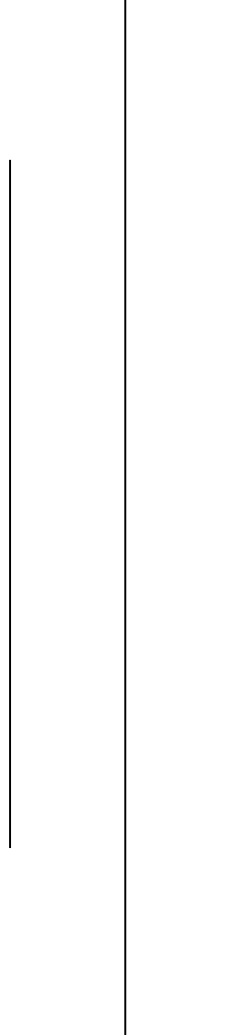


**Tracer Study Report of Graduates and Postgraduates
Janapriya Multiple Campus**



Submitted to:
University Grants Commission, Nepal

Submitted By:
Janapriya Multiple Campus
Pokhara-8, Janapriyamarg
Pokhara, Kaski
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Tracer Study Committee

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Janapriya Multiple Campus

November 20, 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 2018 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 145 graduates out of 148. 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 August 2019 to September 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 five meaningful sections which are (a) Employment and Further Study Status of the Respondents (b) Issues Relating the Quality and Relevance of the Program (c) Programs' Contribution to the Graduates' Professional and Personal development(d) Issues Relating with Faculties (e) Issues Relating with Facilities.

Key findings of the study are presented below:

Employment and Further Study Status

Out of total, minority ((36.7%) of the graduates were found employed and very few were (7.9%) self employed. Out of total employed, more than three quarter (82.5%) were found working in private institution and very few (1.8%) in government institution. Among the employed, more than three quarter (84.9%) were full time and remaining was part time. Relatively larger proportion (43.4%) was employed in financial institution followed by school (9.4%). So far their designation, more than two third (72.7%) were found working at assistant level.

Regarding further study, out of total, minority (44.8%) were enrolled for further study in different programs. Out of enrolled, relatively larger proportions(49.2%) were found enrolled in MBS followed by MBA 29.2 percent, MA 16.9 percent; and 1.5 percent each in M Ed, MSc, and LLB. Moreover, more than two third (70.77%) enrolled in TU followed by 24.61 percent and

4.62 percent in PU and KU respectively. In addition, more than three quarter (78.4%) joined management stream for the further study.

Issues Relating the Quality and Relevance of the Program:

Minority of the respondents were satisfied with the quality and relevance of the program. The study revealed that 46.4 percent were satisfied with relevancy of program to professional job requirements followed by 46.2 percent with work placement/ attachment/ Internship and 45.1 percent with problem solving ability.

Programs' Contribution to the Graduates' Professional and Personal development:

Majority upper caste was found in employment in every year (i.e. 78.6%, 74.5% and 76.5 in 2016, 2017 and 2018 respectively).upper caste's employment status was in slightly declining trend in 2017 and was slightly increased in 2018. Employment status of janajati seemed to be in gradually increasing trend from 17.9% (2016) to 23.5% (2018). Moreover, employment trend of others caste was in decreasing trend. These statistics indicate that the trend of employment status of the upper caste remained quite stable (i.e. 78.6% in 2016 to 76.5% in 2018). In case of janajati, it was growing (17.9% in 2016 to 23.5% in 2018).And for others, the trend was declining (i.e.3.6%in 2016 to 0% in 2018).

Majority of the female respondents were found in the employment in every year (i.e.53.6%, 60.0%, and 58.8% in 2016, 2017, and 2018 respectively). The employment trends of male was decreasing in 2017 and it was slightly increasing in 2018. However, it was increasing in 2017 and slightly decreasing in 2018 in the case of female.

Out of total, relatively larger proportions of BBS graduates were in employment (i.e. 62.5%, 49.1% and 52.9% in 2016, 2017 and 2017 respectively) followed by BBA (i.e. 21.4%,14.5%and 23.5% in 2016, 2017 and 2017 respectively). The trend of employment status of graduates of BEd and BA was increasing in year 2017 and it was declining in 2018. In cases of BBS and BBA graduates, the trend was declining in 2017 and increasing in 2018. The trend of employment status of graduates in BSC was declining and it was increasing in the case of MBS.

Larger proportions of graduates of BBS were found enrolled in further study(i.e. 66.7%, 33.1% and 48.5% in 2016, 2017 and 2018 respectively) followed by BBA(i.e. 26.0%, 33.3% and 37.9% in 2016, 2017 and 2018 respectively).The further study trend of BBA graduates was increasing (i.e. 26.0%, 33.3% and 37.9% in 2016, 2017 and 2018 respectively. The trend for BEd and BA graduates was increasing in 2017 and decreasing in 2018. In the case of BBS

graduates, the trend was decreasing in 2017 and increasing in 2018. Moreover, none of the respondents of MBS joined M.Phil and PhD.

Issues Relating with Faculties:

More than two third (74.3%) respondents were satisfied with quality of education delivery followed by 73.4 percent with teacher/student relationship, and 67.2 percent with teaching learning environment.

Issues Relating with Facilities:

More than two third (68.5%) respondents were satisfied with library, majority (50.4%) were satisfied with extra-curricular activities. And minority was satisfied with lab facility, sports and urinal/canteen i.e. 45.0percent, and 48.9 percent each respectively.

Suggestions/Recommendations Based on the Respondents' Opinions

- The institution should focus more on reforming teaching pedagogies by use of digital technology, workshops and seminars, trainings, use of case study.
- The institution should explore new area of study that provides practical knowledge.
- The institution should add books in the library.
- The institution should conduct additional extra-curricular activities and sports events.
- Political activities should be lessened.
- Code of conduct should be executed properly.
- Spiritual events and meditation program should be managed.
- Students' caring and counseling provisions should be strengthened.

Respondents' Intended Contributions to the Institutions

Majority of the respondents are committed to refer 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 will be ready to teach in this institution after their further study.

