

# **KATHMANDU SHIKSHA CAMPUS**

## **Tracer Study Report**

### **Graduation Year -2017**

**Submitted to  
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Sanothimi, Bhaktapur**

**Submitted by  
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## CHAPTER I

This chapter contains the following headings: Introduction, rationale, objectives, institutional arrangements to conduct this study, graduate batch taken, data collection instruments and approach and scope and limitations of the study.

### 1. Introduction

**Kathmandu Shiksha Campus (KSC)** has been conducting Graduate Tracer Studies (GTS) since 2015. It aims to help the campus to identifying the concurrence between the academic program provided and the demand of labor market. Is KSC achieving satisfactory learning outcomes and value-added input to Nepalese society? To find solutions to these and other queries, this tracer study is designed to investigate the employability graduates who graduated in 2017 AD from this institution. In addition, it focuses on the quality of higher education (HE) and the condition under which the KSC graduates have been employed. Its role 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 which levels of academic programs are still relevant to the current market demands and the findings of the study are to 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 (KSC, 2016). This graduate tracer study involved identification and follow-up of graduates graduated from KSC. As KSC has established as an education campus with a slogan “quality teacher for teacher education” may not fulfill without quality of graduates (KSC, 2015). KSC had conducted so many training programs which had the direct relation with job specially teaching through the in-service and pre-service teacher training program with an association to Ministry of Education and other training organizations of the country (Adhikari, H.B, personal communication, March 4, 2018). Human beings need higher education to receive information from external world, to acquaint their history and to receive all necessary information regarding the present.

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 (KSC,2015). 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, institutional arrangements to conduct the study, graduate batch taken for the study, data collection - instruments and approach, scope and limitations of the study.

### **1.1. Rational of the Study**

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 the institution. Graduate tracer studies involve identification and follow-up of graduates from higher education institutions (HEIs). KSC has conducted this tracer study to give careful consideration on how graduates view their experiences they underwent during their study at KSC and their transition to the job market. Furthermore, the campus also needs to identify either it needs to improve its teaching and training for the graduates or it has to bring improvement by the suggestions of the graduates (KSC, 2015).

In this regards, this study will assist the KSC in planning its future educational needs. It is also the type of 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. It is, therefore a great opportunity for us to review our whole educational as well as the administrative strengths and weakness through the eyes of its graduates.

In this tracer study, the institutional efficiency of the campus on different grounds and bench marks is accessed and reviewed through the different criteria. As a first education community campus , KSC was envisioned its concept for teacher development with a slogan of teacher development for quality education since 1991 A.D when the government adopted the policy that all teachers must receive 10 months training after the establishment of National Centre for Educational Development (NCED) in 1993. KSC started teacher training and development program with an association to NCED as a partner organization. NCED started teacher training program through the 9 primary teacher training centers (PTTCs) located regionally in Bhojpur, Sunsari, Dhanusha, Bara,

Kavre, Tanahu, Rupandehi, Surkhet and Dipayal with a view to deliver in-service primary teacher training programs through the extensive training network (ETN) from the FY 2059/60 under the partnership concept( NCED& KSC, agreement paper,2053).

Concluding this, NCED intends to establish partnership with the KSC for the purpose of conducting in-service teacher training to the primary teachers under the cluster of Kavre Training Centre. Further NCED sets quota to be served by the KSC for 6 years. Around 400 primary teachers were benefited through KSC's program in the project periods (Gupta & Rimal, 2070). KSC has a long history in in-service and pre-serves teacher training program. Our graduates were considered to be unique and qualified manpower in the field of education. KSC is still the first choice of students studying in education program. The product of KSC has spread all over the country. In the beginning, there was a pressure for seeking admission at KSC. But the circumstances have changed. Currently there was a lack of students.

TU has adopted the semester system throughout Nepal and the current graduate pass rate in first semester in Master's in education -2075 was found to be very low i.e. 42 percent (Rai, Balram, Assistant Dean Faculty of Education, TU personal communication July, 8, 2018). Even the attraction of semester system has missing its importance due to various causes. FOE is distributing its education program without need analysis and mapping of colleges.

The norms and values of the education program are violating by the stakeholders and the student attraction towards education faculty is gradually deteriorating day by day. In this context, the HERP has a hope of ray from which the HEIs may improve their efficiencies and may provide the quality education to its stakeholders. In this regards , the current responses regarding the employment of KSC graduates were not so encouraging as Public Service Commission and Teachers Service Commission have changed the its curricula without priorities given to education degree. Following are some of the key questions that can be answered with a tracer study.

- How much do the University/Campus courses help the graduates to get jobs?
- How long do graduates take to find the employment in their areas of expertise?
- Where are the graduates being employed after graduation?

- How does gender affect the employment and career development opportunities of graduates?
- How much do the graduates earn from their careers?
- To what extent, the graduates working in areas directly or indirectly related to their areas of expertise?
- What professional skills are necessary to be effective and succeed in the modern workforce?
- Were graduates satisfied with their studies at KSC?
- How much the campus qualification does contributes to the lifelong learning?
- How the graduates could help the campus?

## **1.2. Objectives of the Study**

The overall objectives of the study is to obtain a better understanding of the graduates' employability, how they searched a job, how the coursework they had done helped them first to get a job and then to do well at that job. Additionally, this study has intended to survey the quality of education provided by the campus as indicated through the access to and success in the fields of work. Thus, the study will explore the following:

- Investigate how the graduates moved from the campus into various workplaces;
- Disclose the influence of personal factors in the job search in terms of gender, and the background of the graduates;
- Compare the skills obtained from the course of study and whether they meet the requirements of the labor market which contribute to the success to the graduates;
- Analyze a broad prospective of the relationship between graduates' study and work experience, looking at personal goals such as job satisfaction, monthly income, and job stability;
- Find out the job search methods employed by graduates during their transitional process;
- Relate the experience and views of graduates as they evaluate KSC teaching and learning materials, institutional facilities and curriculum, in order to plan for future improvement;
- Identify key aspects of the life-long learning of graduates, and offer feedback on the quality of academic programs;

- And ascertain the weak areas of programs which have to be improved in order to satisfy the expected learning outcomes.

### **1.3. Institutional Arrangements to Conduct this Study**

To conduct the tracer study, CMC formed a team under the leadership of Campus Chief assisted by the two members to conduct the tracer study graduated in 2017 from this campus. The team has made a series of telephone calls, face to face conversion and correspondence through email to all the concerned graduates. At first, they were informed about the tracer study program. 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 and confusing parts were assisted by the team members and staffs. Besides, the team also reviewed the necessary documents and records from the admission department of the campus. The details of the work plan has attached in the annex part.

### **1.4. Graduate Batch Taken for the Study**

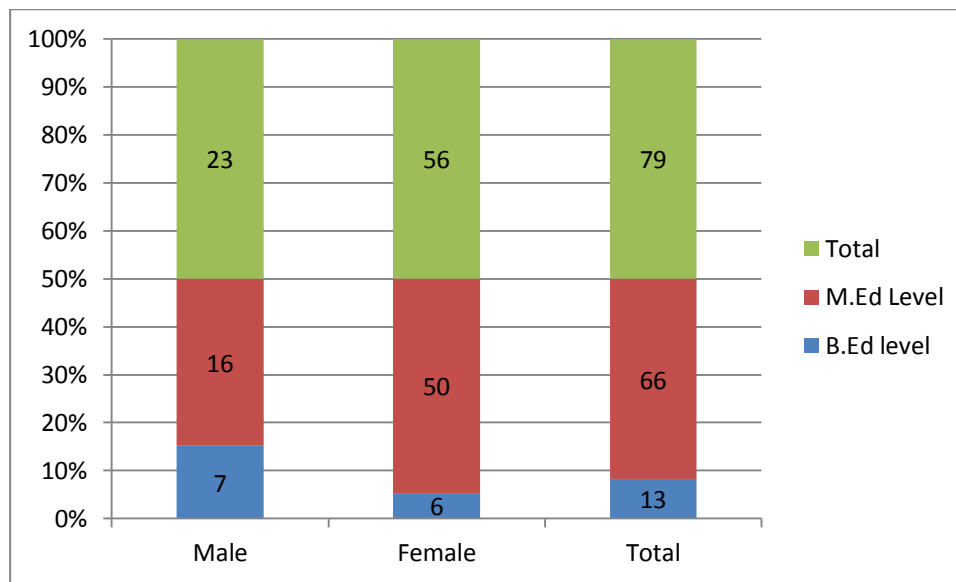
The students passed in four years Bachelor of Education and two years Masters of Education has taken into account. As per the campus records, a total of 79 students graduated in 2017. The students taken for the study were shown in the table below.

**Table 1. 1. Number of students graduated in the year -2017 (2074)**

Level	Male	Female	Total
B.Ed. level	7(30%)	6(11%)	13(16%)
M.Ed. Level	16(70%)	50(89%)	66(84%)
Total	23(29%)	56(71%)	79(100%)

A total of 79 students graduated in the year 2017 out of which (13) 16% were from Bachelors of Education and remaining (66) 84 % were from Masters of Education. Likewise out of total (79), a majority (56) 71 % were female and the remaining (23) 29 % were male. The data shows that the pass rate of male student is higher than female. As compare to the previous year, a significant improvement has been recorded as there were only (42) students graduated in the year 2016 (KSC, 2016) and 40 in 2015AD.

**Diagram1. KSC graduates in a diagram**



### **1.5. Data Collection - Instruments and Approach**

This part consists of the various component of the questionnaire mentioned in the tracer study designed by UGC for tracing the graduates. The graduates profile consists the different information's regarding graduates. Likewise, the current employment status covers the different components like service in an organization, self-employed and unemployed status. Besides, name of the organization, type of organization, private, public and NGO/INGO Government.

The study intended to establish a continuing evaluation process to improve the academic performance at KSC as the findings and suggestions will help to identify its expected learning outcomes, the strengths and weaknesses, and the relationships between education, training and labor market needs. Hence, the methodology driven by the above research questions will promote better understanding of the graduates' employability. Both the quantitative and qualitative methods were used for the analysis of data collected through the questionnaire provided by UGC. KSC staffs were trained well to make sure they were able to interview well and collect the required information's. Although they were working independently, they were closely monitored by Internal Quality Assurance Unit (IQAU) staffs to make sure the information gathered in the survey would be reliable.

### **1.5.1 Sampling Technique**

The purposive sampling procedure has been used to conduct this tracer study. All the students graduated in 2017 were selected purposively, as the number of students graduated from this campus is very low in its nature.

### **1.5.2. Sample Size**

The number of students graduated in the year 2017 is higher than the sample is considered. Some students are still not taking the transcript certificate and the others have not submitted it to the campus administration. It is therefore, all students who came in our contact were selected as a sample of the study. Such number is 79. So purposive cum sampling procedure has been applied for tracing the graduates.

