

Tracer Study Report

TSR Vol. II

TSR of Graduates of 2016

TSR. JBC.



Jan Bhawana Campus

Godawari, Lalitpur

Established 2047 BS

06 June 2018

Acknowledgement

The report was prepared as part of a Tracer Study sponsored by University Grants Commission (UGC) and conducted by Jana Bhawana Campus (JBC) especially to explain the link between study programs and the job market; to show uniqueness and positioning of individual Campuses and also to enable universities and institutions managing higher education to make informed and evidence based decisions about improvements and quality education and services in higher education.

We extend special gratitude and thanks to **University Grants commission** for its initiation and support.

We have taken efforts in this project. However, it would not have been possible without the kind support and help of many individuals and organization itself. We would like to extend our sincere thanks to all of them.

We are highly indebted to Campus Management Committee, Campus administration, faculty and staff of Jana Bhawana Campus and special thanks go to all the graduates of 2016 for their keen interest on this project and support for the completion of the project by providing necessary information.

At last but not the least, we extend thanks to colleague in developing the project and to the people who have directly or indirectly helped us to carry out this task.

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Executive Summary

Established in 2047 BS, Jana Bhawana Campus (JBC) is situated at Godawari Municipality-11, Chapagaun, Lalitpur, Nepal. Located at Southern part of Lalitpur district, it is covered by densely populated area. Catchment areas of this campus are rural and urban both. Most of the students are from the southern belt of Lalitpur district which is the rural area of this district.

Jana Bhawana Campus has some regular programs such as BBS, BA, BASW, B.Ed. & MBS programs. Today's market demands the technical and market driven manpower with this aim, we have proposed B.Sc-AG and all the preparations for BCA program have been completed. Research activities are being regularly conducting by the campus with the participation of students and faculties where priority is on students' participation.

Graduate tracer studies involve identification and follow-up of graduates from higher education institutions (HEIs). Jana Bhawana Campus has conducted Tracer Study is to give careful consideration on how graduates view their experiences they underwent during their study and their transition to the job market. Further, campus also wants to know either it needs to improve its teaching and training to graduates then it has to bring improvement by the suggestions of graduates.

Now a days, Campuses and Universities embraced the use of tracer studies for a excess of reasons; especially to accredit their study programs; to explain the link between study programs and the job market; to show uniqueness and positioning of individual campuses; and also to enable universities and institutions managing higher education to make informed and evidence based decisions about improvements and quality education and services in higher education.

This Tracer study report is carried to study the graduates of 2016 where 46 students were graduated. In an issue of employment status, out of 46 graduates some are employed and pursuing further studies on which some graduates are employed in organization and pursuing further studies and some are unemployed but pursuing further studies. There are 26 unemployed graduates and out of 46. Some graduates of this year are not pursuing further studies however they are employed. Which shows that unemployed but pursuing further study percentage is

higher than employed and pursuing further studies. Most of the graduates are unemployed. Number of graduates service in organization and self-employed are 16 and 2 respectively out of 46 graduates. Most of the graduates have the service in an organization and employment status is higher in BA program.

In quality and relevance of the program, responses have been observed in 6 point scale, 0 to 5, where 0 indicates very weak and 5 indicates excellent. Mean value of the response of the students response indicates that all the institutional programs are perceived more than average. It indicates that the perception of students on institutional program is good. Problem solving ability, teaching learning environment, quality of education delivered and teacher student's relationship is near to excellent. However, lab facility and sports facility of the institution is just fair. Teaching learning environment, quality of education delivered and teacher student's relationship is found to be excellent. However, lab facility and sports facility of the institution have been shown poor by the respondents.

The relevance of the program of the graduates reveals the program relevance is good and excellent but very few of the response goes on poor. It shows that program launched by the institution is good. In addition, in the case of program solving ability of the program, majority of the graduate's students indicate the problem solving ability of the program is good and excellent regarding the problem arises in doing their professional or job related task.

The gender of the programs shows that most of the graduated students represents the female students. And female students are being more contributed by the program. In all program number of female graduates exceeds the number of male graduates. Which also supports to conclude that program provide more benefit to the female graduates.

Most of the graduated students belongs to Brahmin, chhetri, Tamang, Newar, Pahari and Dalit. Analyzing the representation of ethnicity in each program, majority of the graduates in each program are from Brahmin and Chhetri in BA which is strongly followed by Tamang.

In teaching learning environment of this institution, most of the graduates reveal excellent teaching learning environment of the institution which is strongly followed by good. Very few response is on poor and average. It means, graduates' response is in favor of good teaching learning environment of the institution. But only few response is on average and below.

In regards of teacher student's relationship, responses are on good and excellent. Only few responses are on fair and average relationship which also support that teacher / student relationship of the institution is good. Similarly, education delivery efficiency of the institution is excellent and good. None of the response are on very weak and poor education delivery efficiency of the institution which means graduates of this institution are satisfied with the education delivery quality of the institution.

The library facility of the institution is in good and average position of the institution is shown by the graduates. Some responses are scattered on other indicators. While analyzing library facility, majority of the responses are on good and excellent. But, response on average fair and poor is also covers significant response,

Graduates' view on lab facility of the campus is satisfactory. Because none of the response is on excellent and some of the response are also on very week and poor. Canteen and urinal facility of the institution is good but not excellent. The response of the graduates on poor is greater than excellent which clearly revels that the urinal and canteen facility is not sufficient. Graduates response indicates that canteen and urinals facility needs to be improved. In an issue related to sports facility, the sports facility of the institution is fair, the sports facility of this institution is not satisfactory and needs to strengthen.

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Abbreviations

UGC	University Grants Commission
JBC	Jana Bhawana Campus
TS	Tracer Studies
TSR	Tracer Study Report
GTS	Graduate Tracer Studies
HEI	Higher Education Institutions
TSTT	Tracer Study Task Team
SPSS	Statistical Package for Social Sciences
BA	Bachelors in Arts
BBS	Bachelors sin Business Studies
MBS	Master's in Business Studies
BASW	Bachelors in Social Work
B. Ed.	Bachelors in Education

1. INTRODUCTION:

1.1 Background/Rationale

Graduate tracer studies involve identification and follow-up of graduates from higher education institutions (HEIs). Jana Bhawana Campus has conducted Tracer Study is to give careful consideration on how graduates view their experiences they underwent during their study and their transition to the job market. Further, campus also wants to know either it needs to improve its teaching and training to graduates then it has to bring improvement by the suggestions of graduates.

