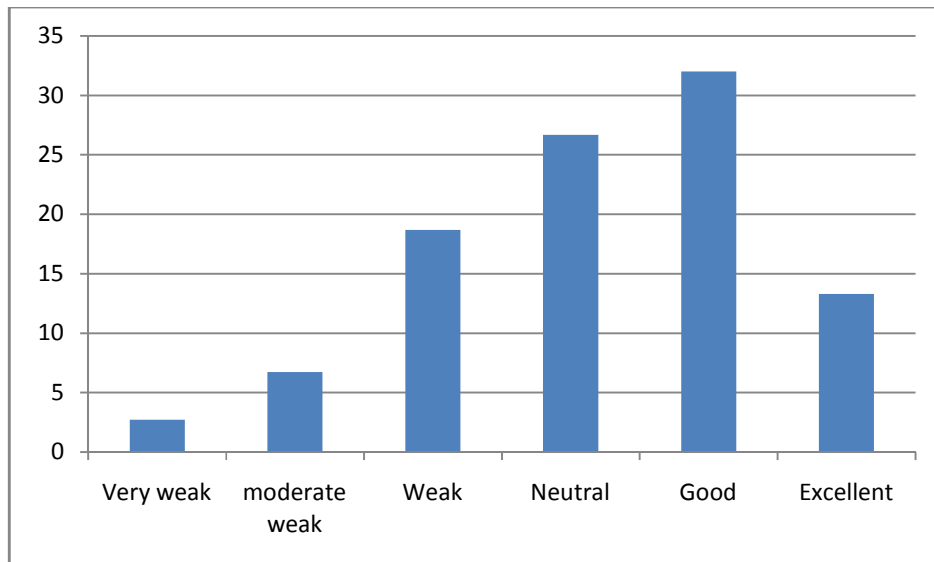
Characteristic	Frequency	Percent
Very weak	2	2.7
Moderate weak	5	6.7
Weak	14	18.7
Neutral	20	26.7
Good	24	32.0
Excellent	10	13.3
Total	75	100.0

Note: Out of total respondent 16.70 percent are ignored extra- curricular activities. Source: Field Survey 2018

Table 2.12 indicates that, 13.30 percent are highly satisfied, 32.00 percent are satisfied, 26.70 percent are moderately satisfied and 28.10 percent are dissatisfied with extracurricular activities of the institution. It shows that less than average respondents are satisfied with the extracurricular activities of the institution.

The following figure shows ratings of respondents on extracurricular activities.

**Figure: 2.9**  
**Ratings based on Extra-curricular Activities**



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

**Table: 2.13**  
**Ratings based on Problem Solving Ability**

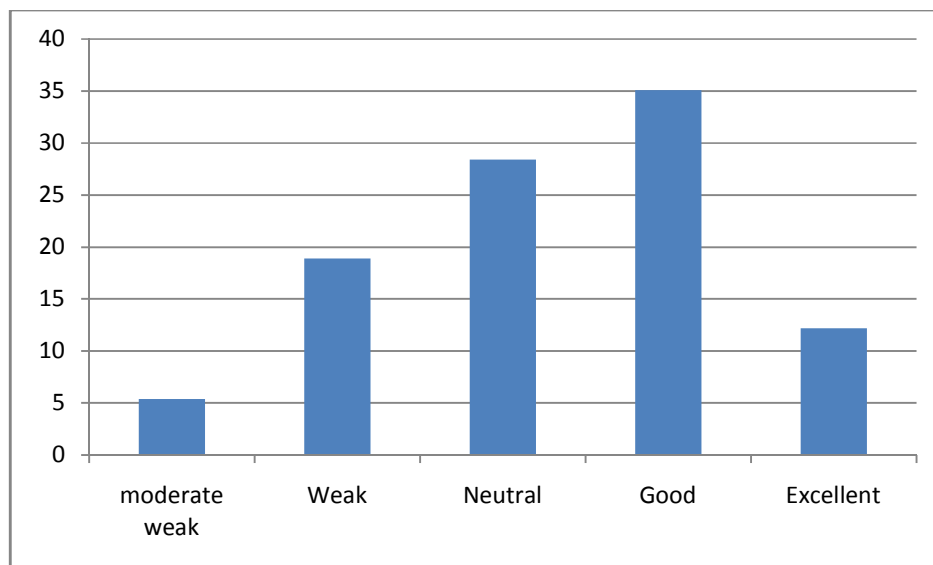
Characteristic	Frequency	Percent
Moderate weak	4	5.4
Weak	14	18.9
Neutral	21	28.4
Good	26	35.1
Excellent	9	12.2
Total	74	100.0

