

Tracer Study Report

TSR. Vol. III

TSR of Graduates of 2017

TSR.JBC.



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The report was prepared as part of a Tracer Study (TS) 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, issues related to the quality and relevance of programs, to show uniqueness and positioning of individual campuses, enable universities and institutions managing higher education to make conversant and evidence based decisions about improvements and quality education and services in higher education.

It gives us an immense pleasure in placing on record of our bottomless appreciation and sincere gratitude to all those who have directly or indirectly contributed to this study. Without their support, this report would otherwise, never have witnessed the form it appears at present.

In particular, we are highly indebted to Campus Management Committee, Campus Administration and faculty and staff of Jana Bhawana Campus. Further, we are also thankful to all the graduates of 2017, who filled up the forms and submitted them on time despite of the time limitation we provided.

Lastly, we extend special gratitude and thanks to **University Grants Commission** for providing guideline and support to prepare this report.

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Executive Summary

Jana Bhawana Campus (JBC) is situated at Godawari Municipality-11, Chapagaun, Lalitpur, Nepal. Located at Southern part of Lalitpur district, it covers densely populated areas. The catchment areas of this campus are both rural and urban. Most of the students are from the southern belt of Lalitpur district which is largely rural.

Jana Bhawana Campus, established in 2047 B.S, has been running Bachelor in Business Studies (BBS), Bachelor of Arts (BA), Bachelor of Arts in Social Work (BASW), Bachelor of Education (B.Ed), Bachelor of Computer Application (BCA) at bachelor level and Master of Business Studies (MBS) at master level. JBC has already produced a number of graduates in each of its programs that it has been running except in BCA which is a newly launched program. It is, thus, significant to trace the graduates and know about their employment and further study status and also assess the issues related to quality and relevance of the programs. JBC has already conducted tracer study twice.

The main objective of this tracer study was to know the employment status, give careful consideration on how graduates view their experiences they underwent during their study and their transition to the job market. Further, the campus also wanted to know identify the needs for the improvement of its teaching learning environment and make improvements basing on the suggestions of graduates.

This Tracer study Report (TSR) has covered the graduates of the batch 2017 from JBC who graduated in BBS, BA, B.Ed. and MBS programs run by the campus. Altogether 55 students were involved in the study who furnished the questionnaire form developed by UGC.

Quantitative approaches were used for data collection. The primary method employed in the analysis of data was descriptive analysis. The collected data were computed using Statistical Package for Social Sciences (SPSS) 20.0 version software. The table and figures presented were generated using SPSS program.

The study is organized into five sections: introduction, data presentation and analysis, major findings, implications to institutional reform and conclusion and recommendations. The first section presents background/rationale, objectives, institutional arrangements to conduct the

study, graduate batch taken for the study, data collection - instrument and approach and finally the scope and limitations of the study. The second section provides data presentation and analysis. Likewise, the third section presents major findings of the study. The fourth section presents implications to the institutional reform. The fifth section presents conclusions and recommendations of the study.

Demographic Characteristic of Graduates

The total number of graduates who participated in the study were 55 who graduated in 2017 from JBC. Among the respondents, 80% were female. Out of the total graduates, 45.45%, 40%, 10.9% and 3.63% were graduated in BA, BBS, B.Ed and MBS program respectively. Among them, 61.8 % (i. e. 34) graduates are employed and 38.2% graduates are pursuing further studies. Among the employed graduates (i.e 34), 35.29% graduates are pursuing their further study whereas among unemployed graduates 38.09% students are pursuing their further studies.

Graduates' Responses on Quality Measures of JBC

The teaching learning environment of the institution was found to be excellent as 49.1% remarked excellent which is followed by better indication covering 32.7%. 18.2% graduates pointed the teaching learning environment as collectively average and good and significantly no graduate responded the teaching learning environment fair or poor. The highest percent of graduates i.e 49.09% responded that the teaching learning environment is excellent where as only 7.27% graduates responded average. No graduate responded below average.

In regards of teacher-student relationship, the study found the teacher- student relationship of the institution to be excellent and good as 33 out of 55 respondents have responded either better or excellent. Only 2 graduates have opined that the teacher - student relation is average. 96.37%% of the graduates responded the relation as good, better or excellent. Only few responses (i.e. 3.64%) are on average relationship which indicates that teacher / student relationship of the institution is good.

Similarly, the study found that the education delivery efficiency of the institution is good or above i.e better or excellent as 98.2% students remarked either good or better or excellent. None of the responses are on fair or poor for the indicator - education delivery efficiency of the institution.

Graduates' Response on Library, Lab, Sports, Canteen/Urinals etc

The highest number of graduates responded library facility as better but 3 respondents have responded either fair or poor. Out of 55 graduates 15 have responded library facility as good. The majority of the responses are on good or better (i.e. 27.27% and 32.73%). The responses on average, fair and poor cover 14.55% in total.

Regarding Lab facility, 7 respondents remarked the lab facility excellent but equally 7 respondents remarked it to be poor. In total 40 graduates out of 55 indicated lab facility either good or better or excellent. The highest percent of response of the graduates is on good i.e. 32.73%. It is followed by better 18.18% and average 14.55%.

The graduates responded that the canteen and urinal facility of the institution is not very excellent. Out of 55 graduates, 6 graduates have responded canteen and urinal facility either poor or fair. 10 graduates have responded excellent whereas 29 graduates have responded either average or good or better. The majority of the responses are on good, better and excellent (i.e. collectively 70.91%). But, approximately one third of the total graduates i.e. 29.09% have responded Canteen and Urinals facilities as poor or fair or average. Out of the total 55 graduates 22 i.e. 40.1% graduates have responded the sports facility below good. Only 5 graduates out of 55 graduates have responded sports facility excellent.

Findings

The findings of the study show that JBC's academic activities have been directed towards its broader goals towards producing globally competent human resources. Positive responses of the graduates on issues related to quality and relevance of the programs, teaching learning environment and quality of education delivered show that the campus has been successful to in contributing the students not only for their professional enhancement but also towards a better educational environment. However, the study also pin-points the need for the further enhancement in various areas: extra-curricular activities, sports activities and research based learning.

