

TSR. Volume VI



Tracer Study Report

Jana Bhawana Campus

Lalitpur

2020

Tracer Study Report

TSR. Vol. VI

TSR of Graduates of 2020

TSR.JBC.



Jana Bhawana Campus

Godawari Municipality-11, Pyangaun, Lalitpur, Nepal

Tel: 977-1-5265512, 977-1-5265294

Email: janabhawanacampus@gmail.com

Website: www.janabhawana.edu.np

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Acknowledgements

This tracer study report traces the graduates from Jana Bhawana Campus of the year 2020. It is 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.

Tracer Study Task Teams feels immense pleasure and extend our limitless 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 2020, who filled up the forms and submitted them on time despite of the time limitation we provided.

Tracer Study Task Team (TSTT)

Jana Bhawana Campus

Tracer Study Task Team

Mr. Shivaraj Sanjel (Campus Chief)

Mr. Govinda Sanjel (TSTT Leader)

Mr. Roshan Karmacharya (Member)

Ms. Sunita Silwal (Member)

Editor

Mr. Govinda Sanjel

Executive Summary

Jana Bhawana Campus, Situated at Godawari-11, Chapagaun, Lalitpur, is a leading academic institution established in 1991 by a team of renowned academicians, educationists and professionals. It has become a *QAA certified institution* and has been striving forward with potent determination, dedication and well set plan to become an *autonomous institution*.

The college has been running BBS, BA, B.Ed, BSW in yearly system and BICTE, BCA & MBS in Semester System under Tribhuvan University(TU) with a commitment to provide quality education. It is a community college run by a campus assembly which comprises academicians, educationists, social workers and professionals. This academic institution has become successful in achieving outstanding result in the board result of TU. It is committed to impart theoretical and practical quality education. The campus aims to develop its students as the responsible citizens of the country and instill the sense of pride being the Jbian (the students of JBC). "BE A JBIAN, BE A GOOD CITIZEN" is therefore the motto of the campus.

JBC has already produced a number of graduates in each of its programs that it has been running except in BCA and BICTE - a newly launched program. It is, thus, significant to trace the graduates and know about their employment and further study status and also asses the issues related to quality and relevance of the programs. JBC has been conducting tracer study since 2015 regularly.

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 2020 from JBC who graduated in BBS, BA, B.Ed. and MBS programs run by the campus. Altogether, 58 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) 23.0 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

Altogether, the study covers 58 students graduated from this college in the year 2020. Out of the total graduates more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2020 is excessively higher than that of the males.

Similarly, the study 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 2 times (i.e 68.97) more than that of the males.

The study also shows that 70.7% of the graduates were from BA and BBS program and out of them 29.26% were male. Out of 19.0% of the graduates in total, there were only 9.09% male from B.Ed. program and out them 90.90% were female. In MBS 83.33% graduates are male which shows the poor gender inclusion in master level program. In total as well, 68.96% are female graduates which shows female are being more benefited by the program.

The study further shows that female graduates are excessively higher in B.A, BBS and B.ED program and male graduates exceed in MBS program. The number of female graduates is higher than male graduates in total.

Apart from this, the study also depicts that most of the graduated students belong to Chhetri followed by Tamang and Newar. In regards of the program, in B.Ed, Chhetri graduates are more

(i.e. 45.45% of total graduates) followed by Tamang graduates (i.e. 36.36%). In BA program, Chhetri ethnicity (i.e. 45% Brahmin) graduates is the highest followed by Tamang (i.e.30%). In BBS program, the highest number graduates belong to Chhetri (i.e. 42.85 %) followed by Newar (i.e. 23.80%). In MBS program, the highest number of graduates belong to Brahmin i.e 50%. Among the total graduates, Chhetri cover highest 44.82% where as Tamang and Newar collectively cover 37.93%. In all programs, the number of Chhetri graduates exceeds all other ethnicity.

The study further shows that the demographic composition of Chhetri is higher in each program however there is no representation of Brahmin in MBS program, Newar in BA program, Pahari in B.Ed. and MBS program, Madhesi in B.Ed., BBS and MBS program. The data indicates that the college has to make some plan for the inclusion of all ethnicities.

Similarly, the study shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity (except one in each) whereas B.Ed. and MBS don't have representation from Pahari and Madeshi.

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 issue of quality and relevance of the programs, the study shows that majority of the responses indicate that the relevance of the program is better and excellent (i.e. 74.13%). Out

of 58 graduates 11 indicate that relevance of the program is good. This indicates that more than 93% graduates indicate that program is good and above. Only 6.89% students responded that the relevance of the program was average and fair. Out of the total respondents, no graduates responded that the relevance of the program is poor. In overall, graduates responded that the relevance of the program is good enough.

Hence, the data shows that programs launched by the institution are better, excellent and relevant. Further the study, shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 72.41%) regarding the problem solving ability in relation to their professional or job related task. However, 6.8% students pointed that the problem solving ability of the program was below average. It also 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. No graduates responded that the problem solving ability is poor.

Graduates' Responses on Teacher Learning Environment

In regards to issues related to teaching/learning, teachers/students relationship and education delivery efficiency, the study shows that the teaching learning environment of the institution is better and excellent as 82.1% remarked better and excellent which is followed by good indication covering 12.1%. No graduate responded the teaching learning environment fair or poor.

It also shows that the highest percent of graduates i.e 58.6% responded that the teaching learning environment is excellent where as only 5.2% graduates responded average. No graduate responded below average.

Further, the study shows that teacher / student relationship of the institution is excellent and good as 56 out of 58 respondents have responded either better or excellent. Only 2 graduates have opined that the teacher - student relation is good and average. No graduate has responded fair or poor relationship with the teacher. It indicates the harmonious relation that graduates had with teaching faculties.

