

KATHMANDU SHIKSHA CAMPUS

Tracer Study Report
Graduation Year -2016

Submitted to
University Grants Commission,
Sanothimi, Bhaktapur

Submitted by
Kathmandu Shiksha Campus
Ramshah Path, Kathmandu

Established Year 2048 B.S
Date of Submission
May 20, 2018

Core Tracer Study Team

Mr Shatrughan Prasad Gupta- Team Leader

Mr. Basant Kumar Baral-Member

Ms Anita Bhandari- IT/Admin Officer

Intellectuals Input

Prof Dr Madhav Bhattraï, Chairman,KSC

Prof Dr Sarbaraj Acharya,Coorrdinator -RMC

Prof. Maheshawor Naupane, HoD Nepali Education

Dr. Ram Chandra Panday,HoD English Education

SPSS Data Entry and Processing:

Mr Shatrughan Prasad Gupta

Acknowledgement

Kathmandu Shiksha Campus (KSC) has established a system of tracing its graduates and getting feedbacks regarding the type of work, further study and other activities in which they were involved since they completed their study from this institution. The information provided by the KSC Graduates- Graduated Year 2016 will assist the institution in planning future educational needs. The results of this tracer study have presented in summary form and individual responses have kept strictly confidential.

I would like to extend my thanks and appreciation to the following organizations and individuals who supported us in conducting this tracer study. Words cannot express my sentiments to University Grants Commission (UGC) Nepal that supported to conduct this study to explain the link between program and its placement in the job market.

We are highly indebted to campus administration, faculty and staff of KSC for their guidance and constant feedback as well as for providing necessary information regarding this tracer study. In this regards, we can't stop to thank Mr Kapil Risal and Ms Punita Upadhyaya Officer of UGC, without their cooperation and suggestion, it was not possible.

Our special thank goes to KSC Graduates of the year 2016 for their great support by filling the tracer study form and providing many information about their current status on face to face conversation and on telephone enquiry.

Likewise, we cannot forget to thanks to Mr Shatrughan Prasad Gupta, Campus Chief KSC for his valuable input during SPSS data entry and data processing process, besides we equally thanks Dr Ram Chandra Pandey for his invaluable guidance and support in language editing.

I would also like to thank to all faculties, students, student's organizations, ex-students, head of departments, teaching and non teaching staffs for their continuous support, and interest in this research and supporting us in data collection and tabulation works.

Last, but not the least, I would like to thank Prof. Dr. Madhav Bhattraai, Chairman, and others valued members of CMC, Ex- Campus Chiefs for their valuable supports and guidance to submit the report in time.

Core Study Team

Tracer Study Task Force,

Kathmandu Shiksha Campus

Executive Summary

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. This graduate tracer studies involved identification and follow-up of graduates from graduated from this Campus. As this campus is purely an Education campus established with a slogan “quality teacher for teacher education” may not fulfill without quality of graduates graduated from this campus. It’s our great achievement that KSC had conducted so many training 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.

It is therefore, this study has conducted to give careful consideration on how KSC graduates view their experiences and they underwent during their study period and their transition to the job market. Following are some of the key questions that can be answered with this tracer study.

- What is the relevance of KSC Program for professional development?
- Is there any provision of extracurricular activities?
- How KSC academic problem raised problem solving ability to its graduates?
- What is the condition of work placement / attachment/teaching practices in Campus?
- How Teaching -learning environment can be enhanced at KSC?
- How quality of education delivered by campus can be well achieved by Graduates?
- How is the teacher student relationship in Campus?
- What is the current status of library/Lab facility provided by KSC?
- What is the condition of the availability of sports facility in KSC?
- What is the status of canteen /Urinals facilities in KSC?
- What are the major strengths and weaknesses of KSC?

Objectives

- To analyze the current employment status of KSC graduates

- To review the employment context of those who were employed as teachers in teaching market as well as the others field of employment.
- To find the major strengths and weaknesses of the organization for improvement and betterment

Sample graduates

- A total of 42 students selected for tracer study in which 25 from M.Ed and 17 from four years Bachelors level of program.

Purpose of the study

- 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?

Employment status

The graduates who are working in different organizations were as follows. A maximum (22) 52.4 percent have service in an organization, a very remarkable (13) 31 percent are self-employed which's a good thing. In total only (7) 16.7 percent are unemployed. It means employment density in KSC is increasing.

Graduates working in organizations

The graduates of KSC were working in different fields like Schools, Colleges, Insurance, Banking, Agriculture, Tourism and many others field as stated in the table. A very remarkable (7) 16.78 percent graduates does not work in any field. A maximum (17) 40.48 percent graduates were working in schools. A minimum (1) 2.38 percent is working in insurance company. Likewise (2) 4.76 percent, (3) 7.14 percent, and (4) 9.52 percent were working in Business organizations, Banking sector, Tourism sector respectively whereas (5) 11.90 percent were working in other fields.

Type of the organizations

The types of organizations in which KSC graduates are working varied in its nature. Out of total (42), a very nominal (5) 11.9 percent graduate have not filled the related information. Likewise, a maximum (13) 31.0 percent were employed in private sector. Likewise, (5) 11.9 percent were engaged in public field whereas (2) 4.8 percent

and (11) 26.2 percent were employed in NGO/INGO and government job respectively. Likewise (6) 14.3 percent were employed in other sectors.

Designation

The designation of KSC graduates who are working on different organizations are as mentioned below. It shows that (9) 21.4 percent of graduates are working without designation. Likewise, a maximum (14) 33.3 percent of graduates are teachers. Likewise, a minimum (1) 2.4 percent is government officer. Similarly, (12) 28.6 percent of graduates are Assistant Officer and remaining (6) 14.3 percent of graduates are involved in other works.

Date of Appointment

The date of appointment of KSC graduates in different organizations have mentioned below. According to the table, out of total (42), a total of (8) 19 percent have not mentioned the actual date related to the date of appointment where as a total of (10) 23.8 percent graduates were appointed before 2013 AD. Similarly, a maximum (20) 47.6 percent graduates were appointed in the same year of graduation in 2016 AD and the remaining (4) 9.5 percent graduates were appointed after 2016.

Job Expectation

The job expectancy rate of the KSC graduates are as mentioned below. KSC graduates have very wide expectation of Job. A very less (1) 2.4 percent graduates had shown their interest in banking sector. Likewise a nominal (2) 4.8 percent were expecting to go towards Tourism Sector. A very high 27 (64.3) percent graduates are expecting to towards the teaching profession. A less 2 (4.8) percent are taking their interests towards NGO/INGO sector. Likewise (10) 23.8 percent the graduates were thinking to join government sector. 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.

Level of Satisfaction with Current Job

The level of satisfaction with the current job to KSC Graduates has mentioned below. Out of total (42), a very few (2) 4.8 percent has missed to fill the current data. Similarly, a very remarkable (12) 28.6 percent has rated it very much. And the maximum (19) 45.2 has much satisfied with their current job. Likewise, a very few (5) 11.9 percent

have just little satisfied with the current job where as (4) 9.5 percent have not satisfied at all and which means they were searching the new job.

Further study Planning

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. A total of (14) 33.33 percent graduates were planning for further study. Out of (17), a very remarkable (8) 47 percent graduates were planning to study the Masters level whereas (6) 24 percent were planning for M. Phil or other higher level of further studies.

Quality of education delivered by KSC

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 (16) 38.1 percent graduate rated quality education provided by KSC as good. Likewise a very remarkable (13) , 31 percent graduate rated it Very Good and likewise (9), 21.4 percent graduates expressed their view as excellent. A very less (2), 4.8 percent rated the quality education provided by KSC as weak as well as the same reported it as 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.

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. While analyzing the input provided by the graduate of KSC regarding the issues of the relevancy of the education program provided by KSC, it reveals that about a very remarkable (11) 26.2 percent of graduates say it is accepted while very nominal (8) 19 percent simply says it as good. 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.

Range of course offered

Graduates were asked to categorize the range of course offered from very weak to excellent. And from the above table it can be said that the range of course offered by the KSC is found good as out of total (42), a majority (14) 33.3 percent claims that the course offered by KSC has wide range. However, a very nominal (1) 2.4 percent graduates said very weak which must be improved by adding different streams except education in the campus.

Number of optional subjects offered

The number of course offered by the KSC is varied. From the table, a maximum (15) 35.7 percent graduates rated it as good. Likewise, a very remarkable (12) 28.6 reported it as very good in number. Similarly (7) 16.7 percent of the graduates said that the optional subjects offered by KSC was excellent in number. Likewise, the cumulative percent 19 mentioned it as very weak, weak and acceptable.

Programs' contribution

If we, as teacher educators, agree that new teachers are 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.

Gender of KSC Graduates-2016

That girl's students in KSC are higher than the boy's student. Out of total graduated in the year 2016, the percentages of girls were 54.8 percent where as 45.2 percent boys have been graduated from KSC.

Level of Graduate

Out of (42) graduates graduated in 2016, (17) 40.5 percent were from Bachelors of Education whereas (25) 59.5percent were from master of education . The Graduation rate in Masters Level is higher than the Bachelor of Education.

Time required for searching the job

The expectancy of getting employment after the graduation in KSC has been mentioned below. About (3) 7.1 percent graduates have expected to get employment after six months from their graduation while (6) 14.3 percent students have expected to get job after a year of graduation. Likewise the maximum number of graduates (33) 78.6 percent have not decided about it and were found uncertain towards their expectation of getting job. This shows the low level of confidence towards searching the job.

Location of Graduates

The parents and the students of KSC are from diverse places. Out of 42 students graduated in the year 2016, (12) 28.6 percent graduates were within the Kathmandu Valley whereas, the maximum students (30) 71.4 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 Kathmandu valley.

Teaching-learning, teacher- student relationship

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.

