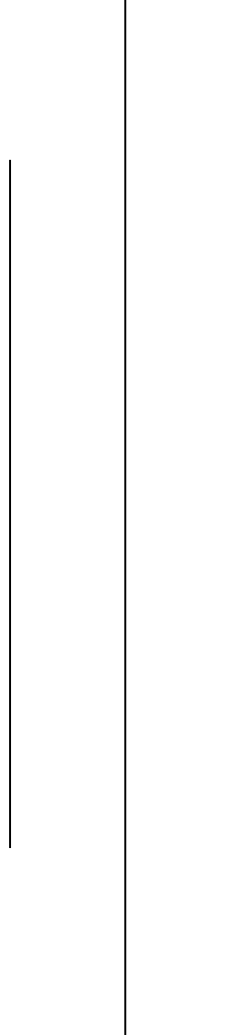


**Tracer Study Report of Graduates and Postgraduates
Janapriya Multiple Campus**



Submitted to:
University Grants Commission, Nepal

Submitted By:
Janapriya Multiple Campus
Pokhara-8, Janapriyamarg
Pokhara, Kaski
April, 2019

ACKNOWLEDGEMENTS

We have no words to convey our feelings of gratitude to our honourable chairman of campus management committee Indra Bahadur Kunwar, Campus Chief Biranji Gautam, assistant campus chief Bhesh Raj Baral and Dr. Vikash Kumar K.C. for their valuable suggestions and inputs to conduct this study. Without their supports, this report would otherwise, never have witnessed the form it appears at present.

We would also like to express our sincere thanks especially to ex-students Ganga Palikhe, Parbina Lamsal, Bibek Bishowkarma, Aroma Shakya and non-teaching staff Mahadev Kumar Palikhe, Sunita Palikhe and Yem Narayan Shrestha for their support in collecting information from the respondents. Similarly, our special thanks go to our non-teaching staff Shailendra Adhikari for his valuable support of computer works.

Lastly, we are grateful to the University Grants Commission for providing guidelines and support to prepare this report.

Tracer Study Committee

Coordinator Krishna Babu Baral

Member Bhesh Raj Baral

Member Mahadev Palikhe

Janapriya Multiple Campus

March 31, 2019

EXECUTIVE SUMMARY

Janapriya Multiple Campus has different graduate programs namely; management humanities, education and science in microbiology and postgraduates program of management. 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 overall education delivery mechanism.

The tracer study covered the graduates of academic year 2017 A.D. of five graduates and one 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 in Business Studies (MBS). Purposive sampling technique was used to collect useable data from 108 graduates and four 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 February 2019 to March 2019. 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 and percentages.

The study is organized into 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 108 traced respondents, more than average (54.6%) were employed, very few (5.6%) were self employed and the rest were unemployed. Among the employed respondents (59), majority (70.5%) were employed in private institutions and the rest in public, government institutions, non government organization and international non government organization. Out of total employed, most of the respondents (91.5%) were found as full time and the rest (8.5%) were part time. Relatively larger proportion of employed respondents was found as assistant (63.3%) followed by teachers (20.4%), accountant (8.2%), front desk officer (4.1%) and two percent each in lab technician and sales representative. Similarly, relatively larger proportion of respondents was appointed in bank (28.6%) followed by school (17.8%), cooperative (8.9%), college (5.4%), 3.5% each in consultancy, insurance, restaurant, showroom, INGO/NGO, and airlines; and remaining were appointed in different institution.

Regarding employment status of graduates and postgraduates, majority were found in working in private institution at assistant level as full time employees. However, very few were self

employed. This indicates the need to explore new curricula and pedagogies that would add entrepreneurial skills to the students so that they would be able to operate their own enterprises. Moreover, the linkage between curricula and the changing demand of the labor market needs to be strengthened to enable students to perform future jobs successfully.

Further Study Status of Respondents

Out of total respondents (108), minority (30.6%) was enrolled for further study in different universities and the rest did not continue their study. Out of university enrolled respondents, majority (60.6%) joined T.U. followed by P.U. (27.3%), Foreign Universities (9.1%), and Purbanchal University (3.0%). Similarly, majority of the respondents (63.3%) were enrolled in management stream followed by MSc and MA (12.1% each) and M.Ed. and MPA (6.1% each) for the further study. Findings of this study showed that majority were enrolled in management programs for the further study. This indicates the need to focus on strengthening current management programs and exploring new curricula in this area.

Profile of Respondents

Out of the total traced respondents of 2017, majority (66.7%) was female and the rest (3.3%) were male. Majority of the respondents was from Kaski (54.6%) followed by Syanja (20.4%), Tanahun (6.5%), and Parbat (5.6%) and very negligible from other places. Similarly, majority of respondents completed their bachelor degree studies in Management (59.2%) followed by B.Sc in Microbiology (15.7%), Arts (12.0%), Education (9.3%) and master degree in Management (3.7%). Moreover, majority of the respondents were from upper caste (67.7%) followed by janajati (24.1%), and others (8.3%).

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.

Overall teaching learning environment of JMC has both strengths and weaknesses. Findings of the study explored that majority of the respondents were satisfied with teaching learning environment (70.5%), quality of education delivered (74.2%), teacher student relationship (76%), library facility (73.8%), and canteen/urinal facilities (53.2%). These findings indicate strengths of the JMC. However, the study also indicated that minority of the respondents were satisfied with relevance of the program to professional jobs, extracurricular activities, problem solving ability, work placement/ attachment/internship, lab and sports facility.

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 2017 A.D. in order to make JMC well informed about employment and further study status of the graduates and postgraduates and needs of reforms for improving its programs and environment.

Majority of the respondents were employed in private organization at assistant level and very few were self-employed. It implies that JMC has been contributing to supply competent human resources to meet the demand of Nepalese economy, however, its contribution in preparing entrepreneurs is relatively low as very few respondents were found self employed.

Majority of the graduates were enrolled in master degree in management stream indicating the popularity of the management stream in the market.

Majority of the respondents were satisfied with teaching/learning environment, quality of education delivered, teacher student relationship, library facility, and canteen/urinal facilities indicating the strength of JMC. However, the study also pointed out need of improvements in relevancy of programs to professional jobs, extra-curricular activity, and problem solving ability, work placement/attachment/internship, lab and sport facilities as minority of the respondents were satisfied with those indicators.

The major catchment areas for the campus were Kaski and Syanja as majority of the students enrolled in different programs from those territories indicating the impact of proximity in enrollment

Recommendations

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

- Recommended to build relationship with employers' association to explore future skill need for the industries, and arrange internship and work placement for the students.

- Recommended to explore new curricula and pedagogies that would be helpful for producing competent entrepreneurs and human resources.
- Recommended to add extracurricular activities and sport facilities.
- Recommended to further strengthen relationship with school and college of Kaski and Syanja.

TABLE OF CONTENT

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Pages

CHAPTER I: INTRODUCTION

1-3

- | | | |
|-------|--|---|
| 1.1 | Background/Rationale | 1 |
| 1.2 | Objective of the Study | 2 |
| 1.3 | Institutional Arrangement of the Study | 2 |
| 1.4 | Study Design and Methodology | 3 |
| 1.4.1 | Approaches of Data Collection | 3 |
| 1.4.2 | Data Analysis and Report Writing | 3 |
| 1.5 | Limitations of the Study | 3 |

CHAPTER II: PRESENTATION AND ANALYSIS

4-25

- | | | |
|-----|---|----|
| 2.1 | Employment Status of the Respondents | 4 |
| 2.2 | Graduates' status of Further Study | 8 |
| 2.3 | Profile of Graduates | 11 |
| 2.5 | Ratings towards Quality Measures of JMC | 14 |

CHAPTER III: MAJOR FINDINGS

26-28

CHAPTER IV: IMPLICATIONS TO INSTITUTIONAL REFORMS

29

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

30-31

- | | | |
|-----|-----------------|----|
| 4.1 | Conclusion | 30 |
| 4.2 | Recommendations | 31 |

LIST OF TABLE

Table	Title	Page
2. 1	Employment Status of the Respondents	4
2. 2	Types of Employers of the Respondents	5
2. 3	Types of Employment of the Respondents	6
2. 4	Respondents' Designation in Employment	7
2. 5	Specification of Employers of the Respondents	8
2. 6	Graduates' Enrollment in Different Disciplines	9
2. 7	Graduates' Universities for Further Study	10
2. 8	Gender of the Respondents	11
2. 9	Caste of the Respondents	12
2. 10	Place of Residence of the Respondents	13
2. 11	Program wise Distribution of Respondents	13
2. 12	Relevance of the Program to Professional Jobs	15
2. 13	Ratings based on Extracurricular Activities	16
2. 14	Ratings based on Problem Solving Ability	17
2. 15	Ratings based on Work placement/Attachment/Internship	18
2. 16	Ratings based on Teaching/Learning Environment	19
2. 17	Ratings based on Quality of Education Delivered	20
2. 18	Ratings based on Teacher Student Relationship	21
2. 19	Ratings based on Library Facility	22
2. 20	Ratings based on Lab Facility	23
2. 21	Ratings based on Sports Facility	24
2. 22	Ratings based on Canteen/Urinal Facility	25