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 fifth semester examination. Similarly, CMC has already decided to start another autonomous program, that is, Masters in Business Administration in Hospitality and campus administration has forwarded necessary documentation to the concerned authority for its approval.

Minority of the respondents were satisfied with relevancy of the program to professional job, problem solving ability 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.

Majority of the respondents were found from BBA and BBS indicating attraction of students toward management stream. In addition, out of total, majority management's program respondents were satisfied with relevance of the program to the profession. However, none of the respondent of BSc microbiology was satisfied with relevance of the program to the profession. This is why; the institution should rethink about alternative program for science and more focus should be given to strengthen programs of management.

Conclusion

JMC is currently running different academic programs with the broader objective of contributing to prepare competent human resources for the employers in particular and for the country in general.. Moreover, it also strives to prepare entrepreneurs for the society. The tracer study was conducted by covering graduates and postgraduates of 2018 A.D. in order to provide JMC information about employment and further study status of the graduates, program wise contribution to graduates' professional development, issues relating with faculties and facilities of the campus, and needs of reforms for improving its programs and environment.

Majority of the respondents were employed in private organization at assistant level as full time employees 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. In addition, majority were found in employment from management's program indicating strong linkage between the program and profession.

Majority of the graduates were enrolled in master degree in management stream in Trivuban University 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, extracurricular activities, and library facility indicating the strength of JMC. However, the study also pointed out need of improvements in relevancy of programs to professional jobs, problem solving ability, work placement/attachment/internship, lab and sport faciliy, and canteen/urinals facility as minority of the respondents were satisfied with those indicators.

Time series comparisons indicated the trend of employment status of upper caste and janajati was not fluctuating as noticeable degree. However, the trend was declining in the case of dalit and muslim. The trend of employment status based on program was declining in case of BBS and slightly increasing in BBA. However, this trend was substantially declining in the case of BSc Microbiology.

Recommendations

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

- Recommended to explore new curricula and pedagogies that would be helpful for graduates' personal and professional development.
- 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 add sport facilities.
- Recommend to improve lab and urine/ canteen facility.

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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

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 40 non-teaching staffs are employed in this campus. And 2984 students are studying in bachelor and master degrees (out of 2984, 1224 are male and 1760 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 explore time series comparison of programs' contribution to professional and personal development.
- 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 2018 A.D. were covered in this study. For the study, purposive sampling technique has been used. The sample size of graduates was 145 from five diploma level programs and four from master's degree program out of total 148 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 August 2019 and September 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 145 respondents (see annex C) were first coded then entered into the specially designed format in SPSS 17.0 version. Six points Likert scale with responses Excellent, Relevant, Neutral, Weak, Moderately 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 was 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 148 graduates and postgraduates of 2018 A.D. (2075 B.S.), useable data from 145 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	51	36.7
Self Employed	11	7.9
Unemployed	77	55.4
Total	139	100

Note: Out of total, 4.2 percent respondents ignored to respondent this variable. Source: Field Survey 2019

Table 2.1 reveals that out of 139 respondents, 36.7 percent were employed, 7.9 percent were self employed and 55.4 percent were unemployed. This shows that majority were unemployed and very few were self employed.

The following table presents types of employer's institution.

Table 2.2: Types of Employers' Institution

Characteristic	Frequency	Percent
Private	47	82.5
Public	6	10.5
NGO/INGO	3	5.3
Government	1	1.8
Total	57	100.0

Source: Field Survey 2019

Table 2.2 indicates that out of total employed graduates, 82.5 percent were found employed in private, 10.5 percent in public, 5.3 percent in NGO/INGO, and 1.8 percent in government institution. This shows that most of the graduates were found employed in private institution whereas very few were in government institution.

Employment status indicated 51 respondents were in employment; however, the number of employer's institutions is 57 because few self employed respondents also responded the types of employers.

The following table shows types of employment of the respondents.

Table 2.3: Types of Employment

Characteristic	Frequency	Percent
Full time	45	84.9
Part time	8	15.1
Total	53	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. Moreover, two self employed also responded this variable.

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

Table 2.4: Respondents' Designation in the Employment

Characteristic	Frequency	Percent
Assistant	32	72.7
Accountant	4	9.1
Teacher	3	6.8
Counselor	2	4.5
Manager	2	4.5
Intern	1	2.3
Total	44	100.0

Note: Out of total (51), 13.7 percent ignored to respond this variable.

Source: Field Survey 2019

Table 2.4 shows that out of total respondent, more than three quarter (72.9%) were found in the position of assistant followed by 9.1 percent accountant, 6.8 percent teacher, 4.5 percent each in counselor and manager and 2.3 percent intern. These statistics indicate that majority 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
Financial Institution	23	43.4
School	5	9.4
Consultancy	4	7.5
Business	2	3.8
Service sector	2	3.8
Hotel	2	1.8
Finance	1	1.8
Industry	1	1.8
INF	1	1.8
Insurance	1	1.8
ISP	1	1.8
Medical	1	1.8
NGO	1	1.8
Office	1	1.8
Project	1	1.8
Service	1	1.8
Shop	1	1.8
Stock Broker	1	1.8
University job	1	1.8
Catering	1	1.8
Electricity office	1	100.0
Total	53	

Source: Field Survey 2019

Table 2.5 shows that out of total employed, relatively larger proportion (43.4%) were found in working in financial institution, followed by 9.4percent in school,7.5 percent in consultancy, 3.8percent each in business and service sector and remaining were working in various institution .

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	32	49.2
MBA	19	29.2
MA	11	16.9
M Ed	1	1.5
MSc	1	1.5
LLB	1	1.5
Total	65	100.0

Source: Field Survey 2019

From the table above, it is found that out of total (148), 43.92 percent enrolled for further study. Out of enrolled respondents (65), 49.20 percent are enrolled in MBS, 29.2 percent in MBA, 16.9percent in MA, 1.5percent each in M.Ed. , in M.Sc. and LLB. These statistics showed that more than three quarter graduates (78.40%) were enrolled in management discipline for the further study indicating popularity of management study.

The following table shows graduates' universities for further study.