Note: Out of total respondent 17.80 percent are ignored problem solving ability. Source: Field Survey 2018

Table 2.13 reveals that out of total respondents, 12.20 percent are highly satisfied, 35.10 percent are satisfied, 28.40 percent are moderately satisfied and 24.30 percent are dissatisfied with the problem solving ability they learned from the program. The statistics indicate less than average respondents are satisfied with problem solving ability learned from the program.

The following figure shows ratings of the respondents on problem solving skill they learned from the program:

**Figure: 2.10**  
**Ratings based on Problem Solving Skill**



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



**Table: 2.14**  
**Ratings based on Work Placement/ Attachment/Internship**

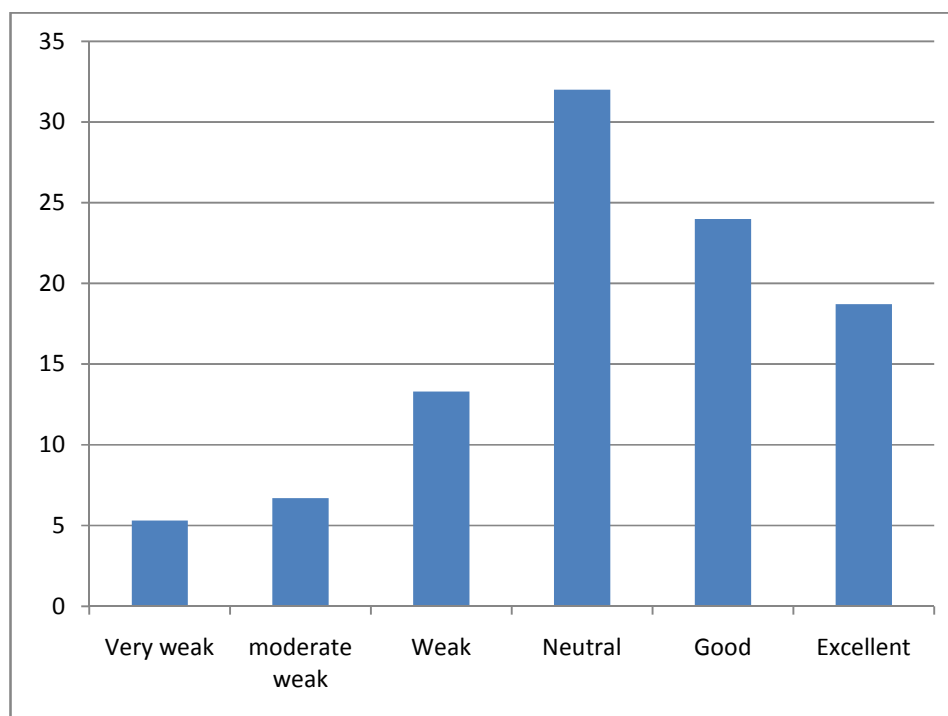
Characteristic	Frequency	Percent
Very weak	4	5.3
Moderate weak	5	6.7
Weak	10	13.3
Neutral	24	32.0
Good	18	24.0
Excellent	14	18.7
Total	75	100.0

Note: Out of total respondents 16.70 percent are ignored work placement/attachment. Source: Field Survey 2018

Table 2.14 reveals that out of total respondents, 18.70 percent are highly satisfied, 24.00 percent are satisfied, 32.00 percent are moderately satisfied and 25.30 percent are dissatisfied with the work placement/attachment/internship after completion of the study. This proved that less than average respondents are satisfied with work placement/attachment/internship.