Now a days, Campuses and Universities embraced the use of tracer studies for a excess of reasons; especially to accredit their study programs; to explain the link between study programs and the job market; to show uniqueness and positioning of individual campuses; and also to enable universities and institutions managing higher education to make informed and evidence based decisions about improvements and quality education and services in higher education.

Importance of graduate tracer studies is to incorporate effective improvements into institutional programs of HEIs by collecting and analyzing information on graduate's study experiences, professional and personal careers. Such studies can be used to collect data on the employment situation of the most recent graduates in order to obtain indicators for their professional performance. They can therefore, be used to contribute to causal explanations of the relevance and appropriateness of the study conditions, services and programs provided by HEIs and the quality of the graduate product

Such studies also emphasize programmatic issues, conditions, situations and contexts within which the graduates studied at the Campus; positing and interrogating the quality of these study provisions and conditions as this paper argues.

1.2 Objectives of the Study

The broad objective of this study is to propose a methodological guide for graduate trace studies suitable for Campus. Specific objectives are to: 1. Present methodological procedures for graduate tracer studies that can be used by campus to study graduates experiences useful for feedback into Campus' programs and graduates' career. 2. To show how results can be used for improvement for quality assurance, education and services at HEIs.

1.3 Institutional arrangements to conduct the study

To conduct the tracer study report, Graduate Tracer Survey was done by JBC using the universal questionnaire from University Grants Commission. At first, Tracer Study Task Team has been formed of 5 comprising members. The team has made a series of telephone calls to the graduates. The first call was to inform the graduates about the Tracer studies program. Then, the team introduced the purpose of the survey. After that graduates were called in campus and requested them to participate in the survey. All the graduates filled the questionnaire as per their knowledge and confusing parts were assisted by the task team. After the forms have been filled, it has been entered in SPSS and analyzed and interpreted to find the overall status of the institution.

1.4 Graduate batch taken for the study

For the tracer study, only the graduated batch of 2016 is taken as guided by University Grants Commission.

1.5 Data Collection - Instrument and approach

The survey was done at JBC with the participation of graduated batch 2016. Then the team has made a series of telephone calls to the graduates. The first call was to inform the graduates about the Tracer studies program. Then, the team introduced the purpose of the survey. After that graduates were called in campus and requested them to participate in the survey. All the graduates filled the questionnaire as per their knowledge and confusing parts were assisted by the team. Total 46 graduates were participated in this survey.

Data were entered into the Statistical Package for Social Sciences (SPSS) version 20 at the end of the completion of data collection. Data analysis was done descriptively using mean, standard deviation, range and the proportions. The tools and techniques used for the survey to collect the data was questionnaire to the respondents.

1.6 Scope and Limitations of the study

The study has a wider scope since it covers all the sectors. Moreover, it is more important to institutional programs of HEIs because by collecting and analyzing information on graduate's

study experiences, professional and personal careers, we can know the employment situation of the most recent graduates in order to obtain indicators for their professional performance. Such studies also emphasize programmatic issues, conditions, situations and contexts within which the graduates studied at the Campus; positing and interrogating the quality of these study provisions and conditions as this study argues. This research has been limited to the graduated batch, 2016 of JBC.

2. DATA PRESENTATION AND ANALYSIS:

2.1 Employment and Further Study Status of the graduates

Table No.1 Employment and further study status of the graduates

Current Employment Status	Pursuing Further Studies				Total
	yes	Percentage of total	No	Percentage of total	
Service in an Organization	9	19.56%	7	15.21%	16
Self Employed	0	0	2	7.14	2
Unemployed	11	23.9	17	36.95	28
Total	20	43.47	26	56.52	46

Source: Tracer Study Questionnaire 2016

Table No.1 depicts that out of 46 graduates 43.47 % (i. e. 20) have employed and pursuing further studies and 19.56 % of 46 graduates are employed in organization and pursuing further studies. 23.9 % out of 46 are unemployed but pursuing further studies.

There are 26 unemployed graduates and out of 46, 15.21 % are not pursuing further studies however they are employed.

Which shows that unemployed but pursuing further study percentage is higher than employed and pursuing further studies.

Table No. 2 Current employment status of graduates in each program

Current Employment Status	Program Completed			Total
	B.Ed.	BA	BBS	
Service in an Organization	4	9	3	16
Self Employed	0	2	0	2
Unemployed	7	14	7	28
Total	11	25	10	46

Source: Tracer Study Questionnaire 2016

Table No. 2 shows that most of the graduates are unemployed. Number of graduates service in organization and self-employed are 16 and 2 respectively out of 46 graduates. Most of the graduates have the service in an organization and employment status is higher in BA program.

2.2 Issues related to quality and relevance of the programs

Table No. 3 Issues related to quality and relevance of the programs.

Institutional Program	Number of observation	ofMean	Median
Relevance of Program	46	3.6087	4.0000
Extra-Curricular Activities	46	3.2174	3.0000
Problem Solving Ability	46	4.1087	4.0000
Workplace / Attachment / Internship	46	3.2174	3.0000
Teaching/Learning Environment	46	4.5217	5.0000
Quality of Education Delivered	46	4.4783	5.0000
Teacher Student Relationship	46	4.5435	5.0000
Library Facility	46	3.4783	4.0000
Lab Facility	46	2.3913	2.5000
Sports Facility	46	2.1739	2.0000
Canteen/urinals etc.	46	3.1957	3.0000

Source: Tracer Study Questionnaire 2016

Table No 3 Shows the responses of graduated students. Questions have been asked regarding the issues related to major strengths and weaknesses of the institutional program that they have attended. Response has been observed in 6 point scale, 0 to 5, where 0 indicates very weak and 5 indicates excellent. Mean value of the response of the students response indicates that all the institutional programs are perceived more than average. It indicates that the perception of students on institutional program is good. Problem solving ability, teaching learning environment, quality of education delivered and teacher student's relationship is near to excellent (i.e. mean value is above 4). However, lab facility and sports facility of the institution is just fair.

(I.e. mean value is less than 2.5). Teaching learning environment, quality of education delivered and teacher student's relationship is found to be excellent because median value of response of students is 5, which indicates that more than 50 % of the students mark these institutional program excellent. However, lab facility and sports facility of the institution have been shown poor by the respondents.