Table 2.7: Graduates' Universities for Further Study

Characteristic	Frequency	Percent
TU	46	70.77
PU	16	24.61
KU	3	4.62
Total	65	100

Source: Field Survey 2019

Table 2.7 shows that out of total master's degree enrolled respondents, more than two third (70.77%) were in T.U., minority (24.61%) in P.U., 3.0 Purbanchal University and very few (4.62) in foreign Universities. These statistics shows that maximum graduates were found continuing their master's degree in T.U.

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	45	31.0
Female	100	69.0
Total	145	100.0

Source: Field Survey 2019

Table 2.8 reveals that out of total respondents, more than two-third (69.0%) were female and the rest (31.0%) were male. These statistics showed that more than twice of the male was female.

The following table shows caste of the respondents.

Table 2.9: Castes of the Respondents

Characteristics	Frequency	Percent
Upper caste	112	77.2
Janajati	32	22.1
Others	1	.7
Total	145	100.0

Source: Field Survey 2019

Table 2.11 shows that out of the total respondents, more than three-quarter (77.2%) were found from upper caste followed by janajati 22.1 and 0.7 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 table shows different graduates programs completed by the respondents

Table 2.10 Program wise Distribution of Respondents

Characteristics	Frequency	Percent
BBS	68	46.9
BBA	43	29.7
BA	15	10.3
BSc	10	6.9
MBS	7	4.8
BEd	2	1.4
Total	145	100.0

Source: Field Survey 2019

Out of total respondents, 46.9 percent were found from BBS, followed by 29.7 percent from BBA, 10.3 percent BA, 6.9 percent from BSc, 4.8 percent from MBS, and 1.4 percent from BEd.. This shows that more than fourth quarter respondents were completed their graduates and postgraduates from management programs.

2.4 Issues Related to the Quality and Relevance of Program

This section deals with the respondents' perceived value regarding quality and relevance measures based on relevancy of the program to professional jobs, problem solving ability, and work placement/internship.

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	4	3.1
moderately weak	1	.8
Weak	27	21.1
Neutral	36	28.1
relevant	38	29.7
Excellent	22	17.2
Total	128	100.0

Note: Out of total respondents, 11.7percent respondents ignored this variable. Source: Field Survey2019

Table 2.11 shows that out of total respondents, 17.2 percent were highly satisfied, 29.7 percent were satisfied and 25.0 percent were dissatisfied with the relevancy of the program to professional jobs. These statistics signal that minority respondents were satisfied with the relationship between professional jobs and the programs they completed.

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

Table 2.12: Ratings based on Problem Solving Ability

Characteristic	Frequency	Percent
Very weak	4	3.0
moderately weak	5	3.8
Weak	19	14.3
Neutral	45	33.8
relevant	38	28.6
Excellent	22	16.5
Total	133	100.0

Note: Out of total respondent 8.3 percent ignored problem solving ability.

Source: Field Survey 2019

Table 2.13 reveals that out of total respondents, 16.5 percent were highly satisfied, 28.6 percent were satisfied, and 21.1 percent were dissatisfied with the problem solving ability they learned from the program. These statistics indicate minority respondents are satisfied with problem solving ability learned from the program.

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

Table 2.13: Ratings based on Work Placement/ Attachment/ Internship

Characteristic	Frequency	Percent
Very weak	8	6.2
Moderately weak	9	6.9
Weak	23	17.7
Neutral	30	23.1
Relevant	26	20.0
Excellent	34	26.2
Total	130	100.0

Note: Out of total respondents 10.3 percent ignored work placement/attachment.

Source: Field Survey 2019

Table 2.14 reveals that out of total respondents, 26.2percent were highly satisfied, 20.0percent were satisfied and 30.1 percent were dissatisfied with the work placement/attachment/internship after completion of the study. These statistics explore that respondents are satisfied with work placement/attachment/internship.

2.5 Program's Contribution to Graduates' Professional and Personal Development

This section includes time series comparison of the programs' contribution to graduates' professional and personal development on the basis of gender, caste and ethnicity, and nature of the programs.

The following two table shows gender and program wise ratings on relevance of the program to their professional development respectively..

Table 2.14: Relevance of the Program to the Profession

Gender of the respondent	Relevance of the program to your professional job requirements						Total
	Very weak	moderately weak	Weak	Neutral	relevant	Excellent	
Male	50.0 (2)		29.6 (8)	27.8 (10)	31.6 (12)	36.4 (8)	31.3 (40)
Female	50.0 (2)	100.0(1)	70.4(19)	72.2 (26)	68.4(26)	63.6(14)	68.8(88)
Total	4	1	27	36	38	22	128

Out of total, more than two third (68.8%) respondents were female and the rest were male. Out of total male, average (50%) was satisfied with programs' contribution to their professional development. Similarly, out of total female, minority (45.5%) were satisfied. These statistics showed that male respondents were relatively more satisfied with the program they completed from this campus when they involved in their professional development.

Table 2.15: Relevance of the Program to the Profession

Program Completed	Relevance of the program to your professional job requirements						Total
	Very weak	moderately weak	Weak	Neutral	relevant	Excellent	
BA	50.0(2)	0	11.1(3)	2.8(1)	10.5(4)	13.6(3)	10.2(13)
BBS	25.0(1)	100.0(1)	66.7(18)	50.0(18)	34.2(13)	40.9(9)	46.9(60)
BSc	25.0(1)	0	14.8(4)	11.1(4)	0	0	7.0 (9)
MBS				11.1(4)	5.3(2)	4.5(1)	5.5(7)
BBA	0	0	7.4(2)	25.0(9)	50.0(19)	40.9(9)	30.5(39)
Total	4	1	27	36	38	22	128

Out of total, relatively larger proportion (46.9%) of respondents were found from BBS, followed by 30.5 percent BBA, 10.2 percent BA, 7.0 percent BSc, and 5.5 percent MBS. Out of total respondents of BBA, more than two third (71.2%) were satisfied with their program' relevance with their profession. More than averag (53.8%) were satisfied out of total BA program's respondents. Minority (42.3%) were satisfied out of total MBS program's respondents. And none of the respondent of BSc microbiology was satisfied with the program's relevance with their profession. These statistics revealed that BBA program has remarkable contribution to the respondents' profession followed by BA,and MBS. However, BSc microbiology seemed to be worthless for the students.