The following figure shows ratings on work placement/attachment/internship:

**Figure: 2.11**  
**Ratings based on Work Placement/Attachment/Internship**



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

**Table: 2.15**  
**Ratings based on Teaching/Learning Environment**

Characteristic	Frequency	Percent
Moderate weak	8	10.8
Weak	3	4.1
Neutral	17	23.0
Good	27	36.5
Excellent	18	24.3
Total	74	100.0

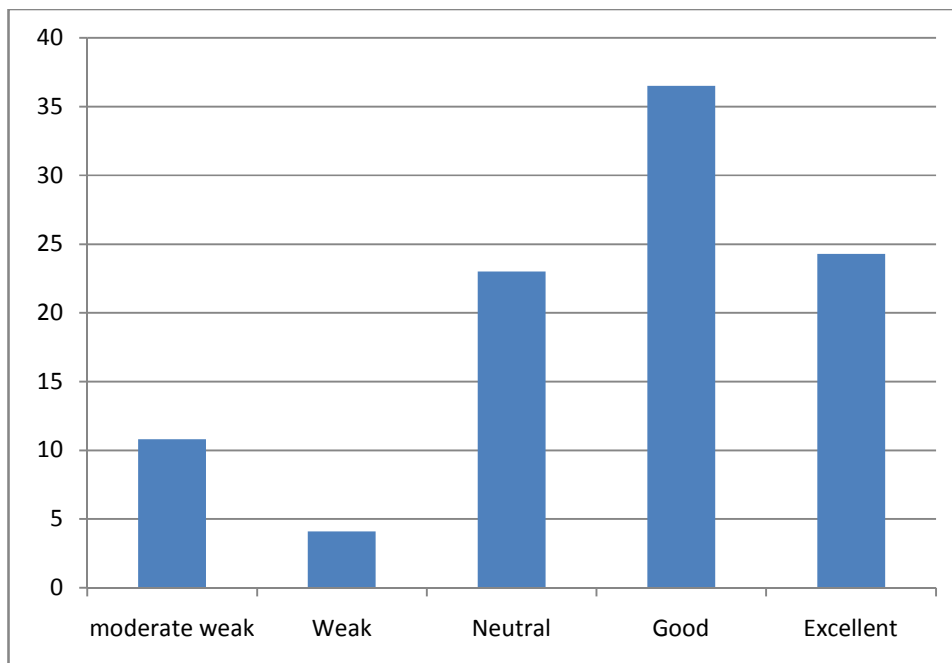
Note: Out of total respondents 17.80 percent are ignored this variable.

Source: Field Survey 2018

Table 2.15 reveals that out of total respondents, 24.30 percent are highly satisfied, 36.50 percent are satisfied, 23.00 percent are moderately satisfied and 14.90 percent are dissatisfied with the teaching /learning environment of the institution. This statistics explore that more than average respondents are satisfied with teaching learning environment of the institution.

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

**Figure: 2.12**  
**Ratings based on Teaching/Learning Environment**



The following table shows ratings on quality of education delivered by the institution..

