

TRACER STUDY REPORT- 2015

(2072/73 BS)

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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 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.

Following are some of the key questions that can be answered with a tracer study.

- Is there, in fact, an oversupply of teachers?
- Do teacher education graduates find employment in teaching?

Objectives

- To analyze the employment status of KSC graduates
- To review the employment context of those who were employed as teachers in Nepalese market and others field.
- To find the current trend of higher studies in KSC graduates.

Sample graduates

- A total of 40 students selected for tracer study in which 25 from M.Ed and 15 from B.Ed 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

Around 37.5% graduates were working as a teacher while 12.5% graduates were working in the other sector besides teaching. A very significant number of graduates 17.5 % graduates were self employed as a teacher and 7.5% graduates were working in the other sector besides teaching.

Issues related to characteristic

- Most of the KSC students were part time students as not attended the classes on regularly and punctually.
- Students wanted to learn each and every thing in the classroom and did not want to learn by their own efforts.
- Their learning was based on how to pass the examinations rather how to face the challenges of the life.
- In very less time they wanted to achieve the degree without more expectations towards their future.

Issues related to expectations

- Regular classes to be conducted on the regular basis
- Extracurricular activities to be conducted regularly
- The range of scholarship and financing system to be enlarged
- Lab/Library to be enhanced with recent text books/reference materials and journals for fostering the educational research in the campus
- Practice teaching/ micro teaching/ and practicum classes to be value based and conducted effectively
- Career counseling to be required for better future and a provision of councilor be guaranteed.
- Campuses to be free from politics and academic work to be prioritized.
- Regular interaction with faculties and campus administration for the better campus education to be necessary.
- Faculties to be full timer and the leisure periods to be managed properly.

Issues related to the aspirations

- Most of the students participated in the tracer study wanted to be a good professional in teaching field rather than the other occupation.
- The students with either high aspirations or high expectations had higher achievement than those with both low aspirations and low expectations.
- Low expectations did not negatively impact students' future behavior when they had high aspirations accompanied with secondary school achievement.

- Many students from different ethnic, racial and socio-economic backgrounds were likely to develop high educational and occupational aspirations that were unrelated to their present or future school performance.

Issues related to the employment experience

- Around 32.5 % students were working as government teachers having 2-4 years of experience, 17.5 % students were working as a teacher in self employed having more than 6 years of job experience while 25% were unemployed and searching the job in the market. Around 12.5 % students had government employee having up to two years of job experience. Likewise 5% graduates from KSC had already in foreign services.

Perception of KSC graduates towards teaching profession

- In totality, a vast majority 82.5% are enjoying with this profession, which is a satisfactory achievement of KSC as being a purely education campus.

Quality of education

- The highest numbers of graduates i.e. 44.12% say poor, 23.53% say satisfactory and 20.59% say good and 11.76% excellent.

Relevancy of program

The highest number of graduates that is 42.86% say very poor, 25.7% say satisfactory, 20 % say good and 11.43% very good. Nobody is in the favor to conduct only the education program.

Education and their contribution to graduates' Personal development

In the question related to education and their contribution to graduates' personal development by gender, most of the graduated students of the year 2015 were male that is 72.5% and 27.5% female were graduated at the same time.

Education and their contribution to graduates' personal development

The pass ratio of graduates is very high in Masters' of education i.e. 62.5% and 37.5 % in the Bachelor's level. The performance in the Master's level is better than the Bachelor's level.

Major findings

- Around 37.5% graduates were working as a teacher while 12.5% graduates were working in the other sector besides teaching.
- A very significant number of graduates 17.5 % graduates were self employed as a teacher and 7.5% graduates were working in the other sector besides teaching.
- Around 32.5 % students were working as government teachers having 2-4 years of experience while 17.5 % students were working as a teacher self-employed having more than 6 years of job experience
- A very significant percent i.e. 25% graduates were unemployed.

Related to the characteristics

- Most of the students were job takers and they had no time for study, it is therefore, they wanted to learn everything in the classroom by the teachers.
- Most of the graduates graduated doing job and they were satisfied with studying doing jobs. Therefore, they were not regular and punctual in the classroom.
- Most of their parents have primary level of education but they had good interest in education activities.

Related to expectations

- Regular classes and extracurricular activities should be conducted on the regular basis
- The range of scholarship and financing system should be enlarged
- Lab/library should be enhanced with recent textbooks/reference materials and journals for fostering the educational research in the campus
- Practice teaching/ micro teaching/ and practicum classes should be value based and conducted effectively.

Related to the aspirations

- Most of the students participated in the tracer study wanted to be a good professional in teaching field rather than the other occupation.
- The students with either high aspirations or high expectations have higher achievement than those with both low aspirations and low expectations.

Related to the employment experience

- Around 32.5 % students graduated in 2015 have been working as government teachers having 2-4 years of experience while 17.5 % students have been working as self-employed teachers having more than 6 years of experience .
- 25% graduates were unemployed and searching the job in the market.
- Around 12.5 % students had government employee having up to two years of job experience. Likewise, 5% graduates had already in foreign services.

Related to the quality and relevance of higher education

- The highest number of graduates 44.12% says the quality education provided by KSC is poor while around 23.53% graduates ranked it satisfactory.
- Around 20.59 % graduates ranked good while only 11.76% claimed that the quality education provided by KSC was excellent.

Related to relevance of program

- The highest number of graduates that is 42.86% say very poor
- Around 25.7% said satisfactory and about 20 % said good and only 11.43% very good

Related to education and their contribution to graduates' personal development

- Most of the graduated students 72.5% were male while 27.5% were female
- Pass ratio of graduates was very high in Masters of education i.e. 62.5% and 37.5 % in Bachelor's level.

Conclusion

The results of this tracer study discusses as a method of obtaining regular feed-back on the labor market performance of the KSC graduates, it can be used as a tool to assist education and manpower planning.

Recommendation

- To get up-to date information on the labor market performance of graduates, Tracer Studies should be made regularly and professionally.
- For evaluating its staffs on their pre-defined job responsibilities a team will be formed to review the current status for its departments, units and individuals.
- Organizational structure of the campus with their hierarchy and accountability will be developed and implemented soon.