### **1.5.3. Limitations of the Study**

The sample for this study was selected purposely. Students from one year B.Ed. program were not included in the study. All the graduated students have not been included in the study as they were not taken the transcript in time. Not only this, some students have submitted the transcript to the campus but due to technical problem, the study team did not find it and they were also not included in the study. This study has a certain limitations. They are as follows

- The study is strictly based on the information's collected through the tracer study form provided by UGC.
- Some information's collected through the face to face, face books, emails and by other means have fully not analyzed due to the length, time and resources constraints.
- The graduates' contact addresses have not been traced as many of them had been changed over time thereby making them unreliable.
- Socio-cultural aspects of the parents and the graduates have been ignored.

### **1.5.4. Questionnaire**

The main purpose of the study was to explore how the knowledge and skills they learnt at campus was contributing to their work/careers. It was also used to investigate the graduate's workplaces, whether they were working in the fields for which they prepared while studying. Likewise, the questionnaire was to trace the methods of searching 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.

The contents, the tracer form and the format of the study were designed by the UGC. It has limited its scope. Some questions were difficult to answer in our context. To forecast the days/months/ years for searching a job after their graduation is really found to be difficult. The syllabus has fixed by the affiliating university where there is very less scope for the extracurricular activities. Besides, more concentration has been providing to complete the course. Even the semester program is lacking its importance due to the weak system of timely examination and result publications. No parties were seemed to be honest towards the semester program. Most of the community campuses have been compelled for conducting this program without sound preparations. The HERP has a double standard in case of supporting the HEIs as all the constituent campuses has supported by the project but community campuses have not getting any kinds of assistance till days to improve the semester program.

Community campuses are bound to conduct the syllabus provided by the concerned universities. The input, output and teaching learning process are at risk as the concerned agencies are not honest. Besides this, there is not linkage with the concerned agencies as it associated the following problems.

- Which indicators do we need? (Search duration, employment status, income, position, level match, field of study match, work autonomy, job satisfaction, etc.)
- How to measure the labour market signals in Nepal?
- Which factors are relevant to explain the success of the graduates besides higher education? (labour market, foreign mobility, individual motivation, etc.)
- To what extent is the professional success/career caused by HE?
- Which elements of HE (study conditions and provisions, etc.) have an impact?

#### **1.5.5. Data Collection**

The **Internal Quality Assurance Unit (IQUA)** started to collect the phone numbers of graduates from the Admission Office in late January 2019. In late February, the interviewers were recruited and trained and in early March 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 was totally agree and the results were carefully recorded and then converted to MS Excel/ MS-Word and others relevant mathematical tools were also used for analysis of the data. The major modes used for data collection were shown by the following table.

**Table 1. 2. Data collection modes used to conduct the study**

Mode	Cooperation Rate	Cost per respondent	Advantages	Disadvantage
Face to face	Medium	High	Interviewer rapport nonverbal	Respondent apprehension, expensive
Telephone	High	Medium	Fas	Limited time
Email	Low	Medium	Fast	No response without remuneration
Online	High	Medium	Data entry online	Needs computer literacy

#### **1.5.6. Data Coding and Entry**

The data collection was completely done in early June; then, they were coded who was responsible for the study. In mid-June 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 three weeks and was completed by the end of June. 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 employed to manage and analyze data.

#### **1.5.7. Data Analysis**

In early July, 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 questions item is correlated to the numerical decrease or increase.

### **1.6. Scope of the Study**

The purpose of this study was to determine the employment status of the graduates of KSC students graduated in the year 2017. Specifically, the study examined the following critical questions:

- Why did graduates of KSC choose teaching as their career?
- What is the employment status of these and others graduates?
- What is the working context of those graduates who were employed as a teacher?
- What are the others areas of employment of KSC graduates?

The study is restricted to students graduated from KSC only. Moreover, it is more important to institutional programs of HEIs because by collecting and analyzing information on graduate's study experiences, professional and personal careers 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 KSC; 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/unemployment.

## CHAPTER II: DATA PRESENTATION AND ANALYSIS

Chapter two focuses on the review of literature. Besides it covers data presentation and analysis that consists ; employment and information's related to the further study ; issues related to the quality and relevance of programs; programs' contribution to graduates' professional and personal development; issues related to teaching -learning, teacher - student relationship and education delivery efficiency of the organization. This also covers the issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc. and the total environment of the campus.

### 2.1. Employment status of the graduates

KSC is conducting its Master's degree program in the evening shift. Most of our students have some kinds of employment. Although after the introduction of semester system, the trend has admission has changed. The following table shows the current trend of employment status of KSC.

**Table 2.1.** Current employment status by level

Level	Service in an organization		Self Employed		Unemployed	Total
	Full Time	Part Time	Full Time	Part Time		
B.Ed. Graduates	5	1	0	1	6	13
M.Ed. Graduates	23	14	6	2	21	66
Total	28(35%)	15(19%)	6(8%)	3(4%)	27(34%)	79

The table above shows that a total of 28 graduates, 35 percent were found to be full time while 15 graduates, 19 percent were working as part time basis in an organization. The number of graduates as a self-employed was found to be very low. A total of 6 graduates, 8 percent were working as a full time basis and a very few 3 graduates, 4 percent were found to be involved as a part time basis. The numbers of unemployment graduates were also very remarkable in percentage. A total of 27 graduates, 34 percent were found to be employment in total.

**Table 2.2.** Current employment status by gender

Types	B.Ed. Level		M.Ed. Level		Total
	Male	Fem	Male	Fem	
Service in an organizations	4	1	10	28	43 (54%)
Self Employed	1	1	5	2	9 (11%)
Unemployed	2	4	1	20	27(34%)
<b>Total</b>	<b>7</b>	<b>6</b>	<b>16</b>	<b>50</b>	<b>79</b>

The table states the recent graduates who were working in different organizations. A maximum (43) graduates, 54.4 percent had service in an organization in which the participation of women were higher. Out of 50 women, a significant number (28), 56 percent female were found working in an organization. Likewise few graduates (9) ,11.3 percent were found self-employed. In total, a very remarkable (27) graduates, 34.4 percent were found to be unemployed.

**Table 2.3.** Parents' occupation of KSC graduates

Parent's Occupation of KSC Graduates		
Occupations	Fathers	Mothers
Teachers	11(14%)	3(4%)
Private Job	3(4%)	2(3%)
Civil Service	22(28%)	1(1%)
Agriculture	20(25%)	14(16%)
Business	10(13%)	5(7%)
Labors	2(3%)	3(4%)
Others	7(8%)	2(3%)
Household	4(6%)	49(62%)
<b>Total</b>	<b>79</b>	<b>79</b>

This table above presents the occupation of KSC parents. The maximum (22) graduates, 28 percent father's parent were found to be working in civil service while (49) mother's parent, 62 percent were found to be housewife. The share of agriculture was also very significant as 25 percent fathers and 16 percent mothers were found to be

involved in the agriculture sector. The parents of KSC Graduates working as a labour was found to be very nominal. Only 3 percent father parents were found to be working as a labor in the market. This shows that the access to the higher education from the backward and financially weaker family was still very low. KSC needs to be extend their scholarship schemes and financial award to upgrade the standard of financial weaker section of the society.

**Table2.4.** Education level of the parents of KSC graduates

Education level	Fathers	Mothers
Illiterate	18(23%)	38(48%)
Primary	16(20%)	28(35%)
Secondary	30(38%)	9(11%)
Territory	15(19%)	4(5%)
<b>Total</b>	<b>79</b>	<b>79</b>

The table shows the education level of parents. The maximum 30 graduates, 38 percent father parent have a secondary level of education whereas the maximum (38), 48 percent mother parent were found to be illiterate at all. The level of territory level of education was found to be lowest in both the cases. Only 15 graduates, 19 percent father parent and 4 mother parent, 5 present in total had a territory level of education. The territory level of education of KSC graduates were found to be very low.

**Table 2.5.** Employment type of graduates by level

Level	Private		Public		Others	Unemployed	Total
	Full time	Part time	Full time	Part time			
B.Ed.	3		2	0	2	6	13
M.Ed.	7	5	18	3	2	21	56
<b>Total</b>	<b>10(13%)</b>	<b>5 (6%)</b>	<b>20(25%)</b>	<b>3(4%)</b>	<b>11(14%)</b>	<b>27 (34%)</b>	<b>79</b>

Out of the total (79) graduates graduated in 2017, only 50 graduates, 63 percent were found to be responsive towards the question regarding the type of the employment they have. While interpreting the data, we found that 10 graduates, 13 percent were full time job holder while 5 graduates, 6 percent were found to be working as a part time basis in private job. Likewise, the figure is little bit different in case of public job. A

significant number of graduates (24), 30 percent were found working as a full time basis whereas only 3 graduates, 5 percent were working as a part time basis even in public job. The number of graduates (11), 14 percent had involved in other organization while tracing the data. Likewise, a large number of graduates(16 ), 20percent had not mentioned any information's regarding the issues.

**Table 2.6.** Type of the organizations by gender

Type	Male	Female	Total	Average
Public	7	4	11(14%)	5.5
Private	6	2	8(10%)	4
NGO/INGO	4	3	7(8%)	3.5
Government	7	13	20(25%)	10
Others	15(38%)	18(45%)	33(41%)	16.5
Total	39	40	79	

The table above shows the graduates involvement in the different organizations. The number of male graduates (15), 38 percent and the female graduates (18), 45 percent were found to be involved in the organizations which was not mentioned clearly. It has just named as others. A total of 11 graduates, 14 percent were working in the public organizations whereas 8 graduates, 10 percent were found to be involved in the private sector. A meaningful number of graduates (20), 25 percent were found to be involved working in the government sector.

**Table 2.7.** Types of the organization by level

	Private	Public	NGO/INGO	Government	Other	Total
B.Ed. Graduates	2(4%)	3(6%)		2(4%)		0
M.Ed. Graduates	6(12%)	8(15%)	7(13%)	18(35%)	6(12%)	0
Total	8	11	7	20	6	52

The above table shows the types of organization that KSC graduates were working. A very remarkable (27) graduates, 34 percent did not work in any field. A maximum 18 graduates, 35percent were working in government job. Likewise a very few(2), 4percent B.Ed. graduates were found to be working in private sector as well as about the same number in government service. M.Ed. graduates working in private sector

were very few in number. Only (6) graduates, 12 percent were found to be working in private as well as the same number of graduates in other field.

**Table 2.8.** Graduates working different institutions

Occupation	M.Ed. Graduates		B.Ed. Graduates		Total
	Male	Female	Male	Female	
Teachers	8	20	1	2	31
NGO/Ingo	0	1	0	0	1
Restaurant	0	1	0	0	1
Hospital	3	4	1	0	8
Airlines	0	1	0	0	1
Finance	1	1	0	0	2
Missing	1	2	2	0	5
Hydropower	0	1	0	0	1
Games and Sports	1	1	0	0	2
Unemployment	2	18	3	4	27
Total	16	50	7	6	79

This table shows that the majority of graduates (31),39 percent were involved in teaching profession while a remarkable number (8)graduates, 10 percent were working in hospital and related organizations. Some graduates (5), 6 percent had not mentioned any working organizations while a very few (2)graduates, 3 percent were working in finance and banking sector.