Teaching learning environment

This report shows the teaching-learning environment at KSC is satisfactory. The responses of graduates regarding the teaching learning environment at KSC reveal the very interesting picture. The building and the minimum infrastructure of KSC in the rented building at Ramshah path Kathmandu was in very miserable condition, however the graduates rate of response towards the teaching learning environment at KSC is highly appreciable with the eyes of graduates. Out of total, a majority (13) 31 percent reported it as good, as well as the same percent said it was very good. A very remarkable (10), 23.8 percent reveals it as excellent environment at KSC.

Teacher Student Relationship

This report shows relationship about the teachers and students at KSC. Out of total, (3) 7.1 percent graduates have reported it accepted while (10) 23.8 percent graduates have revealed it good relation between teachers and students. A very remarkable (14) 33.3 percent are accepting it as very good. Similarly, a maximum (15) 35.7 percent graduates explore excellent relationship between them.

Graduates responses regarding program enhanced academic knowledge

The issues related to the program conducted by this campus enhanced their knowledge seems to be mismatching. The rating scale shows the satisfactory performance by the campus that it enhanced the competencies of students that maximize their performance. In an average, a cumulative (9) 21.4 percent reported the negative responses towards the program that it enhanced the academic knowledge of graduates however the majority (32) 76.2 percent in cumulative mentioned that it enhanced the academic knowledge of the graduates.

Improved problem solving skills

This report shows the range of problem solving skills of KSC graduates by the degree that they achieved from KSC. According to the table exactly one third (33.3%) of the graduates reported that the degree that they achieved from KSC was relevant to solve the problem. Likewise, 28.6 percent reported that the degree that they achieved was very much relevant in terms of their problem solving where as very few (2.4%) percent of the graduates reported that the degree that they get was not relevant in problem solving. It seems that the degree that the students achieved from the KSC was highly useful in solving problem of Graduates.

Program Improved Research Skills

KSC is a degree college focuses on the research activities in the large scale. So many activities were conducting annually as a regular basis. Mini Research for the faculties, publication of peer reviewed journal, awarding the best thesis awards to their 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 research management cell 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 through the tracer study, the above table reveals that out of total (42), a cumulative of (10) 23.8 percent marked it unsatisfactory while the remaining (32) 76.19 percent were much satisfied with the KSC academic program as it is based on research activities.

Program improved learning efficiency

This report shows the issues of learning efficiency of KSC graduates. As KSC program has focused on the teacher's development whether it improved the graduates learning efficiency or not. A minimum (1) 2.4 percent reported that the KSC program was not improved the learning efficiency of the graduates. Likewise a very less (5) 11.9 percent mentioned that it slightly improved the learning efficiency of the graduates. Similarly, a remarkable (11) 26.2 percent said that the program enhanced the learning efficiency of the students. A majority (19) 45.2 percent reported it as good and the remaining (6) 14.3 percent were highly marked it very good. This shows that the program

conducted by KSC is highly professional as it has enhanced the learning efficiency of KSC students.

Program Improved Communication Skills

KSC has been conducting master's level of education including Nepali and English languages. Both are language based academic program. Others academic program also enhanced the students communication skills in 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 42, a less number (7) 16.7 percent has mentioned that the program did not improve the communication skills of the learners at all. A maximum (14) 33.3 percent reported that enhanced the communication skills of the learners slightly whereas (7) 16.7 percent said it relevant. A very remarkable (13) 31 percent reported it as good and the remaining (1) 2.4 percent as very good. This shows that the majority of KSC students were favored the KSC program, which improved the communication skills of the students.

Program Improved ICT Skills

This report shows the relevancy of education in terms of ICT skills. According to the data presented in table (15) 35.71 percent of the graduates reported that the program of KSC did not improve ICT skills, (9) 21.42 percent reported slightly, (6) 14.28 percent reported on relevant, (8) 19.04 percent of the graduates reported good and remaining (4) 9.55 percent reported very good. On the basis of above analysis it can be said that KSC must improve the ICT skills of its students by adding different program.

Program Enhanced Team Spirit

The report shows that the team spirit or group work culture among KSC Graduates by its academic degree. According to the table (1) 2.4 percent has not learnt anything yet. Next (3) 7.1 percent graduates student had improved team spirit very slightly. Likewise, (7) 16.7 percent graduates had slightly brought some good changes in team spirit aspiration and culture whereas (9) 21.4 percent had improved team spirit in partially, (10) 23.8 percent graduates had reported into relevant and remaining (12) 28.6 percent graduates reported into very much relevant. On the basis of above analysis it can be said that the education degree provided by KSC is relevant in making and developing team spirit among graduates which is very essential in the contemporary society.

Problem solving

The report indicates the problem solving capability of KSC graduates. According to the report 2.4 percent graduate reported into weak in the problem solving, (10) 23.8 percent graduates problem solving status was accepted, (16) 38.1 percent of the graduates reported as good problem solving skill, (9) 21.4 percent had very good problem solving skill. Henceforth, (6) 14.3 percent graduates had very excellent skill of problem solving in extra learning. From the graduates response in terms of problem solving skill was found satisfactory however KSC have to do further efforts to change it into cent percent effective.

Inter-disciplinary learning

The report presents the situation of inter-disciplinary learning of KSC, according to the table (1) 2.4 percent reported into weak in inter-disciplinary learning, (4) 9.5 percent reported accepted, (17) 40.05 percent reported well, (13) 31 percent reported on very good and remaining (7) 16.7 percent reported that the inter-disciplinary learning is excellent in KSC. From the above analysis it can be said that the inter-disciplinary learning status at KSC is satisfactory though the campus is still running single stream program under faculty of education.

Uses of Library /Lab

The report shows the condition of library and lab of KSC whether it is fit for practical study and overall development of the students or not. From the table it seems that (7) 16.7 percent had perceived as in weak condition while another same (7) 16.7 percent perceived as accepted condition, (11) 26.2 percent were accepting it as good (15) 35.7 percent accepted it as very good and remaining (2) 4.8 percent perceived as excellent. From the analysis of above response it can be said that the situation of library/lab is found satisfactory however it must be revised contemporarily because this place must be a comfortable and peaceful and up to date.

Strengths and weakness of the program

This table shows the strengths, weakness or any specifiable items of the campus. We must agree our campus has not got all the infrastructures bit it's a very comfortable place to stay and study. Students have seen some flaws about strength and weakness of the program (5) 11.9 percent reported into very weak (10) 23.8 percent reported into weak, (11) 26.2 percent had reported into accepted whereas (8) 19.0 percent reported good, (4) 9.5 percent reported into very good and remaining same (4) 9.5 percent reported

excellent. This fact shows that KSC has more weakness than the strength which must be improved in the days to come to carry on the good well of its 27th years of Academic Excellence..

Extracurricular activities conducted by KSC

The report states the data related to ECA activities and also shows the practical way of learning at KSC. According to the table (2) 4.8 percent reported that the ECA condition was weak in KSC, (10) 23.8 percent perceived as accepted (16) 38.1 percent perceived as well, (10) 23.8 percent perceived very well and remaining (4) 9.5 percent perceived excellent in extra activities. It seems that KSC has to improve the trend of ECA conduction to improve the all-round development of students.

Work Placement

If education is an investment it must returned the investment to the graduates by placing in job in the concerned stream. In this context, graduates of the KSC were asked to report the situation of the job placement and above table shows the job placement status of the KSC graduates graduated in the year 2016. According to the table 14.3, 26.2, 33.3 and 19 percent of the graduates said that the education degree got from KSC was accepted, good, very good and excellent in job placement respectively. On the basis of above analysis the degrees of KSC are highly potential in terms of job placement.

Level of parents to KSC Graduates

The education of the parents, (19) 45.2 percent had no formal education at all whereas (10) 23.8 percent parents were studied up to the primary level. Likewise, (7) 16.7 percent graduates parents studied to the secondary level whereas (6) 14.3 percent had tertiary level tertiary level of education. The above table revels that the higher percent of the parents of the graduates have no formal degree of education. This can be shown from following Graphs also.

Contents

1. INTRODUCTION:

- 1.1 Background/Rationale
- 1.2 Objectives of the study
- 1.3 Institutional arrangements to conduct the study
- 1.4 Graduate batch taken for the study
- 1.5 Data collection - Instruments and approach
- 1.6 Scope and limitations of the study

2. DATA PRESENTATION AND ANALYSIS:

- 2.1. Employment and further study status of the graduates
- 2.2. Issues related to the quality and relevance of programs
- 2.3. Programs' contribution to graduates' professional and personal development
- 2.4. Issues related to teaching / learning, teacher / student relationship and education delivery efficiency
- 2.5. Issues related to facilities such as library, laboratory, canteen, sports facilities

3. MAJOR FINDINGS

- 3.1. Employment and further study status of the graduates
- 3.2. Issues related to the quality and relevance of programs
- 3.3. Issues related to teaching / learning, teacher / student relationship and education delivery efficiency
- 3.4. Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals
- 4. Implications to Institutional Reform
- 5. Conclusion and Recommendations

References

Annexes

List of the Table

Table1. Work plan tracer study on KSC graduates

Table2. Number of students graduated in the year -2016 (2073)

Table 3: Data collection modes used to conduct the study

Table4. Current employment status of KSC Graduates

Table 5 KSC graduates working in organizations

Table 6: Type of the organizations

Table 7. Designation of KSC graduates working different organization

Table 8. Date of appointment of KSC graduates

Table 9 Job expectation of KSC graduates

Table 10: Level of satisfaction with current Job

Table 11. Graduate planning for further study

Table 12. Quality of education

Table 13. Relevance of the program

Table 14. Range of course offered by KSC

Table 15. Number of optional subjects

Table 16. Gender of KSC graduates-2016

Table 17. Level of graduate students in 2016

Table 18. Time required for searching the job

Table 19. Graduates location

Table 20. Teaching learning environment

Table21. Teacher student relationship

Table 22 Graduates responses

Table 23. Responses of graduates regarding improved program solving skills

Table 24. Program improved research skills

Table 25. Program improved learning efficiency

Table 26. Program Improved communication skills

Table 27. Program improved ICT skills

Table 28. Program enhanced team spirit

Table 29. Problem solving

Table 30. Inter-disciplinary learning

Table 31. Uses of library /Lab

Table 32. Strengths and weakness of the program

Table 33. Extracurricular activities

Table 34. Work placement

Table 35. Level of education of the parents

Table 36. Occupation of parents

Abbreviations

UGC	University Grants Commission
KSC	Kathmandu Shiksha Campus
TS	Tracer Studies
GTS	Graduate Tracer Studies
HEIs	Higher Education Institutions
TSTT	Tracer Study Task Team
CMC	Campus Management Committee
NCED	National Centre for Educational Development
PTTCs	Primary Teacher Training Centers
FOE	Faculty of Education
MOE	Ministry of Education
PSC	Public Service Commission
TSC	Teachers Service Commission
SMC	School Management Committee
ETN	Extensive Training Network

CHAPTER I

1.1. Background of the Study

Kathmandu Shiksha Campus (KSC) has been conducting Graduate Tracer Studies (GTS) since 2015. The tracer studies aim to help the campus to identify 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 of KSC graduates who graduated in 2016AD. 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.

