

TRACER STUDY REPORT

(Passed Year -2021)

Kathmandu Shiksha Campus
Chandragiri Municipality-10,Satungal

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CHAPTER I. INTRODUCTION

1.1. Background of the Study

Kathmandu Shiksha Campus (KSC) has been conducting Graduate Tracer Studies (GTS) since 2015. The main aim is to identify the relevancy between the academic program offered by the campus and the demand of the market. Furthermore, it also aims to find out whether, KSC is achieving satisfactory learning outcomes and value-added input to Nepalese society or not. This tracer study is designed to investigate the employability of graduates who graduated in 2021 AD from KSC. In addition, it focuses on the quality of education and the condition under which the graduates have been employed. Graduates role in job-seeking, the duration of the time for the 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 what types of academic programs are still relevant to the current scenario of the market's demands. Tracer study is a system of tracing its graduates and getting feedback regarding the nature and type of work, further study or other activities that they have been involved since they completed their study from this academic institution (Kathmandu Shiksha Campus, 2018).

This GTS involved the identification and follow-up of graduates. KSC has established as an education campus with a slogan “*teacher development for quality education*” may not fulfill without the quality of graduates (KSC, 2015). KSC had conducted so many training programs that have a direct relation with the job market i.e. teaching through the in-service and pre-service teacher training program with an association to the ministry of education and other training organizations of the country (KSC, 2018). Human beings need higher education to receive information from the external world, to acquaint their history and to receive all information regarding the need of the present day. 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 the outside world of opportunities and success as cited in (KSC, 2015). So, the effective procedure of assessing institution's services and programs like tracer studies has a great role behind its success (KSC, 2017).

1.2. Purpose and Rationale of the Study

The purpose of this tracer study is to determine the employment status of Teacher Education graduates of the Kathmandu Shiksha Campus under the Faculty of Education, Tribhuvan University. Specially, the study examines the following four critical questions:

- Why did a cohort of teacher education graduates chose teaching as their career?
- What is the employment status of teacher education graduates?
- What is the teaching context of those graduates who were employed as teacher?
- What are the other areas of their employability ?

The main purpose of the study were to obtain a better understanding of the graduates' employability, how they searched for a job, how the course work they had done helped them first to get a job and then to do well at that job. Additionally, this study was intended to survey the relevancy of education provided by the campus as indicated through the access to and success in the fields of work. Thus, an attempt has been done to answer the following questions through this tracer study. They were:

- To investigate the graduates' perspectives regarding courses and other educational programs, conducted by KSC.
- To find out the current status of employability of the graduates
- Find out the effectiveness of the education degree, skills and knowledge of the graduates, provided by the campus to get a better job according to the needs and demands of the contemporary market as well as society.
- To get feedback and suggestions from the graduates for the further improvement of the quality of education, teaching-learning activities and other overall aspects of the campus for lifelong, contextual and need-based education.

1.2.1. Meaning of the Terms Involved

a) Employment status:

It referred to the question of whether the graduates are employed, unemployed or engaged in further study, and if they are employed, in which sector of the economy they are employed.

b) Teaching context : It consists the components like Category of employment , Types of School, School level, Location of School, and School Subjects taught.

1.3. The Context of the Study

Nepal has adopted multi-university concept and currently there are 11 universities. If we take the figures of the convocation ceremony, the number of graduates in higher education is only 84,510 with gross product of only 19%. Faculty of Education (FOE) is the largest faculties under TU in terms of the number of students and the number of campuses which are ever increasing. With its 26 constituent campuses and 560 affiliated campuses throughout the country, it has the biggest network of teacher training. Through its different courses which are taught in different programmes viz. One Year B.Ed, Three Year B.Ed and Two year M.Ed, M.Phil and Ph,D, FoE produces trained educational manpower as teachers, teacher trainers, educational planners and managers, educational researchers, curriculum designer and all sorts of human resources needed for the educational sector of the country (Faculty of Education, 2022). In Nepal, nearly 500 private/community campuses are offering 4 years B.Ed program with affiliation from TU.

Graduation rate in higher education is very minimum. TU's bachelor program occupies 69% of the total students but the graduation rate is 26.1% indicating 73% wastage. In such situation, quality enhancement of the higher education and making it market relevant is equally challenging. (University Grants Commission, 2019/20). The average pass rate in Education program is about 18 percent in total. As per the result published by the Office of Controller (2076), Out of total 50,701, appeared in the final 4 year B.Ed program in the 4th year only 9,150 students passed the examination (Edusanjal, 2020). The FOE TU only produces approximately 9150 teacher graduates per year. Would these graduates, in fact, find jobs as teachers?

Prior to 1994, teachers were employed on a racial basis by one of the seventeen apartheid education department, with the election of a new democratic government in 1994, teachers are no longer being employed along racial lines for schools which used to be under the control of the old apartheid structures. Currently, it is the hand of local level government where the employment is the basis of political power.

1.4. Institutional Arrangements for the Study

To complete the study systematically and effectively, CMC formed a team under the leadership of Mr Shatrughan Prasad Gupta ,Campus Chief assisted by the two members to conduct the tracer study graduated in 2021 from this campus. The team has made a series of telephone calls, face to face conversation and correspondence through email to all the concerned graduates. At first, they were informed about the questionnaire for the tracing its graduate. Then, the team introduced the purpose of this particular survey. Moreover, graduates were called to the campus and requested them to participate in the survey. All the available graduates filled the questionnaire as per their knowledge. The confusing parts were assisted by the team members and administrative staffs. Besides, the team also reviewed the necessary documents and records from the administrative department.

1.5. Graduate Batch Taken for the Study

The students passed Master's of Education have taken into account as no student from other faculty or level had collected character certificate from the campus . As per the campus records, a total of 21 students graduated in 2021. The students taken for the study were shown in the table below.

Table 1. Number of Students Graduated in the Year 2021

Level	Male	Female	Total
M.Ed	7	14	21
B.Ed	0	0	0
Total	7	14	21

A total of 21 students graduated in the year 2021, were all from Masters of Education. Likewise out of total 21, a majority 14 (67) percent were found female and the remaining 7 (33) percent were male. This shows that the pass rate of female students was higher than males. It's a very shameful situation that no one from B.Ed and other level completed their courses in this fiscal year 2021. It's a unique result in its history of the campus. This figure itself reveals the bad picture of achievements in the fy 2021.

1.6. Data Collection - Instruments and Approach

The study team had used many instruments and approaches regarding data collection and analysis. To obtain the needful information, the research team along with administrative staffs of the administration a structured-survey questionnaire was piloted. It was developed by University Grants Commission(UGC)/Nepal . The questionnaire had three major aspects. It consists the general information about the respondents, their educational background and the employment status of the respondents. The graduates' profile consists of different informations was the major sources of the data. Likewise, the current employment status covers the different components like service in an organization, self-employed and unemployed status. Besides, the name of the organization and type of organization: private, public and NGO/INGO were also mentioned.