LIST OF FIGURE

Table	Title	Page
2. 1	Pie-chart showing Employment Status of the Respondents	4
2. 2	Pie-chart showing Types of Employers' Institutions	5
2. 3	Pie-chart showing Types of Employment	6
2. 4	Pie-chart showing Graduates' Enrollment in Different Disciplines	9
2. 5	Pie-chart showing Graduates' University for further Study	10
2. 6	Pie-chart showing Gender of the Respondents	11
2. 7	Pie-chart showing Caste of the Respondents	12
2. 8	Pie-chart showing Program wise Distribution of the Respondents	14
2. 9	Bar Diagram showing Relevancy of Program to Professional Jobs	15
2. 10	Bar Diagram showing ratings based on Extracurricular Activities	16
2. 11	Bar Diagram showing ratings based on Problem Solving Ability	17
2. 12	Bar Diagram showing ratings on Work placement/Attachment/Internship	18
2. 13	Bar Diagram showing ratings based on Teaching/Learning Environment	19
2. 14	Bar Diagram showing ratings based on Quality of Education Delivered	20
2. 15	Bar Diagram showing ratings based on Teacher Student Relationship	21
2. 16	Bar Diagram showing ratings based on Library Facility	22
2. 17	Bar Diagram showing ratings based on Lab Facility	23
2. 18	Bar Diagram showing ratings based on Sports Facility	24
2. 19	Bar Diagram showing ratings based on Canteen/Urinal Facility	25

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

BIM – Bachelor in Information Management

BMTM- Bachelor in Mountain Tourism and Management

CMC- Campus Management Committee

INGO – International Non –Government Organization

JMC- Janapriya Multiple Campus

K.U.- Kathmandu University

M.Phil- Masters in Philosophy

MA- Masters in Arts

MBS- Masters in Business Studies

NGO – Non Government Organization

P.U.- Purbanchal 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 established 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 not-for-profit, the QAA certified and community college. It has been marching towards its vision of 'Centre of Excellency' with the joint efforts 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 seven graduates and one postgraduate level programs - Bachelor of Business studies (BBS), Bachelor of Business Administration (BBA), Bachelor in Information Management (BIM), Bachelor in Mountain Tourism Management (BMTM), Bachelor of Education (B.ED.), Bachelor of Arts (BA), Bachelor in Microbiology (B.Sc.), 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, BIM, 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 42 non-teaching staffs are employed in this campus. And 2950 students are studying in bachelor and master degrees (out of 2950, 1239 are male and 1711 are female students).

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 (Brochures, JMC, 2018).

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 their 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.
- Useful to university and the campus to explore new curriculum suitable to changing context of the country.

1.2 Objective of the Study

The main objective of this study is to trace the current position of the graduates of JMC after two 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 and postgraduates 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 effectiveness of teaching learning environment of JMC.

1.3 Institutional Arrangements of the Study

This 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 in 2017 A.D. were covered in this study. For the study, purposive sampling technique has been used. The sample size of graduates was 104 from five diploma level programs and four from master's degree program out of total 172 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 February 2019 and March 2019. The survey instrument was a set of questionnaire designed by the UGC, Nepal to collect information of the graduates and postgraduates. 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 108 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 academic programs that they completed, and teaching learning environment of the campus. Descriptive analytical tools i.e. frequency and percentage were used to analyze the collected data.

1.5 Limitations of the Study

The followings are the limitations of this study:

- Population survey was not possible due to time constraints.
- Out of total up to 18 percent respondents ignored to respond 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 172 graduates and postgraduates of 2017 A.D. (2074 B.S.), useable data from 108 were collected. The following table shows the distribution of respondents on the basis of their employment status.

Table 2.1: Employment Status of the Respondents

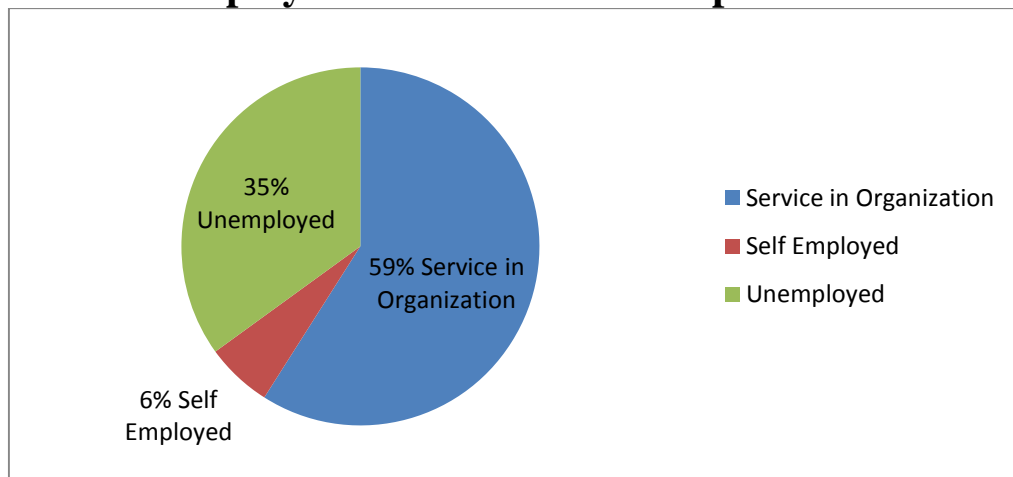
Characteristic	Frequency	Percent
Service in Organization	59	59.0
Self Employed	6	6.0
Unemployed	35	35.0
Total	100	100.0

Note: Out of total, 7.4 percent respondents ignored to respondent this variable. Source: Field Survey 2019

Table 2.1 reveals that out of 100 respondents, 59.0 percent were employed, 6.0 percent were self employed and 35.0 percent were unemployed. This shows that more than average were employed and very few were 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 employer's institution.

Table 2.2: Types of Employers' Institution

Characteristic	Frequency	Percent
Private	43	70.5
Public	9	14.8
Government	7	11.5
NGO/INGO	2	3.3
Total	61	100.0

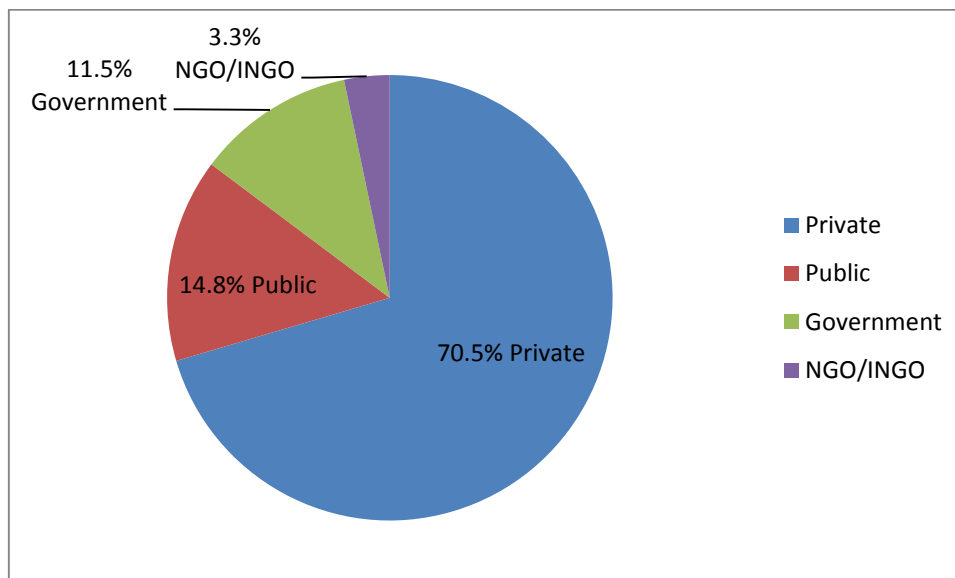
Source: Field Survey 2019

Table 2.2 indicates that out of total employed graduates, 70.5 percent were found employed in private, 14.8 percent in public, 11.5 percent in government institutions, and 3.3 percent in NGO/INGO. This shows that most of the graduates were found employed in private institution whereas very few were in NGO/INGO.

Employment status indicated 59 respondents were in employment; however, the number of employer's institutions is 61 because few self employed respondents also responded the types of employers.

