

Dibya Jyoti Multiple Campus



Accredited by UGC, Nepal (2018)

Bardghat -2 Chisapani, Nawalparasi

Tracer Study Report

2078 / 2079

Established Date : 2047

Date : 2080/ 11/ 05

Submitted to
UNIVERSITY GRANTS COMMISSION
SECOND HIGHER EDUCATION PROJECT
Sanothimi, Bhaktapur

ACKNOWLEDGEMENTS

We have no words to convey our feeling gratitude to our respected chairman of campus management committee Mr.Punya Prasad Paudel, Campus Chief Mr. Sagarmani Pandeya for their valuable suggestion and inputs to conduct this study. Without their support, this report would otherwise, never have witnessed the form it appears at present. We would also like express our sincere thank to administrative and other staffs of DJMC for their support in collecting information from the respondents.

Lastly, we are grateful to the University Grants Commission for providing guideline and support to prepare this report.

March 3, 2024

Mr. Raju Poudel
Coordinator
Tracer Study Committee
Dibya Jyoti Multiple Campus

EXECUTIVE SUMMARY

Dibya Jyoti Multiple Campus has been running graduate programs in management, education and humanities faculty similarly postgraduate programs in management and education faculty. This tracer study was conducted with the main objective to provide information to DJMC about the employment status and status for further study of graduates and postgraduates, and strengths and weakness of the programs, and overall education delivery mechanism.

The tracer study covered the graduates of academic year 2019 A.D. of three graduates and two postgraduate level programs, namely; Bachelor in Business Studies (BBS), Bachelor in Arts (BA), Bachelor in Education (B Ed) and Master's in Education and Business Studies (M Ed and MBS). Purposive sampling technique was used to collect useable data from 36 graduates and postgraduates. Tracer study committee members and non teaching staffs were activated to collect data through direct visit, telephone interview, and electronic media during the reference period from October 2023 to December 2023. The survey instrument was a set of questionnaire designed by the UGC, Nepal.

The analysis of the tracer study are organized in the four meaningful sections which are

- (a) Employment status of the respondents
- (b) Status of further study of graduates
- (c) Profile of respondents and
- (d) Quality and relevance of program.

Key findings of the study are presented below:

Employment Status of Respondents

Out of 13 traced respondents more than average (36.67%) were employed and the rest (63.33%) were unemployed. Among the employed respondents, majority (45.45%) were employed in private institution and the rest (54.55%) in public, government institutions and self generated work. Regarding employment status of graduates and postgraduates, majority were found in employment and most were working in private institution as full time employees. However, very few were self employed. This indicates the need to review programs to produce entrepreneurs.

Further Study Status of Respondents

Out of total respondents, 30 percent enrolled for further study and the rest (70%) did not continue their study. From all 23.33% from Management faculty, 3.33% from Education faculty and 3.33% from Humanities faculty pursuing further study. Most of the students from Management faculty 36.67% are not pursuing further study.

Profile of Respondents

Of the total traced respondents of 2018, majority (70%) was female and the rest (30%) were male. Larger proportion of the respondents (60%) were from Management faculty followed by Education faculty (23.33%) and (16.67%) from Humanities faculty.

Quality Measures of DJMC

This study explored perceived ratings of respondents on different quality measures i.e. relevance of program to the professional jobs, extracurricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, quality of education delivered, teacher student relationship, library facility, lab facility, sports facility and canteen/urinal facility based on their personal knowledge and experience.

Out of total 30 respondents, majority were more satisfied with teaching/learning environment (56.67%), quality of education delivered (43.33%), work placement/attachment/internship (33.33%), problem solving(60%), teacher student relationship (56.67%). However, minority respondents were satisfied with relevance of the programs to professional jobs (33.79%), library/lab facility (33.33%), sports facility (36.67%) , and canteen/urinal facility (33.33%) and extracurricular activities (43.33%). These findings indicate the need to review curricula of the programs to build relationship between programs and professional jobs, and institutional support for work placement/attachment/internship through building relationship with employers.

Conclusion and Recommendations

Conclusion

DJMC has been running different academic programs with the broader objective of contributing to prepare competent human resources for the employers. Moreover, it also strives to prepare entrepreneurs for the society. The tracer study was conducted by covering graduates and postgraduates of 2018 A.D. In order to make DJMC well informed about employment status of the graduates and postgraduates and needs of reforms for improving its programs and environment. DJMC programs have been preparing competent human resources and entrepreneurs for the country. In the case of contribution to employment, it has been working satisfactorily; however, its contribution on preparing entrepreneurs is relatively low. Therefore, there is a high need to strengthen the linkage between the curricular and the changing demand of job market. Further, there is a high need of focusing on the linkage between programs and entrepreneurship.

Recommendations

Based on data analysis and findings, following recommendations are made:

- Periodic labor market studies are recommended to conduct to identify the changing needs of the labor market that help to review curricular of the programs.
- Linkage between employers and institution should be built up show that programs of DJMC would be compatible to produce human resources necessary for the job market.
- Recommended to explore curricula that would be helpful for producing competent entrepreneurs.
- It is recommended to incorporate case study method into pedagogy and ensure further exposure opportunities to students to enhance their problem solving ability.
- Recommended to enlarge extracurricular activities and sports facilities.
- Recommended to further strengthen relationship with the neighboring school.

TABLE OF CONTENTS	
ACKNOWLEDGEMENTS	I
EXECUTIVE SUMMARY	II
TABLE OF CONTENTS	IV
List of Tables	V
List of Figures	VI
ABBREVIATION	VII
INTRODUCTION	1
1.1 Background	1
1.2 Objectives of the Study	2
1.3 Institutional Arrangements to conduct the study	2
1.4 Graduate Batch taken for The Study	2
1.5 Data collection Instrument and approach	2
1.6 Scope and limitations of the study	3
DATA PRESENTATION AND ANALYSIS	4
2.1 Employment status of the graduates	4
2.2 Employed Graduates from Ethnic Group	5
2.3 Employed Graduates by Type of Organization	6
2.4 Employed Graduates by Area	7
2.5 Unemployed Graduates at the Time of the Study	8
2.6 Issues Related to the Characteristics, Expectations and Aspirations of Graduates	8
2.7 Proportion of Respondent Group by Age Group	10
2.8 Proportion of Respondent by Ethnic Groups	11
2.9 Issues Related to the Quality and Relevance of Higher Education	12
2.10: Extracurricular activities	13
2.11: Problem solving	14
2.12 Work placement/attachment	15
2.13: Teaching/Learning environment	16
2.14: Quality of education delivered	17
2.15: Teacher student relationship	18
2.16: Library	19
2.17 Sports Facility	20
2.18 Canteen /Urinals Facility	21
2.19: Pursuing Further Study of Graduates	22
2.20: Graduates Undertaking Further Studies	23
MAJOR FINDINGS	25
IMPLICATIONS TO INSTTUTIONAL REFORMS	26
CONCLUSION AND RECOMMENDATIONS	26
5.1: Conclusion	26
5.2 Recommendations	26
List of Tables	

Table No.

<u>DATA PRESENTATION AND ANALYSIS</u>	4
<u>2.1 Employment status of the graduates</u>	4
<u>2.2 Employed Graduates from Ethnic Group</u>	5
<u>2.3 Employed Graduates by Type of Organization</u>	6
<u>2.4 Employed Graduates by Area</u>	7
<u>2.5 Unemployed Graduates at the Time of the Study</u>	8
<u>2.6 Issues Related to the Characteristics, Expectations and Aspirations of Graduates</u>	8
<u>2.7 Proportion of Respondent Group by Age Group</u>	10
<u>2.8 Proportion of Respondent by Ethnic Groups</u>	11
<u>2.9 Issues Related to the Quality and Relevance of Higher Education</u>	12
<u>2.10: Extracurricular activities</u>	13
<u>2.11: Problem solving</u>	14
<u>2.12 Work placement/attachment</u>	15
<u>2.13: Teaching/Learning environment</u>	16
<u>2.14: Quality of education delivered</u>	17
<u>2.15: Teacher student relationship</u>	18
<u>2.16: Library</u>	19
<u>2.17 Sports Facility</u>	20
<u>2.18 Canteen /Urinals Facility</u>	21
<u>2.19: Pursuing Further Study of Graduates</u>	22
<u>2.20: Graduates Undertaking Further Studies</u>	23

List of Figures

<u>DATA PRESENTATION AND ANALYSIS</u>	4
<u>2.1 Employment status of the graduates</u>	4
<u>2.2 Employed Graduates from Ethnic Group</u>	5
<u>2.3 Employed Graduates by Type of Organization</u>	6
<u>2.4 Employed Graduates by Area</u>	7
<u>2.5 Unemployed Graduates at the Time of the Study</u>	8
<u>2.6 Issues Related to the Characteristics, Expectations and Aspirations of Graduates</u>	8
<u>2.7 Proportion of Respondent Group by Age Group</u>	10
<u>2.8 Proportion of Respondent by Ethnic Groups</u>	11
<u>2.9 Issues Related to the Quality and Relevance of Higher Education</u>	12
<u>2.10: Extracurricular activities</u>	13
<u>2.11: Problem solving</u>	14
<u>2.12 Work placement/attachment</u>	15
<u>2.13: Teaching/Learning environment</u>	16
<u>2.14: Quality of education delivered</u>	17
<u>2.15: Teacher student relationship</u>	18
<u>2.16: Library</u>	19
<u>2.17 Sports Facility</u>	20
<u>2.18 Canteen /Urinals Facility</u>	21
<u>2.19: Pursuing Further Study of Graduates</u>	22
<u>2.20: Graduates Undertaking Further Studies</u>	23

ABBREVIATION

BA: Bachelor of Arts

BBS: Bachelor of Business Studies

B Ed.: Bachelor of Education

CMC: Campus Management Committee

FM: Frequency Modulation

FOM: Faculty of Management

INGO: International Non-Government Organization

IT. : Information Technology

DJMC: Dibya Jyoti Multiple Campus

Lab: Laboratory

MA: Master of Arts

MBS: Master of Business Studies

M Ed.: Master of Education

QAA : Quality Assurance Accreditation

TU: Tribhuvan University

UGC: University Grants Commission

HERP : Higher Education Reform Project

CHAPTER I

INTRODUCTION

1.1 Background

Education is the light of life; it is the backbone for individual, social, national and international progress. It is also a window to see the world. The History of economic growth concludes that there is not a single country which got progress and development without the advancement of education, information technology and research. Therefore, education is indispensable for all and everywhere. Education is increasing rapidly now days. It is safe and easy to access from any corner of Nepal. So the rate of migration from hilly region and other parts of Nepal is very high. To fulfill the requirement of higher education, no any campuses were established. So Dibya Jyoti Multiple Campus (DJMC) was established to provide the quality education by the tireless efforts and endeavors of the social workers, academicians, administrators and the political leaders on 16th Marg, 2047 B.S. on the lap of religious place Daunne hill of Nawalparasi district.

