

Tracer Study Report

(2017 Batch)

Submitted by:

Janta Multiple Campus

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ACKNOWLEDGEMENTS

Tracer study is one of the important aspects of assuring quality of an institution. University Grant Commission has encouraged us to conduct tracer study because it is one of the techniques of assessing strengths and weaknesses of the institution. For this purpose, graduates of 2017 batch have been taken as respondents. Among them, 173 students have been traced.

The Tracer study team would like to express their profound gratitude to Mr. Bishwa Prasad Rijal the chairperson of Campus Management Committee (CMC) Janta Multiple Campus, Itahari. Likewise, our sincere gratitude goes to Mr. Bhoj Raj Shrestha, Campus Chief and Coordinator of SAT committee, for his incessant inspiring, administrative support and coordination to complete this study. Moreover, our gratitude goes to Mrs. Gita Adhikari, Assistant Campus Chief for her valuable suggestions and technical support. Similarly, we are indebted to Assistant Campus Chief and QAA focal person Mr. Tolanath Kafle for his encouragement, guidelines and continuous support for preparing this report. Moreover, our thanks go to Mr. Yubaraj Sitaula, Assistant Campus Chief of this campus for his valuable support and coordination for the work.

We are also indebted to UGC team for their guidance and suggestions without which this study would not be completed. We are quite thankful to all the graduates for providing them with the data for the study. Our thanks also go to our colleague Mr. Kamal Raj Dahal and other subject committee heads, administrative staff, and alumni team of the campus for their cooperation to complete the study.

Date: 2nd April, 2019.

Tracer Study Team

EXECUTIVE SUMMARY

This is a tracer study report of Janta Multiple Campus (JMC) of its graduates from 2017batch including both Masters and Bachelor Level. The study aimed at finding out the present status of graduates with the analysis of their employment status and types of job, strengths and weaknesses of higher education and so on.

The study has been carried out using the following procedures:

1. Institutional arrangement by forming a Tracer Study Committee having five members.
2. Among the graduates of 2017batch, only 173 of them were the participants of this study but only 170 are taken as the participants for data presentation and analysis.
3. The following data collection procedures have been applied; sorting the pass out graduates of the bachelor's and master's levels, handling over the forms to the graduates and returning them, editing and coding of the data, tabulation and analysis of data by using SPSS and listing the findings and recommendations.

Major Findings

- The majority (81.8%) of graduates were Brahmins/Chhettri out of 170, whereas Dalits are the least with only 1 person. The second highest ethnic group is Janajati with 26 (15.3%). On the other hand, Madhesi students were only 2.4 percent.
- 38 percent graduates were found employed (with self-employed) and 62 percent unemployed.
- 68 percent males and 32 percent females were employed.
- 70 percent females and 30 percent males were unemployed.
- Among the unemployed graduates, most of them have been studying in different educational institutions for their higher qualification and some of them are planning to get admission in the next session.
- Among female graduates, only 22.3 percentages of female graduates were found employed and 77.7 percentages of female graduates unemployed.
- Among male graduates, 55.3 percent are employed but only 42.1 percent are unemployed along with 2.6 percent self-employed.
- In bachelor level, 41.3 percent graduates (i.e, 26 graduates) were found employed in bachelor level. In humanities, 46.7 percent were employed followed by education faculty (i.e. 44 %) and 16 percent of management students were found employed.

- According to level wise, Master's graduates are 37 and Bachelors are 28 out of 63 employed. Regarding programs, M. Ed. Graduates are 35 followed by B. Ed. 14, B.A. 7 BBS 5 and MBS 2. Self-employed are only 2 from BBS and B. Ed. graduates each.
- In terms of unemployed graduates, B. Ed. are highest with 46 and lowest MBS with 6.
- Among Master's level, only 5 percent management (MBS) graduates were employed and 95 percent education (M.Ed.) graduates were employed.
- 21 out of 58 were found un-employed in Master's level graduates.
Among employed graduates, 69 percent were teachers, followed by company, i.e. 17 percent, banking, government job, hospital and media 5 percent; NGOs/INGOs 1.5 percent.
- Regarding the types of organizations, the employed graduates are working, government and private organizations hold much i.e. 58.5 and 38.5 percent, respectively. Only 3 percent employed graduates were involve in public sector.
- 96% graduates were full timers and remaining only 5% were part timers.
- 30 percent graduates who are employed without pursuing further study. It means they seemed fully engaged in the profession. It also shows that 25.30 percent graduates are pursuing further study i.e. 43 out of 170 graduates. 17 percent graduates were studying without being engaged in the profession. The number of enrolled students for further study without having any job was 29.
- From the survey, it can be revealed that that there are 29 unemployed graduates who are not involved for further study. They may be searching for suitable jobs. The percentage they held was 17%. There are also some graduates who were employed and they have not stopped studying. Around 8.24% graduates belonged to this group. They are 14 in number out of 170 graduates.
- 50 percent employed graduates much agreed that higher education has helped to enhance their academic knowledge.
- 60 percent viewed that knowledge of higher education much helped them to enhance team spirit; 45 percent viewed to improved much research skill on them.
- Moreover, 45 percent of employed graduates were much satisfied about information technology skill provided by the institution.
- They expressed their response as much relevant by 45 percent, moderate relevant by 24 percent, and very much relevant by 21.4 percent. However, 10 percent of them expressed their view as only a little relevant.

- In average, good has got the highest and very weak has got the least with 32.3 and 1.8 respectively.
- Most of the graduates have chosen good for the relevance of the program to the professional (job) requirements i.e. by 40 percent. No one has chosen this aspect as very weak.
- Regarding extra-curricular activities, moderate and good ranks are chosen by majority of the graduates (30% each).
- Likewise, 20 percent have chosen very good for extracurricular activities. Moreover, 30 percent graduates opined that teacher student relationship and teaching learning environment is excellent, very good and good each in the institute.
- Workplacement/attachment and lab facilities are rated as weak aspects in the institute. Regarding problem solving ability that students have achieved is ranked good by 40 percent, very good by 20 and excellent by 10.
- In the context of quality of education delivered by the institution is ranked good by 40 percent, very good and excellent by 20 percent each.
- Regarding the average calculation on the strengths and weaknesses of higher education programs in the institutions, positive responses are found on the graduates. 32.3 percent viewed that the programs are good, 24 percent viewed very good, 17.7 viewed moderate and 16.4 percent excellent.
- The graduates promised that they will publicize the name and fame of the institution/campus from their own area and profession.
- Graduates committed to involve in future planning for the betterment of the campus and some of them showed their interest to be staff of the college for contribution.
- Moreover, support for all-round development is also committed by some participants. Many of them wished to create mutual cooperation for all-round development of the college.
- Coordination for scholarship, serve being volunteer as the CMC member, joining alumni, providing books and other materials are some other contribution promised by the graduates of the campus.