**Table: 2.16**

## Ratings based on Quality of Education Delivered

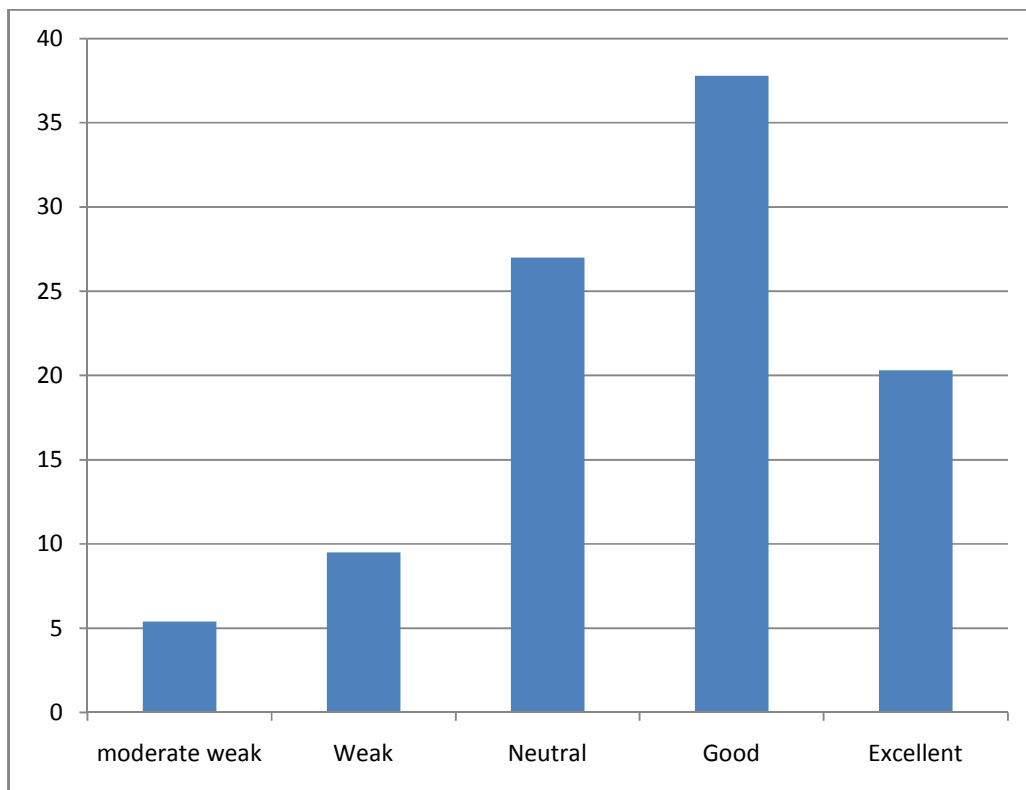
Characteristic	Frequency	Valid Percent
Moderate weak	4	5.4
Weak	7	9.5
Neutral	20	27.0
Good	28	37.8
Excellent	15	20.3
Total	74	100.0

Note: Out of total respondents 17.80 percent respondents are quality of delivery. Source: Field Survey 2018

Table 2.16 reveals that out of total respondents, 20.30 percent are highly satisfied, 37.80 percent are satisfied, 27.00 percent are moderately satisfied and 14.90 percent are dissatisfied with the quality of education delivered by the institution. It indicates that more than average respondents are satisfied with the quality of education delivered by the institution.

The following figure shows rating on quality of education delivered:

**Figure: 2.13**  
**Ratings on Quality of Education Delivered**



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

**Table: 2.17**

## Ratings based on Teacher Student Relationship

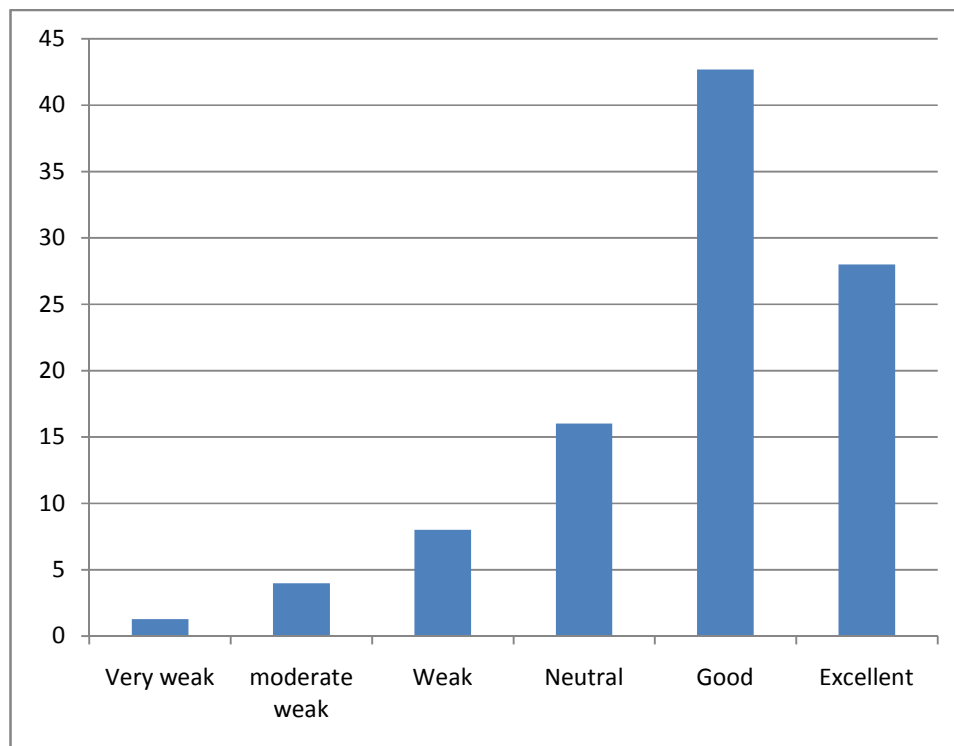
Characteristic	Frequency	Percent
Very weak	1	1.3
Moderate weak	3	4.0
Weak	6	8.0
Neutral	12	16.0
Good	32	42.7
Excellent	21	28.0
Total	75	100.0

Note: Out of total respondents 16.70 percent are ignored teacher student relationship. Source: Field Survey 2018.