DJMC has crossed 31 summers and winters in its life cycle. It is one of the leading public campuses affiliated to Tribhuvan University and has taken academic pace demonstrating its highest possible positive performances.

DJMC has provision of campus assembly as a central governing agency of the institution and 29 members of Campus Management Committee (CMC) which is responsible for the overall execution of its policies and programs.

DJMC owns 7-10-0 bigaha of land with two buildings, running the classes and administration under the same building. 49 rooms are using for teaching learning, administrative and other purpose and another 5-12-10 bigaha of unregistered land.

DJMC has functional jurisdiction with objectives of extending institution of higher education to education quality and center of excellence. It defines its vision to be a deemed university accommodated by its mission to extent the facilities and easy excess of higher education at an affordable cost and to establish the campus as one of the reputed academic center the nation. Furthermore, it purposes to produce quality manpower to fulfill the demand of the country and abroad.

The world in which we live is constantly changing and there are many challenges to face. For this purpose, we must be on conscious and we must take necessary steps to ensure that the graduates and post graduates from the institution of higher learning are of high quality and competitive. With this mind, this tracer study is carried out this academic year 2078/79 to get the perceptions and opinions of every graduate of all faculties (BBS, BA, B Ed, MBS and M Ed) of higher learning in the institution on their experiences.

Based on the valuable feedback that the students provide through this research, the institution will get more accurate sketch of their learning environment. This intern will help us to identify weaknesses that would be remedied in a more strategic manner. the campus also hopes the students will continue to assist in future in providing opinion trough follow up questionnaires which we hope to build a workforce to greater caliber that can assist in the progress of the campus.

1.2 Objectives of the Study

DJMC wants to know, what the students of the institution think of the programme, facilities provided by the campus, and the overall teaching learning strategies gone through while the students were studying and the type of job students are involving as well as how they face in their working environment after graduation and post-graduation. Student's valuable suggestions and feedbacks can make a significant change to the institution and to improve the standard of higher education.

1.3 Institutional Arrangements to conduct the study

After selecting Higher Education Reform Project (HERP), DJMC realizes the importance of tracer study of the students for the overall development of the campus. For this regard it developed a form in suggestive draft provided by University Grants Commission (UGC). The pass out students of academic year 2018, were divided in groups of each faculties and departments. All the faculty members were handed the responsibilities to collect the information asked in developed format of campus.

In order to carry out the study, a committee of four members has been formed. The members of the committee are as follows.

- Coordinator: Mr. Raju Poudel
- Member: Mrs. Saraswoti Sapkota
- Member: Mr. Chandra Prakash Gyawali
- Member: Sudha Gyawali

1.4 Graduate Batch taken for The Study

DJMC has taken one batch of graduates of higher education who graduated from this institution of all faculties (BBS, B A, B ED, MBS and M Ed) in the pass out batch 2021.

1.5 Data collection Instrument and approach

This study is based on primary data. Graduates of 2021 of DJMC are the source of data. There are 13 graduates of 2021 passed year which is considered as universe of the study. The survey instrument used in the study is the questionnaire which is prescribed by University Grant Commission (UGC) of Nepal. Various methods like field visits, face to face conversation, telephone conversation, contact through electronic media etc are used to collect the required data for the study. Members of tracer study committee and non-teaching staff of DJMC are employed to contact the respondents. The basic method employed in the analysis of data relates to descriptive analysis method. Further, percentages for all reported variables are computed for analysis.

1.6 Scope and limitations of the study

The questionnaire is related to the academic programs and activities run by the campus. It is limited within and programs, teaching learning activities and expectations of the students from the campus. The limitations of this tracer study are as follows:

- This study is limited only the students who has passed bachelor and masters' level in 2019.
- Those students who are not in touch of this tracer study through various median are not mentioned.
- All the recommendation of the study may not be useful for other academic institutions.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

2.1 Employment status of the graduates

The total number of graduates from Humanities, Management and Education faculties in 2018 AD is 58. Out of 58 graduates, only 30 graduates have filled the forms of tracer study. The out of rest 18 graduate is out of contact. So, they are not included in this study. Among the 30 graduates, 10 are found employed in different sectors. Faculty-wise employment of the graduates is given below.

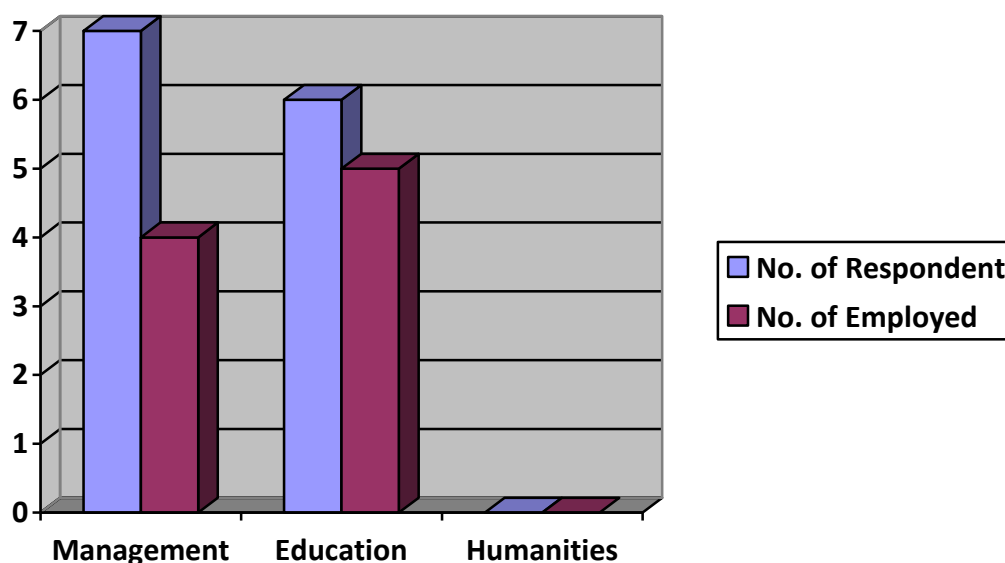
2.1.1 Employed Graduates from Each Faculty

The following table shows the employed graduates from each faculty.

Table 2.1: Employed Graduates from Each Faculty

Faculty	No. of Respondents			No. of Employed			% Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Management	4	3	7	1	3	4	7.69	23.08	30.77
Education	-	6	6	-	5	5		38.46	38.46
Humanities	-	-	-	-	-	-	-	-	-
Total	4	9	13	1	8	9	7.69	61.54	69.23

Figure 2.1: Employed Graduates from Each Faculty



Management Faculty

There are a total of 7 faculty members, with 4 males and 3 females.

Out of these, 4 faculty members are employed, with 1 male and 3 female.

The percentage of employed faculty members is calculated based on the total number of faculty members in each gender category. For males, 1 out of 4 is employed, resulting in a

percentage of 7.69%. For females, 3 out of 3 are employed, resulting in a percentage of 100%. The total percentage of employed faculty members in the Management department is 30.77%.

Education Department

There are a total of 6 female faculty members in the Education department.

Out of these, 5 faculty members are employed.

The percentage of employed female faculty members in the Education department is 83.33%.

Humanities Department

Total

Across all departments, there are a total of 13 faculty members, with 4 males and 9 females.

Out of these, 9 faculty members are employed, with 1 male and 8 female.

The percentage of employed faculty members is calculated based on the total number of faculty members in each gender category. For males, 1 out of 4 is employed, resulting in a percentage of 7.69%. For females, 8 out of 9 are employed, resulting in a percentage of 88.89%. The total percentage of employed faculty members across all departments is 69.23%.

