

Tracer Study Report

TSR. Vol. V

TSR of Graduates of 2019

TSR.JBC.



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Acknowledgements

The report was prepared as part of study scheduled by IQAC, Jana Bhawana Campus in its Annual Action Plan 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 2019, who filled up the forms and submitted them on time despite of the time limitation we provided.

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Jana Bhawana Campus

Tracer Study Task Team

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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 been regularly conducting tracer study since 2015.

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 2019 from JBC who graduated in BBS, BA, B.Ed. and MBS programs run by the campus. Altogether, 48 students were involved in the study who furnished the questionnaire.

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

Out of 48 graduates 47.9 % (i. e. 23) graduates are employed and 33.3% graduates are pursuing further studies. Among the employed graduates (i.e 23), 47.82% graduates are pursuing their further study whereas among unemployed graduates 25% students are pursuing their further studies. Out of 34 employed graduates, 82.60% of graduates have service in an organization. It shows that majority of the graduates are unemployed and only 1/3 number of graduates are pursuing further education.

Further, majority of the graduates are unemployed. The number of graduates employed in service related organization and self-employed are 19 and 4 respectively out of 48 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 19 graduates, 12 i.e. 63.15% graduates are employed and among the graduates of Master Level program, only 50% graduates are employed and they all are self-employed.

Graduates' Responses on Quality Measures of JBC

Graduates' Responses on quality measures 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 below 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 4.25, which indicates that majority of the graduates responded that the teacher student's relationship is good enough. 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.

Regarding the relevance of the programs, the study shows majority of the responses indicate that the relevance of the program is good and above (i.e. 81.3 %). Out of 48 graduates 17 indicate that relevance of the program is better or excellent and 22 graduates indicate that program is good. Only 8.4% students responded that the relevance of the program was poor and fair. Out of the total respondents, 91.6% students responded that the relevance of the program is above average. Hence, the data shows that programs launched by the institution are good and relevant.

Regarding program ability of the program, the study shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 66.2%) regarding the problem solving ability in relation to their professional or job related task. However, 6.3% students pointed that the problem solving ability of the program was below average.

Altogether 48 students graduated from this college in the year 2019. The study carried out among those 48 students shows that out of the total graduates, graduates 64.6 % were female and 35.4% were male. It reveals that the number of female graduates in the year 2019 is excessively higher than that of the males. The data shows that most of the graduated students are the female students and their percentage is approximately 2 times more than that of the males.

Further, the study shows that 43.75% of the graduates were from BA program and out of them 57.14% were male. 39.58% of the graduates were from BBS program and out them 78.53% were female. In MBS 100% graduates are female. In total as well, 64.58% are female graduates which shows female are being more benefited by the program.

Similarly, the study depicts that most of the graduated students belong to Brahmin, followed by Newar and Tamang. In regards of the program, in B.Ed, Brahmin graduates are more (i.e. 75% of total graduates) followed by Tamang graduates (i.e. 25%). In BA program, Brahmin ethnicity (i.e. 42.9% Brahmin) graduates is highest followed by Tamang (i.e.23.8%). In BBS program highest number graduates belong to Brahmin (i.e. 42.1 %) followed by Newar (i.e. 21.1%). In MBS program, the highest number of graduates belong to Brahmin i.e 41.7%. Among the total graduates, Brahmin cover 41.7% where as Tamang and Newar collectively cover 37.6%.

Apart from these, the study shows that shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity whereas B.Ed. doesn't have representation from Chhetri, Newar, Pahari and Gurung ethnicity whereas MBS doesn't have representation from Bramhin, Chhetri, Tamang, Pahari, Dalit and Gurung ethnicity.

Graduates' Responses on Teacher Learning Environment

While analyzing the teaching learning environment of this institution, the teaching learning environment of the institution is better and excellent as 75.1% remarked better and excellent which is followed by good indication covering 22.9%. No graduate responded the teaching learning environment fair or poor.

In regards of teacher student's relationship, the study shows that 95.83%% of the graduates responded the relation as good, better or excellent. Only few responses (i.e. 4.17%) 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 97.9% students remarked either good or better or excellesnt. 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.

Graduates' responses to facilities such as library, laboratory, canteen, sports facility, urinals etc.

In an issue on library facility, the study shows the highest number of graduates responded library facility as better but even 3 respondents have responded either fair or poor. Out of 48 graduates 12 have responded library facility as good. It shows that only 29.2% students opine that the library facility is excellent. This indicates that the institution still has to make some improvements in library facility.