In regards of teacher student's relationship, the study shows that 96.55% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is good

and average each. This indicates that teacher / student relationship of the institution is good. Similarly, the study also reveals that the education delivery efficiency of the institution is better or excellent as 87.9% students remarked either better or excellent. None of the responses are on poor for the indicator - education delivery efficiency of the institution. There are only 2 responses on fair and average which 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 1 respondent has responded either fair. Out of 58 graduates 15 have responded library facility as good.

It shows that only 32.8% 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 39.6% have responded excellent or better. Only 10 respondents remarked the lab facility excellent but 13 respondents remarked it to be poor or fair or average. In total 35 graduates out of 58 indicated lab facility either good or better.

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

Regarding canteen facility, the study shows the canteen and urinal facility of the institution is not very excellent. Out of 58 graduates, 6 graduates have responded canteen and urinal facility either poor or fair or average. Only 24.1 graduates have responded excellent whereas 65.51 graduates have responded either average or good or better. The institution has to make improvements on Canteen and Urinals facilities.

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.

The major findings of the study are:

- Teaching learning environment is excellent.
- Harmonious relationship exists in between teachers and students.
- Students are satisfied with the education delivery quality of the institution.
- The college can still enhance library facilities.
- Lab is just satisfactory so the college has to enhance lab facilities.
- Canteen and Urinal facilities require enhancement.
- Aid sports facilities and conduct more activities.

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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 2020 presents the report of graduates of the year 2020 from Jana Bhawana Campus. The study was conducted as a part of IQAC Plan of Action scheduled in its annual plan. The report presents overall perceptions and experiences of the graduates from management, humanities and education stream. It further summarizes feedback received from the graduates who have accomplished their academic study in their respective programs in the year 2020 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, Situated at Godawari-11, Chapagaun, Lalitpur, is a leading academic institution established in 1991 by a team of renowned academicians, educationists and professionals. It has become a *QAA certified institution* and has been striving forward with potent determination, dedication and well set plan to become an *autonomous institution*. The college has been running BBS, BA, B.Ed, BSW in yearly system and BICTE, BCA & MBS in Semester System under Tribhuvan University(TU) with a commitment to provide quality education. It is a community college run by a campus assembly which comprises academicians,

educationists, social workers and professionals. This academic institution has become successful in achieving outstanding result in the board result of TU. It is committed to impart theoretical and practical quality education. The campus aims to develop its students as the responsible citizens of the country and instill the sense of pride being the Jbian (the students of JBC). "BE A JBIAN, BE A GOOD CITIZEN" is therefore the motto of the campus.

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 been conducting tracer study since 2015. It 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 2020 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 2020 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 2020 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 2020. 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 58 graduates participated in this survey.

The collected data were computed into the Statistical Package for Social Sciences (SPSS) version 23.0 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 various aspects related to graduates experiences and perceptions. It presents their feedbacks to the programs, their relevance, facilities of the college and gender as well as ethnic composition. 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, 2020 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 2020. The total number of students who participated in the study is 58.

2.1 Employment and Further Study Status of the graduates

Table 1: Current Employment Status * Pursuing Further Study

Current Employment Status		Pursuing Further Study		Total
		Yes	No	
Service in an Organization	Count % within Current Employment Status	6 23.1%	20 76.9%	26 100.0%
Self Employed	Count % within Current Employment Status	3 50.0%	3 50.0%	6 100.0%
Unemployed	Count % within Current Employment Status	7 26.9%	19 73.1%	26 100.0%
Total	Count % within Current Employment Status	16 27.6%	42 72.4%	58 100.0%

Source: Tracer Study Questionnaire 2020

Table No.1 depicts that out of 48 graduates 55.17 % (i. e. 32) graduates are employed and 27.58% (i.e 16) graduates are pursuing further studies. Among the employed graduates (i.e 9), 28.12% graduates are pursuing their further study whereas among unemployed graduates 26.92% students are pursuing their further studies.

Out of 32 employed graduates, 81.25% of graduates have service in an organization. 44.82% graduates are unemployed which shows that majority of the graduates are employed either in an organization or are self employed. Further, More than 2/3 of the graduates are not pursuing further education.

Table 2: Current Employment Status of Graduates in Each Program**Current Employment Status * Program Completed Cross tabulation**

Current Employment Status		Program Completed				Total
		B.Ed	BA	BBS	MBS	
Service in an Organization	Count	9	6	9	2	26
	% within Current Employment Status	34.6%	23.1%	34.6%	7.7%	100.0%
Self Employed	Count	0	2	2	2	6
	% within Current Employment Status	0.0%	33.3%	33.3%	33.3%	100.0%
Unemployed	Count	2	12	10	2	26
	% within Current Employment Status	7.7%	46.2%	38.5%	7.7%	100.0%
Total	Count	11	20	21	6	58
	% within Current Employment Status	19.0%	34.5%	36.2%	10.3%	100.0%

Source: Tracer Study Questionnaire 2020

Table No. 2 shows that majority of the graduates in Education program are employed in an organization as only 18.18% graduates are unemployed. Whereas, among the graduates from humanities, 60 i.e majority of the graduates are unemployed. Among the graduates of BBS 52.38% are employed. Among the graduates of MBS program, 1/3 are employed in an organization, the other 1/3 are self employed and rest 1/3 are unemployed. In comparison to Bachelor and Master level graduates, it is found that 53.84% students who graduated in bachelor level program are employed whereas 66.66% of graduates in Master level are employed. The study revealed that there not much difference in employment ration in between master and bachelor level. Among all programs, the highest number of graduates who are employed are from B.Ed program i.e 81.82%. The highest number of graduated unemployed are from BA program.

