

KATHMANDU SHIKSHA CAMPUS

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Acknowledgment

Kathmandu Shiksha Campus (KSC) has a system of tracing its graduates since 2015 after the agreement between the UGC and KSC. The tracer study (TS) helps to understand the graduate perspective by getting feedback regarding the type of work, planning for their further study, and other activities in which they were involved since they completed their study from this campus. Without the valuable contribution of different organizations and individuals, the task of conducting this TS in the graduate year 2018 was not possible. Words cannot express our sentiments to the Higher Education Reform Project (HERP) that supported conducting this study to explain the link between the KSC's program and its placement in the job market.

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– **Core Study Team**

Executive Summary

Tracer study (TS) 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 this institution. This study report involved the identification and follow-up of graduates from graduated from this KSC. The main objective of this study was to investigate the graduates' perspectives regarding education, courses, and other educational programs, conducted by the campus. Likewise, this study further aimed to use the report for the formulation and amendments of its strategic plan as per the needs and expectations of the market and the society as expressed by the graduates.

To get the required information, both quantitative and qualitative methods were used. For data collection, a questionnaire for interviewing was piloted to make sure the right information could be collected. To inform the graduates, the notice was shared using social media like Facebook. Those who couldn't come in contact were contacted through telephone and email. The required information was collected through individual forms filled through face to face interviews, telephonic conversation, and via emails. All the selected information was compiled, analyzed, and evaluated and the final report was prepared. For the successful completion of the study, students were selected only from the education stream and from the graduation batch-2018 as per the criteria provided by the UGC Nepal.

This report has been divided into five chapters. The first chapter is the introduction which covers the general background and significance of the tracer study concerning the KSC. Similarly, in the same introductory part, background/rationale of the study, objectives of the study, institutional arrangements to conduct the study, graduate batch taken for the study, data collection instruments and approach, and scope and limitations of the study are included into different subheadings. The second one presents the analysis and interpretation of the data.

The third chapter includes the major findings of the study based on analyzed data in the previous chapter. It is found that most of the graduates were from outside the Kathmandu valley. Similarly, most of the graduates were there in a master's degree rather than the

bachelor level in KSC. Regarding sex composition, nearly two-thirds (64.82%) of the graduates were female. Regarding graduates' satisfaction from the courses and academic programs delivered by the KSC, the majority of them were fully satisfied. The relationship between teacher and students was found mutual and excellent in the KSC. The practices of the extracurricular activities on the campus were found generally good but some of them suggested expanding the provision of extracurricular activities in the coming days.

The fourth chapter covers the implications for institutional reforms based on the findings. The findings of this study are really useful to reform the KSC's academic as well as administrative programs like budget preparation and allocation, external benchmarking, institutional cooperation, research, and publication, etc. which support to reform the KSC as per the need and call of the contemporary society or market.

In the same way, the fifth chapter, conclusions, and recommendation presents some concluding ideas of the study along with some significant recommendations for further improvement of the campus. As conclusion, the overall strength of the KSC is satisfactory, however, KSC has to improve in its various aspects to strengthen the programs. The academic degree of KSC is weak regarding the use of ICT on the part of the learners. KSC still has to improve the academic program regarding the enhancement of team spirit. Learners while being graduated from any degree; must have competencies in the specific academic areas, have skills of problem-solving; research, use of ICT, etc. which are found satisfactorily in KSC graduates. Likewise, in the same chapter, some recommendations like making strength and improve in its overall aspects like efficient and transparent record-keeping in all departments of the campus, prepare profiles of teaching staff, support staff, student records, and the campus partners and/or stakeholder, student exchange program can be done by collaborating with other colleges and universities within the nation and abroad, etc. are presented which certainly enhance the overall achievement in graduates as well as in campus in further days.

In this way, this study mirrors our institutional picture through which we can bring some reforms in quality delivery, the relevancy of the programs, contributions of the programs

in the transfer of knowledge, skills, attitudes, and ability to do for job-specific. We also can read the characteristics and aspirations of the graduates and help them to find a job to suit their qualifications. Not only this, but the study is also very helpful to receive help for its physical, academic, and economic growth and transformation of the institution. We can generate various supports from our graduates for institutional reform.

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Abbreviations

UGC	University Grants Commission
KSMC	Kathmandu Shiksha Multiple 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
HERP	Higher Education Reform Project
HEIs	Higher Education Institutions

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Kathmandu Shiksha Campus(KSC) has been conducting Graduate Tracer Studies (GTS) since 2015. The main aim of the study is to identify the relevancy between the academic program conducted by KSC and the demand of the market. Furthermore, it aims to find out whether KSC is achieving satisfactory learning outcomes and value-added input to Nepalese society or not. This tracer study is designed to investigate the employability of graduates who graduated in 2018 AD from this institution. Besides, it focuses on the quality of education and the condition under which the graduates have been employed. Mainly this study has carried out focusing on graduates' role in job-seeking, the duration of the time for the graduates took before getting employed, and how their areas of work are related to the programs offered by the institution. Additionally, the study is expected to identify what types of academic programs are still relevant to the current scenario of the market's demands.