The tracer study report is organized as follows: After the Executive Summary, Chapter one discusses background, rationale, objectives, institutional arrangements to conduct this study, graduate batch taken, data collection - instruments and approach and scope and limitations of the study. Similarly Chapter 2 focuses on data presentation and analysis that covers; employment and information's related to the further study of the graduates; 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. Chapter three presents the

major findings which consists employment and further study on the status of the graduates; 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 and issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc. Chapter Four provides the implication to institutional reform. Finally, Chapter Five offers some conclusions, based on the research questions.

1.1.1. Introduction

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 (UGC, 2016). This graduate tracer studies involved identification and follow-up of graduates from graduated from this campus. As KSC is purely an education campus established with a slogan “quality teacher for teacher education” may not fulfill without quality of graduates graduated from this campus (KSC, 2014). 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. 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.

1.1.2. 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 from the community sector, KSC was envisioned its concept for teacher development with a slogan of teacher development for quality education in 1991A.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 (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-service and Preserves teacher training program. Our graduates were considered to be unique and qualified manpower in the field of education. KSC was 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. KSC has no more alternative programs except general education (KSC, 2015).

TU has adopted the semester system throughout Nepal and the current graduate pass rate in first semester in masters 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). Even the attraction of semester system has mislaid its importance due to various causes. Faculty of education is distributing its education program without need analysis and mapping of colleges.

The norms and values of the education program are violating by all stakeholders and the student attraction towards the stream is deteriorating day by day. In this context, the higher secondary education reforms project has a hope of ray from which the higher education's institutions 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 are not so encouraging as Public Service Commission and Teachers Service Commission have changed the its curricula without priorities given to education. 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?

1.2. Aims and objectives of the study

The overall objectives of the study is to obtain a better understanding of the graduates' employability, how they searched for a job, how the coursework they had done at KSC 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 KSC 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 the Study

To conduct the tracer study report, Graduate Tracer Survey was done by KSC using the Tracer Study Form provided by UGC. At first, CMC formed a team in the leadership of Campus

Chief assisted by the two faculty members to conduct the tracer study team on graduate who were graduated in 2016 AD. The team has made a series of telephone calls to all the graduates from this campus. At first, they were informed about the tracer studies program. Then, the team introduced the purpose of this particular survey. Moreover, KSC 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 in the campus. Besides, the team also reviewed the necessary documents and records from the admission department of the campus.

Table1. Work plan tracer study on KSC graduates

Work Plan: Tracer Study on KSC Graduate-2016															
		Tentative Date	Weeks from the start of assignment up to submission of the report												
Sn	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	May16-													

	Report	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												

1.4. Graduate Batch Taken for the Study

This sample for tracer study was selected purposely and also on the availability of the information provided by the administration section of KSC. One year Bachelor in Education was not included in the study as per UGC guidelines. The entire passed students have not been also included in the study since they have not taken the transcript from TU in timely manner. Some of them have already taken transcript but not submitted the copy for the campus leaving certificate and character certificate; they were also not included in the study. Not only this, some students have submitted the transcript to the campus but due to technical problem, at the time of study the study team did not find it and was included in the study on the basis of their form submission for this tracer study. This research has been limited to the graduated students from KSC in the year 2016 only.

For the tracer study, only the students passed in Four year Bachelor of Education and Masters of Education in 2016 were taken in the study as per the guidelines of UGC. Access to respondents having the transcript certificate has participated in this study. A total of 42 graduates – Graduated in 2016 comprising Four Year B.Ed. and Master's Degree in the different subjects were taken in this study. The students taken for the study were shown in the table below.

Table2. Number of students graduated in the year -2016 (2073)

Programs	Total	Male	Female
B.Ed Level	17(40.47%)	7(41.17%)	10(58.82%)
M.Ed Level	25(59.52 %)	12(48%)	13(52%)
Total	42	19	23

The table above shows that a total of 42 students were graduated in 2016 out of which (17) 40.47 were from Bachelors of Education and remaining (25) 59.52 percent were from Masters of Education. Likewise out of total (42), a majority (23) 54.7 percent were

female and the remaining (19) 45.2 percent were male. The data shows that the pass rate of girl's student is higher than boys.

1.5 Data collection - Instruments and approach

The study intends to establish a continuing evaluation process of the KSC performance and the findings of the study will help the campus to identify its expected learning outcomes (ELOs), the strengths and weaknesses of the Campus programs, 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.

To get the needed information, both quantitative and qualitative methods were employed for data collection and a questionnaire for interviewing was piloted to make sure the right information could be collected. Also, the interviewers were well trained to make sure they were able to interview well and collect the needed information. Although they were working independently, they were closely monitored by Quality Assurance Unit (QAU) staffs to make sure the information gathered in the survey would be reliable.

1.5.1 Sampling Technique for Tracer Study

The entire transcript achievers in 2016 from this Campus was 42 and most of their phone numbers which were provided by the Admission/Account Office were selected purposively for the tracer study.

1.5.2. Sample Size

It was difficult to trace the graduates' contact addresses because many of them had been changed over time thereby making them unreliable. On the other hand, a certain limited number of graduates for each specific field of study would be too small to make any statistical significance. All the graduated students in this survey are a sufficient number to represent the employable opportunities of the Campus graduates in year 2016.

1.5.3. Questionnaire

This tracer study is based on the questionnaire provide by University Grants Commission Nepal consists a rich source of graduate’s profiles such as year of graduation, age, and current residence , current employability, graduates’ current occupation and how the knowledge and skills they had learnt from the KSC 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 were prepared at the KSC. Likewise, the questionnaire was to trace the methods of job search and the period of time that it took to get a job. The questions were also used to gather graduates’ satisfaction with the quality of courses provided by the campus and the correlation between their newly-gained knowledge and the market needs.

1.5.4. Data Collection

The Quality Assurance Unit (QUA) started to collect the phone numbers of graduates from the Academic Office in May. In late June, the interviewers were recruited and trained and in early July 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 SPSS for analysis. The major modes used for data collection were shown by the following table.

Table 3: Data collection modes used to conduct the study

Mode	Cooperation rate	Cost per respondent	Advantages	Disadvantages
Face to face	Medium	High	interviewer rapport, nonverbal cues	Respondent apprehension, expensive
Telephone	High	Medium	Fast	Limited time

Mail	Low	Medium	Fast, in person	Difficult cooperation without incentive
Online	Medium	Low	Automatic data entry	Requires computer literacy

1.5.6. Data Coding and Entry

The data collection was completely done in early June; then, they were coded by the QA Officer 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 SPSS system. 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 software package for social science (SPSS) was 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 SPSS system. The interpretation of each questions item is correlated to the numerical decrease or increase.

1.6. Scope and Limitations of the Study

The purpose of this tracer study was to determine the employment status of the graduates of KSC based on the graduate year 2016. 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 teacher graduates 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 as this paper argues. The findings of this study are, accordingly, limited in scope and may not necessarily resonate with the claims of the other organizations. Nevertheless, the study is useful in so far as it challenges, its conventional wisdom regarding teacher employment/unemployment.

Chapter II

2. Data Presentation and Analysis

This part consists of the various component of the questionnaire for the tracer study designed and distributed 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.

2.1. Employment and Further Study of the KSC Graduates

KSC is the community campus affiliated with the faculty of education, TU. A total of 400 education campuses have been conducting Education program (One Year B.Ed, Four Year B.Ed and Master's Degree, M.Phil and Ph.D in Education as well as the Teacher preparation course. KSC has produced 42 Graduates in 2016. An analysis of the employment status of the teacher education graduates and the teaching context in the national basis is necessary for the effectiveness of the education Program in context of Nepal is urgent. The following table shows the current trend of employment status of KSC Graduates.

Table4. Current employment status of KSC graduates

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Service in the Organization	22	52.4	52.4	52.4
Self employed	13	31.0	31.0	83.3
Unemployed	7	16.7	16.7	100.0
Total	42	100.0	100.0	

The above data states about the recent students who are working in different organizations. A maximum (22) 52.4 percent have service in an organization, a very remarkable (13) 31 percent are self-employed which's a good thing. In total only (7) 16.7 percent are unemployed. It means employment density in KSC is increasing.

Table 5 KSC graduates working in organizations

	Frequency	Percent	Valid Percent	Cumulative Percent
No Org.	7	16.78	16.78	16.67
School	17	40.48	40.48	57.14
Insurance	1	2.38	2.38	59.52
Business	2	4.76	4.76	64.29
Banking	3	7.14	7.14	71.43
Agriculture	4	9.52	9.52	80.95
Tourisms	3	7.14	7.14	88.10
Others	5	11.90	11.90	100.00
Total	42	100.0	100.0	

The above table shows about the graduates of KSC are working in different fields like Schools, Colleges, Insurance, Banking, Agriculture, Tourism and many others field as stated in the table. A very remarkable (7) 16.78 percent graduates does not work in any field. A maximum (17) 40.48 percent graduates were working in schools. A minimum (1) 2.38 percent is working in insurance company. Likewise (2) 4.76 percent, (3) 7.14 percent, and (4) 9.52 percent were working in Business organizations, Banking sector, Tourism sector respectively whereas (5) 11.90 percent were working in other fields which is not mentioned in the table.