Table 2.16 presents the employment status of graduates of 2016 to 2018 based on caste and gender.

**Table 2.16 Employment Status of Graduates (2016-2018)
(Caste and Gender-wise)**

Characteristics	2016	2017	2018
Caste			
Upper Caste	78.6% (44)	74.5% (41)	76.5% (39)
Janajati	17.9% (10)	23.6% (13)	23.5% (12)
Others	03.6% (2)	1.8% (1)	0
N	56	55	51
Gender			
Male	46.4% (26)	40.0% (22)	41.2% (21)
Female	53.6% (30)	60.0% (33)	58.8% (30)
N	56	55	51

Classification of caste includes upper caste, janajati and others. Upper caste includes brahmin, chhetry, thakuri, giri, puri, sanyshi; janajati includes gurung, magar, newar; and others include dalit and muslim. Table 2.16 revealed that majority upper caste was found in employment in every year (i.e. 78.6%, 74.5% and 76.5 in 2016, 2017 and 2018 respectively). upper caste's employment status was in slightly declining trend in 2017 and was slightly increased in 2018. Employment status of janajati seemed to be in gradually increasing trend from 17.9% (2016) to 23.5% (2018). Moreover, employment trend of others caste was in decreasing trend. These statistics indicate that the trend of employment status of the upper caste remained quite stable (i.e. 78.6% in 2016 to 76.5% in 2018). In case of janajati, it was growing (17.9% in 2016 to 23.5% in 2018). And for others, the trend was declining (i.e. 3.6% in 2016 to 0% in 2018).

The table also shows that majority of the female respondents were found in the employment in every year (i.e. 53.6%, 60.0%, and 58.8% in 2016, 2017, and 2018 respectively). The employment trends of male was decreasing in 2017 and it was slightly increasing in 2018. However, it was increasing in 2017 and slightly decreasing in 2018 in the case of female.

Table 2.17 shows program-wise employment status of graduates during 2016 to 2018.

Table 2.17 Program-wise Employment Status of Graduates (2016-2018)

Programs	2016	2017	2018
BED	3.6% (2)	9.1% (5)	3.9% (2)
BA	8.9% (5)	10.9% (6)	5.9% (3)
BBS	62.5% (35)	49.1% (27)	52.9% (27)
BSC	-	9.1% (5)	3.9% (2)
MBS	-	7.3 % (4)	9.8% (5)
BBA	21.4 % (12)	14.5% (8)	23.5% (12)
N	56	55	51

The above table shows that out of total, relatively larger proportions of BBS graduates were in employment (i.e. 62.5%, 49.1% and 52.9% in 2016, 2017 and 2017 respectively) followed by BBA (i.e. 21.4%,14.5%and 23.5% in 2016, 2017 and 2017 respectively). The trend of employment status of graduates of BEd and BA was increasing in year 2017 and it was declining in 2018. In cases of BBS and BBA graduates, the trend was declining in 2017 and increasing in 2018. The trend of employment status of graduates in BSC was declining and it was increasing in the case of MBS.

Table 2.18 shows program wise master degree enrolment of the graduates.

Table 2.18 Program-wise Further Study Enrollment of Graduates (2016-2018)

Programs	2016	2017	2018
BED	1.9 (1)	6.1 (2)	1.5 (1)
BA	5.6 (3)	12.1 (4)	10.6 (7)
BBS	66.7 (36)	33.1 (11)	48.5 (32)
BSC	-	15.2 (5)	15 (1)
MBS	-	-	-
BBA	26.0 (14)	33.3 (11)	37.9 (25)
N	54	33	66

Table 2.18 shows that larger proportions of graduates of BBS were found enrolled in further study(i.e. 66.7%, 33.1% and 48.5% in 2016, 2017 and 2018 respectively) followed by BBA(i.e. 26.0%, 33.3% and 37.9% in 2016, 2017 and 2018 respectively).The further study trend of BBA graduates was increasing (i.e. 26.0%, 33.3% and 37.9% in 2016, 2017 and 2018 respectively). The trend for BEd and BA graduates was increasing in 2017 and decreasing in 2018. In the case of BBS graduates, the trend was decreasing in 2017 and increasing in 2018. Moreover, none of the respondents of MBS joined M.Phil and PhD.

2.6 Issues Related to Faculties

This section presents the data relating with faculties based on teaching learning environment, quality of education delivered, and teacher student relationship.

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

Table 2.19: Ratings based on Teaching/Learning Environment

Characteristic	Frequency	Percent
Very weak	2	1.5
moderately weak	3	2.2
Weak	5	3.7
Neutral	34	25.4
relevant	52	38.8
Excellent	38	28.4
Total	134	100.0

Note: Out of total respondents 7.6 percent ignored this variable.

Source: Field Survey 2019

Table 2.15 reveals that out of total respondents, 28.4 percent were highly satisfied, 38.8 percent were satisfied and very few (7.4%) 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 table shows ratings on quality of education delivered by the institution..

Table 2.20: Ratings based on Quality of Education Delivered

Characteristic	Frequency	Valid Percent
Very weak	1	.8
moderately weak	1	.8
Weak	6	4.5
Neutral	26	19.7
relevant	48	36.4
Excellent	50	37.9
Total	132	100.0

Note: Out of total respondents 8.9 percent respondents ignored this variable.

Source: Field Survey 2019

Table 2.16 reveals that out of total respondents, 37.9 percent were highly satisfied, 36.4 percent were satisfied, and 5.1 percent were dissatisfied with the quality of education delivered by the institution. It indicates majority of the respondents are satisfied with the quality of education delivered by the institution.

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

Table 2.21: Ratings based on Teacher Student Relationship

Characteristic	Frequency	Percent
Moderately weak	3	2.3
Weak	5	3.8
Neutral	27	20.5
relevant	39	29.5
Excellent	58	43.9
Total	132	100.0

Note: Out of total respondents 8.9 percent ignored teacher student relationship.

Source: Field Survey 2019.

Table 2.17 reveals that out of total respondents, 43.9 percent were highly satisfied, 29.5 percent were satisfied, and 6.1 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.