2.2 Issues related to quality and relevance of the programs

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

	N	Minimum	Maximum	Mean
Relevance of the Program	58	1	5	4.03
Extra Curricular Activities	58	1	5	3.69
Problem Solving Abilities	58	1	5	3.93
Work Placement / Attachment / Internship	58	1	5	3.72
Teaching Learning Environment	58	2	5	4.36
Quality of Education Delivered	58	1	5	4.41
Teacher Student Relationship	58	2	5	4.59
Library Facility	58	1	5	4.02
Lab Facility	58	0	5	3.22
Sports Facility	58	1	5	3.17
Canteen Urinals	58	0	5	3.67
Valid N (listwise)	58			

Source: Tracer Study Questionnaire 2020

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 teacher student relationship is at the best level. Whereas, perception of students on relevance of the program, teaching learning environment, library facility and quality of education delivered are excellent (i.e., mean value is above 4). However, Extra Curricular Activities, Problem Solving Abilities, Lab Facilities, Sports facilities and Canteen and Urinal facilities need enhancement as they are approximate to average (i.e., mean value is below 4). When Minimum and Maximum level assigned by the respondents are analyzed, the studies revealed that respondents have assigned 0 as well as 5 to Lab facilities and Canteen Urinals. This indicates that some respondents even feel that these two facilities are at poor level. Regarding, teaching learning environment and teacher student relationship, the study shows that no respondents assigned poor or fair. In term of teacher student relationship and teaching learning environment, the college seems to have excellent experiences and perceptions of the graduates.

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

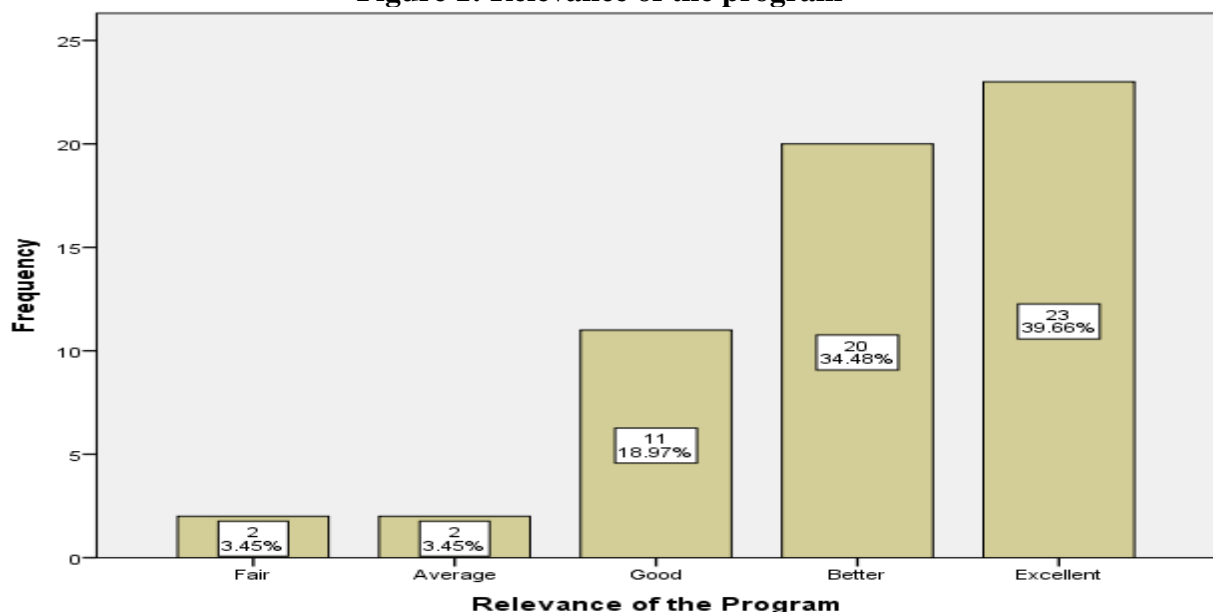
Table 4: Graduate Response to Relevance of the Program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	2	3.4	3.4	3.4
Average	2	3.4	3.4	6.9
Good	11	19.0	19.0	25.9
Better	20	34.5	34.5	60.3
Excellent	23	39.7	39.7	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No. 4 Shows that majority of the responses indicate that the relevance of the program is better and excellent (i.e. 74.13%). Out of 58 graduates 11 indicate that relevance of the program is good. This indicates that more than 93% graduates indicate that program is good and above. Only 6.89% students responded that the relevance of the program was average and fair. Out of the total respondents, no graduates responded that the relevance of the program is poor. In overall, graduates responded that the relevance of the program is good enough.

Figure 1: Relevance of the program



Source: Tracer Study Questionnaire 2020

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

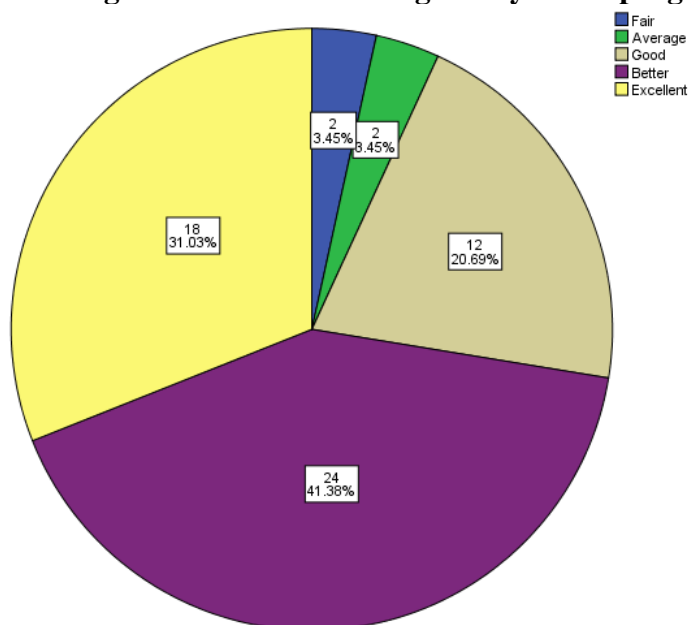
Table 5: Problem solving ability of the program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	2	3.4	3.4	3.4
Average	2	3.4	3.4	6.9
Good	12	20.7	20.7	27.6
Better	24	41.4	41.4	69.0
Excellent	18	31.0	31.0	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No.5 Shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 72.41%) regarding the problem solving ability in relation to their professional or job related task. However, 6.8% 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 2020