Brief summary of the response of graduate students to the quality and relevance of the institutional program is presented below.

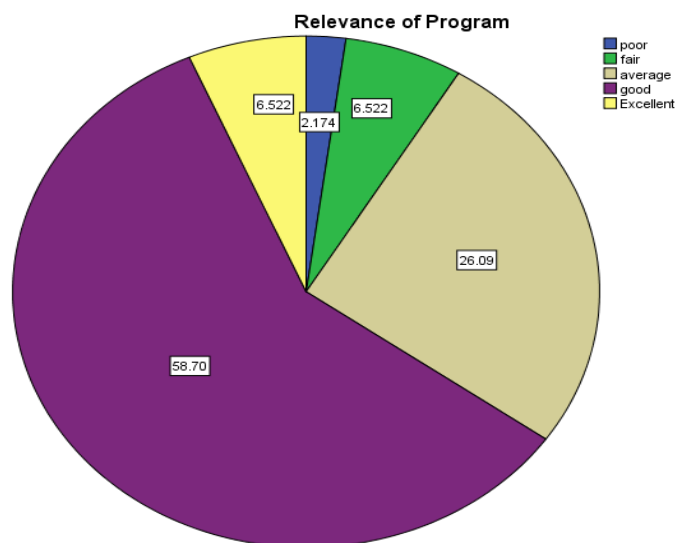
Table No 4 Graduate response to relevance of the program

Relevance of Program	Frequency	Percent
poor	1	2.2
Fair	3	6.5
Average	12	26.1
Good	27	58.7
Excellent	3	6.5
Total	46	100.0

Source: Tracer Study Questionnaire 2016

Table No. 4 Indications that majority of the response indicate that the relevance of the program is good and excellent (i.e. 65.2%). Out of 46 graduates 27 indicates that relevance of the program is good and 3 graduates indicates that program is excellent. There few number of graduates indicates relevance of program is fair and poor (i.e. 3 fair and 1 poor).

Figure No. 1 Relevance of the program



Source: Tracer Study Questionnaire 2016

Figure No.1 indicates that 58.70% of the graduates reveals the program relevance is good.6.522% indicates excellent but very few of the response goes on poor that is 2.174%. Hence, it shows that program launched by the institution is good.

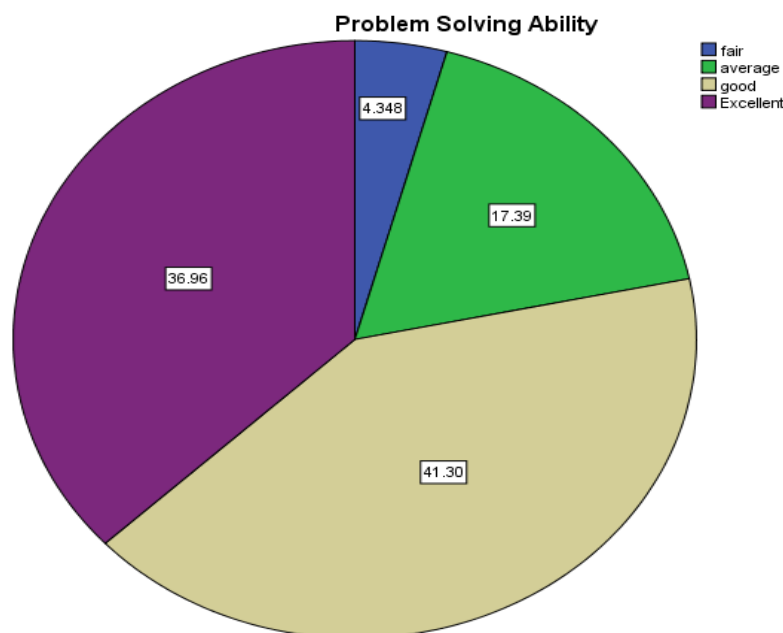
Table No.5 Problem solving ability of the program

Problem Solving Ability	Frequency	Percent
Fair	2	4.3
average	8	17.4
good	19	41.3
Excellent	17	37.0
Total	46	100.0

Source: Tracer Study Questionnaire 2016

Table No.5 Shows the majority of the graduate's students indicate the problem solving ability of the program is good and excellent (i.e. 78%) regarding the problem arises in doing their professional or job related task.

Figure No.2 Problem solving ability of the program.



Source: Tracer Study Questionnaire 2016

Figure No.2 shows that majority of total response regarding the problem solving ability of the program is good and excellent that is 41.30 and 36.96 respectively. From the response of the

graduates we can conclude that quality of the program and relevance of the program is good and excellent.

2.3 Programs' Contribution to graduates' professional and personal development. (by gender, ethnicity and caste; program wise)

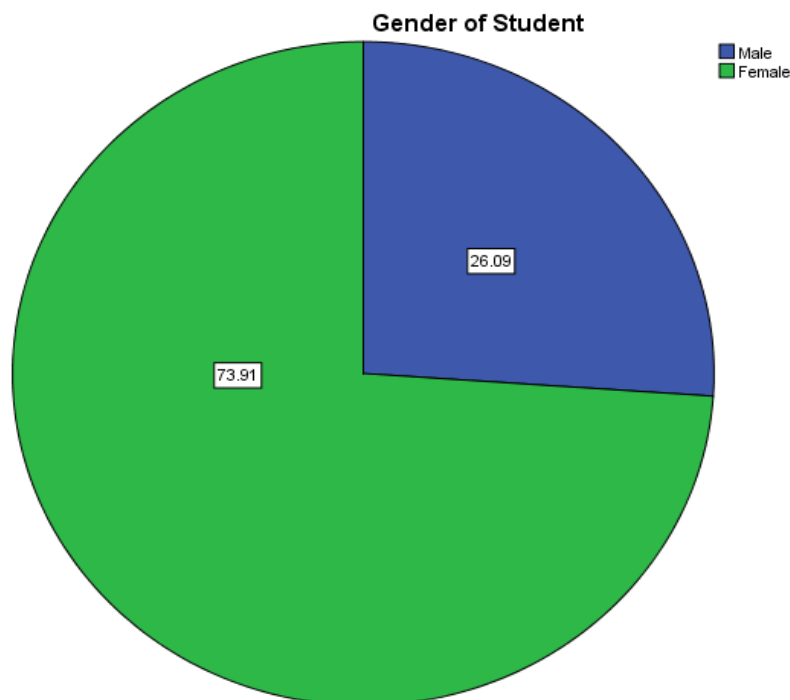
Table No.6 Gender of Graduate Students

Gender	Frequency	Percent
Male	12	26.1
Female	34	73.9
Total	46	100.0

Source: Tracer Study Questionnaire 2016

Table No.6 indicates that there are total 46 students are graduated from this college in year 2016. Out of total graduates 73.9 % represents female and 26.1% represents male. Which shows that most of the graduated students represents the female students.