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

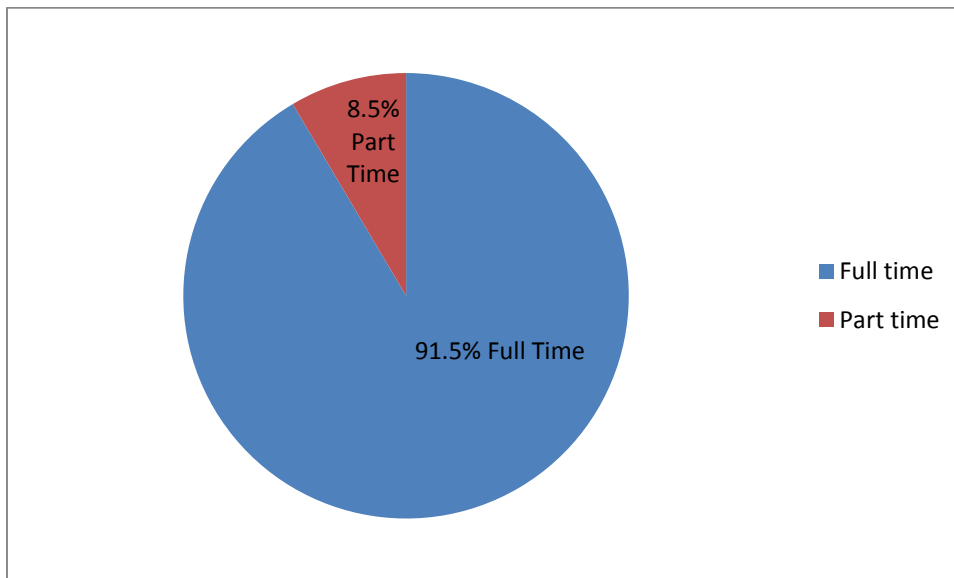
Characteristic	Frequency	Percent
Full time	54	91.5
Part time	5	8.5
Total	59	100.0

Source : Field survey,2019

Table 2.3 explores that out of total employed respondents, 91.5 percent have found working as full time and 8.5 percent as part time. 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 manager	31	63.3
Teacher	10	20.4
Accountant	4	8.2
Front desk Officer	2	4.1
Lab technician	1	2.0
Sales Representative	1	2.0
Total	49	100

Note: Out of total (59), 7.0 percent ignored to respond this variable.

Source: Field Survey 2019

Table 2.4 shows that out of total employed, 63.3 percent were found in the position of assistant, 20.4 percent were teachers, 8.2 percent were accountant, 4.1 percent were found desk officer and 2 percent each in lab technician and sales representative. These statistics indicate that larger portion of the respondents have found working as assistant manager.

The following table presents specification of employers of the respondents:

Table 2.5: Specification of Employers of the Respondents

Characteristic	Frequency	Percent
Bank	16	28.6
School	10	17.8
Cooperative	5	8.9
College	3	5.4
Consultancy	2	3.5
Insurance	2	3.5
Restaurant	2	3.5
Showroom	2	3.5
INGO/NGO	2	3.5
Airlines	2	3.5
Gold Shop	1	1.7
Hardware	1	1.7
Health post	1	1.7
High Court	1	1.7
Hotel	1	1.7
Hospital	1	1.7
Language Inst.	1	1.7
Publication	1	1.7
Retail Shop	1	1.7
Travel Agency	1	1.7
Total	56	100.0

Note: Out of total (59), 5.1 percent ignored to respond this variable.

Source: Field Survey 2019

Table 2.5 shows that out of total employed, 28.6 percent were found in working in banks, 17.8 percent were in school, 8.9 percent in cooperative, 5.4 percent in college, 3.5 percent each in consultancy, insurance, restaurant, showroom, INGO/NGO and airlines. Similarly, 1.7 percent each in gold shop, hardware, health post, high court, hotel, hospital, language institution, publication, retail shop and travel agency. These statistics showed that relatively larger portions of respondents were found working in banks followed by school and cooperatives.

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

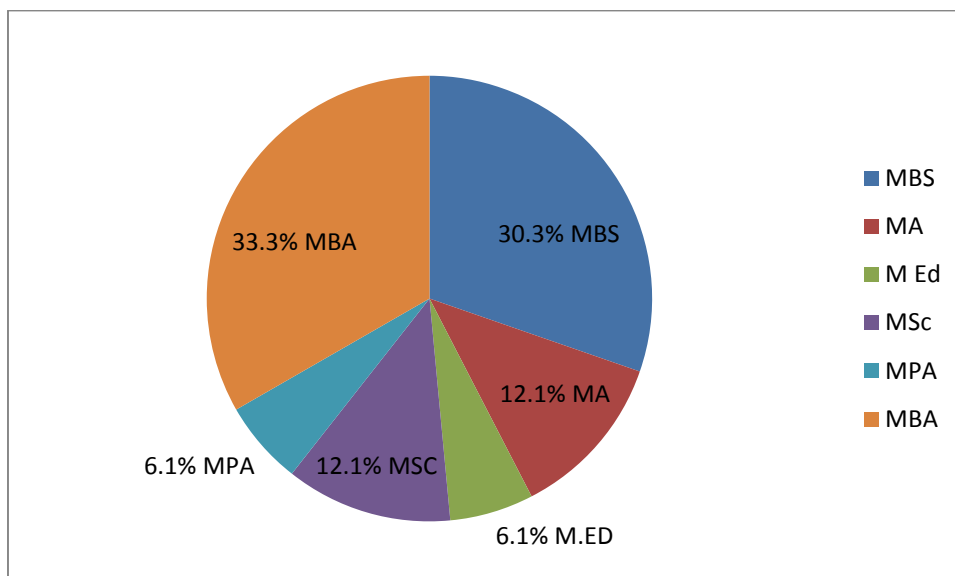
Characteristic	Frequency	Percent
MBA	11	33.3
MBS	10	30.3
MSc	4	12.1
MA	4	12.1
M Ed	2	6.1
MPA	2	6.1
Total	33	100.0

Source: Field Survey 2019

From the table above, it is found that out of total (108), 30.6 percent enrolled for further study. Out of enrolled respondents (33), 33.3 percent are enrolled in MBA, 30.3 percent in MBS, 12.1 percent each in M.Sc. and M.A., and 6.1 percent each in M.Ed. and MPA. These statistics showed that more than average graduates were 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 Discipline**



The following table shows graduates' universities for further study.

Table 2.7: Graduates' Universities for Further Study

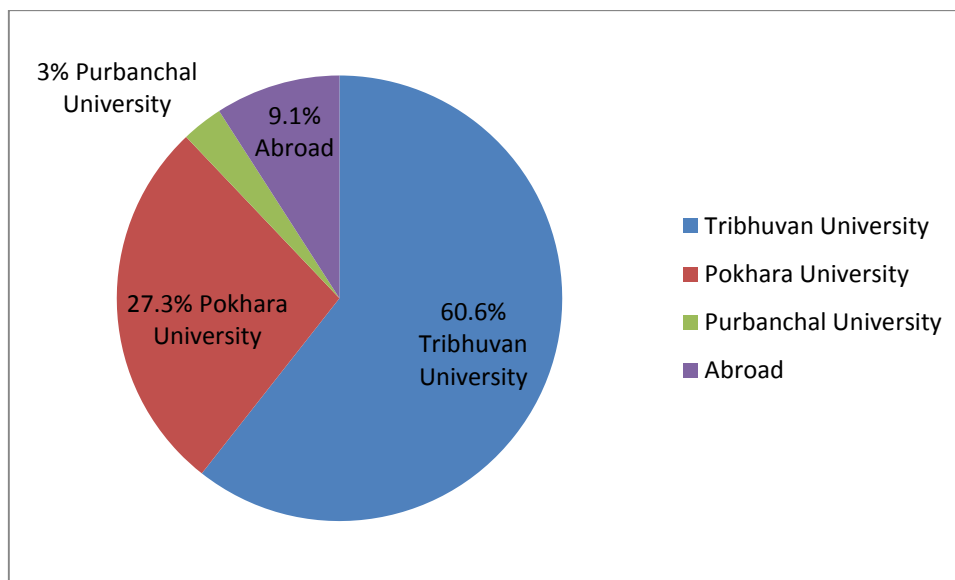
Characteristic	Frequency	Percent
Tribhuvan University	20	60.6
Pokhara University	9	27.3
Purbanchal University	1	.3.0
Abroad	3	9.1
Total	33	100.0

Source: Field Survey 2019

Table 2.70 shows that out of total master's degree enrolled respondents, 60.6 percent were in T.U., 27.3 in P.U., 3.0 Purbanchal University and 9.1 percent in foreign Universities. These statistics shows that maximum graduates were found continuing their master's degree in T.U.

The following figure shows graduates' universities for further study.

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



2.3. Profile of Graduates

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

Table 2.8: Gender of the Respondents

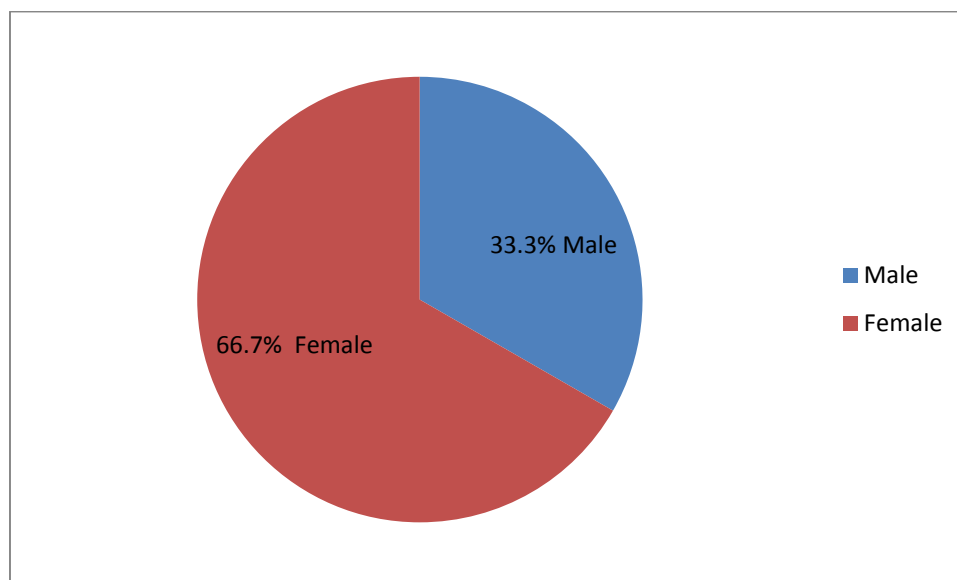
Characteristic	Frequency	Percent
Male	36	33.3
Female	72	66.7
Total	108	100.0

Source: Field Survey 2019

Table 2.8 reveals that out of total respondents, 33.3 percent were found male and 66.7 percent were female. These statistics showed that female respondents were more than male.