This study conducted with a view to explore how the knowledge and skills they learned at the campus were contributing to their careers. It was also used to investigate the graduate's work places, whether they were working in the fields for which they prepared while studying at KSC. Likewise, the questionnaire was to trace the methods of searching for the job and the period of time that it took to get it. The questions were also used to gather graduates' satisfaction with the quality of courses provided by the campus and the correlation between their newly-gained knowledge and the market needs.

1.6.1 Sampling Technique

The purposive sampling procedure was used to conduct this tracer study. The available graduate were interviewed face to face and were all the respondent graduated in 2021 were selected purposively as the number of graduate is very small.

1.6.2. Total Population

The total number of students graduated in the year 2021 was small. It is, therefore, all graduates who came in our contact by either means were selected as a sample of the study. To make the study more concise and effective, total 21 graduates were selected for the study. As per campus records, only M.Ed passed graduates were taken into account as

no other graduates were found taken character certificate from the campus during this period. As the number of graduates were very small in number. The total population for the study has been shown by the table below.

Table 2 Population for the study

Gender type	No. of Graduates	Percent
Male	14	67
Female	7	33
Total	21	100

From data mentioned in the table above, it can be said that two-third, 67 percent of the graduates were female. This seems that the pass rate to female graduates was increasing gradually.

1.6.3. Data Collection

The Internal Quality Assurance Committee (IQUC) started to collect the phone numbers of graduates from the admission office in late March, 2022. In late April, 2022, the interviewers were recruited and trained and in early May, 2022 the questionnaire was piloted. Depending on the participant availability, the interview took a minimum of twenty minutes per respondent. The respondents were invited to answer the questionnaire mostly by rating on a five-point scale; for instance, 1 represented totally disagree and 5 totally agreed and the results were carefully recorded and then converted to MS Excel/ MS-Word and other relevant mathematical tools were also used for the analysis of the data. The major modes used for data collection were shown by the following table.

Table 3 Data collection modes used to conduct the study

Mode	Cooperation Rate	Cost per respondent	Advantages	Disadvantages
Face to face	Medium	High	Interviewer rapport nonverbal	Respondent apprehension, expensive
Telephone	High	Medium	Fast	Limited time
Email	Low	Medium	Fast	No response

Online	High	Medium	Data entry online	without remuneration Needs computer literacy
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1.6.4. Data Coding and Entry

The data collection was completely done in early June, 2022; then, they were coded who was responsible for the study. In mid-July 2022, a data entry team in the leadership of the core team leader was trained on how to enter data into the excel program. The process of data entry took almost one week and was completed by the end of July, 2022. The study outcomes were only meaningful and therefore useful if the respondents agreed to participate until the end of the interviewing process. Therefore, the qualitative data responses were first coded and classified in separate categories before they were processed; then, the statistical tools were used to analyze the data.

1.6.5. Data Analysis

In early August, 2022, the data analysis process was conducted. The next part of the study was to analyze the answers to the survey. The information was categorized into three sections; the first one includes the profile of the graduates responding to the survey. The second section measures the educational experience and the graduates' subsequent careers. The last section is dedicated to the evaluation of professional knowledge and skills obtained by the graduates, and their intention to pursue future study. The results, which measure participant satisfaction, are reflected through the percentage retrieved from the excel system. The interpretation of each question item is correlated to the numerical decrease or increase.

1.6.6. Research Design

The methodology driven by the above research questions will promote a better understanding of the graduates' employability. Administrative staffs were well trained to make sure that they were able to interview well and collect the required informations effectively. Although they were working independently. They were closely monitored by the Internal Quality Assurance Committee (IQAC) to make sure the information gathered

in the survey would be reliable and valid. This study employed a quantitative descriptive research design covering the employment status and job experiences of the graduates. It is, in part, a curricular program evaluation if the graduates had effectively achieved the goal of their respective degree programs. Moreover, policy implications and recommendations identified were necessary for the curricular improvement in the campus and in the affiliated university.

1.7. Scope of the Study

The purpose of this tracer study was to determine the employment status of the graduates and get constructive suggestions and feedback to the management. Specifically, the study examined the following critical questions:

- What is the employment status of the teacher graduates?
- What is the teaching context of those who were employed as a teacher?
- What were the other areas of employment of graduates?

The study was restricted to students graduated from KSC only. Moreover, it is more important to institutional programs because collecting and analyzing information on graduate's study experiences, professional and personal careers to identify the employment situation of the most recent graduates helps to take remedial actions for further plans and visions of the campus.

In order to obtain indicators for their professional performance, such studies also emphasized programmatic issues, conditions, situations and contexts within which the graduates studied ; positing and interrogating the quality of these study provisions and conditions. The findings of this study are, accordingly, limited in scope and may not necessarily resonate with the claims of the other campuses. Nevertheless, the study is useful in so far as it challenges, its conventional wisdom regarding teacher employment or unemployment.

1.8. Limitations of the Study

As used the purposive sampling procedures, the students from other discipline and levels were not included in the study. The study is limited in the following aspects: The study was strictly based on the information collected through the tracer study form

designed by the UGC.

- M.Ed passed graduates were also included in the study. The result may not be applicable for the other faculty and disciplines.
- Some information collected through the face to face interaction, facebook, emails, and other means had not analyzed fully due to the length, time and resource constraints.
- The graduates' contact address had not traced as many of them had changed over time there by making them unreliable.
- The graduates who had taken their character certificate is only included in the study.
- Socio-cultural aspects of the parents and the graduates had been ignored.
- The findings of this study are, accordingly, limited in scope and may not necessarily resonate with the claims of the other campuses.

CHAPTER II. DATA PRESENTATION AND ANALYSIS

The chapter presents the data obtained from the tracing its graduates based on the questionnaire developed by UGC. Data presentation and analysis is done to measure the employment status of the graduates, issues related to the characteristics, expectations and aspirations of the graduates and employment experience of graduates. This chapter also presents status of educational quality , relevance of higher education and impact of the academic programs on graduates' personal development

2.1 Demographic Status of Graduates

This section, mainly the data collected related to the demographic information i.e. educational status of the graduates as well as their parents and the occupational status. Besides, the composition of gender, employment status, employment sector, job designations were also discussed in separate headings and subheadings.

2.1.1 Educational Status of Parrents

The educational status of parents has crucial role to educate their children. Hence, to identify the educational status of the parents, they were asked to report the educational status. The educational status as reported by them is presented in the following table.

Table 4 Educational status of the parrents

Descriptions	Father		Mother		Total	
	No.	%	No.	%	No.	%
Illiterate	1	4.76	4	19.05	5	11.90
Primary	4	19.14	7	33.33	11	26.19
Secondary	6	28.5	8	38.10	14	33.33
Tertiary	10	47.6	2	9.52	12	28.57
Total	21	100	21	100	42	100

The table 4 illustrates that 26.19 percent of the parents had only primary level education where as 11.9 percent parents were illiterate. In comparison, fathers' educational status were found better than mothers' educational status.