Tracer study is a system of tracing its graduates and getting feedback regarding the nature and type of work, further study, or other activities that they have been involved in since they completed their study from this academic institution (KSC, 2017). This GTS involved the identification and follow-up of graduates. KSC has established as an education campus with the slogan “*teacher development for quality education*” may not fulfill without the quality of graduates (KSC, 2015). KSC had conducted so many training programs that have a direct relation with the job market i.e. teaching through the in-service and pre-service teacher training program with an association to the Ministry of Education and other training organizations of the country (Adhikari, H.B, personal communication, March 4, 2018).

Human beings need Higher Education (HE) to receive information from the external world, to acquaint their history, and to receive all information regarding the need of the present day. Without education, the human is as though in a closed room; however, with education one finds himself in a room with all its windows open toward the outside world of opportunities and success as cited in (KSC, 2015). So, the systematic and effective

procedure of assessing institution's services and programs like tracer studies has a great role behind its success.

1.2. The Rationale of the Study

KSC has conducted this tracer study to give careful consideration of how graduates view their experiences that 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, learning, research, and training for the graduates or it has to bring improvement following the suggestions of the graduates (KSC, 2015).

In this regard, this study will assist the KSC in academic planning as well as in its future 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 the campus to review our whole educational as well as the administrative strengths and weakness through the eyes of our graduates (KSC, 2017).

In this TS, the institutional efficiency of the campus on different grounds and benchmarks is accessed and reviewed through the different criteria. Our graduates were considered to be unique and qualified manpower in the field of education. KSC is still the first choice of students studying in the 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 in all the campus conducting education programs. Even, the norms and values of the education program are violating by the stakeholders and the students' attraction towards education faculty is gradually deteriorating day by day. In this context, the HERP has a hope of ray from which the HEIs may improve their efficiencies and may provide quality education to its students. In this regard, the current responses regarding the employment of KSC graduates were not so encouraging as Public Service Commission and Teachers Service Commission have changed its curricula without priorities given to education degrees. So, the rationale of the study is to find out the answer to these following key questions:

- Were the graduates satisfied with their studies at KSC?

- How the graduates could help the campus?
- How much did the TU courses help the graduates to get jobs?
- How long did graduates take to find employment in their areas of expertise?
- Where were the graduates being employed after graduation at KSC?
- How did gender affect the employment and career development opportunities of graduates?
- To what extent, the graduates were working in areas directly or indirectly related to their areas of expertise?

1.3. Objectives of the Study

The major objectives of the study were to obtain a better understanding of the graduates' employability, how they searched for a job, how the coursework they had done helped them first to get a job, and then to do well at that job. Additionally, this study was intended to survey the relevancy of education provided by the campus as indicated through the access to and success in the fields of work. Thus, the specific objectives of this study were:

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

1.4. Institutional Arrangements for the Study

To complete the study systematically and effectively, CMC formed a team under the leadership of Mr. Shatrughan Prasad Gupta, campus Chief assisted by the two members, Mr. Basanta Kumar Baral and Mr. Bhim Prasad Sapkota to conduct the tracer study graduated in the academic year of 2018 from this campus. The team has made a series of telephone calls, face to face conversations, and correspondence through email to all the concerned graduates. At first, they were informed about the tracer study program. Then, the team introduced the purpose of this particular survey. Moreover, graduates were called to the campus and requested them to participate in the survey. All the available graduates filled the questionnaire as per their knowledge. The confusing parts were assisted by the team members and administrative staff. Besides, the team also reviewed the necessary documents and records from the administrative department of the campus. The detail of the work plan for the study is attached in the annex part-1.

1.5. Graduate Batch Taken for the Study

The students passed in four years Bachelor of Education and two years of Masters of Education have taken into account. As per the campus's records, a total of 65 students were graduated in 2018. The students taken for the study are presented in the table below.

Table 1

Number of Students Graduated in the Year -2018 (2076)

Level	Male	Female	Total
M.Ed	19	35	54
B.Ed	2	9	11
Total	21	44	65

A total of 65 students graduated in the year 2018 out of which 17 percent (11) were from Bachelors of Education and the remaining (54) 83 percent were from Masters of Education. Likewise out of total (65), a majority (44) 68 percent were female and the remaining (21) 32 percent were male. This shows that the pass rate of female students is higher than for males.

1.6. Data Collection - Instruments and Approach

To complete the study effectively, the study team had used many instruments and approaches regarding data collection and analysis. This part consists of the various component of the questionnaire mentioned in the tracer study designed by the University Grants Commission (UGC) for tracing the graduates. The graduates' profile consists of different information was the major source of the data. Likewise, the current employment status covers the different components like service in an organization, self-employed, and unemployed status. Besides, the name of the organization and type of organization: private, public, and NGO/INGO is also mentioned.

The study intended to establish a continuous evaluation process to improve the academic performance at KSC as the findings and suggestions will help to identify its expected learning outcomes, the strengths, and weaknesses, and the relationships between education, training, and labor market's needs. Hence, the methodology driven by the above research objectives will promote a better understanding of the graduates' employability.

In the course of the conducting tracer study, both the quantitative and qualitative methods were used to analyze the data collected through the questionnaire provided by UGC. KSC staff were trained well to make sure that they were able to interview well and collect the required information effectively. Although they were working independently, they were closely monitored by the Internal Quality Assurance Unit's (IQAU) members to make sure the information gathered in the survey would be reliable.

1.6.1 Sampling Technique

The purposive sampling procedure was used to conduct this tracer study. All the face to face available graduated in 2018 were selected purposively.