Table 6: Type of the organizations

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing	5	11.9	11.9	11.9
Private	13	31.0	31.0	42.9
Public	5	11.9	11.9	54.8
NGO/INGO	2	4.8	4.8	59.5

Government	11	26.2	26.2	85.7
Others	6	14.3	14.3	100.0
Total	42	100.0	100.0	

Above table shows the types of organizations in which KSC graduates were working. Out of total (42), a very nominal (5) 11.9 percent graduate have not filled the related information. Likewise, a maximum (13) 31.0 percent were employed in private sector. Likewise, (5) 11.9 percent were engaged in public field whereas (2) 4.8 percent and (11) 26.2 percent were employed in NGO/INGO and government job respectively. Likewise (6) 14.3 percent were employed in other sectors according to the data shown above.

Table 7. Designation of KSC graduates working different organization

	Frequency	Percent	Valid Percent	Cumulative Percent
No designation	9	21.4	21.4	21.4
Teachers	14	33.3	33.3	54.8
Govt Officers	1	2.4	2.4	57.1
Assistant officer	12	28.6	28.6	85.7
Others	6	14.3	14.3	100.0
Total	42	100.0	100.0	

Above table reveals about the designation of KSC graduates who are working on different organizations. It shows that (9) 21.4 percent of graduates are working without designation. Likewise, a maximum (14) 33.3 percent of graduates are teachers. Likewise, a minimum (1) 2.4 percent is government officer. Similarly, (12) 28.6 percent of graduates are Assistant officer and remaining (6) 14.3 percent of graduates are involved in other works.

Table 8. Date of appointment of KSC graduates

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing	8	19.0	19.0	19.0
Before 2013 AD	10	23.8	23.8	42.9
Graduated year 2016AD	20	47.6	47.6	90.5
After Graduation-2016	4	9.5	9.5	100.0
Total	42	100.0	100.0	

Above table reveals about the date of appointment of KSC graduates in different organizations. According to the table, out of total (42), a total of (8) 19 percent have not

mentioned the actual date related to the date of appointment where as a total of (10) 23.8 percent graduates were appointed before 2013 AD. Similarly, a maximum (20) 47.6 percent graduates were appointed in the same year of graduation in 2016 AD and the remaining (4) 9.5 percent graduates were appointed after 2016.

Table 9 Job expectation of KSC graduates

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Banking	1	2.4	2.4	2.4
Tourism	2	4.8	4.8	7.1
Teaching	27	64.3	64.3	71.4
NGO/INGO	2	4.8	4.8	76.2
Government	10	23.8	23.8	100.0
Total	42	100.0	100.0	

Above data shows the job expectancy rate of the KSC graduates. KSC graduates have very wide expectation of Job. A very less (1) 2.4 percent graduates had shown their interest in banking sector. Likewise a nominal (2) 4.8 percent were expecting to go towards Tourism Sector. A very high 27 (64.3) percent graduates are expecting to towards the teaching profession. A less 2 (4.8) percent are taking their interests towards NGO/INGO sector. Likewise (10) 23.8 percent the graduates were thinking to join government sector. 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.

Table 10. Level of satisfaction with current Job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Missing	2	4.8	4.8	4.8
Very Much	12	28.6	28.6	33.3
Much	19	45.2	45.2	78.6
A little	5	11.9	11.9	90.5
Not satisfied	4	9.5	9.5	100.0
Total	42	100.0	100.0	

The table reveal the level of satisfaction with the current job to KSC Graduates. Out of total (42), a very few (2) 4.8 percent has missed to fill the current data. Similarly, a very remarkable (12) 28.6 percent has rated it very much. And the maximum (19) 45.2 has much satisfied with their current job. Likewise, a very few (5) 11.9 percent have just little

satisfied with the current job where as (4) 9.5 percent have not satisfied at all and which means they were searching the new job.

2.1.1. Further study Planning of KSC Graduates

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 11. Graduate planning for further study

Level of education	Number of graduates	Further study plan
Bachelors in Education	17	8(47percent)
Master's in Education	25	6(24percent)
Total	42	14(33.33percent)

This table shows that (14) 33.33 percent graduates were planning for further study. Out of (17), a very remarkable (8) 47 percent graduates were planning to study the Masters level whereas (6) 24 percent were planning for M. Phil or other higher level of further studies.

2.2. Issues related to the quality and relevance of programs

The higher education needs continuous up gradation. 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 expected aspirations 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 12. Quality of education delivered by KSC

Quality	Frequency	Percent	Valid Percent	Cumulative Percent
Weak	2	4.8	4.8	4.8
Accepted	2	4.8	4.8	9.5
Good	16	38.1	38.1	47.6
Very Good	13	31.0	31.0	78.6
Excellent	9	21.4	21.4	100.0
Total	42	100.0	100.0	

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 (16) 38.1 percent graduate rated quality education provided by KSC as good. Likewise a very remarkable (13) , 31 percent graduate rated it Very Good and likewise (9), 21.4 percent graduates expressed their view as excellent. A very less (2), 4.8 percent rated the quality education provided by KSC as weak as well as the same reported it as 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.

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 13. Relevancy of the KSC program

	Frequency	Percent	Valid Percent	Cumulative Percent
Accepted	11	26.2	26.2	26.2
Good	8	19.0	19.0	45.2
Valid Very Good	13	31.0	31.0	76.2
Excellent	10	23.8	23.8	100.0
Total	42	100.0	100.0	

While analyzing the input provided by the graduate of KSC regarding the issues of the relevancy of the education program provided by KSC, it reveals that about a very remarkable (11) 26.2 percent of graduates say it is accepted while very nominal (8) 19 percent simply says it as good. 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.

Table 14. Range of course offered by KSC

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Weak	1	2.4	2.4	2.4
Weak	3	7.1	7.1	9.5
Valid Acceptable	7	16.7	16.7	26.2
Good	14	33.3	33.3	59.5
Very Good	9	21.4	21.4	81.0

Excellent	7	16.7	16.7	97.6
Missing	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Till the date, KSC is single stream based education Campus runs only the programs of faculty of education with the affiliation of TU. Graduates were asked to categories the range of course offered from very weak to excellent. And from the above table it can be said that the range of course offered by the KSC is found good as out of total(42), a majority (14) 33.3 percent claims that the course offered by KSC has wide range. However, a very nominal (1) 2.4 percent graduates said very weak which must be improved by adding different streams except education in the campus.

Table 15. Number of optional subjects offered by KSC

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Weak	1	2.4	2.4	2.4
Weak	2	4.8	4.8	7.1
Acceptable	5	11.9	11.9	19.0
Valid Good	15	35.7	35.7	54.8
Very Good	12	28.6	28.6	83.3
Excellent	7	16.7	16.7	100.0
Total	42	100.0	100.0	

Above table reveals the number of course offered by the KSC is varied. From the table, a maximum (15) 35.7 percent graduates rated it as good. Likewise, a very remarkable (12) 28.6 reported it as very good in number. Similarly (7) 16.7 percent of the graduates said that the optional subjects offered by KSC was excellent in number. Likewise, the cumulative percent 19 mentioned it as very weak, weak and acceptable.

2.3. Programs' contribution to graduates' professional and personal development

If we, as teacher educators, agree that new teachers are 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 Birgitte 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 2016.

Table 16. Gender of KSC graduates-2016

This table shows that girl’s students in KSC are higher than the boy’s student. Out of total graduated in the year 2016, the percentages of girls were 54.8 percent where as 45.2 percent boys students have been graduated from KSC.

Table 17. Level of graduate students in 2016

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	19	45.2	45.2	45.2
	Female	23	54.8	54.8	100.0
	Total	42	100.0	100.0	

Level wise		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Ed.	17	40.5	40.5	40.5
	M.Ed.	25	59.5	59.5	100.0
	Total	42	100.0	100.0	

This table shows that out of (42) graduates graduated in 2016, (17) 40.5 percent were from Bachelors of Education whereas (25) 59.5percent were from master of education . The Graduation rate in Masters Level is higher than the Bachelor of Education.

Table 18. Time required for searching the job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Six Months from Graduation	3	7.1	33.3	33.3
One Year from Graduation	6	14.3	66.7	100.0
Total	9	21.4	100.0	
Missing	33	78.6		
Total	42	100.0		

The expectancy of getting employment after the graduation in KSC has been shown in the table above. About (3) 7.1 percent graduates have expected to get employment after six months from their graduation while (6) 14.3 percent students have expected to get job after a year of graduation. Likewise the maximum number of graduates (33) 78.6 percent have not decided about it and were found uncertain towards their expectation of getting job. This shows the low level of confidence towards searching the job.

Table 19. Graduates location

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Valley	12	28.6	28.6	28.6
Out of Valley	30	71.4	71.4	100.0
Total	42	100.0	100.0	

The parents and the students of KSC are from diverse places. Out of 42 graduates graduated in the year 2016, (12) 28.6 percent graduates were within the Kathmandu Valley whereas, the maximum students (30) 71.4 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 Kathmandu valley.

2.4.Issues related to teaching-learning, teacher- student relationship and education delivery efficiency

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 20. Teaching learning environment

Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Accepted	5	11.9	11.9	11.9
Good	13	31.0	31.0	42.9
Very Good	13	31.0	31.0	73.8
Excellent	10	23.8	23.8	97.6
Missing	1	2.4	2.4	100.0
Total	42	100.0	100.0	

This data shows the teaching-learning environment at KSC is satisfactory. The responses of graduates regarding the teaching learning environment at KSC reveal the very interesting picture. The building and the minimum infrastructure of KSC in the rented building at Ramshah path Kathmandu was in very miserable condition, however the graduates rate of response towards the teaching learning environment at KSC is highly appreciable with the eyes of graduates. Out of total, a majority (13) 31 percent reported it as good, as well as the same percent said it was very good. A very remarkable (10), 23.8 percent reveals it as excellent environment at KSC.