2.1.2 Occupation of Parents

Those parents who have sound and better income-generating occupation, they were found inspired with their child for better higher education. Hence, graduates were asked to report their parents' occupational status. Parents' occupation reported by them can be seen in the following table.

Table 5 Occupation of parrents

Occupations	Father		Mother		Total	
	No.	Per	No.	Per.	No.	Per.
Business	4	19.05	0	0	4	9.52
Farmer	5	23.81	5	23.81	10	23.81
Gov. service	3	14.29	3	14.29	6	14.29
Teaching	8	38.10	6	28.57	14	33.33
Households	1	4.76	7	33.33	8	19.05
Total	21	100	21	100	42	100

The above table reveals that about 19 percent of the mothers were found busy in their household affairs. In aggregate, 23.81 percent parents were farmer while one third 33.33 percent were found involved in teaching profession. Likewise, 14.29 percent parents were involved in government service and the remaining 9.52 percent were involved in the business sector. If it is compared separately, parents' involvement was found higher in teaching profession while few mothers were involved in their household affairs.

2.1.3 Gender of Composition

To identify the gender composition of graduates, they were asked to report their gender. The response rate was recorded, The result has been presented in the following table.

Table 6 Gender of composition of the graduates

Gender	No. of Graduates	Percent
Male	7	33
Female	14	67
Total	21	100

From data mentioned above, it can be said that two-third, 67 percent graduates were female while remaining 33 percent were reported Male. This seems that the access to higher education to women was increasing.

2.1.4 Occupation of Graduates

KSC has been producing trained and qualified manpower required for the contemporary market. So, they were asked to report their occupational status. The responses given by them has been presented in the table below.

Table 7 Occupational Status of Graduates

Occupation sector	No. of Graduates	Percent
Service in organization	6	28.57
Self-employed	8	38.10
Unemployed	7	33.33
Total	21	100.00

According to the data presented in the table above, the employment status of graduates is satisfactory. As mentioned there, the highest 38.10 percent were self-employed while 28.57 percent were employed in different organizations. Similarly one third 33.33 percent were unemployed till the date of the survey. It seems that educational qualification acquired from campus make students capable to be an entrepreneur not an employee.

2.1.5 Employment Sector of Graduates

Different graduates are employed in different sectors according to their interests, skills and academic qualification. Here in this study, those who were reported that they were employed were further asked to specify the employment sector. The employment sectors reported by them are presented in the following table.

Table 8 Employment Sector of the Graduate

Employment sector	No. of Graduates	Percent
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School	7	50.00
Insurance	2	14.40
Business	3	21.40
Bank	1	7.10
Agriculture	1	7.10
Tourism	0	0
Others		
Total	14	100

The table reveals the current employment sector of Graduates. Out of 14 employed, a majority exactly one half were employed in the school while 21.4 percent were employed in business sector. Similarly, 14.40 percent graduates were involved in Insurance sector while about 7.10 percent in banking sector. It can be said that, due to the education degree, one half of the graduates were involved in the school for employment which rightly signify the education program conducted by this campus.

2.1.6 Designation of Job

Those graduates who were reported that they were employed in the different sub-sector were further asked to report the designation of their job. As per their response, the data reveals the following figure.

Table 9 Designation of work to the employed graduate

Designation	No. of Graduates	Percent
Teacher	7	50.00
Head teacher	0	0.00
Officer	1	7.15
Assistant officer	2	14.28
Others	4	28.57
Total	14	100

The data presented in the table above, seems that one half 50 percent graduates were teachers while no graduates were found as a head-teacher. Likewise, 7.15 percent

graduates were officer while 14.28 percent were working as an assistant officer. A very significant 28.57 percent graduate were working in another post that the study tool did not specify or the graduates were not mentioned. From the above, it can be said that graduates were working with a prestigious position in job market.

2.1.7 Date of Employment of Graduates

Graduates who were employed, further asked to report their date of employment. The date that they mentioned were presented in the following table.

Table 10 Date of employment of graduates

Time of employed	No. of Graduates	Percent
Before 2021	7	50.00
During 2021	3	21.43
After 2021	4	28.57
Total	14	100.00

As presented in the table above, half 50 percent graduates were employed before the graduation year 2021 while 21.43 percent were employed during the year of graduation. A very good percent (28.57) were employed after the graduation year 2021. It seems that almost all of the graduates were employed near about graduation year. This date reveals that the education provided by the campus signified the quality education.

2.1.8 Job expectation of graduates

Everyone has the expectation to involve in a prestigious job. KSC graduates too have the same expectation to get a job in a different sectors. To identify the job expectation area of graduates, they were asked to report their job expectation area which can be seen in the following table.

Table 11 Expection of the sector of Job

Designation	No. of Graduates	Percent
Teaching	11	66.67
Government service	4	19.05
Banking	2	9.53

NGO/INGO	1	4.76
Insurance	0	0
Others	3	14.29
Total	21	100

From the above table, it was found that about two third graduate expected to work in a teaching field while a very good percent 19.05 percent expected to work in the government sector. Only few 4.76 percent graduate were expecting their job in NGO/INGOs sector while 9.53 percent were expecting to work in the banking sector. Similarly about 14.29 percent graduate were expecting to work in other sectors. Due to the education degree, most of the graduates expected a job in the teaching field which again match the qualification and expectations of job.

2.1.9 Level of satisfaction with their current job

To know the level of satisfaction of the current job of the graduates, It was inquired whether the graduates were satisfied with their current job or not. The response given by them were presented in the following table.

Table 12 Level of satisfaction with current job

Response	No. of Graduates	Percent
No response	7	50.00
Very much	3	21.42
Much	2	14.29
Little	0	0
Not satisfied	2	14.29
Total	14	100.00

From the above table, it can be found that about 50 percent of the respondents did not gave any response. Likewise, 21.42 percent of the respondents were very much satisfied with their current job. On the other hand, 14.29 percent of the respondents were very satisfied and the same percent 14.29 were not satisfied with their job.

2.2 Graduates perception about academic activities and future plan

This section deals with the perceptions of graduates about the academic activities performed by the campus, effectiveness of education and their future plans for further study in different headings and subheadings below.

2.2.1 Graduates Pursuing Further Study

Every graduate had a plan for further study to improve their world of knowledge and skills for better future. Graduates were asked whether they were pursuing further study or not. The responses were recorded here in the table below.

Table 13 For further study

Response	No. of Graduates	Percent
Yes	9	42.86
No	12	57.14
Total	21	100

The table above shows that 42.86 percent of graduates were planning for further study while the majority 57.14 percent graduate were not interested for further study.