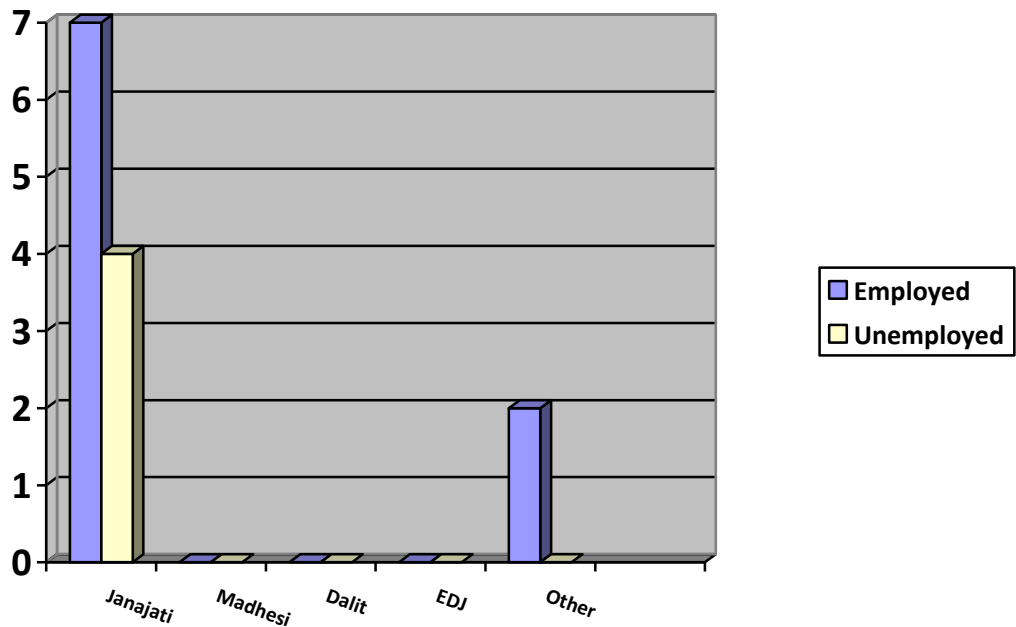
2.2 Employed Graduates from Ethnic Group

The employed graduates in terms of ethnicity are shown as below:

Table 2.2: Employed Graduates From Ethnic Group

Ethnic Group	Employed	%	Unemployed	%
Janajati	7	53.85	4	30.77
Madhesi	0	0	0	0
Dalit	0	0	0	0
EDJ	0	0	0	0
Other	2	15.4	0	0
Total	9	69.23	4	30.77

Figure 2.2: Employed Graduates from Ethnic Group



The table 2.2 shows that the highest percentage of the employed graduates was from upper caste 16.67% of total respondents. Other employed ethnic groups found in the study were Janajati (3.33%), EDJ (13.33%), Madhesi (0%) and Dalit (3.33%). Out of 30 respondents graduates 12 are from Brahmin and Chhetri, 3 graduates are from Janajati, 1 graduate from Madhesi and 3 graduates are from EDJ community are found unemployed.

2.3 Employed Graduates by Type of Organization

The employed graduates in terms of type of organization are shown as below:

Table 2.3: Employed Graduates by Type of Organization

	Management	%	Education	%	Humanities	%
Private	2	10	5	6.67	–	
Public	2	10	0	-	–	
Government	0	3.33	0	6.67	–	
Total	4	23.33	5	13.33		

Figure 2.3: Employed Graduates by Type of Organization

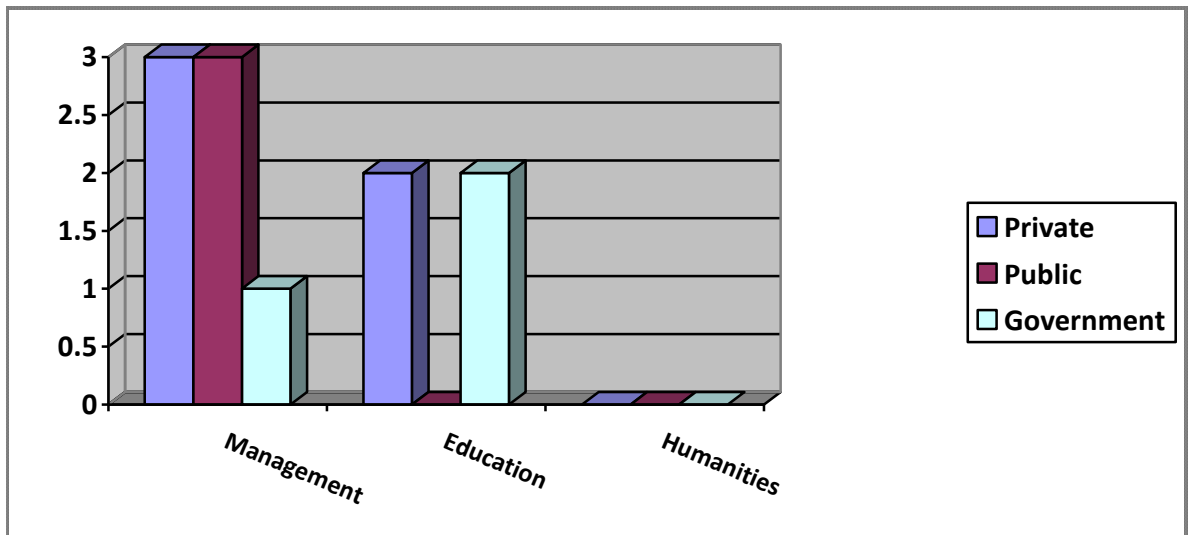


Table 2.3 shows that the total numbers of employed graduates are 11 from all the faculties. Among them 7 graduates from Management, 4 graduates from Education and none of the graduate from Humanities Faculties engaged in different sector. Among them in private sector organization including private boarding school and college is 5, out of them 3 from management faculty and 2 from education faculty. Similarly, 1 graduate from Management Faculty and 2 graduates from Education Faculty are found in government service including working in government school. In total 3 graduates are found working in public sector organization from Management faculty. None of the graduates are employed.

2.4 Employed Graduates by Area

The employed graduates in terms of area are organization is shown as below:

Table 2.4: Employed Graduates by Area

Area	Management	%	Education	%	Humanities	%
Teaching	3	10	4	13.33	0	
Banking & Finance	3	10	0	0	0	
Administration	0	0	0	0	0	
Insurance	1	3.33			0	

Total	7	23.33	4	13.33	0	
-------	---	-------	---	-------	---	--

Table 2.4: Employed Graduates by Area

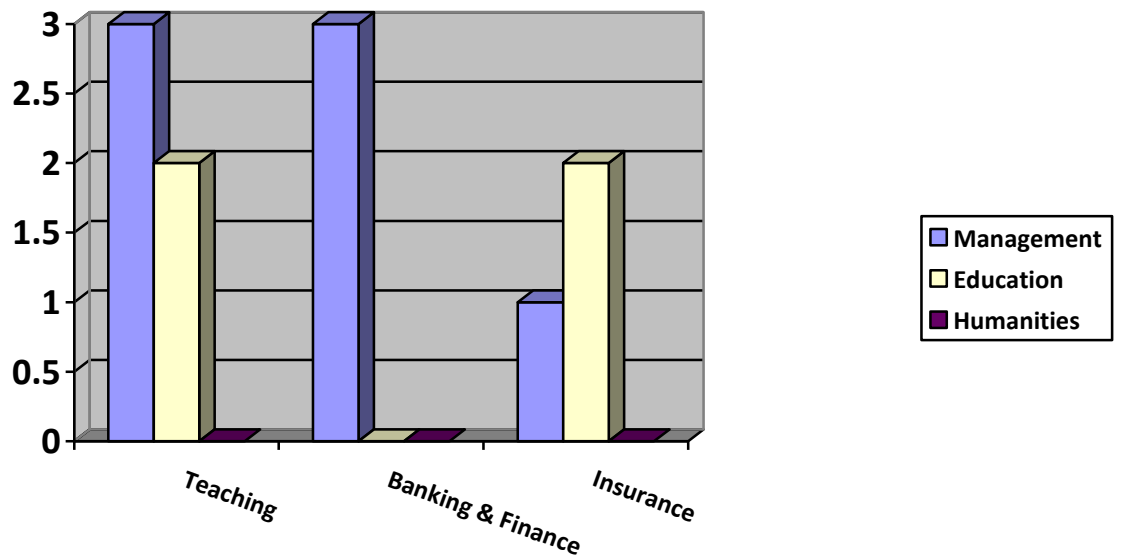


Table 2.4 shows that out of 11 employed graduates, 3 graduates (10%) from Management, and 4 graduates (13.33%) from Education faculty are working in teaching field whereas 3 graduates from management faculty are working in Banking field. 1 graduate from management faculty are working in insurance.

2.5 Unemployed Graduates at the Time of the Study

The unemployed graduates at the time of the study are given in the following table.

Table 2.5: Employed & Unemployed Graduates

Status	Brahmin & Chhetri	Janajati	Dalit	Madhesi	EDJ	Total
Employed	5	1	1	-	4	11
Unemployed	12	3	-	1	3	19
Total	17	4	1	1	7	30

Figure 2.5 Unemployed Status

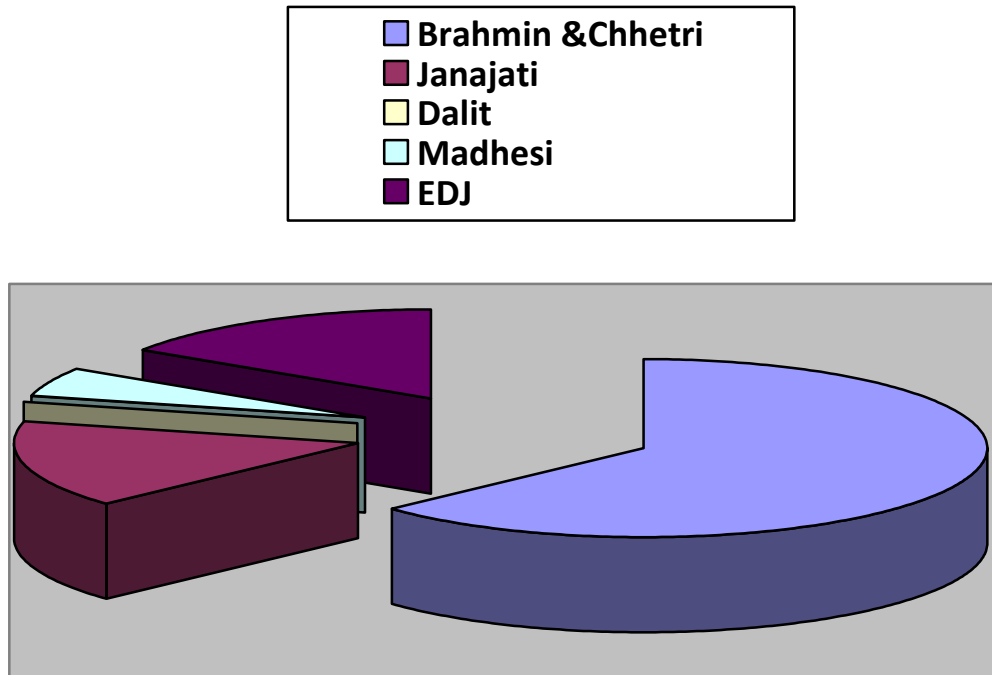


Table 2.5 shows that out of 30 graduates 19 of the graduates were unemployed at the time of the study. The number of unemployment was 12 graduates among Brahmin & Chhetri. In addition, Janajati, Dalit, Madhesi and EDJ consists 3 graduates, 0 graduates, 1 graduate and 3 graduates are unemployed respectively. This shows that most graduates from Brahmin & Chhetri are unemployed.