Abbreviations

UGC	University Grants Commission
KSC	Kathmandu Shiksha Campus
TS	Tracer Studies
GTS	Graduate Tracer Studies
HEI	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
HEIs	Higher Education Institutions
ETN	Extensive Training Network

CHAPTER I

Background of the study

KSC is implementing higher education reforms project through UGC, a five-year technical assistance program to improve performance of the Campus through strengthening its performance in terms of policies, procedures and guidelines. The main objective of project intensified assistance to Campus is to improve the organization's performance through the use the human and institutional capacity development approach. The assistance will enhance the sustainability of Campus enable them to more effectively manage cross cutting reforms. In this regards, a tracer study on KSC graduates is conducted as per UGC guidelines and CMC decisions. For the purpose of tracing our graduates and getting feedback regarding the type of work, further study or other activities by our graduates passed year in 2015. By conducting the tracer study, the core study team performed the followings activities; Campus administration calls notice to the interested faculty members to conduct the tracer as per the guidelines provided by UGC with the task completion deadlines on or before Chaitra 15, 2074. No faculty members were shown their interest to perform the study on the topic provided to them. Personnel consultations were done with potential faculty members to conduct the tracer study with the deadlines provided by the Commission. After not getting the positive response, Campus called a meeting of Campus Management Committee to address the problem regarding the conduction of the Tracer Study. After long discussions, CMC formed a team under the leadership of Mr Shatrughan Prasad Gupta, Campus Chief. The other members were selected upon by the team leader to conduct the study. Finally the core Study team was formed and they were as follows.

Also, CMC decide to provide the intellectual input to the team members to complete the research in time. After the formation of the core study team headed by Mr Shatrughan Prasad Gupta. A meeting was called to discuss the issues and conceptualized the ideas and concepts of tracer study. As per the decisions of the team the followings documents were reviewed and collected the necessary informations regarding the graduates graduated in the year 2015. In processing the ideas and concepts the following documents were thoroughly reviewed for necessary data/information were collected.

Introduction

A human beings need 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 to improve 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.

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 is to give careful consideration on how graduates view their experiences they underwent during their study at KSC and their transition to the job market. Further, the campus also needs to identify either it needs to improve its teaching and training for the graduates then it has to bring improvement by the suggestions of the graduates. 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.

High demand of the graduates from our institution is basically an assurance that the institution has adequate facilities, faculty, course requirements, and educational standards to provide the students with a legitimate education that will be beneficial to the students and potential future employers of the graduates. It is important to insure that the Campus has to be accredited to receive a viable and accepted education. In this regards, KSC has a sufficient base and background for accreditation of the program. In this tracer study, the institutional efficiency of the campus on different grounds and bench marks is assessed 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 1991 A.D when the government adopted the policy that all teachers must receive 10 months training after the establishment of National Centre for educational Development (NCED) in 1993. KSC started teacher training and development program with an association to NCED as a partner organization. NCED started teacher training program through the 9 primary teacher training centers (PTTCs) located regionally in Bhojpur, Sunsari, Dhanusha, Bara, Kavre, Tanahu, Rupandehi, Surkhet and Dipayal with a view to deliver in-service primary teacher training programs through the extensive training network (ETN) from the FY 2059/60 under the partnership concept. 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 in the project periods. KSC has a long history of conducting training program. Our graduate was 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 not alternative programs. TU has adopted the semester system to all its affiliated colleges of Kathmandu Valley. The attraction of education program has lacking its importance due various causes. Faculty of education is distributing its education program without its assessment of need analysis and mapping. 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 study, 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.

In Nepal, the appointment of the teacher is a vague issue for quality education. The attraction of School Management Committee is due to its importance in the appointment of teachers. The politics in education arises from the core idea of the formation of SMC. No research/study has been done to measure the demand and supply of teacher's personals in Nepal. Even the teacher's management is a very critical issue in the Ministry of Education. The apparent contradiction between supply and demand alluded to above raises important questions regarding the employment of teachers in Nepal. Following are some of the key questions that can be answered with a tracer study.

- Is there, in fact, an oversupply of teachers?
- Do teacher education graduates find employment in teaching?
- Do Science and Mathematics teacher education graduates, in fact, fill positions in these assumed critical areas?
- What happens to graduates after completing the campus level education?
- Were they able to get employment in an acceptable time and conditions?
- Do they use the skills and competences they have acquired in their education/training? If not why?
- What are the skills and competences demanded in the labour market?

Objective of the Study

The general objective of this study was to review the current institutional profile on different ground and bench marks fixed by UGC, Nepal for the purpose of reviewing its services to the students. For this major aspects of the campus such as (Policy & Procedures, Curricular Aspects, Teaching-learning and evaluation system, research, consultancy and extension services provided by the campus, Infrastructure and learning resources, student support services and guidance, Information system, and public information and employment status of the KSC graduates will be reviewed), moreover the specific objectives are as follows:

- To analyze the employment status of KSC graduates
- To review the employment context of those who were employed as teachers in Nepalese market and others field.
- To find the current trend of higher studies in KSC graduates.
- To show how results can be used to improve the quality assurance, education and services at KSC.

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 passes out in 2015AD. 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 the survey. Moreover, KSC graduates were called in 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.

Graduate Batch Taken for the Study

For the tracer study, only the graduated batch of 2015 was taken as per UGC guide. The cohorts of the 2015 teacher graduates of KSC under the Faculty of Education were used in this study. Access to respondents at a graduation ceremony was the only justification for the choice of the cohort used in the study. The entire 61 graduates of 2015 comprising One year and Three Years B.Ed and Master's Degree in the different subjects were taken in the study. One year B.Ed students were not taken as a sample but just to mention the number of graduates. The students taken for the study were shown in the table below.

Table1.Number of students graduated in the year -2015(2072)

Level	Programs	Total	Male	Female
	One year B.Ed	22	14	8
	Three Years B.Ed	15	11	4
	M.Ed Total	25	18	7
Grand Total		62	43	19

Table2: Sample graduates from KSC-2015 for tracer study

Level	Programs	Total	Male	Female
	Three Years B.Ed	15	11	4
	Master's in Education	25	18	7

Grand Total	40	29	11
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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 2015 only.

Data Collection - Instruments and Approach

Total 40 graduates 25 from Master's Degree and 15 from Bachelor's in education were participated in this survey. The data were tabulated as per the need of the research gathered at the end of the completion of data collection. Data analysis was done descriptively using statistical tools. The tools and techniques used for the survey to collect the data were questionnaire and records available at the administration office, KSC. Different modes of data collection techniques were used for the study. 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

The methodology employed in this study was within the survey paradigm. The study attempted to answer questions relating to employment opportunities, nature of the employment context in which the graduates found employment and the factors that explained the status and context of employment. These questions were asked through questionnaire. A longitudinal tracer study was conducted on the cohort of the 2015 graduates of KSC. The purpose was to obtain information about their employment status, the employment context in which those who were employed as teachers and factors that explained their status and context of employment. The longitudinal design comprised three stages. Data was collected at different stages. Subsequent data were, therefore, collected at the end of the campus year and at the beginning of the new admission.