The following figure shows gender of the respondents:

**Figure: 2.6
Gender of the Respondents**



The following table shows caste of the respondents.

Table 2.9: Castes of the Respondents

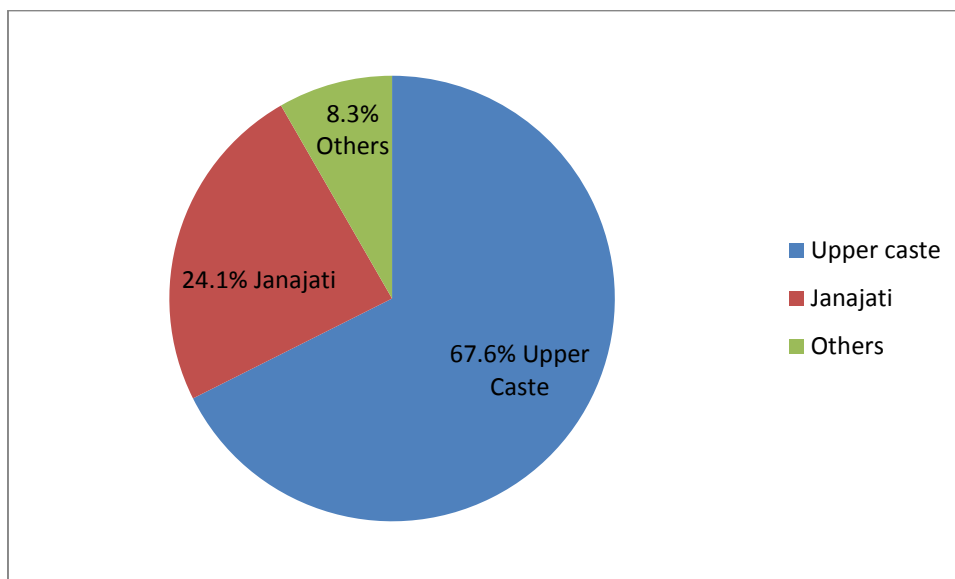
Characteristics	Frequency	Percent
Upper caste	73	67.6
Janajati	26	24.1
Others	9	8.3
Total	108	100.0

Source: Field Survey 2019

Table 2.11 shows that out of the total respondents, 67.6 percent were found from upper caste followed by janajati 24.1 and 8.3 percent from others. Upper caste includes Brahmin, Chhetri, Thakuri, Giri, Puri and Sanyashi. Similarly, Janajati includes Gurung, Magar and Newar; and Dalit, Muslim along with remaining castes are in others.

The following figure shows caste of the respondents.

Figure: 2.7
Caste of the Respondents



The following table presents place of residence of the respondents.

Table 2.10: Place of Residence of the Respondents

Characteristic	Frequency	Percent
Kaski	59	54.6
Syanjga	22	20.4
Tanahun	7	6.5
Parbat	6	5.6
Myagdi	3	2.8
Lamjung	2	1.9
Rupendehi	2	1.9
Baglung	1	.9
Chitwan	1	.9
Gorkha	1	.9
Kapilvastu	1	.9
Mustang	1	.9
Nawalparasi	1	.9
Nuwakot	1	.9
Total	108	100.0

Source: Field Survey 2019

Table 2.9 presents that out of total respondents, 54.6 percent are found from Kaski, 20.4 percent from Syanja, 6.5 percent from Tanahun, 2.8 from Myagdi, 1.9 percent each from Lamjung and Rupendehi, and 0.9 percent each from Baglung, Chitwan, Gorkha, Kapilvastu, Mustang, Nawalparasi, and Nuwakot. It showed that major catchment areas of JMC are Kaski and Syanja followed by Tanahun, Parbat and Myagdi.

The following table shows different graduates programs completed by the respondents

Table 2.11: 1Program wise Distribution of Respondents

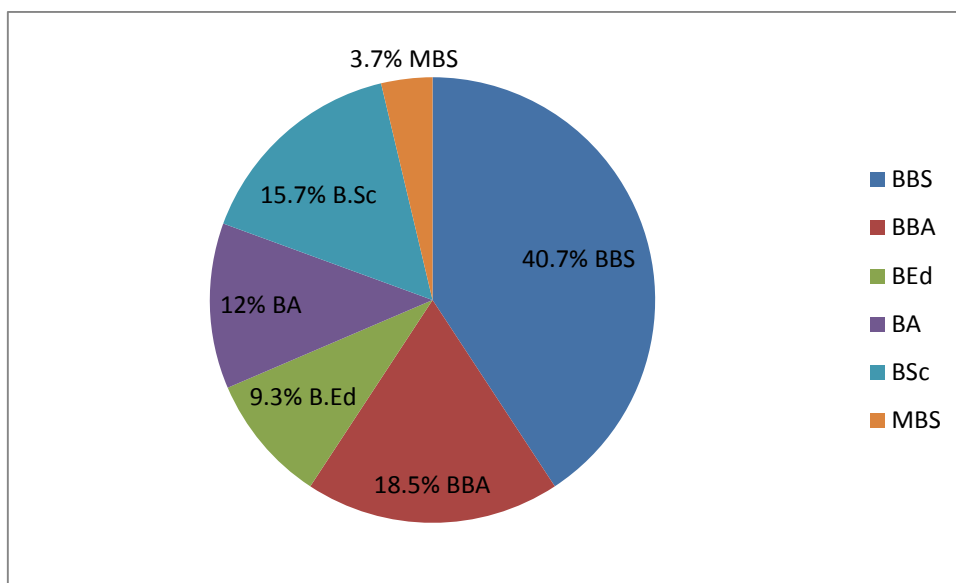
Characteristics	Frequency	Percent
BBS	44	40.7
BBA	20	18.5
BSc	17	15.7
BA	13	12.0
BEEd	10	9.3
MBS	4	3.7
Total	108	100.0

Source: Field Survey 2019

Out of total respondents, 40.7 percent were found from BBS, 18.5 percent from BBA, 15.7 percent in B.Sc., 12.0 percent from B.A, 9.3 percent from B.Ed., and 3.7 percent from MBS. This shows that more than average respondents were completed their graduates and postgraduates from management programs.

The following figure shows different graduates programs completed by the respondents

Figure: 2.8
Program wise Distribution of Respondents



2.4 Ratings towards Quality Measures of JMC

This section deals with the respondents' perceived value regarding quality measures of different dimensions of the institution. It describes the ratings of respondents on different variables of the institution relating with its quality of education delivery mechanism. This study incorporates 11 specific variables (i.e. relevancy of the program to professional jobs, extra-curricular activities, problem solving ability, work placement/internship, teaching learning environment, quality of education delivered, teacher students relationship, library facility, lab facility, sports facility, and canteen and urinals) to evaluate the institution's 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 2.12: Relevance of the Program to Professional Jobs

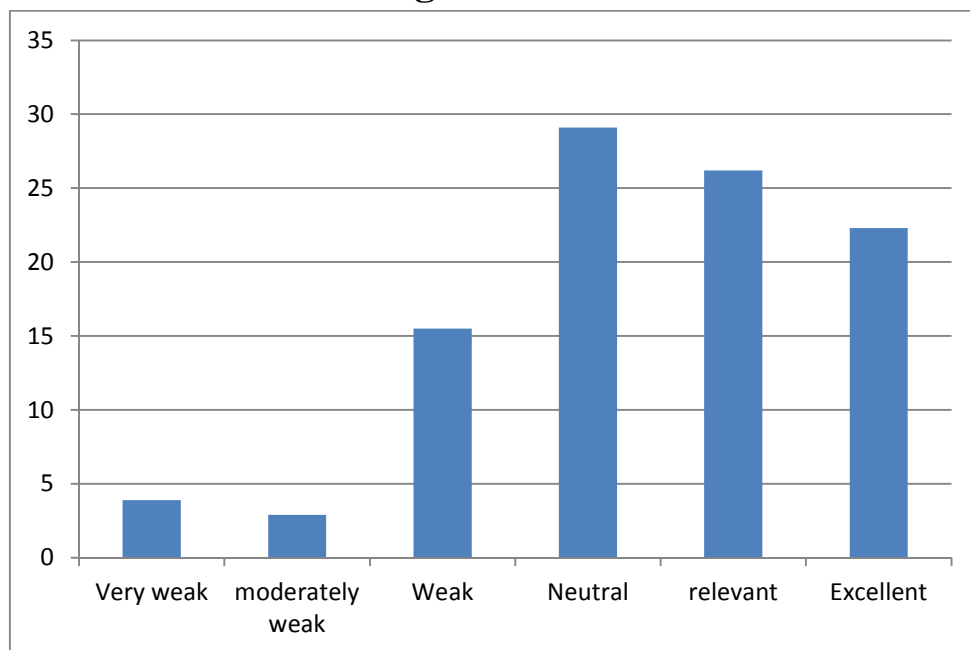
Characteristic	Frequency	Valid Percent
Very weak	4	3.9
moderately weak	3	2.9
Weak	16	15.5
Neutral	30	29.1
relevant	27	26.2
Excellent	23	22.3
Total	103	100.0