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. No graduates responded that the problem solving ability is poor.

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

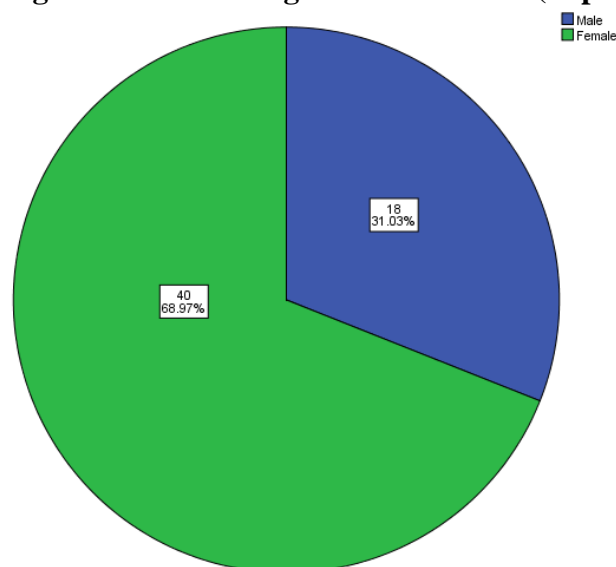
Table 6: Gender of Graduate Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	18	31.0	31.0	31.0
Female	40	69.0	69.0	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No.6 illustrates that altogether 58 students graduated from this college in the year 2020. Out of the total graduates more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2020 is excessively higher than that of the males.

Figure 3: Gender of graduate students (in percentage)



Source: Tracer Study Questionnaire 2020

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 2 times (i.e 68.97) more than that of the males.

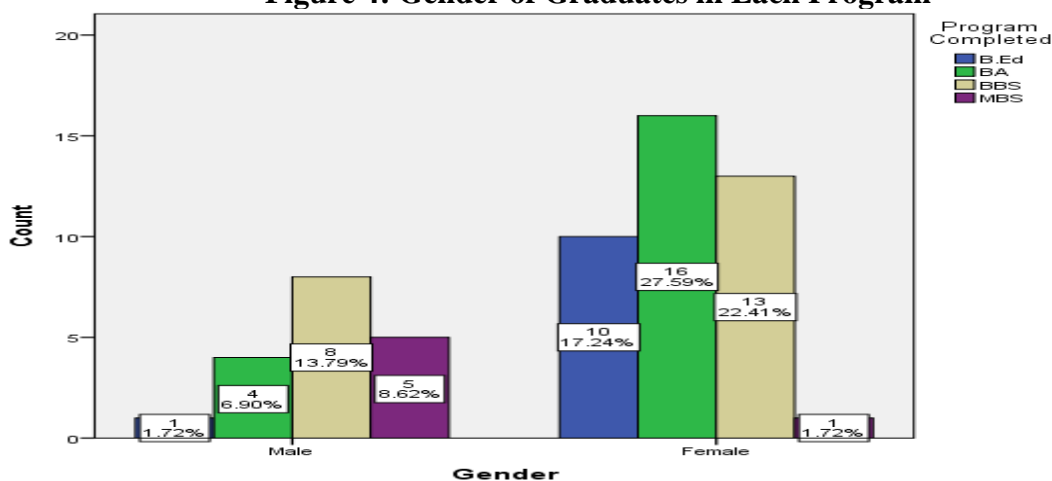
Table 7: Gender of graduates on different program

Gender		Program Completed				Total
		B.Ed	BA	BBS	MBS	
Male	Count	1	4	8	5	18
	% within Gender	5.6%	22.2%	44.4%	27.8%	100.0%
Female	Count	10	16	13	1	40
	% within Gender	25.0%	40.0%	32.5%	2.5%	100.0%
Total	Count	11	20	21	6	58
	% within Gender	19.0%	34.5%	36.2%	10.3%	100.0%

Source: Tracer Study Questionnaire 2020

Table No.7 shows that 70.7% of the graduates were from BA and BBS program and out of them 29.26% were male. Out of 19.0% of the graduates in total, there were only 9.09% male from B.Ed. program and out them 90.90% were female. In MBS 83.33% graduates are male which shows the poor gender inclusion in master level program. In total as well, 68.96% 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