Figure No.3 Gender of graduate students (in percentage)



Source: Tracer Study Questionnaire 2016

Figure No. 3 indicates that out of total graduates 73.9 % represents female and 26.1% represents male. Which shows that most of the graduated students represents the female students.

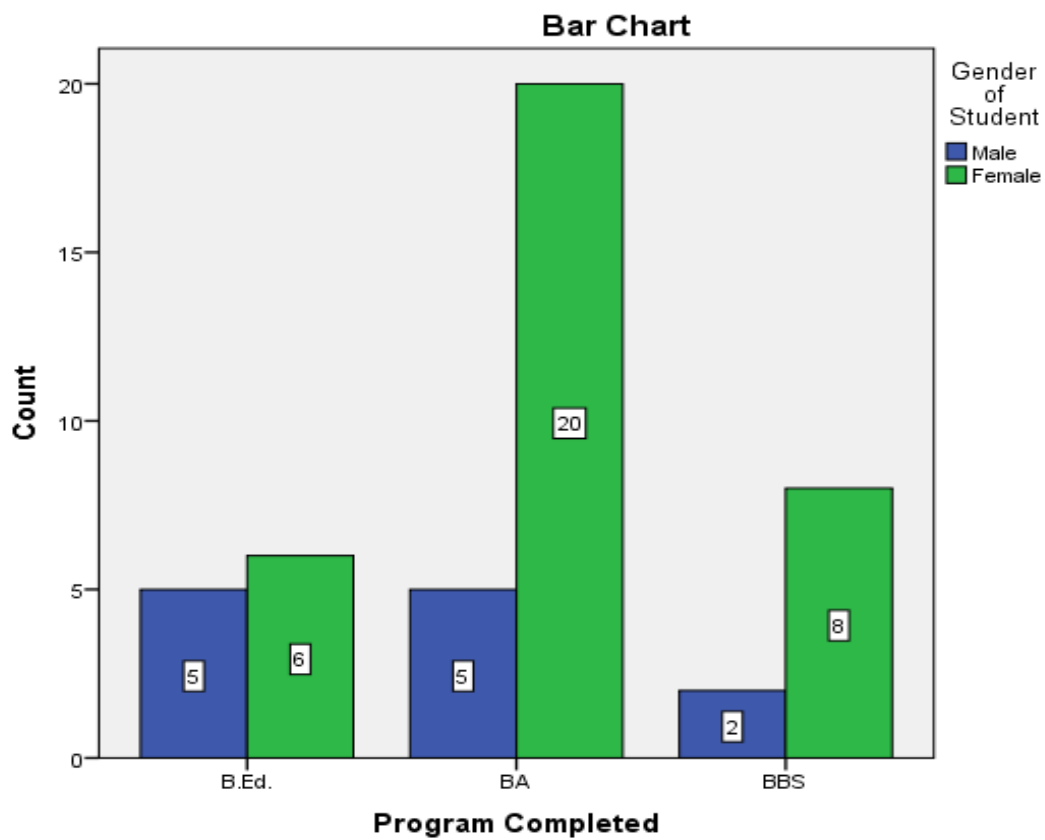
Table No.7 Gender of graduates on different program.

Program Completed	Gender of Student		Total
	Male	Female	
B.Ed.	5	6	11
BA	5	20	25
BBS	2	8	10
Total	12	34	46

Source: Tracer Study Questionnaire 2016

Table No.7 shows that 74% of graduate represents female and rest 26% represent male. Which shows female. Are being more contributed by the program. In all program number of female graduates exceeds the number of male graduates. Which also supports to conclude that program provide more benefit to the female graduates.

Figure No 4 Gender of graduates in each program



Source: Tracer Study Questionnaire 2016

Figure No. 4 Clearly displays that female graduates are high in BA program followed by BBS and B.Ed. However in all program, number of female graduates is higher than male graduates.

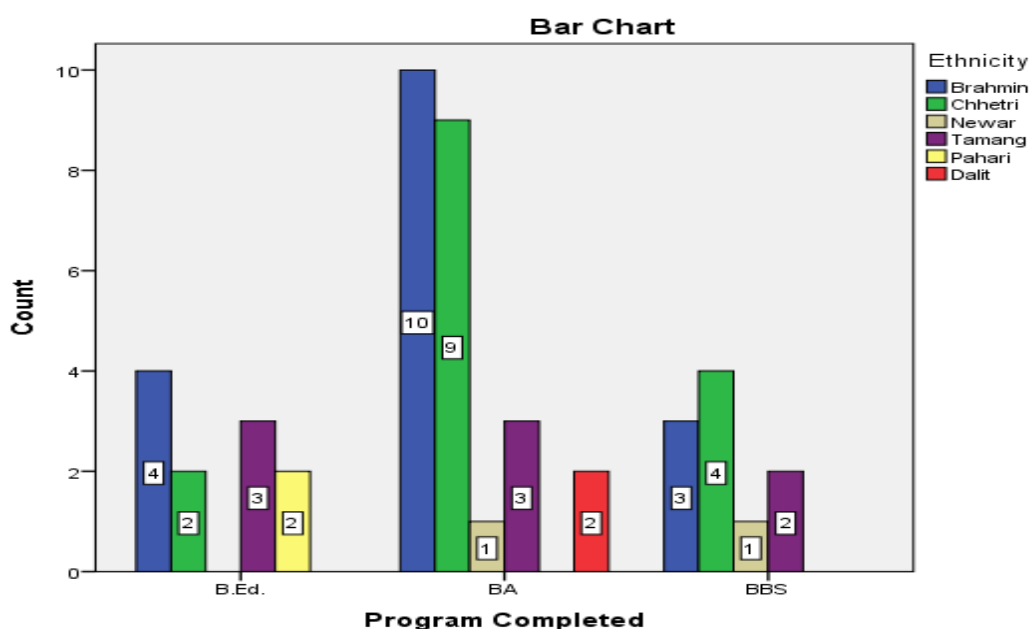
Table No.8 Program Completed by Caste/ Ethnicity