**Table 2.9.** Designation of KSC graduates working different organization

Designation	M.Ed. Graduates		B.Ed. Graduates		Total
	Male	Female	Male	Female	
Missing	6	23	1	4	34
Assistant	1	5	2	1	9
Teachers	6	15	2	1	24
Officer	1	1	0	0	2
Salesman	0	1	1	0	2
Principal	2	1	0	0	3
Counselor	0	1	0	0	1
Coordinator	0	3	0	0	3
Accountant	0	0	1	0	1
Cook	0	0	0	0	0
	16	50	7	6	79

Above table reveals about the designation of KSC graduates who were working on different organizations. It shows that a large number of graduates (24), 30 percent



were teachers. Likewise, a very few (3) graduates, 4m percent were working as a principal as well as coordinator while some (2) graduates, 3 percent were involved in the post of officer and same percent of graduates were found working in an organization as a salesman. A very few (1) graduates, 1 percent found working in the post of Counselor and Accountant each.

**Table 2.10.** Date of appointment of KSC graduates

Particulars	Frequency	Percent	Cumulative Percent
Missing	34	43.04	43.04
Before Graduated year 2017AD	37	46.84	89.87
After Graduation-2017	8	10.13	100
Total	79	100.00	

Above table reveals about the date of appointment of KSC graduates in different organizations. According to the data, out of total (79) graduates, a total of (34) graduates, 43.04 percent have not mentioned the actual date of appointment while a total of (37) graduates, 46.84 percent graduates were appointed before 2017 AD. Similarly, a very few graduates (8), 10.13 percent were appointed after the graduation year 2017 AD.

## 2.2. Issues Related to the Characteristics, Expectations and Aspirations

**Table 2.11.** Job expectation of KSC graduates

Level	Gender	Banking	Insurance	Tourism	Teaching	NOG/INGO	Goyt Job	Others	Total
M.Ed. Graduates	Male	1	1	1	10	2	1		16
	Female	4	2	4	25	3	7	5	50
B.Ed. Graduates	Male	1	0	0	3	1	2		7
	Female	0	0	0	3	2	1		6
Total		6	3	5	41	8	11	5	79

Above data shows the job expectancy rate of the graduates. They have very wide sector of job expectation. A maximum (41) graduates, 52 percent had shown their interest in teaching profession while a minimum (3) graduates, 4 percent were found interested in Insurance sector. Likewise some (6) graduates, 8 percent were expecting to go towards Banking Sector. A very remarkable (11) graduates, 14 percent were expecting to work in the government job. A few (8) graduates, 10 percent were taking their interests towards

NGO/INGO sector. Likewise some (5) graduates, 6 percent were thinking to join the other field of profession. Every graduate had good opinion for their jobs. As KSC has a purely education campus dedicated to teacher preparation to meet the demand of the nation, the findings has a significance relations between the education and their choices of employment sector.

**Table.2.12.** Level of satisfaction with current Job

Particulars	Frequency	Percent	Cumulative Percent
Missing	29	36.7088608	36.70886076
Very Much	21	26.5822785	63.29113924
Much	8	10.1265823	73.41772152
A little	4	5.06329114	78.48101266
Not Satisfied	17	21.5189873	100
Total	79	100	

The table reveal the level of satisfaction with the current job. Out of total (79) graduates, a remarkable number (29), 36 percent had missed to fill the data. Similarly, a maximum (21) graduates, 26.5 percent had rated that the current job was suited their education very much. And some (17) graduates, 21.5 percent did not satisfy with the current job that they had. Likewise, a very few (4) graduates, 5 percent had a little satisfaction with their current job while some (8) graduates, 10 percent had much satisfaction level.

### **2.3. Issues related to the quality and relevance of program**

The higher education needs continuous assessment. The issue of better quality in HE has been a great concern for all who are directly or indirectly associated with the education system. The reason is very obvious since the HE could not keep required pace with the changes in technology, new trends of education system, occupational diversity, and global market trends. Obviously, education system that could not serve the needs and an expected aspiration of the market is not received well and poses questions on its efficiency and effectiveness (Singh, 2016). Though the issue of quality in HE is most talked about but it is equally true that this issue is least understood in its true spirit. The different stakeholders' viz. students, teachers, HEIs, executives bodies, professional, government, market and others stakeholders have their own perspective and measure the

quality of HE on different parameters in their own framework. The following table shows the quality of education delivered by KSC with graduates' perspectives.

**Table 2.13.** Quality of education delivered by KSC

Quality of education delivered	Frequency	Percent
Very Weak	5	6
Weak	6	7
Accepted	14	18
Good	18	24
Very Good	20	25
Excellent	16	20
Total	79	100

Graduates were asked to rate the quality of education provided by KSC through the tracer study form. The response rate is 100 percent. The table above reveals quality of education provided by KSC with the eyes of graduates. A maximum (20) graduates, 25 percent graduate rated quality education provided by KSC was very good. Likewise a very remarkable (18) graduates, 24 percent mentioned it as Good while some (16) graduates, 20 percent expressed their view that the education provided by KSC were excellent. A very less (5), 6 percent rated the quality education provided by KSC was very weak and some 14 graduates, (18) percent reveals it had an accepted standard. The graduates' remarks are appreciable in the sense that the result published by is not showing the same direction as it is mentioned by graduates. KSC needs to decide key performance indicators and benchmarks based on specific quality parameters and work on it consciously. That becomes a roadmap for all stakeholders involved in KSC for the further improvement of higher education in KSC.

#### **2.4. Relevance of KSC program**

In education, the term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students or that are connected in some way to real-world issues, problems, and contexts. The corporate sector aspirations need to be pursued in terms of occupational diversity. Few years ago, it was the days where a Bachelor's and Master's Degree of Education passed out student would get access of employment especially in teaching without much competition. Today we find many successful graduates in this field is not getting chance

even in part time teaching. Private sectors have been creating opportunity to newcomer with very nominal salary and benefits. Therefore, the HEIs have to develop delivery mechanism in that direction to fit into occupational diversity. It is therefore, situation analysis of teacher education in the country is desirable to measure the relevancy of education program at the national level. The following table shows the relevancy of KSC program with graduates prospective.

**Table 2.14.** Relevance of the program

Relevance of the program	Frequency	Percent	Average	Maximum
Very Weak	0	0		
Weak	1	1		
Accepted	30	38	13.17	30
Good	20	25		
Very Good	15	19		
Excellent	13	17		
	79	100		

While analyzing the input provided by the graduate regarding the issues of the relevancy of the education provided by KSC, about a maximum (30) graduates, 38 percent of mentioned it was accepted while remarkable number of graduates (20), 25 percent simply said it was good. The percentage of graduates marked it Very Good and Excellent were also around halves in number. Although the rating scale mentioned the satisfactory level of program evaluation with the eyes of KSC graduates. More reform in terms of quality and outcomes (TU result) were the subject of discussions and improvements for the institutions.

**Table 2.15.** Range of course offered by KSC

Particulars	Frequency	Percent
Very Weak	2	2.53
Weak	7	8.86
Acceptable	14	17.7
Good	21	26.6
Very Good	23	29.1
Excellent	9	11.4
Missing	3	3.8

Total	79	100
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Till the date, KSC is single stream based education campus runs only the education programs with the affiliation of TU. Graduates were asked to categories the range of course offered by KSC from very weak to excellent. And from the above table it can be said that the range of course offered by the KSC was found good as out of total (79) graduates, a majority (23) graduates, 29.1 percent claimed that the course offered by KSC had a wider range. However, a very nominal (2) graduates, 2.53 percent said that it was very weak which must be improved by adding different streams except education in the campus.

## 2.5. Programs' contribution to graduates' professional and personal development

If we, as teacher educators, agree that new teachers were our last, best hope for changing schools, then our course of action becomes quite clear. We must address the critical issues of beliefs, change, and leadership in our pre-service programs. We must find ways of using student teaching and other field experiences to help our students develop deeper understandings of themselves as well as of the contexts of teaching (O'Connell Rust 1994, 216 as cited by Brigitte Malm). While acquiring in depth knowledge and abilities through KSC programs, it should be the key goals of organization, it is becoming increasingly important for HEIs the soft skills that improve their professional and personal development as well. KSC students, who are planning to pursue a thesis research, need a wide range of skills in order to success in the increasingly complex academic world. Personal and professional strengths will have a direct impact on their ability to achieve their goals and to contribute meaningfully to society. The following table shows the gender wise graduates graduated from KSC in 2017.

**Table 2.16.** Time required for searching the job

Level	Gender	Less than a year	More than a year	Total
M.Ed Graduates	Male	13	3	16
	Female	32	18	50
B.Ed Graduates	Male	4	3	7
	Female	2	4	6
Total		51(65%)	28(35%)	79

The expectancy of getting employment after the graduation in KSC had been shown in the table above. About (51) graduates, 65 percent had expected to get

employment less than a year from the date of their graduation while (28) graduates, 35 percent had some doubt and mentioned that they expected to get job more than a year of graduation, which is lacking their confidence level.

**Table 2.17. Geographical access of graduates**

Level wise	Gender	Valley	Out of Valley	Total
M.Ed. Graduates	Male	2	14	16
	Female	10	40	50
B.Ed. Graduates	Male	3	4	7
	Female	2	4	6
Total		17(22%)	62(78%)	79

The graduates of KSC were from diverse places. Out of (79) graduates graduated in the year 2017, some (17) graduates, 22 percent were within the Kathmandu Valley while the maximum graduates (62), 78 percent were from out of valley. Nepal has entered into the federal, republic, democratic system but still the pressure of student's for higher education is accumulated in Kathmandu Valley showed the quality of education in other parts of the country. It has some more causes behind it. This shows the pressure of Kathmandu Valley is still not decreasing.

**Table 2.18. Extracurricular activities conducted by KSC**

Particulars	Frequency	Percent	Average	Maximum
Very Weak	5.00	6.21		
Weak	2.00	3.79		
Accepted	20.00	25.00		
Good	23.00	29.00	13.17	23.00
Very Good	20.00	25.00		
Excellent	9.00	11.00		
Total	79.00	100.00		

This table states the data related to ECA activities and also shows the practical way of learning at KSC. According to the data, some (5) graduates, 6.21 percent reported that the ECA activities was very weak at KSC while some (2) graduates, 3.79 percent perceived it as weak. A very remarkable number of graduates (20), 25 percent perceived it as accepted while the same number of graduates (20), 25 percent perceived very good and remaining (9) graduates, 11 percent perceived KSC as excellent in extracurricular activities. It seems that KSC has to improve the trend of ECA activities to all-round development of students.