Further, the study indicates the lab facility of the campus is just satisfactory. Only 3 respondents remarked the lab facility excellent but 10 respondents remarked it to be poor or fair. In total 26 graduates out of 48 indicated lab facility either good or better or excellent. Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it.

Regarding canteen and urinal facility the study shows the canteen and urinal facility of the institution is not very excellent. Out of 48 graduates, 11 graduates have responded canteen and urinal facility either poor or fair. Only 4 graduates have responded excellent whereas 33 graduates have responded either average or good or better. The institution has to make improvements on Canteen and Urinals facilities.

In an issue related to sports facility, the study depicts that the sports facility of the institution is not at level of good or above as out of the total 48 graduates 22 i.e 54.16% graduates have responded it below good. Only 8.33% graduates have responded sports facility excellent which indicates that the institution has to emphasize to supplement more regarding sports facility.

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

B. Ed.	Bachelors of Education
BA	Bachelors of Arts
BASW	Bachelors of Arts in Social Work
BBS	Bachelors in Business Studies
BCA	Bachelor in Computer Application
GTS	Graduate Tracer Studies
HEI	Higher Education Institutions
JBC	Jana Bhawana Campus
MBS	Master of Business Studies
SPSS	Statistical Package for Social Sciences
TS	Tracer Studies
TSR	Tracer Study Report
TSTT	Tracer Study Task Team

1. INTRODUCTION

The Tracer Study Report 2019, conducted by Jana Bhawana Campus, as a part of IQAC Plan of Action scheduled in its annual plan and summarizes feedback received from the graduates who have accomplished their academic study in their respective programs in the year 2019 A.D. The data was furnished by the graduates and collected by TSTT as per the Tracer Questionnaire. 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 2019 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 applying quantitative method using the survey form. At first, Tracer Study Task Team was formed comprising of 4 members. The team made a series of telephone calls to the graduates of 2019 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 2019 batch have been taken as the institution has already conducted the Tracer Study of the graduates of 2018 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 2019. 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 48 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, 2018 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 2019. The total number of students who participated in the study is 48.

2.1 Employment and Further Study Status of the graduates

Table 1: Current Employment Status * Pursuing Further Study

			Pursuing Further Study		Total
			Yes	No	
Current Employment Status	Service in an Organization	Count	10	9	19
		% of Total	20.8%	18.8%	39.6%
	Self Employed	Count	1	3	4
		% of Total	2.1%	6.3%	8.3%
	Unemployed	Count	5	20	25
		% of Total	10.4%	41.7%	52.1%
Total	Count	16	32	48	
	% of Total	33.3%	66.7%	100.0%	

Source: Tracer Study Questionnaire 2019

Table No.1 depicts that out of 48 graduates 47.9 % (i. e. 23) graduates are employed and 33.3% graduates are pursuing further studies. Among the employed graduates (i.e 23), 47.82% graduates are pursuing their further study whereas among unemployed graduates 25% students are pursuing their further studies.

Out of 34 employed graduates, 82.60% of graduates have service in an organization.

Which shows that majority of the graduates are unemployed and only 1/3 number of graduates are pursuing further education.

Table 2: Current Employment Status of Graduates in Each Program

			Program Completed				Total
			B.Ed	BA	BBS	MBS	
Current Employment Status	Service in an Organization	Count	1	6	12	0	19
		% of Total	2.1%	12.5%	25.0%	0.0%	39.6%
	Self Employed	Count	0	2	0	2	4
		% of Total	0.0%	4.2%	0.0%	4.2%	8.3%
	Unemployed	Count	3	13	7	2	25
		% of Total	6.3%	27.1%	14.6%	4.2%	52.1%
Total	Count	4	21	19	4	48	
	% of Total	8.3%	43.8%	39.6%	8.3%	100.0%	

Source: Tracer Study Questionnaire 2019

Table No. 2 shows that majority of the graduates are unemployed. The number of graduates employed in service related organization and self-employed are 19 and 4 respectively out of 48 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 19 graduates, 12 i.e. 63.15% graduates are employed and among the graduates of Master Level program, only 50% graduates are employed and they all are self-employed.