2.7 Issues Related to Facilities

This section includes issues relating with facilities managed by the campus management committee and administration based on library, lab, sports, canteen/urinals and extra - curricular activities.

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

Table 2.22: Ratings based on Library Facility

Characteristic	Frequency	Percent
Very weak	1	.8
Moderately weak	10	7.7
Weak	11	8.5
Neutral	19	14.6
relevant	43	33.1
Excellent	46	35.4
Total	130	100.0

Note: Out of total respondents 10.3 percent ignored library/laboratory.

Source: Field Survey 2019

Table 2.18 indicates that out of total respondents, 35.4 percent were satisfied, 33.1 percent were satisfied and 17.0 percent were dissatisfied with the library facility of the institution. This shows that more than three quarter of the respondents are satisfied with the library facility of the institution.

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

Table 2.23: Ratings based on Lab Facility

Characteristic	Frequency	Percent
Very weak	11	9.0
Moderately weak	8	6.6
Weak	16	13.1
Neutral	32	26.2
Relevant	33	27.0
Excellent	23	18.0
Total	122	100.0

Note: Out of total respondents 15.8 percent ignored lab facility.

Source: Field Survey 2019

Table 2.19 demonstrates that out of total respondents, 18.0 percent were highly satisfied, 27.0 percent were satisfied, and 18.7 percent were dissatisfied with the lab facility of the institution. It showed that minority of the respondents are satisfied with the lab facility.

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

Table 2.24: Ratings based on Sports Facility

Characteristic	Frequency	Percent
Very weak	3	2.2
Moderately weak	7	5.2
Weak	18	13.3
Neutral	41	30.4
Relevant	39	28.9
Excellent	27	20.0
Total	135	100.0

Note: Out of total respondents 6.9 percent ignored sport facility.

Source: Field Survey 2019

Table 2.20 indicates that out of total respondents, 20.0 percent were highly satisfied, 28.9 percent were satisfied, and 20.7 percent were dissatisfied with the sports facility of the institution. It showed that minority of the respondents are satisfied with the sports facility.

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

Table: 2.25 Ratings based on Canteen/Urinal Facility

Characteristic	Frequency	Valid Percent
Very weak	3	2.2
Moderately weak	7	5.2
Weak	18	13.3
Neutral	41	30.4
Relevant	39	28.9
Excellent	27	20.0
Total	135	100.0

Note: Out of total respondents 6.9 percent ignored these variables.

Source: Field Survey 2019

Table 2.21 indicates that out of total respondents, 20.0 percent were highly satisfied, 28.9 percent were satisfied, and 20.7 percent were dissatisfied with the canteen/urinal facility of the institution. These statistics reveal that minority respondents are satisfied with canteen/urinal facility.

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

Table 2.26: Ratings based on Extracurricular Activities

Characteristic	Frequency	Percent
Very weak	3	2.2
moderately weak	8	5.9
Weak	18	13.3
Neutral	38	28.1
relevant	44	32.6
Excellent	24	17.8
Total	135	100.0

Note: Out of total respondent 6.9 percent ignored extra- curricular activities.

Source: Field Survey 2019

Table 2.12 indicates that 17.8 percent were highly satisfied, 32.6 percent were satisfied, and 21.4 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.

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, and quality of education delivered, teacher student relationship, library and lab facility, sport facility, and canteen/urinals prescribed by UGC. Moreover, it explores trend of the programs' contributions to graduates' personal and professional development.

Major findings relating with employment and further study:

- Out of total, minority ((36.7%) of the graduates were found employed and very few were (7.9%) self employed. Out of total employed, more than three quarter (82.5%) were found working in private institution and very few (1.8%) in government institution. Among the employed, more than three quarter (84.9%) were full time and remainings were part time. Relatively larger proportion (43.4%) was employed in financial institution followed by school (9.4%). So far their designation, more than two third (72.7%) were found working at assistant level.
- Out of total, minority (44.8%) were enrolled for further study in different programs. Out of enrolled, relatively larger proportions(49.2%) were found enrolled in MBS followed by MBA 29.2 percent, MA 16.9 percent; and 1.5 percent each in M Ed, MSc, and LLB. Moreover, more than two third (70.77%) enrolled in TU followed by 24.61 percent and 4.62 percent in PU and KU respectively. In addition, more than three quarter (78.4%) joined management stream for the further study.

Major findings relating with issues of the quality and relevance of the program:

- Minority of the respondents were satisfied with the quality and relevance of the program. The study revealed that 46.4 percent were satisfied with relevancy of program to professional job requirements followed by 46.2 percent with work placement/ attachment/ Internship and 45.1 percent with problem solving ability.

Major findings relating with the programs' contribution to the graduates' professional and personal development:

- Majority upper caste was found in employment in every year (i.e. 78.6%, 74.5% and 76.5 in 2016, 2017 and 2018 respectively).upper caste's employment status was in slightly declining trend in 2017 and was slightly increased in 2018. Employment status of janajati seemed to be in gradually increasing trend from 17.9% (2016) to

23.5% (2018). Moreover, employment trend of others caste was in decreasing trend. These statistics indicate that the trend of employment status of the upper caste remained quite stable (i.e. 78.6% in 2016 to 76.5% in 2018). In case of janajati, it was growing (17.9% in 2016 to 23.5% in 2018). And for others, the trend was declining (i.e. 3.6% in 2016 to 0% in 2018).

- Majority of the female respondents were found in the employment in every year (i.e. 53.6%, 60.0%, and 58.8% in 2016, 2017, and 2018 respectively). The employment trends of male was decreasing in 2017 and it was slightly increasing in 2018. However, it was increasing in 2017 and slightly decreasing in 2018 in the case of female.
- Out of total, relatively larger proportions of BBS graduates were in employment (i.e. 62.5%, 49.1% and 52.9% in 2016, 2017 and 2017 respectively) followed by BBA (i.e. 21.4%, 14.5% and 23.5% in 2016, 2017 and 2017 respectively). The trend of employment status of graduates of BEd and BA was increasing in year 2017 and it was declining in 2018. In cases of BBS and BBA graduates, the trend was declining in 2017 and increasing in 2018. The trend of employment status of graduates in BSC was declining and it was increasing in the case of MBS.
- Larger proportions of graduates of BBS were found enrolled in further study (i.e. 66.7%, 33.1% and 48.5% in 2016, 2017 and 2018 respectively) followed by BBA (i.e. 26.0%, 33.3% and 37.9% in 2016, 2017 and 2018 respectively). The further study trend of BBA graduates was increasing (i.e. 26.0%, 33.3% and 37.9% in 2016, 2017 and 2018 respectively). The trend for BEd and BA graduates was increasing in 2017 and decreasing in 2018. In the case of BBS graduates, the trend was decreasing in 2017 and increasing in 2018. Moreover, none of the respondents of MBS joined M.Phil and PhD.