## 2.6. KSC Graduates Planning of Further Study

Some of the graduates were planning for further study at national Universities or abroad in order to improve their employability and to pursue a specific career. Fewer were inspired by academic interest while dealing even the personal career counseling. However, when choosing a specific subject it was personal interest which was most likely to be the deciding factor. The table below shows the graduate interest for further study.

**Table 2.19.** KSC Graduate planning for further study

Level	Number	Further study plan
B.Ed. Graduates	13(16%)	5(38%)
M.Ed. Graduates	56	17(30%)
Total	79	22(28%)

This table shows that (13) graduates, 16 percent were planning for further study at Bachelor level. Out of (13), a very remarkable (5) graduates, 38 percent were planning to study the masters level of education while some (17) graduates, 30 percent were planning for M. Phil or other higher level education in nation or abroad.

## 2.7. Assessment of Strengths and Weaknesses

### 2.7.1. Strengths and Weaknesses in Instruction

**a) Faculty Perspective:** Most of the faculty members in KSC have been working in part time basis with a nominal salary and benefits in M.Ed. Level of education. TU has introduced the semester system in Masters Level where there is less time for other activities as the courses have been lengthy in its scope and nature. More frequently the exam scheduled have been changed due to the course not completion in time. Faculty members have not been trained by any concerning organizations. Sometime it was found that the faculty of education, office of Dean has not been providing the updated syllabus in timely manner. Besides, the faculty members of the community campuses have not been included in the syllabus preparation and design. They are always complaining about the unavailability of syllabus, course teaching guidelines and general orientation of course and syllabus.

**b) Student Perspective:** We solicited responses on the quality of our program from both current students and alumni (see table below). The faculty were ranked at or above the Campus average on items such as whether they are interested in the development of undergraduate majors, on whether the academic program is challenging, on how appropriately faculty are prepared for their courses, the extent to which the program adequately prepares students for their anticipated professional career or continued program of study, and whether class room environment have been suitable for effective learning. With regard to issues such as the availability of academic advisement, career advisement, availability of faculty, effectiveness of teaching methodology, procedures for student evaluation, frequency and variety of course offerings, and clarity of degree requirements, the department ranked at levels equivalent to the average of the University as a whole. In addition, the program received a number of positive comments from graduated students regarding preparation for the job market.

Perceived weaknesses and concerns among students were in the area of the practice teaching experience and advising, class schedules, and variety of courses offered. The practice teaching (mandatory for all education students) occurs at the end of the undergraduate experience. In many cases, students have already identified a practice teaching opportunity with a plan of action already initiated. Other students take advantage of the information at school placement and reap the benefits of developing a proactive strategy. With regard to advisement, although most students praised the faculty for their involvement with advising students and for the opportunities the internship program provided, some wished to see a greater emphasis on career placement and advisement, and networking opportunities.

With regard to scheduling issues and course variety, the steady increase in credit hours and majors we have had in recent years, has made it challenging for the department to offer a wider variety of offerings while maintaining class sizes that are optimal for learning, attempting to reduce the number of part-time instructors in the program, and increase contact hours with students.

#### ***2.7.2. Strengths and Weaknesses in Research***

KSC has a wide range of scholars in their respective subjects. KSC publishes a Journal **Shiksha Shastra Saurabh** where more faculties were publishes their articles. Faculty



productivity with regard to publications, utilization of mini-research grant and citations have all poor condition throughout the HERP period. The faculty are appreciative that there is support in the form of research initiation grants, mini research grants.

As for weaknesses noted from our faculty, the primary focus is on factors that hinder the department from being competitive in the current research and scholarship market. First, although the department has maintained a high level of productivity in terms of teaching. In our Research management Cell, the participation of faculty members are poor. It needs the regular publication of journal, regular distribution of mini research grants and the other research faculties to the faculties' members should be guaranteed.

### 2.7.3. Strengths and Weaknesses in Service

KSC has conducting its regular activities through its new building Satungal but due to the Master's degree students earlier admitted through the **(Padmodaya Building Ramshah Path Kathmandu)**; class conducted at **Tauda Ma Bi**, some problem in service to the students are at risk.

**Strategic Focus:** KSC has performing their regular activities without strategic plan.

## 2.8. Issues related to strength and weakness of the institutional program

Teachers play the critical role in student learning and achievement. Research reveals that how teachers instruct and these interactions with students are the keystone around which to build effective schools. The table mentioned below shows the teaching learning environment in KSC.

**Table 2.20.** Major strength and weakness of the program

Sn	Particulars	Not at all (0)	Very Slightly (1)	Slightly (2)	Partial relevant (3)	Relevant(4)	Very Much Relevant(5)	Maximum	Minimum
1	Relevance of the program to your professional job	0	1	30	20	15	13	30(38%)	1(1%)
2	Extracurricular activities	5	2	20	23	20	9	23(29%)	2(2%)
3	Problem Solving Ability	3	7	16	20	17	16	20(25%)	3(3%)
4	Work Placement	4	7	20	26	11	11	26(33%)	4(5%)
5	Teaching Learning	5	6	14	20	17	17	20(25%)	5(6%)

	Environment								
	Quality of Education								
6	Delivered	5	6	14	20	17	17	20(25%)	5(6%)
	Teacher Student								
7	Relationship	5	6	14	18	20	16	20(25%)	3(3%)
8	Library Facility	3	5	13	20	20	18	20(25%)	3(3%)
9	Lab facility	2	5	12	20	24	16	24(30%)	2(3%)
10	Sports facilities	2	4	12	17	24	20	24(30%)	2(3%)
	Canteen /Urinals								
11	etc.	1	8	16	20	15	19	20(25%)	1(1%)
12	Others								
<b>Average</b>		<b>3.18</b>	<b>5.54</b>	<b>17</b>	<b>20</b>	<b>18</b>	<b>15</b>		

This data shows the total environment of the institutions with the eyes of graduates. As per the statistical calculation of average, in all the particulars the graduate rating scale under not at all lies in the following particulars should be improved immediately to improve the total quality of the academy program. The weakness of the institutions as per graduates prospective have been discussed briefly.

### 2.8.1. Weakness of the Institutions

The weakness of the institutions as per graduates eyes have been discussed

#### 1. Not at all

- Relevance of the program to your professional job
- Problem solving ability
- Library Facility
- Lab facility
- Sports facilities
- Canteen /Urinals etc.

#### 2. Very Slightly (1)

Under this scale, the KSC graduates has under mark the following particulars. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement as it were under the average marking

- Relevance of the program to your professional job
- Extracurricular activities
- Library Facility
- Lab facility

- Sports facilities

### **3. Slightly (2)**

Under this scale, the KSC graduates has under mark the following particulars. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Problem Solving Ability
- Teaching Learning Environment
- Quality of Education Delivered
- Teacher Student Relationship
- Library Facility
- Lab facility
- Sports facilities
- Canteen /Urinals etc.

### **4. Partial relevant (3)**

Under this scale, the average rating scale were 20. KSC graduates has under mark the following particulars under 20. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Teacher Student Relationship
- Sports facilities

### **5. Relevant – Rating Scale (4)**

Under this scale, the average rating scale were 18. KSC graduates has under mark the following particulars under 18. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Relevance of the program to your professional job
- Problem Solving Ability
- Work Placement
- Teaching Learning Environment
- Quality of Education Delivered
- Canteen /Urinals etc.

### **6. Very Much Relevant – Rating Scale (5)**

Under this scale, the average rating scale were 15. KSC graduates has under mark the following particulars under 15. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Relevance of the program to your professional job
- Extracurricular activities
- Work Placement

## **2.8.2. Strength of the institutions**

### **2.8.2.1. Own Infrastructure**

KSC has its infrastructure and now need not necessary to run in the rented buildings. It has its own land, building, and other infrastructure that is needed to run as a campus. Although, it is in the construction phase, the campus is in the way of sustainability.

### **2.8.2.2. Multiple campus**

KSC is recently transformed into the multiple campus having adding two more faculties. The student's enrollment in the coming days is encouraging. Now, the campus can sustain in its own leg.

### **2.8.2.3. Human resources**

KSC by regulation has developing its own faculties and non-teaching staffs were also working as a full time basis. It has no staff's problem, besides some teaching staffs have to be converted as a full timer.

### **2.8.2.4. Location**

The campus is a leading academic in Chandragiri municipality. Peoples are happy and supporting the campus activities. Only one campus in the municipality is a advantage.

### **2.8.2.5. Results**

The TU result under the semester system is improving day by days. Students are regular and teachers are cooperating to raise the standard by providing sound result. This year in the second semester KSC stands first in M.Ed level result published in 2074.

### **2.8.5.6. HERP Impact**

KSC has improved a lot in so many areas. These are: improvement in documentation, result analysis, regular meeting of the faculty, student counselling, extra co-curricular activities. Besides, KSC is also improving its situation in publication and research activities. The student completion rate is increasing year by year.

#### **2.8.5.7. Financial supports and scholarship**

KSC has distributing the wide range of scholarship to the needy and deserving students. By its annual budget, a scholarship of around 500,000 (five lakhs) are providing to the students.

#### **2.8.5.8. Research – Research Management Cell**

KSC has a research management cell to conduct its regular research activities. In the research cell, some research experts were also included for its sustainability. The cell is operating by its own rule. More autonomy in terms of financing has provided to the cell. Cell members have a good access of net and other facilities have been provided. Each year the cell conducts some activities for the students and faculties too.

#### **2.8.5.9. Lab/Library/ Canteen and facilities**

KSC has extended its service to the students as well as the society members in terms of some facilities were provided to the society members upon their request. The lab/library/Canteen and other facilities were in improving trend.

### **2.9. Issues Related to the Employment Experience of Graduates**

**Table 2.21. Enhance academic knowledge**

<b>Measuring Scale</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Not at all(0)	3	3.80	3.80
Slightly(1)	8	10.13	13.92
Relevant(2)	29	36.71	50.63
Good (3)	9	11.39	62.03
Very Good(4)	13	16.46	78.48
Excellent (5)	17	21.52	100.00
Total response rate	79	100.00	

This table shows that the graduate's response towards the program that enhanced the academic knowledge varied in its nature. A very few (3), 3.8 percent graduates revealed it not at all while some (8) graduates, 10.13 percent reported it enhanced slightly. A maximum (29) graduates, 36.71 percent reported that the knowledge gained through KSC program enhanced their academic carrier while a very remarkable number (13) graduates, 16.46 percent marked it very good. A very encouraging number (17), 21.52 percent reported it excellent. This shows the mixed reaction of graduates towards the program that enhanced their academic knowledge.