Scope and Limitations of the Study

The purpose of this tracer study was to determine the employment status of Teacher Education graduates of the KSC. 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. Methodology

The tracer study was conducted as per the guidelines provided by the University Grants Commission, Nepal. Campus administration requested and called all available graduates graduated from this campus in the year 2015 to complete the questionnaire form provided by UGC for gathering the necessary information's. Besides, the research team also developed some other survey form, reviewed information in their admission form while admitted in the campus and personally face to face methodology used to gather the necessary information's, feedbacks and suggestions. Those graduates who were unavailable would be interviewed at telephone or cell phone between the campus hours. Study team also mailed the documents for gathering the information. Their face book information, others friends were also contacted for necessary information. A purposely sampling technique was used for sampling the respondent. Strictly students graduated in the year 2015 were taken as a respondent for necessary information. Some Statistical techniques were used to interpret the data.

Documents Reviewed

- Admission form of the concerned graduates
- TU result of 2008 up to 1014.
- Attendance records of the concerned graduates
- Thesis submission records of the concerned graduates
- Others relevant documents for tracing purpose

Hindrances to conduct the study

This is a unique study of its own kind. First the concept of tracer was not clearly understood by the faculty members and also the other members of the campus. Second, the relevant data were not found in appropriately. Some students were found passed in the year 2015 but their transcripts were not found in the campus administration. Some other graduates were found passed in the year 2015 but they had not issued their character certificate in the concerned year. A draft report submitted to University Grants Commission on or before 2073/12/30 by including the graduates who had passed before 2015 but the date of issued were 2015 were rejected by UGC with the feedback to submit the report by including the graduates graduated in the year 2015 only. Clear

understanding about the deadlines, sampling, graduates year, and unavailability of the other relevant documents were the main hindrance while conducting this study.

Data Presentation and Analysis

This chapter represents the focal point of the tracer study. This chapter moves on to a presentation of the findings produced by the original descriptive analysis conducted as a part of this research project. This chapter discusses the data analysis and findings from 40 questionnaire completed by graduates of KSC on the medium of telephone or directly visited to the campus for the same purpose.

Employment Status of the Graduates

In addition to information about current employment status and job information, the survey included questions about the respondents' job search, education career events, and other information. Responses to these questions are summarized below.

Table 4. Current employment status of the graduates

Current Employment Status of KSC graduates					
Descriptions		Number	Percent	Valid Percent	Cumulative Percent
Status	Graduates working as a teacher	15	37.5	37.5	37.5
	Graduates working in other sector (not as a teacher)	5	12.5	12.5	50
	Self employed as a teacher	7	17.5	17.5	67.5
	Self employed but not as a teacher	3	7.5	7.5	75
	Employment in foreign country	2	5	5	80
	Unemployed	3	7.5	7.5	87.5
	For further studies	5	12.5	12.5	100
	Total	40	100	100	

In regards of current employment status of the graduates the above table shows that 37.5% graduates were working as a teacher while 12.5% graduates were working in the other sector besides teaching. A very significant number of graduates 17.5 % graduates

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were self employed as a teacher and 7.5% graduates were working in the other sector besides teaching. A total of 5 % of the graduates were employed in the foreign country while 7.5 % graduates were searching works unemployed while studying. KSC students were found in processing of further studies and it was also very remarkable. Around 12.5 % graduates were found in processing for further studies.

Issues Related to the Characteristics, Expectations and Aspirations of Graduates

In the past two decades or so, many scholars have questioned the causal relationship between aspirations and campus achievement. It is no longer possible to predict campus achievement on the grounds of aspirations or vice versa. Many students from different ethnic, racial and socio-economic backgrounds are likely to develop high educational and occupational aspirations that are unrelated to their present or future school performance (Mickelson, 1990; Hanson, 1994; Schneider & Stevenson, 1999; Goodman et al., 2011; Carter-Wall & Whitfield, 2012; Cummings et al., 2012; Gorard et al., 2012; St Clair et al., 2013).

According to Reynolds and Pemberton (2001), educational expectations and aspirations reflect a fundamental difference between what one wishes to achieve and what one realistically expects to achieve. Aspirations, as such, are abstract statements or values and beliefs regarding future plans (educational or/and employment plans) made by young people, i.e. the educational level a student wishes to achieve. According to Marjoribanks (1998), aspirations are defined as idealistic values that do not necessarily reflect specific socio-economic realities that might be relevant in determining future mobility. In this study I define educational aspirations similarly to Gorard *et al.* (2012) as ‘what an individual hopes will happen in the future’ (p.13) in terms of staying on in full-time education after the age of 16. This is also the way the term ‘aspirations’ has been defined and measured in the Longitudinal Study of Young People in England (LSYPE).

Issues related to characteristic

The most interesting thing about the characteristics of KSC graduates has mentioned below: They tend to learn everything in the classroom by the teachers, most of the graduates graduated doing job, most of their parents have primary level of education but they have good interest in study, they were satisfied because they were studying by doing job. Some special characteristics of KSC students were as follows:

- Most of the KSC students were part time students as not attended the classes on regularly and punctually.
- Students wanted to learn each and every thing in the classroom and did not want to learn by their own efforts.
- Their learning was based on how to pass the examinations rather how to face the challenges of the life.
- In very less time they wanted to achieve the degree without more expectations towards their future.

Issues related to expectations

They expressed institution to be better in upcoming days, teaching method should have been made practical and research oriented. Orientations, internal examinations, result publications, scholarship for qualified and deserving students, practical and value based education, Job oriented teaching, and practical approaches should have been more than theoretical approaches which were the expectations of the students while studying at KSC. Students' expectations from the campus as mentioned in the questionnaire were listed below:

- Regular classes to be conducted on the regular basis
- Extracurricular activities to be conducted regularly
- The range of scholarship and financing system to be enlarged
- Lab/Library to be enhanced with recent text books/reference materials and journals for fostering the educational research in the campus
- Practice teaching/ micro teaching/ and practicum classes to be value based and conducted effectively
- Career counseling to be required for better future and a provision of councilor is guaranteed.
- Campuses to be free from politics and academic work to be prioritized.
- Regular interaction with faculties and campus administration for the better campus education to be necessary.
- Faculties to be full timer and the leisure periods to be managed properly.
- Campus programs to transfer from Padmodaya to new building without completing its infrastructure.

Issues related to the aspirations of Graduates

- Most of the students participated in the tracer study wanted to be a good professional in teaching field rather than the other occupation.
- The students with either high aspirations or high expectations had higher achievement than those with both low aspirations and low expectations.
- Low expectations did not negatively impact students' future behavior when they had high aspirations accompanied with secondary school achievement.
- Many students from different ethnic, racial and socio-economic backgrounds were likely to develop high educational and occupational aspirations that were unrelated to their present or future school performance.