2.2 Issues related to quality and relevance of the programs

Table 3: Issues Related to Quality and Relevance of the Programs

Issues	Number of Observation	Mean
Relevance of the Program	48	3.21
Extra Curricular Activities	48	2.83
Problem Solving Abilities	48	3.44
Work Placement / Attachment / Internship	48	2.85
Teaching Learning Environment	48	4.04
Quality of Education Delivered	48	4.08
Teacher Student Relationship	48	4.25
Library Facility	48	3.75
Lab Facility	48	2.67
Sports Facility	48	2.58
Canteen Urinals	48	3.33
Valid N (listwise)	48	

Source: Tracer Study Questionnaire 2019

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 below 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 4.25, which indicates that majority of the graduates responded that the teacher student's relationship is good enough. 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.

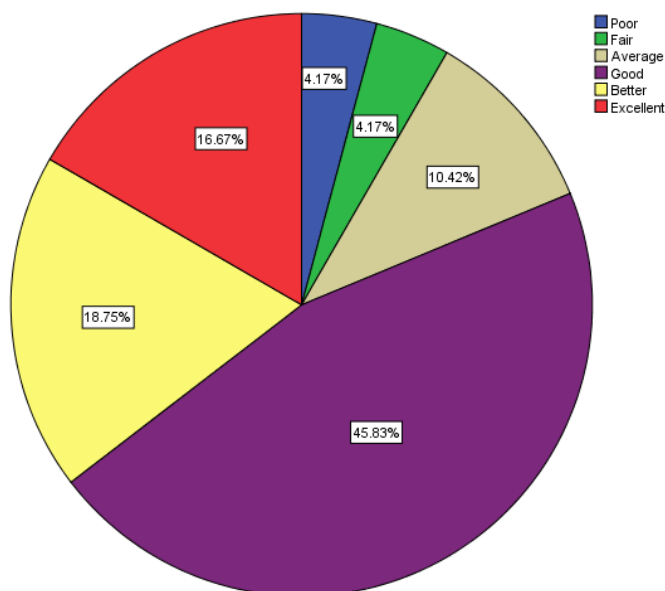
Table 4: Graduate Response to Relevance of the Program

Relevance of Program		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	4.2	4.2	4.2
	Fair	2	4.2	4.2	8.3
	Average	5	10.4	10.4	18.8
	Good	22	45.8	45.8	64.6
	Better	9	18.8	18.8	83.3
	Excellent	8	16.7	16.7	100.0
Total		48	100.0	100.0	

Source: Tracer Study Questionnaire 2019

Table No. 4 Shows that majority of the responses indicate that the relevance of the program is good and above (i.e. 81.3%). Out of 48 graduates 17 indicate that relevance of the program is better or excellent and 22 graduates indicate that program is good. Only 8.4% students responded that the relevance of the program was poor and fair. Out of the total respondents, 91.6% students responded that the relevance of the program is above average.

Figure 1: Relevance of the program



Source: Tracer Study Questionnaire 2019

Hence, the data shows that programs launched by the institution are good and relevant.

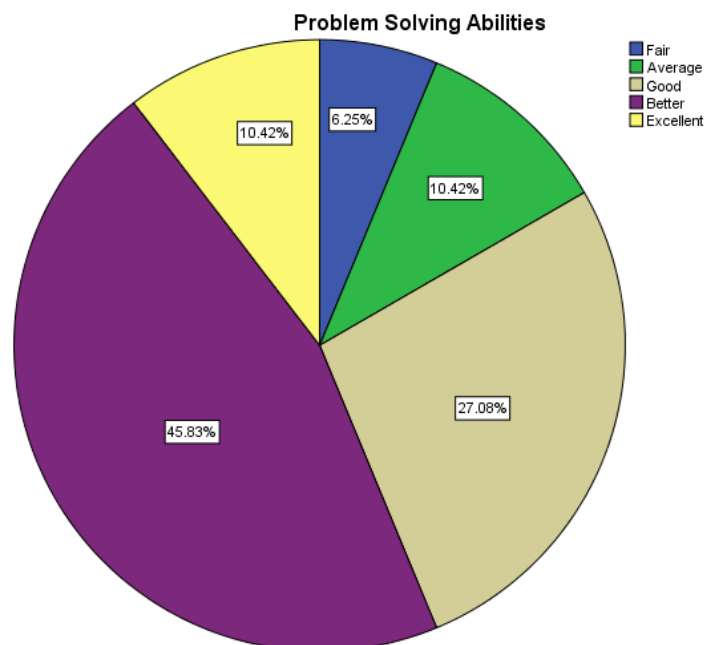
Table 5: Problem solving ability of the program

Problem Solving Ability		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	3	6.3	6.3	6.3
	Average	5	10.4	10.4	16.7
	Good	13	27.1	27.1	43.8
	Better	22	45.8	45.8	89.6
	Excellent	5	10.4	10.4	100.0
Total		48	100.0	100.0	

Source: Tracer Study Questionnaire 2019

Table No.5 Shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 66.2%) regarding the problem solving ability in relation to their professional or job related task. However, 6.3% students pointed that the problem solving ability of the program was below average.