**Table 2.22.** Improved problem solving skills

Measuring Scale	Frequency	Percent	Cumulative Percent
Not at all(0)	1	1.27	1.27
Slightly(1)	8	10.13	11.39
Relevant(2)	14	17.72	29.11
Good (3)	23	29.11	58.23
Very Good(4)	17	21.52	79.75
Excellent (5)	16	20.25	100.00
Total response rate	79	100.00	

Data stated in table above indicates the problem solving skills of graduates graduated in 2017. According to the data, very less (1) graduates, 1.27 percent reported it as not at all while some (8) graduates, 10.13 percent were marked it enhanced slightly. A remarkable number of graduates (14), 17.72 percent reported that the program at KSC was relevant while a maximum (23) graduates, 29.11 percent mentioned that KSC program improved problem solving skills and rated it good while the number of graduates rating it very good was in (17) in number which was 21.52 percent of total. Finally, some (16), 20.25 percent graduates had mentioned that it improved the problem solving skills excellently. From the graduate responses, in terms of problem solving KSC was found to be satisfactory however KSC has to do more efforts to improve the situation.

**Table 2.23.** Improved Research Skills

Measuring Scale	Frequency	Percent	Cumulative Percent
Not at all(0)	1	1.27	1.27
Slightly(1)	5	6.33	7.59
Relevant(2)	13	16.46	24.05
Good (3)	22	27.85	51.90
Very Good(4)	17	21.52	73.42
Excellent (5)	21	26.58	100.00
Total response rate	79	100.00	

KSC is a degree college focuses on the research activities in the large scale. So many research activities were carried annually. Mini research for the faculties, publication of peer reviewed journal, awarding the best thesis awards to the students, and conducting seminar and workshop for faculty development in the campus were the main feature of the research activities performed by this campus. Besides, the RMC of this campus has been exploring the new ideas and discussions on the current educational issues which enhanced the research skills of the research year students. Moreover, the

students were involved in so many research activities to gather their practical knowledge in research work. In this respect, the KSC graduates were interviewed and as per their responses, the above table reveals that out of total (79) graduates, a very less graduates (1), 1.27 percent marked it unsatisfactory while (5) graduates, 6.33 percent marked it slightly. A good number of graduates (13), 16.46 percent reported it relevant. A maximum (22) graduates, 27.85 percent rated it simply good while the number of graduates rated it very good was (17) in number which was 21.52 percent in total. A very remarkable number of graduates (21), 26.58 percent ranked it excellent.

**Table 2.24.** Improved learning efficiency

<b>Table1.Improved learning efficiency</b>			
<b>Measuring Scale</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Not at all(0)	0	-	-
Slightly(1)	6	7.59	7.59
Relevant(2)	8	10.13	17.72
Good (3)	28	35.44	53.16
Very Good(4)	20	25.32	78.48
Excellent (5)	17	21.52	100.00
Total response rate	79	100.00	

The table above states the issues of learning efficiency graduates. As KSC program has focused on the teacher's development whether it improved the graduates learning efficiency or not. A minimum (6) graduates, 7.59 percent reported that the KSC program was slightly improved the learning efficiency of the graduates. Likewise a very less (8) graduates, 10.13 percent mentioned that it was relevant to improve the learning efficiency of the graduates. Similarly, a maximum (28) graduates, 35.44 percent said that the program enhanced the learning efficiency and marked it good while a very remarkable (20) graduates, 25.32 percent reported it as very good and the remaining (17) graduates, 21.52 percent were marked it excellent. This shows that the program conducted by KSC was highly professional as it has enhanced the learning efficiency of KSC students.

**Table2.25.** Improved communication skills

<b>Measuring Scale</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Not at all(0)	2	2.53	2.53
Slightly(1)	5	6.33	8.86
Relevant(2)	13	16.46	25.32

Good (3)	11	13.92	39.24
Very Good(4)	26	32.91	72.15
Excellent (5)	22	27.85	100.00
Total response rate	79	100.00	

KSC has been conducting master's level of education including Nepali and English languages. For communication purpose the role of language is remarkable. KSC has conducting M.Ed. in English & Nepali education. They were linked with the academic program. Others academic program also enhanced the students communication skills as the teaching methodology adopted at KSC has based on the participatory model of teaching- learning. KSC has adopted Semester System; where the classroom presentation was mostly based to enhance the student communication skills through the academic programs.

The table above reveals that out of total 79 graduates, some (2) graduates, 2.53 percent had mentioned that the program did not improve the communication skills at all while some (5) graduates, 6.33 percent reported that it improved the communication skills slightly. A very good number (13), 16.46 percent reported it relevant while around the same number of graduates (11), 13.92 percent reported it good. A maximum number of graduates (26), 32.91 percent reported it as very good. A very remarkable (22) graduates, 27.85 percent reported it excellent. This shows that the majority of KSC students were favored the KSC program, which improved the communication skills of the students.

**Table2.26.** Improved information technology skills

Measuring Scale	Frequency	Percent	Cumulative Percent
Not at all(0)	3	3.80	3.80
Slightly(1)	8	10.13	13.92
Relevant(2)	16	20.25	34.18
Good (3)	18	22.78	56.96
Very Good(4)	20	25.32	82.28
Excellent (5)	14	17.72	100.00
Total response rate	79	100.00	

Data presented above shows the relevancy of education in terms of ICT skills. According to the data presented in the table above, some (3) graduates, 3.8 percent reported that the program of KSC did not improve ICT skills while (8) graduates, 10.13 percent reported that it slightly. A very remarkable (16) graduates, 20.25 percent reported



that it was improved the information and technological skills of the graduates while around the same (18) graduates, 22.32 percent mentioned that it was good. The maximum number of graduates (20), 25.32 percent ranked it very good while a few (14) graduates, 17.72 percent proclaimed it as excellent. On the basis of above analysis, it can be concluded that KSC program has a positive impact on improving the information technology skills in the graduates rather KSC must improve the ICT skills of its students by adding different programs.

**Table2.27.** Enhanced Team Sprit

Measuring Scale	Frequency	Percent	Cumulative Percent
Not at all(0)	0	-	-
Slightly(1)	7	8.86	8.86
Relevant(2)	10	12.66	21.52
Good (3)	18	22.78	44.30
Very Good(4)	23	29.11	73.42
Excellent (5)	21	26.58	100.00
Total response rate	79	100.00	

Above table states the team spirit or group work culture among the graduates by its academic degree. According to the above data, a very few (7) graduates, 8.86 percent reported that it enhanced slightly while (10) graduates, 12.66 percent claimed it as relevant. A very remarkable number of graduates (18), 22.78 percent ranked it good while the maximum number of graduates (23), 29.11 percent proclaimed it as very good. Likewise, the number of graduates ranked it excellent was (21), 26.58 percent in total.

**Table2.28.** Inter-disciplinary learning

Measuring Scale	Frequency	Percent	Cumulative Percent
Not at all(0)	6	7.59	7.59
Slightly(1)	12	15.19	22.78
Relevant(2)	15	18.99	41.77
Good (3)	12	15.19	56.96
Very Good(4)	16	20.25	77.22
Excellent (5)	18	22.78	100.00
Total response rate	79	100.00	

Above table presents the situation of inter-disciplinary learning at KSC. According to the data above, a very less number of graduates (6), 7.59 percent mentioned that the inner disciplinary learning at KSC was not at all while (12) graduates, 15.19 percent reported it as the inter-disciplinary learning at KSC was slightly. A very

remarkable number of graduates (15), 18.99 percent reported that it was relevant while (12), 15.19 percent reported it good. A number of graduates (16), 20.25 percent reported that it was very good while the maximum number of graduates (18), 22.78 percent reported that the inter-disciplinary learning was excellent at KSC.

From the above analysis it can be concluded that the inter-disciplinary learning status at KSC was at satisfactory level.

## **2.5 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.**

**Table 2.29.** Graduate responses regarding the uses of library /Lab

Measuring Scale	Frequency	Percent	Cumulative Percent
Not at all(0)	8	10.13	10.13
Slightly(1)	9	11.39	21.52
Relevant(2)	21	26.58	48.10
Good (3)	19	24.05	72.15
Very Good(4)	16	20.25	92.41
Excellent (5)	6	7.59	100.00
Total response rate	79	100.00	

This data shows the availability of the library and lab of KSC whether it was fit for practical study and overall development of the students or not. From the table above, it seemed that some (8) graduates, 10.13 percent had perceived it as not at all while fow(9) graduates, 11.39 percent perceived as slightly. The number of graduates marked it relevant was (21), 26.58 percent while (19) graduates, 24.05 accepted it relevant. The number of graduates marked it excellent were (6), 7.59 in percentage. From the analysis it can be concluded that the situation of library/lab was to be found excellent however it must be revised continuously.

**Table 2.30.** Work placement

Measuring Scale	Frequency	Percent	Cumulative Percent
Very weak(0)	9	11.39	11.39
Weak(1)	11	13.92	25.32
Accepted(2)	16	20.25	45.57
Good (3)	14	17.72	63.29
Very Good(4)	18	22.78	86.08
Excellent (5)	11	13.92	100.00
Total response rate	79	100.00	

If education is an investment it must be returned. The investment to the graduates by placing in is the major concern of the guardian and the society as a whole like us. In this context, graduates of the KSC were asked to report the situation of the job placement in KSC. It is therefore the above table shows the job placement status of the KSC graduates graduated in the year 2017. According to the data, a very less number of graduates (9), 11.39 percent reported that the job placement system at KSC were very weak while (11) graduates, 13.92 percent mentioned it as weak. A very remarkable number of graduates (16), mentioned that it was in accepted standard. The number of graduates ranked it good was (14) in number which was 17.72 percent of the total. The number of graduates reported it very good was (18), 22.78 percent while a very remarkable number of graduates (11) reported it excellent at KSC. On the basis of above analysis the degrees of KSC are highly potential in terms of job placement.

**Table3.31.** Date of birth of KSC graduates

M.Ed Graduates Female		M.Ed Graduates Male		BEd Graduates Male		B.Ed. Graduates Female		Total
Actual Age	Frequency	Actual Age	Frequency	Actual Age	Frequency	Actual Age	Frequency	
2016	1	2022	1	2047	1	2039	1	
2018	1	2026	1	2051	1	2044	1	
2024	1	2027	1	2027	1	2050	1	
2026	1	2033	1	2046	2	2051	2	
2029	3	2037	2	2048	2	2052	1	
2030	1	2038	1					
2035	1	2040	2					
2036	1	2041	3					
2038	1	2044	1					
2039	3	2046	3					
2041	3							
2042	3							
2043	7							
2044	10							
2045	6							
2046	7							
Total	50		16		7		6	79

The table above reveals the date of birth of KSC Graduates. It had a wide range of variation. It ranges from 2016 BS to 2052 BS. The table above shows that the KSC graduates at Bachelor level of education is older than the others. One student whose date of birth (2022 BS) has graduates in 2074 BS. This shows that a student has graduated at the age of 52 years in Bachelors level. Most of the female students (10), 20 percent of female graduates in Masters Level had same year of date of birth i.e. 2044 BS. One women having the date of birth in 2016 BS had graduated in 2074 BS at the age of 58 years. The table shows that most of the students had crossed the age of graduation. Students at KSC graduated at the older age for some specific causes and the interest, it's a subject of further research and analysis.