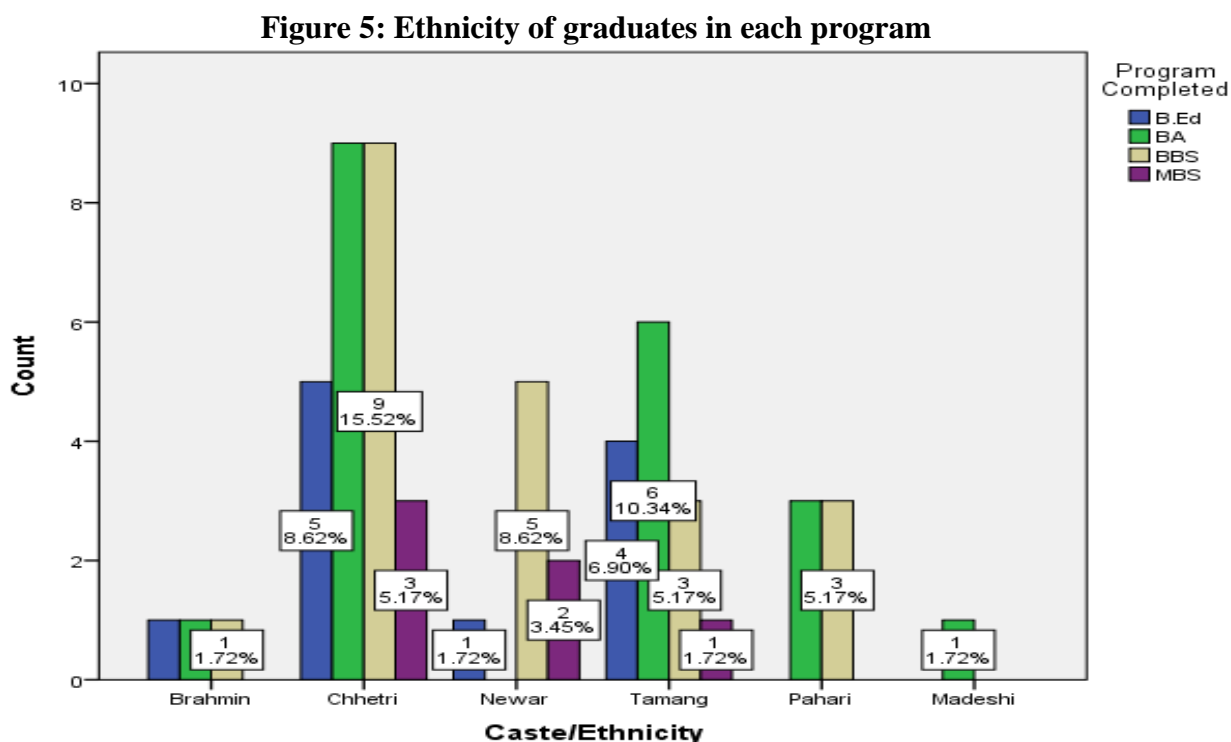
Figure No. 4 clearly displays that female graduates are excessively higher in B.A, BBS and B.ED program and male graduates exceed in MBS program. The number of female graduates is higher than male graduates in total.

Table 8: Program Completed by Caste/ Ethnicity

Caste/Ethnicity		Program Completed				Total
		B.Ed	BA	BBS	MBS	
Brahmin	Count	1	1	1	0	3
	% within Caste/Ethnicity	33.3%	33.3%	33.3%	0.0%	100.0%
Chhetri	Count	5	9	9	3	26
	% within Caste/Ethnicity	19.2%	34.6%	34.6%	11.5%	100.0%
Newar	Count	1	0	5	2	8
	% within Caste/Ethnicity	12.5%	0.0%	62.5%	25.0%	100.0%
Tamang	Count	4	6	3	1	14
	% within Caste/Ethnicity	28.6%	42.9%	21.4%	7.1%	100.0%
Pahari	Count	0	3	3	0	6
	% within Caste/Ethnicity	0.0%	50.0%	50.0%	0.0%	100.0%
Madeshi	Count	0	1	0	0	1
	% within Caste/Ethnicity	0.0%	100.0%	0.0%	0.0%	100.0%
Total	Count	11	20	21	6	58
	% within Caste/Ethnicity	19.0%	34.5%	36.2%	10.3%	100.0%

Source: Tracer Study Questionnaire 2020

Table No. 8 depicts that most of the graduated students belong to Chhetri followed by Tamang and Newar. In regards of the program, in B.Ed, Chhetri graduates are more (i.e. 45.45% of total graduates) followed by Tamang graduates (i.e. 36.36%). In BA program, Chhetri ethnicity (i.e. 45% Brahmin) graduates is the highest followed by Tamang (i.e.30%). In BBS program, the highest number graduates belong to Chhetri (i.e. 42.85 %) followed by Newar (i.e. 23.80%). In MBS program, the highest number of graduates belong to Brahmin i.e 50%. Among the total graduates, Chhetri cover highest 44.82% where as Tamang and Newar collectively cover 37.93%. In all programs, the number of Chhetri graduates exceeds all other ethnicity.



Source: Tracer Study Questionnaire 2020

Figure No. 5 Shows that the demographic composition of Chhetri is higher in each program however there is no representation of Brahmin in MBS program, Newar in BA program, Pahari in B.Ed. and MBS program, Madhesi in B.Ed., BBS and MBS program. The data indicates that the college has to make some plan for the inclusion of all ethnicities.

Table 9: Representation of Ethnicity in Each Program

Program Completed		Caste/Ethnicity						Total
		Brahmin	Chhetri	Newar	Tamang	Pahari	Madeshi	
B.Ed	Count	1	5	1	4	0	0	11
	% within Program Completed	9.1%	45.5%	9.1%	36.4%	0.0%	0.0%	100.0%
BA	Count	1	9	0	6	3	1	20
	% within Program Completed	5.0%	45.0%	0.0%	30.0%	15.0%	5.0%	100.0%
BBS	Count	1	9	5	3	3	0	21
	% within Program Completed	4.8%	42.9%	23.8%	14.3%	14.3%	0.0%	100.0%
MBS	Count	0	3	2	1	0	0	6
	% within Program Completed	0.0%	50.0%	33.3%	16.7%	0.0%	0.0%	100.0%
Total	Count	3	26	8	14	6	1	58
	% within Program Completed	5.2%	44.8%	13.8%	24.1%	10.3%	1.7%	100.0%

Source: Tracer Study Questionnaire 2020

Table No 9 shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity (except one in each) whereas B.Ed. and MBS don't have representation from Pahari and Madeshi.