Note: Out of total respondents, 4.6 percent respondents ignored this variable. Source: Field Survey2019

Table 2.11 shows that out of total respondents, 22.3 percent were highly satisfied, 26.2 percent were satisfied, 29.1 percent were moderately satisfied and 22.3 percent were dissatisfied with the relevancy of the program to professional jobs. These statistics signal that more than three quarter respondents were 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: 2.9
Relevance of Program to Professional Jobs



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

Table 2.13: Ratings based on Extracurricular Activities

Characteristic	Frequency	Percent
Very weak	3	2.9
Moderately weak	7	6.7
Weak	17	16.2
Neutral	32	30.5
Relevant	26	24.8
Excellent	20	19.0
Total	105	100.0

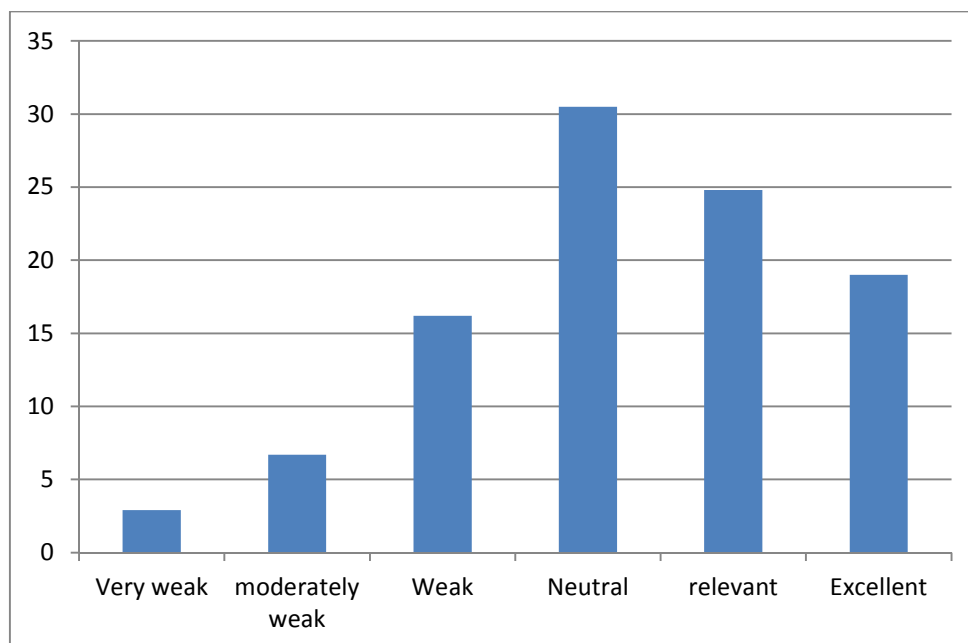
Note: Out of total respondent 2.7 percent ignored extra- curricular activities.

Source: Field Survey 2019

Table 2.12 indicates that 19.0 percent were highly satisfied, 24.8 percent were satisfied, 30.5 percent were moderately satisfied and 25.8 percent were dissatisfied with extracurricular activities of the institution. It shows that more than average respondents are satisfied with the extracurricular activities of the institution.

The following figure shows ratings of respondents on extracurricular activities.

Figure: 2.10
Ratings based on Extra-curricular Activities



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

Table 2.14: Ratings based on Problem Solving Ability

Characteristic	Frequency	Percent
Moderately weak	3	2.8
Weak	16	15.1
Neutral	39	36.8
Relevant	28	26.4
Excellent	20	18.9
Total	106	100.0

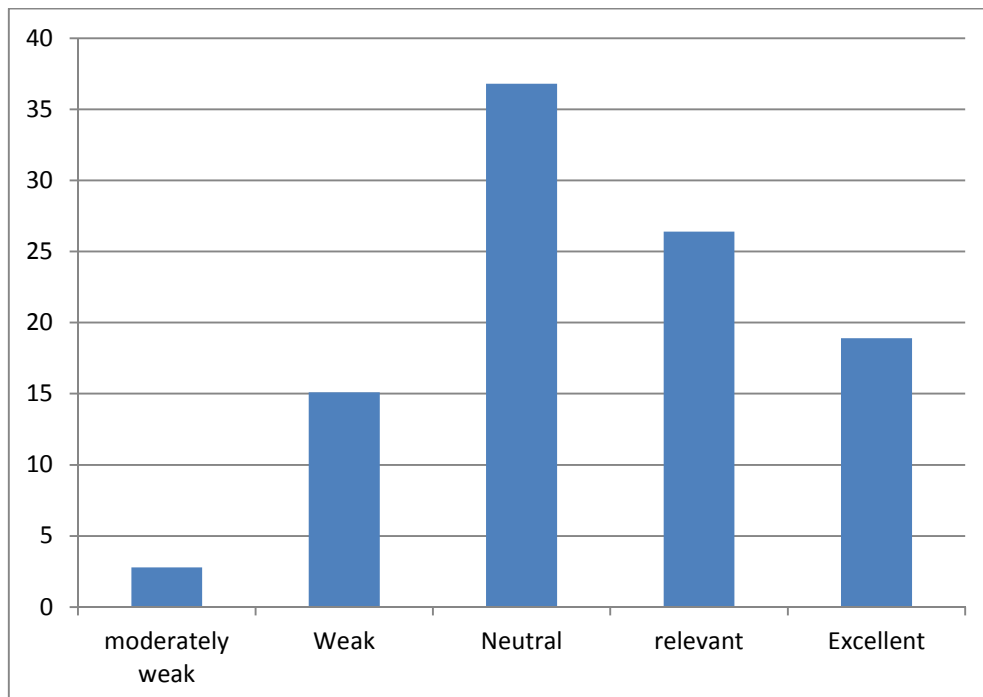
Note: Out of total respondent 1.90 percent ignored problem solving ability.

Source: Field Survey 2019

Table 2.13 reveals that out of total respondents, 18.9 percent were highly satisfied, 26.4 percent were satisfied, 36.8 percent were moderately satisfied and 17.9 percent were dissatisfied with the problem solving ability they learned from the program. These statistics indicate more than three quarter 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: 2.11
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 2.15: Ratings based on Work Placement/ Attachment/Internship

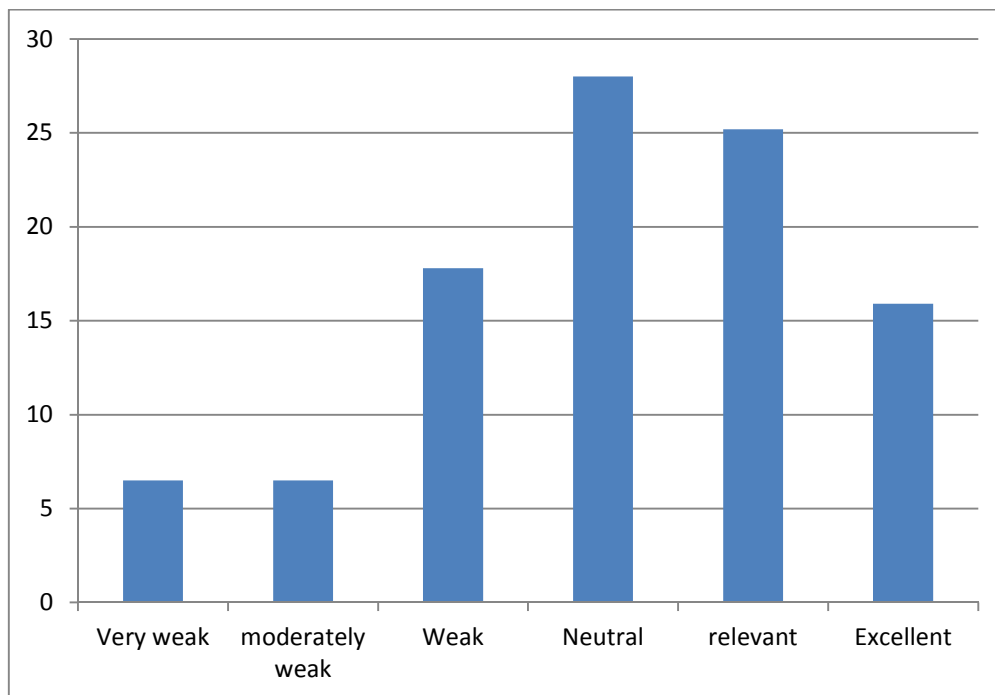
Characteristic	Frequency	Percent
Very weak	7	6.5
moderately weak	7	6.5
Weak	19	17.8
Neutral	30	28.0
relevant	27	25.2
Excellent	17	15.9
Total	107	100.0

Note: Out of total respondents 0.93 percent ignored work placement/attachment. Source: Field Survey 2019

Table 2.14 reveals that out of total respondents, 15.9 percent were highly satisfied, 25.2 percent were satisfied, 28.0 percent were moderately satisfied and 30.8 percent were dissatisfied with the work placement/attachment/internship after completion of the study. These statistics explore that more than average respondents are satisfied with work placement/attachment/internship.