## **Chapter III MAJOR FINDINGS**

This part consists of the findings of the tracer study which are drawn out on the basis of the analysis and interpretation of the questions included in questionnaire for the tracer study designed and distributed by UGC for tracing the graduates. The major findings of this tracer study regarding Employment status graduates; Issues Related to the Characteristics, Expectations and Aspirations of Graduates; Issues Related to the Employment Experience of Graduates; Issues Related to the Quality and Relevance of Higher Education and Education and their Contribution to Graduates' Personal Development are presented here in different separate headings.

### **3.1. Employment status of the graduates**

- A total of (28) graduates, 35 percent were found working in the organization in the full time basis while 15 graduates, 19 percent were working as a part time basis in the service in organization.
- The number of graduates as a self-employed was found to be very low. A total of 6 graduates, 8 percent was found working as a full time basis while the number of graduates 3(4%) were found to be involved as a part time basis.
- The numbers of unemployment graduates were also very remarkable in percentage. A total of 27 (34%) were found to be employment.

### **3.2. Current employment status by gender**

- A maximum (43) graduates, 54.4 % percent have service in an organization in which the participation of women was higher. Out of 50 women, a significant number (28), 56 percent female were found to be involved in the service in an organization. Likewise few graduates (9), 11.3 percent are self-employed. In total, a very remarkable (27), 34.4 percent were found to be unemployed.

### **3.3. Parents' occupation of KSC graduates**

- The maximum (22) graduates, 28 percent of the fathers were in civil service while 49 mothers, 62 percent were found to be housewife. The share of agriculture was also very significant as 25 percent fathers and 16 percent mothers were found to be involved in the agriculture sector. Only 3 percent fathers were found to be working as a labor in the market.

### **3.4. Education level of the parents of KSC graduates**

- The maximum (30), 38 percent fathers have a secondary level of education whereas the maximum (38), 48 percent mothers were found to be illiterate.
- The level of territory level of education was found to be lowest in both (Male and Female parents) the cases. Only the (15), 19 percent fathers and 4 graduates, 5 percent mothers had territory level of education.
- The territory levels of education of KSC graduates were found to be low.

### **3.5. Employment type of graduates by level**

- Out of the total (79), only (50) 63 graduates were found to be responsive towards the question regarding the type of the employment they have. While interpreting the data, we found that 10 graduates, 13 percent were found full time job holders and 5 graduates 6 percent were part time under private job. Likewise, the figure is little bit different in case of public job.
- A significant number (24) graduates, 30 percent were full time whereas only 3 graduates, 5 percent were found working as a part time even in public job.
- The others job holders was (11), 14 percent while tracing the data. Likewise, a large number of graduates (16), 20 percent have not mentioned any information's regarding the issues.

### **3.6. Type of the organizations by gender**

- The male (15) graduates, 38 percent while the female (18), 45 percent were found to be involved in the organizations which was not mentioned clearly. It has just named as others.
- A total of 11 graduates, 14 percent were found working in the public organizations whereas 8 graduates, 10 percent were found to be involved in the private sector. A meaningful number of graduates (20), 25percent were found to be involved working in the government sector only.

### **3.7. Types of the organization by level**

- A very remarkable 27 graduates, 34 percent did not work in any field while a maximum 18 graduates, 35percent were working in government job.
- Only 2 graduates, 4 percent from B.Ed. Level were found to be working in private as well as the same number in government service. M.Ed. graduates working in

private sector were very low in number. Only 6 (12%) were found to be working in private as well as the same number of graduates in other field.

### **3.8. Graduates working different institutions**

- The majority of graduates (31), 39 percent were involved in teaching profession while a remarkable number (8), 10 percent in hospital.
- Some graduates 5, 6 percent had not mentioned any organizations while a very few (2), 3 percent graduates were seemed working in finance and banking sector.

### **3.9. Designation of KSC graduates working different organization**

- A total of (24) graduates, 30 percent were teachers while conducting this study. Likewise, a maximum (3) graduates, 4 percent were principal as well as coordinator.
- About (2) graduates, 3 percent were found to be involved in the post of officer. A very few 1 graduates, 1 percent were found involved in the post of Counselor and Accountant.

### **3.10. Date of appointment of KSC graduates**

- Out of total (79), a number of (34) graduates, 43.04 percent have not mentioned the actual date related to the date of appointment where as a total of (37) graduates, 46.84 percent were appointed before 2017 AD. Likewise, the graduate (8), 10.13 percent were appointed after the graduation year in 2017 AD.

### **3.11. Findings Related to the Characteristics, Expectations and Aspirations**

#### **3.11.1. Job expectation of KSC graduates**

- A maximum (41) graduates, 52 percent had shown their interest in teaching service while a minimum 3 graduates, 4 percent were found to be interested in Insurance sector. Likewise (6) graduates, 8 percent were expecting to go towards Banking Sector.
- A very remarkable (11), 14 percent graduates were expecting to towards the government job. A few (8) graduates, 10 percent were taking their interests towards NGO/INGO sector. Likewise (5) graduates, 6 percent they were thinking to join other field.

#### **3.11.2. Level of satisfaction with current Job**

- Out of total (79), a remarkable (29), 36 percent has missed to fill the current data. Similarly, a maximum (21) graduates, 26.5 percent has rated the current job is suited their education very much.
- Likewise (17) graduates, 21.5 percent has not satisfied with the current job that they had. Likewise, a very few (4) graduates, 5 percent have a little satisfaction with the current job whereas (8) 10 percent have much satisfied.

### **3.12. Findings related to the quality and relevance of program**

#### **3.12.1. Quality of education delivered by KSC**

- A maximum (20) graduates, 25 percent mentioned that the quality education provided by KSC were very good. Likewise a very remarkable (18) graduates, 24 percent mentioned that it was Good while (16) graduates, 20 percent expressed that it was excellent.
- A very less (5) graduates, 6 percent noted the quality education provided by KSC as very weak while limited (14) graduates, 18 percent mentioned it as an accepted standard.

### **3.13. Findings related to the relevance of the program**

- About a maximum (30) graduates, 38 percent of mentioned that it was accepted while remarkable number of graduates (20), 25 percent simply reported it as good.

#### **3.13.1. Range of course offered by KSC**

- The range of course offered by the KSC graduates were found to be good as out of total (79) graduates, a majority (23), 29.1 percent claimed that the course offered by KSC has wide range.
- A very nominal (2) graduates, 2.53 percent pointed out it as very weak which must be improved by adding different streams except education in the campus.

### **3.14. Programs' contribution to graduates' professional and personal development**

#### **3.14.1. Time required for searching the job**

- About (51) graduates, 65 percent were expected to get employment less than a year from the date of their graduation while (28) graduates, 35 percent expected to get job more than a year of their graduation.

#### **3.14.2. Geographical access of graduates**



A total of (17) graduates, 22 percent were from the Kathmandu Valley whereas, the maximum graduates (62), 78 percent were from out of valley.

#### **3.14.3. Extracurricular activities conducted by KSC**

- A total of (5) graduates, 6.21 percent reported that the ECA activities was very weak at KSC while a few (2) graduates, 3.79 percent perceived as weak.
- A number of graduates (20), 25 percent perceived it as accepted while (20) graduates, 25 percent perceived very good and remaining (9) graduates, 11 percent perceived it as excellent in extracurricular activities.

#### **3.15. Findings related to Planning of Further Study**

- A total of (13) graduates, 16 percent were planning for further study at Bachelor level. Out of (13), a very remarkable (5) graduates, 38 percent were planning to study the Masters level while the number of graduates (17) , 30 percent were planning for M. Phil or other higher level education in nation or abroad.

#### **3.16. Strengths and Weaknesses in Instruction**

**a) Faculty Perspective:** Most of the faculty members in KSC have been working in part time basis with a nominal salary and benefits in M.Ed. Level of education.

**b) Student Perspective:** With regard to issues such as the availability of academic advisement, career advisement, availability of faculty, effectiveness of teaching methodology, procedures for student evaluation, frequency and variety of course offerings, and clarity of degree requirements, the department ranked at levels equivalent to the average of the University as a whole. In addition, the program received a number of positive comments from graduated students regarding preparation for the job market.

#### **3.17. Strengths and Weaknesses in Research**

KSC has a wide range of scholars in their respective subjects. KSC publishes a Journal **Shiksha Shastra Saurabh** where more faculties were publishes their articles. Faculty productivity with regard to publications, utilization of mini-research grant and citations have all poor condition throughout the HERP period The faculty are appreciative that there is support in the form of research initiation grants, mini research grants.

##### **3.17.1 Strengths and Weaknesses in Service**

KSC has conducting its regular activities through its new building Satungal but due to the Master's degree students earlier admitted through the **(Padmodaya Building**

**Ramshah Path Kathmandu**); class conducted at *Tauda Ma Bi*, some problem in service to the students are at risk.

### **3.17.2. Strategic Focus**

KSC has performing their regular activities without strategic plan.

## **3.18. Findings related to the strength and weakness of the institutional program**

### **3.18.1. Weakness of the Institutions**

The weakness of the institutions as per graduates eyes have been listed as

#### **a) Measuring Scale 1. Not at all**

- Relevance of the program to your professional job
- Problem solving ability
- Library Facility
- Lab facility
- Sports facilities
- Canteen /Urinals etc.

#### **b). Measuring Scale 2. Very Slightly (1)**

Under this scale, the KSC graduates has under mark the following particulars. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement as it were under the average marking

- Relevance of the program to your professional job
- Extracurricular activities
- Library Facility
- Lab facility
- Sports facilities

#### **c). Measuring Scale 3. Slightly (2)**

Under this scale, the KSC graduates has under mark the following particulars. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Problem Solving Ability
- Teaching Learning Environment
- Quality of Education Delivered

- Teacher Student Relationship
- Library Facility
- Lab facility
- Sports facilities
- Canteen /Urinals etc.

**d). Measuring Scale 4. Partial relevant (3)**

Under this scale, the average rating scale were 20. KSC graduates has under mark the following particulars under 20. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Teacher Student Relationship
- Sports facilities

**e). Measuring Scale 5. Relevant – Rating Scale (4)**

Under this scale, the average rating scale were 18. KSC graduates has under mark the following particulars under 18. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Relevance of the program to your professional job
- Problem Solving Ability
- Work Placement
- Teaching Learning Environment
- Quality of Education Delivered
- Canteen /Urinals etc.

**f).Measuring Scale 6. Very Much Relevant**

Under this scale, the average rating scale were 15. KSC graduates has under mark the following particulars under 15. With the views of graduates under statistical calculation of average the following particulars needs immediate improvement;

- Relevance of the program to your professional job
- Extracurricular activities
- Work Placement

**3.18.2. Strength of the institutions**

**a) Own Infrastructure**

- KSC has its infrastructure and now need not necessary to run in the rented buildings. It has its own land, building, and other infrastructure that is needed to run as a campus. Although, it is in the construction phase, the campus is in the way of sustainability.

**b) Multiple campus**

- KSC is recently transformed into the multiple campus having adding two more faculties. The student's enrollment in the coming days is encouraging. Now, the campus can sustain in its own leg.