2.6 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

It analyses the characteristics of graduates (age, gender, ethnicity etc.) and their socio-economic background in terms of their parents' educational background and occupation.

2.6 Gender Wise Proportion from Each Faculty

The gender wise proportions of all respondents from each faculty are presented below:

Table 2.6: Gender Wise Proportion from Each Faculty

Faculty	Male	%	Female	%	Total	%
Management	7	23.33	11	36.67	18	60
Education	1	3.33	6	20	7	23.33
Humanities	1	3.33	4	13.33	5	16.67
Total	9	30	21	70	30	100

Figure 2.6 Gender Wise Proportion from Each Faculty

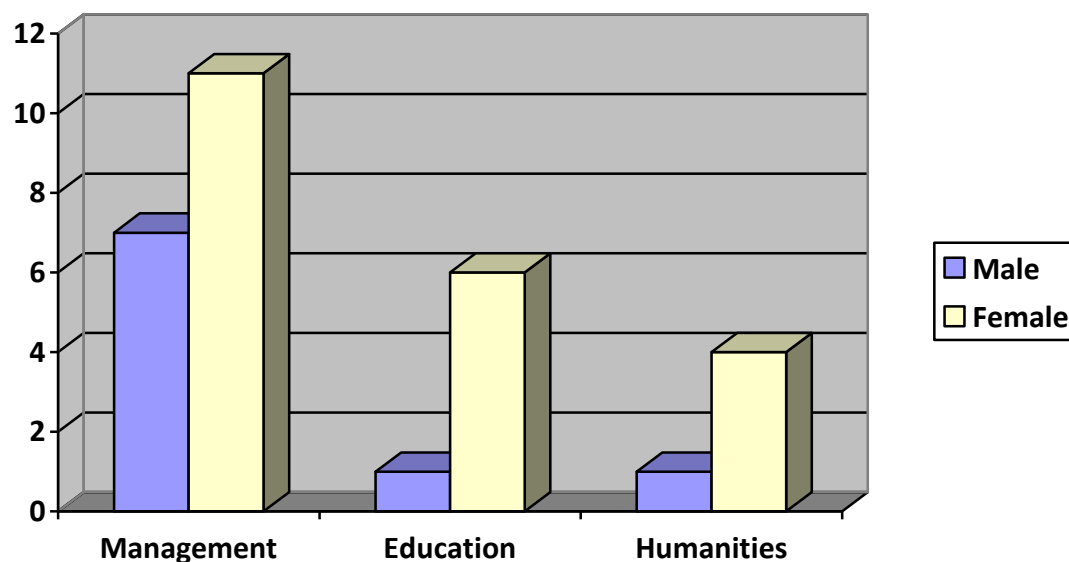


Table 2.6 presents that out of 30 respondents in Management Faculty 7 graduate (23.33%) are male and 11 graduates (36.67%) are female. Similarly, 1 graduates (3.33%) are male and 6 graduate (20%) are female in Education Faculty and 1 graduates (3.33%) are male and 4 graduates (13.33%) are female in Humanities faculty. In total there are 30% are male graduates and 70% are female graduates.

2.7 Proportion of Respondent Group by Age Group

The age wise proportions of all respondents from each faculty are presented below:

Table 2.7: Age Wise Proportion of the Respondents

Age	Male	%	Female	%	Total	%
Below 25	4	13.33	11	36.67	15	50
26 - 30	4	13.33	8	26.67	12	40
31 - 35	1	3.33	2	6.67	3	10
36 & above						
Total	9	30	21	70	30	100

Fig 2.7 : Age Wise Proportion of the Respondents

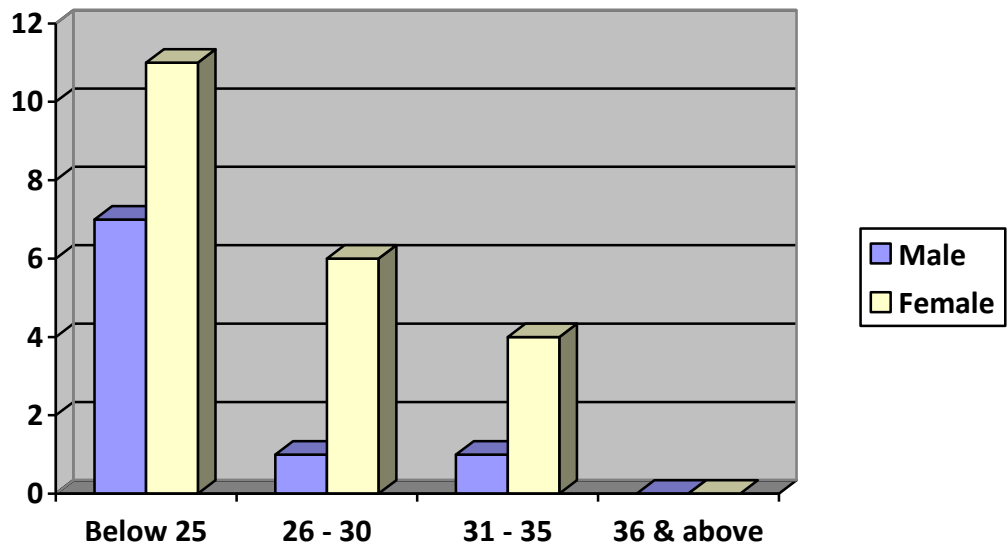


Table 2.7 indicates that out of 30 respondents 4 (13.33%) male and 11(36.67%) female graduates belong to the age of below 25 years, 4 (13.33%) male and 8(26.67%) female belongs to the age of 26-30 years, 1(3.33%) male graduates and 2(6.67%) female graduates to the age of 31-35 none of the graduates belong to above the age of 36 years.

2.8 Proportion of Respondent by Ethnic Groups

The proportion of all respondents in terms of ethnic group is presented at below:

Table 2.8: Proportion of Respondents by Ethnic Groups

Ethnic	Male	%	Female	%	Total	%
Brahmin & Chhetri	5	16.67	12	40	17	56.67
Janajati	—	—	4	13.33	4	13.33
Madhesi	—	—	1	3.33	1	3.33
Dalit	—	—	1	3.33	1	3.33
EDJ	4	13.33	3	10	7	23.33
Total	9	30	21	70	30	100

Fig 2.8: Proportion of Respondents by Ethnic Groups

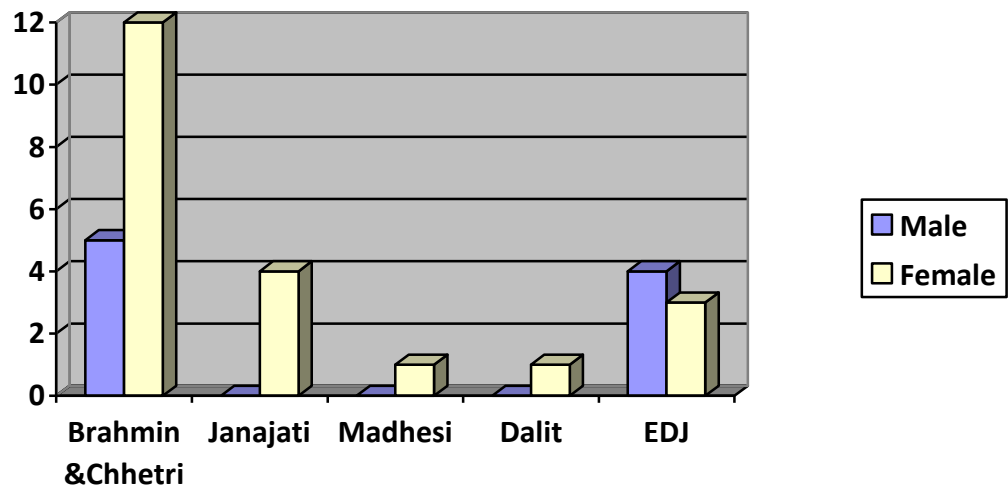


Table 2.8 shows that the higher proportion of Brahmin and Chhetri group (56.67% of total respondents) over other ethnic groups which are followed by Janajati (13.33% of total respondents). Similarly, out of total 30 respondents 13.33% from Madhesi, 3.33% from Dalit and 23.33% from EDJ groups.