Program Completed		Ethnicity						Total
		Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit	
B.Ed.	% of Total	8.7%	4.3%	0.0%	6.5%	4.3%	0.0%	23.9%
BA	% of Total	21.7%	19.6%	2.2%	6.5%	0.0%	4.3%	54.3%
BBS	% of Total	6.5%	8.7%	2.2%	4.3%	0.0%	0.0%	21.7%
Total	No. of	17	15	2	8	2	2	46
	% of Total	37.0%	32.6%	4.3%	17.4%	4.3%	4.3%	100.0%

Source: Tracer Study Questionnaire 2016

Table No. 8 depicts that most of the graduated students belongs to Brahmin, followed by Chhetri and Tamang. In regards of the program, in B.Ed, Brahmin graduates are more (i.e. 8.7% of total graduates) followed by Tamang graduates (i.e. 6.5% of total). In BA program, Brahmin ethnicity (i.e. 21.7% Brahmin) graduates is high followed by Chhetri (i.e. 19.6%) and Tamang (i.e. 6.5%). In BBS program most of the graduates belong to Chhetri (i.e. 8.7 %) followed by Brahmin (i.e. 6.5%) and Tamang(i.e. 4.3%).In B.Ed program there 4.3% of graduates are Pahari and in BA program 4.3% of graduates are Dalit.

Figure No.5 Ethnicity of graduates in each program



Source: Tracer Study Questionnaire 2016

Figure No. 5 Shows that there is domination of Brahmin and Chhetry in each program. However there is significant portion of other ethnicity in each program like Tamang, Newar. Few caste like Pahari and Dalit are also represented in BA and BBS program.

Table No.9 Representation of ethnicity in each program.

Program		Ethnicity						Total
Completed		Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit	
B.Ed	% within Program Completed	36.4%	18.2%	0.0%	27.3%	18.2%	0.0%	100.0%
BA	% within Program Completed	40.0%	36.0%	4.0%	12.0%	0.0%	8.0%	100.0%
BBS	% within Program Completed	30.0%	40.0%	10.0%	20.0%	0.0%	0.0%	100.0%
	% within Program Completed	37.0%	32.6%	4.3%	17.4%	4.3%	4.3%	100.0%

Source: Tracer Study Questionnaire 2016

Table No 9 indicates that majority of the graduates in each program are from Brahmin and Chhetri (i.e. 36.4% and 18.2% in B.Ed., 40% and 36% in BA and 30% and 40% in BBS program) which is strongly followed by Tamang (i.e. 27.3% in B.Ed., 12% in BA and 20% in BBS program). In B.Ed., 18.2 % of graduates is Pahari and in BA 8 % of graduates is Dalit.

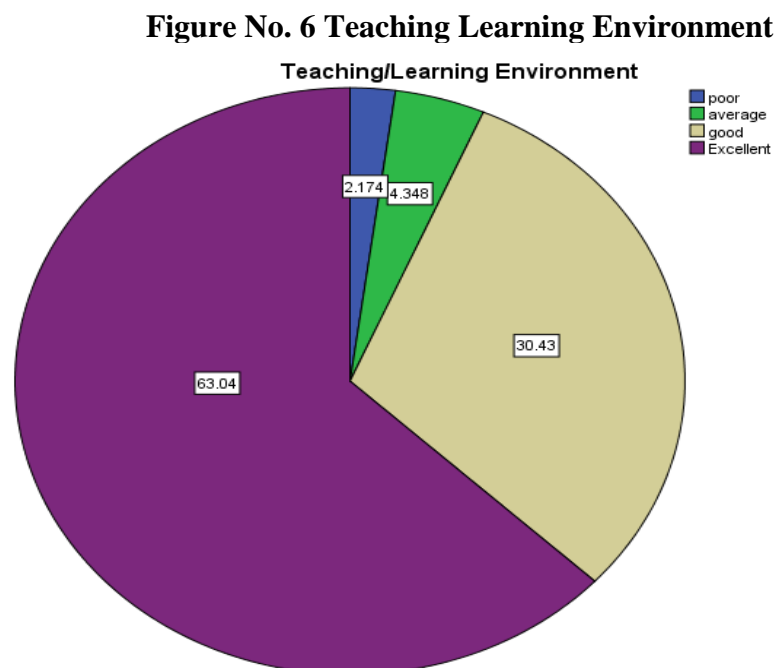
2.4 Issues Related to teaching/ learning, teachers/ Students relationship and education delivery efficiency.

Table No. 10 Teaching Learning Environment

Teaching/Learning Environment	Frequency
Poor	1
Average	2
Good	14
Excellent	29
Total	46

Source: Tracer Study Questionnaire 2016

Table No. 10 Displays the teaching learning environment of this institution is excellent which is strongly followed by good (i.e. 29 and 14 response respectively). Very few response is on poor and average (i.e. 1 and 2 response respectively).



Source: Tracer Study Questionnaire 2016

Figure No. 6 Shows that 93.47% of graduate response is in favor of good teaching learning environment of the institution. But only few 6.53% response is on average and below.