1.6.2. Sample Size

The number of students who graduated in the year 2018 was higher than the sample was considered. It is, therefore, all students who came in our contact by either means were selected as a sample of the study. To make the study concise and effective, only 54

graduates were selected out of 65 (total graduates of the year). So, a purposive sampling procedure had applied to trace the graduates in the graduation year of 2018 AD. The sample for the study has been shown in the table below.

Table 2

Sample of the Study

Sex types	No. of Graduates	Percent
Male	19	35.18
Female	35	64.82
Total	54	100

From data presented this table, it can be said that nearly two-third, (64.82%) of the graduates were female. This seems that access to higher education to women students is growing gradually.

1.6.3. Questionnaire

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

The contents included in the questionnaire were followed by the format designed by the UGC. It has limited scope. Some questions were difficult to answer in our context. To forecast the days/months/ years for searching for a job after their graduation is found to be difficult. The syllabus has fixed by the affiliating university where there is very little scope for the extracurricular activities. Community campuses are bound to conduct the syllabus provided by the concerned universities. The input, output, and teaching-learning process are at risk as the concerned agencies are not honest. Besides this, there is no linkage with the concerned agencies as it associated the following problems.

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

1.6.4. Data Collection

The Internal Quality Assurance Unit (IQUA) started to collect the phone numbers of graduates from the administration office in late September 2018. In late October, the interviewers were recruited and trained and in early November the questionnaire was piloted. Depending on the participants' 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 disagree and 5 totally agreed and the results were carefully recorded and then converted to MS Excel/ MS-Word and other relevant mathematical tools were also used for the analysis of the data. The major modes used for data collection were shown by the following table.

Table 3*Data Collection Modes Used to Conduct the Study*

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

1.6.5. Data Coding and Entry

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

1.6.6. Data Analysis

In early December, 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 included the profile of the graduates responding to the survey. The second section measured the educational experience and the graduates' subsequent careers. The last section was dedicated to the evaluation of professional knowledge and skills obtained by the graduates, and their intention to pursue future study. The results, which measured participants' satisfaction, were reflected through the percentage retrieved

from the excel system. The interpretation of each question item is correlated to the numerical decrease or increase.

1.7. Scope of the Study

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

- What was the working employment context of those graduates who were employed as a teacher?
- What were the other areas of employment of graduates?

The study was restricted to the students who graduated from KSC only. Moreover, it is more important to institutional programs of HEIs because collecting and analyzing information on graduate's study experiences, professional and personal careers to identify the employment situation of the most recent graduates helps to take remedial actions for further plans and visions of the campus. To obtain indicators for their professional performance, such studies also emphasized programmatic issues, conditions, situations, and contexts within which the graduates studied at KSC; positing and interrogating the quality of these study provisions and conditions. The findings of this study are, accordingly, limited in scope and may not necessarily resonate with the claims of the other campuses. Nevertheless, the study is useful in so far as it challenges, its conventional wisdom regarding teacher employment/unemployment.

1.8 Limitations of the Study

As used the purposive sampling procedures, the students from one year B. Ed. program were not included. All the students who graduated from KSC have not been included in the study as they were not taken the transcript in time. Not only this, some students had submitted the transcripts to the campus already but due to technical problems, the study team did not find the data. Some of the limitations of the study were given below:

- The study was strictly based on the information collected through the tracer study form as provided by the UGC.

- Some information collected through the face to face interaction, facebook, emails, and other means had not analyzed fully due to the length, time, and resource constraints.
- The graduates' contact addresses had not traced as many of them had changed over time thereby making them unreliable.
- Socio-cultural aspects of the parents and the graduates had ignored.
- Graduates were leaving some questions as unanswered so all of the questions are not analyzed.

CHAPTER TWO DATA PRESENTATION AND ANALYSIS

This section shows the various results and their discussion of the data collected from the graduates through the questionnaire. The presentation and analysis of the data are presented in different headings as well as subheadings as given in the format given by the UGC Nepal.

2.1 Graduates in demographic status

This section mainly consists of the interpretation of the data collected concerning the demographic information i.e. graduates parents educational status, occupational status, graduates' sex composition, employment status, employment sector, and designations of the graduates.

2.1.1 Graduates parents educational status

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

Table 4

Parents' Educational Status of KSC Graduates

Educational status	Father		Mother		Total	
	No.	%	No.	%	No.	%
Illiterate	11	20.4	14	25.92	25	23.14
Primary	11	20.4	25	46.29	36	33.33
Secondary	20	37.	9	16.16	29	26.85
Tertiary	12	22.2	6	11.11	18	16.66
Total	54	100	54	100	108	100

The data presented in the above table shows that one-third of the parents of the graduates have only primary level education whereas 23.14 percent of graduates' were illiterate. In

comparison, fathers' educational status is better than mothers' educational status. It seems that this also reflects and the real education status of the country.

2.1.2 Occupational status of parents

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

Table 5

Parents' Occupational Status

Occupations	Father		Mother		Total	
	No.	Per	No.	Per.	No.	Per.
Business	4	7.41	1	1.85	5	4.62
Farmer	25	46.29	12	22.2	37	34.25
Government service	11	20.37	2	3.71	13	12.03
Teaching	14	25.2	1	1.85	15	13.8
Households	-		38	70.7	38	35.8
Total	54	100	54	100	108	100

The above table reveals that more than two-thirds of the mothers are involved in the household worker. In aggregate, 34.25 percent of parents were found involved in farming while 13.88 percent in the teaching profession. Likewise, 12.03 percent of parents were in government service, and 4.62 percent involved in the business sector. If it is compared separately, fathers' involvement was found in financial management while mothers were found to be involved in household affairs.

