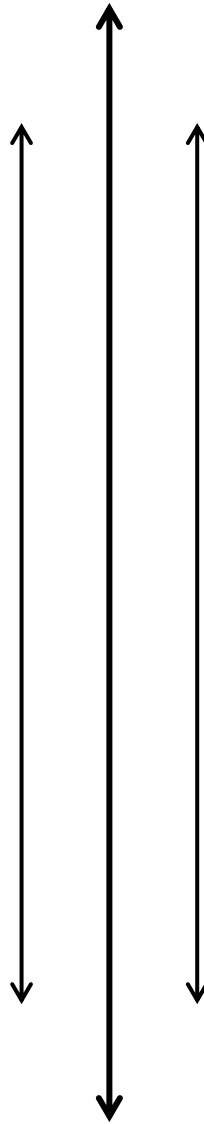


Tracer Study Report

(graduates-2078)

Janajyoti Campus,

Bhimad , Tanahun



**Submitted to
University Grants Commission,
Sanothimi, Bhaktapur**

**Submitted by
Janajyoti Campus
Bhimad-6, Tanahun**

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त
Affiliated To Tribhuvan University



जनज्योति क्याम्पस JANAJYOTI CAMPUS



भिमाद नगरपालिका - ६, तनहुँ नेपाल
Bhimad Municipality - 6, Tanahun, Nepal

प.स./Letter No:
च.न./Dispatch No :

स्थापित : २०६८

मिति/Date :



18 December 2024

To
The Chairman,
University Grants Commission
Sonothimi, Bhaktapur


Sub: Regarding the submission of Tracer Study Report

Dear Sir,

As per University Grants Commission public announcement for the preparation and submission of Tracer Study Report we would like to submit detailed Tracer Study Report of (graduates) Janajyoti Campus, Bhimad-6, Tanahun.

We look forward to hearing from you soon.

Thank you


Keshav Raj Kephle
Campus Chief

ACKNOWLEDGEMENT

We extend our sincere appreciation to the University Grants Commission Nepal for their invaluable assisting and inspiring in the preparation of the Tracer Study Report. We are deeply grateful to the graduates of JC who generously provided us with the necessary information, which was crucial for the completion of this report.

Furthermore, we would like to express our heartfelt thanks to the Campus Management Committee, Academic Committee and other teaching and non-teaching staff for their continuous support and valuable suggestions during the time of preparing Tracer Study Report. Their contributions have been instrumental in shaping the final outcome.

Last but not least, we would like to express our gratitude to all the other members involved in the Tracer Study Report. Without their unwavering support, this study would not have reached its current form.

Coordinator
Tracer Study Report

EXECUTIVE SUMMARY

Janajyoti Campus is a renowned higher educational institution situated in Tanahun District, Nepal, established in 2064 BS. JC has been dedicated to delivering quality education and has earned a reputation as a transparent and dynamic institution. To evaluate the effectiveness of its academic programs and the employability of its graduates, JC has conducted Graduate Tracer Studies (GTS) in the year 2078. The primary objective of the tracer study was to determine the current status of JC graduates. It aimed to investigate their transition into the workforce, the influence of personal factors on job search, employment status, further study pursuits, and their perception of the teaching-learning environment. The findings of this study would provide valuable insights for future improvements and guide decision making within the institution.

To carry out the study, a Tracer Study Committee was formed, and primary data was collected through various methods such as direct visit, interviews, social media, and telephone conversations. The study employed a descriptive research design and quantitative methodology, focusing on graduates from the B.Ed and BBS programs. Key areas of analysis included employment rates, employment status, enrollment in further studies, and the overall teaching-learning environment. Thematic analysis was utilized to analyze the data including graduates study experiences, professional careers, personal development, and representation of different castes among the graduates. The study sample comprised 24 graduates from B.Ed and BBS in which 6 graduates from the Faculty of Education and 18 graduates from the Faculty of Management.

The findings of the study indicated that a majority of respondents were unemployed, including the students of further study and maternity case. Although employment rates varied across the year. Full-time employments were more prevalent, while part-time employments were less in number. The study also provided enrollment figures for different programs, with Tribhun University being the preferred institution for graduates. In the concept of teaching learning environment, the most of the students rated on 'medium' and 'satisfactory' rating scales. The study identified the areas for improvement, emphasizing the significance of continuous assessment and curriculum development.

Overall, the tracer study played a vital role in program evaluation, curriculum development, alumni engagement, institutional accountability, and decision-making at JC. It served as a valuable tool for assessing the outcomes and impact of educational programs, highlighting the areas for improvement and showcasing the achievements and success stories of graduates.

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ABBREVIATIONS

BBS: Bachelor of Business Studies

B.Ed: Bachelor of Education

GTS: Graduate Tracer Studies

HE: Higher Education

JC: Janajyoti Campus

HOD: Head of Department

RMC: Research Management Committee

UGC: University Grants Commission

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CHAPTER I: INTRODUCTION

1. Background

Janajyoti Campus (JC) is a higher educational institution, which was established in 2064 in south-west part of Tanahun District. First it initiated Education faculty and in 2066, Management faculty was also launched. The campus is in the center of Bhimad municipality and peripheral areas of Rising, Ghiring and Myagde rural municipalities.

JC has committed for quality education systematically. It is also a transparent, justifiable and dynamic institution of Tanahun District. The staffs are very much responsible and serious with their students and their students' status good in national and international level. The researcher has made first attempt to generate a tracer study of the students. As their response, our documents and all other assists, we have prepared this research work of graduates from B.Ed and BBS students of this campus.

The campus has been conducting Graduate Tracer Studies (GTS) since the year 2078 BS. It aims to help the campus in identifying the academic program. Is JC achieving satisfactory learning outcomes and value-added input to Nepalese society? This tracer study is designed to investigate the employability graduates who graduated up to 2078 BS from this institution. In addition, it focuses on the quality of higher education (HE) and the condition under which the JC graduates have been employed. Its role are also related in job-seeking, the length of time graduates took before getting employed and how their areas of work are related to the programs offered by the campus. Additionally, the study is expected to identify the findings of the study that will inform future improvement as well as further studies.

Tracer study is a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity that they have been involved in since they completed their study from academic institutions (JC). This graduate tracer study involved identification and follow-up of graduates graduated from JC. As JC has established as an education campus with a slogan "Quality Education Is Our Commitment" may not fulfill without quality of graduates (JC).

Without education, the human is as though in a closed room; however, with education one finds himself in a room with all its windows open toward outside world of opportunities and success as cited in (JC). What is to be improved in the room of education could be determined through an organized procedure of assessing its services and programs such as the conduct of tracer studies. In this chapter, we have included rationale, objectives, arrangements to conduct the study, graduate batch taken for the study, data collection - instruments and approach, scope and limitations of the study.

1.1 Rationale of the Study

A tracer study is a research method used to evaluate the outcome and impact of an educational program or institution on its graduates. The rationale behind conducting a tracer study includes several key points:

1. Assess program effectiveness by examining graduates employment rates, job satisfaction and the relevance of their skills and knowledge
2. Provide feedback for curriculum development, helping identify areas for improvement to meet industry needs
3. Facilitate alumni engagement and networking, establishing a connection between the institution and its graduates
4. Contribute to institutional accountability and accreditation by demonstrating the impact and value of education provided
5. Identify areas for improvement in support and resources based on graduates experiences and feedback
6. Inform decision making and planning at the institutional level, guiding resource allocation, curriculum development and program expansion or restructuring
7. Support marketing and recruitment efforts by showcasing positive outcomes and success stories of graduates.

1.2 Objectives of the Study

The main objective of this study is to trace the current position of the graduates of JC. Specially, this study is determined to the employability and the status of employment of graduated students of JC. The specific objectives of the study are:

1. To investigate how the graduates moved from the campus into various workplaces.
2. To disclose the influence of personal factors in the job search in terms of gender, and the background of the graduates.
3. To explore employment status of graduates of JC.
4. To identify status of further study of the graduates of JC.
5. To explore ratings of the graduates on overall teaching –learning environmental variables.
6. To suggest the measures to promote the effectiveness of teaching learning environment of JC.