2.2 Perceptions about the quality of education

Higher education must be based on quality to fulfill the need and demand of the contemporary market. The issue was generated that the education provided by the Nepalese higher education institutions (HEIs) were useless and the Nepalese Universities are converted as industry of producing unemployed manpower. In this context, KSC graduates were asked to report their perceptions about the quality of education provided by Campus. The response has been shown in the following table.

Table 14 Quality of education

Response	No. of Graduates	Percent
Weak	4	19.05
Accepted	2	9.52
Good	3	14.29

Very good	7	33.33
Excellent	5	23.81
Total	21	100

As presented in the table above, about one third 33.33 percent graduate expressed their views that the education provided by the campus was very good while 23.81 percent reported that it was excellent. Similarly about 14.29 percent marked it as good while a very good percent 9.05 reported that the education provided by the campus was very weak. Similarly, a very less 9.52 percent of the graduates said that it was accepted. However, KSC needs to improve the delivery of education according to the need and demands of contemporary society to reflect the need of the job market.

2.2.3 Relevance of programs

In education, the term relevance typically refers to learning experiences that were either directly applicable to the personal aspirations, interests, or cultural experiences of the graduates or that were connected in some way to understand the real-world issues, problems, work of world and contexts. In this context, graduates were asked whether the education degree was relevant to them or not. The response reported by them is presented in the following table.

Table 15 Relevancy of academic program

Response	No. of Graduates	Percent
Weak	2	9.52
Accepted	5	23.81
Good	4	19.05
Very good	3	14.29
Excellent	7	33.33
Total	21	100.00

The above table reveals that about one third 33.33 percent graduates said that it was excellent. The academic program was relevant to them while 23.81 percent reported that it was an accepted standard. Similarly, 19.05 percent graduate said that it was good and few 14.29 percent reported that it was very good. Similarly few 9.52 percent graduates

reported that the academic program offered by the campus was not relevant as it was marked as weak. It seems that KSC should reforme its program as few of the respondents questioned about its relevancy.

2.2.4 Range of course offered by KSC

The theory of individual differences is cruel in the field of education . Hence, students choose different vocational and optional subjects to study according to their will and interest. So, the educational institutions must provide sufficient courses to the student to choose. Here, in this study graduates were asked to report the range of courses offered by the campus.The response of graduates can be presented in the following table.

Table 16 Courses offered by KSC

Response	No. of Graduates	Percent
Very weak	6	28.57
Weak	3	14.29
Accepted	4	19.05
Good	3	14.29
Very good	1	4.76
Excellent	3	14.29
Don't know	1	4.76
Total	21	100.00

During the study period, KSC had started management and humanities programs too. The cycle of these programs have not been completed yet. So, the graduates included in this study were taken from the education stream only. They were asked to categorize the range of courses offered by the campus. It can be said that the range of courses offered by the campus was found unsatisfactory. As a majority of graduate 28.57 percent reported that the course offered by campus was very weak while 19.05 percent graduates said accepted . Only a few 14.29 percent graduate reported that the courses offered by KSC was excellent while 4.76 percent didn't know very much.

2.2.5 Optional subjects offered by KSC

KSC has provided the optional subjects to get more expertise in their areas of interest and to widen their knowledge and skills. To identify the situation of course offered by KSC, graduates were asked to report about it. The response reported by them can be seen in the following table.

Table 17 Optional subjects offered by KSC

Response	No. of Graduates	Percent
Very weak	2	9.52
Weak	3	14.29
Accepted	7	33.33
Good	4	19.05
Very good	2	9.52
Excellent	3	14.29
Total	21	100.00

The optional subjects offered by campus was accepted by the respondents. One third 33.33 percent graduate reported that the course offered by the campus was an acceptable standard while 19 percent graduates said good about the combination of optional subjects. Similarly, the same percent 14.29 marked it as excellent as well as weak too. Likewise, 9.52 percent graduates had the same opinion. They said that it was very weak. It seems that KSC must add few more optional subjects in further course combination.

2.2.6 Teaching-learning environment of KSC

In the teaching-learning environment mainly two things are considered, they are the sound physical facilities and the human resources which foster the learning environment. If these two environments are favorable to the learning, obviously the teaching-learning environment will be best. Here, graduates were asked to report the teaching-learning environment of the campus and the response reported by them can be seen in the following table.

Table 18 Teaching learning environment

Response	No. of Graduates	Percent
No response	2	9.52

Accepted	4	19.05
Good	5	23.81
Very good	3	14.29
Excellent	7	33.33
Total	21	100

KSC classroom has designed to meet the minimum standards for acoustics which exist for effective teaching learning environment. The table above revealed that the condition of the teaching-learning environment of the campus was excellent. One third 33.33 percent graduate reported that the teaching learning environment was excellent while 23.81 percent mentioned it was good. Likewise, 19 percent graduate reported the teaching learning environment was an accepted standard while 14 percent reported it was very good. Similarly, few 9 percent graduate said that it was weak.

2.2.7 Teacher students' relationship

The student-friendly teacher is the major component of teaching-learning. It provided best output. According to educators, a positive relationship with a student is close and supportive, but not overly dependent. A teacher who cares about his or her students believes that every student can learn, but differently and at different rates, sets high expectations, is warm and trusting, and strives to keep the relationship conflict-free. Hence KSC graduates were asked to report the teacher-student relationship. The response reported by them can be seen in the following table.

Table 19 Teacher Student Relationship

Response	No. of Graduates	Percent
No response	1	4.76
Normal	2	9.52
Good	5	23.81
Very good	4	19.05
Excellent	9	42.86
Total	21	100

From the table above, a majority of the respondents 42.86 percent reported that there was

an excellent relationship among the students and teachers. Similarly, a very remarkable 19.05 and 23.81 percent graduates were marked that the teacher and the student relationship at campus were very good and good respectively. About 9 percent reported it was normal and very few 4.76 percent were undecided. It seems that the teacher students' relationship in campus was excellent and friendly.

2.2.7 Situation of lab and library at KSC

Lab and library are inseparable components of the teaching-learning process of any academic institution. So, every educational institution' must have a well equipped and furnished lab and library. Each of these labs should be equipped with a variety of print, audio and video materials and subject-relevant equipment to allow for an experiential learning process, at a pace suitable to each student's abilities. During lab hours, the students are supervised and assisted by qualified technicians and subject facilitators. Hence, to identify the situation of the lab and library, graduates were asked to report the situation. The response reported by them can be seen in the following table.

Table 20 Use of lab and library at KSC

Response	No. of Graduates	Percent
Weak	12	57.14
Accepted	2	9.52
Good	3	14.29
Very good	4	19.05
Excellent	0	0
Total	21	100

The above table shows the situation of the lab and library at KSC. It was marked as poor. A majority of the graduate 57.14 percent reported that it was weak and only few 9.52 percent respondents said that the facility of lab and library was accepted at KSC. Similarly, 14.29 percent said that the facility of lab and library was good whereas 19.05 percent respondent said it was very good. No one reported the facilities of lab and library provided by the campus was excellent. It seems that the situation of the lab and library must be improved by managing all kinds' reference instruments and materials including

books and providing the ICT facilities to all the graduates.