2.1.3 Sex composition of graduates

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

Table 6*Sex Composition of the Graduates*

Sex types	No. of Graduates	Percent
Male	19	35.18
Female	35	64.82
Total	54	100

From the data presented above, it can be said that nearly two-third, (64.82) percent of graduates were female while others 35.18 percent were male graduates. This seems that access to higher education to women is growing gradually. This may be due to the trend of a male to go abroad for higher study and work.

2.1.4 Occupational status of graduates

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

Table 7*Graduates' Occupational Status*

Occupation sector	No. of Graduates	Percent
Service in organization	16	29.63
Self-employed	22	40.74
Unemployed	15	27.77
Total	54	100

According to the data presented above table, the employment status of graduates is satisfactory. As mentioned there, the highest percent (40.74) were self-employed, 29.63 percent were employed in different organizations and 27.77 were unemployed till the date

of the study. It seems that educational qualification acquired from KSC makes students capable to be an entrepreneur, not an employee.

2.1.5 Employment sector of graduates

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

Table 8

The sector of Graduates' Employment

Employment sector	No. of Graduates	Percent
School	19	50.00
Insurance	2	5.26
Business	3	7.89
Bank	1	2.63
Agriculture	6	15.78
Tourism	2	5.26
Others	5	13.15
Total	38	100

This table reveals the current employment sector of KSC's Graduates. Out of 38 employed, the majority exactly half was employed in the school sector while 15.78 percent were in the agriculture field, 7.89 percent in business, 5.26 percent in tourism, 2.63 percent in the banking sector, and 13.15 percent were in other sectors like government service NGO/INGOs, etc. Based on this fact, it can be said that, due to the education degree, half of the graduates were involved in the school for employment which signifies the effective program conducted by this institution.

2.1.6 Designation of graduates

Those graduates who were reported that they were employed in the different sectors were further asked to report the designation of their job. As per their responses, the data were presented in the following table:

Table 9

Designation of Graduates

Designation	No. of Graduates	Percent
Teacher	16	42.11
Headteacher	3	7.89
Officer	2	2.26
Assistant officer	4	7.41
Others	13	34.21
Total	38	100

The data presented in the table seem that nearly half (42.11%) of graduates were teachers teaching in different schools while 9.67 percent were graduates were found as the leadership position as a head-teacher. Likewise, 12.90 percent were assistant officers while 6.67 percent was working as an officer level. A very large percent (35.48) was in another post that the study tool did not specify or the graduates were not mentioned in the form. From the above analysis, it can be said that the KSC graduates were in a prestigious position in the job market.

2.1.7 Date of employment of graduates

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

Table 10*Date of Employment of Graduates*

Time of employed	No. of Graduates	Percent
Before 2018	17	44.73
During the year 2018	9	23.68
After the graduation year 2018	12	22.22
Total	38	100

As presented in the table above, nearly half (44.73) percent of graduates were employed before the graduation year 2018 while 23.68 percent were employed during the year of graduation. A very good percent (22.22) were employed after the graduation year 2018. It seems that almost all of the graduates were employed near about graduation year. This data reveals that the education provided by the institution signifies the demand for quality education.

2.1.8 Job expectation areas of graduates

Everyone expects to involve in a prestigious job. KSC graduates too expect to get a job in a different sector. To identify the job expectation areas of KSC graduates, they were asked to report their job expectation area which can be seen in the following table:

Table 11*Job Expectation Areas of KSC Graduates*

Designation	No. of Graduates	Percent
Teaching	21	38.88
Government service	12	22.22
Banking	2	3.71
NGO/INGO	6	11.11
Insurance	6	11.11
Others	7	12.96

Total	54	100
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From the above table, it is found that 38.88 percent expected job in the teaching sector, 22.22 percent expected job in the government sector, 11.11 percent were in NGO/INGOs and Insurance, very few (3.71percent) in the banking sector and 12.96 percent were in other sectors. due to the education degree, most of the graduates of KSC expect a job in the teaching sector.

2.1.9 Graduates level of satisfaction with their current job

It is inquired whether the graduates were satisfied with their current job or not. The response given by them is presented in the following table:

Table 12

Level of Satisfaction of KSC Graduates with Their Current Job

Response	No. of Graduates	Percent
No response	22	40.74
Very much	6	11.11
Much	8	14.81
Little	16	29.62
Not satisfied	2	3.71
Total	54	100

From the above table, it can be found that about 40.74 percent of the respondents did not give any response. Likewise, 3.71 percent of the respondents were not satisfied with their current job. On the other hand, 11.11 percent of the respondents were very much satisfied, 14.81 percent of the respondents were much satisfied and 29.62 percent of them were little satisfied with their current job. From this, it seems that the highest percent (40.74%) were unsatisfied this might be due to the reason for the unemployment situation of the nation.

2.2 Graduates' perception of KSC academic activities and plan

This section deals about the different perceptions of KSC's graduates about academic activities of KSC, their situation, and effectiveness of education and plans of graduates' related to the study in different headings and subheadings below:

2.2.1 Graduates pursuing further study

Every learner has a plan for further study to improve their world of knowledge and skills and do betterment in career. Graduates were asked whether they were pursuing further study or not. The table presented below shows the graduates' interest in further study.