ABBREVIATIONS AND ACRONYMS

A. D.	= Amino Domini
B. A.	= Bachelor in Arts
B. B. S.	= Bachelor of Business Studies
B. Ed.	= Bachelor in Education
CMC	= Campus Management Committee
EDJ	= Educationally Disadvantaged Janajatis
ICT	= Information and Communications Technology
JMC	= Janta Multiple Campus
MBS	= Masters in Business Studies
M. Ed.	= Masters in Education
NGOs/INGOs	= Non-government Organizations and International Non-governmental Organizations
QAA	= Quality Assurance and Accreditation
SPSS	= Statistical Package for the Social Sciences
UGC	= University Grants Commission

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Janta Multiple Campus (JMC) has been established for quality education in moderate fees for Itahari inhabitants. However, it has been providing such education not only to Itahari people but also to the people of 14 districts of province no. 1 for three decades. Now it is teaching different subjects under three different faculties viz. Humanities, Management and Education in Bachelor and Master's level. Recently it has been awarded with Quality Assurance Accreditation (QAA) in 2018.

The campus is rich and successful in terms of infrastructures and social and/or community support because the campus has large and sophisticated three-storied buildings (42 spacious rooms, equipped with basic furniture) for classroom purpose. Some rooms are equipped with computers, multi-media projectors and Internet connection. In addition, we have separate library and administrative buildings, technically adjusted in the campus premise. It has established IT hall equipped with computers and high-speed Internet facility for students and teachers. Furthermore, our multi-purpose play-ground and woods occupy the land above 6 bighas, donated by the local people. It is unprecedented achievement for the campus, run under the effort of community. As for the estimation of experts, the campus may utilize the heritage for grand adjustment in future.

In this modern era, it is expecting to meet the threat of modern means of education systems by which the campus can contribute to address changing needs of time. Here, novel curriculum and courses, modernized library, research-oriented teaching-learning methodology, training and energizing programs to lecturers and staff as well as skill oriented professional courses are to be introduced further to strengthen JMC ahead. Our observations and dedication, in the decades, have modeled us to the dream package for leading the time in co-operation and co-existence. Beholding the generations onwards, the campus has been awarded with Quality Assurance and Accreditation (QAA) for its quality of higher education and to attain further excellence in all the sectors of campus, from the infrastructures to the human resource we produce, and to handover the results to the society. We hope good to happen for the consequence of the best results.

An educational institution should produce competent and efficient manpower for the development of the society and country. The students who attended any university academic

course and completed it are called the graduates of different programs and levels. The efficiency and competency of the institution is measured on the basis of not only the graduates produced but also their employment and contribution according to relevancy to their qualification. Another important measuring condition of the quality considered in the whole implementation of the UGC project is the employability of the graduates. As per the campus record; a survey was carried out using the tracer study form provided by the UGC. This study is focused on the tracing the passed-out students with their employment status and further study as well as other relevant information which will direct the institution to go ahead meeting the need and interest of the new students.

1.2 Objectives of the Study

The study has the following objectives:

- a) To find out the present status of graduates.
- b) To find out and analyze the ethnicity of the graduates.
- c) To analyze the employment status of graduates.
- d) To find out the expectations of graduates.
- e) To explore the quality and relevance of higher education.
- f) To find out the graduates' contributions to the betterment of the institutions.

1.3 Institutional Arrangement to Carryout Study

To prepare tracer study report, the campus has formed a five members tracer study committee in the chairmanship of Mr. Bimal Nepal. This committee had conducted five meetings to carry out the study. This committee prepared work plan and provided duties and responsibilities for teacher/staff to collect information. During the period of six months 173 graduate students were traced out but only 170 participants are included in presentation and analysis. All of them were studied in detail. The members of the tracer study committee have been presented in **Annex-1**.

1.4 Graduate Batch Taken for the Study

In this study, students who completed their course in 2017 have been traced; their different information and data have been collected, presented and analyzed. The graduates' forms are attached in **Annex- 3**.

1.5 Data Collection – Instruments and Approach

This tracer study was carried out using the following procedures:

- a) Sorting the pass out graduates of the bachelor and master levels using their transcripts submitted to the campus.
- b) Handing over the forms to the graduates and returning them.
- c) Editing, coding, tabulation and analysis of the data
- d) Listing the findings and recommendations.

1.5.1 Sorting the Graduates of 2017, Handing over the Forms and their Returning

There were 173 (one hundred seventy-three only) graduates produced in the year 2017. However, only 170 were included in the study and for detail analysis. The tracer study form was given to all individual graduates were returned. Based on the forms returned by the graduates, the information has been presented and analyzed in the following sections along with their faculty, gender, level, employment status, types of organization, employment type (full/part time), suggestion/recommendation, contribution and the situation of further study.

1.5.2 Editing, Coding, Tabulation and Analysis of the Data

After collecting questionnaires from the graduates, their answers are edited according to our framework and coded them. Based on the forms returned by the graduates, the information has been presented in different tables and analysis of data on the basis of filled questionnaires. The data has been analyzed using SPSS. Final name and other related information of the graduates is listed in **Annex-2**.

1.5.3 Listing the Findings and Recommendations

On the basis of data presentation and analysis, different findings and recommendations have been drawn and listed.

1.6 Scope and Limitations of Study

The limitations of the study are listed as follows:

- i. Only 2017 batch of graduate students of JMC are taken as the primary sources for study.
- ii. The graduates who have issued their transcripts are only included in the study.
- iii. Among the transcript issuers only who submitted it to the campus are included in the study. They were 173 in number.
- iv. The study was conducted within a short period of time and limited budget.

CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

This chapter deals with present status of graduate students, employment status of graduates, expectations, relevance of higher education to the employment, strengths and weakness of higher education program, status of contribution provided to institution by graduates and suggestions/recommendations from graduates in 2017.

2.1 Trends of Graduates, 2014-2017

The trends of graduates of JMC by year is shown on the following table.

Table 1: Trends of Graduates by Year (Total)

Programs/Level	Graduates by Year (Total)			
	2014	2015	2016	2017
Humanities (B.A.)	06	17	23	16
Education (B.Ed.)	46	59	72	62
Management (B.B.S.)	15	56	36	37
Education (M.Ed.)	20	14	37	50
Management (M.B.S.)	06	01	04	08
Total	93	147	172	173

Table 1 shows the trends of graduate in JMC from 2014 to 2017 in brief. In total, 2016 seems strong with 172 students included in tracer study and the weakest is 2014 with 93. This year is in highest position with 173. If we compare program-wise, BA and BED students passed more in 2016 but MED and MBS students passed more in 2017 with 50 and 8, respectively. On the other hand, BBS is strong in the year 2015. The increasement rate is high in MED program from last three years.

2.2 Present Status of Graduate Students

The following table shows the graduates participation in the tracer study on the basis of gender.

Table 2 Sex of Graduates

Gender	Frequency	Percent	Valid Percent
F	94	55.3	55.3
M	76	44.7	44.7
Total	170	100.0	100.0

Table 2 shows the graduates pass out in the year 2017 AD i. e. 170. This indicates that majority of the graduates are female (55.3%) out of 170. It is the continuity of the previous trend of female domination in graduation. Moreover, one of the reasons is that more female

students admitted and studied in total. It indicates that the gender gap is found more among the participants. However, the total number of graduates is less than last year. This data is also presented in the following pie chart.