2.9 Issues Related to the Quality and Relevance of Higher Education

Graduates were asked to assess the quality and relevance of their study programs in terms eleven indicators, namely Range of courses offered, Number of optional subjects, Relevance of the program to your professional requirements, Extracurricular activities, Problem solving, Inter-disciplinary learning, Work placement/attachment, Teaching/Learning environment, Quality of education delivered, Teacher students relationship and Library/Lab etc. Each indicator had a range of six ratings; excellence = 5, very weak = 0 (5, 4, 3, 2, 1, 0). Regarding the betterment of the institution, the suggestions provided by the graduates are presented below:

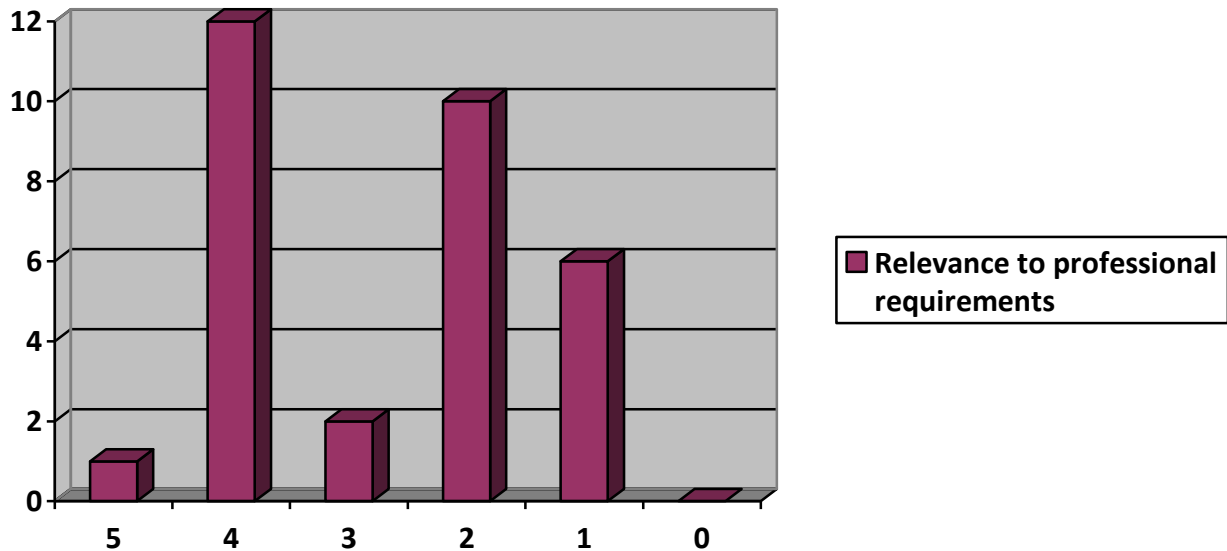
2.10: Relevance to professional requirements

Table 2.10; Relevance to professional requirements

Particulars	Rating					
	5	4	3	2	1	0
Relevance to professional requirements	1	12	2	10	6	0

Percentage	3.33	40	6.67	33.33	20	0
------------	------	----	------	-------	----	---

Fig 2.10; Relevance to professional requirements



The above table reveals that out of total responses relating with the concerned variable 20 percent are satisfied low, 33.33 percent are perceived medium satisfaction, 6.67 percent are satisfied, 40 percent are moderately satisfied and 3.33 percent are highly satisfied with the relevancy of the program with their professional requirements. From these statistics it can be said that more than two third of respondents are satisfied with the relationship.

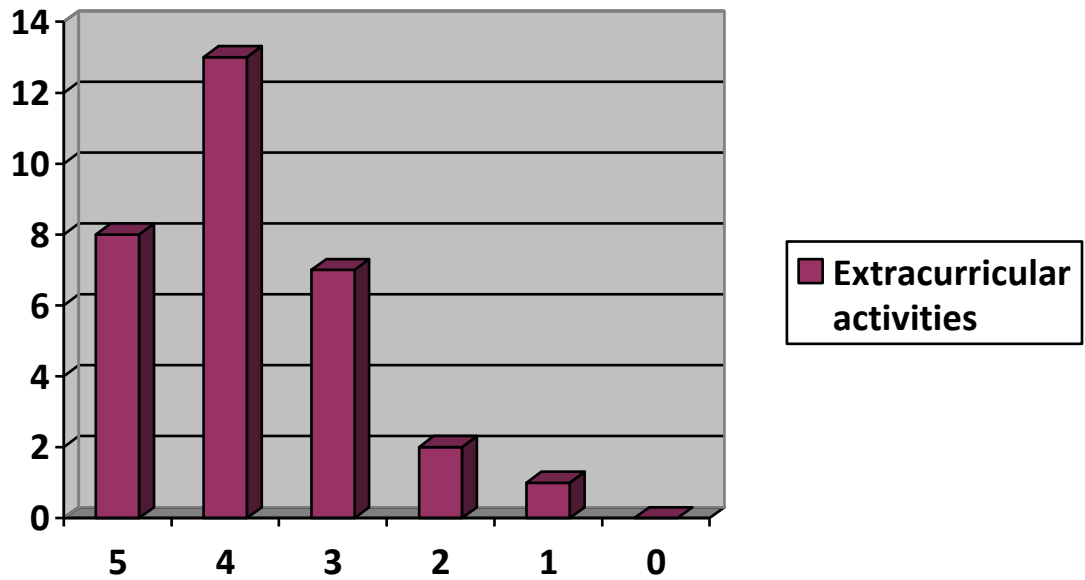
The above figure shows the ratings of graduates on strength of the institution in terms of relevance of program to their professional requirements.

2.10: Extracurricular activities

Table 2.11; Extracurricular activities

Particulars	Rating						Total
	5	4	3	2	1	0	
Extracurricular activities	8	13	7	2	1	0	30
Percentage	26.67	43.33	23.33	6.67	3.33	0	100

Fig 2.11; Extracurricular activities



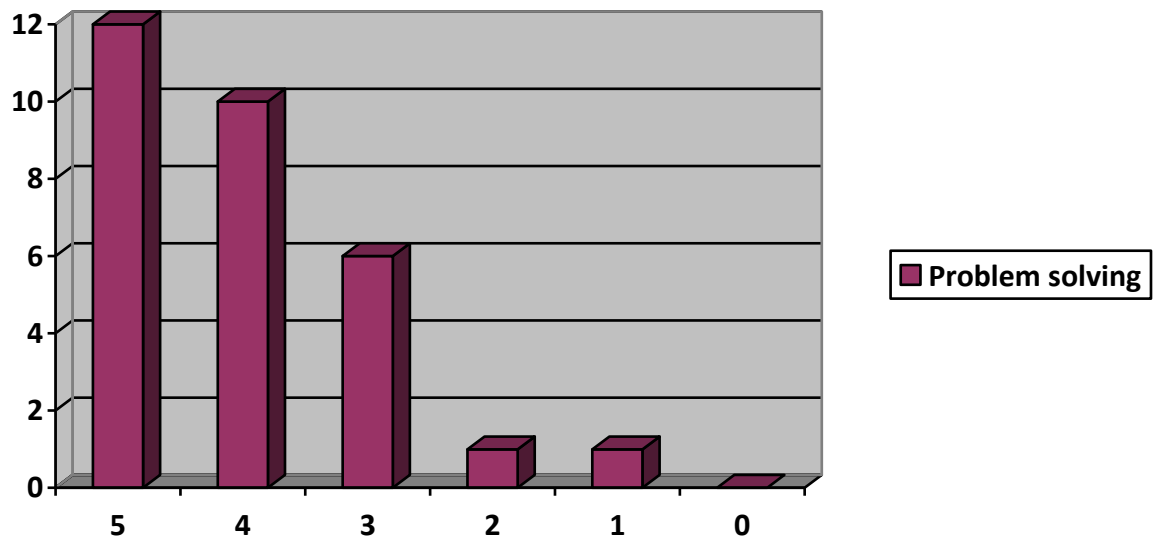
The above table represents that out of total respondent 26.67% are given excellence. Similarly 43.33% for good 23.33% for indifferent, 6.67% for not relevant and 3.33 are given for not good and none of them are given not at all.

2.11: Problem solving

Table 2.12; Problem solving

Particulars	Rating						Total
	5	4	3	2	1	0	
Problem solving	12	10	6	1	1	0	30
Percentage	60	33.33	20	3.33	3.33	0	100

Fig 2.12; Problem solving



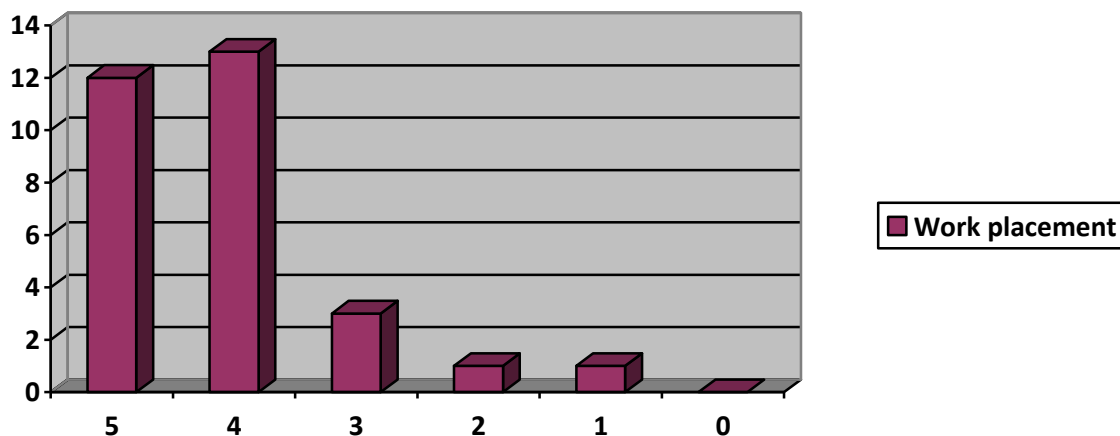
The above table represents that out of total respondent 60% are given excellence. Similarly 33.33% for good, 20% for indifferent, 3.33% for not relevant and 3.33% are given not well.