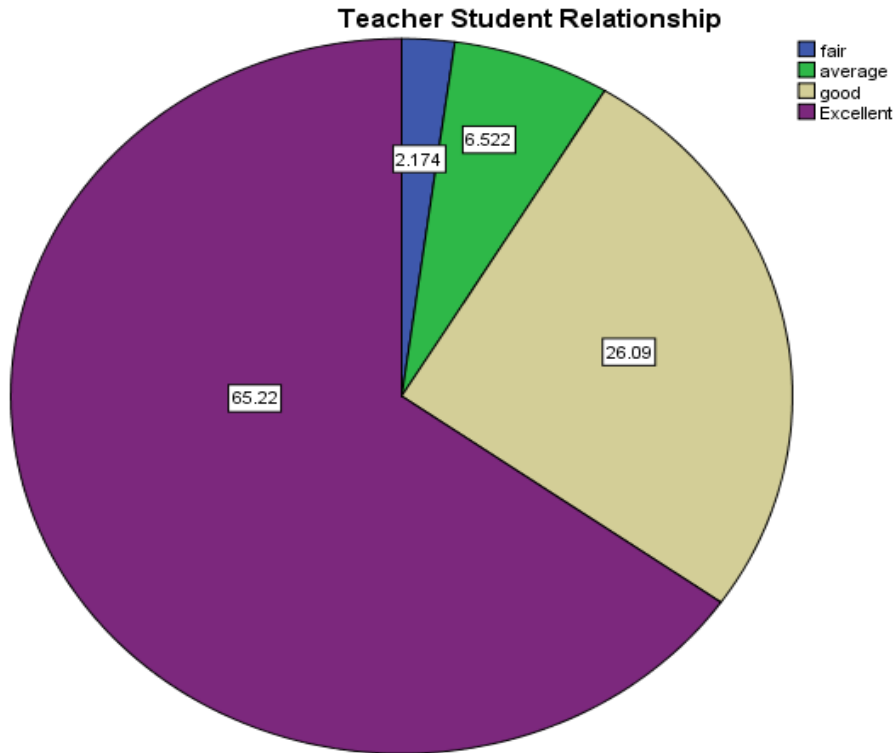
Table No. 11 Teacher/Student Relationship

Teacher/Student Relationship	Frequency
fair	1
average	3
good	12
Excellent	30
Total	46

Source: Tracer Study Questionnaire 2016

Table No. 11 illustrations that teacher / student relationship of the institution is excellent and good. Very few response on fair and average also support the very good relation.

Figure No. 7 Teacher student relationship



Source: Tracer Study Questionnaire 2016

In regards of teacher student's relationship, figure No. 7 shows that 91.31% of responses are on good and excellent. Only few responses (i.e. 8.69%) are on fair and average relationship which also support that teacher / student relationship of the institution is good.

Table No.12 Education delivery efficiency

Quality of Education Delivered	Frequency	Percent
fair	2	4.3
average	3	6.5
good	12	26.1
Excellent	29	63.0
Total	46	100.0

Source: Tracer Study Questionnaire 2016

Table No 12. Indicates the education delivery efficiency of the institution is excellent and good.

None of the response are on very weak and poor education delivery efficiency of the institution which means graduates of this institution are satisfied with the education delivery quality of the institution.

2.5 Issues related to facilities such as library, laboratory, canteen, sports facility, urinals etc.

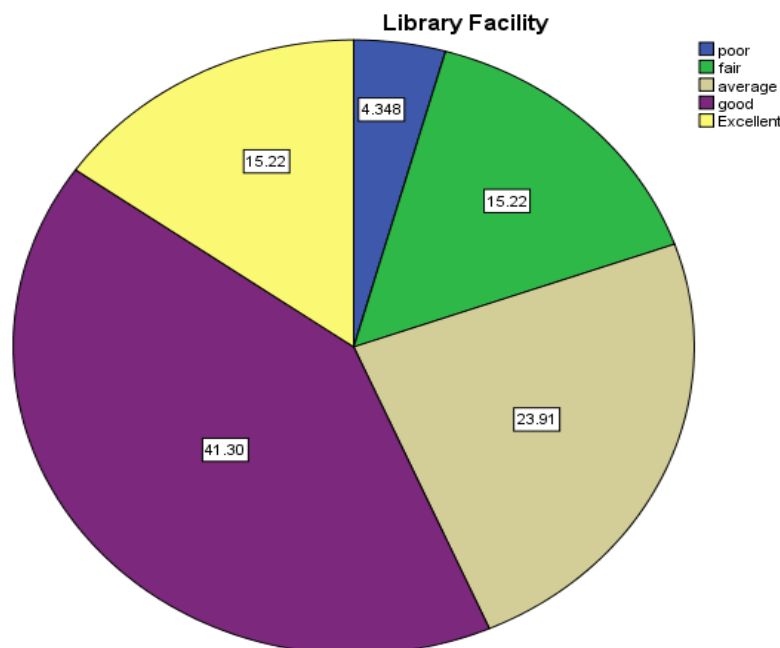
Table No.13 Library Facility

Library Facility	Frequency
Poor	2
Fair	7
Average	11
Good	19
Excellent	7
Total	46

Source: Tracer Study Questionnaire 2016

In an issue on library facility, table No. 13 shows the good and average position of the institution where as responses are scattered on other indicators.

Figure No. 8 Library facility



Source: Tracer Study Questionnaire 2016

Figure No 8. Displays the majority of responses are on good and excellent (i.e. 41.30 % in library facility and 15.22%. But, response on average fair and poor is also covers significant response, 23.91% response on average, 15.22% response is on fair and 4.35% is on poor library facility of the institution.

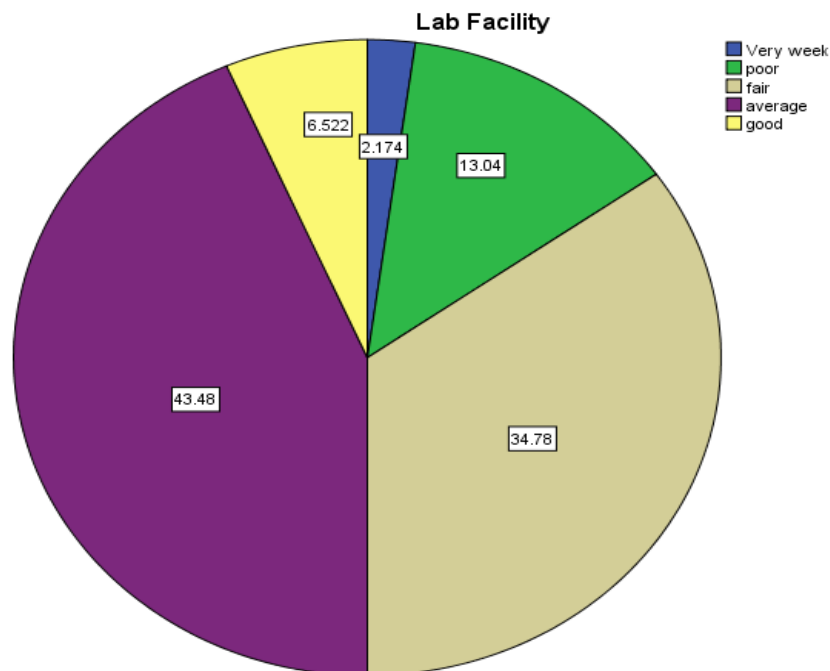
Table No. 14 Lab Facility

Lab Facility	Frequency	Percent
Very week	1	2.2
poor	6	13.0
fair	16	34.8
average	20	43.5
good	3	6.5
Total	46	100.0

Source: Tracer Study Questionnaire 2016

Table No. 14 indicates the lab facility of the campus is satisfactory. Because none of the response is on excellent and some of the response are also on very week and poor. Whereas, most of the response are on fair and average (i.e.36 out 46 response).