1.3 Institutional Arrangements of the Study

To conduct the tracer study, CMC formed a team under the leadership of students' counseling, grievance collecting and solution committee, coordinator Laxmi Shrestha. This study work is planned and implemented by Tracer Study Committee of JC. The primary data was collected by mobilization of the ex-students, non-teaching staff, Committee members and all of the concerned departments that JC has assigned to prepare Tracer Study Report. The report is finalized by the tracer study committee.

1.4 Graduate batch taken for the study

Since the tracer study of the study of this campus from 2073-2077 is already prepared and this particular study is aimed for the batch 2078, it displays the results of B.Ed and BBS programs of the same year.

Program	Respondents	Percent
B.Ed	6	25.00
BBS	18	75.00
Total	24	100.00

The table shows that out of 24 respondents, maximum respondents are from BBS, 75 percent. Similarly 25 percent are from B.Ed.

1.5 Method of Study

Descriptive research design has been used for the proposed study. The methodology adopted for this study is quantitative. Graduates of B.Ed and BBS were covered in this study. For the study, purposive census technique has been used. The population of graduates was up to now from establishment Tracer Study committee members, teaching and non-teaching staff and ex-students were activated to collect data through direct visit, telephone, interview and electronic social media. The study utilized a mixed method of descriptive survey using thematic analysis, which covered the Bachelor of Education (B.Ed) and Bachelor of Business Studies (BBS) in the year 2078 BS graduates of JC. In ascertaining the status of this tracer study, the descriptive method of research was used. Illuminating themes were extrapolated and coded in order to flash the data.

1.6 Scope of the Study

The purpose of this study is to determine the employment status of the graduates of JC students. The study is restricted to students graduated from JC only. Moreover, it is more important in collecting and analyzing information on graduate's study experiences, professional and personal careers to identify the employment situation of the most recent graduates. In order to obtain indicators for their professional performance, such studies also emphasized programmatic issues, conditions, situations and contexts within which the graduates studied at JC.

1.7 Limitations of the Study

The total number of the graduates in the year 2078 from different streams of JC was 24. The graduates from Faculty of Education were 6. The graduates from Faculty of Management were 18. The following are the limitations of this study:

1. This tracer study was conducted to the graduates in the year 2078 of JC.
2. The study also shows the yearly gender wise graduates.
3. The study was conducted within a short period of time and limit budget.
4. All graduates were contacted in this study.
5. Beside face to face interview, social media, email and telephone conversation were the key tools of data collection.

CHAPTER –II: DATA PRESENTATION AND ANALYSIS

Janajyoti Campus (JC) offers two bachelor degrees. The campus offers Bachelor in Education (B.Ed) with major English and Nepali and Bachelor in Business Studies (BBS). Janajyoti Campus got affiliation to Tribhuwan University in 2064 for the faculty of education and similarly the campus also got affiliation to Tribhuwan University in 2066 for the faculty of management. This tracer study basically focuses on the graduates passed out students from the JC.

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the gender/ethnicity/caste of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study among the respondents. And the fifth section describes the respondents' perceived ratings on quality measures of JC.

2.1 Distribution of Respondents based on Academic Program

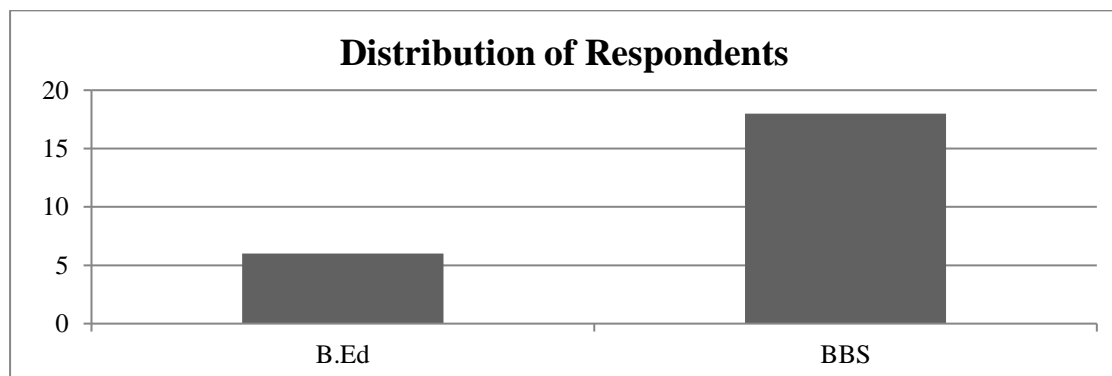
A comprehensive survey was conducted to gather data from 24 graduates who completed their studies in the year 2078 BS. The table shows the distribution of respondents based on academic programs.

Table: 2.1 Distribution of Respondents based on Academic Program

Program	Respondents	Percent
B.Ed	6	25.00
BBS	18	75.00
Total	24	100.00

Table 2.1 reveals that out of 24 respondents, maximum respondents are from BBS, 75 percent. Similarly 25 percent are from B.Ed. The pattern of respondents is presented in the chart below:

Figure 2.1: Distribution of Respondents based on Academic Program



2.2 By Demographic Information of Graduates

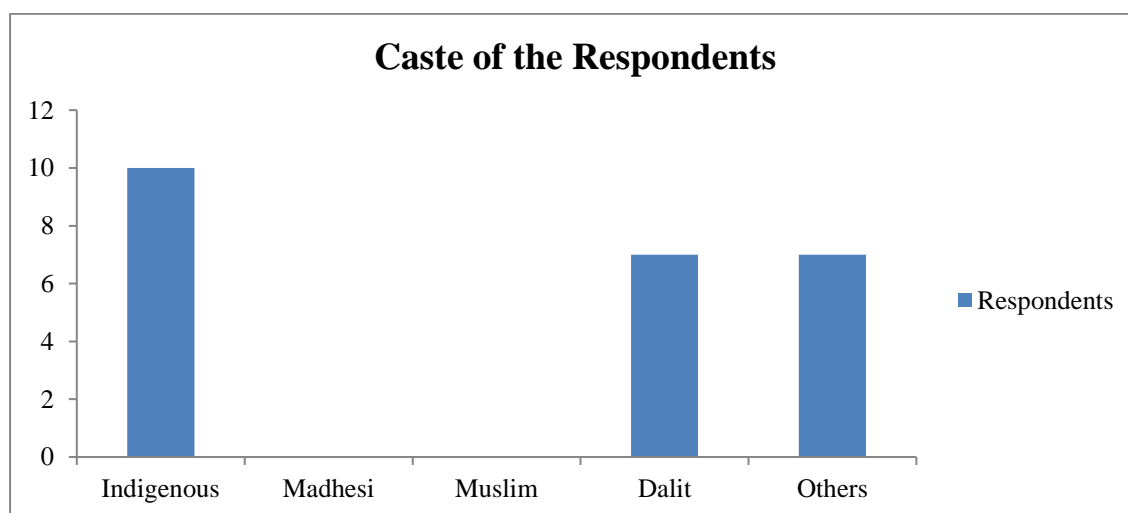
An in depth analysis was conducted to explore the demographic characteristics of the respondents, focusing on the caste composition of graduates. This study aimed to understand the diversity within the respondent pool and shed light on the representation of different casts. The table presents caste of the respondents.