Major findings relating with faculties:

- More than two third (74.3%) respondents were satisfied with quality of education delivery followed by 73.4 percent with teacher/student relationship, and 67.2 percent with teaching learning environment.

Major findings relating with facilities:

- More than two third (68.5%) respondents were satisfied with library, majority (50.4%) were satisfied with extra-curricular activities. And minority was satisfied with lab facility, sports and urinal/canteen i.e. 45.0 percent, and 48.9 percent each respectively.

Suggestions/Recommendations based on the Respondents' Opinions

- The institution should focus more on reforming teaching pedagogies by use of digital technology, workshops and seminars, trainings, use of case study.
- The institution should explore new area of study that provides practical knowledge.
- The institution should add books in the library.
- The institution should conduct additional extra-curricular activities and sports events.
- Political activities should be lessened.
- Code of conduct should be executed properly.
- Spiritual events and meditation program should be managed.
- Students' caring and counseling provisions should be strengthened.

Respondents' intended contributions to the institutions for its betterment

Majority of the respondents are committed to refer 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 will be ready to teach in this institution after their further study.

CHAPTER IV

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 fifth semester examination. Similarly, CMC has already decided to start another autonomous program, that is, Masters in Business Administration in Hospitality and campus administration has forwarded necessary documentation to the concerned authority for its approval.

Minority of the respondents were satisfied with relevancy of the program to professional job, problem solving ability 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.

Majority of the respondents were found from BBA and BBS indicating attraction of students toward management stream. In addition, out of total, majority management's program respondents were satisfied with relevance of the program to the profession. However, none of the respondent of BSc microbiology was satisfied with relevance of the program to the profession. This is why; the institution should rethink about alternative program for science and more focus should be given to strengthen programs of management.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

JMC is currently running different academic programs with the broader objective of contributing to prepare competent human resources for the employers in particular and for the country in general.. Moreover, it also strives to prepare entrepreneurs for the society. The tracer study was conducted by covering graduates and postgraduates of 2018 A.D. in order to provide JMC information about employment and further study status of the graduates, program wise contribution to graduates' professional development, issues relating with faculties and facilities of the campus, and needs of reforms for improving its programs and environment.

Majority of the respondents were employed in private organization at assistant level as full time employees 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. In addition, majority were found in employment from management's program indicating strong linkage between the program and profession.

Majority of the graduates were enrolled in master degree in management stream in Trivuban University 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, extracurricular activities, and library facility indicating the strength of JMC. However, the study also pointed out need of improvements in relevancy of programs to professional jobs, problem solving ability, work placement/attachment/internship, lab and sport faciliy, and canteen/urinals facility as minority of the respondents were satisfied with those indicators.

Time series comparisons indicated the trend of employment status of upper caste and janajati was not fluctuating as noticeable degree. However, the trend was declining in the case of dalit and muslim. The trend of employment status based on program was declining in case of BBS and slightly increasing in BBA. However, this trend was substantially declining in the case of BSc Microbiology.

4.2 Recommendations

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

- Recommended to explore new curricula and pedagogies that would be helpful for graduates' personal and professional development.
- 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 add sport facilities.
- Recommend to improve lab and urine/ canteen facility.

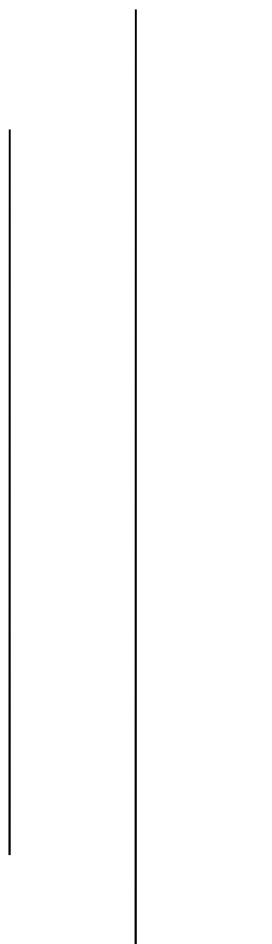
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**Tracer Study Report of Graduates and
Postgraduates (2016)
Janapriya Multiple Campus**

Presented on
March 29



Submitted to:
University Grants Commission, Nepal

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

Objective of the Study

- 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 environment of JMC.
- To suggest the measures to promote the effectiveness of teaching learning environment of JMC.

Study Design and Methodology

- Population size 172.
- Sample size 108 (BBA, BBS, BA, BSc, B.Ed, MBS)

104(G) 4(PG)



- Sampling technique-purposive
- Data collection methods-direct visit, interview and social media
- Tool of data collection- questionnaire of UGC
- Reference period- Feb to mid March 2019
- Analytical tool- frequency and percentage

Quantitative Findings

- Majority were employed and very few were self-employed
- More than two third were in private institution as full timers at assistant level
- Larger proportions were employed in banks followed by schools and cooperatives
- Minority were enrolled for further study
- Majority were enrolled in master degree in management in T.U.
- Few were enrolled in foreign universities
- Two third of the respondents were female, more than two third were upper caste and majority were from management.
- Majority were satisfied with teaching learning environment, quality of education delivered, teacher student relationship, library facility and canteen/urinal facilities
- The catchment area were Kaski followed by Syanja, Tanahun and Parbat.