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

Figure: 2.12
Ratings based on Work Placement/Attachment/Internship



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

Table 2.16: Ratings based on Teaching/Learning Environment

Characteristic	Frequency	Percent
moderately weak	5	4.8
Weak	4	3.8
Neutral	22	21.0
relevant	30	28.6
Excellent	44	41.9
Total	105	100.0

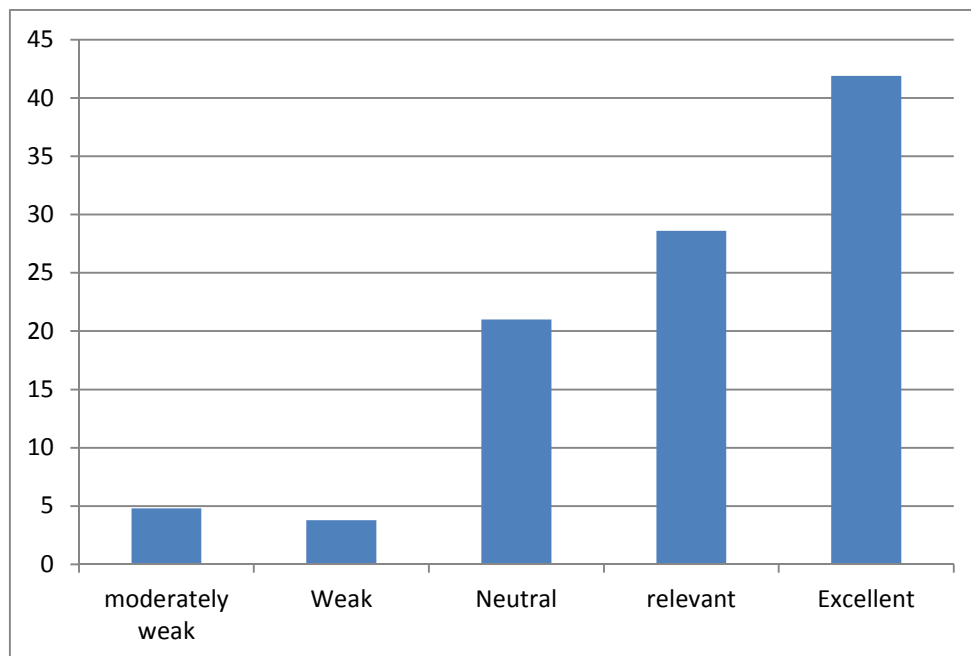
Note: Out of total respondents 2.8 percent ignored this variable.

Source: Field Survey 2019

Table 2.15 reveals that out of total respondents, 41.9 percent were highly satisfied, 28.6 percent were satisfied, 21.0 percent were moderately satisfied and only 8.6 percent were dissatisfied with the teaching /learning environment of the institution. These statistics explore that very few proportions of respondents are dissatisfied with teaching learning environment of the institution.

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

Figure: 2.13
Ratings based on Teaching/Learning Environment



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

Table 2.17: Ratings based on Quality of Education Delivered

Characteristic	Frequency	Valid Percent
moderately weak	3	2.9
Weak	7	6.7
Neutral	17	16.2
relevant	37	35.2
Excellent	41	39.0
Total	105	100.0

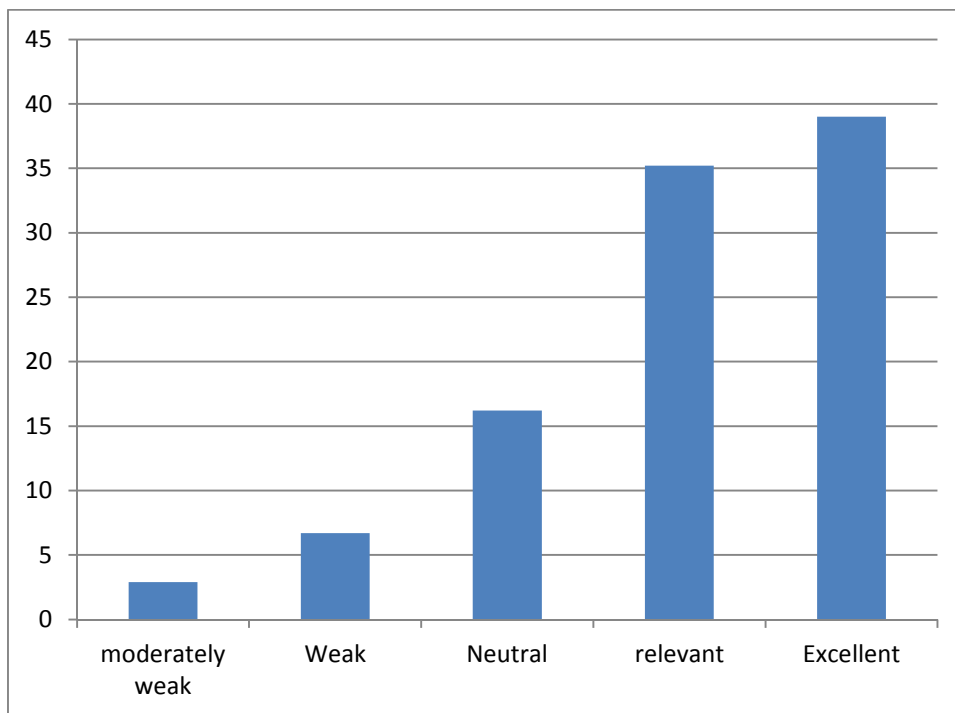
Note: Out of total respondents 2.8 percent respondents ignored this variable.

Source: Field Survey 2019

Table 2.16 reveals that out of total respondents, 39.0 percent were highly satisfied, 35.2 percent were satisfied, 16.2 percent were moderately satisfied and 9.6 percent were dissatisfied with the quality of education delivered by the institution. It indicates that most of the respondents are satisfied with the quality of education delivered by the institution.

The following figure shows rating on quality of education delivered:

Figure: 2.14
Ratings on Quality of Education Delivered



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

Table 2.18: Ratings based on Teacher Student Relationship

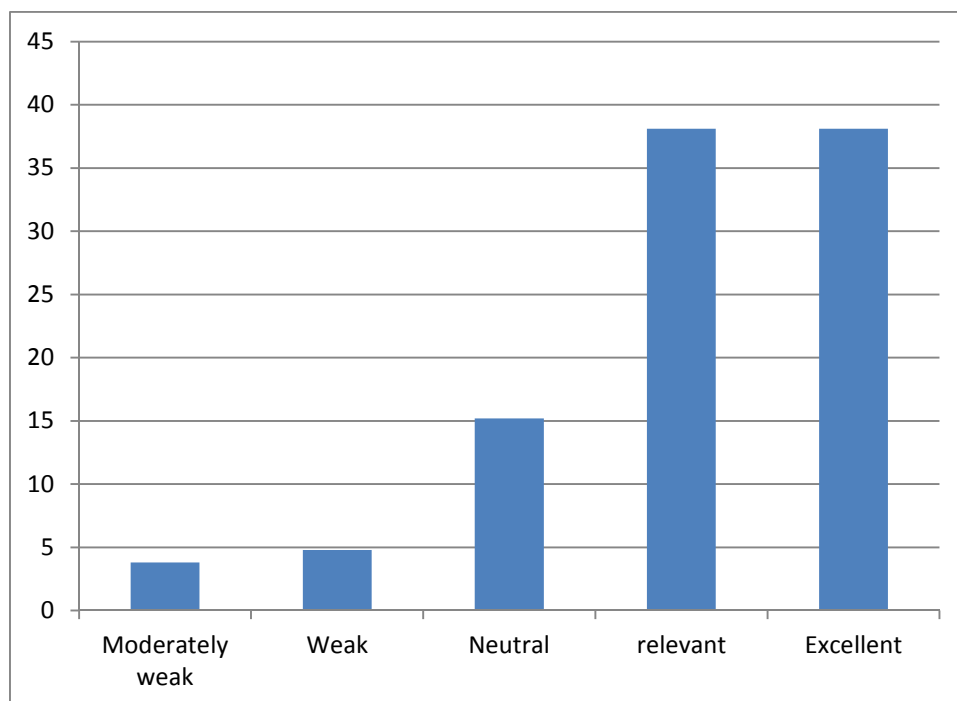
Characteristic	Frequency	Percent
moderately weak	4	3.8
Weak	5	4.8
Neutral	16	15.2
relevant	40	38.1
Excellent	40	38.1
Total	105	100.0

Note: Out of total respondents 2.8 percent ignored teacher student relationship. Source: Field Survey 2019.

Table 2.17 reveals that out of total respondents, 38.1 percent were highly satisfied, 38.1 percent were satisfied, 15.2 percent were moderately satisfied and 8.6 percent were dissatisfied with the teacher student relationship of the institution. It showed that most of the respondents are satisfied with the teacher student relationship during their study.