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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 of Arts
BBS	Bachelors in Business Studies
MBS	Master of Business Studies
BASW	Bachelors of Arts in Social Work
B. Ed.	Bachelors of Education
BCA	Bachelor in Computer Application

1. INTRODUCTION:

The Tracer Study Report 2017, conducted by Janabhawana Campus with the support and guidelines of UGC, summarizes feedback received from the graduates who have accomplished their academic study in their respective programs in the year 2017 A.D. The data was furnished by the graduates and collected by TSTT as per the Tracer Questionnaire provided by UGC. The tracer study was conducted to identify the employment and further study status of the graduates, issues related to the quality and relevance of programs, programs' contribution to graduates' professional and personal development, issues related to teaching learning, teacher student relationship and education delivery efficiency and issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

The study is organized into five sections: introduction; data presentation and analysis; major findings; implications to institutional reform and conclusion and recommendations. The first section presents background/rationale, objectives, institutional arrangements to conduct the study, graduate batch taken for the study, data collection - instrument and approach and the scope and limitations of the study. The second section provides data presentation and analysis. Likewise, the third section presents major findings of the study. The fourth section presents implications to the institutional reform. The fifth section presents conclusions and recommendations of the study.

1.1 Background/Rationale

Jana Bhawana Campus, located at Godawari Municipality 11, Lalitpur is a community campus which runs different academic programs: +2, Bachelor of Arts (BA), Bachelors of Arts Social Work (BASW), Bachelors of Education (B.Ed), Bachelors of Business Studies (BBS), Bachelor in Computer Application (BCA) and Master of Business Studies (MBS). The campus is committed to impart theoretical and practical quality education. It strives to develop its students as the responsible citizens of the country and instills the sense of pride being the 'Janabhawanian'. The mission of this campus is to prepare competent, qualified and creative human resources to overcome the challenges of life by enabling the students to explore the new avenues of knowledge and prosperity. The vision of this institution is to become a leading higher education institution which prepares globally competent human resources and transform the

society by enhancing quality education.

Now a days, campuses and universities embrace the use of tracer studies for excessive 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 conversant and evidence based decisions about improvements and quality education and services in higher education.

Jana Bhawana Campus has conducted this Tracer Study to give careful consideration on how graduates view their experiences they underwent during their study and the transition to the job market. Further, campus also wants to assess the areas in which it needs to improve and bring changes basing on the suggestions of graduates. The Tracer Study Task Team (TSTT) believes that such studies can be relevant 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 for the causal explanations of the relevance and appropriateness of the study conditions, services and programs provided by HEIs and the quality of the graduate product. To be specific, the TSTT expects that this study is very significant for initiating changes in teaching learning methodology, environment and curricular aspect of HEIs like JBC.

1.2 Objectives of the Study

The main objective of this study is to identify the current position of employment and further study status of the graduates of JBC who graduated in the year 2017 A.D and issues related to the quality and relevance of programs. Under the guidelines of this objective, other specific objectives of the study are:

- To identify the current position of graduates of JBC i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- To assess the programs' contribution to graduates' professional and personal development of the graduates of JBC.
- To assess issues related to teaching learning, teacher student relationship and education delivery efficiency at JBC.

- To assess the feedback of the graduates for the improvement of overall teaching learning environment based on JBC graduates' expectations.

1.3 Institutional arrangements to conduct the study

To carry on the Tracer Study, Graduate Tracer Survey (GTS) was conducted by JBC using the questionnaire and guidelines provided by UGC. At first, Tracer Study Task Team was formed comprising of 4 members. The team made a series of telephone calls to the graduates of 2017 A.D. 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 to participate in the survey filling up the survey form. All the graduates filled up the questionnaire as per their knowledge and confusing parts were assisted by the task team. After the forms were filled up, the data were recorded, 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 graduates of 2017 batch have been taken as the institution has already conducted the Tracer Study of the graduates of 2016 batch. The graduates for this study were from the faculty of Humanities, Management and Education at Bachelor Level and from the faculty of Management at Master Level.

1.5 Data Collection - Instrument and approach

The survey was done at JBC with the participation of graduated batch 2017. The TSTT made a series of telephone calls to the graduates. The first call was to inform the graduates about the Tracer Study program. Then, the team introduced the purpose of the survey. After that graduates were called in campus, they were requested to participate in the survey. All the graduates filled up the questionnaire as per their knowledge and confusing parts were assisted by the team. Total 55 graduates participated in this survey.

The collected data were computed into the Statistical Package for Social Sciences (SPSS) version 20.0 at the end of the completion of data collection activity. 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 as 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 study has been limited to the graduated batch, 2017 of JBC.

2. DATA PRESENTATION AND ANALYSIS:

The study was carried out among the graduates who completed B.ED, BA, BBS and MBS in the year 2017. The total number of students who participated in the study is 55.

2.1 Employment and Further Study Status of the graduates

Current Employment Status			Pursuing Further Study		Total
			Yes	No	
Service in an Organization	Count		12	18	30
	% of Total		21.8%	32.7%	54.5%
Self Employed	Count		1	3	4
	% of Total		1.8%	5.5%	7.3%
Unemployed	Count		8	13	21
	% of Total		14.5%	23.6%	38.2%
Total	Count		21	34	55
	% of Total		38.2%	61.8%	100.0%

Source: Tracer Study Questionnaire 2017

Table No.1 depicts that out of 55 graduates 61.8 % (i. e. 34) graduates are employed and 38.2% graduates are pursuing further studies. Among the employed graduates (i.e 34), 35.29% graduates are pursuing their further study whereas among unemployed graduates 38.09% students are pursuing their further studies.

Out of 34 employed graduates, 88.23% of graduates have service in an organization.

Which shows that majority of the graduates are employed but the number of graduates pursuing further education being employed is less.

Table No. 2 Current Employment Status of Graduates in Each Program

Current Employment Status		Program Completed				Total
		B.Ed	BA	BBS	MBS	
Service in an Organization	Count	3	10	15	2	30
	% of Total	5.5%	18.2%	27.3%	3.6%	54.5%
Self Employed	Count	1	3	0	0	4
	% of Total	1.8%	5.5%	0.0%	0.0%	7.3%
Unemployed	Count	2	12	7	0	21
	% of Total	3.6%	21.8%	12.7%	0.0%	38.2%
Total	Count	6	25	22	2	55
	% of Total	10.9%	45.5%	40.0%	3.6%	100.0%

Source: Tracer Study Questionnaire 2017

Table No. 2 shows that majority of the graduates are employed. The number of graduates employed in service related organization and self-employed are 30 and 4 respectively out of 55 graduates. Most of the graduates of Bachelor Level program have the service in an organization and the employment status is higher in BBS program in which out of 22 graduates, 15 i.e. 61.18% graduates are employed and among the graduates of Master Level program, 100% graduates are employed.

2.2 Issues related to quality and relevance of the programs

Table No. 3 Issues Related to Quality and Relevance of the Programs.