Table 2.17 reveals that out of total respondents, 28.00 percent are highly satisfied, 42.70 percent are satisfied, 16.00 percent are moderately satisfied and 13.30 percent are dissatisfied with the teacher student relationship of the institution. It shows that more than two third respondents are satisfied with the teacher student relationship during their study.

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

**Figure: 2.14**  
**Ratings based on Teacher Student Relationship**



The following table shows ratings on library facility provided by the institution.

**Table: 2.18**  
**Ratings based on Library Facility**

Characteristic	Frequency	Percent
Very weak	1	1.4
Moderate weak	4	5.6
Weak	3	4.2
Neutral	14	19.4
Good	24	33.3
Excellent	25	34.7
Total	72	100.0

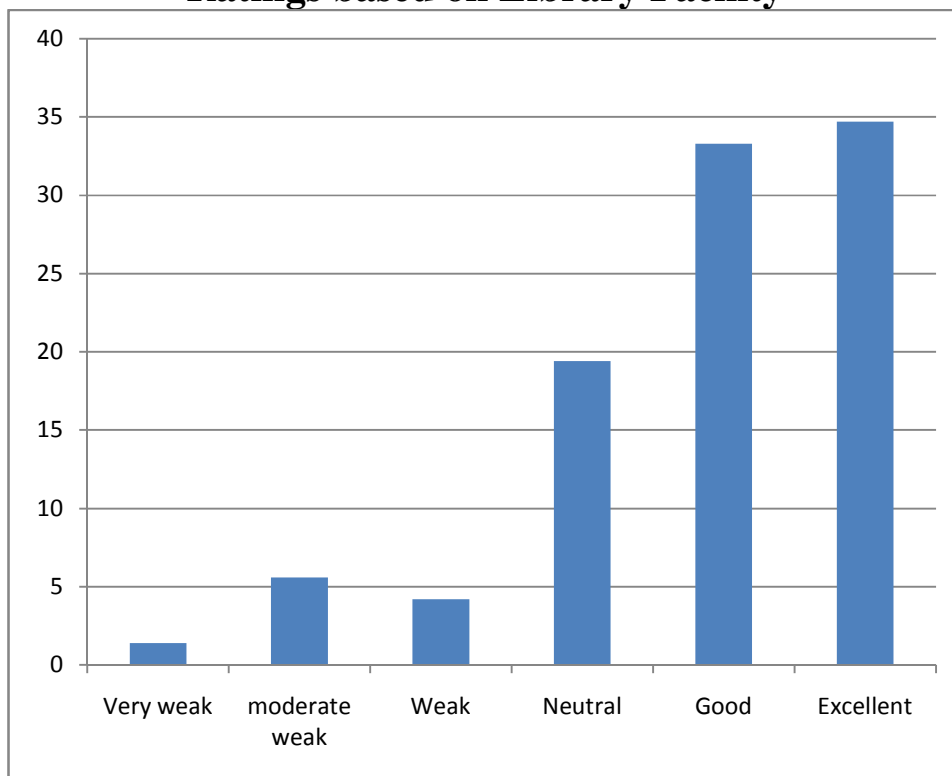
Note: Out of total respondents 20.00 percent are ignored library/laboratory.

Source: Field Survey 2018

Table 2.18 indicates that out of total respondents, percent are highly satisfied, 34.70 percent are satisfied, 33.30 percent are moderately satisfied and 11.40 percent are dissatisfied with the library facility of the institution. This shows that more than two third respondents are satisfied with the library facility of the institution.

The following figure shows rating on library facility provided by the institution.

**Figure: 2.15**  
**Ratings based on Library Facility**



The following table shows ratings of respondents based on lab facility in the institution.