Figure 2: Problem solving ability of the program



Source: Tracer Study Questionnaire 2019

Figure No.2 shows that two third of the students responded that the problem-solving ability of the program was better and excellent. From the responses of the graduates, we can conclude that quality of the problem-solving ability is better and excellent.

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

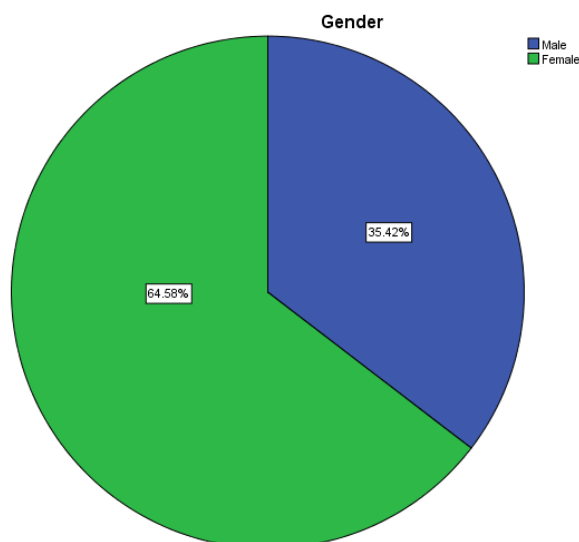
Table 6: Gender of Graduate Students

Gender		Frequency	Percent
Valid	Male	17	35.4
	Female	31	64.6
	Total	48	100.0

Source: Tracer Study Questionnaire 2019

Table No.6illustrates that altogether 48 students graduated from this college in the year 2019. Out of the total graduates 64.6 % were female and35.4% were male. It reveals that the number of female graduates in the year 2019 is excessively higher than that of the males.

Figure 3: Gender of graduate students (in percentage)



Source: Tracer Study Questionnaire 2019

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 approximately 2 times more than that of the males.

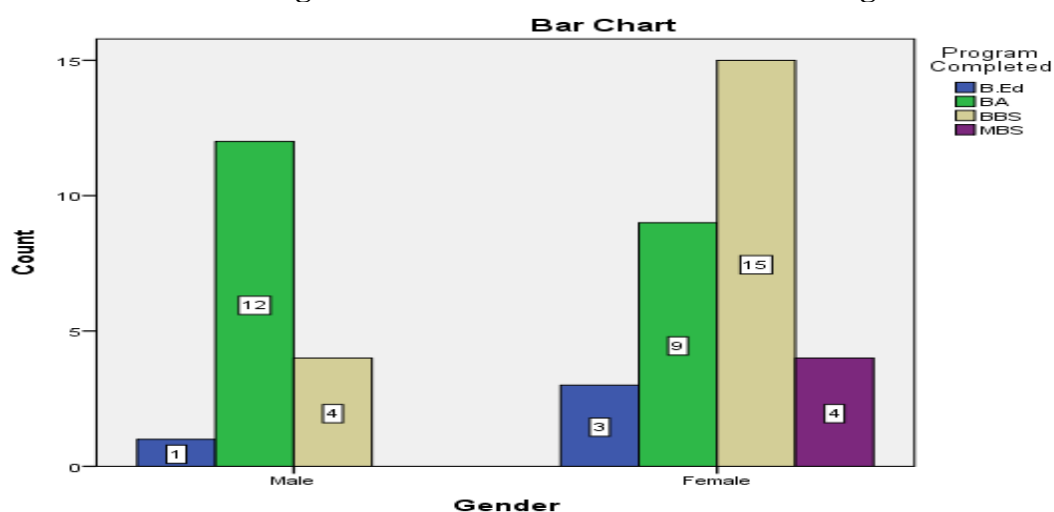
Table 7: Gender of graduates on different program

		Program Completed				Total
		B.Ed	BA	BBS	MBS	
Gender	Male	1	12	4	0	17
	Female	3	9	15	4	31
Total		4	21	19	4	48

Source: Tracer Study Questionnaire 2019

Table No.7 shows that 43.75% of the graduates were from BA program and out of them 57.14% were male. 39.58% of the graduates were from BBS program and out them 78.53% were female. In MBS 100% graduates are female. In total as well, 64.58% are female graduates which shows female are being more benefited by the program.