Issues	Number of observation	Mean	Median
Relevance of the Program	55	3.73	4
Extra Curricular Activities	55	3.44	4
Problem Solving Abilities	55	3.87	4
Work Placement / Attachment / Internship	55	3.42	4
Teaching Learning Environment	55	4.24	4
Quality of Education Delivered	55	4.22	4
Teacher Student Relationship	55	4.29	5
Library Facility	55	3.62	4
Lab Facility	55	2.73	3
Sports Facility	55	2.80	3
Canteen Urinals	55	3.13	3

Source: Tracer Study Questionnaire 2017

Table No 3 Shows the responses of graduated students regarding the issues related to quality and 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 poor 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. Teaching learning environment, quality of education delivered and teacher student relationship is near to excellent (i.e. mean value is above 4). However, lab facility and sports facility of the institution is average. (i.e. mean value is below 3). The teacher students' 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 this institutional program excellent. The other issues related to quality and relevance of the programs: relevance of the program, extra curricular activities, problem solving abilities, work placement/attachment/internship, teaching learning environment, quality of education delivered and library facility are found to be satisfactory.

However, lab facility, sports facility and canteen/urinal 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.

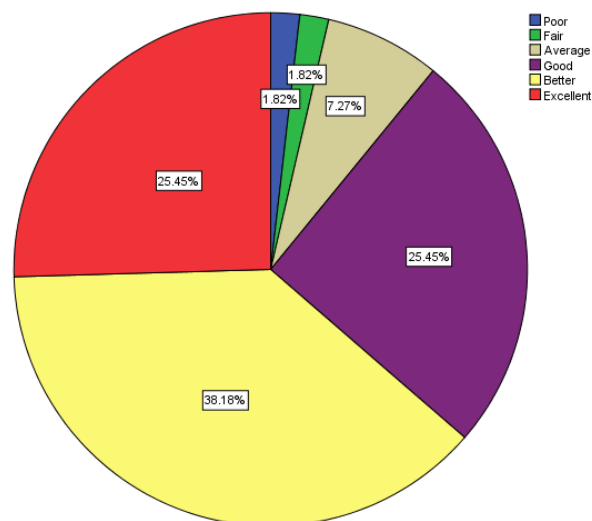
Table No 4 Graduate Response to Relevance of the Program

Relevance of Program	Frequency	Percent	Valid Percent	Cumulative Percent
Poor	1	1.8	1.8	1.8
Fair	1	1.8	1.8	3.6
Average	4	7.3	7.3	10.9
Good	14	25.5	25.5	36.4
Better	21	38.2	38.2	74.5
Excellent	14	25.5	25.5	100.0
Total	55	100.0	100.0	

Source: Tracer Study Questionnaire 2017

Table No. 4 Shows that majority of the responses indicate that the relevance of the program is better and excellent (i.e. 63.7 %). Out of 55 graduates 21 indicate that relevance of the program is better and 14 graduates indicate that program is excellent. Only 3.6% students responded that the relevance of the program was poor and fair. Out of the total respondents, 89.2% students responded that the relevance of the program is above average.

Figure No. 1 Relevance of the program



Source: Tracer Study Questionnaire 2017

Figure No.1 indicates that 38.18% of the graduates revealed the program relevance as better. 25.45% students indicate excellent but very few of the responses pointed the program relevance poor ie. 1.82%. Hence, the data shows that program launched by the institution is good.

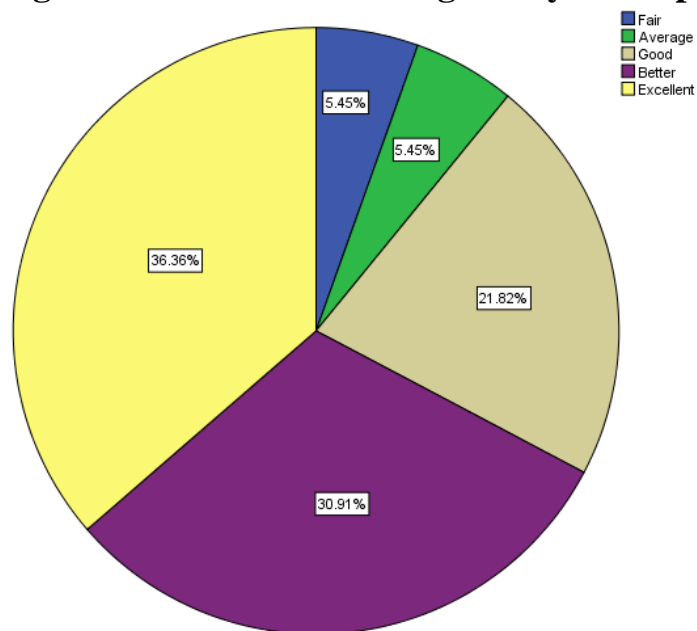
Table No.5 Problem solving ability of the program

Problem Solving Ability	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	3	5.5	5.5	5.5
Average	3	5.5	5.5	10.9
Good	12	21.8	21.8	32.7
Better	17	30.9	30.9	63.6
Excellent	20	36.4	36.4	100.0
Total	55	100.0	100.0	

Source: Tracer Study Questionnaire 2017

Table No.5 Shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 67.3%) regarding the problem solving ability in relation to their professional or job related task. However, 11% students pointed that the problem solving ability of the program was below average.

Figure No.2 Problem solving ability of the program.



Source: Tracer Study Questionnaire 2017

Figure No.2 shows that majority out of the total responses regarding the problem solving ability of the program indicated good, better and excellent status i.e. 89.09%. More than one third of the students i.e. 36.36% students responded that the problem solving ability of the program was excellent. From the responses of the graduates we can conclude that quality of the program and relevance of the program is good, better and excellent.

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

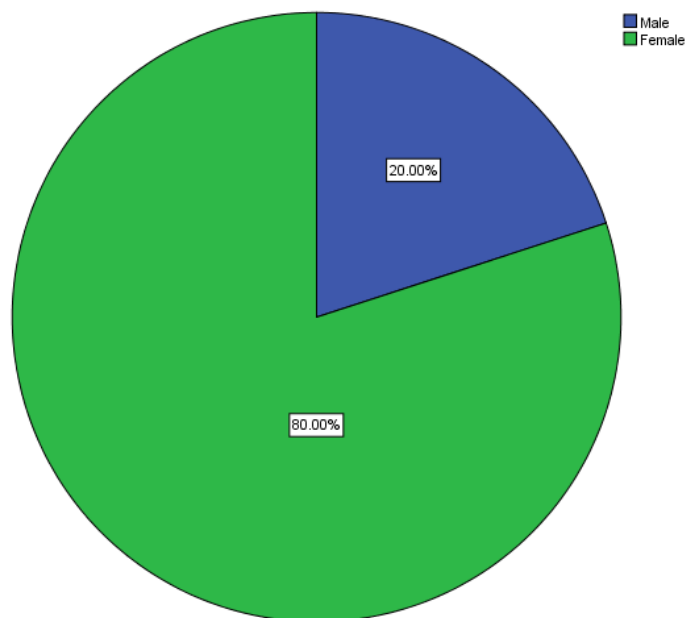
Table No.6 Gender of Graduate Students

Gender	Frequency	Percent
Male	11	20.0
Female	44	80.0
Total	55	100.0

Source: Tracer Study Questionnaire 2017

Table No.6 illustrates that altogether 55 students graduated from this college in the year 2017. Out of the total graduates 80 % were female and 20% were male. It reveals that the number of female graduates in the year 2017 is excessively higher than that of the males.