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

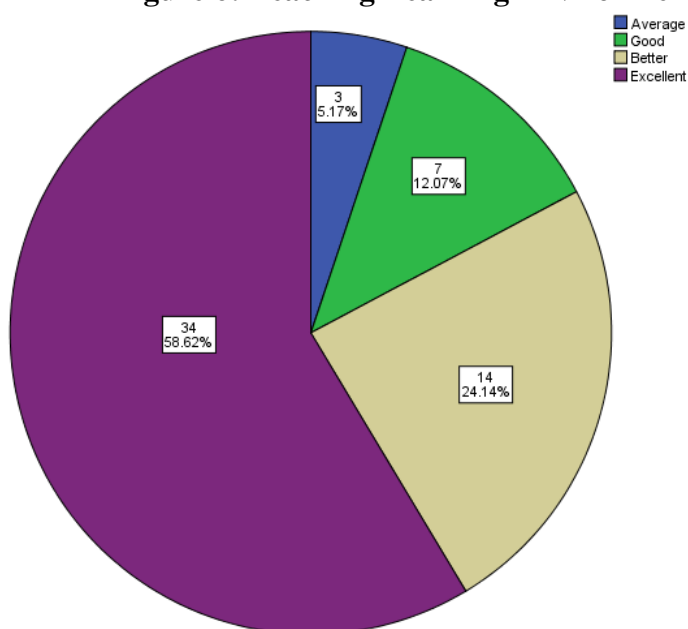
Table 10: Teaching Learning Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	3	5.2	5.2	5.2
Good	7	12.1	12.1	17.2
Better	14	24.1	24.1	41.4
Excellent	34	58.6	58.6	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No. 10 shows that the teaching learning environment of the institution is better and excellent as 82.1% remarked better and excellent which is followed by good indication covering 12.1%. No graduate responded the teaching learning environment fair or poor.

Figure 6: Teaching Learning Environment



Source: Tracer Study Questionnaire 2020

Figure No. 6 shows that the highest percent of graduates i.e 58.6% responded that the teaching learning environment is excellent where as only 5.2% graduates responded average. No graduate responded below average.

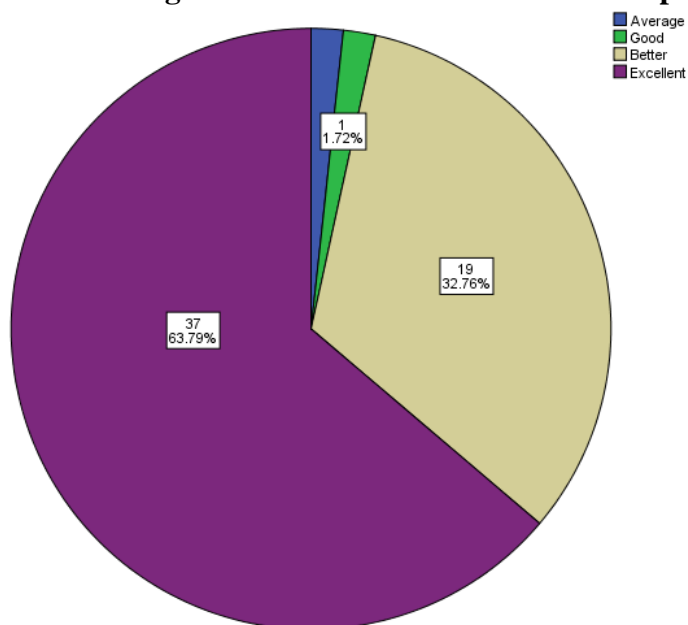
Table 11: Teacher/Student Relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	1	1.7	1.7	1.7
Good	1	1.7	1.7	3.4
Better	19	32.8	32.8	36.2
Excellent	37	63.8	63.8	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No. 11 shows that teacher / student relationship of the institution is excellent and good as 56 out of 58 respondents have responded either better or excellent. Only 2 graduates have opined that the teacher - student relation is good and average. No graduate has responded fair or poor relationship with the teacher. It indicates the harmonious relation that graduates had with teaching faculties.

Figure 7: Teacher Student Relationship



Source: Tracer Study Questionnaire 2019

In regards of teacher student's relationship, figure No. 7 shows that 96.55% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is good and average each. This indicates that teacher / student relationship of the institution is good.

Table 12: Education Delivery Efficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	1	1.7	1.7	1.7
Average	1	1.7	1.7	3.4
Good	5	8.6	8.6	12.1
Better	17	29.3	29.3	41.4
Excellent	34	58.6	58.6	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No 12. Reveals that the education delivery efficiency of the institution is better or excellent as 87.9% students remarked either better or excellent. None of the responses are on poor for the indicator - education delivery efficiency of the institution. There are only 2 responses on fair and average which 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 Fair	1	1.7	1.7	1.7
Good	15	25.9	25.9	27.6
Better	23	39.7	39.7	67.2
Excellent	19	32.8	32.8	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

In an issue on library facility, table No. 13 shows the highest number of graduates responded library facility as better but even 1 respondent has responded either fair. Out of 58 graduates 15 have responded library facility as good.

It shows that only 32.8% 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	1.7	1.7	1.7
Fair	5	8.6	8.6	10.3
Average	7	12.1	12.1	22.4
Good	22	37.9	37.9	60.3
Better	13	22.4	22.4	82.8
Excellent	10	17.2	17.2	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No. 14 indicates the lab facility of the campus is just satisfactory. Only 39.6% have responded excellent or better. Only 10 respondents remarked the lab facility excellent but 13 respondents remarked it to be poor or fair or average. In total 35 graduates out of 58 indicated lab facility either good or better.