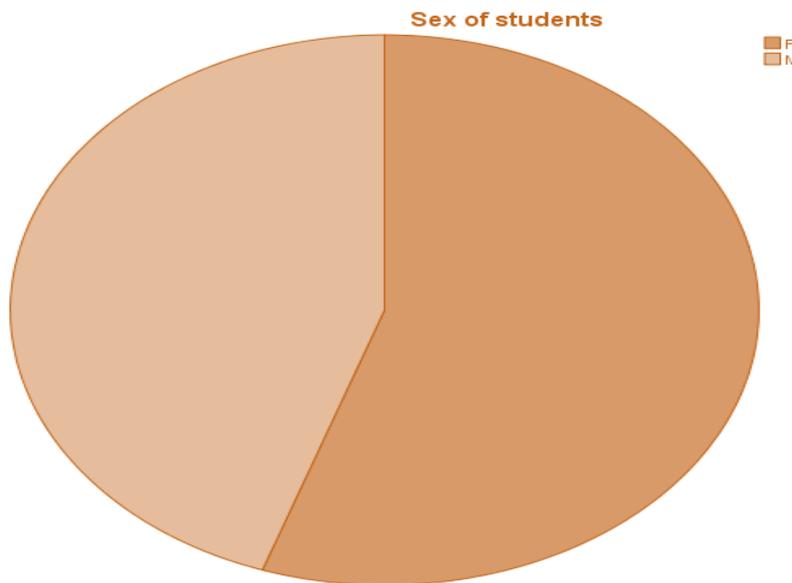


Fig 1 Sex of the Graduates

Table 3 Level and Faculty of Students

Level	Frequency	Percent
B.A.	15	8.8
B.B.S	36	21.2
B.ED.	61	35.9
M.B.S	8	4.7
M.ED.	50	29.4
Total	170	100.0

Table 3 presents the level and faculty of graduates pass out in the year 2017. This shows that majority of the students are graduated from education faculty with 65 percent (i.e. 111 in number). However, only 26 percentages of students passed from management faculty. Such vast gap is also reflected in Master's level programs, that is MBS (8/4.7 %) and M. ED. (50/29.4%). However, the students' enrollment has been significantly decreased in education faculty in JMC. This is the national trend of decreasing. If this trend continues in future, this leads to the crisis in this faculty. Only 8.8 percentages of graduates are from humanities and social science faculty. However, the number of students' enrollment was significantly small in this faculty. But when the campus has added new courses such as BSW and journalism in

BA, gradually number of students has been increased. The data has been presented on pie chart as follows.

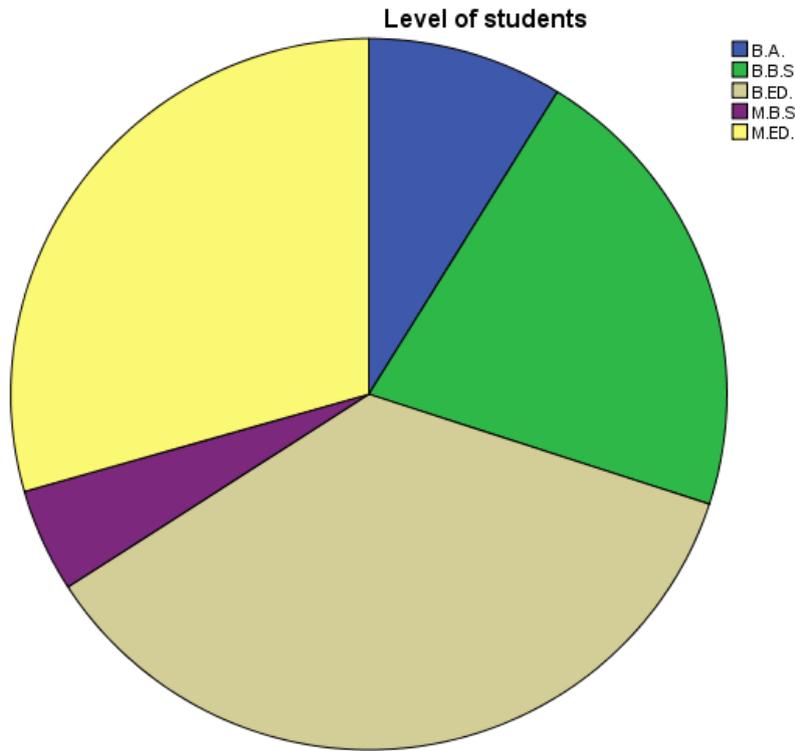


Figure 2 Level of the Graduates

Table below (4) reveals the gender variation of graduate's level/program-wise. Out of 170 graduates, 8.8 percent are from Humanities faculty with 5.3 percent females and 13.2 percent males. Such trend is also found in BBS program with 18 percent females and 25 percent males. Moreover, in M. Ed. Program, males are 39.5 percent and female 21.3 percent. In MBS program the number of males and female graduates are equal i.e. 4. However, the gender ratio is opposite in B. Ed. Program that is females are 51 percent (i.e. 48) and male 17 percent. In aggregate, female domination is found. It can be said that B. Ed. Program is dominant.

*Table 4 Level of students * Sex of students Cross-tabulation*

		Sex of students			
		F	M	Total	
Level of students	B.A.	Count	5	10	15
		% within Sex of students	5.3%	13.2%	8.8%
	B.B.S	Count	17	19	36
		% within Sex of students	18.1%	25.0%	21.2%
	B.ED.	Count	48	13	61
		% within Sex of students	51.1%	17.1%	35.9%
	MBS	Count	4	4	8
		% within Sex of students	4.3%	5.3%	4.7%
	M.ED.	Count	20	30	50
		% within Sex of students	21.3%	39.5%	29.4%
Total		Count	94	76	170
		% within Sex of students	100.0%	100.0%	100.0%

2.3 Graduates on the Basis of Ethnicity

The following table shows the graduates participation in the tracer study on the basis of ethnicity.

Table 5 Ethnicity of students

<i>Ethnicity of students</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Bramin/Chhetri	139	81.8	81.8	81.8
Dalits	1	.6	.6	82.4
EDJ	26	15.3	15.3	97.6
Madheshi	4	2.4	2.4	100.0
Total	170	100.0	100.0	