Table21. Teacher student relationship

Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Accepted	3	7.1	7.1	7.1
Good	10	23.8	23.8	31.0
Very Good	14	33.3	33.3	64.3
Excellent	15	35.7	35.7	100.0
Total	42	100.0	100.0	

This data shows relationship about the teachers and students at KSC. Out of total, (3) 7.1 percent graduates have reported it accepted while (10) 23.8 percent graduates have revealed it good relation between teachers and students. A very remarkable (14) 33.3 percent are accepting it as very good. Similarly, a maximum (15) 35.7 percent graduates explore excellent relationship between them. This shows that the teacher -student relationship at KSC are very friendly and cooperative to each other.

Table 22 Graduates responses regarding program enhanced academic knowledge

Measurement Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	1	2.4	2.4	2.4
Very Slightly	2	4.8	4.8	7.1
Slightly	6	14.3	14.3	21.4
Partially Relevant	11	26.2	26.2	47.6
Relevant	9	21.4	21.4	69.0
Very Much Relevant	12	28.6	28.6	97.6
Missing	1	2.4	2.4	100.0
Total	42	100.0	100.0	

The table above shows that the issues related to the program conducted by this campus enhanced their knowledge seems to be mismatching. The above rating scale shows the satisfactory performance by the campus that it enhanced the competencies of students that maximize their performance. In an average, a cumulative (9) 21.4 percent reported the negative responses towards the program that it enhanced the academic knowledge of graduates however the majority (32) 76.2 percent in cumulative mentioned that it enhanced the academic knowledge of the graduates.

Table 23. Responses of KSC graduates regarding improved program solving skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	1	2.4	2.4	2.4
Very Slightly	1	2.4	2.4	4.8
Slightly	6	14.3	14.3	19.0
Partially Relevant	7	16.7	16.7	35.7
Relevant	14	33.3	33.3	69.0
Very Much Relevant	12	28.6	28.6	97.6

Missing (33)	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Data presented in table 23 shows the range of problem solving skills of KSC graduates by the degree that they achieved from KSC. According to the table exactly one third (33.3%) of the graduates reported that the degree that they achieved from KSC was relevant to solve the problem. Likewise, 28.6 percent reported that the degree that they achieved was

Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	1	2.4	2.4	2.4
Very Slightly	1	2.4	2.4	4.8
Slightly	8	19.0	19.0	23.8
Valid Partially Relevant	12	28.6	28.6	52.4
Relevant	10	23.8	23.8	76.2
Very Much Relevant	10	23.8	23.8	100.0
Total	42	100.0	100.0	

very much relevant in terms of their problem solving where as very few (2.4%) percent of the graduates reported that the degree that they get was not relevant in problem solving. It seems that the degree that the students achieved from the KSC was highly useful in solving problem of Graduates.

Table 24. Program improved research skills

KSC is a degree college focuses on the research activities in the large scale. So many activities were conducting annually as a regular basis. Mini Research for the faculties, publication of peer reviewed journal, awarding the best thesis awards to their 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 research management cell 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 through the tracer study, the above table reveals that out of total (42), a cumulative of (10) 23.8 percent marked it unsatisfactory while the

remaining (32) 76.19 percent were much satisfied with the KSC academic program as it is based on research activities.

Table 25. Program improved learning efficiency

Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	1	2.4	2.4	2.4
Slightly	5	11.9	11.9	14.3
Relevant	11	26.2	26.2	40.5
Good	19	45.2	45.2	85.7
Very Good	6	14.3	14.3	100.0
Total	42	100.0	100.0	

The table states the issues of learning efficiency of KSC graduates. As KSC program has focused on the teacher's development whether it improved the graduates learning efficiency or not. A minimum (1) 2.4 percent reported that the KSC program was not improved the learning efficiency of the graduates. Likewise a very less (5) 11.9 percent mentioned that it slightly improved the learning efficiency of the graduates. Similarly, a remarkable (11) 26.2 percent said that the program enhanced the learning efficiency of the students. A majority (19) 45.2 percent reported it as good and the remaining (6) 14.3 percent were highly marked it very good. This shows that the program conducted by KSC is highly professional as it has enhanced the learning efficiency of KSC students.

Table 26. Program Improved Communication Skills

Measuring scale	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	7	16.7	17.1	17.1
Slightly	14	33.3	34.1	51.2
Relevant	7	16.7	17.1	68.3
Good	13	31.0	31.7	100.0
Very Good	1	2.4		
Total	42	100.0		

KSC has been conducting master's level of education including Nepali and English languages. Both are language based academic program. Others academic program also enhanced the students communication skills in 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 42, a less number (7) 16.7 percent has mentioned that the program did not improve the communication skills of the learners at all. A maximum (14) 33.3 percent reported that enhanced the communication skills of the learners slightly whereas (7) 16.7 percent said it relevant. A very remarkable (13) 31 percent reported it as good and the remaining (1) 2.4 percent as very good. This shows that the majority of KSC students were favored the KSC program, which improved the communication skills of the students.

Table27. Program improved ICT skills

Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	15	35.71	35.71	35.71
Slightly	9	21.42	21.42	57.13
Relevant	6	14.28	14.28	71.41
Good	8	19.04	19.04	90.45
Very Good	4	9.55	9.55	100
Valid Total	42	100	100	

Data presented above shows the relevancy of education in terms of ICT skills. According to the data presented in table (15) 35.71 percent of the graduates reported that the programme of KSC did not improve ICT skills, (9) 21.42 percent reported slightly, (6) 14.28 percent reported on relevant, (8) 19.04 percent of the graduates reported good and remaining (4) 9.55 percent reported very good. On the basis of above analysis it can be said that KSC must improve the ICT skills of its students by adding different programmes.

Table 28. Program enhanced team spirit

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	1	2.4	2.4	2.4
Very Slightly	3	7.1	7.1	9.5
Slightly	7	16.7	16.7	26.2
Valid Partially Relevant	9	21.4	21.4	47.6
Relevant	10	23.8	23.8	71.4
Very Much Relevant	12	28.6	28.6	100.0
Total	42	100.0	100.0	

Above table states the team spirit or group work culture among KSC Graduates by its academic degree. According to the table (1) 2.4 percent has not learnt anything yet. Next (3) 7.1 percent graduates student had improved team spirit very slightly. Likewise, (7) 16.7 percent graduates had slightly brought some good changes in team spirit aspiration and culture whereas (9) 21.4 percent had improved team spirit in partially, (10) 23.8 percent graduates had reported into relevant and remaining (12) 28.6 percent graduates reported into very much relevant.

Table 29. Problem solving

	Frequency	Percent	Valid Percent	Cumulative Percent	
	Weak	1	2.4	2.4	2.4
	Accepted	10	23.8	23.8	26.2
	Good	16	38.1	38.1	64.3
	Very Good	9	21.4	21.4	85.7
	Excellent	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Data stated in table 29 indicates the problem solving capability of graduates. According to the table (1) 2.4 percent graduate reported into weak in the problem solving, (10) 23.8 percent graduates problem solving status was accepted, (16) 38.1 percent of the graduates reported as good problem solving skill, (9) 21.4 percent had very good problem solving skill. Henceforth, (6) 14.3 percent graduates had very excellent skill of problem solving in extra learning. From the graduates response in terms of problem solving skill was found satisfactory however KSC have to do further efforts to change it into cent percent effective.

Table 30. Inter-disciplinary learning

	Frequency	Percent	Valid Percent	Cumulative Percent	
	Weak	1	2.4	2.4	2.4
	Accepted	4	9.5	9.5	11.9
	Good	17	40.5	40.5	52.4
	Very Good	13	31.0	31.0	83.3
	Excellent	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

Above table presents the situation of inter-disciplinary learning of KSC, according to the table (1) 2.4 percent reported into weak in inter-disciplinary learning, (4) 9.5 percent reported accepted, (17) 40.05 percent reported good, (13) 31 percent reported on very good and remaining (7) 16.7 percent reported that the inter-disciplinary learning is

excellent in KSC. From the above analysis it can be said that the inter-disciplinary learning status at KSC is satisfactory though the campus is still running single stream program under faculty of education.

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

Table31. Graduate responses regarding the uses of library /Lab

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	7	16.7	16.7	16.7
Accepted	7	16.7	16.7	33.3
Good	11	26.2	26.2	59.5
Very Goody	15	35.7	35.7	95.2
Excellent	2	4.8	4.8	100.0
Total	42	100.0	100.0	

This data shows the library and lab of KSC whether it is fit for practical study and overall development of the students or not. From the table it seems that (7) 16.7 percent had perceived as in weak condition while another same (7) 16.7 percent perceived as accepted condition, (11) 26.2 percent were accepting it as good (15) 35.7 percent accepted it as very good and remaining (2) 4.8 percent perceived as excellent. From the analysis of above response it can be said that the situation of library/lab is found satisfactory however it must be revised contemporarily because this place must be a comfortable and peaceful and up to date.

Table 32. Strengths and weakness of the program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	5	11.9	11.9	11.9
Weak	10	23.8	23.8	35.7
Accepted	11	26.2	26.2	61.9

Good	8	19.0	19.0	81.0
Very Good	4	9.5	9.5	90.5
Excellent	4	9.5	9.5	100.0
Total	42	100.0	100.0	

This table shows the strengths, weakness or any specifiable items of the campus. We must agree our campus has not got all the infrastructures bit it's a very comfortable place to stay and study. Students have seen some flaws about strength and weakness of the programme (5) 11.9 percent reported into very weak (10) 23.8 percent reported into weak, (11) 26.2 percent had reported into accepted whereas (8) 19.0 percent reported good, (4) 9.5 percent reported into very good and remaining same (4) 9.5 percent reported excellent. This fact shows that KSC has more weakness than the strength which must be improved in the days to come to carry on the good well of its 27th years of Academic Excellencies.