Qualitative Findings

Suggestions/Recommendations based on the respondents' opinions:

- Focus on reforming teaching pedagogies
- Focus on technical program
- Focus on building relationship with employers
- Recommended to add books, extra-curricular activity and sports, scholarship, transportation facility
- Arrangement of online information
- Execution of code of ethics
- Urinal and class room cleanliness



Implication to Institutional Reforms

- Focus should be given to develop entrepreneurial skills (BMTM and proposed MBA in Hospitality)
- Focus on strengthening the linkage between curricula and the changing needs of labor market
- Focus on developing relationship with the employers



Conclusion

- Majority were employed in private organization as full timers at assistant level and very few were self-employed
- The study of management in T.U. is popular among the graduates
- Majority were satisfied with teaching learning environment, quality of education delivered, teacher student relationship, library facility and canteen/urinal facilities
- Improvements are required in extra-curricular activity, work placement/internship, relevancy of programs to the jobs and lab and sport facilities
- Major catchment areas are Kaski and Syanja



Recommendations

- 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.

S.N.	Class R.N.	Ref. No.	Student's Name	Mobile No.	Faculty
1	38/071	2016	Aayushma Timilsina	98467-71567	B.B.A.
2	32/072	2003	Agman Gurung	98141-95443	B.A.
3	54/072	2118	Alija Kunwar	98151-07542	B.A.
4	24/071	2056	Amit Lamsal	98141-09098	B.B.A.
5	41/072	2022	Amrit Gurung	98166-56925	B.A.
6	17/072	16	Amrita Sharma	98462-19761	M.B.S.
7	11/071	2019	Anita Gurung	98161-91266	B.Ed.
8	81/071	1954	Anjali Thapa	98066-11281	B.B.S.
9	41/071	2073	Anshu Shakya	98191-57360	B.B.A.
10	23/071	1943	Anupa Shrestha	98465-23345	B.B.S.
11	114/071	1953	Anusha Gurung	98151-46622	B.B.S.
12	48/071	2091	Arpana Bijukchhe	98460-30599	B.B.S.
13	27/071	2044	Ashish Bhujel	98673-09070	B.B.A.
14		2084	Ashish Gurung	98058-90314	B.B.A.
15	129/069	2103	Ashmita Adhikari		B.Sc.
16	259/071	2045	Ashmita Marasini	98465-74956	B.B.S.
17	72/071	1964	Ashmita Pathak	98082-77909	B.B.S.
18	55/071	2024	Asmita Paudel	98467-14481	B.B.A.
19	33/071	2029	Astha Bastola	98460-24704	B.B.A.
20	1/071	2012	Ayushma Sharma	98041-03996	B.B.A.
21	2/072	2117	Barsha Lamichhane	98465-84703	B.A.
22	12/071	2070	Basanty Tripathy	98065-78097	B.B.A.
23	48/067	18	Bharati Thapa	98464-64570	M.B.S.
24	387/071	1936	Bhesh Raj Parajuli	98171-76269	B.B.S.
25	167/070	1931	Bhumika Tripath	98560-31663	B.B.S.
26	85/069	2093	Bindu Paudel	98058-98643	B.B.S.
27	35/071	2082	Binita Tamang	98251-25660	B.B.A.
28	557/071	1941	Bipana Shrestha	98690-82335	B.B.S.
29	83/071	1998	Bishal Tamang	98141-36985	B.B.S.
30	280/071	1963	Bishnu K.C.	98191-91586	B.B.S.
31	28/071	2001	Bishwash Subedi	98465-88007	BBA
32	22/069	13	Daya Ram Paudel	98560-55785	MBS
33	151/071	2036	Deepa Dhakal	98466-38649	B.B.S.
34	48/071	2032	Deepika Gautam	98067-89955	B.B.A.
35	21/070	1935	Dipendra Ranabhat	98171-65606	BBA
36	268/071	1952	Dipika Shreesh	98191-49931	B.B.S.
37	423/071	1979	Ekaraj Sharma	98477-44628	B.B.S.
38	30/71	1940	Garima Karki	98251-93143	B.B.S.
39	9/071	2060	Gita Lama	98465-71240	B.B.A.

40	7/071	1956	Guma Devi Lamichhane	98463-62222	B.Sc.
41	11/071	2113	Hari Prasad Kafle	98460-13067	B.B.A.
42	391/068	2106	Hari Prasad Pokharel	98560-73638	B.B.S.
43	251/071	1966	Harikala Chhetri	9241-70758	B.B.S.
44	166/070	2021	Hem Bahadur KC	98560-06038	B.B.S.
45	6/071	2025	Indira Pokhrel	98251-18046	B.B.S.
46	93/071	2010	Ishwor Wagle	98141-33469	B.B.S.
47	275/069	2111	Jamuna Acharya	98678-63285	B.B.S.
48	27/072	1965	Jamuna Giri	98191-72342	BA
49	39/071	2026	Januka Gautam	98141-15986	B.B.A.
50	183/070	2121	Jyoti Lamsal	98673-59905	B.B.S.
51	116/069	2123	Jyoti Thapa		B.B.S.
52	15/071	1925	Kabita Acharya	98660-64036	B.Sc.
53	284/071	1980	Kabita Sharma	98051-78308	B.B.S.
54	211/071	1933	Karishma Chhetri	98468-55765	B.B.S.
55	129/69	2080	Khima Pokhrel	98141-26355	B.B.S.
56	87/070	1926	Kishor Bhandari	98467-73564	B.B.S.
57	59/071	2088	Kumudinee K.C.	98460-05182	B.B.A.
58	197/071	1982	Kunti Timilsina	98672-94929	B.B.S.
59	37/071	2014	Kusum Paudel	98476-79877	B.B.A.
60	547/071	1997	Laxmi Pahari	98261-38456	B.B.S.
61	14/071	1924	Laxmi Thapa	98166-21547	B.Sc.
62	30/072	2048	Mahesh Bhandari	98041-86013	B.A.
63	8/071	2063	Mamata K.C.	98161-62403	B.B.A.
64	339/071	2008	Manish Bashyal	98467-89889	B.B.S.
65	191/069	2122	Manisha Adhkari	98191-59234	B.B.S.
66	14/072	2096	Manisha Poudel	98041-88311	B.A.
67	4/071	1923	Manisha Timilsina	98467-76738	B.Sc.
68	26/071	2057	Manoj Adhikari	98041-79834	B.B.A.
69	145/070	2033	Manoj Chalise	98462-83566	B.B.S.
70	22/070	1942	Melina Baral	98166-00439	BBA
71	13/072	2043	Minu Kumari Kunwar	98644-20510	B.A.
72	45/071	2072	Monika Thapa	98469-07492	B.B.A.
73	7/071	2092	Muga Acharya	98161-92536	B.A.
74	30/071	2071	Muna K.C.	98166-04443	B.B.A.
75	508/070	1950	Nabina Pandey	98464-46958	B.B.S.
76	85/071	1944	Naina Chhantyal	98161-13003	B.B.S.
77	152/071	1993	Nima Tamang	98141-33865	B.B.S.
78	16/071	1981	Niru Bastola	98458-48148	B.Sc.
79	12/071	1947	Nisha Aryal	98673-58571	B.Sc.