Issues Related to the Employment Experience of Graduates

A survey of this tracer study revealed a lack of jobs positions; rejected for jobs for not having enough experiences, high level of competition and low degree of their performances in the job market was the major issues they faced as a graduate job seeker. And sometimes, the feedback from employers could be even more frustrating than that. "I have commercial experience plus a postgraduate so frequently get told I'm under qualified and overqualified", said one of the graduates who responded to the question. The KSC graduates who were working as a teacher were facing fewer problems rather than the other field of Job. The table mentioned below shows the current status of KSC graduates in the job market.

Table 5. Current work experiences of KSC graduates

Work experiences of KSC graduates					
	Respondent with percentage	Years of experiences of KSC graduates			
Descriptions/years		0-2	2-4	4-6	more than 6
As a government teachers	13(32.5%)	3(7.5%)	5(12.5%)	2(5%)	2(5%)
Self employed as a teacher	7(17.5%)	2(5%)	1(2.5%)	1(2.5%)	3(7.5%)
Self employed other sector	3(7.5%)	2(5%)	1(2.5%)	0	0
Foreign country	2(5%)	2(5%)	0	0	0
As a government employee	5(12.5%)	3(7.5%)	1(2.5%)	0	1(2.5%)
Unemployed	10(25%)				
Total respondent	40(100%)				

In an employment experience of graduates, the table above illustrates that 32.5 % students were working as government teachers having 2-4 years of experience, 17.5 % students were working as a teacher in self employed having more than 6 years of job experience while 25% were unemployed and searching the job in the market. Around 12.5 % students had government employee having up to two years of job experience. Likewise 5% graduates from KSC had already in foreign services.

Perception of KSC Graduates towards teaching profession

The holiest place on the earth is not a Temple or a Church or a Mosque but a School. The sacred person in the world is not a Priest or a Pope or a Moullabi but a Teacher. Teacher was compared to the God and treated as a combination of the Trimurty (Brahma, Vishnu and Maheswar) as well as the supreme one i.e., “*Guru Brahma, Guru Bishnu, Gurudeb Maheswar, Guru Sakhat Paramabrahma Tasmeisri Gurabe Namah*”. According to the Indian culture a child receives his first physical birth from the parents and the second birth of the hands of the teacher. The teacher is given a higher position than parents, because he opines the pupil’s eyes of knowledge and moulds his character. Teacher plays an important role as friend, philosopher guide and helper of the students. The society places high hopes on a teacher. Keeping the importance of Teaching Profession an attempt has made through this table by the tracer team to know the attitude of teacher graduates towards their Teaching Profession. As this study was based on survey method, particularly, the normative survey research method. 15 teachers (both male and female) teaching in different streams were taken as representative sample of the whole population. It was found that, the attitude of teachers graduates of KSC was neither more favorable nor unfavorable towards Teaching Profession i.e., satisfactory or average in attitude towards Teaching Profession. This table reveals the actual situation.

Table: 6. Attitude of KSC graduates towards Teaching Profession

To what extent do you agree with the following statements? (Use the scale in numerical)					
I Pursued a teaching degree because	Number of Respondent with percentage				
	Strongly Agree (1)	Agree (2)	Undecided(3)	Disagree(4)	Strongly Disagree(5)
Education was my first choice (teaching is a good career)	7(31.8%)	3(13.06%)	3(13.06%)	2(9.09%)	7(31.8%)

I was influenced by a former teacher	2(9.09%)	6(27.27%)	6(27.27%)	6(27.27%)	2(9.09%)
I felt it was an easy degree to working with young pupil	3(13.6%)	2(9.09%)	4(18.18%)	7(31.82%)	6(27.27%)
I was attracted to the schedule of schools (leave)	4(18.18%)	5(22.73%)	3(13.64%)	5(22.73%)	5(22.73%)
I wanted to teach my subject as a professional	3(13.6%)	3(13.6%)	3(13.6%)	2(9.09%)	2(9.09%)
I was not able to finish another faculty except education	0	2(9.09%)	0	0	0
Teaching is a positive way to transfer the society	3(13.06%)	1(4.5%)	3(13.6%)	2(9.09%)	0
Number of respondent (Total)	22(100%)	22	0	0	0

Attitude of KSC graduates towards teaching profession

KSC is focusing from the beginning on teacher development. It is the unique strength of the campus and should preserve for change. While education provided to the students cannot directly reduce unemployment, except by requiring more teachers, a reform of the educational system could help improve its impact especially on young people. Our most of the graduates like teaching profession in the sense what are their attitude towards teaching profession; the following table reveals the actual picture.

Table 7. Graduates perception towards teaching profession

Number of Respondent				
Scale	Respondent	Percent	Valid Percent	Cumulative Percent
Poor	5	12.5	12.5	12.5
Satisfactory	2	5	5	17.5
Good	11	27.5	27.5	45
Very Good	15	37.5	37.5	82.5
Excellent	7	17.5	17.5	100
Total	40	100	100	

This table shows that our 37.5% graduates favor 'the teaching profession with a scale of very good profession while 12.5% states it poor profession. Five percent graduates are satisfied with the profession while 17.5% are enjoying it by saying excellent. Around 27.5% graduates think this profession as a good profession. In totality, a vast majority 82.5% are enjoying with this profession, which is a satisfactory achievement of KSC as being a purely education campus.

Issues Related to the Quality and Relevance of Higher Education

Higher education has great importance in the development of a country. But unfortunately, its importance is yet to be realized in developing countries like Nepal. For over two decades, Nepal has been working to uplift her educational standard by providing quality higher education to their citizens but there are many obstacles and hurdles that are emerging. These challenges of quantity, equity, quality, require proper procedures to address the best manner in the future.

Quality of education

This table reveals the actual picture of the KSC in terms of quality issues. It has measure in terms of regular classes, completion of courses in time, qualification of the faculty, teachers dedication towards the campus program, accessibility of the campus, shift of the program, location of the campus, infrastructure of the campus, teaching aids using in the classroom, students regularity and punctuality, availability of textbooks and reference materials, library and equipment used by the students in the campus, library timing and student services, exam results, cooperation in the thesis works, role of campus academic administration. All the above parameters were answered by the students with a survey forms and recorded using the statistical procedures. The picture reveals the actual situation of the campus.