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



Source: Tracer Study Questionnaire 2017

Figure No. 3 presents the data of the total graduates on the basis of their gender. The data shows that most of the graduated students are the female students and their percentage is exactly 4 times more than that of the males.

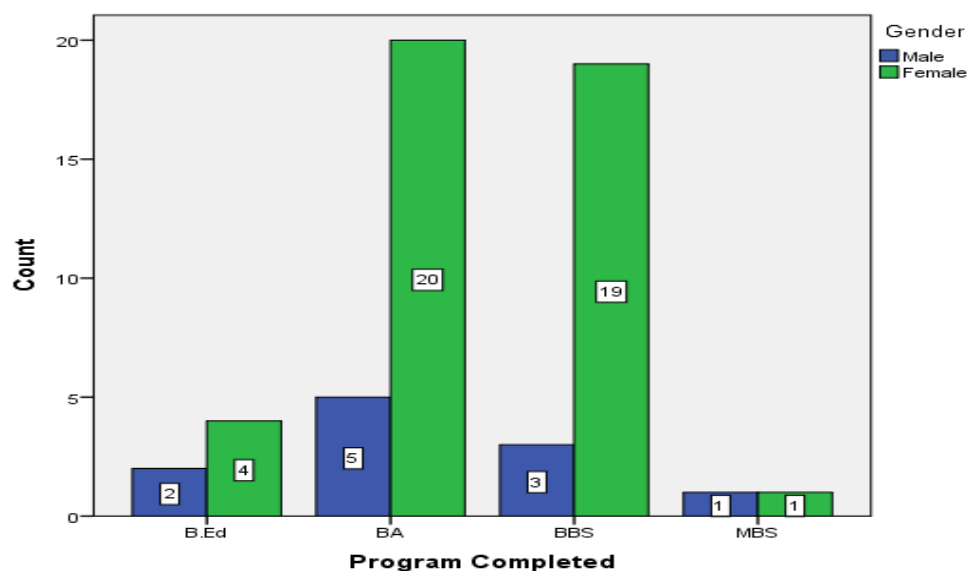
Table No.7 Gender of graduates on different program

Program Completed	Gender		Total
	Male	Female	
B.Ed	2	4	6
BA	5	20	25
BBS	3	19	22
MBS	1	1	2
Total	11	44	55

Source: Tracer Study Questionnaire 2017

Table No.7 shows that 80% of graduate represents female and rest 20% represent male. Which shows female are being more benefited by the program. In all program number of female graduates exceeds the number of male graduates except in MBS. The number of male and female graduate in Master level. The data indicates that program offered are more beneficial to the female graduates.

Figure No 4 Gender of Graduates in Each Program



Source: Tracer Study Questionnaire 2017

Figure No. 4 Clearly displays that female graduates are excessively higher in BBS program followed by BA and B.Ed. However, the number of graduates male and female is equal in MBS. The number of female graduates is higher than male graduates in all programs except MBS.

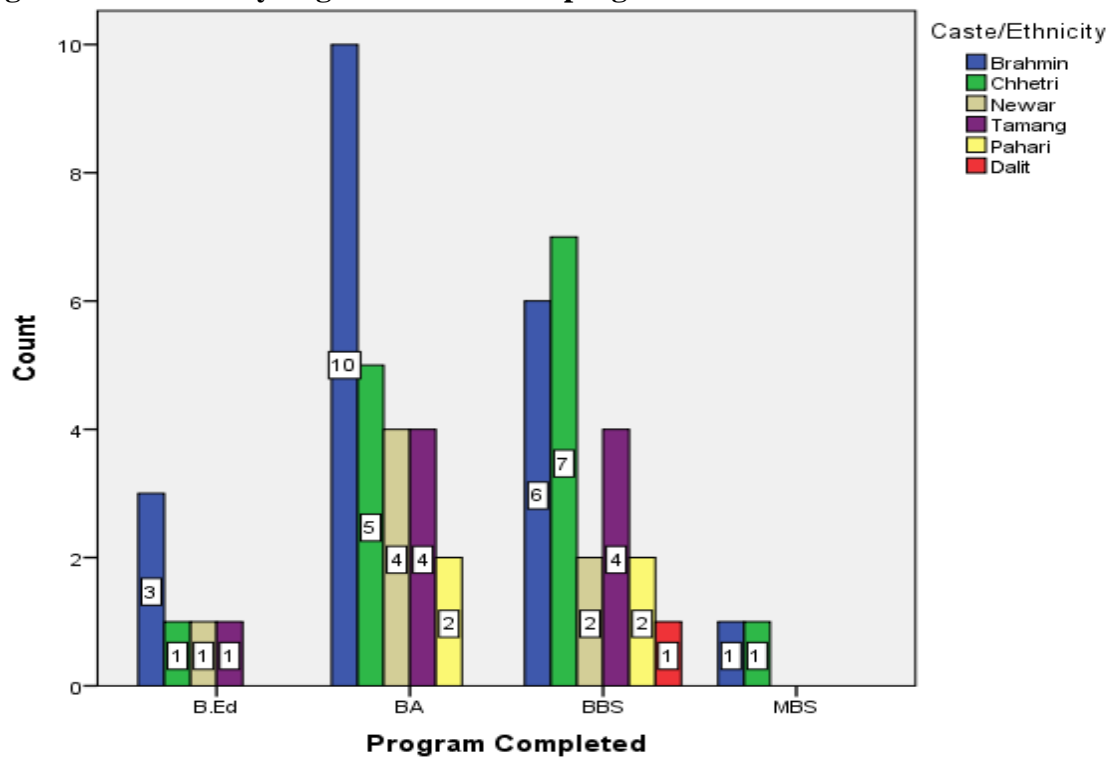
Table No.8 Program Completed by Caste/ Ethnicity