**Table: 2.19**  
**Ratings based on Lab Facility**

Characteristic	Frequency	Percent
Very weak	2	2.8
Moderate weak	5	7.0
Weak	5	7.0
Neutral	15	21.1
Good	29	40.8
Excellent	15	21.1
Total	71	100.0

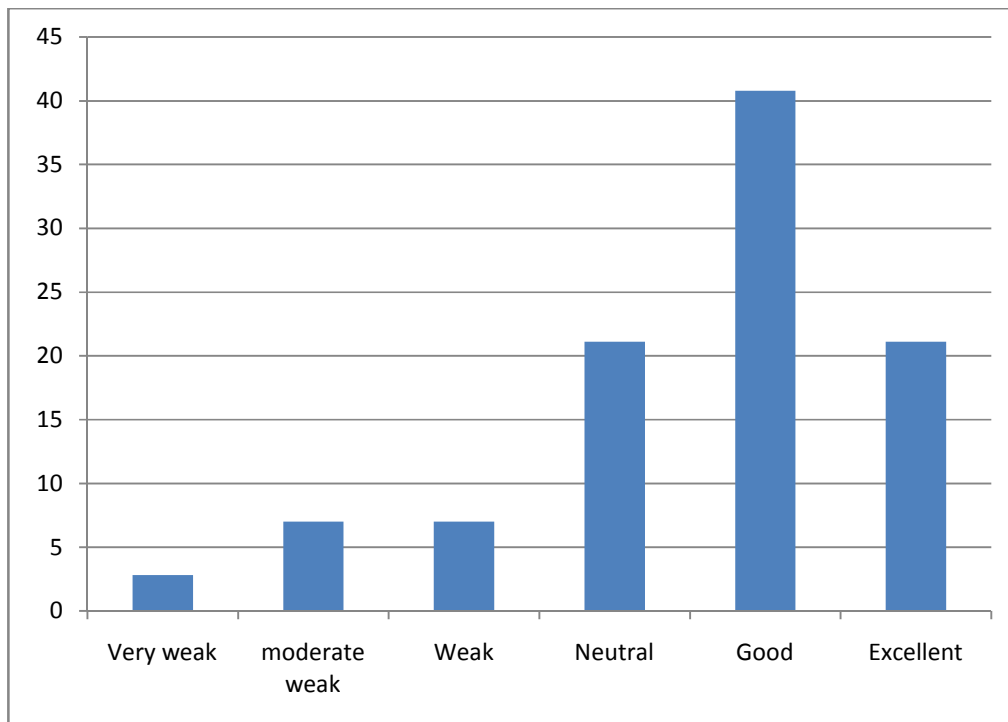
Note: Out of total respondents 21.00 percent are ignored sport facility.

Source: Field Survey 2018

Table 2.19 demonstrates that out of total respondents, 21.10 percent are highly satisfied, 40.80 percent are satisfied, 21.10 percent are moderately satisfied and 16.80 percent are dissatisfied with the lab facility of the institution. This shows that more than average respondents are satisfied with the lab facility.

The following figure shows ratings based on lab facility.

**Figure: 2.16**  
**Ratings based on Lab Facility**



The following table presents ratings of the respondents based on sport facility:

**Table: 2.20**

## Ratings based on Sports Facility

Characteristic	Frequency	Percent
Very weak	5	5.6
Moderate weak	5	5.6
Weak	22	24.4
Neutral	16	17.8
Good	14	15.6
Excellent	11	12.2
Total	73	81.1