Table: 2.2 Caste of the Respondents

Caste	Respondents	Percent
Indigenous	10	41.24
Madhesi	0	0
Muslim	0	0
Dalit	7	29.16
Others	7	29.16
Total	24	100.00

Table 2.2 shows there were indigenous, madhesi, muslim, dalit and others castes present among the graduated students. Indigenous caste includes Gurung, Magar, Newar and Rai and other include Brahmin, Chhetri and Thakuri. In 2078, there were 10 indigenous respondents, (41.24%) of the total respondents. There were no respondents from the madhesi and muslim caste in the year 2078. The number of respondents 7, were from Dalit (29.16%) and same number of respondents were from the others (29.16%). The following figure shows caste of the respondents:

figure 2.2: Caste of the Respondents



2.3 Employment Information of Graduates

This section explore the employment status of graduates from JC who completed their studies in the year 2078. The provided Table 2.3 offers an overview of the current status of the respondents.

Table 2.3 Current Status of Employment of Respondents

Types	Respondents	Percent
Employed	8	33.33
Self employed	7	29.16
Unemployed	9	37.50
Total	24	100.00

Table 2.3 shows that out of 24 respondents, 33.33 percent were employed, 29.16 percent were self-employed and 37.50 percent were unemployed. It shows that most of the graduates are employed. Therefore most of the unemployed graduates are engaging for their further study.

Figure 2.3: Pie chart showing Current Status of Employment of Respondents

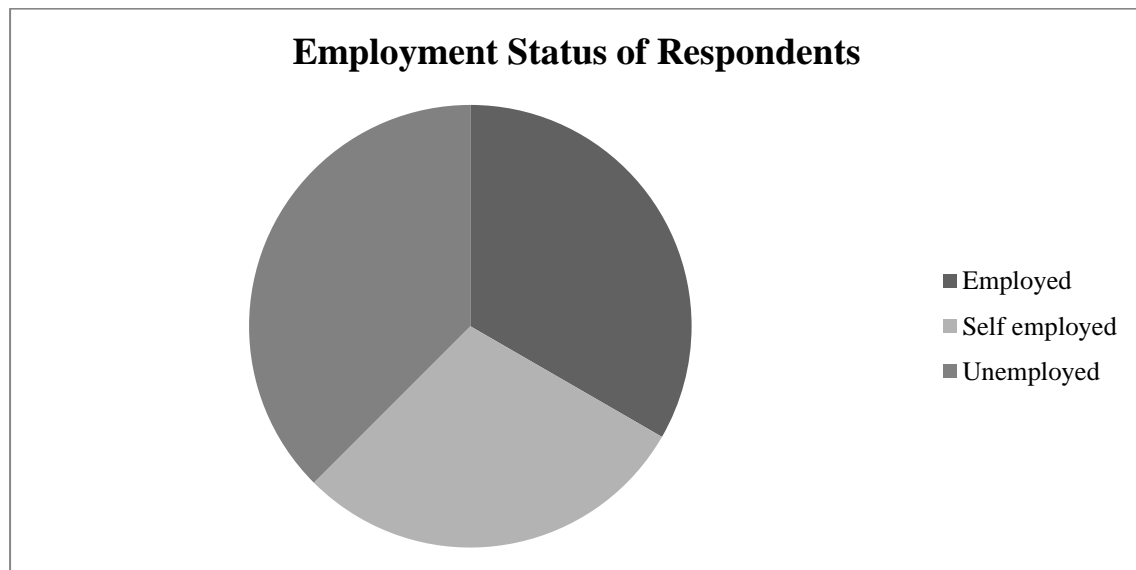
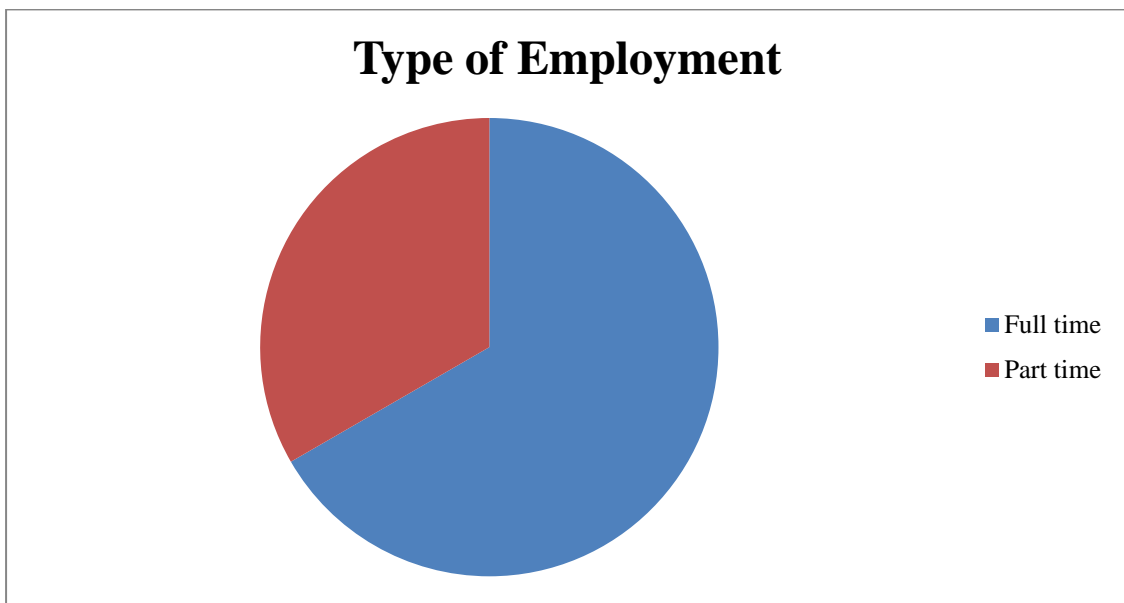


Table: 2.4 Types of Employment of the Respondents

Types	Respondents	Percent
Full time	10	66.66
Part time	5	33.33
Total	15	100.00

Table 2.4 shows that out of total graduates, 66.66 percent were found in full time job. Likewise 33.33 percent were involved in part time sector. The study shows that the majority of respondents were engaged in full time employment.

Figure 2.4: Types of Employment of the Respondents



2.4 Graduates Persuasion for Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges. The following table shows graduates enrollment in different programs.

Table: 2.5 Graduates Enrollment in Different Disciplines

Program	Respondents	Percent
M.Ed	2	8.33
MBS	6	25.00
Abroad Study	3	12.50
Missing System	13	54.16
Total	24	100.00

The table 2.5 shows that 8.33 percent of total graduates were enrolled in M.Ed program while 6 (26.08%) graduates joined the BBS program. In 2078, there were 13 (54.16%) graduates who did not join any specific program.

Figure 2.5: Pie Chart Showing Graduates Enrollment in Different Disciplines

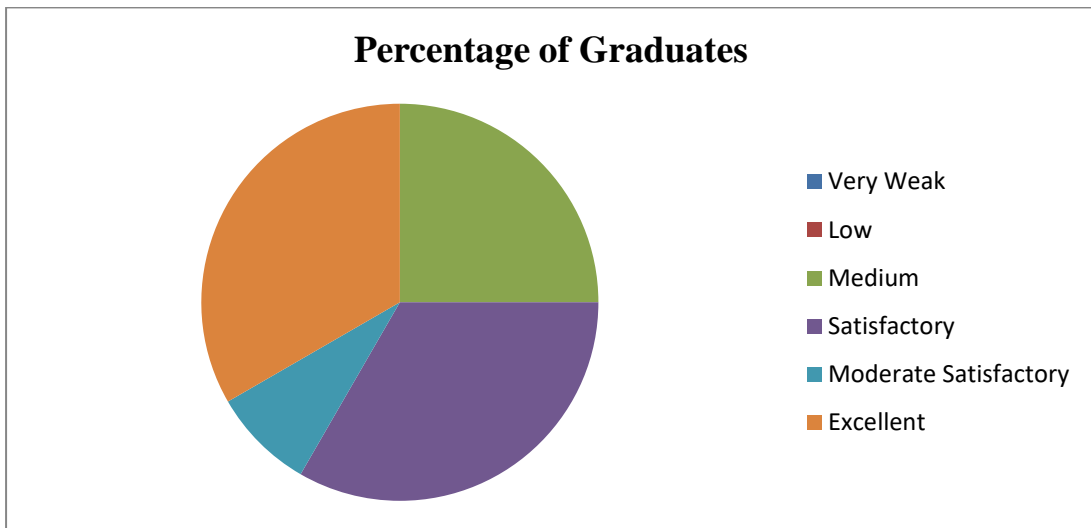


Table: 2.6 Graduates Enrollment in Universities

Types	Respondents	Percent
T.U	8	100.00
Other University of Nepal	0	0
Total	8	100.00

Table 2.6 shows that fluctuations in the enrollment figures for graduates in universities, which Tribhuvan University being the only institution with enrollments. Other Universities did not have any enrollments during the specified period.