Figure 4: Gender of Graduates in Each Program



Source: Tracer Study Questionnaire 2019

Figure No. 4 Clearly displays that female graduates are excessively higher in MBS, BBS and B.ED program and male graduates exceed in BA program. The number of female graduates is higher than male graduates in all programs except.

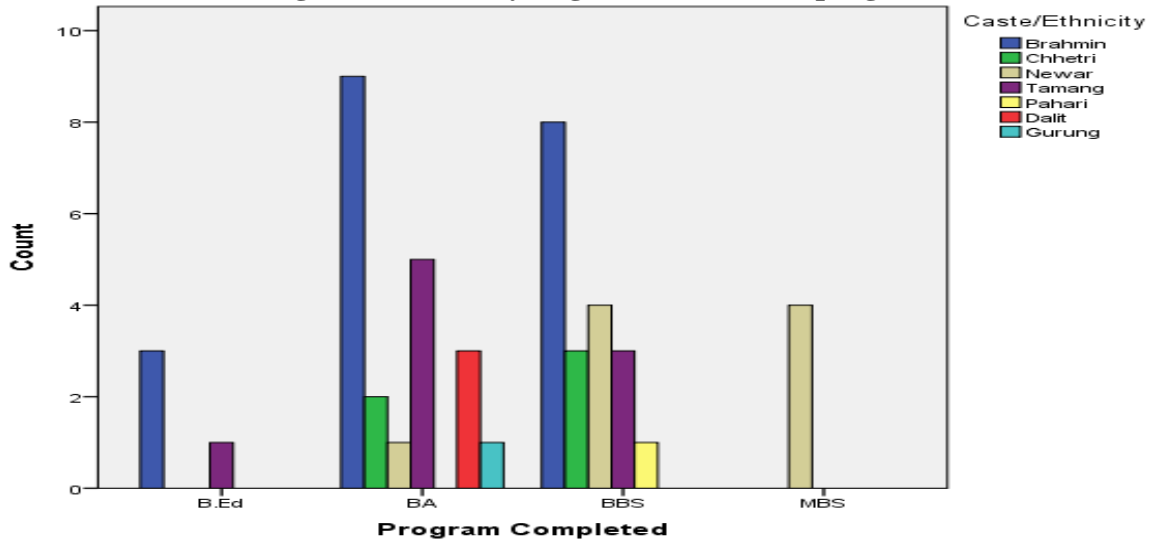
Table 8: Program Completed by Caste/ Ethnicity

Program Completed	Caste/Ethnicity							Total
	Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit	Gurung	
B.Ed Count	3	0	0	1	0	0	0	4
% within Program Completed	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	100.0%
BA Count	9	2	1	5	0	3	1	21
% within Program Completed	42.9%	9.5%	4.8%	23.8%	0.0%	14.3%	4.8%	100.0%
BBS Count	8	3	4	3	1	0	0	19
% within Program Completed	42.1%	15.8%	21.1%	15.8%	5.3%	0.0%	0.0%	100.0%
MBS Count	0	0	4	0	0	0	0	4
% within Program Completed	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total Count	20	5	9	9	1	3	1	48
% within Program Completed	41.7%	10.4%	18.8%	18.8%	2.1%	6.3%	2.1%	100.0%

Source: Tracer Study Questionnaire 2019

Table No. 8 depicts that most of the graduated students belong to Brahmin, followed by Newar and Tamang. In regards of the program, in B.Ed, Brahmin graduates are more (i.e. 75% of total graduates) followed by Tamang graduates (i.e. 25%). In BA program, Brahmin ethnicity (i.e. 42.9% Brahmin) graduates is highest followed by Tamang (i.e.23.8%). In BBS program highest number graduates belong to Brahmin (i.e. 42.1 %) followed by Newar (i.e. 21.1%).In MBS program, thehighest numberof graduates belong to Brahmin i.e 41.7%. Among the total graduates, Brahmin cover41.7% where as Tamang and Newar collectively cover 37.6%.

Figure 5: Ethnicity of graduates in each program



Source: Tracer Study Questionnaire 2019

Figure No. 5 Shows that the demographic composition of Brahmin and Tamngis higher in each program however there is no representation in MBS. There is uneven distribution of ethnicity in all programs.