Table 8 : Perception on quality of education provided by KSC

Quality of education					
Scale		Respondent	Percent	Valid Percent	Cumulative Percent
Valid	Poor	15	44.1176471	44.12	44.12
	Satisfactory	8	23.5294118	23.53	67.65
	Good	7	20.5882353	20.59	88.24
	Excellent	4	11.7647059	11.76	100
	Total	34	100	100	

In an issue related to quality of education, total of 33 respondents has shared their views by answering the questionnaire regarding the quality of education provided by the campus. The above table exposes that the highest numbers of graduates i.e. 44.12% say poor, 23.53% say satisfactory and 20.59% say good and 11.76% excellent. It shows the quality of education provided by the campus needs to be drastic change. This shows the miserable condition of the education provided by the campus. The quality an issue in the campus seems to be at risk and need remedial action which is urgent to change the perception and improve the campus results.

Relevancy of educational program

Collaboration between employers and the Campus is very weak, and so is the situation of Research & Development in KSC. In the Campus there is a provision of Basic teachers for the basic course provided to the senior faculty members. For the fostering of Research Activities, KSC with an association of University Grants Commission Nepal has established a Research Management Cell (RMC) in the Campus. The Campus has a budgetary provision for the research activities in the campus but the cell has not conducted any activities in the campus besides the regular publication of Campus Journal *SHIKSHA SHASTRA SAURABH*. As a result, the relevance of higher education to the job market needs is poor. The Campus is conducting only the regular classes and the research activities are at risk. In higher education, education without research activities and practical based life learning education is meaningless. An attempt has been done to measure the relevancy of education provided by KSC in terms of the following indicators;

- Promotion of access to higher education to minorities and the disadvantaged group of the society.
- Modernization of higher education systems with a focus on developing infrastructure for creating more access rates and overall participation rates; and increasing funding for research and development expenditure through annual budget
- Renovation of institutions and the areas of academic quality; policy input and preparation; working for curriculum relevance; research links and performance; staff assessment and co-operation.

- Closer linkages with new society of Chandragiri Municipality, lifelong sources of professional training and the development of entrepreneurial skills – higher education to turn out job creators and social responsibility.

Table9. Students' evaluation about KSC programs with the above mentioned indicators

Scale		Respondent	Percent	Valid Percent	Cumulative Percent
Valid	Poor	15	42.85714286	42.86	42.86
	Satisfactory	9	25.71428571	25.71	68.57
	Good	7	20	20	88.57
	Very Good	4	11.42857143	11.43	100
	Excellent	0	0	0	100
	Total	35		100	

In an issue related to relevance of the program, the above table depicts that highest number of graduates that is 42.86% say very poor, 25.7% say satisfactory, 20 % say good and 11.43% very good. Nobody is in the favor to conduct only the education program. This reveals the actual figure of the campus and students perception towards the education program. This suggests that the immediate action should be taken to conduct the others programs as soon as possible.

Education and their Contribution to Graduates' Personal Development

It has become a received wisdom that the completion of a work placement as part of an insert undergraduate degree is of positive benefit both to graduates and employers, particularly in an era that stresses the economic contribution of higher education through developing graduate employability. This benefit is of two-fold: first, work placement positively contributes to the development of generic employability skills; and second, placements provide a 'head start' for graduates at the outset of their careers. The table below explores the value of a work placement in these two areas for graduates who completed their undergraduate studies in 2015; drawing upon qualitative data provides a positive assessment of the benefits of a work placement.

Table 10. Education and its contribution to graduates' personal development

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	29	72.5	72.5	72.5
	Female	11	27.5	27.5	100
	Total	40	100	100	

In the question related to education and their contribution to graduates' personal development by gender, the above table shows that most of the graduated students of the year 2015 were male that is 72.5% and 27.5% female were graduated at the same time.

Education and their contribution to graduates' personal development

Table 11. Level-wise program completed by KSC graduates

Level wise program completed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Ed	15	37.5	37.5	37.5
	Med	25	62.5	62.5	62.5
	Total	40	100	100	

In the topic, education and its contribution to graduates' personal development by program, the above table demonstrates that the pass ratio of graduates is very high in Masters' of education i.e. 62.5% and 37.5 % in the Bachelor's level. It shows the poor pass ratio in education. The performance in the Master's level is better than the Bachelor's level.

CHAPTER III RESULTS AND DISCUSSIONS

A tracer study provides information on the year to go to the campus, year graduated got a job during the waiting period, the first salary to work, first job, the relevance of the curriculum to the workplaces, and compliance with the major areas of work taken in the campus. In this chapter the results on employment status graduates, issues related to the characteristics, expectations and aspirations of graduates ,issues related to the employment experience of graduates ,issues related to the quality and relevance of Higher Education and Education and their contribution to graduates' personal development were mentioned and discussed in brief.

Major Findings

Findings Related to the Employment Status of the KSC Graduates

Analyzing employment status of KSC graduates in the pass out year 2015, the employment ratio of the graduates was high. They had jobs because most the students studied in KSC belonged to economically very low class people along with marginal and socially backwardness. So, they were compelled to work along with their studies. If they did not work, they could not study. The major findings were as follows:

- Around 37.5% graduates were working as a teacher while 12.5% graduates were working in the other sector besides teaching.
- A very significant number of graduates 17.5 % graduates were self employed as a teacher and 7.5% graduates were working in the other sector besides teaching.
- A total of 5 % of the graduates were employed in the foreign country while 7.5 % graduates were searching works unemployed while studying.
- Around 32.5 % students were working as government teachers having 2-4 years of experience
- 17.5 % students were working as a teacher in self employed having more than 6 years of job experience
- 25% were unemployed
- Around 12.5 % students had government employee having up to two years of job experience.

Findings Related to the Characteristics, Expectations and Aspirations of Graduates

Regarding characteristics

- Most of the students were job takers and they had no time for study, it is therefore, they wanted to learn everything in the classroom by the teachers.
- Most of the graduates graduated doing job and they were satisfied with studying doing jobs. Therefore, they were not regular and punctual in the classroom.
- Most of their parents have primary level of education but they had good interest in education activities
- Their learning was based on how to pass the examinations rather how to face the challenges of the life.
- Most of the students were from outside the valley. So they had no much time for regular classes. The result was in very less time they wanted to achieve the degree without more expectations towards their future.

Regarding to expectations

They wanted institution to be better in upcoming days, teaching method should be practical and research oriented. Orientations, internal examinations, result publications, scholarship for qualified and deserving students, practical and value based education, Job oriented teaching, and practical approaches should be more than theoretical approaches were the expectations of the students while studying at KSC. Students' expectations from the campus as mentioned in the questionnaire were listed below:

- Regular classes should be conducted on the regular basis
- Extracurricular activities should be conducted regularly
- The range of scholarship and financing system should be enlarged
- Lab/library should be enhanced with recent textbooks/reference materials and journals for fostering the educational research in the campus
- Practice teaching/ micro teaching/ and practicum classes should be value based and conducted effectively
- Career counseling is required for better future. Therefore, a provision of councilor should be guaranteed.
- Campuses should be free from politics and academic works should be prioritized.