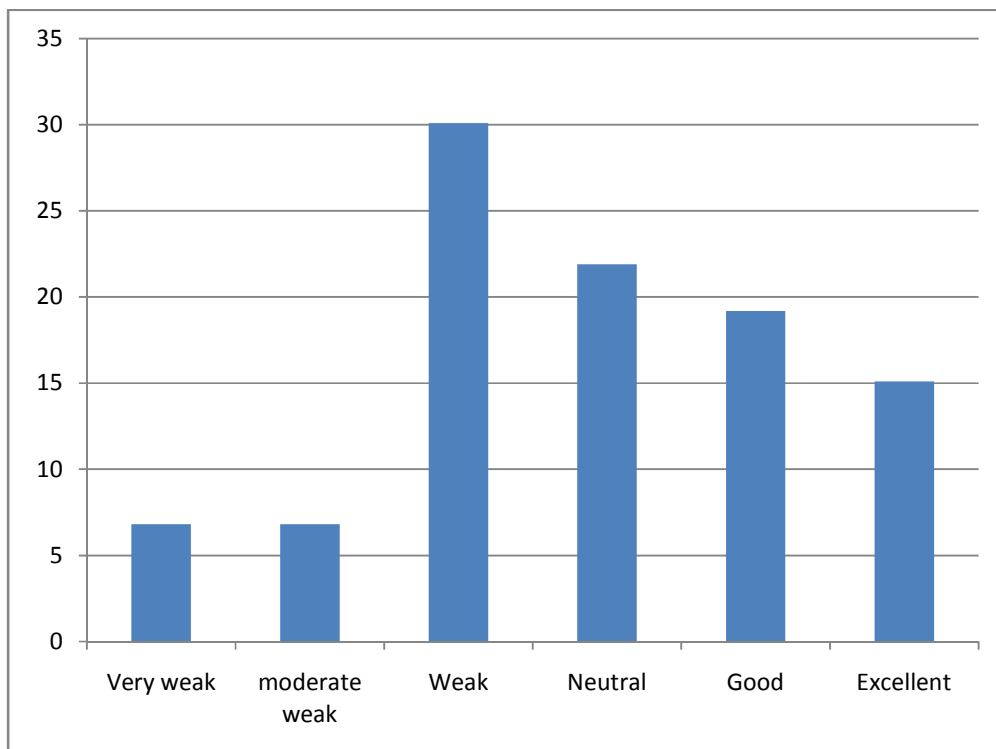
Note: Out of total respondents 18.90 percent are ignored sport facility.

Source: Field Survey 2018

Table 2.20 indicates that out of total respondents, 15.10 percent are highly satisfied, 19.20 percent are satisfied, 21.90 percent are moderately satisfied and 43.70 percent are dissatisfied with the sports facility of the institution. This shows that very few respondents are satisfied with the sports facility.

The following figure shows that ratings of respondents based on sports facility:

**Figure: 2.17**  
**Ratings based on Sports Facility**



The following table shows ratings of the respondents based on canteen/urinal facility:

**Table: 2.21**  
**Ratings based on Canteen/Urinal Facility**

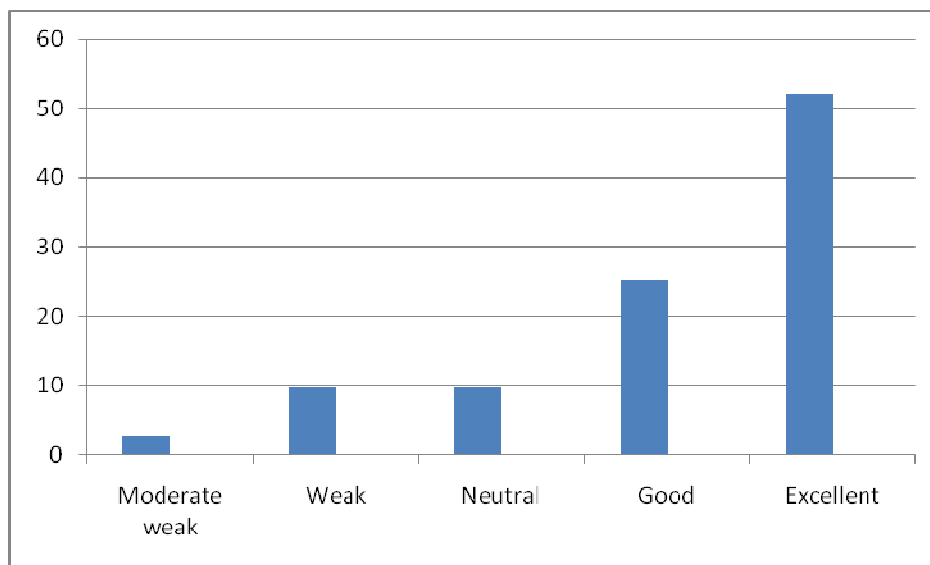
Characteristic	Frequency	Valid Percent
Moderate weak	2	2.8
Weak	7	9.9
Neutral	7	9.9
Good	18	25.4
Excellent	37	52.1
Total	71	100.0

Note: Out of total respondents 21.00 percent are ignored library/laboratory. Source: Field Survey 2018

Table 2.21 indicates that out of total respondents, 52.10 percent are highly satisfied, 25.40 percent are satisfied, 9.90 percent are moderately satisfied and 12.70 percent are dissatisfied with the canteen/urinal facility of the institution. This statistics reveal that more than three quarter respondents are satisfied with canteen/urinal facility. Moreover, more than average respondents are highly satisfied.