Table 33.Extracurricular activities conducted by KSC

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Weak	2	4.8	4.8	4.8
Accepted	10	23.8	23.8	28.6
Good	16	38.1	38.1	66.7
Very Good	10	23.8	23.8	90.5
Excellent	4	9.5	9.5	100.0
Total	42	100.0	100.0	

This table states the data related to ECA activities and also shows the practical way of learning at KSC. According to the table (2) 4.8 percent reported that the ECA condition was weak in KSC, (10) 23.8 percent perceived as accepted (16) 38.1 percent perceived as good, (10) 23.8 percent perceived very good and remaining (4) 9.5 percent perceived excellent in extra activities. It seems that KSC has to improve the trend of ECA conduction to improve the all-round development of students.

Table 34. Work placement

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Weak	1	2.4	2.4	2.4
Weak	1	2.4	2.4	4.8

Accepted	6	14.3	14.3	19.0
Good	11	26.2	26.2	45.2
Very Good	14	33.3	33.3	78.6
Excellent	8	19.0	19.0	97.6
Missing	1	2.4	2.4	100.0
Total	42	100.0	100.0	

If education is an investment it must returned the investment to the graduates by placing in job in the concerned stream. In this context, graduates of the KSC were asked to report the situation of the job placement and above table shows the job placement status of the KSC graduates graduated in the year 2016. According to the table 14.3, 26.2, 33.3 and 19 percent of the graduates said that the education degree got from KSC was accepted, good, very good and excellent in job placement respectively. On the basis of above analysis the degrees of KSC are highly potential in terms of job placement.

Table 35. Level of parents to KSC graduates

level	Frequency	Percent	Valid Percent	Cumulative Percent
Noon	19	45.2	45.2	45.2
Primary	10	23.8	23.8	69.0
Valid Secondary	7	16.7	16.7	85.7
Tertiary	6	14.3	14.3	100.0
Total	42	100.0	100.0	

The table above shows the education of the parents, (19) 45.2 percent had no formal education at all whereas (10) 23.8 percent parents were studied up to the primary level. Likewise, (7) 16.7 percent graduates parents studied to the secondary level whereas (6) 14.3 percent had tertiary level tertiary level of education. The above table revels that the higher percent of the parents of the graduates have no formal degree of education. This can be shown from following Graphs also.

Figurer 1. Showing the level of education to KSC graduates

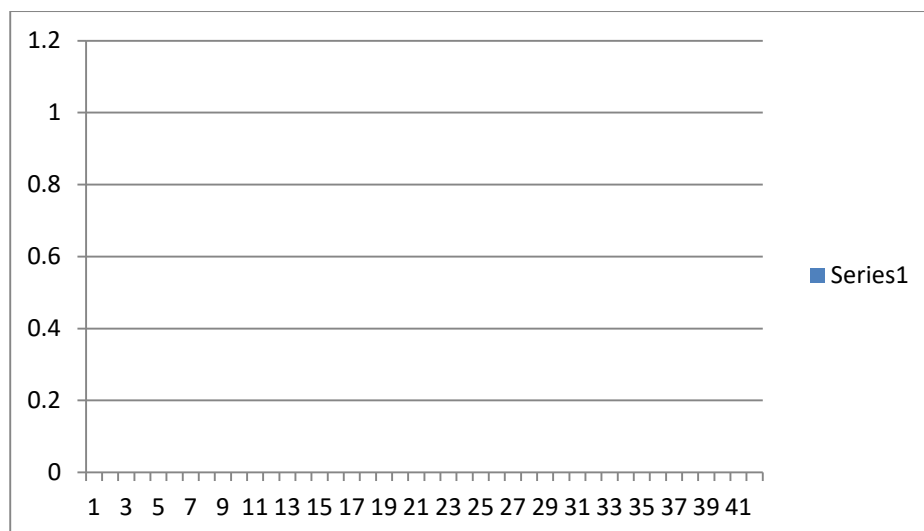
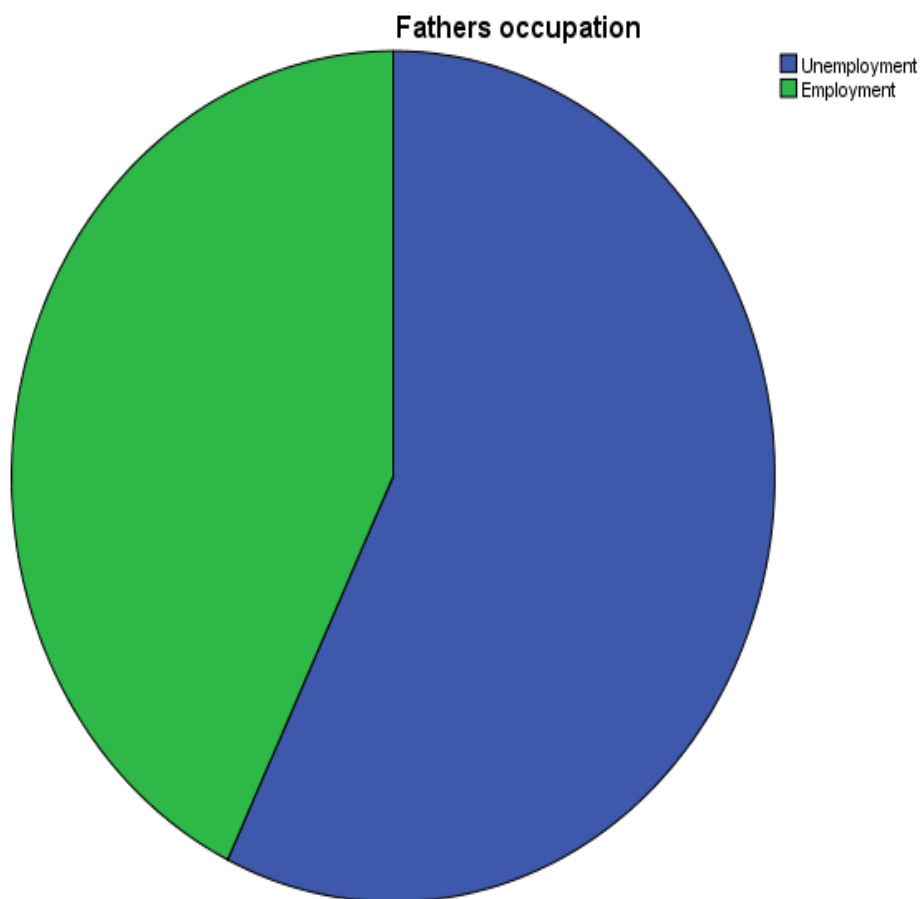


Table 36. Occupation of parents

	Frequency	Percent	Valid Percent	Cumulative Percent
Unemployment	24	57.1	57.1	57.1
Valid Employment	18	42.9	42.9	100.0
Total	42	100.0	100.0	

Above table shows the occupation level of parents of KSC Graduates. Out of 42, More than half (24) 57.1 percent parents of KSC graduates were unemployed, whereas (18) 42.9 percent were in job of some kind. On the basis of above analysis it can be said that most of the KSC graduates parents are rely on traditional work due to which the economic condition of parents was not strong. Thus, the graduates had many difficulties to manage the cost of higher education; due to which graduates were found not paying due concern towards their study.



Chapter III. 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 are presented here in different separate headings.

3.1 Findings related to Employment and Further Study of the KSC Graduates

- In terms of current employment status of KSC graduates a maximum (22) 52.4 percent have service in an organization, a very remarkable (13) 31 percent were self-employed which's a good thing. In total only (7) 16.7 percent were unemployed. It means employment density in KSC is increasing.
- Regarding the graduates working in organizations, a very remarkable (7) 16.78 percent graduates does not work in any field. A maximum (17) 40.48 percent graduates were working in schools. A minimum (1) 2.38 percent is working in insurance company. Likewise (2) 4.76 percent, (3) 7.14 percent, and (4) 9.52 percent were working in Business organizations, Banking sector, Tourism sector respectively whereas (5) 11.90 percent were working in other fields.
- About type of the organization, out of total (42), a very nominal (5)11.9 percent graduate have not filled the related information. Likewise, a maximum (13) 31.0 percent were employed in private sector. Likewise, (5) 11.9 percent were engaged in public field whereas (2) 4.8 percent and (11) 26.2 percent were employed in NGO/INGO and government job respectively. Likewise, (6) 14.3 percent were employed in other sectors according to the data shown above.
- About designation of KSC graduates working different organization, (9) 21.4 percent of graduates are working without designation. Likewise, a maximum (14) 33.3 percent of graduates are teachers. Likewise, a minimum (1) 2.4 percent is government officer. Similarly, (12) 28.6 percent of graduates are Assistant officer and remaining (6) 14.3 percent of graduates are involved in other works.
- Regarding the date of appointment of KSC graduates, out of total (42), a total of (8) 19 percent have not mentioned the actual date related to the date of appointment where as a total of (10) 23.8 percent graduates were appointed before 2013 AD. Similarly, a maximum (20) 47.6 percent graduates were appointed in

the same year of graduation in 2016 AD and the remaining (4) 9.5 percent graduates were appointed after 2016.

- About the job expectation of KSC graduates a very less (1) 2.4 percent graduates had shown their interest in banking sector. Likewise a nominal (2) 4.8 percent were expecting to go towards Tourism Sector. A very high 27 (64.3) percent graduates are expecting to towards the teaching profession. A less 2 (4.8) percent are taking their interests towards NGO/INGO sector. Likewise (10) 23.8 percent the graduates were thinking to join government sector.
- In terms of level of satisfaction with current job, out of total (42), a very few (2) 4.8 percent has missed to fill the current data. Similarly, a very remarkable (12) 28.6 percent has rated it very much. And the maximum (19) 45.2 has much satisfied with their current job. Likewise, a very few (5) 11.9 percent have just little satisfied with the current job where as (4) 9.5 percent have not satisfied at all and which means they were searching the new job.