Table 9: Representation of Ethnicity in Each Program

Program Completed		Caste/Ethnicity							Total
		Brahmin	Chhetri	Newar	Tamang	Pahari	Dalit	Gurung	
B.Ed	Count	3	0	0	1	0	0	0	4
	% within Program Completed	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	100.0%
BA	Count	9	2	1	5	0	3	1	21
	% within Program Completed	42.9%	9.5%	4.8%	23.8%	0.0%	14.3%	4.8%	100.0%
BBS	Count	8	3	4	3	1	0	0	19
	% within Program Completed	42.1%	15.8%	21.1%	15.8%	5.3%	0.0%	0.0%	100.0%
MBS	Count	0	0	4	0	0	0	0	4
	% within Program Completed	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total	Count	20	5	9	9	1	3	1	48
	% within Program Completed	41.7%	10.4%	18.8%	18.8%	2.1%	6.3%	2.1%	100.0%

Source: Tracer Study Questionnaire 2019

Table No 9 shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity whereas B.Ed. doesn't have representation from Chhetri, Newar, Pahari and Gurung ethnicity whereas MBS doesn't have representation from Bramhin, Chhetri, Tamang, Pahari, Dalit and Gurung ethnicity.

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

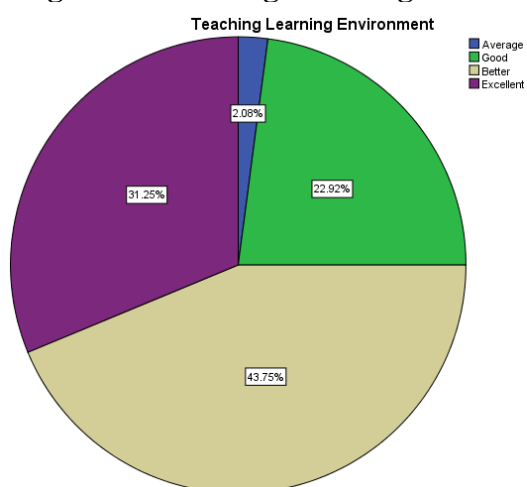
Table 10: Teaching Learning Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	2.1	2.1	2.1
	Good	11	22.9	22.9	25.0
	Better	21	43.8	43.8	68.8
	Excellent	15	31.3	31.3	100.0
	Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2019

Table No. 10 shows that the teaching learning environment of the institution is better and excellent as 75.1% remarked better and excellent which is followed by good indication covering 22.9%. No graduate responded the teaching learning environment fair or poor.

Figure 6: Teaching Learning Environment



Source: Tracer Study Questionnaire 2019

Figure No. 6 shows that the highest percent of graduates i.e 43.75% responded that the teaching learning environment is better where as only 2.08% graduates responded average. No graduate responded below average.

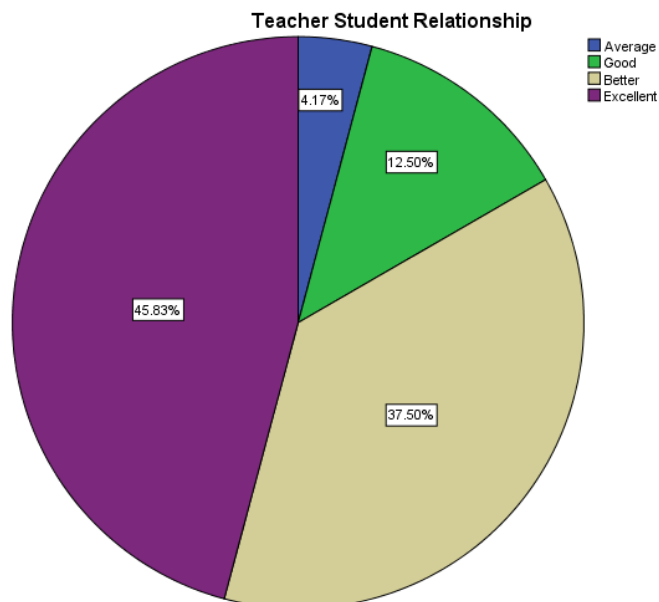
Table 11: Teacher/Student Relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	2	4.2	4.2	4.2
Good	6	12.5	12.5	16.7
Better	18	37.5	37.5	54.2
Excellent	22	45.8	45.8	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2019

Table No. 11 shows that teacher / student relationship of the institution is excellent and good as 40 out of 48 respondents have responded either better or excellent. Only 2 graduates have opined that the teacher - student relation is average.

Figure 7: Teacher Student Relationship



Source: Tracer Study Questionnaire 2019

In regards of teacher student's relationship, figure No. 7 shows that 95.83% of the graduates responded the relation as good, better or excellent. Only few responses (i.e. 4.17%) are on average relationship which indicates that teacher / student relationship of the institution is good.