2.5 Academic Quality

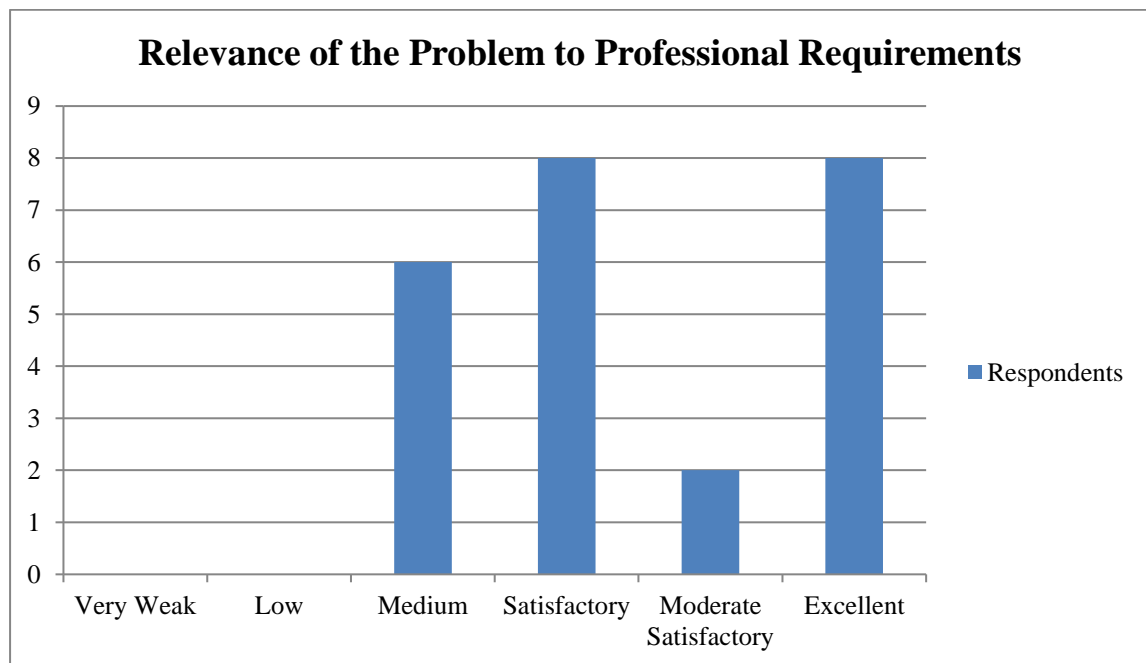
This section focuses on how graduates perceive the value of various quality measures associated with different aspects of the institution. It presents the evaluation provided by graduates on various factors related to the institutions delivery of quality education. The study examines specific variables to assess the strengths and weaknesses of the institution from the graduate's perspective.

Table: 2.7 Relevance of the program to professional Requirements

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	6	25.00
Satisfactory	8	33.33
Moderate Satisfactory	2	8.33
Excellent	8	33.33
Total	24	100.00

The table 2.7 presents the distribution of categories on different bases. Medium were 25 percent while satisfactory were 33.33 percent of the total respondents. Moderate Satisfactory were 8.33 percent of the total, and the number of students with an excellent rating is 33.33 percent. Very weak and Low has no instances within the provided data. The study shows that the majority of students have an Excellent rating; this indicates that good academic quality on campus.

Figure 2.6: Relevance of the program to professional Requirements



2.6 Extra-curricular Activities

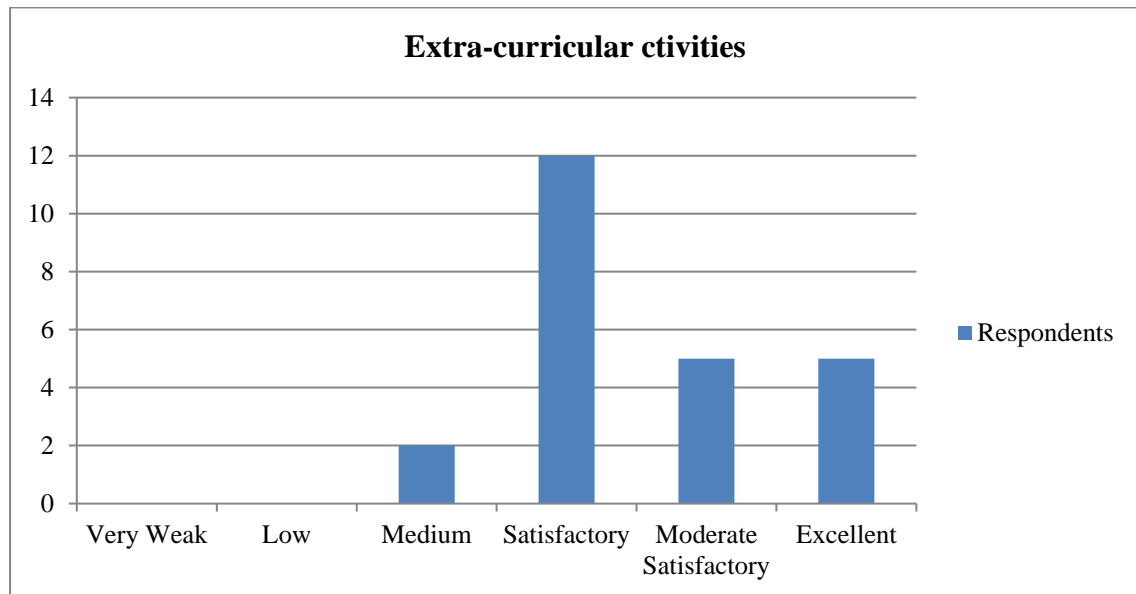
Extra-curricular Activities are activities that students participate in outside of their regular academic curriculum. These activities provide with opportunities to pursue their interests, develop new skills and engage in social interactions. Here are some examples of extra-curricular Activities:

Table: 2.8 Ratings based on Extra-curricular Activities

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	2	8.33
Satisfactory	12	50.00
Moderate Satisfactory	5	20.83
Excellent	5	20.83
Total	24	100.00

The table 2.8 shows that there were no students rated as Very Weak and Low in the year of 2078. Out of total responses of the variable concerned, 8.33 percent were Medium with extracurricular activities of the institute. 50 percent students were satisfactory, 20.83 percent were Moderate Satisfactory and Excellent categories. The study shows that the majority of students have a Satisfactory ratings. That indicates an average extra-curricular activity on campus.

Figure 2.7: Ratings based on Extra-curricular Activities



2.7 Problem solving Ability

Problem solving ability is typically evaluated based on a person's capability to analyze a problem, identify potential solution and effectively implement those solutions to resolve the problem.