Table 13

KSC Graduates Pursuing Further Study

Response	No. of Graduates	Percent
Yes	37	68.51
No	17	31.49
Total	54	100

This table shows that 68.51 percent of graduates were planning for further study and remaining others did not show their interest in further study. It seems that more than two-thirds of graduates wanted to enhance their academic career by studying and getting an upper degree.

2.2.2 Graduates' perceptions about the quality of education delivered in KSC

Higher education must be based on quality and oriented to the needs and demands of the contemporary market. At present, the issue is generated that the education provided by the Nepalese higher education institutions is useless and the Nepalese universities are converted as industries to produce unemployed manpower. In this context, KSC graduates were asked to report their perceptions about the quality of education delivered in KSC. The following table shows the quality of education delivered in KSC.

Table 14*Quality of Education Delivered in KSC*

Response	No. of Graduates	Percent
Weak	4	7.40
Accepted	9	16.66
Good	23	42.59
Very good	13	24.07
Excellent	5	9.25
Total	54	100

As presented in the above table, 42.59 percent, 24.07 percent, and 9.25 percent of the respondents expressed their view as good, very good and excellent respectively on the statement that the quality of education delivered in KSC whereas 7.40 and 16.66 percent said weakly as well as acceptable respectively regarding quality education delivered in KSC. The graduates' remarks are appreciable, and KSC needs to improve its education according to the needs and demands of contemporary society as well as the market.

2.2.3 Relevance of KSC programs

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, work of world, and contexts. In this context, graduates were asked whether the education degree is relevant to them or not. The response reported by them is presented in the following table:

Table 15*The Relevancy of the KSC's Program to the Graduates*

Response	No. of Graduates	Percent
Accepted	12	22.22
Good	24	44.44
Very good	16	29.62
Excellent	2	3.71
Total	54	100

The above table reveals that about 22.22 percent of graduates said that it is accepted while nearly half of the respondents (44.44%) said that it is good. Similarly, 29.62 percent said it is very relevant and few (3.71%) of the respondents said that it is very excellently relevant. It seems that KSC has reformed quality education as the majority of the respondents reported as good and better.

2.2.4 Range of course offered by KSC

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

Table 16*Range of the Course Offered by KSC*

Response	No. of Graduates	Percent
Very weak	2	3.71
Weak	6	11.11
Accepted	9	16.66
Good	27	50.00
Very good	3	5.55

Excellent	4	7.40
Don't know	3	5.55
Total	54	100

During the study period, KSC has just begun management and humanities stream. So, the graduates included in this study are graduated from the education stream. Graduates were asked to categories the range of courses offered by the KSC from very weak to excellent. According to the presented table, it can be said that the range of courses offered by the KSC is found satisfactory. However very few (3.71%) and 11.11 percent of the graduates said very weakly and weak respectively which must be improved by adding different streams and vocational subjects in upcoming academic years.

2.2.5 Optional subjects offered by KSC

Optional subjects must be provided to the students to get expertise in interesting areas, knowledge, and skills of the students. Here, to identify the situation, of course, offered by the KSC; graduates were asked to report about it. The responses reported by them can be seen in the following table:

Table 17

Optional Subjects Offered by KSC

Response	No. of Graduates	Percent
Very weak	7	12.96
Weak	13	24.07
Accepted	18	33.33
Good	14	25.92
Very good	2	3.71
Excellent	-	-
Total	54	100

The presented table reveals that 12.96 percent of the respondents said very weak, 24.07 percent said weak, exactly one-third of the graduates said accepted 25.92 percent said

good, 3.71 said very well and none of the respondents said excellent. It seems that KSC must add many more optional subjects in further courses.

2.2.6 Teaching-learning environment of KSC

In the teaching-learning environment mainly two things are considered, they are the sound physical environments for learning and mental environment. If these two environments are favorable to the learning, obviously the teaching-learning environment will be best. Here, graduates were asked to report the teaching-learning environment of KSC and the responses reported by them can be seen in the following table:

Table 18

Teaching-Learning Environment of KSC

Response	No. of Graduates	Percent
Accepted	7	12.96
Good	17	31.48
Very good	14	25.92
Excellent	8	14.81
No response	8	14.81
Total	54	100

The above table reveals the condition of the teaching-learning environment of KSC. From the table, it can be found out that 14.81 %, 25.92% and 31.48% of the respondents said that the teaching-learning environment of KSC is excellent, very good and good respectively whereas 12.96 percent reported as accepted and 14.81 percent did not give any response it means KSC should reform the teaching-learning environment in further days.

2.2.7 Teacher students' relationship at KSC

The student-friendly teacher is the major component for the betterment of teaching-learning and its best output. Hence KSC graduates were asked to report the teacher-student relationship and the response reported by them can be seen in the following table:

Table 19*The Teacher-Student Relationship in KSC*

Response	No. of Graduates	Percent
Normal	4	7.40
Good	12	22.22
Very good	13	24.07
Excellent	18	33.33
No response	7	12.96
Total	54	100

According to the above table, exactly one-third of the respondents (33.33%) reported that there is an excellent relationship among the students and teachers. Similarly, 24.07% and 22.22% reported very good and good relationships respectively. About 7.40 percent reported normal and 12.96 percent were undecided. It seems that the teacher students' relationship in KSC is friendly.