Table 12: Education Delivery Efficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	1	2.1	2.1	2.1
Good	11	22.9	22.9	25.0
Better	21	43.8	43.8	68.8
Excellent	15	31.3	31.3	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2019

Table No 12. Reveals that the education delivery efficiency of the institution is good or above i.e better or excellent as 97.9% 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 13: Library Facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	1	2.1	2.1	2.1
Fair	2	4.2	4.2	6.3
Average	2	4.2	4.2	10.4
Good	12	25.0	25.0	35.4
Better	17	35.4	35.4	70.8
Excellent	14	29.2	29.2	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2019

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 48 graduates 12 have responded library facility as good.

It shows that only 29.2% students opine that the library facility is excellent. This indicates that the institution still has to make some improvements in library facility.

Table 14: Lab Facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	1	2.1	2.1	2.1
Fair	9	18.8	18.8	20.8
Average	12	25.0	25.0	45.8
Good	12	25.0	25.0	70.8
Better	11	22.9	22.9	93.8
Excellent	3	6.3	6.3	100.0
Total	48	100.0	100.0	

Source: Tracer Study Questionnaire 2019

Table No. 14 indicates the lab facility of the campus is just satisfactory. Only 3 respondents remarked the lab facility excellent but 10 respondents remarked it to be poor or fair. In total 26 graduates out of 48 indicated lab facility either good or better or excellent.

Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it.

Table 15: Canteen and Urinals Facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	3	6.3	6.3	6.3
Average	8	16.7	16.7	22.9
Good	11	22.9	22.9	45.8
Better	22	45.8	45.8	91.7
Excellent	4	8.3	8.3	100.0
Total	48	100.0	100.0	

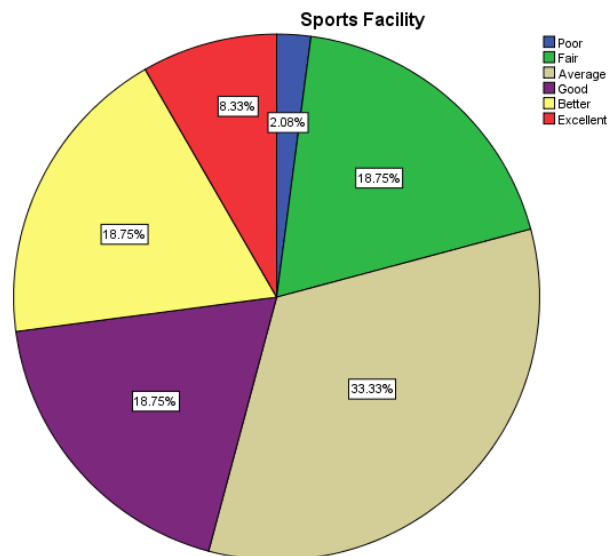
Source: Tracer Study Questionnaire 2019

Table No. 15 shows the canteen and urinal facility of the institution is not very excellent. Out of 48 graduates, 11 graduates have responded canteen and urinal facility either poor or fair. Only

4 graduates have responded excellent whereas 33 graduates have responded either average or good or better.

The institution has to make improvements on Canteen and Urinals facilities.

Figure 8: Sports Facility



Source: Tracer Study Questionnaire 2019

In an issue related to sports facility, figure no 8 depicts that the sports facility of the institution is not at level of good or above as out of the total 48 graduates 22 i.e 54.16% graduates have responded it below good. Only 8.33% graduates have responded sports facility excellent which indicates that the institution has to emphasize to supplement more regarding sports facility.

3. MAJOR FINDINGS

The study was carried out among the graduates who completed B.ED, BA, BBS and MBS in the year 2019. The total number of students who participated in the study is 48. The major findings on the various headings are:

3.1 Employment and Further Study Status of the graduates

In an issue of employment and further study status of graduates, out of 48 graduates 47.9 % (i. e. 23) graduates are employed and 33.3% graduates are pursuing further studies. Among the employed graduates (i.e 23), 47.82% graduates are pursuing their further study whereas among unemployed graduates 25% students are pursuing their further studies. Out of 34 employed graduates, 82.60% of graduates have service in an organization. It shows that majority of the graduates are unemployed and only 1/3 number of graduates are pursuing further education.