The following figure shows ratings of the respondents based on canteen/urinal facility:

**Figure: 2.18**  
**Ratings based on Canteen/Urinal Facility**



The above figure shows that more than average respondents are highly satisfied with canteen/urinal facility.



## MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study status of the graduates. Also, it analyzes the ratings of the graduates on several teaching-learning dimensions: relevance of program to the professional jobs, extracurricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, quality of education delivered, teacher student relationship, library and lab facility, sport facility, and canteen/urinals prescribed by UGC. The major findings of the study are described below:

- Most of the graduates and postgraduates are working in the different private institutions in assistance level as full time employees and very few are self employed. This indicates that the program of the JMC has less relevance with the entrepreneurship.
- Most of graduates are enrolled in Tribhuvan University in management program for their which indicates popularity of the management study.
- Overall teaching learning environment of JMC have both strengths and weaknesses. Finding of the study indicates that teaching learning environment, quality of education delivered, teacher student relationship, library and lab facility, and canteen/urinal facility are strong as more than average respondents are satisfied with those variables. However, the study indicates that relevance of the program to professional jobs, extracurricular activities, problem solving ability, work placement/ attachment/internship and sports facility need to be reformed as more than average are dissatisfied with those variables.
- Kaski and Syangja are the key places of source of students due to the proximity.

## **CHAPTER IV**

### **IMPLICATIONS TO INSTITUTIONAL REFORMS**

As a QAA certified community college, JMC has been contributing to match supply of human resources with demand of the economy since 2048 as more than average graduates and postgraduates were found employed. However, this study explored some of the areas of improvements that need to be executed in the future.

This study revealed that very few graduates and postgraduates were in self employment. It indicates that current academic programs are not sufficient to prepare entrepreneurs. This is why the institution should prepare and implement curricula necessary for entrepreneurship development.

Similarly, the study indicated that more than average graduates and postgraduates were found dissatisfied with relevance of the program they completed to their professional jobs and work placement/attachment/internship. These findings suggest that the institution requires exploring and implementing curricula that would be helpful to reduce these dissatisfactions. Similarly, more than average respondents were found dissatisfied with problem solving ability they learned from their study. The institution requires correcting this situation by incorporating case method into pedagogy.

# **CHAPTER V**

## **CONCLUSION AND RECOMMENDATIONS**

### **4.1 Conclusion**

JMC has been running different academic programs with the broader objective of contributing to prepare competent human resources for the employers. Moreover, it also strives to prepare entrepreneurs for the society. The tracer study was conducted by covering graduates and postgraduates of 2016 A.D. in order to make JMC well informed about employment status of the graduates and postgraduates and needs of reforms for improving its programs and environment.

JMC programs have been preparing competent human resources and entrepreneurs for the country. In the case of contribution to employment, it has been working satisfactorily; however, its contribution on preparing entrepreneurs is relatively low. Therefore, there is a high need to strengthen the linkage between the curricula and the changing demand of job market. Further, there is a high need of focusing on the linkage between programs and entrepreneurship.

### **4.2 Recommendations**

Based on data analysis and findings, following recommendations are made:

- Periodic labor market studies are recommended to conduct to identify the changing needs of the labor market that help to review curricula of the programs.
- Linkage between employers and institution should be built up show that programs of JMC would be compatible to produce human resources necessary for the job market.
- Recommended to explore curricula that would be helpful for producing competent entrepreneurs.
- It is recommended to incorporate case study method into pedagogy and ensure further exposure opportunities to students to enhance their problem solving ability.
- Recommended to enlarge extracurricular activities and sports facilities.
- Recommended to further strengthen relationship with the school of Kaski and Syanja.

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