3.2. Further study planning of KSC graduates

- About planning for further study, (14) 33.33 percent graduates were planning for further study. Out of (17), a very remarkable (8) 47 percent graduates were planning to study the Masters level whereas (6) 24 percent were planning for M. Phil or other higher level of further studies.

3.3. Issues related to the quality and relevance of programs

- In terms of quality of education delivered by KSC, a maximum (16) 38.1 percent graduate rated quality education provided by KSC as good. Likewise a very remarkable (13), 31 percent graduate rated it Very Good. Likewise, (9), 21.4 percent graduates expressed their view as excellent. A very less (2), 4.8 percent rated the quality education provided by KSC as weak as well as the same reported it as accepted standard.
- Regarding relevance of KSC program, very remarkable (11) 26.2 percent of graduates say it is accepted while very nominal (8) 19 percent simply says it as good. The percentage of graduates marked it Very Good and Excellent.
- About the range of course offered by KSC, out of total (42), a majority (14) 33.3 percent claims that the course offered by KSC has wide range. However, a very nominal (1) 2.4 percent graduates said very weak.

- About the number of optional subjects offered by KSC a maximum (15) 35.7 percent graduates rated it as good. Likewise, a very remarkable (12) 28.6 reported it as very good in number. Similarly (7) 16.7 percent of the graduates said that the optional subjects offered by KSC was excellent in number.

3.4. Programs' contribution to graduates' professional and personal development

- In terms of Gender of KSC Graduates-2016, the percentages of girls were 54.8 percent where as 45.2 percent boys students have been graduated from KSC.
- About the level of graduate students in 2016, the Graduation rate in Masters Level is higher than the Bachelor of Education which is (25) 59.5 percent were from master of education.
- In terms of time required for searching the job, about (3) 7.1 percent graduates have expected to get employment after six months from their graduation while (6) 14.3 percent students have expected to get job after a year of graduation. Likewise the maximum number of graduates (33) 78.6 percent have not decided about it and were found uncertain towards their expectation of getting job.
- About graduates location, (12) 28.6 percent graduates were within the Kathmandu Valley whereas, the maximum students (30) 71.4 percent were from out of valley.

3.5. Issues related to teaching-learning, teacher- student relationship and education delivery efficiency

- Regarding the, Teaching learning environment, Out of total, a majority (13) 31 percent reported it as good, as well as the same percent said it was very good. A very remarkable (10), 23.8 percent reveals it as excellent environment at KSC.
- About teacher student relationship, out of total, (3) 7.1 percent graduates have reported it accepted while (10) 23.8 percent graduates have revealed it good relation between teachers and students. A very remarkable (14) 33.3 percent are accepting it as very good. Similarly, a maximum (15) 35.7 percent graduates explore excellent relationship between them.
- About graduates responses regarding program enhanced academic knowledge, a cumulative (9) 21.4 percent reported the negative responses towards the program that it enhanced the academic knowledge of graduates however the majority (32) 76.2 percent in cumulative mentioned that it enhanced the academic knowledge of the graduates.

- In terms of graduates response regarding improved program solving skills, exactly one third (33.3%) of the graduates reported that the degree that they achieved from KSC was relevant to solve the problem. Likewise, 28.6 percent reported that the degree that they achieved was very much relevant in terms of their problem solving where as very few (2.4%) percent of the graduates reported that the degree that they get was not relevant in problem solving.
- About the program improved research skills, out of total (42), a cumulative of (10) 23.8 percent marked it unsatisfactory while the remaining (32) 76.19 percent were much satisfied with the KSC academic program as it is based on research activities.
- A minimum (1) 2.4 percent reported that the KSC program was not improved the learning efficiency of the graduates. Likewise a very less (5) 11.9 percent mentioned that it slightly improved the learning efficiency of the graduates. Similarly, a remarkable (11) 26.2 percent said that the program enhanced the learning efficiency of the students. A majority (19) 45.2 percent reported it as good and the remaining (6) 14.3 percent were highly marked it very good.
- Out of total 42, a less number (7) 16.7 percent has mentioned that the program did not improve the communication skills of the learners at all. A maximum (14) 33.3 percent reported that enhanced the communication skills of the learners slightly whereas (7) 16.7 percent said it relevant. A very remarkable (13) 31 percent reported it as good and the remaining (1) 2.4 percent as very good.
- In terms of program improved ICT skills (15) 35.71 percent of the graduates reported that the programme of KSC did not improve ICT skills, (9) 21.42 percent reported slightly, (6) 14.28 percent reported on relevant, (8) 19.04 percent of the graduates reported good and remaining (4) 9.55 percent reported very good.
- About the program enhanced team spirit, (1) 2.4 percent has not learnt anything yet. Next (3) 7.1 percent graduates student had improved team sprit very slightly. Likewise, (7) 16.7 percent graduates had slightly brought some good changes in team spirit aspiration and culture whereas (9) 21.4 percent had improved team spirit in partially, (10) 23.8 percent graduates had reported into relevant and remaining (12) 28.6 percent graduates reported into very much relevant.
- Regarding the programme supportive in problem solving, (1) 2.4 percent graduate reported into weak in the problem solving, (10) 23.8 percent graduates problem solving status was accepted, (16) 38.1 percent of the graduates reported as good

problem solving skill, (9) 21.4 percent had very good problem solving skill.

Henceforth, (6) 14.3 percent graduates had very excellent skill of problem solving in extra learning.

- About inter-disciplinary learning, (1) 2.4 percent reported into weak in inter-disciplinary learning, (4) 9.5 percent reported accepted, (17) 40.05 percent reported good, (13) 31 percent reported on very good and remaining (7) 16.7 percent reported that the inter-disciplinary learning is excellent in KSC.

3.6. Issues related to facilities such as library, laboratory, canteen, sports facilities

- Graduate responses regarding the Uses of Library /Lab, (7) 16.7 percent had perceived as in weak condition while another same (7) 16.7 percent perceived as accepted condition, (11) 26.2 percent were accepting it as good (15) 35.7 percent accepted it as very good and remaining (2) 4.8 percent perceived as excellent.
- In terms of strengths and weakness of the program, (5) 11.9 percent reported into very weak (10) 23.8 percent reported into weak, (11) 26.2 percent had reported into accepted whereas (8) 19.0 percent reported good, (4) 9.5 percent reported into very good and remaining same (4) 9.5 percent reported excellent.
- Regarding extracurricular activities conducted by KSC (2) 4.8 percent reported that the ECA condition was weak in KSC, (10) 23.8 percent perceived as accepted (16) 38.1 percent perceived as good, (10) 23.8 percent perceived very good and remaining (4) 9.5 percent perceived excellent in extra activities.
- Regarding the programme supportive to the work placement, 14.3, 26.2, 33.3 and 19 percent of the graduates said that the education degree got from KSC was accepted, good, very good and excellent in job placement respectively. On the basis of above analysis the degrees of KSC are highly potential in terms of job placement.

Chapter IV. Implications to Institutional Reform

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

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.

Recommendations

The following recommendations and suggestions are based on the input of the graduates and the degree providers.

- Leave the Campus would give the graduates a head start in the job market or it would give them more relevant skills and capacities for the market. An Employer Expectations study should be carried out to gather feedback.
- Information related to the academic and market needs or even future needs for graduates in various areas of employment. A large-scale curriculum review needs to be undertaken which is focused on Nepalese social needs and current labor market demands.
- The results of curriculum review would be applied to the creation of new courses which are relevant to labor market need. This should include revision of both course content and instructional methods. Curricula need to be precisely defined in terms of outcomes or expected.
- Competencies, skills, attitudes, and knowledge to be achieved by graduates. The Campus management Committee should encourage student input to the study the programs of each department.
- There is need to emphasize the importance of efficient record-keeping in all departments and offices in the Campus. This could include the profiles of teaching staff, support staff, student records and the Campus partners and/or stakeholder

References

University Grants Commission (UGC, 2016). *Tracer study questionnaire- 2016*. Kathmandu: Author

Kathmandu Shiksha Campus (KSC, 2015). *KSC tracer study-2015: Kathmandu*. Unpublished Tracer study Report submitted to University Grants Commission, Nepal.

Office of the Examination of Controller, TU (2018). *Graduates pass out records of KSC. Kathmandu. Official report*

KSC (2014). *Prospectus of Campus*. Kathmandu, Research Management Cell

Adhikari, H.B, personal communication (March 4, 2018).. KSC In-service and preserves teacher training program conducted by KSC.Kathmandu

Gupta ,S.P and Rimal. D (2070). Assessment of Pre-service and In-service teacher Training Program. Kathmandu, unpublished Mini-Research submitted to Kathmandu Shiksha Campus.