Figure No. 9 Lab Facility



Source: Tracer Study Questionnaire 2016

As presented in the figure, highest response of the graduates is on average 43.48%, followed by fair 34.78% and poor 13.04%. Which clearly indicates lab facility of the campus is satisfactory.

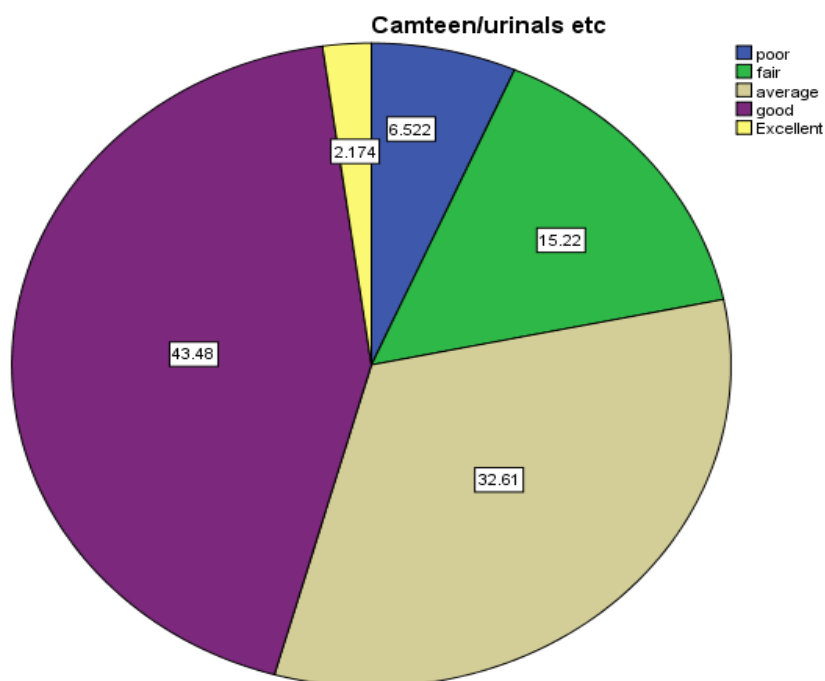
Table No. 15 Canteen and Urinals Facility

Canteen/Urinals	Frequency
poor	3
fair	7
average	15
good	20
Excellent	1
Total	46

Source: Tracer Study Questionnaire 2016

Table No. 15 shows the canteen and urinal facility of the institution is good but not excellent. The response of the graduates on poor is greater than excellent which clearly reveals that the urinal and canteen facility is not sufficient. But most of the response are on good and average.

Figure No. 10 Canteen Urinals facilities



Source: Tracer Study Questionnaire 2016

Figure No. 10 shows, majority of the response is on good and average (i.e. 43.48% and 32.61 % respectively) hence, graduates response indicates that canteen and urinals facility needs to be improved.

Table No. 16 Sports Facility

Sports Facility	Frequency	Percent
poor	9	19.6
fair	24	52.2
average	10	21.7
Good	2	4.3
Excellent	1	2.2
Total	46	100.0

Source: Tracer Study Questionnaire 2016

In an issue related to sports facility, table no 16 depicts that the sports facility of the institution is fair, followed by average and poor (i.e. 52.2%, 21.7% and 19.6% respectively) which supports the sports facility of this institution is not satisfactory and needs to strengthen.

3. MAJOR FINDINGS

3.1 Employment and Further Study Status of the graduates

In an issue of employment and further study status of graduates, out of 46 graduates 43.47 % (i.e. 20) have employed and pursuing further studies and 19.56 % of 46 graduates are employed in organization and pursuing further studies. 23.9 % out of 46 are unemployed but pursuing further studies. There are 26 unemployed graduates and out of 46, 15.21 % are not pursuing further studies however they are employed. Which shows that unemployed but pursuing further study percentage is higher than employed and pursuing further studies. Most of the graduates are unemployed. Number of graduates service in organization and self-employed are 16 and 2 respectively out of 46 graduates. Most of the graduates have the service in an organization and employment status is higher in BA program.

3.2 Issues related to quality and relevance of the programs

In an issue related to quality and relevance of the program, questions have been asked regarding the issues related to major strengths and weaknesses of the institutional program that they have attended. Responses have been observed in 6 point scale, 0 to 5, where 0 indicates very weak and 5 indicates excellent. Mean value of the response of the students response indicates that all the institutional programs are perceived more than average. It indicates that the perception of students on institutional program is good. Problem solving ability, teaching learning environment, quality of education delivered and teacher student's relationship is near to excellent (i.e. mean value is above 4). However, lab facility and sports facility of the institution is just fair. (I.e. mean value is less than 2.5). Teaching learning environment, quality of education delivered and teacher student's relationship is found to be excellent because median value of response of students is 5, which indicates that more than 50 % of the students mark these institutional program excellent. However, lab facility and sports facility of the institution have been shown poor by the respondents.

In an issue of graduates' response to relevance of the program, majority of the response indicate that the relevance of the program is good and excellent (i.e. 65.2%). Out of 46 graduates 27 indicates that relevance of the program is good and 3 graduates indicates that program is excellent. There few number of graduates indicates relevance of program is fair and poor (i.e. 3 fair and 1 poor).

Similarly, in the relevance of the program, 58.70% of the graduates reveals the program relevance is good. 6.522% indicates excellent but very few of the response goes on poor that is 2.174%. Hence, it shows that program launched by the institution is good. In addition, in the case of program solving ability of the program, majority of the graduate's students indicate the problem solving ability of the program is good and excellent (i.e. 78%) regarding the problem arises in doing their professional or job related task.