2.12 Work placement/attachment

Table 2.13; Work placement/attachment

Particulars	Rating						Total
	5	4	3	2	1	0	
Work placement/attachment	12	13	3	1	1	0	30
Percentage	60	43.33	10	3.33	3.33	0	100

Fig 2.13; Work placement/attachment



Regarding work placement/attachment, out of total respondents, 60 percent are highly satisfied with work placement/attachment potential created by the program of study they completed, 43.33 percent are satisfied medium, 10 percent are satisfied and 3.33 percent are moderately satisfied and 3.33 percent are moderately low satisfied. These statistics show that most of the graduates are satisfied with the ability they gained from their study necessary for their work placement/attachment.

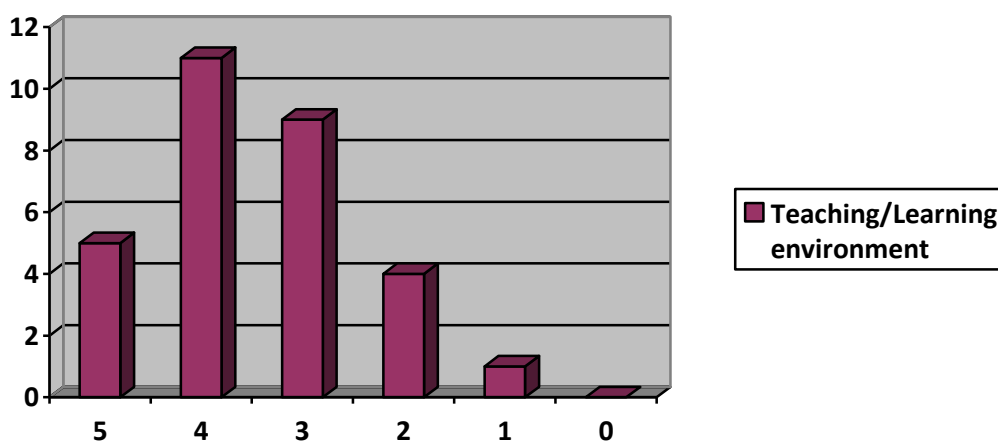
The above figure shows ratings on work placement/attachment.

2.13: Teaching/Learning environment

Table 2.14; Teaching/Learning environment

Particulars	Rating						Total
	5	4	3	2	1	0	
Teaching/Learning environment	5	11	9	4	1	0	30
Percentage	16.67	36.67	30	13.33	3.33	0	100

Fig 2.14: Teaching/Learning environment



Form the table it can be said that out of total responses of the variable 3.33 percent perceived low 13.33 percent perceived medium, 30 percent are satisfied, 36.67 percent are satisfied and 16.67 percent are highly satisfied with teaching learning environment. These responses indicate that most of the graduates are satisfied with the teaching learning environment of the institution.

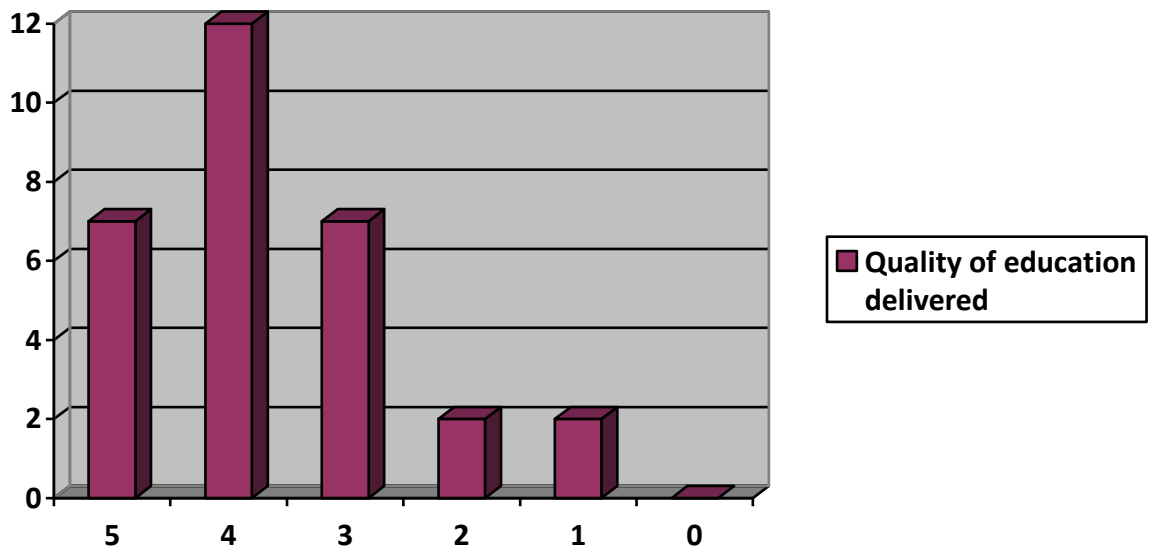
The above figure shows ratings on teaching/learning environment of the institution.

2.14: Quality of education delivered

Table 2.15; Quality of education delivered

Particulars	Rating						Total
	5	4	3	2	1	0	
Quality of education delivered	7	12	7	2	2	0	30
Percentage	23.33	60	23.33	6.67	6.67	0	100

Fig 2.15; Quality of education delivered



The above table represents that out of total respondent 23.33% are given excellence for quality of education. Similarly 60% for good, 23.33% for indifferent, 6.67% for not relevant and 6.67% are given not good and none of graduates are not given for poor quality of education delivered.

The above figure shows ratings on quality of education delivered of the institution.

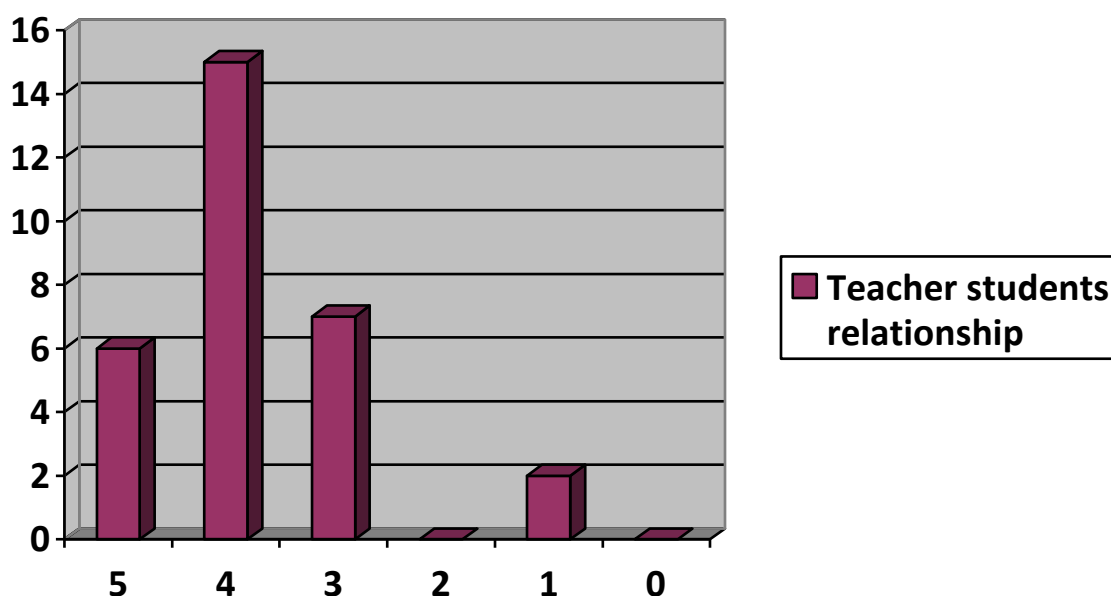
2.15: Teacher student relationship

Table 2.16: Teacher student relationship

Particulars	Rating						Total
	5	4	3	2	1	0	
Teacher students relationship	3	17	5	5	0	0	30

Percentage	10	56.67	16.67	16.67	0	0	100
------------	----	-------	-------	-------	---	---	-----

Fig 2.16: Teacher students' relationship



The above table presents that out of total respondents, most of the graduates are experienced very effective teacher student relationship in the institution. Out of total responses, none of total are not satisfied and satisfied low, 16.67% are satisfied medium, 56.67 percent are moderately satisfied, and 10 percent are highly satisfied with the teaching \learning environment of the institution.

The above figure shows rating on teacher/student relationship in the institution.