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

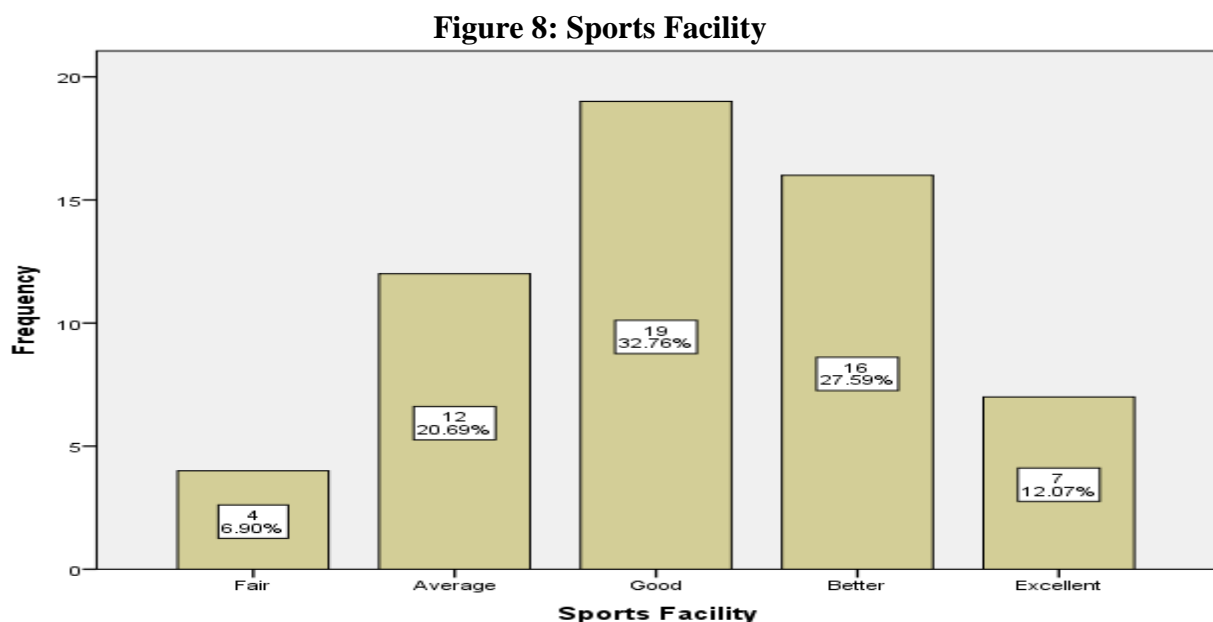
Table 15: Canteen and Urinals Facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	1	1.7	1.7	1.7
Fair	1	1.7	1.7	3.4
Average	4	6.9	6.9	10.3
Good	18	31.0	31.0	41.4
Better	20	34.5	34.5	75.9
Excellent	14	24.1	24.1	100.0
Total	58	100.0	100.0	

Source: Tracer Study Questionnaire 2020

Table No. 15 shows the canteen and urinal facility of the institution is not very excellent. Out of 58 graduates, 6 graduates have responded canteen and urinal facility either poor or fair or average. Only 24.1 graduates have responded excellent whereas 65.51 graduates have responded either average or good or better.

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



Source: Tracer Study Questionnaire 2020

In an issue related to sports facility, figure no 8 depicts that the sports facility of the institution is not at the level of good or above as out of the total 58 graduates 35 i.e 60.34% graduates have responded it below good, average or fair. Only 12.1% 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 2020. The total number of students who participated in the study is 58. The major findings on the various headings are:

3.1 Employment and Further Study Status of the graduates

Regarding the employment and further study status of the graduates, the study depicts that out of 58 graduates 55.17 % (i. e. 32) graduates are employed and 27.58% (i.e 16) graduates are pursuing further studies. Among the employed graduates (i.e 9), 28.12% graduates are pursuing their further study whereas among unemployed graduates 26.92% students are pursuing their further studies.

Further, out of 32 employed graduates, 81.25% of graduates have service in an organization. 44.82% graduates are unemployed which shows that majority of the graduates are employed either in an organization or are self employed. Further, More than 2/3 of the graduates are not pursuing further education.

The study also shows that majority of the graduates in Education program are employed in an organization as only 18.18% graduates are unemployed. Whereas, among the graduates from humanities, 60 i.e majority of the graduates are unemployed. Among the graduates of BBS 52.38% are employed. Among the graduates of MBS program, 1/3 are employed in an organization, the other 1/3 are self employed and rest 1/3 are unemployed. In comparison to Bachelor and Master level graduates, it is found that 53.84% students who graduated in bachelor level program are employed whereas 66.66% of graduates in Master level are employed. The study revealed that there not much difference in employment ration in between master and bachelor level. Among all programs, the highest number of graduates who are employed are from B.Ed program i.e 81.82%. The highest number of graduated unemployed are from BA program.

3.2 Issues related to quality and relevance of the programs

Regarding the issue of quality and relevance of the programs, the study shows that majority of the responses indicate that the relevance of the program is better and excellent (i.e. 74.13%). Out of 58 graduates 11 indicate that relevance of the program is good. This indicates that more than

93% graduates indicate that program is good and above. Only 6.89% students responded that the relevance of the program was average and fair. Out of the total respondents, no graduates responded that the relevance of the program is poor. In overall, graduates responded that the relevance of the program is good enough.