**c). Human resources**

- KSC by regulation has developing its own faculties and non-teaching staffs were also working as a full time basis. It has no staff's problem, besides some teaching staffs have to be converted as a full timer.

**d). Location**

- The campus is a leading academic in Chandragiri municipality. Peoples are happy and supporting the campus activities. Only one campus in the municipality is an advantage.

**e). Results**

- The TU result under the semester system is improving day by days. Students are regular and teachers are cooperating to raise the standard by providing sound result. This year in the second semester KSC stands first in M.Ed level result published in 2074.

**f). HERP Impact**

- KSC has improved a lot in so many areas. These are: improvement in documentation, result analysis, regular meeting of the faculty, student counselling, extra co-curricular activities. Besides, KSC is also improving its situation in publication and research activities. The student completion rate is increasing year by year.

**g). Financial supports and scholarship**

- KSC has distributing the wide range of scholarship to the needy and deserving students. By its annual budget, a scholarship of around 500,000 (five lakhs) are providing to the students.

#### **h). Research – Research Management Cell**

- KSC has a research management cell to conduct its regular research activities. In the research cell, some research experts were also included for its sustainability. The cell is operating by its own rule. More autonomy in terms of financing has provided to the cell. Cell members have a good access of net and other facilities have been provided. Each year the cell conducts some activities for the students and faculties too.

#### **i). Lab/Library/ Canteen and facilities**

- KSC has extended its service to the students as well as the society members in terms of some facilities were provided to the society members upon their request. The lab/library/Canteen and other facilities were in improving trend.

### **3.19. Findings Related to the Employment Experience of Graduates**

#### **3.19.1. Enhanced academic knowledge**

- A very few (3) graduates, 3.8 percent revealed it as not at all while some (8) graduates, 10.13 percent reported it as slightly.
- A maximum (29) graduates, 36.71 percent reported the knowledge enhanced their academic carrier while a very remarkable number (13) graduates, 16.46 percent marked it as very good. A very encouraging number (17) graduates, 21.52 percent reported it excellent.

#### **3.19.2. Improved problem solving skills**

- A nominal (1) graduates, 1.27 percent reported it as not at all while a very few (8) graduates, 10.13 percent were marked slightly.
- A remarkable number of graduates (14), 17.72 percent reported it as relevant while a maximum number of graduates (23), 29.11 percent revealed that KSC program improved problem solving skills to the graduates while the number of graduates rating it very good were (17), 21.52 percent.

- Finally (16), 20.25 percent graduates had mentioned that it has improved the problem solving skills excellently. From the graduates response in terms of problem solving was found to be satisfactory however KSC has to do more efforts to improve the situation.

#### **3.19.3. Improved Research Skills**

- Out of total (79), a nominal (1) graduates, 1.27 percent marked it unsatisfactory while (5) graduates, 6.33 percent marked it slightly.
- A remarkable number of graduates (13), 16.46 percent reported it relevant while a maximum (22) graduates, 27.85 percent rated it simply good.
- The number of graduates rated it very good was (17), i.e. 21.52 percent. A very remarkable number of graduates (21), 26.58 percent ranked it excellent.

#### **3.19.4. Improved learning efficiency**

- A minimum (6) graduates, 7.59 percent reported that the KSC program was slightly improved the learning efficiency of the graduates.
- Likewise a very less (8) graduates, 10.13 percent mentioned that it was relevant to improve the learning efficiency of the graduates.
- Similarly, a maximum (28) graduates, 35.44 percent said that the program enhanced the learning efficiency of the graduates and marked it good while a very remarkable (20), 25.32 percent reported it as very good and the remaining (17) graduates, 21.52 percent were highly marked it excellent.

#### **3.19.5. Improved communication skills**

- Out of total 79, a less number of graduates (2), 2.53 percent has mentioned that the program did not improve the communication skills at all while (5) graduates, 6.33 percent reported that it improved the communication skills slightly.
- A very good number (13) of graduates, 16.46 percent reported it as relevant while around the same number of graduates (11), 13.92 percent reported it good.
- A maximum number of graduates (26), 32.91 percent reported it as very good.
- A very remarkable (22), 27.85 percent reported it excellent.

#### **3.19.6. Improved information technology skills**

- A very less number of graduates (3), 3.8 percent reported that the program of KSC did not improve ICT skills while (8) 10.13 percent reported slightly.

- A very remarkable (16) graduates, 20.25 percent reported that it improved the information and technological skills in the graduates while about (18) graduates, 22.32 percent mentioned that it is good.
- The maximum number of graduates (20), 25.32 percent ranked it very good while a few (14), 17.72 percent proclaimed it as excellent.

#### **3.19.7. Enhanced Team Sprit**

- A very few (7) graduates, 8.86 percent has reported that it enhanced slightly while (10) graduates, 12.66 percent claimed it relevant.
- A very remarkable number of graduates (18), 22.78 percent ranked it good while the maximum number of graduates (23), 29.11 percent proclaimed it very good. Likewise, the number of graduates ranked it excellent was (21), 26.58 percent in total.

#### **3.19.8. Inter-disciplinary learning**

- A very less number of graduates (6), 7.59 percent mentioned that the inner disciplinary learning at KSC was not at all while (12) graduates, 15.19 percent reported it as the inter-disciplinary learning at KSC was slightly.
- A very remarkable number of graduates (15), 18.99 percent reported that it was relevant while (12), 15.19 percent reported it good.
- A number of graduates (16), 20.25 percent reported that it was very good while the maximum number of graduates (18), 22.78 percent reported that the inter-disciplinary learning is excellent at KSC.

### **3.20 Findings related to facilities (library, laboratory, canteen, sports facilities, urinals etc.)**

#### **3.20.1. Graduate responses regarding the uses of library /Lab**

- A less graduates (8), 10.13 percent had perceived as not at all while another (9) graduates, 11.39 percent perceived as slightly.
- The number of graduates marked it relevant was (21), 26.58 percent while (19), 24.05 accepted it relevant.
- The number of graduates marked it excellent were (6), 7.59 in percentage.

### **3.20.2. Work placement**

- A very less number of graduates (9), 11.39 percent reported that the job placement system at KSC were very weak while (11) graduates, 13.92 percent mentioned it weak.
- A very remarkable number of graduates (16), mentioned that it was in accepted standard. The number of graduates ranked it good was (14) in number which was 17.72 percent of the total.
- The number of graduates reported it very good was (18), 22.78 percent while a very remarkable number of graduates (11) reported it excellent at KSC. On the basis of above analysis the degrees of KSC are highly potential in terms of job placement.

### **3.20.3. Date of birth of KSC graduates**

- The date of birth of KSC graduates ranges from 2016 BS to 2052 BS. At Bachelor level of education, one graduates is older than the others at all levels. One student whose date of birth (2022 BS) has graduates in 2074 BS. This shows that a student has graduated at the age of 52 years in Bachelors level.
- Most of the female students (10), 20 percent of female graduates in Masters Level have a same year of date of birth i.e. 2044 BS. One women having the date of birth in 2016 BS has graduated in 2074 BS at the age of 58 years. The table shows that most of the students have crossed the age of graduation. Students at KSC graduated at the older age for some specific causes and the interest, it's a subject of further research and analysis.





## **Chapter IV. Implications to Institutional Reform**

### **4. Implication**

Strengthening linkages between the campus and the job market to assess the need of the employer.

Creation of Collaboration and partnerships could provide both undergraduates and employers a channel of communication. Additionally, the use of job fairs or teaching Practices would enable graduates to access the labor market needs or through bilateral communication which they can explore together the ever- changing needs of the labor market and academic inputs needed to meet these needs.

From employers regarding Campus outcomes or contributions. The findings would be used to assess the needs for new graduates and undergraduate programs and assist in the proposed review of current curriculum.

## **Chapter V. Conclusion and Recommendations**

### **5. Conclusion**

From the above findings, a number of conclusions can be drawn about employment opportunities from our graduates currently in the field, and the relevance of the campus qualifications which did/did not help them find and keep good jobs. The following are the major conclusions which respond to the research questions that were set out for this study.

- Most of the graduates leaving the campus had many opportunities to get jobs, even though they had little or no initial working experience before graduation.
- For instance, for those that had been working part-time during their studies switched to full-time employment while the ones who had no working experience were employed either in part-time or full-time jobs soon after their graduation.
- For many years, the KSC has been producing qualified educational practitioners to serve the national educational needs; a majority of them had a many opportunities to work in a wide range of public fields such as the public or private education sectors, governmental institutions, NGOs, and various private sectors.
- Most professional teaching jobs were fulltime which provided the graduates with reasonable earnings even if they were still quite limited.
- A significant number of the graduates work in the private sector and earn high rates of remuneration.
- Besides professional knowledge and skills which graduates applied in their workplaces, other attitudinal qualities such as a sense of responsibility, self-confidence, reliability, problem-solving, initiative, willingness to learn, ability to work under pressure, leadership and office behavior are in strong demand.
- Regarding gender, both men and women have fairly equal opportunities for employment and careers, and many of them chose the common procedures to search for jobs such as listening for public announcements, reading job advertisements in the newspapers and/or through the Internet.

- A large number of graduates felt they were able to work in the careers they expected at the time of graduation. The Campus assists this process of improvement by annual tracer studies and course evaluations.
- Formerly, the programs at the KSC were intended to produce high school teachers, but now, through the findings of this study, it is clear that many new graduates are working in various fields rather than the majority becoming teachers. Therefore, it is important to identify the current market requirements and the academic inputs which are needed to equip the students with the right skills and competencies for today's Nepalese workplace.

## **5.1. Recommendations**

The following recommendations and suggestions have been made on the input of the graduates and the degree providers.

### **Recommendations regarding to**

#### **5.1.1. The employment status of the graduates**

- About 34 percent graduates were still searching the job or facing the unemployment problem. It is therefore, KSC should be developed a wing that supported the graduates to get the job in the market. Besides, KSC should launch the short training package for the better employability situation.

#### **5.2.2. Parent's Occupation**

- The access to the higher education from the backward and financially weaker family is still very low, KSC needs to be award and expand the horizon of scholarship to upgrade the standard of financial weak class family.

#### **5.3.3. Job expectations of KSC Graduates**

- Every graduate have good opinion for their jobs. As KSC has a purely education campus dedicated to teacher preparation to meet the demand of the nation, the findings has a significance relations between the education and their choices of employment sector.

#### **5.3.4. Quality and relevance of the program**

- The graduates' remarks are appreciable in the sense that the result published by TU was not showing the same direction as it has mentioned by graduates.

- KSC needs to decide key performance indicators and benchmarks based on specific quality parameters and work on it consciously. That becomes a roadmap for all stakeholders involved in KSC for the further improvement of higher education in KSC.

#### **5.3.5. Relevance of KSC program**

- The percentage of graduates marked it Very Good and Excellent was also around halves in number. Although the rating scale reveals the satisfactory level of program evaluation with the eyes of KSC graduates, more reform in terms of quality and outcomes (TU result) are the subject of discussions and improvements for the institutions.