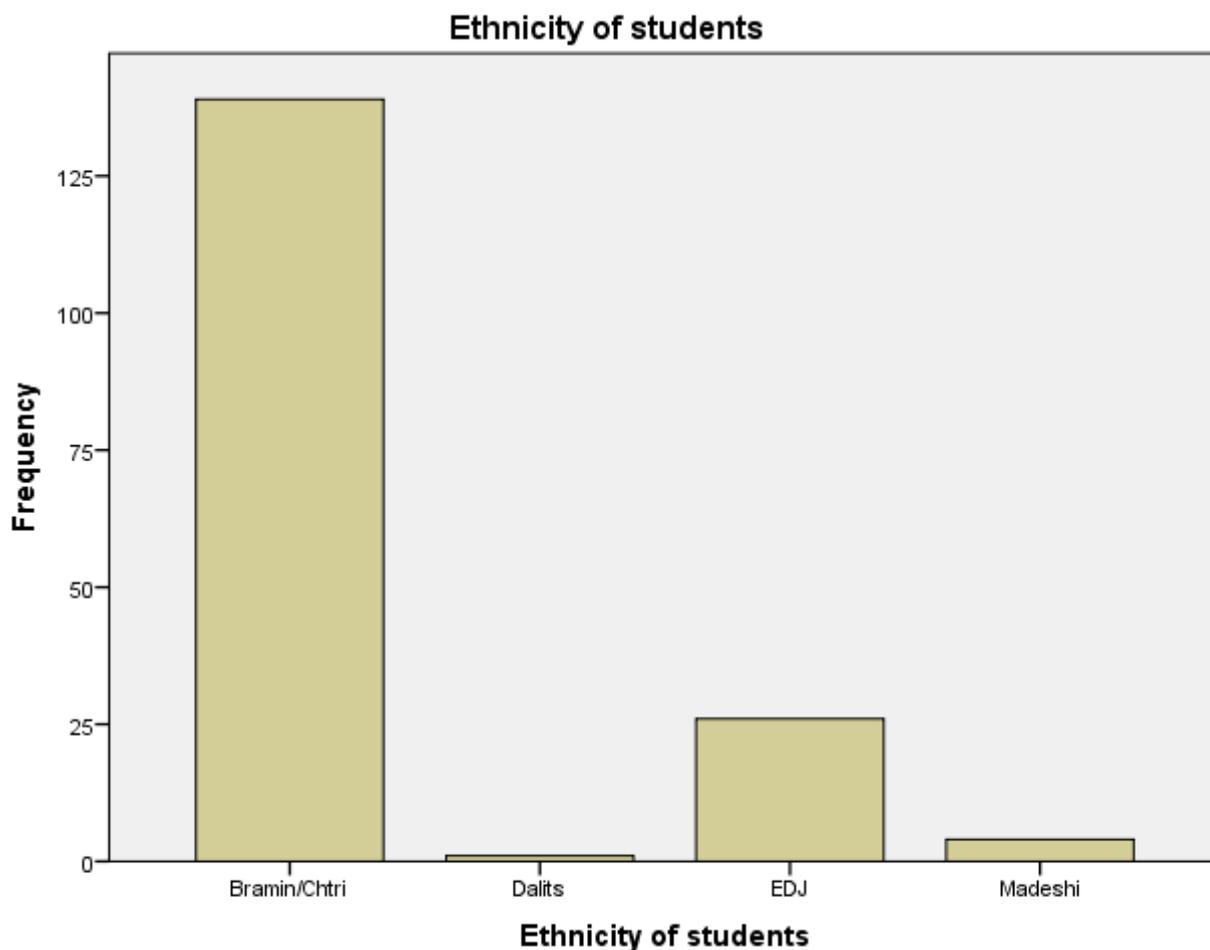


Fig. 3 Ethnicity of Graduates

Table 5 and figure 3 provide the data of graduates of their ethnicity. The majority of them are Bramins/Chhetris with 81.8 percent out of 170 whereas Dalits are the least with only 1 person. The second highest ethnic group is Janajati with 26 (15.3%). On the other hand, Madhesi students were only 2.4 percent. One of its reasons is that Madhesi and Dalit students studied in the campus are fewer.

2.4 Employment Status of the Graduates

The employment status of the graduates was collected on the basis of tracer study questionnaire provided by the UGC. The following table shows the employment status of the graduates.

Table 6 Current employment status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed	63	37.1	37.1	37.1
	Self Employed	2	1.2	1.2	38.2
	Unemployment	105	61.8	61.8	100.0
	Total	170	100.0	100.0	



Fig. 4 Current Employment Status of Graduates

Table 6 and figure 4 display the information of the graduates with their employment situation. Out of total participants in tracer study (i.e. 170), most of them (i.e. 61.8 percent) are unemployed and the least of them (i.e. 1.2 percent) are self-employed. 37.1 percent graduates are employed. Next table below presents the data of employment status of the participants according to gender.

*Table 7 Sex of students * Current employment Status Cross-tabulation*

		Current employment status				
		Employed	Self Employed	Unemployed	Total	
Sex of students	F	Count	21	0	73	94
		% within Sex of students	22.3%	0.0%	77.7%	100.0%
	M	Count	42	2	32	76
		% within Sex of students	55.3%	2.6%	42.1%	100.0%
Total	Count	63	2	105	170	
	% within Sex of students	37.1%	1.2%	61.8%	100.0%	

The above table (7) shows the employment status of graduates across the gender. From this, only 22.3 percentage of female were found employed with 77.7 percentages of female graduates unemployed. This means that majority of female were unemployed and majority of males were employed. On the other hand, among male graduates, 55.3 percent are employed but only 42.1 percent are unemployed along with 2.6 percent self-employed. It can be said that still there is huge discrimination among male and female in terms of employment status.

*Table 8 Sex of students * Current employment status Cross tabulation*

Count		Current employment status			Total
		Employed	Self Employed	Unemployment	
Sex of students	F	21	0	73	94
	M	42	2	32	76
Total		63	2	105	170

The above result (table 8) represents the employment status of graduates across the gender. This shows that 55 percentages out of 76 male graduates were found employed in an organization or institution and 22 out of 94 female graduates were only found employed. This means large proportion of female graduates was unemployed. Moreover, self-employment rate was found very low among the graduates. Only two graduates were self-employed. So, the college should encourage the graduates for entrepreneurship development. This data is also analyzed using chi-square test below.

Table 9 Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.820 ^a	2	.000
Likelihood Ratio	25.949	2	.000
N of Valid Cases	170		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .89.

Table 9 shows the employment states across the gender is significant. Because the alpha value $.000 > .005$. Hence special provisions should be made for female graduates to promote employment condition.

Table 10 below is about the employment status of graduates according to gender, level and faculty from which they passed out.

The result in table 10 shows that the employment status of graduates. This indicates that graduates from the education faculty were found employed by maximum number and followed by management faculty. It was found that least number of graduates were found employed from humanities faculty. Majority of graduates were found whether they were hunting government or private job and applying foreign employment.

*Table 10 Level of students * Current employment status * Sex of students Cross-tabulation*

Count			Current employment status			Total
			Employed	Self Employed	Unemployment	
Sex of students	Level of students	B.A.	1		4	5
		B.B.S	1		16	17
		B.ED.	7		41	48

		M.B.S	1		3	4
		M.ED.	11		9	20
	Total		21		73	94
M	Level of students	B.A.	6	0	4	10
		B.B.S	4	1	14	19
		B.ED.	7	1	5	13
		M.B.S	1	0	3	4
		M.ED.	24	0	6	30
	Total		42	2	32	76
Total	Level of students	B.A.	7	0	8	15
		B.B.S	5	1	30	36
		B.ED.	14	1	46	61
		M.B. S	2	0	6	8
		M. ED.	35	0	15	50
	Total		63	2	105	170

Table 10 shows the gender and level wise employment status of the graduates in the year 2017. Regarding gender ratio male domination is found in employment with 24 out of 63 but females are 21. According to level wise, Master's graduates are 37 and Bachelor's are 28 out of 63 employed. Regarding programs, M. Ed. Graduates are 35 followed by B. Ed. 14, B.A. 7 BBS 5 and MBS 2. Self-employed are only 2 from BBS and B. Ed. graduates each. In terms of unemployed graduates, B. Ed. are highest with 46 and lowest MBS with 6.