Program Completed		Caste/Ethnicity						Total
		Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit	
B.Ed	Count	3	1	1	1	0	0	6
	% of Total	5.5%	1.8%	1.8%	1.8%	0.0%	0.0%	10.9%
BA	Count	10	5	4	4	2	0	25
	% of Total	18.2%	9.1%	7.3%	7.3%	3.6%	0.0%	45.5%
BBS	Count	6	7	2	4	2	1	22
	% of Total	10.9%	12.7%	3.6%	7.3%	3.6%	1.8%	40.0%
MBS	Count	1	1	0	0	0	0	2
	% of Total	1.8%	1.8%	0.0%	0.0%	0.0%	0.0%	3.6%
Total	Count	20	14	7	9	4	1	55
	% of Total	36.4%	25.5%	12.7%	16.4%	7.3%	1.8%	100.0%

Source: Tracer Study Questionnaire 2017

Table No. 8 depicts that most of the graduated students belong to Brahmin, followed by Chhetri and Tamang. In regards of the program, in B.Ed, Brahmin graduates are more (i.e. 5.5% of total graduates) followed by Chhetri, Newar and Tamang graduates (i.e. 1.8% each of the total). In BA program, Brahmin ethnicity (i.e. 18.2% Brahmin) graduates is high followed by Chhetri (i.e. 9.1%), Newar (7.3%), Tamang (i.e.7.3%) and Pahari (3.6%). In BBS program most of the graduates belong to Chhetri(i.e. 12.7 %) followed by Brahmin (i.e. 10.9%) and Tamang(i.e. 7.3%) and both Newar and Pahari 3.6% each. In MBS program, the graduates belong to only Brahmin and Chhetri with equal portion i.e 1.8% each. Among the total graduates, Brahmin and Chhetri collectively cover 61.9% where as Pahari and Dalit collectively cover 9.1%.

Figure No.5 Ethnicity of graduates in each program



Source: Tracer Study Questionnaire 2017

Figure No. 5 Shows that the demographic composition of Brahmin and Chhetry is higher in each program. However there is significant portion of other ethnicity in Bachelor level program like Tamang and Newar. Few castes like Pahari and Dalit are also represented in BA and BBS program. There is no presence of Newar, Tamng, Pahari and Dalait in MBS program.

Table No.9 Representation of Ethnicity in Each Program.

Program Completed	Caste/Ethnicity						Total
	Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit	
B.Ed	3	1	1	1	0	0	6
% within Program Completed	50.0%	16.7%	16.7%	16.7%	0.0%	0.0%	100.0%
BA	10	5	4	4	2	0	25
% within Program Completed	40.0%	20.0%	16.0%	16.0%	8.0%	0.0%	100.0%
BBS	6	7	2	4	2	1	22
% within Program Completed	27.3%	31.8%	9.1%	18.2%	9.1%	4.5%	100.0%
MBS	1	1	0	0	0	0	2
% within Program Completed	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total	20	14	7	9	4	1	55
% within Program Completed	36.4%	25.5%	12.7%	16.4%	7.3%	1.8%	100.0%

Source: Tracer Study Questionnaire 2017

Table No 9 shows that among the graduates in B.Ed, 50% were Brahmin. Chhetri, Newar and Tamang hold 16.7% each in B.Ed where as there were no graduates representing Phari and Dalit group. Among the graduates in BA, 60% were Brahmin and Chhetri collectively. There was no one to graduate in 2017 batch in BA program from Dalit category. Among the graduates in BBS program, the highest number of graduates belonged to Chhetri i.e. 31.8% where as Dalit graduate covered 4.5%. Among the 2 graduates in MBS program, 1 belonged to Brahmin and the other in Chhetri caste/ethnicity.

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

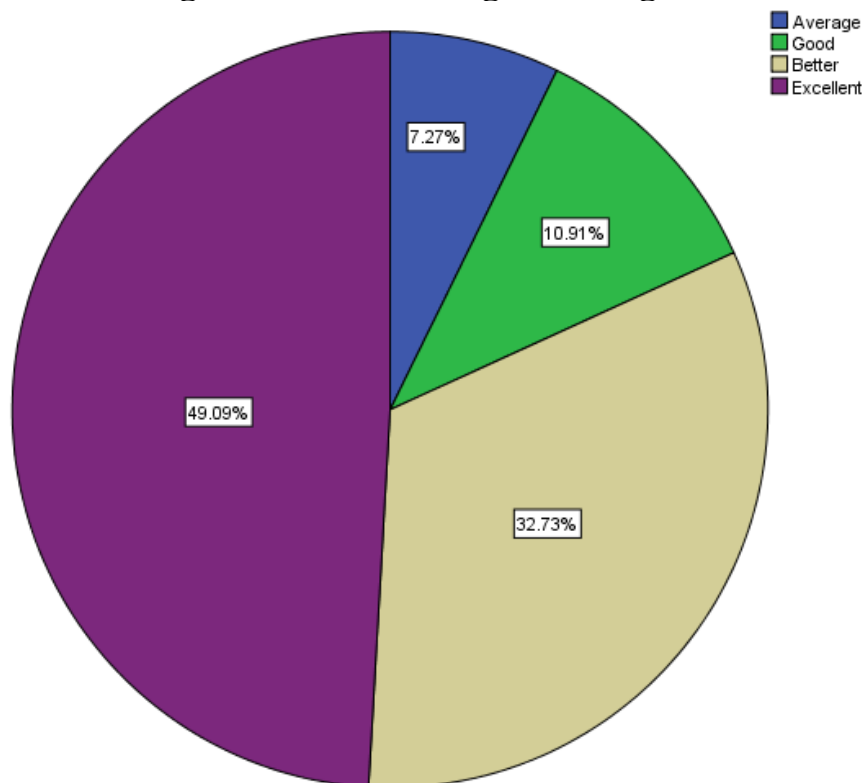
Table No. 10 Teaching Learning Environment

Teaching/Learning Environment	Frequency	Percent
Average	4	7.3
Good	6	10.9
Better	18	32.7
Excellent	27	49.1
Total	55	100.0

Source: Tracer Study Questionnaire 2017

Table No. 10 shows that the teaching learning environment of the institution is excellent as 49.1% remarked excellent which is followed by better indication covering 32.7%. 18.2% graduates pointed the teaching learning environment as collectively average and good and significantly no graduate responded the teaching learning environment fair or poor.

Figure No. 6 Teaching Learning Environment



Source: Tracer Study Questionnaire 2017

Figure No. 6 shows that the highest percent of graduates i.e 49.09% responded that the teaching learning environment is excellent where as only 7.27% graduates responded average. No graduate responded below average.