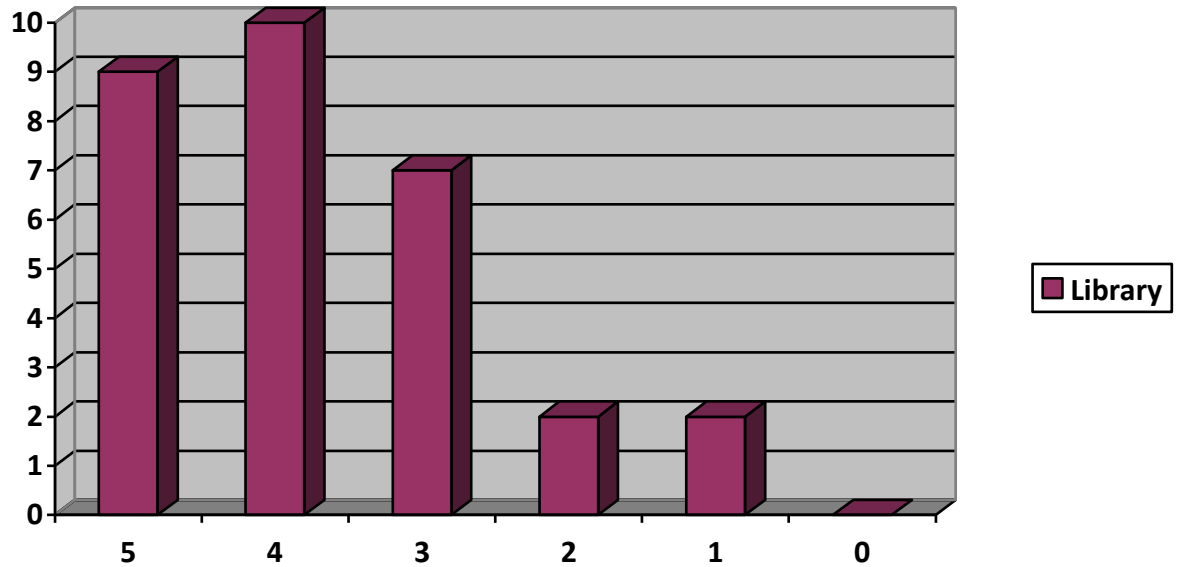
2.16: Library

Table 2.17: Library

Particulars	Rating						Total
	5	4	3	2	1	0	

Library/Lab etc.	9	10	7	2	2	0	30
Percentage	30	33.33	23.33	6.67	6.67	0	100

Fig 2.17: Library/Lab etc



The above table shows that most of the graduates are satisfied with the library/laboratory facilities of the institution. Out of total respondents, 6.67 percent are satisfied low, 6.67 percent are perceived medium satisfaction, 23.33 percent are satisfied, 33.33percent are moderately satisfied and 30 percent are very much satisfied with library and laboratory facilities of the institution.

The above figure shows rating on library/laboratory facilities provided by the institution

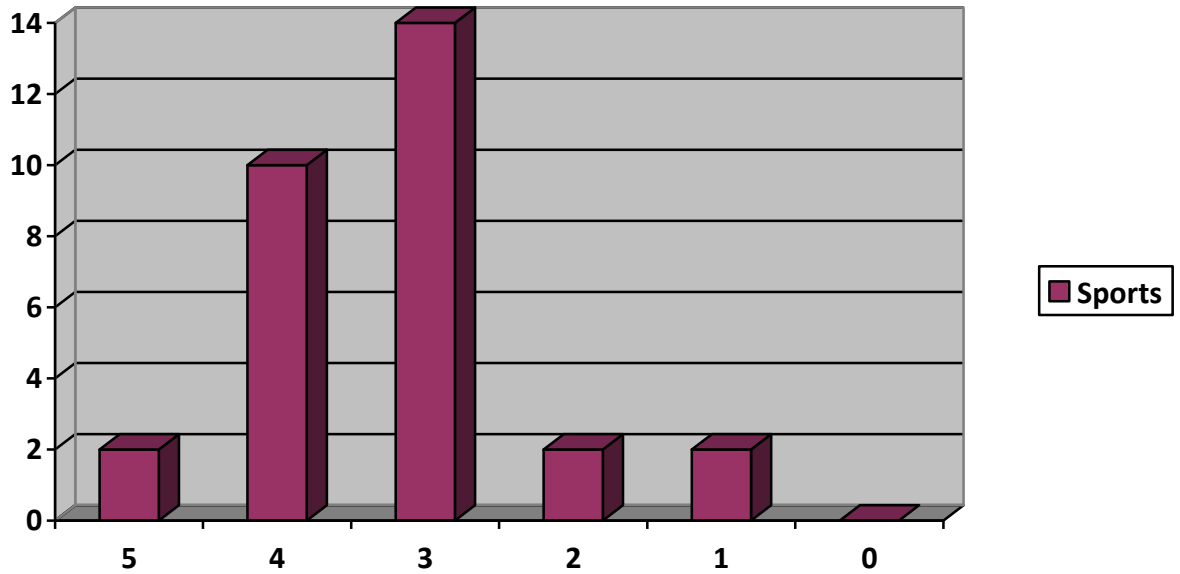
2.17 Sports Facility

Table 2.18: Sport

Particulars	Rating						Total
	5	4	3	2	1	0	

Sports	2	10	14	2	2	0	30
Percentage	6.67	33.33	46.67	6.67	6.67	0	100

Fig 2.18: Sports Facility



The above table shows that most of the graduates are satisfied with the sports facilities of the institution. Out of total respondents, 6.67 percent are satisfied low, 6.67 percent are perceived medium satisfaction, 46.67 percent are satisfied, 33.33 percent are moderately satisfied and 6.67 percent are very much satisfied with sports facilities of the institution.

The above figure shows rating on sports facilities provided by the institution

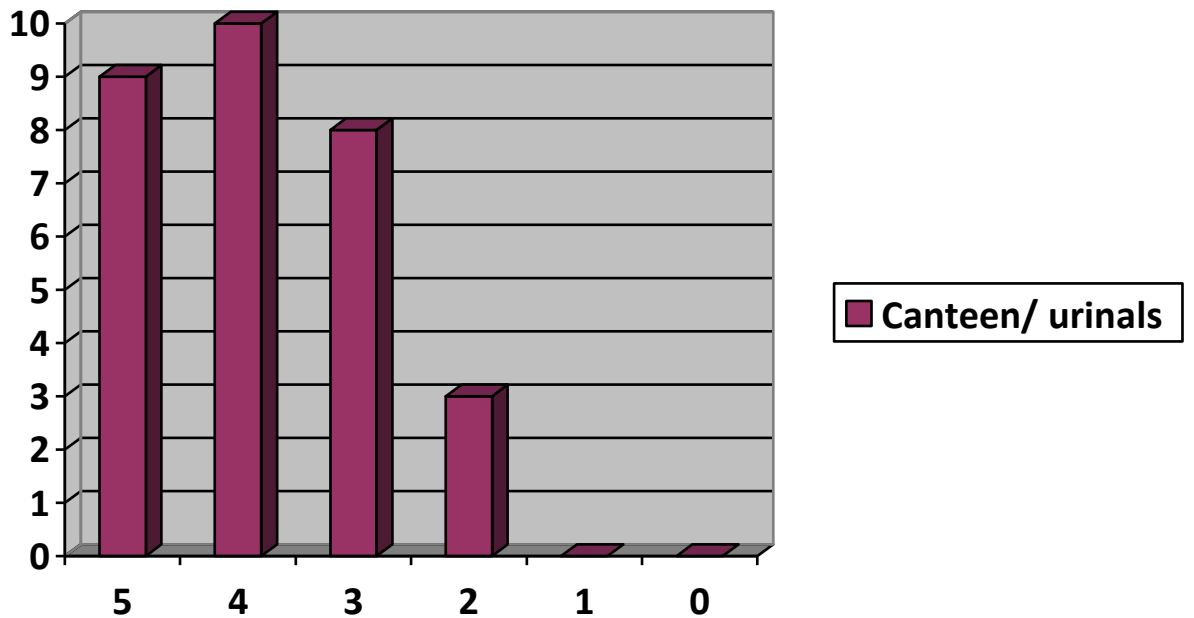
2.18 Canteen /Urinals Facility

Table 2.19: Canteen/ urinals

Particulars	Rating	Total
-------------	--------	-------

	5	4	3	2	1	0	
Canteen/ urinals	7	11	8	4	0	0	30
Percentage	23.33	33.33	26.67	13.33	0	0	100

Fig 2.19: Canteen/ urinals



The above table shows that most of the graduates are satisfied with the Canteen/ urinals facilities of the institution. Out of total respondent 13.33 percent are perceived medium satisfaction, 26.67 percent are satisfied, 33.33 percent are moderately satisfied and 23.33 percent are very much satisfied with Canteen/ urinals facilities of the institution.

The above figure shows rating on canteen/ urinals facilities provided by the institution

2.19: Pursuing Further Study of Graduates

The graduates pursuing further study of graduates are presented below:

Table 2.20: Pursuing Further Study of Graduates

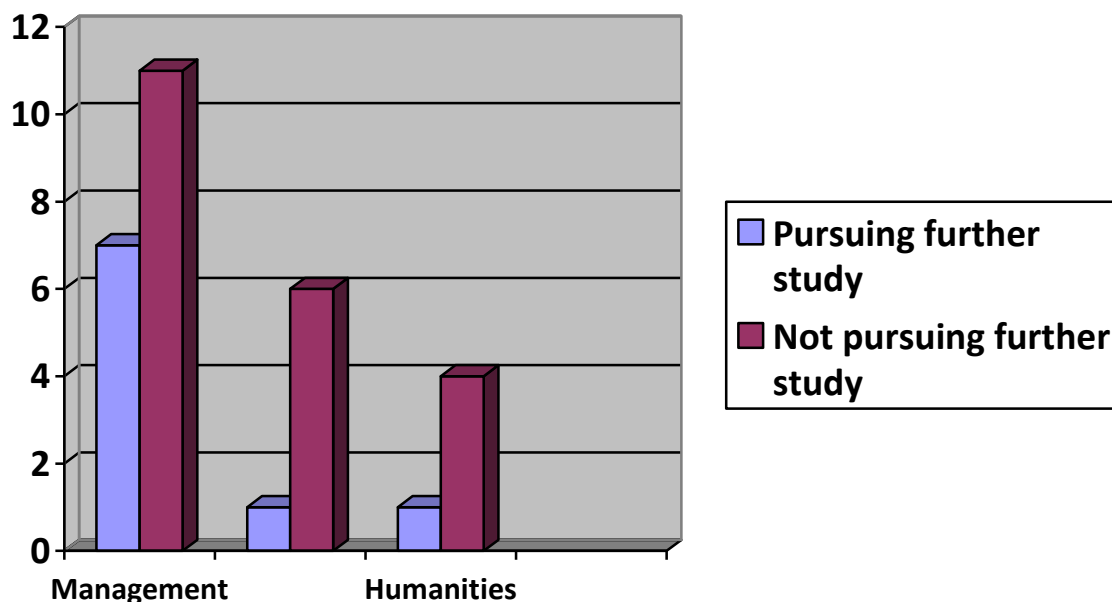
Faculty	Total graduates	%	Pursuing further study	%	Not pursuing	%

					further study	
Management	18	60	7	23.33	11	36.67
Education	7	23.33	1	3.33	6	20
Humanities	5	16.67	1	3.33	4	13.33
Total	30	100.00	9	30	21	70

Table 2.20 shows that out of 30 graduates, 9 graduates are pursuing further study and 7 graduates are found pursuing further study in Management Faculty. Similarly 1 graduate from Education faculty and 1 graduate from Humanities faculty are pursuing further study. 11 graduates are not pursuing further study in Management faculty, 6 from Education Faculty and 4 graduates from Humanities faculty are not pursuing further study.