Moreover, according to the faculty and level, employment rate is higher in education faculty. There are more than 100 public and private schools are providing service. So that majority of graduate students' were found in teaching profession. ("Nepal Unemployment Rate | 2019 | Data | Chart | Calendar | Forecast | News," n.d.) shows that unemployment Rate in Nepal is expected to be 3.50 percent by the end of this quarter, according to Trading Economics global macro models and analysts expectations. In the long-term, the Nepal Unemployment Rate is projected to trend around 2.60 percent in 2020, according to our econometric models.

The same data is presented in the bar-diagram below.

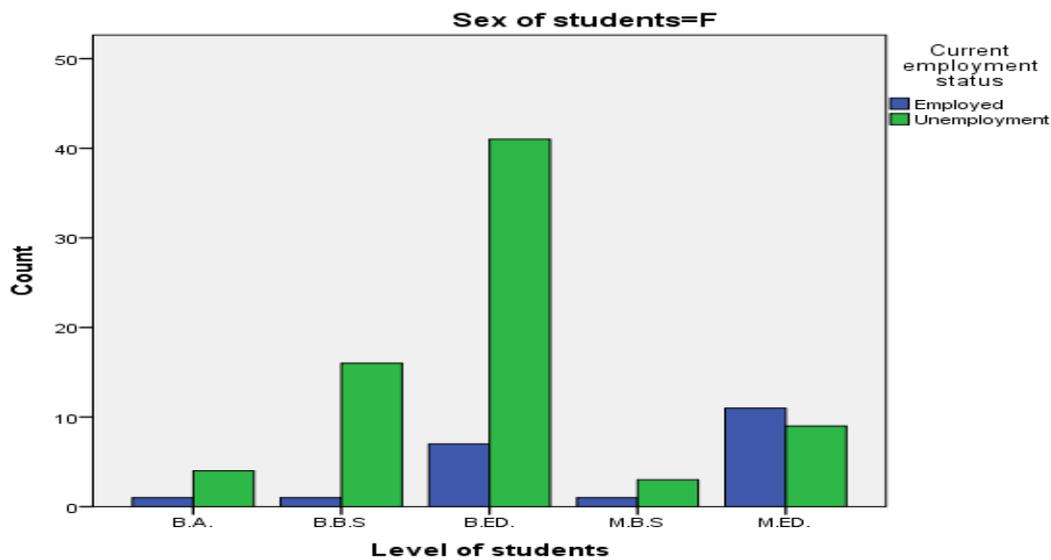


Fig. 5 Level-wise Sex Ratio of Graduates

2.5 Employment Status of Master's Graduates

The table below represents the current employment status of Master's graduates.

Table 11 Employment status of the graduates by faculty for master level

Count	Level of students	Current employment status			Total
		Employed	Self Employed	Unemployment	
	M.B.S	2	0	6	8
	M.ED.	35	0	15	50
	Total	37	0	21	58

The above table represents the employment status of graduates in Master's level. This shows that majority of masters graduates were found from education faculty. No one participants were found self-employed. This clearly shows that the mentality of graduate was job hunting. They do not want to be self-employed. Another important thing is that 21 out of 58 were found un-employed.

2.6 Sector of Employment of Employed Graduates

The sector of employment of employed graduates is presented in the following table.

Table 12 Sector of Employment of Employed Graduates

Job Sector	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	105	61.8	61.8	61.8
Bank	2	1.2	1.2	62.9
Company	11	6.5	6.5	69.4

Government	2	1.2	1.2	70.6
Hospital	2	1.2	1.2	71.8
Media	2	1.2	1.2	72.9
NGO/INGO	1	.6	.6	73.5
Teaching	45	26.5	26.5	100.0
Total	170	100.0	100.0	

Table 12 shows that graduates involved in eight different types of jobs. They are banking, private and public company, hospital, NGOs/INGOs, government offices, publication, telecom, teaching, etc. Of the employed graduates 36 out of 65 were found in teaching sector.

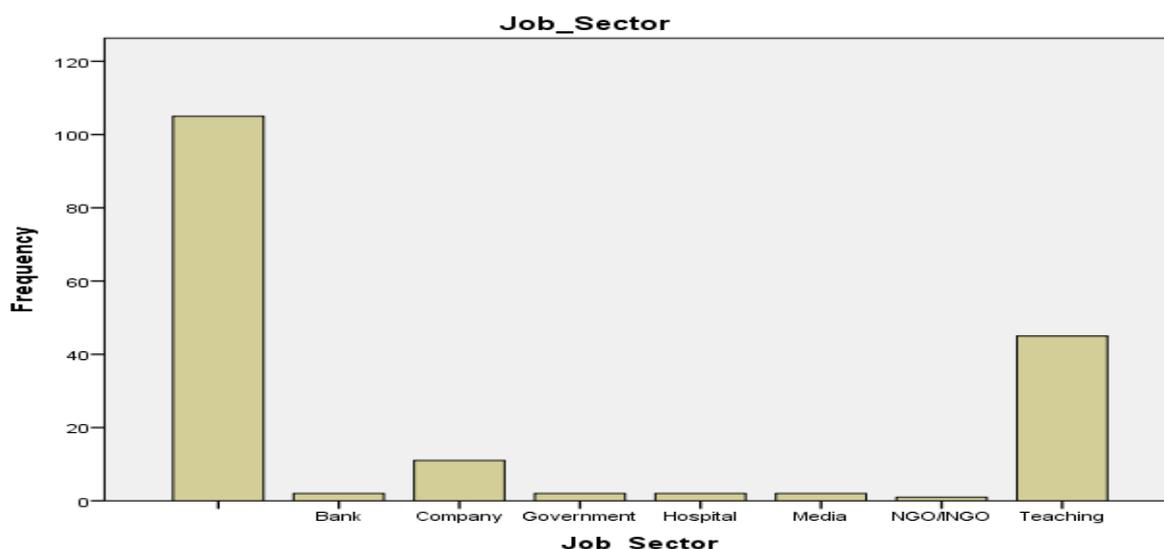


Fig 6 Sector of Employment of Employed Graduates

The above bar-graph represents the employment sector of graduates in their job. This shows majority of them were found in teaching and followed by company. Our graduates (few of them) serve in banks, hospitals, government offices, media 1.2 percent each.

2.7 Organization Type

The employed graduates involve in different types of organizations. The data are presented below.

Table 13 Type of organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Unemployed	105	61.8	61.8	61.8
Government	38	22.4	22.4	84.1
Private	25	14.7	14.7	98.8
Public	2	1.2	1.2	100.0
Total	170	100.0	100.0	

The above result shows the organization type involve in the job. This indicates that majority of the graduates involved in government sector. 38 out of 65 were found in government job.

Similarly, 25 out of 65 were found in private and only 2 graduates were found in public sector. From this it can be said that the graduates are found stronger since most educated people choose government job in priority. This data has been presented on the following bar-graph.