2.2.8. Conduction of extracurricular activities

Extra co-curricular activities consists leadership activities, Internships, athletic participation , work experience, academic clubs , creative pursuits, technological skills, and societal involvement must be conducted in campus to enhance general knowledge and develop proper behavioral skills in students. Hence, KSC, graduates were asked to report the situation of organizing different extracurricular activities by the campus, the response reported by them can be seen in the following table.

Table 21 Ectra curricular activities

Response	No. of Graduates	Percent
Weak	7	33.33
Accepted	2	9.52
Good	4	19.05
Very good	5	23.81
Excellent	3	14.29
Total	21	100

From the table above, it can be seen that one third 33.33 percent respondents reported that the conduction of extra-curricular activities was weak at KSC. Likewise, 9.52 percent graduate reported that it was accepted. Similarly, a very remarkable 19.05 , 23.81 and 14.29 percent respondents reported that the conduction of extra-curricular activities was good, very good and excellent respectively. It seems that extra-curricular activities was found poor which must be improved by organizing the different extra and co-curricular activities frequently on a scheduled basis.

2.2.9. Perception about the effectiveness of the programme

This section deals with graduates' perception about the effectiveness of the academic program provided by the campus for their skill development. Specifically, the programme enhanced academic knowledge; ICT knowledge, communication knowledge, problem-solving skills, research skills, learning efficiency, work placement and overall

programs strength and weakness are discussed in separate headings below.

2.3.1 Programme enhanced academic knowledge

The major activity in campus is teaching-learning. The aim of teaching-learning is to enhance various academic knowledge in its students which is required to their life and livings. As per the syllabus, academic programs enhances the learners capacity. They are academic discourse, academic text strategies, academic strategies, composition, and comprehension. Here, graduates were asked to report whether the academic degree acquired from KSC enhanced their academic knowledge or not. The following table shows their responses.

Table 22 Program that enhanced the academic knowledge

Response	No. of Graduates	Percent
Not at all	6	28.57
Very slightly	3	14.29
Partially	5	23.82
Good	4	19.05
Very much	3	14.29
Total	21	100.00

Regarding the question program that enhance the academic knowledge of a learner, a multiple responses of the mixed nature can be recorted. A very remarkable 28.57 percent graduates said that the program offered by the campus did not enhanced their academic knowledge where as 14.29 percent said it enhanced very slightly. Similarly, 23.82 percent said that the program partially enhanced their the academic knowledge while 19 percent said that it was good. On the basis of the above analysis, it can be said that KSC has to improve its academic discourses in classroom management, instructional delivery, formative assessment, and personal competencies for proper academic enhancement of its students.

2.3.2 Program enhanced the problem-solving skills

Students with good problem-solving skills are highly valued in their personal and

professional lives. Their advanced convergent and divergent thinking abilities set them apart from the crowd. An institution must enhance and promote the skill building through the self-directed learning, encourage brainstorming, strengthen the components of problem-solving, and observe, facilitate, and share the feedback. Academic degrees must enhance the problem-solving skills to the graduates which support graduates to solve the problem appear in their day to day life. Hence, graduates were asked to report whether the degree enhanced problem-solving skills or not. The response reported by them can be seen in the following table.

Table 23 Graduate response regarding enhanced the problem -solving skills

Response	No. of Graduates	Percent
Not at all	2	9.52
Very slightly	3	14.29
Slightly	4	19.05
Partially relevant	5	23.81
Relevant	6	28.57
Very much relevant	1	4.76
Total	21	100,00

An attempt has been done to measure the degree of graduate response regarding the problem solving skills enhanced by the academic programs. In the above table, it reveals that the academic degree that the graduates achieved from this campus was relevant to enhancing the problem solving skills. A majority of the graduate 28.57 percent said that the programs provided by the campus was relevant to solve the problem of their daily life where as few 4.76 percent said that it was very much relevant. Similarly, a remarkable 23.8 percent graduates said it was partially relevant. Similarly, the response rate about the slightly relevant was reported by 19.05 percent graduate. Likewise, the very slightly and not at all were reported by 14.29 and 9,52 percent respondent respectively. Hence it must be improved.

2.3.3 Academic degree enhance research skill

Recently an investigations was made into the relationship between academic degree and

research skills among graduate. It suggest that teaching experiences may also impact the research skills of the graduate while involvement in research has the potentially influence its research skills. Likewise, academic degrees must enhance research skills in its graduates. Research skills help graduates to identify contemporary issues and problems and their solutions in their life. As all the graduates in this study were from Masters degree where the thesis writing, presentation of academic papers, professional writing and many other research activities were the requirements of the courses. Besides, it foster the critical thinking, organising the ideas, findings informatrions, writing skills, reading skills, oral communication skills, ability to ask questions, methodological knowledge, time management, and the ability to work in a group ie collaborative skills. Graduates were asked to report whether the degree enhanced their research skill or not. The response of them can be seen in the following table.

Table 24 Academic enhance the research skills

Response	No. of Graduates	Percent
Not at all	0	0
Satisfactory	3	14.29
Good	4	19.05
Very satisfied	5	23.81
Excellent	9	42.86
Total	21	100

From the above table, a majority 42.86 percent respondents had reported that the academic degree had enhanced their research skills while 23.86 percent graduates said it was very satisfactory. Likewise, 19.05 percent said good and the remaining 14.29 percent reported as satisfactory. No one has mentioned that the academic degree didn't enhance the research skills. It seems that in terms of enhancement of research skill, KSC graduates were found satisfied however, KSC must link the teaching with research for the academic betterment of the campus and its graduates.

2.3.4 Academic program enhance learning efficiency

Most of the universities including TU has introduced the semester system with a view to

improve the the quality of education, it delivered. Semester, facilities the learner to study regularly which develops reading habit among them . M.Ed program of TU is semester based program which provide an opportunity to the students for continuous learning, assessment and feedback. Moreover, in the semester system an emphasis is laid on classroom interaction. It facilitates in evaluating the performance of students twice a year. The students will not have more burden of syllabus as it is divided into two halves. It was assumed that the academic program must enhance the learning efficiency in learners on which the success of the academic program depends on. Hence, the graduates were asked to report whether the academic degree that they achieved enhanced learning skills or not .The response reported by them can be visualised in the following table.