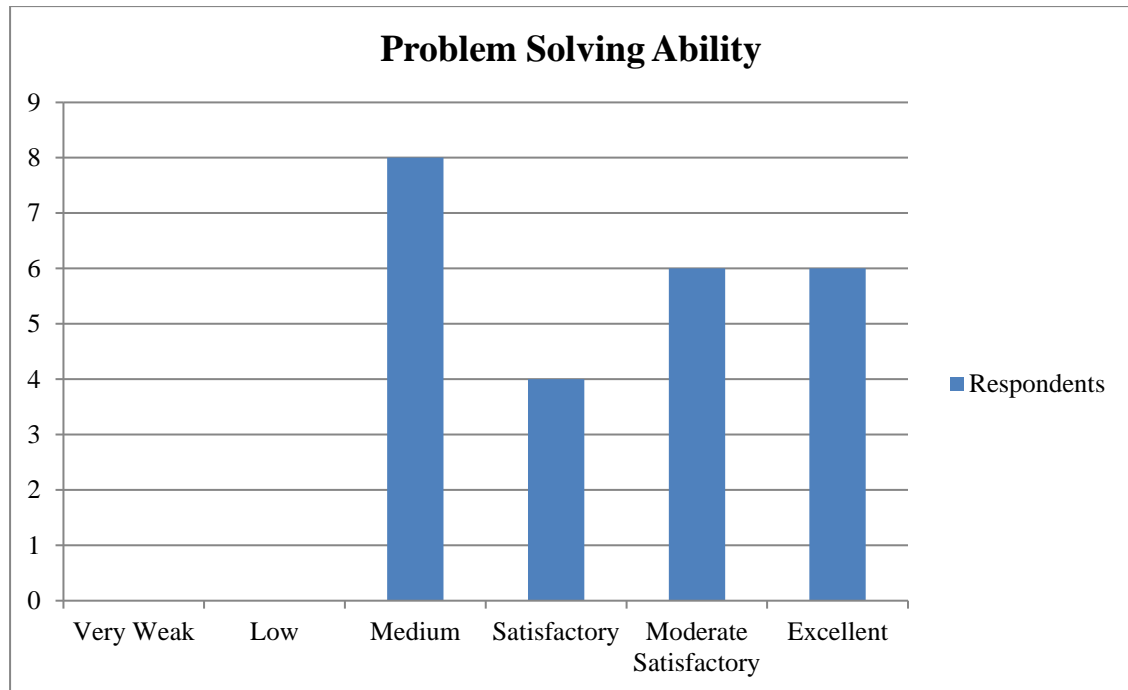
Table: 2.9 Ratings based on Problem solving Ability

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	8	33.33
Satisfactory	4	16.66
Moderate Satisfactory	6	25.00
Excellent	6	25.00
Total	24	100.00

The table 2.9 shows that there were no individuals ranked into the Very Weak and Low level of problem solving ability. The percentages of individuals with medium problem solving ability were 33.33 percent. The percentages of individuals with satisfactory problem solving ability were 16.66 percent. The total number with a Moderate

Satisfactory and Excellent rating were 25 percent. This indicates that, on average on Problem solving ability in institutions.

Figure 2.8 Ratings based on Problem solving Ability



2.8 Work Placement/Attachment

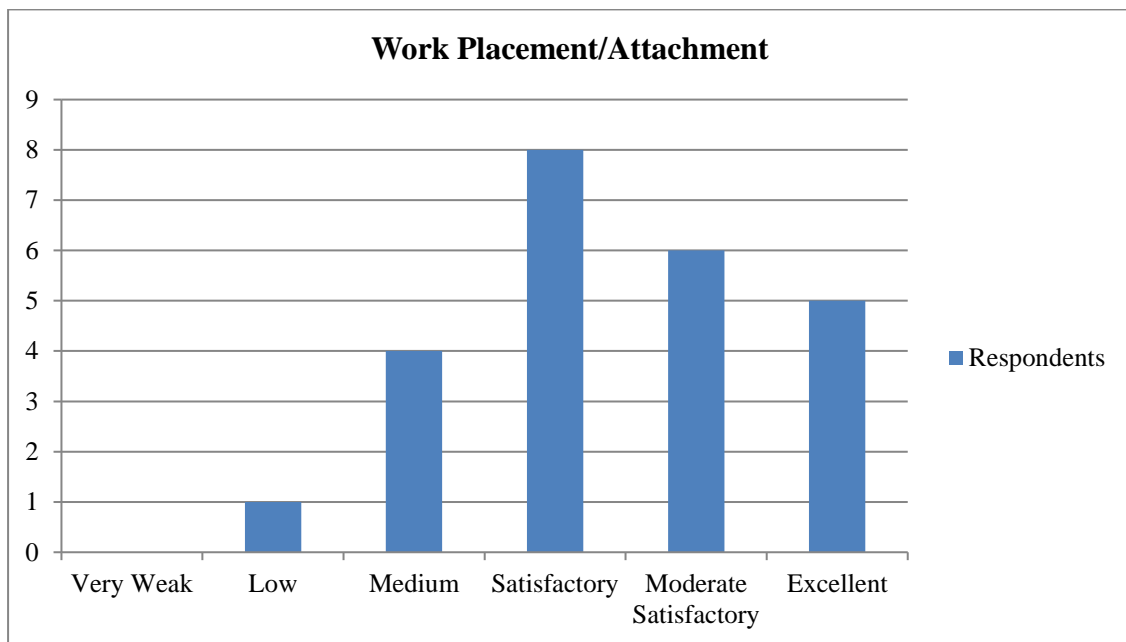
The work placements or attachments serve as a bridge between academic learning and professional practice, equipping students with valuable skills and experiences that contribute to their future career success.

Table: 2.10 Ratings based on work Placement/Attachment

Particulars	Respondents	percent
Very Weak	0	0
Low	1	4.16
Medium	4	16.66
Satisfactory	8	33.33
Moderate Satisfactory	6	25.00
Excellent	5	20.83
Total	24	100.00

The table 2.10 shows that the Very Weak rating were 0% in the study period. The Low ratings were 4.16 percentages only. The Medium ratings were 16.66 percent. The Satisfactory rating were the highest (33.33) percent. Moderate Satisfactory and excellent rating were 25 and 20.83 percent respectively. This indicates that on average work placement activities in campus.

Figure 2.9 Ratings based on work Placement/Attachment



2.9 Ratings based on Teaching/ Learning Environment

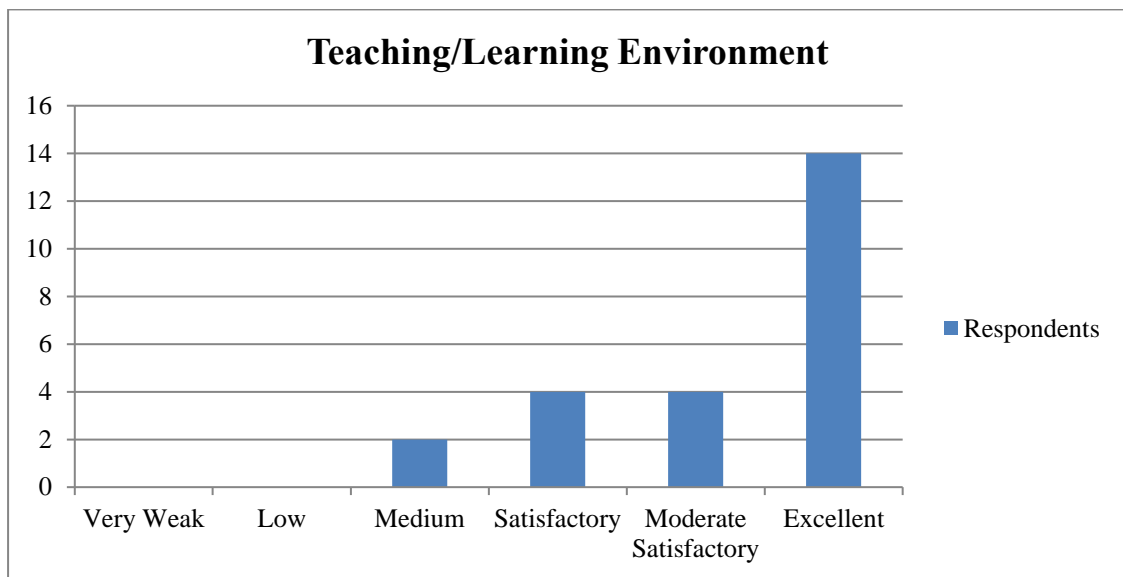
The teaching/learning environment of an institution various factors contribute to creating a conducive and effective educational setting.