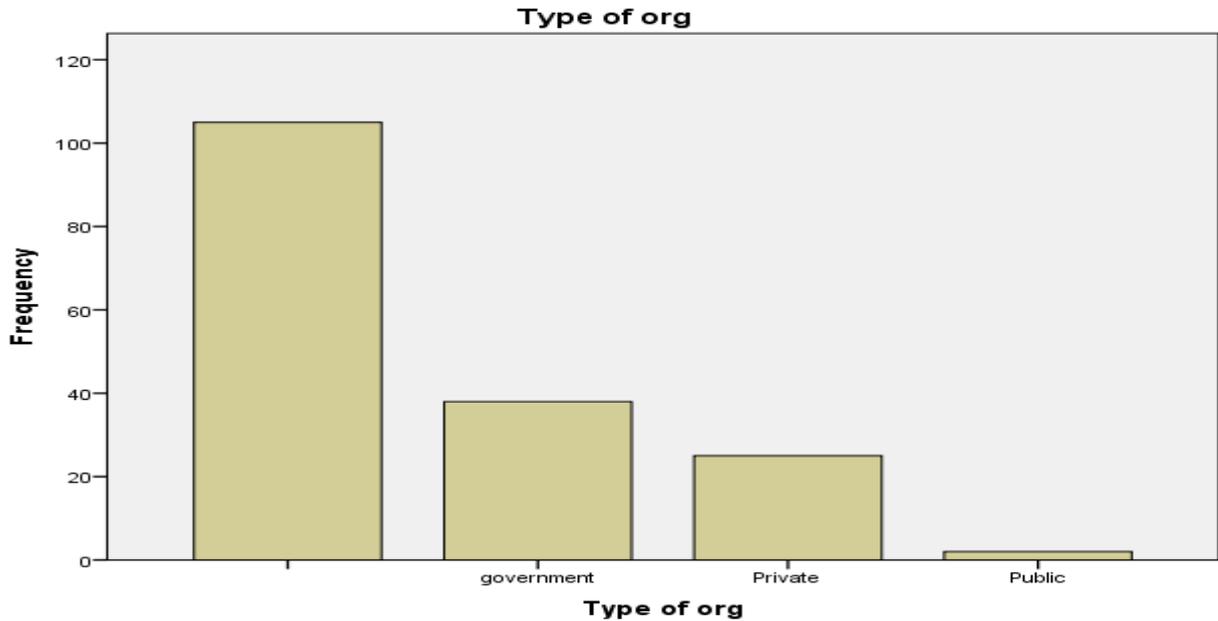


Fig. 7 Type of Organization of Employment

2.8 Employment Type

The quality of education more or less is determined by the employment type of graduates. If a person holds full time job, then the economic condition of that person is certainly better. The following table shows the employment type of graduates in their job.

Table 14 Employment type

	Frequency	Percent	Valid Percent	Cumulative Percent
Full Time	62	95.3	95.3	95.3
Part Time	3	4.7	4.7	100.0
Total	65	100.0	100.0	

This shows that 95.3 percent of the graduates were found full time job holders. This means majority of the employed are full timer. The status of employment type is presented as following graph.

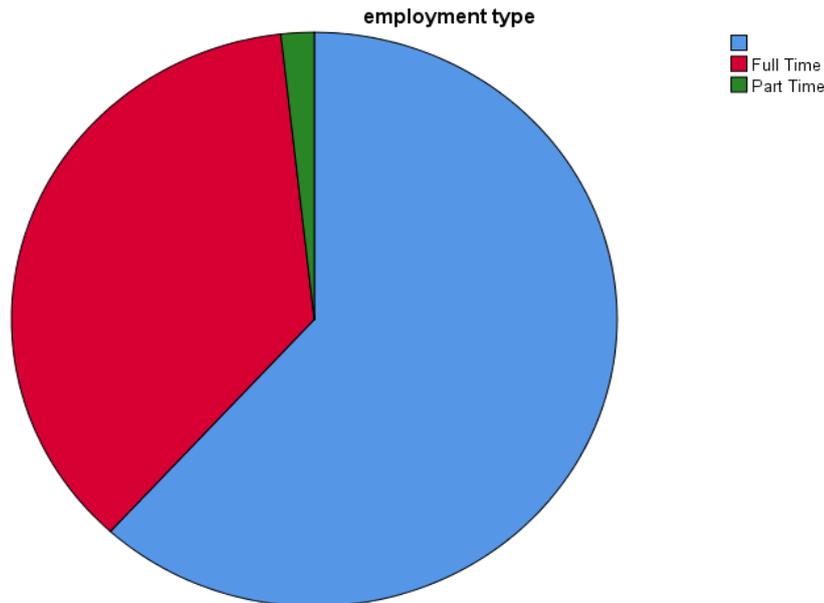


Fig 8 Employment Type of Graduates

2.9 Status of Graduate Employment and Further Study

Employment status and further study of the graduates is discussed in this section. The following table shows the employment condition and further study of the graduates traced by the campus record.

Table 15: Status of Employment Condition and Further Study

S.N.	Description	Number	Percent
1	Employed and pursuing further study	14	8.24
2	Unemployed and not pursuing further study	76	44.70
3	Unemployed and pursuing further study	29	17.06
4	Employed and not pursuing further study	51	30.00
	Total	170	100.00

Table 15 shows that there were around 30 percent graduates who are employed without pursuing further study. It means they seemed fully engaged in the profession. It also shows that 25.30 percent graduates are pursuing further study i.e. 43 out of 170 graduates. 17 percent graduates were studying without being engaged in the profession. The number of enrolled students for further study without having any job was 29.

From the survey, it can be revealed that that there are 29 unemployed graduates who are not involved for further study. They may be searching for suitable jobs. The percentage they held was 17%. There are also some graduates who were employed and they have not stopped studying. Around 8.24% graduates belonged to this group. They are 14 in number out of 170 graduates.

2.10 Quality and Relevance of Higher Education

In this section quality and relevancy of higher education has been analyzed in respect to the graduates' current job/profession. The table 16 shows that 50 percent employed graduates much agreed that higher education has helped to enhance their academic knowledge. Similarly, 60 percent viewed that knowledge of higher education much helped them to enhance team spirit; 45 percent viewed to improved much research skill on them. Moreover, 45 percent of employed graduates were much satisfied about information technology skill provided by the institution.

The following table shows that the quality and relevance of higher education to their present job is as follows.

Table 16: Relevancy of Higher Education to the Employment (Present Job)

S.N.	Particulars	Response in percentages						Total (Percent)
		Not at all (0)	Very little (1)	A little (2)	Moderate (3)	Much (4)	Very much (5)	
1.	Enhanced academic knowledge	0	0	10	20	50	20	100
2.	Improved problem-solving skills	0	0	10	40	35	15	100
3.	Improved research skills	0	0	10	25	45	20	100
4.	Improved learning efficiency	0	0	15	20	45	20	100
5.	Improved communication skills	0	0	0	25	35	40	100
6.	Improved information technology skills	0	0	10	20	45	25	100
7.	Enhanced team spirit	0	0	15	15	60	10	100
8.	Average	0	0	10	23.6	45	21.4	100

Majority of the graduates opined that higher education has helped to enhance their academic knowledge, problem solving skills, research skill, learning efficiency, communication skill and team spirit. Hence, the course offered by this institution is quite relevant to their job.

However, majority of them expressed their dissatisfaction towards information technological skill provided by the institution. This is why there is no any subject related to information technology. It is noted that information technology related subjects should be included in the academic programs.

The discussion of table 16 shows that the courses are highly relevant to the graduates' current jobs. They expressed their response as much relevant by 45 percent, moderate relevant by 24 percent, and very much relevant by 21.4 percent. However, 10 percent of them expressed their view as only a little relevant.