- Regular interaction with faculties and campus administration for the better campus education is necessary.
- Faculties should be full timer and the leisure periods should be managed properly.
- Campus programs should not transfer from Padmodaya building to a new building without completing its infrastructure.

Related to the aspirations of Graduates

- Most of the students participated in the tracer study wanted to be a good professional in teaching field rather than the other occupation.
- The students with either high aspirations or high expectations have higher achievement than those with both low aspirations and low expectations.
- Low expectations do not negatively impact students' future behavior when they have high aspirations accompanied with secondary school achievement.
- Many students from different ethnic, racial and socio-economic backgrounds are likely to develop high educational and occupational aspirations that are unrelated to their present or future school performance.

Findings Related to the Employment Experience of Graduates

The varieties seem in the working an experience of KSC gradates ranging maximum 6 years of working experiences which normally cross the academic year. This trend of job experience of KSC graduates' shows that they didn't have free time to study instead they also had to work with study because of their socio-economic condition.

The figure illustrates the following results:

- Around 32.5 % students have been working as government teachers having 2-4 years of experience
- Around 17.5 % students have been working as teachers in self employed having more than 6 years of job experience while 25% were unemployed and searching the job in the market.
- Around 12.5 % students had government employee having up to two years of job experience. Likewise, 5% graduates from KSC had already in foreign services.

Findings Related to the Quality and Relevance of the Program

In an issue related to quality of education, total of 33 respondents has shared their views by answering the questionnaire regarding the quality of education provided by the campus. The findings related to Quality of Education provided by KSC are as follows:

- The highest number of graduates 44.12% says the quality education provided by KSC is poor
- Around 23.53% graduates ranked satisfactory
- Around 20.59 % graduates ranked good
- Only 11.76% claimed that the quality education provided by KSC was excellent.

The quality of education provided by the campus needed to be drastic change.

The findings related to relevance of program

In an issue related to relevance of the program the findings are as follows:

- The highest number of graduates that is 42.86% say very poor
- Around 25.7% say satisfactory
- About 20 % say good and
- Only 11.43% very good

Nobody is in the favor of conducting only the education program in the campus. This reveals the actual figure and students' perception towards the education program.

Findings related to education and their contribution to graduates' personal development

As the general education provided by KSC, the whole education system is based on theoretical rather than applied basis. In the question related to education and their contribution to graduates' personal development by gender, the findings are as follows

- Most of the graduated students 72.5% were male while 27.5% were female
- Pass ratio of graduates was very high in Master's of education i.e. 62.5% and 37.5 % in Bachelor's level.

CHAPTER IV IMPLICATIONS TO INSTITUTIONAL REFORM

The findings of this tracer study have implications for large-scale audits, teacher education curricula and teacher education policy and planning. A large-scale audit presents summary data at national level which do not account for local variations in teacher employment policy and planning. Given that teacher graduates may not necessarily teach their subject specialties, two possible options may inform the curriculum policy of teacher education institutions, viz. a strong generalist curriculum excluding specialist options; or a strong generalist curriculum with relatively small specialist component. Policymakers and planners should refrain from making long-term decisions on teacher supply and demand until such time that more reliable data is available on teacher employment. After conducting this tracer study, we have gone through various suggestions and expectations of the graduates. More intensely as per the suggestions of graduates, the campus has to reform on some issues immediately. Some of the implications in the institutional development are as follows:

Some Implications of the Tracer Study

The implication of the study prepare the future professional career and it provide quality education in all levels of education, develops national and international partnerships for faculty/student exchange programs, enhance teaching learning through technology, fosters an environment that helps to recruit, retain, students of diverse backgrounds. It also helps implement effective and efficient operations, meaningful policies, and procedures. For this the following measures will be taken immediately;

Implication for quantity enhancement

Despite the constraints of resources, the quantitative expansion has been highly amazing in education discipline.

Equity in opportunity

The growing numbers of colleges and universities have provided access to higher education to the people in various parts and sections of Nepal. But the pass rates of students' especially female in KSC are relatively very small and will be emphasized to improve through the suggestions provided by students and educational experts.

Quality

KSC is facing the high drop rate and high failure rate in the campus. The regularity, punctuality, regular teaching practices, low involvement in microteaching, low quality of research works are some of the barriers of quality education in KSC which will be improved drastically in project periods.

Student unrest

Among the challenges of higher education is the vital role of addressing students' unrest. Lack of physical and educational facilities is bringing much hindrance in the way of development. Teachers are less motivated to do certain research work. Only competent teachers will be provided in the semester system currently introduced by TU.

Administrative reform

KSC is facing the big challenges of skill manpower in the administration. A reform in the administration is the priority in the campus. Campus administration and accounting software will be drastically improved as per current needs.

Faculty

The current size of present faculty in KSC is very big. The teacher/student ratio is high. The quality of education at KSC has decreased because of the lack of full time faculty members. Many faculties are university teachers, some of them are retired and some few new is just Master's degree holders with little or no practical knowledge and higher education experiences. In the project periods, permanent teachers will be hired and retired and others teachers will be managed with broader concern of the campus. After the adoption of semester system in the campus, most of the teachers required course refresher training for smooth teaching.

Incentives and benefits

The salary, financial rewards and benefits for the faculty is very low according to the rising cost of living in Nepal. Areal faculty development plan or the rules for teaching evaluation or teaching effectiveness will be developed and maintained properly. Therefore appropriate action should be taken to provide an attractive and competitive salary to the faculty members working in the campus. Moreover, immediate action should be taken to determine the new salary and the other benefits to the faculty members working under the semester system in the campus.

Unemployment

While education cannot directly reduce unemployment, except by requiring more teachers, a reform of the educational system could help alleviate its impact especially on young people. In the sense of employment, around 25 % graduates were found unemployed.

Budgeting and financing

The conventional system of an annual budget in KSC is probably the most confusing and least understood. The concern here is with the budget as an instrument of academic planning which may promote the special aims of campus and constitute a practical means by which the campus purpose may be realized ideally. It must not only insure financial solvency of the campus, but should also place responsibility and equal authority to the faculty and staffs. For this new salary system would be introduced from the FY 2074.

Roles and accountability for institutional development

The mistrust is compounded by a sense that outcomes aren't measured appropriately, leads to a lack of confidence in other departments, units and individuals. All of these contribute to academic units desiring independence and adds to the level of difficulty in driving coordinated institutional change. But this can be corrected by taking steps needed to clarify roles and create a culture of functional and individual accountability in the campus. All CMC members should be realized the fact that no change can happen by doing the same work.