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

Figure: 2.16
Ratings based on Teacher Student Relationship



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

Table 2.19: Ratings based on Library Facility

Characteristic	Frequency	Percent
Very weak	2	1.9
moderately weak	3	2.8
Weak	8	7.5
Neutral	15	14.0
relevant	29	27.1
Excellent	50	46.7
Total	107	100.0

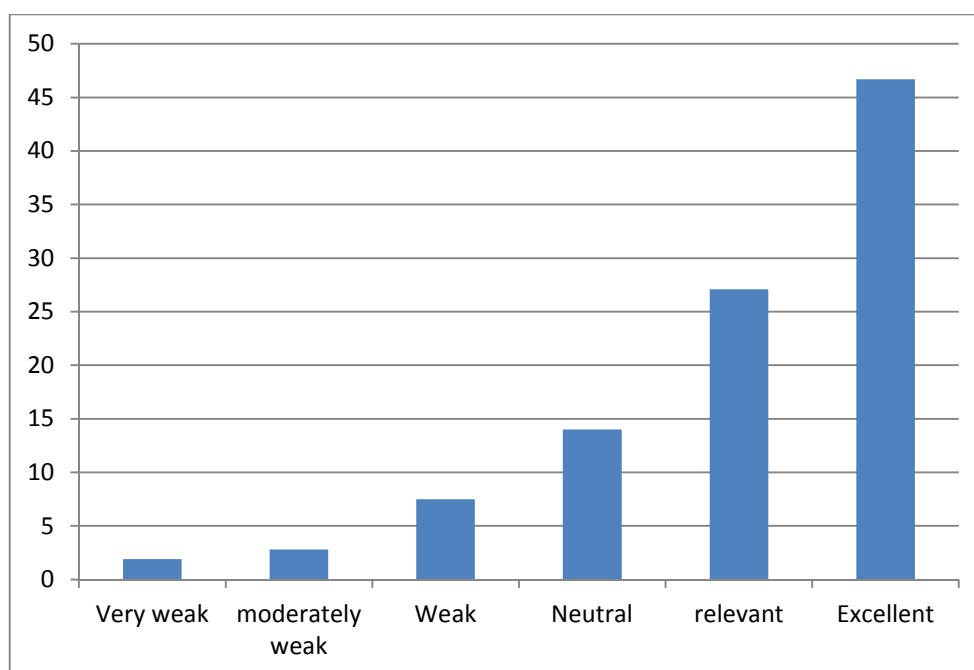
Note: Out of total respondents 0.93 percent ignored library/laboratory.

Source: Field Survey 2019

Table 2.18 indicates that out of total respondents, 46.7 percent were satisfied, 27.1 percent were moderately satisfied and 11.2 percent were dissatisfied with the library facility of the institution. This shows that majority of the respondents are satisfied with the library facility of the institution.

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

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



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

Table 2.20: Ratings based on Lab Facility

Characteristic	Frequency	Percent
Very weak	10	11.4
Moderate weak	5	5.6
Weak	12	13.6
Neutral	21	23.9
Good	18	20.5
Excellent	22	25.0
Total	88	100.0

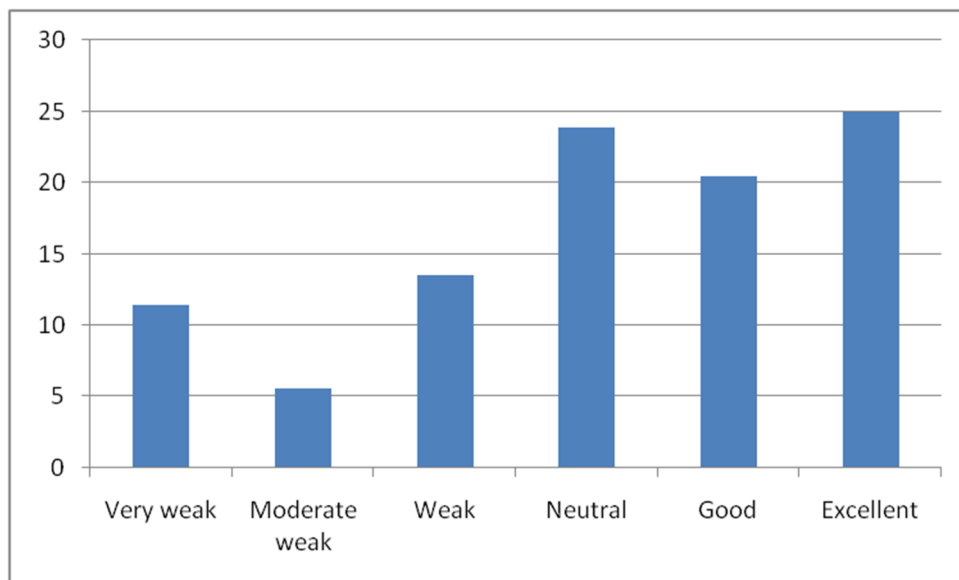
Note: Out of total respondents 18.5 percent ignored lab facility.

Source: Field Survey 2019

Table 2.19 demonstrates that out of total respondents, 25.0 percent were highly satisfied, 20.5 percent were satisfied, 23.9 percent were moderately satisfied and 30.6 percent were dissatisfied with the lab facility of the institution. It showed that more than two third of the respondents are satisfied with the lab facility.

The following bar diagram shows ratings on lab facility based on perception of the respondents.

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



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

Table 2.21: Ratings based on Sports Facility

Characteristic	Frequency	Percent
Very weak	8	7.8
moderately weak	6	5.8
Weak	10	9.7
Neutral	34	33.0
relevant	20	19.4
Excellent	25	24.3
Total	103	100.0

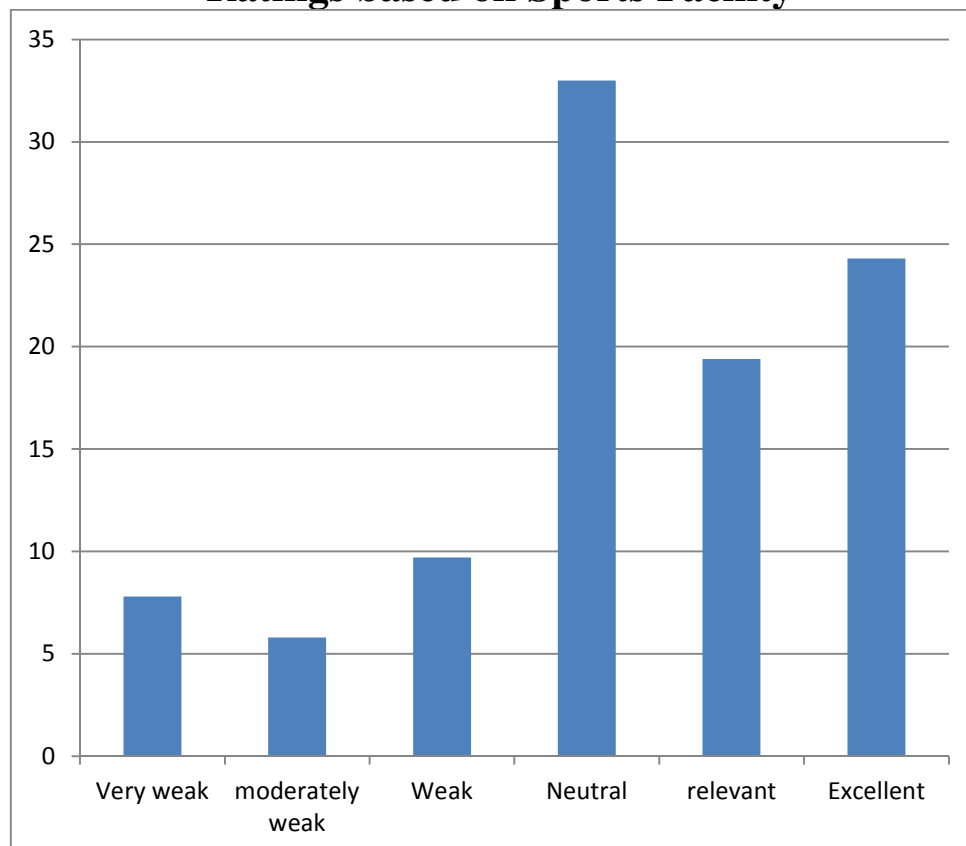
Note: Out of total respondents 4.6 percent ignored sport facility.

Source: Field Survey 2019

Table 2.20 indicates that out of total respondents, 24.3 percent were highly satisfied, 19.4 percent were satisfied, 33.0 percent were moderately satisfied and 23.2 percent were dissatisfied with the sports facility of the institution. It showed that more than three quarter of the respondents are satisfied with the sports facility.