Table 25 Academic programs enhance the learning efficiency

Response	No. of Graduates	Percent
Not at all	0	0
Slightly	2	9.52
Relevant	3	14.29
Good	5	23.81
Very good	11	52.38
Total	21	100

The above table reveals that the academic program has enhanced their learning efficiency. A majority 52.38 percent of the respondents said that the academic program was relevant to enhance learning efficiency while a very remarkable 23.81 percent reported it as good. Similarly, 14.29 percent respondent had mentioned the academic program conducted by KSC was relevant to enhance learning efficiency. On the other hand, 9.52 percent respondents said that it had slightly enhanced . It was found that the majority of the graduates reported the academic program conducted by the campus has enhanced their learning efficiency however KSC should adopt the innovation in the academic activities to enhance the learning efficiency of the learner.

2.3.5 Academic program improve communication skills

Academic program is the main tool to improve effective communication skills in

students. Academic program should be designed in such a way that it motivate students to initiate and engage in conversation, create a supportive and safe ambiance where students feel comfortable to open up. Similarly, doing group work and more team activities is an excellent way to improve the communication skills to the learner. Teachers should motivate communication, collaboration, and cooperation and assist students in communicating more and effectively. Here in the study to identify the effectiveness of the program to improve communication skills; graduates were asked to report the response. Their responses can be seen in the following table.

Table 26 Academic Program improve the communication skills

Response	No. of Graduates	Percent
Not at all	2	9.52
Slightly	3	14.29
Fair	5	23.81
Good	6	28.57
Very good	5	23.81
Total	21	100

The table presented above shows the fact that the respondent expressed on the academic program conducted by KSC had improved communication skills to the learners.

According to the response, 28.57 percent respondents said that the academic program improved communication skills and rated it good while the same 23.81 percent graduate, said that the academic program had improved communication skills very good and slightly respectively. Similarly, only 9.52 percent said that the academic program had not improved their communication skills while 14.29 percent said that it improved the communication skills slightly. It seems that the academic program was satisfactory in terms of improving the communication skills of graduates however it must be improved.

2.3.6 Academic program improve ICT skills

Nowadays, students are at the center of all learning processes and almost all education policies recommend a learner-centered approach with teachers fulfilling specific pedagogical functions. Information and communication technologies (ICTs) are affecting

education at all levels, including higher education. New learning and teaching tools have been developed and students are now learning in Internet-enabled environments. So, ICT has become part of life. Everyone must have sound and proper ICT skills. In education, especially in the teaching-learning field; ICT is inseparable. Here, in this study respondents were asked whether the education degree that they achieved from KSC improved their ICT skills or not. The response reported by them can be seen in the following table.

Table 27 Academic Program improve the ICT skills

Response	No. of Graduates	Percent
Not at all	0	0
Slightly	2	9.52
Fair	3	14.29
Good	4	19.05
Very good	12	57.14
Total	21	100

The above table reveals that the majority 57.14 respondents said that the academic program had enhanced their ICT knowledge whereas a very remarkable 19.05 percent reported it enhanced. Similarly, 14.29 and 9.52 percent respondents said the academic degree that they achieved from KSC has improved their ICT skills fairly and slightly respectively. It can be said that the academic degree of KSC was sound regarding enhancing the ICT skills of its graduates. However, KSC must enhance the ICT skills of learners by adding ICTs as a non-credit course.

2.3.7 Academic program enhanced the team spirit

Team spirit is the key indicator of life to reach the goal and accomplish the work successfully. Here respondents were asked to report whether the academic program of KSC enhance team spirit in them or not. The response reported by them can be seen in the following table.

Table 28 Academic program enhance team spirit

Response	No. of Graduates	Percent
Not at all	0	0
Very slightly	1	4.76
Slightly	2	9.52
Good	3	14.29
Very good	15	71.43
Total	21	100.00

The table shows that more than two third 71.43 percent respondents said that the academic program has enhanced the team spirit. Similarly, 14.29 percent, 9.52 percent, and 4.76 percent graduates were reported that the academic program has slightly and very slightly enhanced the team spirit respectively. It can be said that KSC has a very good academic program to enhance team spirit to its students.

2.3.8. Graduates response regarding the strength and weakness

KSC is the first education community campus offering the education program . It was established with the motto of producing trained and qualified teachers for the enhancement of the overall development of education sector. Hence, KSC has been giving full efforts to make its program strength and useful. However, to identify the strength and weakness of the program; graduates were asked to report their experience and view about it. The response reported by them is presented in the following table.

Table 29 Strength and weakness of KSC

Response	No. of Graduates	Percent
Very weak	2	9.52
Weak	3	14.29
Accepted	5	23.81
Good	3	14.29
Very good	2	9.52
Excellent	6	28.57
Total	21	100.00

According to the table above, 28.57 percent graduate said that the overall academic program of KSC was excellent. About a very remarkable 23.81 percent graduate reported it as neither bad nor good; it was accepted. Likewise, about 9.52 percent, 14.29 percent and 9.52 percent of the respondents were reported very good, weak and very weak respectively in terms of the overall strength of the program. From the above analysis, it can be said that the overall strength was satisfactory. However, KSC has to improve its various aspects.

2.3.9 Graduates response regarding work placement

Education is an investment it must give trained and qualified manpower as return or output of the investment which are demanded in a various jobs in the work of the world and easily job placed. In this context, graduates were asked to report the situation of the job placement and the following table shows the job placement of its graduates.

Table 30 graduate response regarding work placement

Response	No. of Graduates	Percent
Very weak	7	33.33
Weak	4	19.05
Accepted	5	23.81
Good	2	9.52
Very good	3	14.29
Excellent	0	0
Total	21	100

Data presented in the above table reveals that about one third 33.33 percent graduate had mentioned that the work placement was very weak at KSC while 19.05 percent reported it was weak. A very remarkable 23.81 percent graduate reported it as neither weak nor excellent but acceptable. None of them had mentioned that the work placement was excellent at KSC. Similarly, very few 9.52 percent and 14.29 percent graduate said that the work placement system of KSC were good and very good respectively. Job placement is beyond the area of campus. It was the duty of government to provide jobs and different entrepreneurs on which campus can produce and supply the skilled and capable

manpower. It can be said that KSC must reform the work placement system. For this collaboration and networking with the stakeholders were the important aspects which the campus administration could follow regularly.

CHAPTER III. MAJOR FINDINGS

This section discusses the major findings of the study which is derived from analysis of the data. The key findings related to employment status of the graduates, their characteristics, issues related to quality and relevance of higher education and contribution of education to graduate's personal development are presented in the following sections. Some major findings are drawn on the basis results and discussion which are as follows:

A. Employment Status of Graduates

- The study reveals that 28.57 percent graduates were employed and serving in different organization, 38.10 percent were self employed and started their own business and remaining 33.33 percent of the graduates are unemployed. It indicates that majority of the graduates are employed. However, the figures are not overwhelming.
- Out of 14 employed , a majority 50 percent were employed in the school while 21.4 percent found involved in business sector. Similarly, 14.40 percent graduates were involved working in Insurance sector while 7.10 percent in banking sector.
- One half 50 percent graduates were teachers while no graduates were found as a head-teacher. Likewise, 7.15 percent graduate were officer while 14.28 percent graduate were working as an assistant officer . A very significant 28.57 percent graduate were working in another post that the study tool did not specify or the graduates had not mentioned in the questionnaire.
- Half 50 percent graduates were employed before the graduation year 2021 while 21.43 percent were employed during the graduation. A very good percent 28.57 were found employed after the graduation year 2021.
- About 50 percent of the respondents did not gave any response regarding their job satisfaction whereas 21.42 percent of them were very much satisfied with their current job . Likewise, 14.29 percent respondents were satisfied both satisfied we all as not satisfied with their current job.
- About 42.86 percent graduates were planning for further study while majority

57.14 percent graduate were not interested for further study.