80	18/069	2140	Nithoi B.K.	98166-15945	B.A.
81	8/071	1960	Pabitra Pahari	98467-95286	B.B.S.
82	15/068	2098	Pradeep Kumar Neupane	98467-77546	B.A.
83	14/070	2046	Pradip Adhikari	98462-83803	B.Sc.
84	201/071	1937	Prakash Kunwar	98465-93836	B.B.S.
85	243/071	2027	Prakash Rana	98041-61099	B.B.S.
86	42/067	2137	Prakriti Chhetri	98151-38835	B.Ed.
87	46/070	10	Prashamsa Ghimire	98461-20837	MBS
88	110/071	2017	Praticha Gurung	98102-79319	B.B.S.
89	15/069	2065	Pratiksha Gurung	98161-94337	B.A.
90	6/071	1959	Pratikshya Ghimire	98560-59923	B.A.
91	128/068	2077	Pratima Paudel	98464-34240	B.B.S.
92	1/071	1922	Puja Shrees Rana	98141-01313	B.Sc.
93	36/071	2066	Purnima Gurung	98058-20880	B.B.A.
94	18/071	2081	Pushpa Paudel	98604-60256	B.Sc.
95	3/070	2000	Rabin Gurung	98460-94826	B.B.S.
96	6/071	2041	Rabina Koirala	98467-78289	B.B.A.
97	17/070	17	Rabina Paudel	98465-52374	M.B.S.
98	270/071	1994	Rachana Pandey	98462-90404	B.B.S.
99	5/071	2030	Rajesh Acharya	98466-47901	B.B.A.
100	22/071	2038	Rajesh Sharma	98462-38480	B.B.A.
101	198/071	1978	Ramesh Regmi	98041-19701	B.B.S.
102	175/070	2006	Ranjana Lamsal	98469-22593	B.B.S.
103	32/071	2028	Reetu Majakoti	98151-38779	B.B.S.
104	62/071	2061	Renu Giri	98681-58252	B.B.A.
105	404/069	2099	Rina Chwain	98151-13451	B.B.S.
106	2/071	2047	Rita Kumari Gurung	98639-35330	B.A.
107	16/071	2062	Rojina Subedi	98467-72697	B.B.A.
108	150/071	2007	Roshan Gurung	98469-42069	B.B.S.
109	236/071	2095	Sabin K.C.	98406-04724	B.B.S.
110	287/061	1962	Sabina Sharma	98468-60117	B.B.S.
111	28/070	1911	Sadhana Khatri Chhetri	98560-28864	BBA
112	535/071	1958	Saharsha Gautam	98660-90706	B.B.S.
113	548/071	1999	Sajana Chhetri	98466-42567	B.B.S.
114	381/070	2049	Sajeena Gurung	98141-96890	B.B.S.
115	2/071	2011	Salina Adhikari	98460-03725	B.B.A.
116	19/069	2119	Samjhana Kunwar	98664-45350	B.A.
117	44/071	2031	Samjhana Timilsina	98673-15287	B.B.A.
118	44/071	20	Samundra Adhikari	98461-50641	M.B.S.
119	21/071	2002	Sandip Dhungana	98678-08242	BBA

120	374/071	1948	Sandip Pokhrel	98251-71378	B.B.S.
121	68/070	1983	Sangita Baral	98462-88405	B.B.S.
122	41/068	2120	Sangita Rana Magar	98067-05936	B.A.
123	25/071	2034	Sanju Poudel Upadhya	98041-29046	B.B.A.
124	66/068	2094	Santosh Adhikari	98460-58855	B.B.S.
125	24/071	1934	Santosh Rimal	98468-03232	B.B.S.
126	502/071	1946	Santosh Thapa	98116-83639	B.B.S.
127	266/071	1992	Sapana Subedi	98476-00178	B.B.S.
128	18/071	2040	Sarala Neupane	98463-92683	B.B.A.
129	11/068	14	Sarita Giri	98460-32364	M.A.
130	64/7071	2110	Saru B.K.	98191-57591	B.B.A.
131	25/070	1988	Saru Baral	98660-03814	B.B.S.
132	75/071	2087	Savyata Baral	98041-77892	B.B.S.
133	54/071	2086	Seema Chhetri	98476-45607	B.B.A.
134	258/071	1932	Seema Walpa Tamang	98067-68025	B.B.S.
135	209/071	1967	Sera Gurung	98171-66085	B.B.S.
136	608/071	1996	Shankar Tiwari	98467-95738	B.B.S.
137	14/071	2058	Shreya Dwa	98467-29637	B.B.A.
138	53/072	2115	Shristi Gurung	98141-56574	B.A.
139	50/069	2068	Shyam Prasad Timalina	98455-74686	B.A.
140	29/071	2067	Sonu KC	98660-41353	B.B.A.
141	3/071	1938	Sony Khadka	98465-74009	B.Sc.
142	96/070	1920	Srijana Gautam	98467-73564	B.B.S.
143	376/071	2078	Subash Nepali	98141-44392	B.B.S.
144	37/072	2042	Sujan Bhandari	98467-84259	B.A.
145	56/068	2139	Sulakshyan Mohan Kaphle	98560-54324	B.B.S.