Role clarity

In KSC, there is a great confusion of the role clarity. There are so many committees, units, departments, cells and individuals and they all are claiming for better functions to bring the change in the campus. Creating functional accountability is the best solution to breaking down issues of alignment and trust so that institution-wide solutions can be implemented and for quality service.

General Implications

Most of the graduates have suggested that the campus should have Lab/library with full of text materials and reference materials. It will significantly improve the project periods.

- In the issue of ICT and its use, KSC has already had fully equipped lab with 35 set of up to date computers and will be opened soon for the graduates students too.

- Extracurricular activities and practical based life learning education will be planned and implemented. All the classes will be conducted by the use of ICT and PowerPoint presentation will be adopted in the scale.
- Research Management Cell will be reformed with high level of young graduates and faculties
- A counselor for carrier orientation will be hired for promoting the carrier counseling in the campus
- Job oriented trainings and internship programs will be emphasized.
- KSC will be developed as Multiple Campus very soon with a new and carrier oriented programs.
- Infrastructure development will be completed within 2075 BS for fostering the whole day activities through the single roof.

CHAPTER V CONCLUSION AND RECOMMENDATIONS

Based on the discussion and analysis of responses of the pass out graduates of KSC in 2015 AD, observations of the study team and input provided by our valued graduates through the survey form and as per the records available at the campus, the following summary of findings have been derived.

Conclusion

The results of this tracer study discussed as a method of obtaining regular feed-back on the human resources performance of the KSC graduates, it can be used as a tool to assist education and manpower planning. Tracer studies provided information on the demand for educated workers. Besides this, it had other advantages. First, the survey was simple to conduct. Secondly, the typical questionnaire used was short and uncomplicated, and could easily be completed by the respondent. The third is that almost all of them could be conducted by face to face in a short visit of the Campus. So, it was inexpensive to carry out. The survey could be also conducted in many occasion may be at the time of when graduates returned for their graduation ceremony. Fourthly, the data collected by tracer studies team could be easily analyzed and understood by all. Like all techniques to aid policy-making, tracer studies had shortcomings. Some of those shortcomings concerned data reliability while others stem from the assumptions that underlined tracer studies. Quality competence of our graduates did not meet demand of job market criteria and the low level of productivity, the lack of communication between the labor market with education, changing of socio-economic structure and national political influence, the development of science and technology very rapidly lead to fundamental changes in terms of qualifications, competencies and requirements for entering the workforce. Tracer Study results were used by KSC to determine the success of the educational process that had been done towards their students. Therefore, KSC need a technology services to support the optimization of the use of tracer study. One of that is the use of a website to facilitate the conduct tracer study. Most services tracer study provides information to campus, like year graduated, got a job waiting period, the first salary to work, first job, the relevance of the curriculum to the work, and compliance with the major areas of work taken in campus. Therefore, it should be done regularly with a great sense of responsibility and reliability of valued data.

Recommendation

- To get up-to date information on the labor market performance of graduates. The tracer studies should be made regularly and professionally.
- For evaluating its staff on their pre-defined job responsibilities a team should be formed to review the current status for its departments, units and individuals.
- Organizational structure of the campus with their hierarchy and accountability should be developed and implemented soon.
- All degrees provided by the campus should be clearly defined in terms of entry-level requirements and student achievement is reviewed through the series of departmental meetings
- Research, Consultancy and Extension Services conducted by the Research Management Cell of KSC should be reformed soon for fostering the research activities in the campus.
- Collaboration/Networking with other partners such as NGO's;and GO's should be the priorities of the campus.
- The development of Infrastructure and Learning Resources should be completed within 2075 B.S. for fostering the academic activities through the campus
- Student support and guidance services should be given priorities to consistent with its purposes.
- The Campus should be developed and implemented the feedback and suggestions of the graduates regarding the co-curricular activities that were integrated with its academic goals and programs.
- The provision of scholarship and financial aid should be widely promoted and extended with a support of society.
- KSC should be maintained effective information system with a view to improve its record keeping system that included the student and teacher profile, accounting record and audit reports, as well as administrative records to help to conduct the tracer study.
- The problem of physical facilities, audio video aids, and online library services well equipped classroom, and faculties that support a strong research intention and facilities should be resolved in the project periods.

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APPENDIX

Annex 1. Decision regarding Tracer Study Task Team formation

Annex -2: Number of Students Graduated In the Year 2015 AD

SN	Programs	Total Graduates	Female Graduates	Educationally Disadvantaged Graduates	
				Educationally Disadvantaged Janajatis	Dalits
Bachelors	Three Years B.Ed.	22	7	3	2
	One Year B.Ed.	5	4	-	-
Bachelor Total		27	11	3	2
Masters	M.Ed.	35	16	2	-
Master Total		35			
Grand Total		62	27	5	2

Annex 3.Name list of the Graduates' graduated In the Year 2015 AD

SN	Name of Graduate (in alphabetically sorted order)	Registration Number	Type			
			M	F	EDJ	D
S.N	Name	T.U. Reg.				
1	Manju Gyawali	7-1-301-83-2003		√		
2	Chaaatra Ku.Parajuli	9-2-227-73-2009	√			
3	Pragya Maharajan	3-2-368-37-2005		√		
4	Surendrakaji Sindurakar	6-1-999-1135-2002	√			√
5	Urmila Thapa	9-2-268-10-2010		√		
6	Homraj Dhungel	9-2-268-4-2009	√			
7	Charitra Bhandari	9-2-268-1-2010	√			
8	Bishwor Acharya	9-2-268-37-2008	√			
9	Surya Bd. Adhikari	3383-92	√		√	
10	Padam Bahadur Rai	7-1-32-1014-2001	√			
11	Sunil Pokheral	9-1-240-603-2001	√			
12	Krishna Prasad Koirala	35313-90	√			
13	Dill Prasad Upreti	9-2-29-1214-2009	√			
14	Yamuna Devi Dahal	9-2-268-64-2008		√		
15	Kabita Gyawali	9-2-50-799-2011		√		
16	Krishna Prasad Dahal	7386-81	√			
17	Basant Bhandari	9-2-311-101-2008	√		√	
18	Bir Bahadur Rana	9-2-278-1172-2012	√			
19	Siddha Raj Kathayat	9-2-268-22-2008	√			
20	Bishweshwar Baral	6-1-9-523-99	√			
21	Kumari Sita Budel	9-2-557-82-2008		√		

SN	Name of Graduate (in alphabetically sorted order)	Registration Number	Type			
			M	F	EDJ	D
22	Saraswoti Chapagain	9-2-268-33-2006		√		
		Total	15	7	2	1