B. Characteristics and Aspirations of Graduates

- About 33.33 percent graduate expressed their views that the education provided by KSC was very good while 23.81 percent reported that it was excellent. Likewise 14.29 percent remarked it as good and a very good percent 19.05 reported that the education provided by the campus was very weak. Similarly a very less 9.52 percent of the graduates were reported it was accepted.
- About 33.33 percent of graduates said that the academic program delivered by the campus was excellent. The meaning is the academic program was relevant to them while 23.81percent reported that it was an accepted standard. Similarly, 19.05 percent graduate said that it was good and few 14.29 percent reported that it was very good. Similarly 9.52 percent graduates reported that the academic program offered by the campus was not relevant ie it was weak.
- About 33.33 percent graduates responded that the courses offered by the campus was an acceptable while 19 percent graduates said that it was good combination of optional subjects offered by the campus. Similarly, 14.29 percent graduates marked it excellent as well as weak both.
- Around 33.33 percent graduate reported that the teaching learning environment at KSC was excellent while 23.81 percent mentioned that it was good only. Like wise, 19 percent graduate reported that the teaching learning environment was acceptable and 14 percent graduate reported it was very good. Similarly, a few 9 percent graduate said that it was weak .
- A majority 42.86 percent graduate reported that there was an excellent relationship among the students and teachers. Similarly, a very remarkable 19 and 23.81 percent graduates were reported that the teacher and student relationship were very good and good respectively. About 9.52 percent reported normal while a few 4.76 percent were found undecided.

C. Quality and Relevance of Academic Programs

- A majority of the graduate 57.14 percent reported that the lab and the library facilities provided by the campus was weak while 9.52 percent respondents said that it was accepted . Similarly, 14.29 percent of the respondents said that these

facility were good and 19.05 percent graduates said very good.

- One third 33.33 percent of the respondents reported that the extra-curricular activities was weak while about 9.52 percent graduates reported that it was accepted. Similarly, a very remarkable 19.05 , 23.81 and 14.29 percent respondents said that the condition of extra-curricular activities was good, very good and excellent respectively.
- About 23.82 percent reported that the program conducted by the campus to enhance the academic knowledge of a learner was partially accepted while about 19 percent reported it was good.
- About 28.57 percent reported that the skills provided by the campus was relevant to solve the problem of daily life while a very less 4.76 percent reported it very much relevant. Similarly, 23.81 percent graduates reported it was partially relevant and the response rate about the slightly relevant was reported by 19 percent respondent.
- A very good 42.86 percent respondents had reported that the academic degree enhanced the research skills at campus was excellent while 23.86 percent graduates reported it as very satisfactory. Similarly, 19.05 percent said that it was good and the remaining 14.29 percent reported it as satisfactory.
- A majority 52.38 percent of the respondents said that the academic program was relevant to enhance learning efficiency while a very remarkable 23.81 percent reported it as good.
- About 14.29 percent respondent had mentioned the academic program conducted by KSC was relevant to enhance learning efficiency of the learner. On the other hand, 9.52 percent respondents said that it enhanced slightly.
- About 28.57 percent respondents reported that the academic program improved communication skills . Likewise, 23.81 percent graduate said that the academic program had improved the communication skills of the learner at KSC. Similarly, 9.52 percent said not at all and 14.29 percent said that it improved the communication skills slightly.
- The majority 57.14 percent respondents reported that the academic program has enhanced the ICT knowledge of the learner where as about a very remarkable

19.05 percent reported it as good.

- More than two third 71.43 percent respondents reported that the academic program enhanced team spirit in a very good way.
- About 28.57 percent of the respondent reported that the overall academic program of KSC was excellent. About a very remarkable 23.8 percent graduate reported it as neither bad nor good; it was accepted.

D. Contribution to Graduates Personal Development

- About 9.52 percent, 14.29 percent and 9.52 percent of the respondents reported very good, weak and very weak respectively in terms of the overall strength of the program.
- About 33.33 percent graduate mentioned that the work placement at KSC was very weak while 19.05 percent reported it was weak.
- A very remarkable 23.81 percent graduate reported neither weak nor excellent but it was acceptable. A very few 9.52 percent and 14.29 percent graduate reported that the work placement system were good and very good respectively at KSC.

E. Misculaneous Findings

- Only 3 out of 21 graduates were from inside the and the others were from various districts
- Out of 21 graduates, none of them were found from a bachelor's degree and all 21 graduates were from the master's degrees only. This was an painful situation for the campus. Campus administration should think seriously about it and should take the necessary action for the further improvements.
- About 26.19 percent of the parents had only primary level education where as 11.9 percent of graduates' were illiterate.
- About 19 percent of the mothers were found busy in a household affiars while 23.81 percent parents were involved in farming, Likewise, 33.33 percent was found involved in teaching profession whereas 14.29 percent parents were in government service. The remaining 9.52 percent parents were involved in the business sector

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

Based on the findings, this section presents the implications to institutional reform to the study. In order to improve the quality of education at KSC, some issues and areas should be improved. The report also provides a few suggestions for the further improvement which contains the academic environment, teaching pedagogy, curriculum, skill development, better job placement of its graduates, human resources, infrastructural improvement, and many others for the required policy formulation and organizational reform.

4.1. Implications

More than half of the respondents were in their 30s and female. It is widely accepted in the Nepalese that women are more progressive in schooling than men. When asked how they were able to find their first job, a majority replied that someone recommended them. This means that this person they knew had a connection with influential personalities in the institution where they had their first job. The study revealed that one of the major reasons of staying in their job is that their work is related to the course program of study. This implies that the different programs of the campus matched the needs of the society after they acquired the following skills upon graduation: communication, human relations, critical thinking, problem-solving, information technology, and teaching skills. The respondents are generally satisfied with the delivery of the programs of the Campus. Likewise, they give high average ratings on the curricular offerings. Furthermore, the graduates believe that the education curriculum could be improved by providing and/or considering the following: review centers, quality professors, state of the art lab facilities, equipment and lecture rooms, on-the-job training, courses related to degree programs, constant revision of curriculums, more social activities, thesis, collaboration with other institutions in teaching other courses, encouragement of students to publish and present papers in national and international conferences, more field subjects, and hands-on activities. The current responses regarding the employment of graduates were not so encouraging as Public Service Commission and Teachers Service Commission have changed its curricula where the priority was not given to education degrees. The placement services may initiate more activities in enhancing the students' capabilities and readiness into job markets in order to facilitate better employability.