3.3 Programs' Contribution to graduates' professional and personal development. (by gender, ethnicity and caste; program wise)

Findings while analyzing gender of the programs, total 46 students are graduated from this college in year 2016. Out of total graduates 73.9 % represents female and 26.1% represents male. Which shows that most of the graduated students represents the female students.

Further analyzing the gender of graduates on different program, 74% of graduate represents female and rest 26% represent male. Which shows female. Are being more contributed by the program. In all program number of female graduates exceeds the number of male graduates. Which also supports to conclude that program provide more benefit to the female graduates. Female graduates are high in BA program followed by BBS and B.Ed. However in all program, number of female graduates is higher than male graduates.

In an issue of caste and ethnicity, most of the graduated students belongs to Brahmin, followed by Chhetri and Tamang. In regards of the program, in B.Ed, Brahmin graduates are more (i.e. 8.7% of total graduates) followed by Tamang graduates (i.e. 6.5% of total). In BA program, Brahmin ethnicity (i.e. 21.7% Brahmin) graduates is high followed by Chhetri (i.e. 19.6%) and Tamang (i.e. 6.5%). In BBS program most of the graduates belong to Chhetri(i.e. 8.7 %) followed by Brahmin (i.e. 6.5%) and Tamang(i.e. 4.3%).In B.Ed program there 4.3% of graduates are Pahari and in BA program 4.3% of graduates are Dalit.

Analyzing the representation of ethnicity in each program, majority of the graduates in each program are from Brahmin and Chhetri (i.e. 36.4% and 18.2% in B.Ed., 40% and 36% in BA and 30% and 40% in BBS program) which is strongly followed by Tamang (i.e.27.3% in B.Ed., 12% in BA and 20% in BBS program). In B.Ed., 18.2 % of graduates is Pahari and in BA 8 % of graduates is Dalit.

3.4 Issues Related to teaching/ learning, teachers/ Students relationship and education delivery efficiency.

While analyzing the teaching learning environment of this institution, most of the graduates reveal excellent teaching learning environment of the institution which is strongly followed by good (i.e. 29 and 14 response respectively). Very few response is on poor and average (i.e. 1 and

2 response respectively). It means, 93.47% of graduate response is in favor of good teaching learning environment of the institution. But only few 6.53% response is on average and below.

In regards of teacher student's relationship, 91.31% of responses are on good and excellent. Only few responses (i.e. 8.69%) are on fair and average relationship which also support that teacher / student relationship of the institution is good. Similarly, education delivery efficiency of the institution is excellent and good. None of the response are on very weak and poor education delivery efficiency of the institution which means graduates of this institution are satisfied with the education delivery quality of the institution.

3.5 Issues related to facilities such as library, laboratory, canteen, sports facility, urinals etc.

In an issue on library facility, good and average position of the institution is shown by the graduates. Some responses are scattered on other indicators. While analyzing library facility, majority of the responses are on good and excellent (i.e. 41.30 % and 15.22%. But, response on average fair and poor is also covers significant response, 23.91% response on average, 15.22% response is on fair and 4.35% is on poor library facility of the institution.

Graduates' view on lab facility of the campus is satisfactory. Because none of the response is on excellent and some of the response are also on very week and poor. Whereas, most of the response are on fair and average (i.e.36 out 46 response). Highest response of the graduates is on average 43.48%, followed by fair 34.78% and poor 13.04%. Which clearly indicates lab facility of the campus is satisfactory.

Canteen and urinal facility of the institution is good but not excellent. The response of the graduates on poor is greater than excellent which clearly reveals that the urinal and canteen facility is not sufficient. But most of the response are on good and average (i.e. 43.48% and 32.61 % respectively) hence, graduates response indicates that canteen and urinals facility needs to be improved.

In an issue related to sports facility, the sports facility of the institution is fair, followed by average and poor (i.e. 52.2%, 21.7% and 19.6% respectively) which supports the sports facility of this institution is not satisfactory and needs to strengthen.

4. IMPLICATIONS TO INSTITUTIONAL REFORM

After conducting this research, we have gone through various suggestions and expectations of the graduates. Most vividly as per the suggestions of graduates, campus has to reform on some issues where as some issues have already been reformed after the graduates graduated.

Most of the graduates have suggested that Campus should have good Lab/Library facility. In this issue, institution has already constructed fully equipped lab with 38 computers and library construction has just completed. It is connected with central library and bar code reading system has implemented. This is one of the biggest achievements of this institution.

Equal suggestions go to extracurricular activities and practical based education. In this suggestion, campus has already started PowerPoint presentation system while teaching. Campus started teaching being based on practical. Radio station in campus started functioning for the students proving several radio trainings.

Some important suggestions are on Research based teaching; Job oriented Trainings and internship programs. Here, Campus has Research Management Cell (RMC) which functions in the field of research. Others like Job oriented Trainings and internship programs are on the Strategic Plan of the campus.

Some graduates have suggested on Classroom management, Students' Union, toilet urinal facility, canteen facility to improve. Here toilet facility is really a need to improve whereas, canteen facility is good now.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

As this paper reports the results of a small tracer study and discusses tracer studies as a method of obtaining regular feed-back on the labor market performance of graduates, it can be used as a tool to assist education and manpower planning. Tracer studies provide information on the demand for educated workers. Besides this it has other advantages. First, the surveys are simple to conduct. Secondly, the typical questionnaire used is short and uncomplicated, and can easily be completed by respondents. The third is that almost all of them can be conducted by mail or in a short visit of graduates. They are therefore inexpensive to carry out. The survey can be conducted when graduates return for their graduation ceremony. Fourthly, the data collected by

tracer studies can be easily analyzed and understood by all. Like all techniques to aid policy-making, tracer studies have shortcomings. Some of those shortcomings concern data reliability while others stem from the assumptions that underline tracer studies.

5.2 Recommendations:

- To get up-to date information on the labor market performance of graduates, Tracer Studies should be made regularly
- To train more-people to conduct tracer study effectively
- To train the institutions on the use of SPSS software
- The person in charge should have, as a minimum, practical experiences of survey work
- To launch Masters level in Humanities and Education
- To Manage peaceful environment to study
- Enhanced practical based education
- Presentation based teaching learning system in all levels
- To improve canteen/urinal and drinking water facility