Further, majority of the graduates are unemployed. The number of graduates employed in service related organization and self-employed are 19 and 4 respectively out of 48 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 19 graduates, 12 i.e. 63.15% graduates are employed and among the graduates of Master Level program, only 50% graduates are employed and they all are self-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 below 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 4.25, which indicates that majority of the graduates responded that the teacher student's relationship is good enough. 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.

Regarding the relevance of the programs, the study shows majority of the responses indicate that the relevance of the program is good and above (i.e. 81.3 %). Out of 48 graduates 17 indicate that relevance of the program is better or excellent and 22 graduates indicate that program is good. Only 8.4% students responded that the relevance of the program was poor and fair. Out of the total respondents, 91.6% students responded that the relevance of the program is above average. Hence, the data shows that programs launched by the institution are good and relevant.

Regarding program ability of the program, the study shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 66.2%) regarding the problem solving ability in relation to their professional or job related task. However, 6.3% 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 48 students graduated from this college in the year 2019. The study carried out among those 48 students shows that out of the total graduates, graduates 64.6 % were female and 35.4% were male. It reveals that the number of female graduates in the year 2019 is excessively higher than that of the males. The data shows that most of the graduated students are the female students and their percentage is approximately 2 times more than that of the males.

Further, the study shows that 43.75% of the graduates were from BA program and out of them 57.14% were male. 39.58% of the graduates were from BBS program and out them 78.53% were female. In MBS 100% graduates are female. In total as well, 64.58% are female graduates which shows female are being more benefited by the program.

Similarly, the study depicts that most of the graduated students belong to Brahmin, followed by Newar and Tamang. In regards of the program, in B.Ed, Brahmin graduates are more (i.e. 75% of total graduates) followed by Tamang graduates (i.e. 25%). In BA program, Brahmin ethnicity (i.e. 42.9% Brahmin) graduates is highest followed by Tamang (i.e.23.8%). In BBS program highest number graduates belong to Brahmin (i.e. 42.1 %) followed by Newar (i.e. 21.1%). In MBS program, the highest number of graduates belong to Brahmin i.e 41.7%. Among the total graduates, Brahmin cover 41.7% where as Tamang and Newar collectively cover 37.6%.

Apart from these, the study shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity whereas B.Ed. doesn't have representation from Chhetri, Newar, Pahari and Gurung ethnicity whereas MBS doesn't have representation from Brahmin, Chhetri, Tamang, Pahari, Dalit and Gurung ethnicity.

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 better and excellent as 75.1% remarked better and excellent which is followed by good indication covering 22.9%. No graduate responded the teaching learning environment fair or poor.

In regards of teacher student's relationship, the study shows that 95.83%% of the graduates responded the relation as good, better or excellent. Only few responses (i.e. 4.17%) 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 97.9% 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 study shows the highest number of graduates responded library facility as better but even 3 respondents have responded either fair or poor. Out of 48 graduates 12 have responded library facility as good. It shows that only 29.2% students opine that the library facility is excellent. This indicates that the institution still has to make some improvements in library facility.

Further, the study indicates the lab facility of the campus is just satisfactory. Only 3 respondents remarked the lab facility excellent but 10 respondents remarked it to be poor or fair. In total 26 graduates out of 48 indicated lab facility either good or better or excellent. Thus, the data indicates that lab facility of the campus is just satisfactory and college has to enhance it.

Regarding canteen and urinal facility the study shows the canteen and urinal facility of the institution is not very excellent. Out of 48 graduates, 11 graduates have responded canteen and urinal facility either poor or fair. Only 4 graduates have responded excellent whereas 33 graduates have responded either average or good or better. The institution has to make improvements on Canteen and Urinals facilities.

In an issue related to sports facility, the study depicts that the sports facility of the institution is not at level of good or above as out of the total 48 graduates 22 i.e 54.16% graduates have responded it below good. Only 8.33% 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.

Graduates have suggested the following things for improvements:

- Restructure canteen and enhance its facilities.
- Promote diversity, equality and inclusion in all aspects.
- Enhance job placement and ECA.
- Enhance pragmatic education.
- Manage online classes for job holders.
- Provide teaching materials free of cost.
- Improve result and focus on career counseling.
- Introduce Masters program in Humanities.
- Lab and Library should be enhanced.
- Activities for professional development should be conducted.

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.
- Improve canteen/urinal and drinking water facility.
- Initiate appropriate policies necessary to attract students from minorities/indigenous communities.
- Conduct trainings for professional development and internship programs.
- Emphasis should be given to grow Education program.
- Enhance lab facility, sports activities and practical teaching learning environment.