Annex 4. Name list of graduates in Master's Level Graduated In the Year 2015 AD

SN	Name of Graduate(in alphabetically sorted order)	Registration Number	Subjects/Viva Date	Type			
				M	F	EDJ	D
1	Sita Paudel	6-1-38-1358-2001	Nepali		√		
2	Ghan Shyam Nepal	4819-86	English	√			
3	Ranjana Bhattra	9-2-29-1364-2004	English	√			
4	Bindu Tuladhar	3-5-00-833-4	EDPM	√		√	
5	Krishna Pd. Acharya	3274-86		√			
6	Sarawati Singh	9-2-591-2006			√		
7	Sujan Baral	9-2-737-113-2008		√			
8	Dipa Khadak	9-2-280-129-2008			√		
9	Tritha Raj Phulara	9-2-268-37-2005	Issued date 15	√			
10	Bhagwati Puri	9-2-281-7-2007			√		
11	Bidhur Pd. Phuwayal	46832		√			
12	Narayan Pd. Tripathi	6-1-22-900-99		√			

SN	Name of Graduate(in alphabetically sorted order)	Registration Number	Subjects/Viva Date	Type			
				M	F	EDJ	D
13	Krishna Bd. Hamal	9-2-601-35-2008		√			
14	Ful Maya Dahal	24365-91			√		
15	Mahendra Raj R.C.	21519-87		√			
16	Lal Bahadur Oli	7506-89		√			
17	Indu Subedi	9-1-48-1054-97			√		
18	Tuyal Ku. Adhikari	38757-91		√			
19	Sujan Sharma	9-1-50-1495-2000		√			
20	Subash Parajuli	7-1-32-1011-2000		√			
21	Manju Bhandari	6-1-54-404-98	Nepali		√		
22	Sudha Ghimire	9-2-268-52-2005			√		
23	Praksah Niraula	9-2-218-209-2007	Edpm	√			
24	Namuna Koirala	9-2-240-310-2004			√		
25	Sushila Bhatta Osti	17078-85	EDPM		√		
26	Pabitra Dahal	9-1-245-47-2003	Nepali		√		
27	Raghu Nath Gelal	5-1-20-65-98	Health	√			
28	Krishna Pd. Dhungana	7741-84		√			
29	Kishma Hamal Thakuri	9-2-278-1093-2007			√		

SN	Name of Graduate(in alphabetically sorted order)	Registration Number	Subjects/Viva Date	Type			
				M	F	EDJ	D
30	Chakra Bahadur Air	9-2-268-11-2007	English	√			
31	Nisha Pandey	9-2-420-8-2005	English		√		
32	Shusma Khadka	9-2-268-27-2006	Nepali		√		
33	Dinesh K.C.	9-2-235-81-2006		√			
34	Kalpana Marasini	1876-88	English		√		
35	Bidur Prasad Phuwal	46832	EDPM	√			
36	Krishna Prasad Dahal	7386-81		√			
Total				21	15	1	0

Annex 5. Sample list of Students in 2015 Bachelor level

S.N	Name	T.U. Reg.	M	F	EDJ	D
1	Manju Gyawali	7-1-301-83-2003		√		
2	Chaaatra Ku.Parajuli	9-2-227-73-2009	√			
3	Surendrakaji Sindurakar	6-1-999-1135-2002	√			√
4	Urmila Thapa	9-2-268-10-2010		√		
5	Homraj Dhungel	9-2-268-4-2009	√			
6	Padam Bahadur Rai	7-1-32-1014-2001	√			
7	Krishna Prasad Koirala	35313-90	√			
8	Dill Prasad Upreti	9-2-29-1214-2009	√			
9	Yamuna Devi Dahal	9-2-268-64-2008		√		
10	Kabita Gyawali	9-2-50-799-2011		√		

11	Bir Bahadur Rana	9-2-278-1172-2012	√			
		Total	7	4		

Annex6. Sample List for Master's Level | Graduated In the Year 2015 AD

SN	Name of Graduate (in alphabetically sorted order)	Registration Number	Viva Date	Type			
				M	F	EDJ	D
1	Ghan Shyam Nepal	4819-86	English	√			
2	Ranjana Bhattra	9-2-29-1364-2004	English	√			
3	Bindu Tuladhar	3-5-00-833-4	EDPM	√		√	
4	Krishna Pd. Acharya	3274-86		√			
5	Sarawati Singh	9-2-591-2006			√		
6	Sujan Baral	9-2-737-113-2008		√			
7	Dipa Khadak	9-2-280-129-2008			√		
8	Bhagwati Puri	9-2-281-7-2007			√		
9	Narayan Pd. Tripathi	6-1-22-900-99		√			
10	Ful Maya Dahal	24365-91			√		
11	Mahendra Raj R.C.	21519-87		√			
12	Indu Subedi	9-1-48-1054-97			√		
13	Tuyal Ku. Adhikari	38757-91		√			
14	Sujan Sharma	9-1-50-1495-2000		√			
15	Subash Parajuli	7-1-32-1011-2000		√			
16	Manju Bhandari	6-1-54-404-98	Nepali		√		
17	Sudha Ghimire	9-2-268-52-2005			√		
18	Praksah Niraula	9-2-218-209-2007	Edpm	√			
19	Namuna Koirala	9-2-240-310-2004			√		
20	Pabitra Dahal	9-1-245-47-2003	Nepali		√		
21	Raghu Nath Gelal	5-1-20-65-98	Health	√			

SN	Name of Graduate (in alphabetically sorted order)	Registration Number	Viva Date	Type			
				M	F	EDJ	D
22	Kishma Hamal Thakuri	9-2-278-1093- 2007		√			
23	Chakra Bahadur Air	9-2-268-11-2007	English	√			
24	Shusma Khadka	9-2-268-27-2006	Nepali		√		
25	Kalpana Marasini	1876-88	English		√		
26	Bidur Prasad Phuwal	46832	EDPM	√			
27	Krishna Prasad Dahal	7386-81		√			
		Total		16	11		0

Annex 7. Tracer Study Work completion Plan

Background

Tracer Study Work Plan

Descriptions of activities	Date	Work Started date	Work Completion Date	Progress
Notice called for Expression of interest to conduct the study				
CMC meeting called for necessary decisions and for the formation of core study team				
Concept meeting of the core study team and work division to complete the work				
Review of the available documents				
Data collection with KSC graduates				
Personnel Interviewed with Graduates				
Progress review consultative meeting of the core study team				
First draft publication and consultative meetings with the head of departments				
Feedbacks/suggestions incorporated in the tracer study				
Draft submission to University Grants Commission through the email				
Feedbacks/suggestions through the UGC				
Feedbacks incorporated to the reports				
Dissemination program for final submission-in CMC Meeting	2074/01/09			Final Draft dissimilated
Date of Final Submission in	2074/01/15			Submitted

University Grants Commission, Nepal				to UGC
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