Agreement between Kathmandu Shiksha Campus and National Centre for Educational Development (NCED)

Singh,K (2016). Quality Issues in Higher Education. Higher Education Review Magazine April-2016 issue. Retrieved from [https://www.Thehighereducationreview. Com/ magazine/quality-issues-in-higher-education-ZMRB103195480.html](https://www.Thehighereducationreview.Com/magazine/quality-issues-in-higher-education-ZMRB103195480.html)

Birgitte, M (2009). *Towards a new professionalism: enhancing personal and professional development in teacher education*, Journal of Education for Teaching, 35:1, 77-91, DOI: 10.1080/02607470802587160. Retrieved from <https://doi.org/10.1080/02607470802587160>

ANNEX PART

Annex1. Date of birth of KSC graduates

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing	4	9.5	9.5	9.5
2019	1	2.4	2.4	11.9
2025	1	2.4	2.4	14.3
2026	1	2.4	2.4	16.7
2027	1	2.4	2.4	19.0
2028	1	2.4	2.4	21.4
2029	1	2.4	2.4	23.8
2030	2	4.8	4.8	28.6
2031	1	2.4	2.4	31.0
2033	1	2.4	2.4	33.3
2034	1	2.4	2.4	35.7
2035	2	4.8	4.8	40.5
2036	1	2.4	2.4	42.9
Valid 2038	1	2.4	2.4	45.2
2040	3	7.1	7.1	52.4
2041	2	4.8	4.8	57.1
2042	3	7.1	7.1	64.3
2043	3	7.1	7.1	71.4
2044	1	2.4	2.4	73.8
2045	2	4.8	4.8	78.6
2046	2	4.8	4.8	83.3
2047	2	4.8	4.8	88.1
2048	1	2.4	2.4	90.5
2049	1	2.4	2.4	92.9
2051	2	4.8	4.8	97.6
2053	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Annex 2. Correlation matrix among the various variables

Correlations Matrix

		Enhanced Academic Knowledge	Improved Problem Solving Skills	Improved Research Skills	Improved Learning Efficiency	Improved communication skills	Improved information technology skills	Enhanced Team Spirit
Enhanced Academic Knowledge	Pearson Correlation	1	.769**	.543**	.500**	.381*	.269	.444**
	Sig. (2-tailed)		.000	.000	.001	.013	.085	.003
	N	42	42	42	42	42	42	42
Improved Problem Solving Skills	Pearson Correlation	.769**	1	.471**	.579**	.411**	.355*	.459**
	Sig. (2-tailed)	.000		.002	.000	.007	.021	.002
	N	42	42	42	42	42	42	42
Improved Research Skills	Pearson Correlation	.543**	.471**	1	.531**	.521**	.508**	.617**
	Sig. (2-tailed)	.000	.002		.000	.000	.001	.000
	N	42	42	42	42	42	42	42
Improved Learning Efficiency	Pearson Correlation	.500**	.579**	.531**	1	.480**	.286	.397**
	Sig. (2-tailed)	.001	.000	.000		.001	.066	.009
	N	42	42	42	42	42	42	42
Improved communication skills	Pearson Correlation	.381*	.411**	.521**	.480**	1	.425**	.342*
	Sig. (2-tailed)	.013	.007	.000	.001		.005	.027
	N	42	42	42	42	42	42	42
Improved information	Pearson Correlation	.269	.355*	.508**	.286	.425**	1	.514**

technology skills	Sig. (2-tailed)	.085	.021	.001	.066	.005		.000
	N	42	42	42	42	42	42	42
Enhanced Team Spirit	Pearson Correlation	.444**	.459**	.617**	.397**	.342*	.514**	1
	Sig. (2-tailed)	.003	.002	.000	.009	.027	.000	
	N	42	42	42	42	42	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Annex 3. Correlation matrixes

		Range of courses offered	Number of optional subjects	Relevance of the program to your professional	Extracurricular activities	problem solving	inter-disciplinary learning	work placement	Teaching/learning environment	quality of education delivered	Teacher Student Relationship	Library/Lab	Other strengths/Weakness/Please specify
Range of courses offered	Pearson Correlation	1	.623**	.490*	.284	.289	.494**	.328*	.184	.393*	.209	.071	.129
	Sig. (2-tailed)		.000	.001	.068	.063	.001	.034	.244	.010	.184	.654	.417
Number of optional subjects	N	42	42	42	42	42	42	42	42	42	42	42	42
	Pearson Correlation	.623**	1	.304	.132	.433**	.447**	.484**	.282	.192	.311*	.081	.300
Relevance of the program to your professional	Sig. (2-tailed)	.000		.050	.405	.004	.003	.001	.070	.223	.045	.610	.054
	N	42	42	42	42	42	42	42	42	42	42	42	42
	Pearson Correlation	.490*	.304	1	.432**	.479**	.512**	.625**	.482**	.518**	.352*	.055	.100
	Sig. (2-tailed)	.001	.001		.001	.001	.001	.001	.001	.001	.001	.001	.001

requirement	Sig.												
s	(2-tailed)	.001	.050		.004	.001	.001	.001	.001	.000	.022	.728	.529
	N	42	42	42	42	42	42	42	42	42	42	42	42
	Pearson												
	Correlation	.284	.132	.432*	.1	.356*	.395**	.252	.057	.201	.113	.199	.023
Extracurricular activities	Sig.												
	(2-tailed)	.068	.405	.004		.020	.010	.107	.719	.201	.476	.207	.883
	N	42	42	42	42	42	42	42	42	42	42	42	42
	Pearson												
	Correlation	.289	.433**	.479*	.356*	.1	.492**	.569**	.472**	.373*	.275	.106	.084
problem solving	Sig.												
	(2-tailed)	.063	.004	.001	.020		.001	.000	.002	.015	.078	.503	.598
	N	42	42	42	42	42	42	42	42	42	42	42	42
	Pearson												
	Correlation	.494**	.447**	.512*	.395**	.492**	.1	.528**	.374*	.522**	.172	.191	.137
inter-disciplinary learning	Sig.												
	(2-tailed)	.001	.003	.001	.010	.001		.000	.015	.000	.275	.227	.387
	N	42	42	42	42	42	42	42	42	42	42	42	42
	Pearson												
	Correlation	.328*	.484**	.625*	.252	.569**	.528**	.1	.495**	.479**	.354*	.101	.078
work placement	on												

Teaching/learning environment	Sig. (2-tailed)	.034	.001	.000	.107	.000	.000	.001	.001	.021	.525	.625
	N	42	42	42	42	42	42	42	42	42	42	42
	Pearson Correlation	.184	.282	.482*	.057	.472**	.374*	.495**	1	.500**	.308*	-.097
	Sig. (2-tailed)	.244	.070	.001	.719	.002	.015	.001		.001	.047	.540
quality of education delivered	N	42	42	42	42	42	42	42	42	42	42	42
	Pearson Correlation	.393*	.192	.518*	.201	.373*	.522**	.479**	.500**	1	.337*	.182
	Sig. (2-tailed)	.010	.223	.000	.201	.015	.000	.001	.001		.029	.249
	N	42	42	42	42	42	42	42	42	42	42	42
Teacher Student Relationship	Pearson Correlation	.209	.311*	.352*	.113	.275	.172	.354*	.308*	.337*	1	.280
	Sig. (2-tailed)	.184	.045	.022	.476	.078	.275	.021	.047	.029		.073
	N	42	42	42	42	42	42	42	42	42	42	42
	Pearson Correlation	.071	.081	.055	.199	.106	.191	.101	-.097	.182	.280	1
Library/Lab												.466**

Other strengths/Weakness/ Please specify	Sig. (2-tailed)	.654	.610	.728	.207	.503	.227	.525	.540	.249	.073		.002
	N	42	42	42	42	42	42	42	42	42	42	42	42
	Pearson Correlation	.129	.300	.100	.023	.084	.137	.078	-.060	.068	.248	.466*	1
	Sig. (2-tailed)	.417	.054	.529	.883	.598	.387	.625	.706	.669	.113	.002	
	N	42	42	42	42	42	42	42	42	42	42	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Annex 4. Name List of KSC Graduates 2016 with details information

Arjun Koiraila	Male	B.Ed	2016	9841905878
Arjun Panthi	Male	B.Ed	2016	9867045451
Babu Ram Rokha	Male	M.Ed	2016	Missing
Bishnu Devi Pandey	Female	M.Ed	2016	9851006939
Chanvhalithapa	Female	B.Ed	2016	9803262799
Dinesh Raj Khanal	Male	B.Ed	2016	9843492595
DurgaBhattra	Female	B.Ed	2016	9843066147
DurgeshaworiPoudel	Female	M.Ed	2016	9841381522
Ganesh BdrBista	Male	M.Ed	2016	9858751751
Gita Ghimire	Female	M.Ed	2016	9841761474
Indira Dangal	Female	B.Ed	2016	9849073792
Indra Kumar Rai	Male	M.Ed	2016	9746107878
KabitaThapa	Female	M.Ed	2016	9849224171
Kamal Bdr Lama	Male	M.Ed	2016	9860222904
Karna Ba. Kumahal	Male	B.Ed	2016	9841135816
Keshav Ku Kari	Male	M.Ed	2016	9865136216
Khem Raj Bhatta	Male	B.Ed	2016	9848736642
Kiran Joshi	Female	M.Ed	2016	9841614939
Kiran Kumar Poudel	Male	M.Ed	2016	9841094168
Krishna BdrPhyali	Male	M.Ed	2016	9846378096
Madhu Shrestha	Female	B.Ed	2016	9841421038
MinarabhBajracharya	Female	B.Ed	2016	9841443350
Muna Devi Bastola	Female	M.Ed	2016	Missing
Omi Gurung	Female	M.Ed	2016	98511838442
PabinaLamichhane	Female	M.Ed	2016	9865667910

Prem Lama	Male	M.Ed	2016	9841255693
RadhaKhanal	Female	M.Ed	2016	9841556564
RehanaMaharjan	Female	B.Ed	2016	9841370066
Rita Parajuli	Female	M.Ed	2016	9846220102
Roshan Raj Tuitui	Male	M.Ed	2016	9841495292
SangdomaTamang	Female	M.Ed	2016	Missing
Shailendra Ku Sha	Male	M.Ed	2016	9803028522
ShankerAchary Pant	Male	M.Ed	2016	9841399155
ShantaBdrDangal	Male	B.Ed	2016	9803262799
SumantaPhago	Female	B.Ed	2016	9804978762
SushilaNagarkoti	Female	M.Ed	2016	9841595148
TankesworiUpahayaya	Female	B.Ed	2016	9843623290
Tapta Raj Timilsina	Male	B.Ed	2016	9851149012
TirthKumari Basnet	Female	M.Ed	2016	Missing
Urmila Bhattraai	Female	M.Ed	2016	9849049745
Yadab Prasad Joshi	Male	M.Ed	2016	9849208415
Yamuna Devi Dahal	Female	B.Ed	2016	12320092

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	Marrrch 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												