2.2.8 Situation of lab and library at KSC

Lab and library are inseparable components of the teaching-learning process. So, every educational institution must have a well equipped and furnished lab and library with full and easy accessibility to the student. Hence, to identify the situation of the lab and library of KSC, graduates were asked to report the situation. The response reported by them can be seen in the following Table:

Table 20*Graduates Response Regarding the Use of Lab and Library*

Response	No. of Graduates	Percent
Weak	17	31.48
Accepted	24	44.44
Good	10	18.51
Very good	3	5.55

Total	54	100
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The above data shows the situation of the lab and library of KSC. According to the table, nearly half (44.44%) of the respondents said that the facility of lab and library is accepted. Similarly, 31.48 percent of the respondents said that the facility of lab and library is weak whereas 18.51 percent and 5.55 percent of the respondents said good and very good respectively. It seems that the situation of the lab and library must be improved by managing all kinds of reference instruments and materials including books.

2.2.9 Conduction of extracurricular activities in KSC

Extra and co-curricular activities must be conducted in educational institutions to enhance general knowledge and develop proper behavioral skills on the part of the students. Hence, KSC, graduates were asked to report the situation of organizing different extracurricular activities at the KSC. The response reported by them can be seen in the following table:

Table 21

Conduction of Extracurricular Activities in KSC

Response	No. of Graduates	Percent
Weak	19	35.18
Accepted	27	50.00
Good	4	7.40
Very good	3	5.55
Excellent	1	1.86
Total	54	100

From the above table, it can be seen that more than one third (35.18%) of the respondents reported that the situation of conducting extra-curricular activities in KSC was weak. Likewise, just half (50.00%) of the respondents reported as acceptable and remaining few 7.40 percent, 5.55 percent, and 1.86 percent of the respondents reported that the conduction of extracurricular activities was good, very good, and excellent respectively.

It seems that the situation of organizing extracurricular activities in KSC is found poor which must be improved organizing different extra and co-curricular activities frequently on a scheduled basis.

2.3 Graduates' perception of the effectiveness of the program on various skill development

This section deals with graduates' perception of the effectiveness of KSC's program in various skill development required to their life as well as job performance in different subheadings. Specifically, the program enhanced academic knowledge; ICT knowledge, communication knowledge, problem-solving skills, research skills, learning efficiency, work placement, and overall programs strength and weakness are discussed in separate headings below:

2.3.1 Programme enhanced academic knowledge

The major activity of educational institutions is teaching-learning and teaching-learning aims to enhance various academic knowledge on the part of the learners required to their life. Here, graduates were asked to report whether the academic degree acquired from KSC enhanced their academic knowledge or not. The following table shows their responses:

Table 22

The Program Enhanced Academic Knowledge

Response	No. of Graduates	Percent
Not at all	6	11.11
Very slightly	13	24.07
Partially	13	24.07
Good	9	16.66
Very much	13	24.07
Total	54	100

Multiple responses in the mixed nature of data can be seen regarding enhanced academic knowledge. The above table shows that about 24.07% of the respondents reported as

very much, 16.66 percent reported as good, 24.07 percent reported into partially and 11.11 percent and another 24.07 percent reported as not at all and very slightly respectively. Based on the above analysis, it can be said that KSC still has to improve in classroom management, instructional delivery, formative assessment, and personal competencies for proper academic enhancement on the part of the students.

2.3.2 Response regarding enhanced problem-solving skills

Academic degrees must enhance the problem-solving skills to the graduates which support graduates to solve the problem appear in their day to day life and job. Hence, graduates were asked to report whether the degree enhanced problem-solving skills or not. The response reported by them can be seen in the following table:

Table 23

Graduates' Response Regarding Enhanced Problem-Solving Skills

Response	No. of Graduates	Percent
Not at all	5	9.25
Very slightly	11	20.37
Slightly	10	18.51
Partially relevant	9	16.66
Relevant	16	29.63
Very much relevant	3	5.55
Total	54	100

The above table reveals that the academic degree that the graduates achieved from KSC on average regarding enhanced problem-solving because very few (5.5%) of the respondent reported into very much and few (9.25%) reported as not at all. So, the graduates of KSC found on average in problem-solving. Hence it must be improved and or enhanced the problem-solving skills on the part of the learner, KSC must adopt a problem-based teaching strategy in teaching-learning activities.

2.3.3 Academic degree enhance research skill

Academic degrees must enhance research skills on the part of the graduates. Research skills help graduates to identify contemporary issues and problems and their solutions in their life. Here, graduates were asked to report whether the degree enhanced research skills or not. The response of the graduates can be seen in the following table:

Table 24

Academic Degree Enhanced Research Skill

Response	No. of Graduates	Percent
Satisfactorily	18	33.33
Good	20	37.04
Very satisfied	16	29.63
Total	54	100

From the above table, it can be said that about one-third of the respondents reported that the academic degree enhanced research skills is satisfactory. Likewise, 37.04 percent said good and the remaining 29.63 percent reported as very satisfactory. It seems that in terms of enhancement of research skills, KSC graduates were found satisfied however, KSC must update and continue the research activities.

2.3.4 Academic program enhance learning efficiency

The emic program must enhance the learning efficiency in learners on which the success of the academic program depends on. Hence, the respondents of this study were asked to report whether the academic degree that they achieved enhanced learning skills or not.