Table 2.20 can be presented in the following diagram.

Fig 2.20: Pursuing Further Study of Graduates



2.20: Graduates Undertaking Further Studies

The graduates undertaking further studies are presented below:

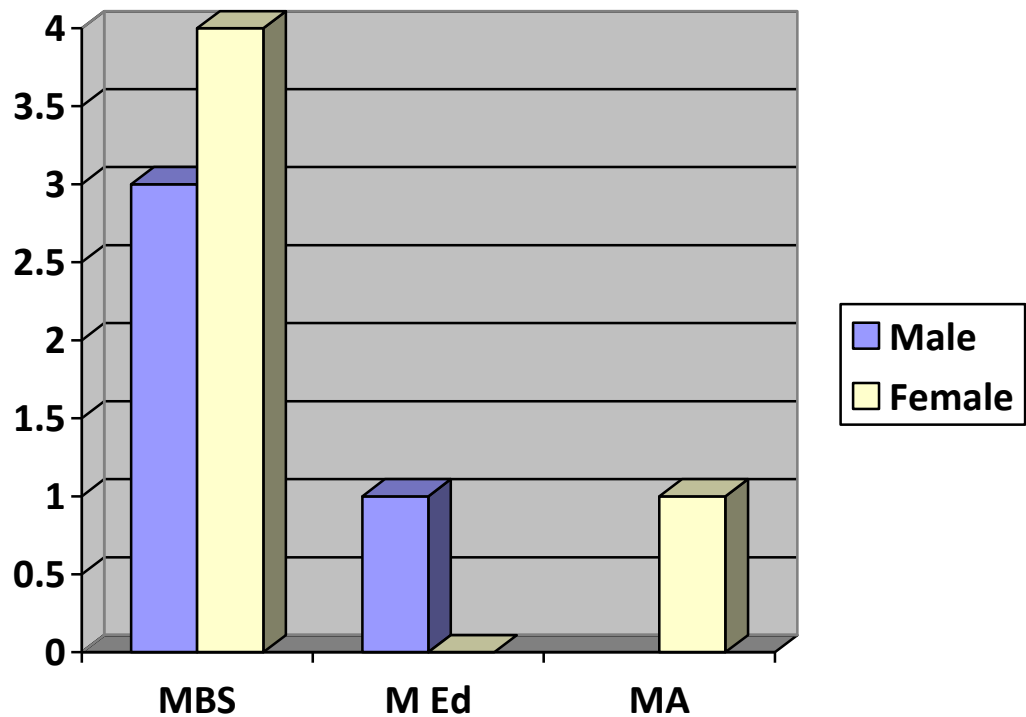
Table 2.21: Graduates Undertaking Further Studies

Program	Male	%	Female	%	Total	%
---------	------	---	--------	---	-------	---

MBS	3	10	4	13.33	7	23.33
M Ed	1	3.33	0	3.33	1	3.33
MA	0	0	1	3.33	1	3.33
Total	4	13.33	5	16.67	9	30

Table 2.21 shows that 30% of respondents were currently undertaking further studies. Among the all 30 graduates 23.33 % were enrolled in MBS, 3.33% on M Ed and 3.33 % of them were found in MA. The study revealed that 10% of male and 13.33% of female respondents from management faculty are enrolled in MBS. Only the 3.33 % of male graduates are enrolled in M Ed and 3.33 % of female graduates is enrolled in MA It can be presented in the following diagram also.

Fig 2.21: Graduates Undertaking Further Studies



MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study status of the graduates. Also, it analyzes the ratings of the graduates on several teaching-learning dimensions: relevance of program to the professional jobs, extracurricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, and quality of education delivered, teacher student relationship, library and lab facility, sport facility, and canteen/urinals prescribed by UGC. The major findings of the study are described below:

- Out of total, 36.7% of the graduates were found employed. Out of total employed, around half of the graduates (45.54%) were found working in private institution and few (10%) in public as well as government institution. Relatively larger proportion (63.63%) was employed in teaching field followed by banking and finance (10%).
- Out of total, minority (30%) were enrolled for further study in different programs. Out of enrolled, relatively larger proportions (77.77%) were found enrolled in MBS followed by MA (11.11%) and MEd (11.11%). Moreover, all the graduates are enrolled in TU. In addition, more than three quarter (77.77%) joined management stream for the further study.

Major findings relating with issues of the quality and relevance of the program:

Out of total, relatively larger proportions of management graduates were in employment (i.e. 23.33) followed by BEd (i.e. 13.33).

Larger proportions of graduates of BBS were found enrolled in further study(i.e. 23.33 followed by BA and BEd(i.e. 3.33%). None of the respondents of MBS, MEd joined M.Phil and PhD.

Major findings relating with faculties:

More than two third (74.3%) respondents were satisfied with quality of education delivery followed by 73.4 percent with teacher/student relationship, and 67.2 percent with teaching learning environment.

Major findings relating with facilities:

30% respondents were satisfied with library, 26.67% were satisfied with extra-curricular activities. Similarly 30% satisfied with lab facility, 6.67% sports and 23.33% urinal/canteen.

The institution should focus more on reforming teaching pedagogies by use of digital technology, workshops and seminars, trainings, use of case study.

The institution should explore new area of study that provides practical knowledge.

- The institution should add books in the library.
- The institution should conduct additional extra-curricular activities and sports events.
- Political activities should be lessened.
- Code of conduct should be executed properly.
- Spiritual events and meditation program should be managed.
- Students' caring and counseling provisions should be strengthened. Respondents' intended contributions to the institutions for its betterment Majority of the respondents are committed to refer others to study in this institution. They are committed to contribute to the college by being good citizens of the country. They are interested to share their experiences of employment with juniors, conduct counseling and motivational programs voluntarily for them. Moreover, they will be ready to teach in this institution after their further study.

IMPLICATIONS TO INSTITUTIONAL REFORMS

As a QAA certified community college, DJMC has been contributing to match supply of human resources with demand of the economy since 2047 as more than average graduates and postgraduates were found employed. However, this study explored some of the areas of improvements that need to be executed in the future. This study revealed that very few graduates and postgraduates were in self employment. It indicates that current academic programs are not sufficient to prepare entrepreneurs. This is why the institution should prepare and implement curricula necessary for entrepreneurship development. Similarly, the study indicated that more than average graduates and postgraduates were found dissatisfied with relevance of the program they completed to their professional jobs and work placement/attachment/internship. These findings suggest that the institution requires exploring and implementing curricula that would be helpful to reduce these dissatisfactions. Similarly, more than average respondents were found dissatisfied with problem solving ability they learned from their study. The institution requires correcting this situation by incorporating case method into pedagogy.

CONCLUSION AND RECOMMENDATIONS

5.1: Conclusion

DJMC is currently running different academic programs with the broader objective of contributing to prepare competent human resources for the employers in particular and for the country in general. Moreover, it also strives to prepare entrepreneurs for the society. The tracer study was conducted by covering graduates and postgraduates of 2018 A.D. in order to provide DJMC information about employment and further study status of the graduates, program wise contribution to graduates' professional development, issues relating with faculties and facilities of the campus, and needs of reforms for improving its programs and environment.

Majority of the respondents were employed in private organization at assistant level as full time employees and very few were self-employed. It implies that JMC has been contributing to supply competent human resources to meet the demand of Nepalese economy, however, its contribution in preparing entrepreneurs is relatively low as very few respondents were found self employed. In addition, majority were found in employment from management's program indicating strong linkage between the program and profession.

Majority of the graduates were enrolled in master degree in management stream in Tribhuvan University indicating the popularity of the management stream in the market.

Majority of the respondents were satisfied with teaching/learning environment, quality of education delivered and teacher student relationship indicating the strength of DJMC. However, the study also pointed out need of improvements in relevancy of programs to professional jobs, problem solving ability, work placement/attachment/internship, sport facility, and canteen/urinals facility as minority of the respondents were satisfied with those indicators.

5.2 Recommendations

Based on data analysis and findings, following recommendations are made:

- Linkage between employers and institution should be built up show that programs of DJMC would be compatible to produce human resources necessary for the job market.
- Recommended to explore curricula that would be helpful for producing competent entrepreneurs.
- Recommended to enlarge extracurricular activities and sports facilities.
- Recommended to further strengthen relationship with the neighboring school.
- Recommended to add library books and enlarge the time for holding books.
- It is recommended to all the staff cooperates with students.
- Recommend to improve urine and canteen facility.