Table: 2.11 Ratings based on Teaching /Learning Environment

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	2	8.33
Satisfactory	4	16.66
Moderate Satisfactory	4	16.66
Excellent	14	58.33
Total	24	100.00

Table 2.11 observes that the majority of the ratings fall into the Excellent with 58.33 of the total. The next highest ratings were Moderate Satisfactory and satisfactory with 16.66 percent. The ratings Medium also have significant percentage with 8.33. Very Weak and Low (0%) rank. This indicates shows that good teaching learning environment in campus.

Figure 2.10 Ratings based on Teaching /Learning Environment



2.10 Quality of Education Delivery

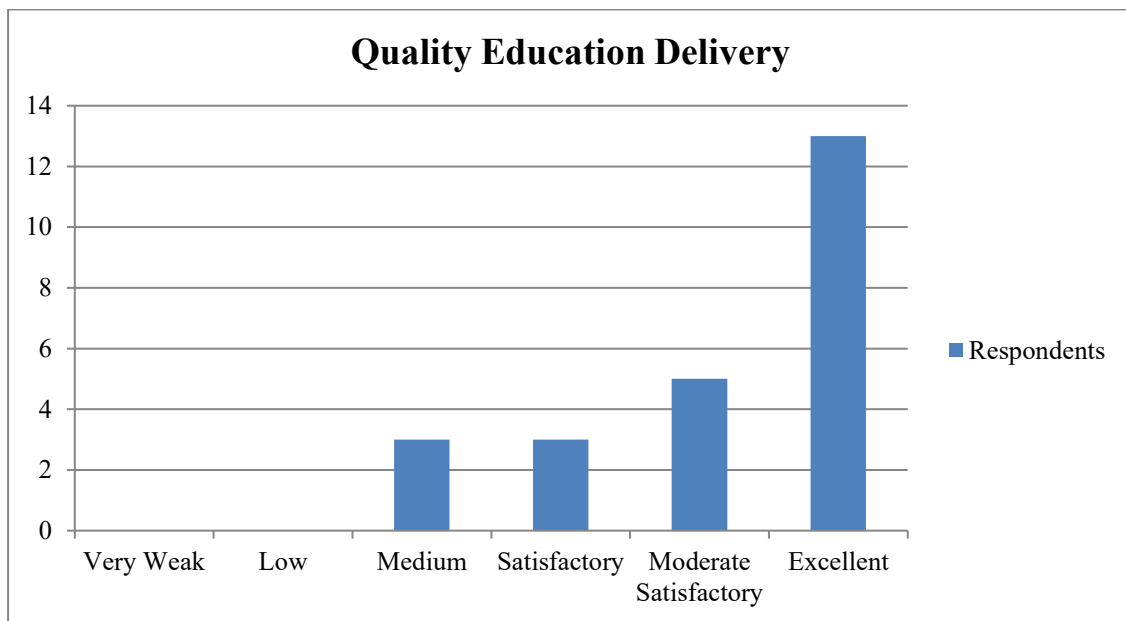
The quality of education refers to the overall effectiveness and excellence of the educational system in delivering knowledge, skills and experiences to students. It encompasses various factors, including teaching methodologies, curriculum design, learning materials, assessment methods, teacher qualifications, infrastructure and student outcomes.

Table: 2.12 Ratings based on Quality of Education Delivery

Particulars	Respondents	Percent
Very Weak	0	0
Low	0	0
Medium	3	12.50
Satisfactory	3	12.50
Moderate Satisfactory	5	20.83
Excellent	13	54.16
Total	24	100.00

The table 2.12 shows that, the medium and satisfactory score were 12.50 percent of the total ratings. The Moderate Satisfactory 20.83 percent and Excellent were 54.16 percent of the total ratings. This indicates that, the good quality of education delivery by the campus.

Figure 2.11: Ratings based on Quality of Education Delivery



2.11 Teacher Student Relationship

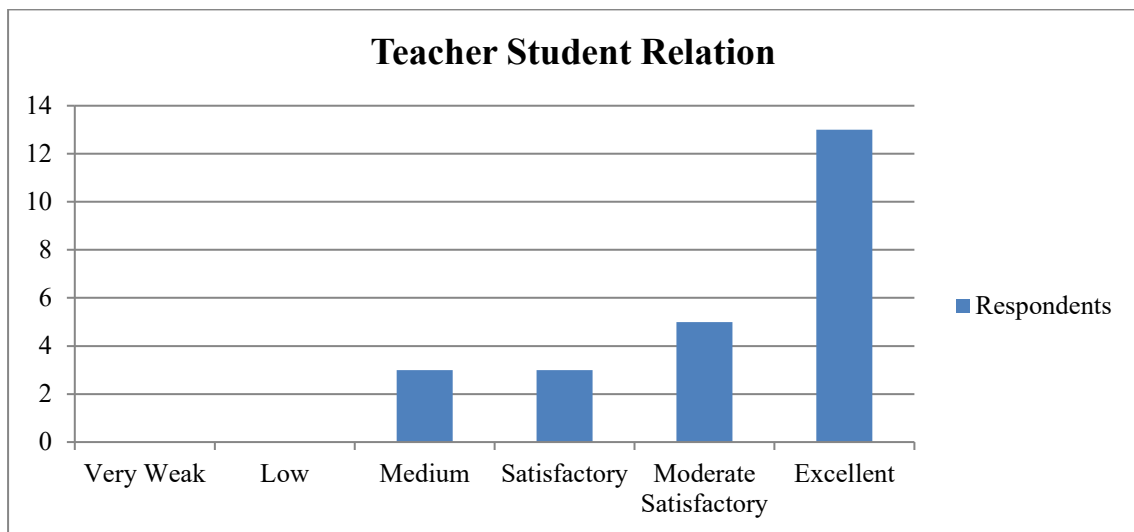
The teacher student relationship is a fundamental aspect of education and plays a crucial role in the learning process. It involves the interaction and dynamics between a teacher and their students in an educational setting.

Table: 2.13 Rating based on Teacher Student Relationship

Particulars	Respondents	Percent
Very Weak	0	0
Low	0	0
Medium	3	12.50
Satisfactory	3	12.50
Moderate Satisfactory	5	20.83
Excellent	13	54.16
Total	24	100.00

The table 2.13 shows, that the medium and satisfactory score were 12 percent of the total ratings. The Moderate Satisfactory were 20.83 percent of the total ratings and Excellent were 54.16 percent of the total ratings. This indicates that, the good relationship between teacher and student.