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

Figure: 2.19
Ratings based on Sports Facility



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

Table: 2.22: Ratings based on Canteen/Urinal Facility

Characteristic	Frequency	Valid Percent
Very weak	4	4.3
moderately weak	5	5.3
Weak	10	10.6
Neutral	25	26.6
relevant	21	22.3
Excellent	29	30.9
Total	94	100

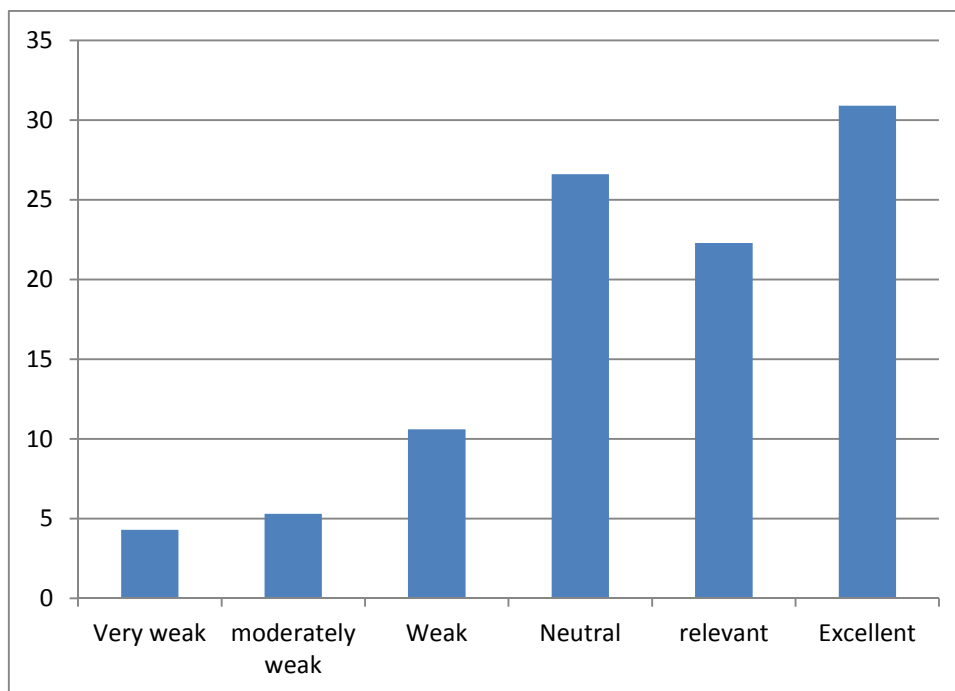
Note: Out of total respondents 12.9 percent ignored these variables.

Source: Field Survey 2019

Table 2.21 indicates that out of total respondents, 30.9 percent were highly satisfied, 22.3 percent were satisfied, 26.6 percent were moderately satisfied and 20.2 percent were dissatisfied with the canteen/urinal facility of the institution. These statistics reveal that more than three quarter respondents are satisfied with canteen/urinal facility.

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

**Figure: 2.20
Ratings based on Canteen/Urinal Facility**



The above figure shows that majority of the respondents are satisfied with canteen/urinal facility.

CHAPTER III

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 quantitative findings of the study are described below:

- Out of total respondents (108), more than average (62.2%) were employed and self-employed.
- Out of total respondents (100), majority (59%) was employed and very few (6%) were self employed.
- Out of total employed respondents (59), more than two-third (70.5%) were found in private institutions, 11.3 percent in civil service and very few (3.3%) in NGO/INGO.
- Out of total (59), most of the respondents (91.5%) were found in full time employment and majority (out of 49, 63.3%) were appointed at assistant level.
- Out of 56 respondents, larger portions (28.6%) were employed in banks followed by school (17.8%), cooperatives (8.9%), college (5.4%), 3.5 percent each in consultancy, insurance, restaurant, showroom and NGO/INGO. Very few (1.7% each) were employed in gold shop, hardware, health post, high court, hospital, language institution, publication, retail shop and travel agency.
- Out of total respondents (108), minority (30.6%) were enrolled for further study. Out of total enrolled respondents (33), majority (63.6%) were enrolled in masters degree in management whereas very few (6.1% each) in education and public administration.
- Out of total (33), majority of graduates (60.6%) enrolled in T.U. whereas very few (3.0%) were enrolled in Purbanchal University. And, 9.1 percent joined foreign universities for further study.
- Out of total (108), two-third of the respondents (66.7%) were female, more than two-third (67.6%) were upper caste, and majority (59.2%) were found from management stream.

- .Overall teaching learning environment of JMC has both strengths and weaknesses. Findings of the study explored that majority of the respondents were satisfied with teaching learning environment (70.5%), quality of education delivered (74.2%), teacher student relationship (76%), library facility (73.8%), and canteen/urinal facilities (53.2%). These findings indicate strengths of the JMC. However, the study also indicated that minority of the respondents were satisfied with relevance of the program to professional jobs, extracurricular activities, problem solving ability, work placement/ attachment/internship, lab and sports facility.
- This study explored that major catchment areas of JMC were Kaski (54.6%), followed by Syanja (20.4%), Tanahun (6.5%), and Parbat (5.6%).

This study explored some of the qualitative findings based on the respondents' opinions regarding their suggestions and recommendations, and contributions. Out of total (108), 17.6 percent did not provide any suggestions/recommendations for the betterment of the institution. Similarly, 27.8 percent did not think about their contributions necessary for the betterment of the institution.

The quantitative findings of this study indicated that minority of the respondents were satisfied with relevancy of the programs to their jobs, extra-curricular activities, problem-solving ability, work-placement/internship, library and lab facilities, and sports facilities. Similarly this study also indicated that majority of the respondents were satisfied with teaching learning environment, quality of education delivered, teacher student relationship, and canteen/urinal, however, minority were not satisfied with these indicators. The following section incorporates the respondents' suggestions/ recommendations, and their intended contributions for the betterment of the institution.

Suggestions/Recommendations based on the Respondents' Opinions

- The institution should focus more on reforming teaching pedagogies by incorporating additional field works, workshops and seminars, trainings, use of information technology, case study, use of guest professor, counseling and motivational programs along with the class room study.
- The institution should add technical programs which focus more on skills than theoretical knowledge.

- The institution should build relationship with different employers to assure adequate job and internship opportunities.
- The institution should add books in the library.
- Online examination should be arranged for the students.
- The institution should conduct additional extra-curricular activities and sports events.
- Additional Scholarship facilities should be provided for needy and intelligent students.
- Transportations facilities should be arranged by the institution.
- Code of ethics should be executed properly.
- Urinal and class room should maintain neat and clean.

Respondents' intended contributions to the institutions for its betterment

Majority of the respondents are committed to recommend others to study in this institution. They are committed to contribute to the college by being good citizens of the country. They are interested to share their experiences of employment with juniors, conduct counseling and motivational programs voluntarily for them. Moreover, they intended to get job placement in this institution after their further study. They are willing to be part of Alumni to contribute for the college.

IMPLICATIONS TO INSTITUTIONAL REFORMS

JMC has been contributing to prepare competent human resources and entrepreneurs for the country since 2048 B.S. Its contribution to supply human resources seems to be satisfactory because majority of the respondents were found employed in different institutions. However, the nature of demand of labor market will be changing in the future. This is why the focus should be given to strengthen linkage between curricula and the changing needs of labor market to enable students to perform future jobs. Moreover, very few respondents were found self-employed indicating relatively low contribution of the campus in preparing entrepreneurs. Therefore, emphasis should be given to develop entrepreneurial skills of the students to motivate them to establish and operate their own enterprises. In the process, JMC has initiated BMTM and its first batch currently completed third semester examination. Similarly, CMC has already decided to start another autonomous program, that is, Masters in Business Administration in Hospitality.

Minority of the respondents were satisfied with problem solving ability, relevancy of the program to professional job, and work placement/internship. This information attract attention of the institution to device such pedagogies that enhance skills of the students along with the knowledge so that they would be high performer at their workplaces in the future. Moreover, the institution should develop relationship with the employers' institutions in local and national level to identify the future skills need for the industries, and to arrange internship and job placement for the graduates and postgraduates.

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 2017 A.D. in order to make JMC well informed about employment and further study status of the graduates and postgraduates and needs of reforms for improving its programs and environment.

Majority of the respondents were employed in private organization at assistant level and very few were self-employed. It implies that JMC has been contributing to supply competent human resources to meet the demand of Nepalese economy, however, its contribution in preparing entrepreneurs is relatively low as very few respondents were found self employed.

Majority of the graduates were enrolled in master degree in management stream indicating the popularity of the management stream in the market.

Majority of the respondents were satisfied with teaching/learning environment, quality of education delivered, teacher student relationship, library facility, and canteen/urinal facilities indicating the strength of JMC. However, the study also pointed out need of improvements in relevancy of programs to professional jobs, extra-curricular activity, and problem solving ability, work placement/attachment/internship, lab and sport facilities as minority of the respondents were satisfied with those indicators.

The major catchment areas for the campus were Kaski and Syanja as majority of the students enrolled in different programs from those territories indicating the impact of proximity in enrollment

4.2 Recommendations

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

- Recommended to build relationship with employers' association to explore future skill need for the industries, and arrange internship and work placement for the students.
- Recommended to explore new curricula and pedagogies that would be helpful for producing competent entrepreneurs and human resources.
- Recommended to add extracurricular activities and sport facilities.
- Recommended to further strengthen relationship with school and college of Kaski and Syanja.

BIBLIOGRAPHY

JMC. (Brochures, 2018). Pokhara: Janapriya Multiple Campus.

JMC. (Tracer Study, 2017-2018). Pokhara: Janapriya Multiple Campus.