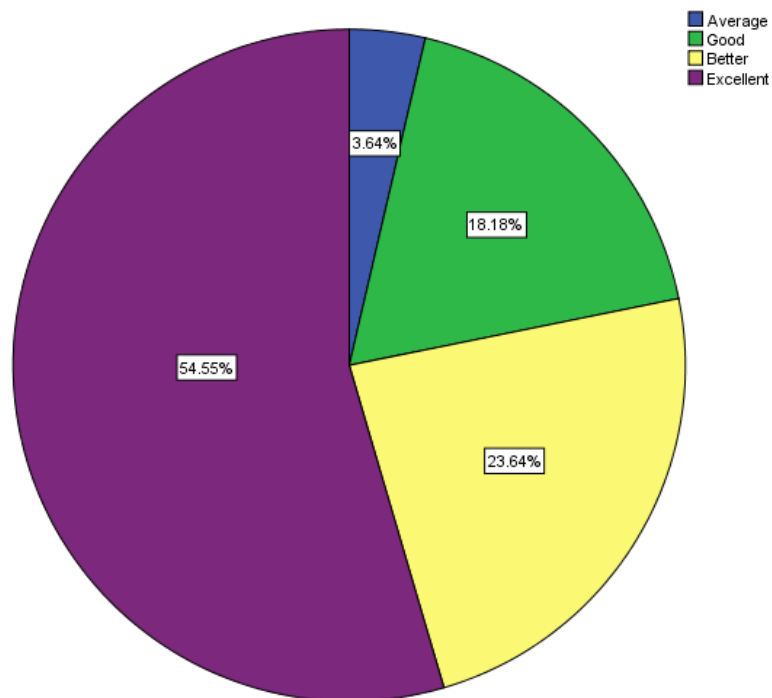
Table No. 11 Teacher/Student Relationship

Teacher/Student Relationship	Frequency	Percent
Average	2	3.6
Good	10	18.2
Better	13	23.6
Excellent	30	54.5
Total	55	100.0

Source: Tracer Study Questionnaire 2017

Table No. 11 shows that teacher / student relationship of the institution is excellent and good as 33 out of 55 respondents have responded either better or excellent. Only 2 graduates have opined that the teacher - student relation is average.

Figure No. 7 Teacher Student Relationship



Source: Tracer Study Questionnaire 2017

In regards of teacher student's relationship, figure No. 7 shows that 96.37%% of the graduates responded the relation as good, better or excellent. Only few responses (i.e. 3.64%) are on average relationship which indicates that teacher / student relationship of the institution is good.

Table No.12 Education Delivery Efficiency

Education Delivery Efficiency	Frequency	Percent
Average	1	1.8
Good	10	18.2
Better	20	36.4
Excellent	24	43.6
Total	55	100.0

Source: Tracer Study Questionnaire 2017

Table No 12. Reveals that the education delivery efficiency of the institution is good or above i.e better or excellent as 98.2% students remarked either good or better or excellent. None of the responses are on fair or poor for the indicator - education delivery efficiency of the institution. It indicates that the 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.

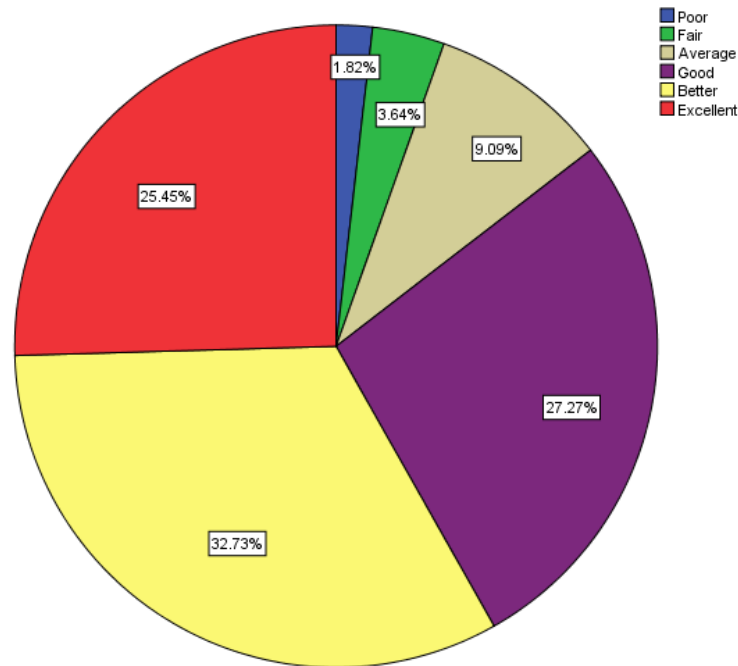
Table No.13 Library Facility

Library Facility	Frequency	Percent
Poor	1	1.8
Fair	2	3.6
Average	5	9.1
Good	15	27.3
Better	18	32.7
Excellent	14	25.5
Total	55	100.0

Source: Tracer Study Questionnaire 2017

In an issue on library facility, table No. 13 shows the highest number of graduates responded library facility as better but even 3 respondents have responded either fair or poor. Out of 55 graduates 15 have responded library facility as good.

Figure No. 8 Library facility



Source: Tracer Study Questionnaire 2017

Figure No 8. shows that majority of the responses are on good or better (i.e. 27.27% and 32.73%). The responses on average, fair and poor cover 14.55% in total. This indicates that the institution still has to make some improvements in library facility.

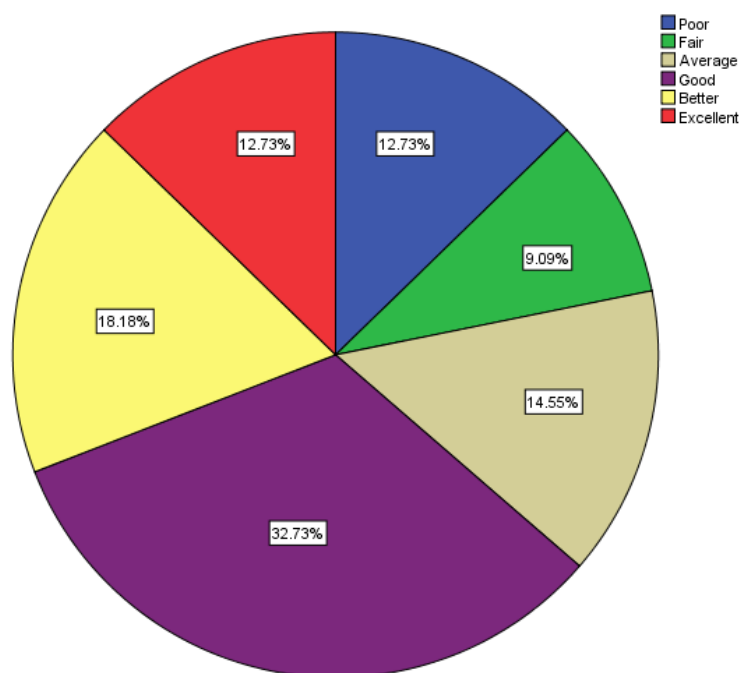
Table No. 14 Lab Facility

Lab Facility	Frequency	Percent
Poor	7	12.7
Fair	5	9.1
Average	8	14.5
Good	18	32.7
Better	10	18.2
Excellent	7	12.7
Total	55	100.0

Source: Tracer Study Questionnaire 2017

Table No. 14 indicates the lab facility of the campus is just satisfactory. Only 7 respondents remarked the lab facility excellent but equally 7 respondents remarked it to be poor. In total 40 graduates out of 55 indicated lab facility either good or better or excellent.