2.11 Strengths and Weaknesses of Higher Education Program

Strengths and weaknesses of higher education program as reported by the informants have been discussed here. The following table shows the major strengths and weaknesses of the institutional program that graduates attended.

Table 17: Major Strengths and Weakness of Higher Education Program

S.N.	Particulars	Responses						Total
		Very weak (0)	Weak (1)	Moderate (2)	Good (3)	Very good (4)	Excellent (5)	
1.	Relevance of the program to your professional (job) requirements	0	10	20	40	20	10	100
2.	Extra-curricular activities	0	10	30	30	20	10	100
3.	Problem solving ability	0	10	10	40	20	20	100
4.	Work placement/ attachment/ internship	5	15	40	15	15	10	100
5.	Teaching/Learning environment	0	0	10	30	40	20	100
6.	Quality of education delivered	0	10	10	40	20	20	100
7.	Teacher student relationship	0	0	10	30	30	30	100
8.	Library facility	0	0	10	50	30	10	100
9.	Lab facility	15	15	20	30	10	10	100
10.	Sports facility	0	5	15	30	30	20	100
11.	Canteen/ urinals	0	10	20	20	30	20	100
12.	Other strengths/weaknesses	NA	NA	NA	NA	NA	NA	NA
13.	Average	1.8	7.7	17.7	32.3	24.1	16.4	100

Table 17 displays the major strengths and weaknesses of higher education program. In average, good has got the highest and very weak has got the least with 32.3 and 1.8 respectively.

Most of the graduates have chosen good for the relevance of the program to the professional (job) requirements i.e by 40 percent. No one has chosen this aspect as very weak.

Regarding extra-curricular activities, moderate and good ranks are chosen by majority of the graduates (30% each). Likewise, 20 percent have chosen very good for extracurricular activities. Moreover, 30 percent graduates opined that teacher student relationship and teaching learning environment is excellent, very good and good each in the institute.

On the other hand, work placement/attachment and lab facilities are rated as weak aspects in the institute. Regarding problem solving ability that students have achieved is ranked good by 40 percent, very good by 20 and excellent by 10.

In the context of quality of education delivered by the institution is ranked good by 40 percent, very good and excellent by 20 percent each.

From the above description, the weakest aspect of this institution is work placement/attachment and lab facilities. So, it is noted that institution should create favorable situations for work placement to the graduates. For this purpose, institution should establish good relation with job providing organizations such as: industries, schools/colleges, business companies or organizations, different NGOs/INGOs and so on. Moreover, lab facilities should be improved and equipped with trained human resources as soon as possible.

Regarding the average calculation on the strengths and weaknesses of higher education programs in the institutions, positive responses are found on the graduates. 32.3 percent viewed that the programs are good, 24 percent viewed very good, 17.7 viewed moderate and 16.4 percent excellent. From this it can be concluded that programs and the facilities offered by the college are not weak and irrelevant.

2.12 Contribution of Graduates to the Institution

The status of contribution provided by graduates to the institution is presented and analyzed here.

The graduates promised that they will publicize the name and fame of the institution/campus from their own area and profession. They also committed to involve in future planning for the betterment of the campus. Some of them showed their interest to be staff of the college for contribution. Moreover, support for all-round development is also committed by some participants. Many of them wished to create mutual cooperation for all-round development of the college.

Coordination for scholarship, serve being volunteer as the CMC member, joining alumni, providing books and other materials are some other contribution promised by the graduates of the campus.

2.13 Suggestions and Recommendations from Graduates

On the basis of tracer study questionnaire provided by the UGC, the team has collected different suggestions and recommendations for the betterment of the institution. Graduate students provided valuable suggestions and recommendations for this. Most of them are relevant, too.

Most of the students advised to improve lab facility with enough equipment and resources. They also recommended modern library with ICT facilities. Similarly, some graduates suggested motivating teacher for teaching activities by the institution and manage /arrange their time schedule by themselves.

In summary, students recommended the following points for the betterment of this institution:

- To improve of lab facility with enough equipment and resource materials.
- To improve of library facility with ICT.
- To motivate teachers for teaching effectively with new innovation.
- Administration should be smart in their performance.
- To improve reception and employees' behavior.
- To assess students' performance regularly.
- To conduct seminar for students' career development.
- To improve infrastructure of campus like, seminar hall.
- To maintain friendly behavior for the students from non-teaching staff.
- To establish hostel for remote area students.

- To add more subjects mostly the technical, vocational and modern subjects and disciplines.
- To organize extra-curricular activities regularly and systematically.
- To manage play-ground properly.
- To improve quality of instruction.
- To manage pure drinking water.
- To provide e-library facility.
- To manage vehicle facility even for the master's level students.
- To add IT programs.
- To manage course completion trend and improve teachers' regularity.
- Students' work should be done effectively and efficiently esp. for administrative works.
- To reduce political influence on the students.
- To manage work placement activities and connect NGOs/INGOs.
- To build waiting room/hall for parents.
- To conduct seminars and workshops for the students regularly.
- To introduce banking and account courses in management faculty.
- To clean toilets and classrooms regularly.
- To manage students' activities properly by campus administration.
- To organize interaction program between stake-holders and campus management committee/administration.
- To restructure the student – teacher ratio for classroom teaching.
- To reduce sport activities on the campus ground in teaching hours for non-campus people.

CHAPTER THREE: MAJOR FINDINGS

On the basis of data presentation, analysis and interpretation, the major findings of this tracer study have been presented in this chapter.

In the year 2017, the graduate number of Janta Multiple Campus was 173. However, only 170 graduates were studied in detail in presentation and analysis.

Among the total responding graduates 45 percent are males and 55 females. Highest number of respondents constitute of Bachelor in Education (36%), followed by Master's in Education (29%), Bachelor in Business Studies (21%), Bachelor in Arts (9%) and Master in Business Studies (5%).

The participation is highest from education faculty among all. Regarding the gender, female domination (70) is found in bachelor level. However, male domination (i.e. 34) is found in master's level.

3.1 Employment Status of Graduates

The major findings of employment status of the graduates are listed here.

- The majority (81.8%) of graduates were Brahmins/Chhettri out of 170, whereas Dalits are the least with only 1 person. The second highest ethnic group is Janajati with 26 (15.3%). On the other hand, Madhesi students were only 2.4 percent.
- 38 percent graduates were found employed (with self-employed) and 62 percent unemployed.
- 68 percent males and 32 percent females were employed.
- 70 percent females and 30 percent males were unemployed.
- Among the unemployed graduates, most of them have been studying in different educational institutions for their higher qualification and some of them are planning to get admission in the next session.
- Among female graduates, only 22.3 percentages of female graduates were found employed and 77.7 percentages of female graduates unemployed.
- Among male graduates, 55.3 percent are employed but only 42.1 percent are unemployed along with 2.6 percent self-employed.