Figure: 2.12 Rating based on Teacher/Student Relationship



2.12 Library Facility

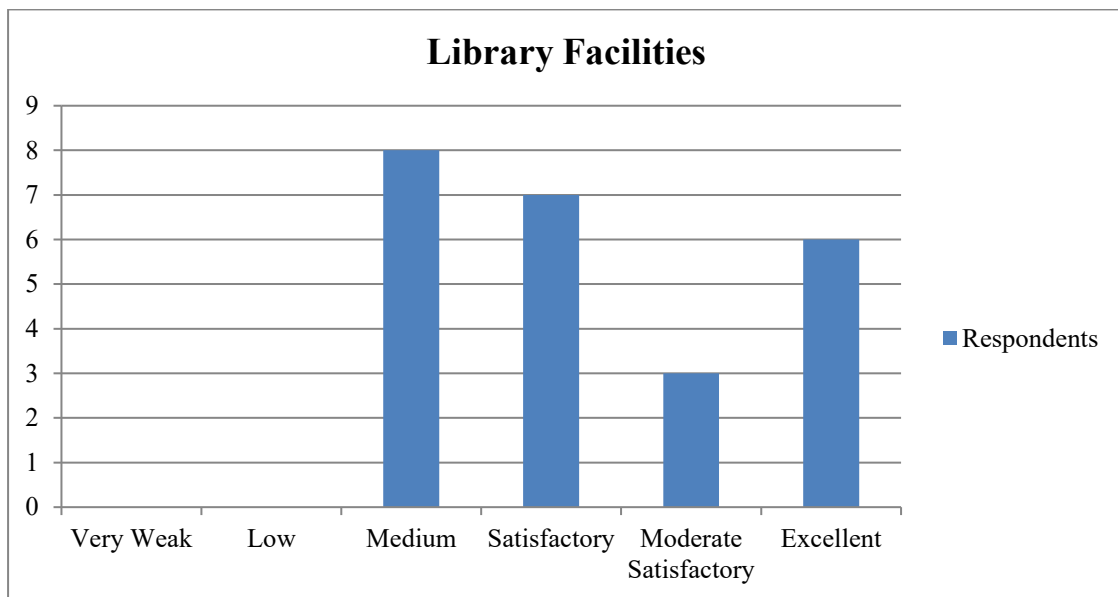
Libraries service as important cultural and educational institutions, promoting literacy, learning and the dissemination of knowledge. The table demonstrates the ratings of graduates regarding library facilities.

Table: 2.14 Ratings based on Library Facility

Particulars	Respondents	Percent
Very Weak	0	0
Low	0	0
Medium	8	33.33
Satisfactory	7	29.16
Moderate Satisfactory	3	12.50
Excellent	6	25.00
Total	24	100.00

The table 2.14 shows that the Medium were 33.33 percent of the total ratings. The satisfactory score were 29.16 percent. The Moderate Satisfactory score were 12.50 percent of the total ratings. The Excellent score were 25 percent of the total ratings. The Very Weak and Low were 0 percent. This indicates that, on average, the library facility is on campus.

Figure 2.13 Ratings based on Library Facility



2.13 Sports Facility

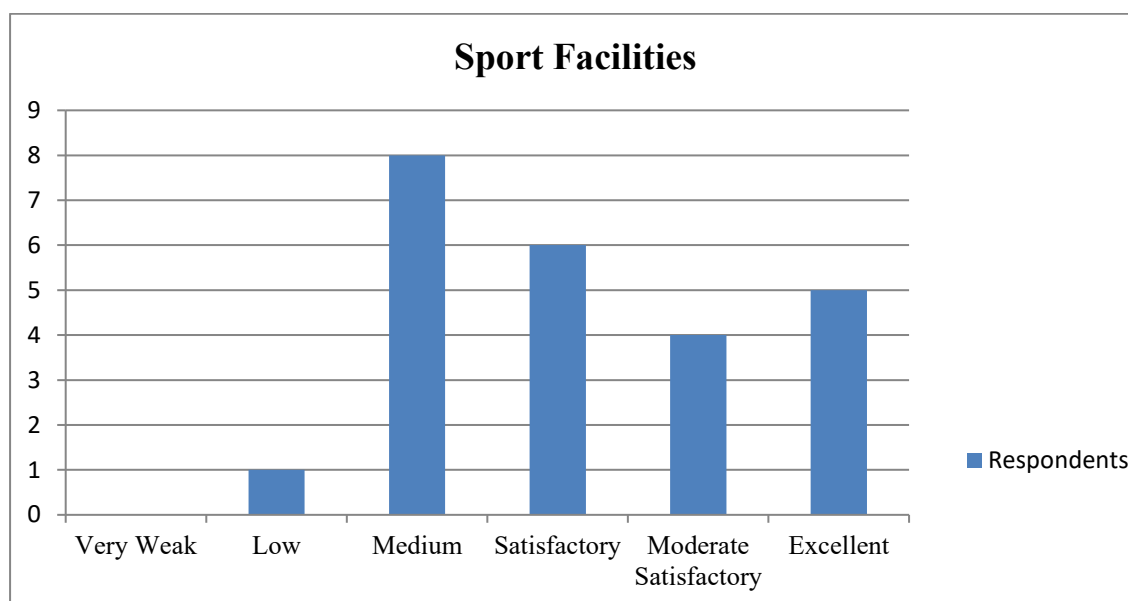
Sports facility can play a significant role in the overall performance of students. Engaging in physical activities and sports not only promotes physical health but also has positive impacts on mental well-being, cognitive function and academic performance.

Table: 2.15 Ratings based on Sports Facility

Particulars	Respondents	Percent
Very Weak	0	0
Low	1	4.16
Medium	8	33.33
Satisfactory	6	25.00
Moderate Satisfactory	4	16.66
Excellent	5	20.83
Total	24	100.00

The table 2.15 shows that, Low were only 4.16 percent of the total ratings. The Medium and Satisfactory score were 33.33 percent and 25 percent respectively. The Moderate Satisfactory score were 16.66 percent of the total ratings and Excellent score were 20.83 percent of the total ratings. No graduates have said that there was very weak sport facilities provide by the institution. This indicates that, on average, the sports facility is on campus.

Figure 2.14 Ratings based on Sports Facility



2.14 Canteen Facility

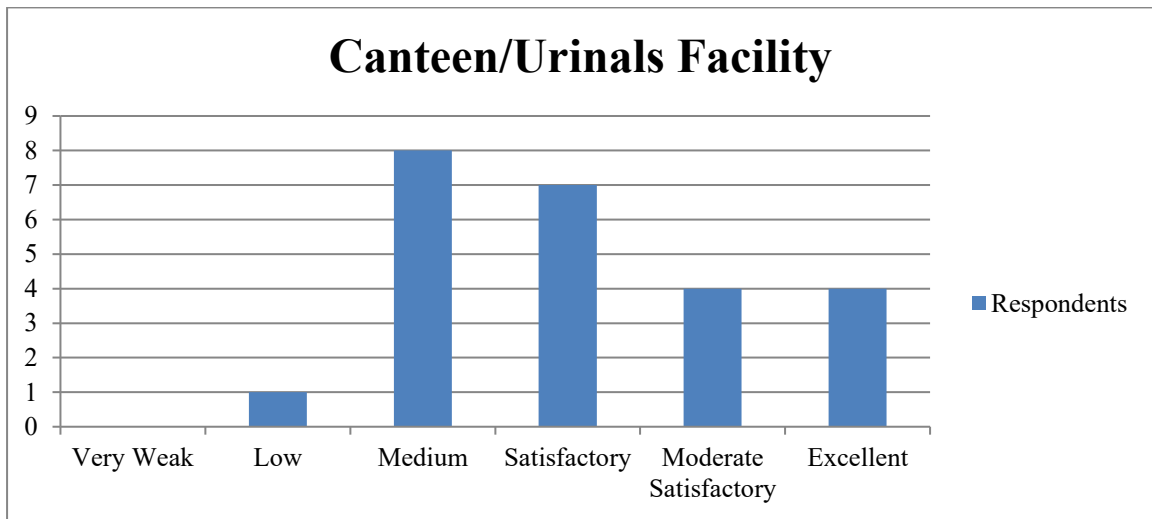
A canteen facility refers to a designated area or space where food and beverages are served, typically within an organization, institution, or workplace. It provides employees, students, or workers with access to meals, snacks, and drinks throughout the day, often at subsidized rates. Canteens are common in offices, schools, campus, factories, hospitals, and other institutions.

Table: 2.16 Ratings based on Canteen/Urinals Facility

Particulars	Respondents	Percent
Very Weak	0	0
Low	1	4.16
Medium	8	33.33
Satisfactory	7	29.16
Moderate Satisfactory	4	16.66
Excellent	4	16.66
Total	24	100.00

The table 2.16 shows that, Low were only 4.16 percent of the total ratings. The Medium were 33.33 percent. Satisfactory score were 29.16 percent of the total ratings. The Moderate Satisfactory and Excellent score were equal 16.66 percent of the total ratings. No graduates have said that there was very weak sport facilities provide by the institution. This indicates that, on average, the canteen facility is on campus.