The response reported by them can be seen in the following table:

Table 25

Academic Program Enhance Learning Efficiency

Response	No. of Graduates	Percent
Not at all	4	7.41
Slightly	8	14.82

Relevant	19	35.17
Good	14	25.92
Very good	9	16.66
Total	54	100

The above table reveals the fact that the academic program of KSC enhanced the learning efficiency of learners. According to the table, about 35.17 percent of the respondents said that the academic programs of the KSC were relevant to enhance learning efficiency. Similarly, 25.92 percent and 16.66 percent of the respondents said good and very good regarding the program enhanced learning efficiency respectively. On the other hand, 14.82 percent of the respondents said slightly enhanced and few of them (7.41%) reported not at all. From this data, it is found that the majority of the graduates reported that the academic program of KSC enhanced the learning efficiency however KSC should adopt innovation in the academic activities to enhance cent percent in the development of the learning efficiency of the learner.

2.3.5 Academic program improve communication skills

Communication is the process of sharing views and ideas of a person to another. So it must be clear and easy to understand. For making better communication, the persons must have the appropriate communication skill, which can be acquired and develop through the appropriate academic degree. Here in the study to identify the effectiveness of the program to improve communication skills; graduates were asked to report the effectiveness of the KSC programs to improve communication skills. The responses given by them can be seen in the following table:

Table 26

Academic Program Improve Communication Skills

Response	No. of Graduates	Percent
Not at all	5	9.25
Slightly	11	20.37
Fair	23	42.59

Good	10	18.51
Very good	5	9.25
Total	54	100

The table presented above shows the fact that the respondent expressed on the program improved communication skills. According to the table, nearly half (42.59%) of the respondents reported that the academic program fairly improved communication skills. Likewise, 20.37 percent, 18.51 percent 9.25 percent said that the academic program of KSC improved communication skills slightly, good and very good respectively. Whereas only 9.25 percent said not at all. It seems that the academic program of KSC is satisfactory in terms of improving communication skills in learners. However, it must be improved its pedagogical practice contemporarily and innovatively to make cent percent effective.

2.3.6 Academic program improve ICT skills

ICT became part of human life. So, everyone must have sound and proper ICT skills. In the field of education especially in the teaching-learning field; ICT is inseparable. Thus, to operate and use ICT everyone has proper ICT knowledge and skills. Here, in this study respondents were asked whether the education degree that they achieved from KSC improved their ICT skills or not. The response reported by them can be seen in the following table:

Table 27

Academic Program Improve ICT Skills

Response	No. of Graduates	Percent
Not at all	19	35.18
Slightly	13	24.07
Fair	16	29.62
Good	5	9.25
Very good	1	1.85

Total	54	100
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The above table reveals that the majority of the respondents (35.18%) reported not at all. Similarly, 24.04 percent, 29.62 percent, 9.25 percent, and 1.85 percent of the respondents said the academic degree that they achieved from KSC improved ICT skills slightly, fair, good, and very good respectively. Based on the above analysis, it can be said that the academic degree of KSC is weak regarding improving ICT skills in learners. This might be due to the single and general stream that is education faculty. Whatever the fact KSC must enhance the ICT skills of learners by adding ICTs as a noncredit course because the degree achieved without ICT skills will not be demanded at present.

2.3.7 Academic program of KSC enhance team spirit

The human being is a social being. They must depend on others to accomplish and fulfill the daily functions and needs and for this, they must have team spirit. Team spirit is the key indicator of life to reach the goal and accomplish the work. Here respondents were asked to report whether the academic program of KSC enhanced team spirit in them or not. The response reported by them can be seen in the following table:

Table 28

Academic Program Enhanced Team Spirit

Response	No. of Graduates	Percent
Not at all	8	14.81
Very slightly	7	12.69
Slightly	9	16.66
Good	13	24.07
Very good	17	31.48
Total	54	100

The table shows that nearly one third (31.48%) of the respondents reported that the academic program of KSC enhanced team spirit in a very good way. On the same, 12.69 percent, 16.66 percent, and 24.07 percent of the respondents reported very slightly,

slightly, and good regarding enhanced team spirit respectively. On the other hand, few (14.81%) of the respondents reported not at all. From this fact it can be said that KSC still has to improve the academic program to enhance team spirit on the part of its graduates.

2.3.8 Graduates response regarding the strength and weakness of the KSC program

KSC is the pioneer educational institution of Nepal. At first, it was established by renowned intellectuals of Nepal 29 years ago with the motto of producing trained and qualified teachers for the enhancement of the overall education sector. Hence, KSC has been giving full efforts to make its program strength and useful. However to identify the strength and weaknesses of the KSC program; respondents were asked to report their experience and view about it. The responses reported by them are presented in the following table:

Table 29

Overall Strength and Weakness of the KSC's Program

Response	No. of Graduates	Percent
Very weak	9	16.66
Weak	7	12.96
Accepted	18	33.33
Good	13	24.07
Very good	4	7.40
Excellent	3	5.55
Total	54	100

According to the data presented in the above table exactly one third (33.33%) of the respondent reported that the overall academic program of KSC is neither bad nor good; it is accepted. About 24.07 percent, 7.40 percent, and 5.55 percent of the respondents reported good, very good, and excellent in terms of the overall strength of the program. On the other hand, 16.66 percent and 12.96 percent of the respondents reported very weakly and weak respectively. From the above analysis, it can be said that the overall

strength of the campus is satisfactory, however, KSC has to improve in its various aspects.