Hence, the data shows that programs launched by the institution are better, excellent and relevant. Further the study, shows the majority of the graduated students indicate the problem solving ability of the program is better and excellent (i.e. 72.41%) regarding the problem solving ability in relation to their professional or job related task. However, 6.8% students pointed that the problem solving ability of the program was below average. It also 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. No graduates responded that the problem solving ability is poor.

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

In regards to programs' contribution to graduates' professional and personal development by gender, ethnicity and caste, the study shows that altogether 58 students graduated from this college in the year 2020. Out of the total graduates more than 2/3 of the graduates were female. It reveals that the number of female graduates in the year 2020 is excessively higher than that of the males.

Similarly, the study 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 2 times (i.e 68.97) more than that of the males.

The study also shows that 70.7% of the graduates were from BA and BBS program and out of them 29.26% were male. Out of 19.0% of the graduates in total, there were only 9.09% male from B.Ed. program and out them 90.90% were female. In MBS 83.33% graduates are male which shows the poor gender inclusion in master level program. In total as well, 68.96% are female graduates which shows female are being more benefited by the program.

The study further shows that female graduates are excessively higher in B.A, BBS and B.ED program and male graduates exceed in MBS program. The number of female graduates is higher than male graduates in total.

Apart from this, the study also depicts that most of the graduated students belong to Chhetri followed by Tamang and Newar. In regards of the program, in B.Ed, Chhetri graduates are more (i.e. 45.45% of total graduates) followed by Tamang graduates (i.e. 36.36%). In BA program, Chhetri ethnicity (i.e. 45% Brahmin) graduates is the highest followed by Tamang (i.e.30%). In BBS program, the highest number graduates belong to Chhetri (i.e. 42.85 %) followed by Newar (i.e. 23.80%). In MBS program, the highest number of graduates belong to Brahmin i.e 50%. Among the total graduates, Chhetri cover highest 44.82% where as Tamang and Newar collectively cover 37.93%. In all programs, the number of Chhetri graduates exceeds all other ethnicity.

The study further shows that the demographic composition of Chhetri is higher in each program however there is no representation of Brahmin in MBS program, Newar in BA program, Pahari in B.Ed. and MBS program, Madhesi in B.Ed., BBS and MBS program. The data indicates that the college has to make some plan for the inclusion of all ethnicities.

Similarly, the study shows that there is unequal distribution of ethnicity in different program. Comparatively, BA and BBS program has covered all ethnicity (except one in each) whereas B.Ed. and MBS don't have representation from Pahari and Madeshi.

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

In regards to issues related to teaching/learning, teachers/students relationship and education delivery efficiency, the study shows that the teaching learning environment of the institution is better and excellent as 82.1% remarked better and excellent which is followed by good indication covering 12.1%. No graduate responded the teaching learning environment fair or poor.

It also shows that the highest percent of graduates i.e 58.6% responded that the teaching learning environment is excellent where as only 5.2% graduates responded average. No graduate responded below average.

Further, the study shows that teacher / student relationship of the institution is excellent and good as 56 out of 58 respondents have responded either better or excellent. Only 2 graduates have opined that the teacher - student relation is good and average. No graduate has responded fair or

poor relationship with the teacher. It indicates the harmonious relation that graduates had with teaching faculties.

In regards of teacher student's relationship, the study shows that 96.55%% of the graduates responded the relation as better or excellent. Only 1 graduate responded that the relation is good and average each. This indicates that teacher / student relationship of the institution is good. Similarly, the study also reveals that the education delivery efficiency of the institution is better or excellent as 87.9% students remarked either better or excellent. None of the responses are on poor for the indicator - education delivery efficiency of the institution. There are only 2 responses on fair and average which 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 1 respondent has responded either fair. Out of 58 graduates 15 have responded library facility as good.

It shows that only 32.8% 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 39.6% have responded excellent or better. Only 10 respondents remarked the lab facility excellent but 13 respondents remarked it to be poor or fair or average. In total 35 graduates out of 58 indicated lab facility either good or better.

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

Regarding canteen facility, the study shows the canteen and urinal facility of the institution is not very excellent. Out of 58 graduates, 6 graduates have responded canteen and urinal facility either poor or fair or average. Only 24.1 graduates have responded excellent whereas 65.51 graduates have responded either average or good or better. The institution has to make improvements on Canteen and Urinals facilities.

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 employability of the students should be boosted up. The college has to link up with the business firms locally and nationally and make effort for placement. At the same time, self employment can also be geared up.

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.

The study reveals the following findings:

- Teaching learning environment is excellent.
- Harmonious relationship exists in between teachers and students.
- Students are satisfied with the education delivery quality of the institution.
- The college can still enhance library facilities.
- Lab is just satisfactory so the college has to enhance lab facilities.
- Canteen and Urinal facilities require enhancement.
- Aid sports facilities and conduct more activities.

Graduates have suggested the following things for improvements:

- Restructure canteen and enhance its facilities.
- Promote diversity, equality and inclusion in all aspects.

- Career service and incubation should be initiated and ECA should be made more effective.
- Enhance pragmatic education and manage online classes for job holders.
- Promote placement service, improve result and focus on career counseling.
- Introduce Masters program in Humanities and Education.
- Lab and Library should be enhanced.

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. The graduates have given insights that teacher student relation, teaching learning environment at the college, quality delivered are to the level of satisfaction. But, meantime, the study also pinpoints the need for the further enhancement in various areas like: extra curricular activities, sports activities, research based practical learning etc. It also indicates that placement cell has to be activities more so that graduates would get some guidance for employability. Further, the college can develop non-credit courses for professional development of the students.

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 Entrepreneurship programs, 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.
- Enhance lab facility, sports activities and practical teaching learning environment.
- Enhance research based learning.
- Internship and placement programs should be enhanced.
- Supplement more sports activities increasing internal competitions.