- In bachelor level, 41.3 percent graduates (i.e, 26 graduates) were found employed in bachelor level. In humanities, 46.7 percent were employed followed by education faculty (i.e. 44 %) and 16 percent of management students were found employed.
- According to level wise, Master's graduates are 37 and Bachelors are 28 out of 63 employed. Regarding programs, M. Ed. Graduates are 35 followed by B. Ed. 14, B.A. 7 BBS 5 and MBS 2. Self-employed are only 2 from BBS and B. Ed. graduates each.
- In terms of unemployed graduates, B. Ed. are highest with 46 and lowest MBS with 6.
- Among Master's level, only 5 percent management (MBS) graduates were employed and 95 percent education (M.Ed.) graduates were employed.
- 21 out of 58 were found un-employed in Master's level graduates. Among employed graduates, 69 percent were teachers, followed by company, i.e. 17 percent, banking, government job, hospital and media 5 percent; NGOs/INGOs 1.5 percent.
- Regarding the types of organizations, the employed graduates are working, government and private organizations hold much i.e. 58.5 and 38.5 percent, respectively. Only 3 percent employed graduates were involve in public sector.
- 96% graduates were full timers and remaining only 5% were part timers.
- 30 percent graduates who are employed without pursuing further study. It means they seemed fully engaged in the profession. It also shows that 25.30 percent graduates are pursuing further study i.e. 43 out of 170 graduates. 17 percent graduates were studying without being engaged in the profession. The number of enrolled students for further study without having any job was 29.
- From the survey, it can be revealed that that there are 29 unemployed graduates who are not involved for further study. They may be searching for suitable jobs. The percentage they held was 17%. There are also some graduates who were employed and they have not stopped studying. Around 8.24% graduates belonged to this group. They are 14 in number out of 170 graduates.

3.2 Quality and Relevance of Higher Education

The major findings regarding the of quality and relevance of higher education as the participants have experienced are listed here.

- 50 percent employed graduates much agreed that higher education has helped to enhance their academic knowledge.

- 60 percent viewed that knowledge of higher education much helped them to enhance team spirit; 45 percent viewed to improved much research skill on them.
- Moreover, 45 percent of employed graduates were much satisfied about information technology skill provided by the institution.
- They expressed their response as much relevant by 45 percent, moderate relevant by 24 percent, and very much relevant by 21.4 percent. However, 10 percent of them expressed their view as only a little relevant.

3.3 Major Strengths and Weaknesses of Higher Education Program

Regarding the strengths and weaknesses of the institution the followings are the major findings:

- In average, good has got the highest and very weak has got the least with 32.3 and 1.8 respectively.
- Most of the graduates have chosen good for the relevance of the program to the professional (job) requirements i.e. by 40 percent. No one has chosen this aspect as very weak.
- Regarding extra-curricular activities, moderate and good ranks are chosen by majority of the graduates (30% each).
- Likewise, 20 percent have chosen very good for extracurricular activities. Moreover, 30 percent graduates opined that teacher student relationship and teaching learning environment is excellent, very good and good each in the institute.
- Workplacement/attachment and lab facilities are rated as weak aspects in the institute. Regarding problem solving ability that students have achieved is ranked good by 40 percent, very good by 20 and excellent by 10.
- In the context of quality of education delivered by the institution is ranked good by 40 percent, very good and excellent by 20 percent each.
- Regarding the average calculation on the strengths and weaknesses of higher education programs in the institutions, positive responses are found on the graduates. 32.3 percent viewed that the programs are good, 24 percent viewed very good, 17.7 viewed moderate and 16.4 percent excellent.

3.4 Graduates' Contribution to the Institution

- The graduates promised that they will publicize the name and fame of the institution/campus from their own area and profession.
- Graduates committed to involve in future planning for the betterment of the campus and some of them showed their interest to be staff of the college for contribution.
- Moreover, support for all-round development is also committed by some participants. Many of them wished to create mutual cooperation for all-round development of the college.
- Coordination for scholarship, serve being volunteer as the CMC member, joining alumni, providing books and other materials are some other contribution promised by the graduates of the campus.

CHAPTER FOUR

IMPLICATIONS TO INSTITUTIONAL REFORM

This tracer study report 2017 has identified problems and prospects of this institution. In this section, we deal with the implications of tracer study for the betterment of the institution. For this respect we asked the graduates to their contribution for the institutional reform. Based on the data presentation, analysis and interpretation the following points can be listed:

- Institution can utilize the graduates for its publicity and promotion as most of the graduates have promised to do so.
- The study can strengthen the relation between the institution and graduates.
- The study identifies new vocational/technical and relevant subjects for the students.
- The institution can get technical and financial support from the Alumni for its betterment.
- The institution can identify its strengths and weaknesses, and it can take the relevant action for the improvement.
- The study will help and is urging to make record keeping system more efficient and effective.
- The team has requested the campus administration to implement the effective and efficient computer software for keeping records of the students.
- The tracer study team has also realized that effective programs should be conducted by campus administration to gather alumni.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Because of the encouragement and support of the UGC, tracer study is conducted by the college for assuring quality of the institution. We aimed at finding out the present status, employment status, ethnicity status, expectation of the graduates, and judging quality and relevancy of higher education.

For this purpose graduate of batch 2017 has been taken for the study. Basically quantitative analysis technique has been applied. Tracer study team faced many difficulties in getting return of the questionnaire from the respondents. Even though, we have collected 172 questionnaires from the respondents and 170 forms were included in data presentation, analysis and interpretation. In the study, it was found that there is less gender gap among the graduates but there is vast gender gap in terms their employment status. Regarding ethnicity, majority of the graduates are Bramin/chhrettri group with 81.8 percent followed by Janajati (26%). Around 68 percent male graduates were employed but only 32 percent females. In bachelor level, 41.3 percent graduates were employed but 64 percent master's level graduates were employed. It is positive aspect of this institution. This indicates that most of the graduates of master's level were doing any kind of job. It shows the relevancy and quality of master's level program in comparison to bachelor level.

Moreover, regarding types of organization of employment most of the employed graduates involved in teaching sector. Similarly, according to types of job, almost all (i.e. 94%) employed graduates are full timers.

31 percent graduates were employed without pursuing further study and 33 percent graduates were studying without being engaged in any profession. On the other hand, 21 percent were neither employed nor studying. However, 16 percent graduates are found much active since they are employed as well as studying.

Majority of the employed graduates expressed their satisfaction regarding the academic knowledge, problem solving skills, research, communication skill and team spirit provided by higher education program. However, 40 percent employed graduates were not satisfied on information technology skill provided by institution.

Most of the graduates were agreed that the range of course offered, optional subject, relevancy for the requirement of professional development by the institution is good. They also expressed their positive views on the extra-curricular activities, problem solving, and interdisciplinary learning. However, they complained library facility, and work placement. They viewed positively towards teaching learning activities, quality of delivery and teacher-student relation.

5.2 Recommendations

On the basis of findings and conclusion, tracer study team has recommended the following improvements:

- Information technology related subjects should be introduced as well as incorporated in different faculties.
- Job placement/attachment for the graduates should be managed by the institution effectively.
- As majority of the graduates complained the lack of reference library and modern/ e-library, it is better to manage such facilities.
- Higher level program like M. Phil. should be introduced by the institution.
- Job oriented programs should be conducted on the basis of civil and public service of Nepal.
- To organize interaction between stakeholders and campus at regular intervals.
- To manage vehicle facility for the catchment area within the district even for Master's level students.
- JMC should make its record keeping and file management system more effective and efficient using computer software.
- The college should encourage and orient the students to issue their transcripts and character certificates on time.
- It should organize interaction programs with alumni in regular interval.

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