Likewise, the ongoing research should be initiated within the context of graduate follow-up. Similarly, KSC should provide the access to scholarships and freeships to increase the access of Dalit, Janajati, Madhesi, women other scheduled castes and minorities group to provide them the access of higher education in the western part of Kathmandu.

Few implications were as follows:

- The percentage of self-employed graduates is relatively low. KSC should promote and formulate the policies to enhance the entrepreneurial spirit among the graduates.
- The market ability of the M.Ed graduates is relatively higher in comparison to B.Ed graduates.
- The Job Placement Cell should be active and functional to reduce the average placement time.
- KSC needs to emphasize on creating effective pedagogical differences that promotes problem solving skills among the students.
- To incorporate academic practices that equally fosters conceptual knowledge and skill development in other academic program whereas for the B.Ed program to focus on skill development.
- KSC must focus more on skill development and managing resources for sound academic environment to enhance its academic quality.
- KSC should construct on the updated curriculum revisions, design more inclusive and market-oriented specialization courses to increase the employability of the academic program.
- KSC is advised to include practical approaches in the pedagogy. Similarly, it should also have updated screening of the job market necessity and impart skills and knowledge as per its goal.
- KSC needs to further develop the library and lab resources and other infrastructural facilities along with drinking water facility and cleanliness in order to improve academic quality.
- KSC should invest more on extra-curricular, canteen and lab facility in order to compete with other organization of same nature.
- KSC has to focus more on internship opportunity, assignment to students and

frequent field visit opportunity to students.

- KSC may strengthen its linkages in the field of education in identifying the skills and competencies that students must learn in order to meet the manpower requirements.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

To determine the employment characteristics and job experiences of the campus graduates in the FY 2021 AD and their feedback on their educational experiences in the Campus to improve the delivery of the degree programs was the main objective of the study.

The campus has productively attained its goal of developing manpower which can provide leadership in addressing the development needs specifically of the western part of Kathmandu.

The degree programs that students pursued help improve their skills and their employment status. These are manifested by the high percentage of respondents whose degrees are highly related and relevant to their current jobs; that a number of skills they learned are found useful in the performance of their jobs, and that they are having regular and/or permanent items. Finally, to improve the content and construct of the graduate tracer study questionnaire, the study recommends the conduct of reliability index.

5.1 Conclusions

KSC has tracing its graduates to give careful consideration of how graduates view their experiences that they underwent during their study and their transition to the job market. Furthermore, the campus also needs to identify either it needs to improve its teaching, learning, research and training activities for its graduates. Tracer study assist the campus in systematic academic planning and identify its future needs. The quality process under which output and operations of educational programs are evaluated by the institution itself to measure the quality of education provided to the students.

5.2 Recommendations

Tracer study provides useful information on graduate employment status and earnings, entre-preneurial pursuits, community involvement and further study. It also facilitated feedback from graduates about the extent to which desired learning outcomes have been achieved and the overall quality of KSC program and their views for improvements of the program of study in terms of teaching/learning environment and curricular. In the context of KSC, the following recommendations have been offered.

- The existing curriculum should be revisited to conform to the skills required in the different job markets. The difficulty in locating the graduates and retrieving the data from them provide a need to improve the alumni network at the department level to update information on the graduates' whereabouts.
- Graduate Tracer Study should be done regularly in order to know their whereabouts, evaluate existing programs, assess study provisions and conditions, and design improvements to strengthen them.
- KSC should be given priority new course and programs of TU and others to utilize the available infrastructure fully. Besides, KSC should initiate proper physical facilities utilization Plan.
- Library should be facilitate, well managed and ICT based to meet the demand of 21st century. Besides, all necessary reforms should be initiated to attract students by offering some scholarship of national players and deserving students.
- Academic audit, tracer study, annual report should be conducted and published regularly to evaluate effectiveness of the campus. Its should be conducted as a culture of campus activities.
- To foster the research activities in the campus priority should be given to develop research skill of the graduates. Moreover, use the teaching material in class room activities.
- Alumni should be made more active and functional.

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Annex
Passed Year 2021(BS 2077/78)

Sn	Name of the Students	Gender	Level	Viva Date	TU Regd.No	Date of Birth
1	Malati Oli	Female	M.ed	2021.10.05	9-2-55-79-2012	2035.03.27
2	Shova Laxmi Koirala	Female	M.ed	2021.04.28	27900-93	2033.06.15
3	Dinesh Ghmire	Male	M.ed	2021.04.26	9-2-818-46-2012	2048.08.28
4	Seeta Timilsina	Female	M.ed	2021.10.05	9-2-295-187-2011	2048.12.18
5	Sumitra K.C	Female	M.ed	2021.04.26	9-2-245-138-2018	2045.03.05
6	Yasodha Khatiwada	Female	M.ed	2021.01.20	9-2-278-1079-2010	2044.11.01
7	Bishnu G.T	Female	M.ed	2021.03.10	9-2-290-10-2012	2044.11.07
8	Sanjib Kumar Shrestha	Male	M.ed	2021.04.28	6-2-999-2241-2004	1987.02.09
9	Rita Dahal	Female	M.ed	2021.04.28	9-2-203-122-2005	2043.08.09
10	Ram Devi Kumari Singh	Female	M.ed	2021.04.28	9-2-214-279-2010	2048.04.10
11	Mahendra Prasad Deo	Male	M.ed	2021.01.19	13873-82	2018.11.19
12	Bishweshwar Baral	Male	M.ed	2021.07.10	6-1-9-523-1999	2039.05.25
13	Dipak Kumar Maharjan	Male	M.ed	2021.03.10	51111-90	2030.11.15
14	Sabitra K.C	Female	M.ed	2021.04.26	9-2-218-249-2007	2044.01.15
15	Renuka Shrestha	Female	M.ed	2021.09.05	9-2-29-2261-2008	2045.03.09
16	Gita Kumari Kathayat	Female	M.ed	2021.10.05	9-2-60-383-2006	2043.10.15
17	Neeta Rai	Female	M.ed	2021.10.05	9-2-278-1134-2006	2031.01.27
18	Deepak Singh Baniya	Male	M.ed	2021.08.20	9-2-253-149-2013	2038.09.05
19	Rup Chandra Bista	Male	M.ed	2021.08.20	5-1-22-72-2001	2042.08.28
20	Kabita Trital	Female	M.ed	2021.10.19	9-1-916-2001	2040.04.19
21	Sobha Shahi	Female	M.ed	2021.01.20	9-2-739-64-2008	2045.08.06