Figure 2.15 Ratings based on Canteen/Urinals Facility



CHAPTER III: MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study students of the graduates. It analyzes the rating of the graduates on several of program to the professional jobs. The major quantitative findings of the study are described below:

1. Out of total respondents (24) 25 percent are in B.ED and 75 percent are found in BBS faculty.
2. Out of total graduates, 10 were from indigenous, 7 from dalit and 7 from others category.
3. Out of total graduates, 33.33 percent are employed, 29.16 percent are self-employed and 37.5 percent are unemployed including students pursuing higher studies.
4. Out of total employed graduates, 66.66 percent are full time jobholder whereas 33.33 percent are part time.
5. 8.33 percent were enrolled in M.ED and 25 percent were in MBS. Likewise 12.5 percent respondents engage in abroad study and most of the graduates 54.16 did not continue their further study.
6. On relevance of program to professional requirement, 25 percent ticked medium, 33.33 percent are satisfied and excellent, 8.33percent graduates chose moderate satisfactory option.
7. 8.33 percent of them related on medium with extra-curricular activities, 50 percent were satisfactory and 20.83 percent ticked on moderate satisfactory and excellent option regarding extracurricular activities.
8. 33.33 percent of graduates were medium regarding problem solving, 16.66 percent were satisfied and 25 percent got moderately satisfied and excellent regarding on it.
9. Regarding work placement, 4.16 percent of them got it low, 16.66 percent were medium, 33.33 percent were satisfied, 25 percent found moderately satisfied and 20.83 percent graduates have thought it has excellent.
10. 8.33 percent found medium teaching learning environment, 16.66 percent got satisfied and moderate satisfied. 58.33 percent rated excellent.
11. On quality of education delivery, 12.5 percent experienced medium and satisfactory, 20.83 percent have found moderate satisfied and 54.16 percent have found excellent.
12. 12.5 percent graduates got medium and satisfactory relationship between teachers and students, whereas 20.83 percent of them were moderate satisfactory, and 54.16 percent ticked excellent.
13. Regarding library facility, 33.33 percent have ticked on medium, 29.16 percent have satisfied, 12.5 percent found moderate satisfactory and 25 percent of them ticked on excellent option.
14. Sports facility in campus was medium for 33.33 percent, 25 percent have satisfied, 16.66 percent are moderately satisfied, 20.83 percent were excellent and 4.16 percent found it low regarding the sports facility.

15. 33.33 percent graduates were medium with the canteen/urinals facilities of the campus. 4.16 percent found low, 29.16 percent graduates found satisfied and 16.66 percent found moderately satisfactory and excellent in each.

CHAPTER IV: IMPLICATIONS TO INSTITUTION REFORM

Based on the findings mentioned, here are some implications for institutional reform:

Gender Equality and Inclusivity:

1. The institution should strive for equal representation and opportunities for both male and female student.
2. Measures should be taken to promote gender diversity in various programs and ensure a supportive environment for all students.

Caste and Social Inclusion:

1. The institution should actively work towards promoting diversity and inclusivity by encouraging participation from different castes and marginalized communities.
2. Special initiatives and support programs can be implemented to address the underrepresentation of certain castes and ensure equal opportunities for all students.

Employment and Career Development:

1. The institution should strengthen career services and support systems to enhance employability and job placement opportunities for graduates.
2. Collaboration with industries, internship and skill development programs can be introduced to bridge the gap between education and employment.

Program Evaluation and Adaptation:

1. The institution should assess the popularity and effectiveness of different programs based on enrollment figures and student preferences.
2. Program offerings should be regularly evaluated and adapted to align with market demands and student interests.

Academic Quality and Student Support:

1. The institution should focus on conducive teaching learning environment and providing adequate student support services for enhancing academic quality.
2. Continuous improvement in curriculum design, faculty development and infrastructure can contribute to a positive educational experience.

Facilities and Resources:

1. Based on student feedback, the institution should invest in improving facilities such as libraries, sports facilities, canteens and urinals to meet the needs and expectations of the students.

Monitoring and Evaluation:

2. Regular monitoring and evaluation mechanisms should be established to assess the institutions progress in achieving its reform goals.
3. Feedback from students, faculty and stakeholders should be collected and considered for informed decision making and improvement initiatives.

By addressing these implications, the institution can work towards creating a more inclusive, supportive and high quality educational environment for its students, promotion their holistic development and success.

CHAPTER V: CONCLUSION AND RECOMMENDATION

The study concludes that Janajyoti Campus is considered as one of the competent educational institutions of Nepal that has been producing higher education graduates transforming quality education to the society. Janajyoti Campus (JC) is a higher educational institution located in the southwest part of Tanahun District, Nepal. It was established in 2064 and offers education and management faculties. JC is committed to providing quality education and is seen as a transparent, justifiable and dynamic institution in Tanahun District. The campus conducts Graduate Tracer Studies (GTS) to assess the employability and outcomes of its graduates. The tracer study aims to determine if JC is achieving satisfactory learning outcomes and contributing value to Nepalese society. The objectives of the tracer study include investigating the graduates' transition into the workforce, exploring the influence of personal factors on job search; determine employment and further study status, evaluating the graduate's perception of teaching learning environments and providing suggestions for improvement. The study was conducted using a descriptive research design with a quantitative methodology. Data collection involved various methods such as direct visits, interviews, social media and email. The scope of the study is limited to graduates from JC in the year 2078. The total numbers of respondents were 24, with 6 from the Faculty of Education (B.Ed) and 18 from the Faculty of Management (BBS). The study reveals the employment status of the graduates, with 8 (33.33%) employed, 7 (29.16%) self-employed and 9 (37.5%) unemployed. The majority of respondents were engaged in full time employment. Enrollment figures show fluctuation in the number of graduates joining specific program, with most graduates not joining any specific program. The study also assesses the ratings of the graduates on the overall teaching learning environment, with the majority having a Medium rating, indicating average academic quality on campus. Overall, the tracer study provides insights into the teaching learning environment. The findings can be used to improve the effectiveness of teaching and learning at JC and guide future decision making and planning.

Gender Representation:

1. Develop initiatives to encourage more male students to enroll in the B.Ed program to improve gender balance.
2. Explore reasons for the higher representation of female respondents in the BBS program and consider strategies to attract more male students to balance gender ratios.

Caste and Social Inclusion:

1. Implement targeted outreach programs to increase the representation of students from Madhesi, Muslim and Dalit castes in educational programs.
2. Establish support mechanisms and scholarships specifically aimed at promoting participation and retention of students from marginalized communities.

Employment and development:

1. Strengthen career counseling services to guide and support graduates in their employment and entrepreneurship endeavors.
2. Foster partnerships with industries and organizations to create more employment opportunities for graduates.

Program Enrollment:

1. Analyze the reasons behind the low enrollment in specific programs, such as the B.Ed. program, and identify strategies to attract more students.
2. Explore opportunities to diversify program offerings to meet the changing demands and interests of students.

Academic Quality and Student Support:

1. Address the fluctuating ratings in academic quality, extra-curricular activities, problem solving ability, work placement environment and quality of education delivery, teacher student relationship, library facilities, sports facilities and canteen/urinals facilities by identifying specific areas for improvement and implementing appropriate measures.
2. Regularly evaluate and monitor the effectiveness of implemented improvements to ensure continuous enhancement of academic quality and student support services.

Research and Evaluation:

1. Conduct further research and evaluation to gain a deeper understanding of the factors influencing student enrollment, participation and satisfaction.
2. Collect qualitative data and feedback from students to identify specific areas for improvement and implement targeted interventions.

These recommendations aim to address the findings and provide actionable steps to improve institutional practices promote inclusivity and enhance the overall educational experience for students. It is important to further analyze the context and consult with relevant stakeholders to tailor these recommendations to the specific needs and circumstances of the institution in question.