#### **5.3.6. Geographical access of KSC graduates**

- Nepal has entered into the federal, republic, democratic system but still the pressure of student's for higher education in KSC accumulated from Kathmandu Valley.

#### **5.3.7. Extracurricular activities**

- It seems that KSC has to improve the trend of ECA activities at KSC as a view to improve the all-round development of graduates.

#### **5.3.8. Improved ICT Knowledge**

- On the basis of above analysis it can be said that KSC program has a positive impact on improving the information technology skills in the graduates rather KSC must improve the ICT skills of its students by adding different programs.

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# **ANNEX PART**

### Annex1. Date of Birth of KSC Graduates

M.Ed Graduates Female		M.Ed Graduates Male		BEd Graduates Male		B.Ed. Graduates Female		Total
Actual Age	Frequency	Actual Age	Frequency	Actual Age	Frequency	Actual Age	Frequency	
2016	1	2022	1	2047	1	2039	1	
2018	1	2026	1	2051	1	2044	1	
2024	1	2027	1	2027	1	2050	1	
2026	1	2033	1	2046	2	2051	2	
2029	3	2037	2	2048	2	2052	1	
2030	1	2038	1		7		6	
2035	1	2040	2					
2036	1	2041	3					
2038	1	2044	1					
2039	3	2046	3					
2041	3		16					
2042	3							
2043	7							
2044	10							
2045	6							
2046	7							
Total	50		16		7		6	79



**Annex 4. Name List of KSC Graduates 2017 with details information**

Sn	Name of Graduates	KSC Graduate List -2017(Bachelors level)			Gender			
1	Amisha Dahal	B.Ed.	9-2-268-28-2013			Female		
2	Anil Naupane	B.Ed.	9-2-268-29-2014		Male			
3	Arjun Trikhatri	B.Ed.	9-2-268-4-2012		Male		EDJ	
4	Binita Khadka	B.Ed.	9-2-326-339-2009			Female		
5	Krishna Nand Shrestha	B.Ed.	9-2-268-29-2013		Male			
6	Rabindra Aryal	B.Ed.	9-2-268-10-2013		Male			
7	Samjhana Lamichhane	B.Ed.	9-2-268--22-2014			Female		
8	Sangita Kumari	B.Ed.	9-2-268-12-2012			Female		
9	Santosh Chand	B.Ed.	9-2-260-71-2011		Male			
10	Sharad Ghimire	B.Ed.	9-2-268-19-2007			Female		
11	Sharmila Thapaliya	B.Ed.	9-2-202-433-2013			Female		
12	Sunita Parajuli	B.Ed.	9-2-268-26-2014			Female		
13	Thaneswor Bhattra	B.Ed.	27884-89		Male			
KSC Graduate List -2017(Masters level)								
1	Ambika Paudel	M.Ed	7-1-3-990-2004	10/4/2017		Female		
2	Bal Kumari Aryal	M.Ed	9-2-324-4-2005	31/07/2017		Female		
3	Basu Dev Lamsal	M.Ed	5-1-3730-2003	9/4/2017	Male			
4	Basundhara Pokhrel	M.Ed	9-2-268-5-2006	9/4/2017		Female		
5	Bimala Pokhrel	M.Ed	9-2-218-89-2006	9/4/2017		Female		
6	Binita Gautam	M.Ed	9-2-268-8-2006	31/07/2017		Female		
7	Binita Joshi	M.Ed	9-2-602-32-2008	18/01/2017		Female		
8	Binita Khanal	M.Ed	9-2-645-7-2011	31/07/2018		Female		
9	Chandra Giri	M.Ed	6-1-999-2591-99	19/04/2017	Male			
10	Cholindra Bahadur Karki	M.Ed	35581-93	18/08/2017	Male			
11	Chun Maya Sapkota	M.Ed	6-1-48-439-96	9/4/2017		Female		
12	Dhaka Devi Parajuli	M.Ed	17465-92	5/2/2017		Female		

13	Dhana Bhandari	M.Ed	6-1-999-111-2000	31/07/2017		Female		
14	Durga Thapa	M.Ed	9-2-281-8-2008	15/11/2017		Female	EDJ	
15	Goma Kattel	M.Ed	5887-88	15/03/17		Female		
16	Goma Niroula	M.Ed	9-2-268-17-2007	15/03/2017		female	Female	
17	Gyatri Shiwakoti	M.Ed	9-2-331-60-2009	23/08/2017		female	Female	
18	Indira Khanal	M.Ed	7-1-278-784-2001	9/4/2017		Female		
19	Juddha Bahadur Pun	M.Ed	6769-83	18/12/2017	Male		EDJ	
20	Kabita Adhikari	M.Ed	9-2-705-12-2009	15/11.2017		Female		
21	Kalpana Bhandari	M.Ed	9-2-626-12-2007	31/07/2017		Female		
22	Kalpana Bhandari	M.Ed	6-1-53-168-2004	20/09/2017		Female		
23	Kalpana Kumari Acharya	M.Ed	22032-93	20/02/2017		Female		
24	Kalpana Parajuli	M.Ed	9-2-278-911-2009	25/12/2017		Female		
25	Khuma Khanal	M.Ed	11577-91	23/08/2017	Male			
26	Krishna Bharati	M.Ed	9-2-597-9-2007	31/07/2017		Female	EDJ	
27	Krishna Kumari Ojha	M.Ed	9-2-60-94-2006	9/4/2017		Female		
28	Krishna Kumari BC	M.Ed	9-2-29-1108-2005	9/4/2017		Female	EDJ	
29	Lakpa Tamang	M.Ed	52477-89	9/4/2017	Male		EDJ	
30	Lalita Kumari Awasti	M.Ed	9-2-687-78-2008	5/2/2017		Female	EDJ	
31	Laxmi Baruwat	M.Ed	9-2-53-749-2006	8/8/2017		Female		
32	Laxmi Keshari Bhasima	M.Ed	9-1-21-113-2003	20/02/2017		Female	EDJ	
33	Mira Basnet	M.Ed	9-2-268-100-99	15/12/2014		Female		
34	Mira Dulal	M.Ed	9-2-703-84-2008	15/03/2017		Female		
35	Muna Dhakal	M.Ed	9-2-268-4-2007			Female		
36	Nirmala Sigdel	M.Ed	9-2-288-147-2006	9/4/2017		Female		
37	Pabitra Devi Pokhrel	M.Ed	8731-86	21/11/2017		Female		
38	Parbati Thapa	M.Ed	9-2-268-20-2006	5/2/2017		Female	EDJ	
39	Phool Maya Jimba	M.Ed	9-2-280-277-2007	9/4/2017		Female	EDJ	
40	Pratima Pyakural	M.Ed	20008-90	9/4/2017		Female		

41	Prava Adhikari	M.Ed	9-2-48-3899-2007	9/4/2017		Female		
42	Prekshya Khadka	M.Ed	9-2-278-1150-2007	20/02/2017		Female		
43	Purna Kala Thapa	M.Ed	9-2-278-991-2005	9/4/2017		Female	EDJ	
44	Rachana Angbuhang	M.Ed	9-1-9-1030-2001	9/4/2017		Female	EDJ	
45	Rachana Kumari Yadav	M.Ed	9-2-217-163-2008	25/12/2017		Female	EDJ	
46	Rajendra Prasad Basaula	M.Ed	9-1-29-526-99	24/12/2017	Male			
47	Rajesh Shrestha	M.Ed	9-2-432-227-2008	9/4/2017	Male		EDJ	
48	Ram Bahadur K.C.	M.Ed	9-2-491-8-2005	24/12/2017	Male			
49	Rama thapa Magar	M.Ed	9-2-29-872-2007	30/03/2017		Female	EDJ	
50	Rudryani Panthi	M.Ed	9-2-274-364-2009	20/09/2017		Female		
51	Sabitri Kharel	M.Ed	9-2-29-1352-2005	10/4/2017		Female		
52	Sadhana Bhetwal	M.Ed	9-2-278-844-2010	13/08/2017		Female		
53	Sajita Pokhrel	M.Ed	9-2-238-165-2007	9/4/2017		Female		
54	Sarmila B.K.	M.Ed	9-2-706-12-2007	5/2/2017		Female	EDJ	D
55	Shambhu Tamang	M.Ed	9-2-278-1190-2007	21/11/2017	Male		EDJ	
56	Sharmila Sharma	M.Ed	9-2-60-135-2000	9/5/2017		Female		
57	Shasi Sara Lepcha	M.Ed	33-036547-5	15/11/2017		Female	EDJ	
58	Shiba Bahadur Rayamajhi	M.Ed	9-2-635-25-2010	25/12/2017	Male			
59	Shree Ram Adhikari	M.Ed	6-1-22-974-97	31/07/2017	Male			
60	Shreedhar Pandit	M.Ed	6-1-54-573-2002	31/07/2017	Male			
61	Sujan Shrestha	M.Ed	9-2-281-35-2006	11/4/2017		Female	EDJ	
62	Suraj Kumari Bist	M.Ed	9-2-268-50-2006	4/2/2017	Male			
63	Surendra Raj Joshi	M.Ed	6-1-329-433-2000	4/2/2017	Male			
64	Thaba Raj Adhikari	M.Ed	16486-95	11/4/2017	Male			
65	Urmila Dhital Parajuli	M.Ed	36-016267	11/4/2017		Female		
66	Yogita Joshi	M.Ed	9-2-327-545-2006	18/01/2017		Female		

### Annex 5. Tentative plan for tracer study

Work Plan: Tracer Study on KSC Graduate-2016														
		Tentative Date	Weeks from the start of assignment up to submission of the report											
	Activities		1	2	3	4	5	6	7	8	9	10	11	12
1	Collection of Tracer Study Survey Form-From UGC website	March 1-10,2018												
2	Formation of Core Study Team-by CMC													
3	Selection of Sample for study – purposive													
4	Data Collection from Admission Office,KSC													
5	Date Collection from Examination Division.KSC													
6	Student Calls for Face to face conversations	March 11-29,2018												
7	Interview on Telephone													
8	Tracer Study Form distribution periods													
9	Tracer Study Form Collection													
10	Team from to support the graduate students in confusion													
11	Review of previous tracer study	April 2-15,2018												
12	Tracer Study Form –Rechecking for mission information													
13	Missing Information – identified													
14	Data Entry on SPSS	April 16-26,2018												
15	Data Entry on SPSS-Reviewed and discussions													
16	Date- Processing and analysis of table	April 27- May 10,2018												
17	Draft Report Production													

18	Discussions, editing on Draft Report	May11-15,2018												
19	Feedback accommodated in the Report	May16-18,2018												
20	Final Report Production	May 20,2018												
21	Report Dissemination	May 25,2018												
22	Final Report Approval	May 30,2018												
23	Final Report Submission to UGC	June 11,2018												