Figure No. 9 Lab Facility



Source: Tracer Study Questionnaire 2017

As presented in the figure, the highest percent of response of the graduates is on good ie. 32.73%. It is followed by better 18.18% and average 14.55%. Equal number of graduates have responded excellent and poor which indicates that lab facility of the campus is just satisfactory.

Table No. 15 Canteen and Urinals Facility

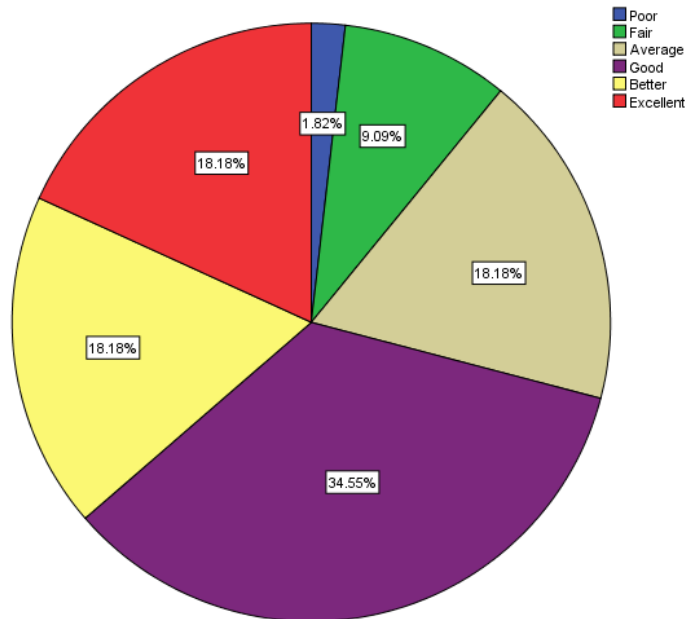
Canteen and Urinal Facility	Frequency	Percent
Poor	1	1.8
Fair	5	9.1
Average	10	18.2
Good	19	34.5
Better	10	18.2
Excellent	10	18.2
Total	55	100.0

Source: Tracer Study Questionnaire 2017

Table No. 15 shows the canteen and urinal facility of the institution is not very excellent. Out of 55 graduates, 6 graduates have responded canteen and urinal facility either poor or fair. 10

graduates have responded excellent whereas 29 graduates have responded either average or good or better.

Figure No. 10 Canteen Urinals facilities



Source: Tracer Study Questionnaire 2017

Figure No. 10 shows, majority of the response is on good, better and excellent (i.e. collectively 70.91%). But, approximately one third of the total graduates i.e.29.09% have responded Canteen and Urinals facilities as poor or fair or average. The institution has to make improvements on Canteen and Urinals facilities.

Table No. 16 Sports Facility

Sports Facility	Frequency	Percent
Poor	3	5.5
Fair	3	5.5
Average	16	29.1
Good	18	32.7
Better	10	18.2
Excellent	5	9.1
Total	55	100.0

Source: Tracer Study Questionnaire 2017

In an issue related to sports facility, table no 16 depicts that the sports facility of the institution is not at level of good or above as out of the total 55 graduates 22 i.e 40.1% graduates have responded it below good. Only 5 graduates out of 55 graduates have responded sports facility excellent which indicates that the institution has to emphasize to supplement more regarding sports facility.

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 55 graduates 61.8 % (i. e. 34) graduates are employed and 38.2% graduates are pursuing further studies. Among the employed graduates (i.e 34), 35.29% graduates are pursuing their further study whereas among unemployed graduates 38.09% students are pursuing their further studies. Out of 34 employed graduates, 88.23% of graduates have service in an organization.

Which shows that majority of the graduates are employed but the number of graduates pursuing further education being employed is less.

The number of graduates employed in service related organization and self-employed are 30 and 4 respectively out of 55 graduates. Most of the graduates of Bachelor Level program have the service in an organization and the employment status is higher in BBS program in which out of 22 graduates, 15 i.e. 61.18% graduates are employed and among the graduates of Master Level program, 100% graduates are employed. In regards to the current employment status of graduates in each program, majority of the graduates are employed.

3.2 Issues related to quality and relevance of the programs

For the assessment of the issues related to quality and relevance of the programs, the responses have been observed in 6 point scale, 0 to 5, where 0 indicates poor 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. Teaching learning environment, quality of education delivered and teacher

student relationship is near to excellent (i.e. mean value is above 4). However, lab facility and sports facility of the institution is average. (i.e. mean value is below 3). The teacher students' 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 this institutional program excellent. The other issues related to quality and relevance of the programs: relevance of the program, extra curricular activities, problem solving abilities, work placement/attachment/internship, teaching learning environment, quality of education delivered and library facility are found to be satisfactory. However, lab facility, sports facility and canteen/urinal 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 responses indicate that the relevance of the program is better and excellent (i.e. 63.7 %). Out of 55 graduates 21 indicate that relevance of the program is better and 14 graduates indicate that program is excellent. Only 3.6% students responded that the relevance of the program was poor and fair. Out of the total respondents, 89.2% students responded that the relevance of the program is above average.

Similarly, in the relevance of the program, 38.18% of the graduates reveals the program relevance as better. 25.45% students indicate excellent but very few of the responses pointed the program relevance poor ie. 1.82%. Hence, the data 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 better and excellent (i.e. 67.3%) regarding the problem arises in doing their professional or job related task. However, 11% students pointed that the problem solving ability of the program was below average.

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

Altogether 55 students graduated from this college in the year 2017. The study carried out among those 55 students shows that out of the total graduates, 80 % were female and 20% were male. It reveals that the number of female graduates in the year 2017 is excessively higher than that of

the males. It shows that most of the graduated students are the female students and their percentage is exactly 4 times more than that of the males.

Further analyzing the gender of graduates in different programs, the data shows that female graduates are excessively higher in BBS program followed by BA and B.Ed. However, the number of graduates male and female is equal in MBS. The number of female graduates is higher than male graduates in all programs except MBS.

In an issue of caste and ethnicity, most of the graduated students belong to Brahmin, followed by Chhetri and Tamang. In regards of the program, in B.Ed, Brahmin graduates are more (i.e. 5.5% of total graduates) followed by Chherit, Newar and Tamang graduates (i.e. 1.8% each of the total). In BA program, Brahmin ethnicity (i.e. 18.2% Brahmin) graduates is high followed by Chhetri (i.e. 9.1%), Newar (7.3%), Tamang (i.e.7.3%) and Pahari (3.6%). In BBS program most of the graduates belong to Chhetri(i.e. 12.7 %) followed by Brahmin (i.e. 10.9%) and Tamang(i.e. 7.3%) and both Newar and Pahari 3.6% each. In MBS program, the graduates belong to only Brahmin and Chhetri with equal portion i.e 1.8% each. Among the total graduates, Brahmin and Chhetri collectively cover 61.9% where as Phari and Dalit collectively cover 9.1%.

While analyzing the representation of ethnicity in each program, it is noted that there is domination of Brahmin and Chhetry in number in each program. However there is significant portion (i.e 30.18%) of other ethnicity in Bachelor level program like Tamang and Newar. Few castes like Pahari and Dalit are also represented in BA and BBS program as they cover (i.e. 9.43). There is no presence of Newar, Tamng, Pahari and Dalait in MBS program. The data shows that there is insignificant representation of other ethnicity except Brahmin and Chhetri.

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

While analyzing the teaching learning environment of this institution, the teaching learning environment of the institution is found to be excellent as 49.1% remarked excellent which is followed by better indication covering 32.7%. 18.2% graduates pointed the teaching learning environment as collectively average and good and significantly no graduate responded the teaching learning environment fair or poor. The highest percent of graduates i.e 49.09%

responded that the teaching learning environment is excellent where as only 7.27% graduates responded average. No graduate responded below average.

In regards of teacher student's relationship, the data shows that teacher / student relationship of the institution is excellent and good as 33 out of 55 respondents have responded either better or excellent. Only 2 graduates have opined that the teacher - student relation is average. 96.37% of the graduates responded the relation as good, better or excellent. Only few responses (i.e. 3.64%) are on average relationship which indicates that teacher / student relationship of the institution is good.

Similarly in regards to education delivery efficiency, the data reveals that the education delivery efficiency of the institution is good or above i.e better or excellent as 98.2% students remarked either good or better or excellent. None of the responses are on fair or poor for the indicator - education delivery efficiency of the institution. It indicates that the 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, the highest number of graduates responded library facility as better but even 3 respondents have responded either fair or poor. Out of 55 graduates 15 have responded library facility as good. The majority of the responses are on good or better (i.e. 27.27% and 32.73%. The responses on average, fair and poor cover 14.55% in total. This indicates that the institution still has to make some improvements in library facility.

Graduates' view on lab facility of the campus is not satisfactory. Only 7 respondents remarked the lab facility excellent but equally 7 respondents remarked it to be poor. In total 40 graduates out of 55 indicated lab facility either good or better or excellent. the highest percent of response of the graduates is on good ie. 32.73%. It is followed by better 18.18% and average 14.55%. Equal number of graduates have responded excellent and poor which indicates that lab facility of the campus is not satisfactory.

Canteen and urinal facility of the institution is good but not excellent. The response of the graduates shows the canteen and urinal facility of the institution is not very excellent. Out of 55 graduates, 6 graduates have responded canteen and urinal facility either poor or fair. 10 graduates have responded excellent whereas 29 graduates have responded either average or good or better. The majority of the response is on good, better and excellent (i.e. collectively 70.91%). But, approximately one third of the total graduates i.e.29.09% have responded Canteen and Urinals facilities as poor or fair or average. The institution has to make improvements on Canteen and Urinals facilities.

In an issue related to sports facility, the sports facility of the institution is not at level of good or above as out of the total 55 graduates 22 i.e 40.1% graduates have responded it below good. Only 5 graduates out of 55 graduates have responded sports facility excellent which indicates that the institution has to emphasize to supplement more regarding sports facility.

4. IMPLICATIONS TO INSTITUTIONAL REFORM

After conducting the study, we have obtained various suggestions and expectations from the graduates. Though JBC has been striving for delivering quality education, the study indicates that the campus still has some areas where it can make further reforms to provide better services to the students. Basing on the suggestions of the graduates, the campus has to make reforms/improvements in the issues like lab facility, sports facility and canteen/urinals.

The study shows that most of the graduates have completed their degree from the discipline of management and humanities and the number of graduates in Education is very less. Therefore, necessary institutional reforms should be initiated to attract more students in B.Ed program.

The ethnicity/caste –wise composition of graduates does not seem inclusive as very few percent respondents are found from 'lower caste' and indigenous communities. In this context, the

institution needs to initiate appropriate policies necessary to attract students from such communities.

Many graduates have offered suggestions to conduct more extracurricular activities, use of audio/visual and practical based activities. Regarding these suggestions, the campus has made some improvements at present equipping many of its classrooms with projectors and teachers have already started using PowerPoint presentation while teaching. Radio station in campus has started functioning for the students providing them 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 in the Strategic Plan of the campus.

Some graduates have suggested for classroom and teacher management. The campus has been improving its infrastructural facilities along with classrooms set up enhancing the facilities.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The findings of the study show that JBC's academic activities have been directed towards its broader goals for contributing towards producing globally competent human resources. Positive response of the graduates on issues related to quality and relevance of the programs, teaching learning environment and quality of education delivered show that the campus has been successful to some extent in contributing the students not only to their professional enhancement but also towards a better educational environment. However, the study also pinpoints the need for the further enhancement in various areas like: extra curricular activities, sports activities, research based practical learning etc.

The study shows that all the programs launched are not equally successful in terms of students enrollment and graduating students in significant number. Some important suggestions are on Research based teaching; Job Oriented Trainings and internship programs. The campus has accelerate its research activities activating Research Management Cell (RMC) more.

5.2 Recommendations:

- Get up-to date information on the labor market performance of graduates, Tracer Studies should be carried out regularly.
- Launch Masters level in Humanities and Education.
- Give more emphasis on creating practical learning environment.
- Enhance RMC and research activities.
- Presentation based teaching learning system in all levels.
- Improve canteen/urinal and drinking water facility.
- Initiate appropriate policies necessary to attract students from minorities/indigenous communities.
- Conduct job oriented trainings and internship programs.
- Emphasis should be given to grow Education program.
- Enhance lab facility, sports activities and practical teaching learning environment.