2.3.9 Graduates response regarding work placement

Education is an investment and it must give trained and qualified manpower as a return or output of the investment which is demanded in various jobs. In this context, graduates of the KSC who graduated in the year 2018 were asked to report the situation of the job placement. The following table shows the job placement status of the KSC graduates.

Table 30

Graduates' Responses Regarding Work Placement

Response	No. of Graduates	Percent
Very weak	9	16.66
Weak	11	20.37
Accepted	13	24.07
Good	10	18.51
Very good	8	14.81
Excellent	3	5.55
Total	54	100

Data presented in the above table reveals that about 16.66 percent, 20.37 percent and 24.07 percent of the respondents reported that the education degree of KSC is very weak, weak, and accepted regarding work/job placement respectively whereas 18.51 percent, 14.81 percent and 5.55 percent of the respondents reported that the educational degree of KSC is good very good and excellent in terms of job/work placement. Job placement is beyond the area of campus. Government has to provide jobs and different entrepreneurs on which campus can produce and supply skilled and capable manpower. Regarding this matter, it can be said that KSC has a high job placement ratio.

CHAPTER THREE

FINDINGS OF THE STUDY

This chapter deals with the major findings found during the presentation, analysis, and discussion of data. Findings are drawn specifically as per the analysis and presentation of data in chapter two. Some major findings of the study are as follows:

3.1 Findings regarding graduates demographic status

- a. The age difference of graduates is found 27 years (the date of birth of graduates found 2026 BS to 2053 BS).
- b. Only 5 out of 54 graduates were from inside the valley though the campus is located at the center of the Kathmandu valley.
- c. Out of 54 graduates, only 6 were graduated from a bachelor's degree and the remaining 48 were from the master's degrees.
- d. Regarding sex composition, nearly two-thirds (64.82%) of the graduates were female.
- e. Out of 38 jobholders, nearly half (42.11%) of the graduates were teachers, 9.67 percent was headteacher, 12.90 percent were assistant officers, 6.67 percent was an officer and 35.48 percent were in another post that the study tool did not specify.

3.2 Findings related to graduates perception about KSC academic activities and plan

- a. About 68.51 percent of graduates are planning for further study.
- b. A total of 42.59 and 24.07 and 9.25 percent of the respondents expressed their view as good, very good, and excellent on the statement that the quality of education delivered in KSC.
- c. About 14.81 %, 25.92%, and 31.48% of the respondents said that the teaching-learning environment of KSC is excellent, very good, and good respectively.

- d. Respondents reported that there is an excellent relationship between teacher and student.
- e. Nearly half (44.44%) of the respondents said that the facility of lab and library is accepted. Similarly, 31.48 percent of the respondents said that the facility of lab and library is weak whereas 18.51 percent and 5.55 percent of the respondents said good and very good respectively.
- f. More than one third (35.18%) of the respondents reported that the situation of conduction of extra-curricular activities in KSC was weak. Likewise, exactly half (50.00%) of the respondents reported as accepted.

3.3 Findings regarding graduates' perception of the effectiveness of the program on various skill development.

- a. Regarding program enhanced academic knowledge, about 24.07% of the respondents reported as very much, 16.66 percent reported as good, 24.07 percent reported into partially and 11.11 percent and another 24.07 percent reported as not at all and very slightly respectively.
- b. In terms of the enhancement of research skills, KSC graduates were found satisfied.
- c. The majority of the graduates reported the academic program of KSC enhanced the learning efficiency.
- d. The majority of the graduates reported the academic program of KSC enhanced the learning efficiency satisfactorily.
- e. The academic degree of KSC is weak regarding improving ICT skills in learners.
- f. KSC still has to improve the academic program regarding enhance team spirit.
- g. The overall strength is satisfactory, however, KSC has to improve in its various aspects to strengthen the program.
- h. About 16.66 percent, 20.37 percent and 24.07 percent of the respondents reported that the education degree of KSC is very weak, weak, and accepted regarding work/job placement

respectively whereas 18.51 percent, 14.81 percent and 5.55 percent of the respondents reported that the educational degree of KSC is good very good and excellent in terms of job/work placement.

CHAPTER FOUR IMPLICATIONS TO INSTITUTIONAL REFORM

KSC is reforming in its different aspects since its establishment because the motto of its establishment is '*Teachers Training for Quality Education*'. To achieve this motto we have focused to reform our administrative, managerial, and academic aspects by making plans on which only a few core people are involved. But when KSC conducted tracer study since 2015 under HERP under UGC, we got so many ideas to improve various aspects. Since we started to conduct the tracer study, we get different suggestions of graduates through the answers of the questions like what are the strengths and weakness of the institution, what things must be reformed by the institution for its betterment, what contribution can they give for the betterment of their institution, etc. While analyzing such graduates' answers, we have got various concrete ideas to reform KSC contemporarily. Among the various reform-related suggestions the main reform is the accumulation of all reform-related suggestions implemented in KSC is *Institutional Profile* which is used as a major tool to reform in the overall sectors of KSC. The major reform related functions that we perform under the Institutional Profile are discussed briefly in the points below:

4.1 Budget preparation and allocation

Probably KSC is the first community-based educational institution to prepare the budget and allocate internal headings however the budget preparation and allocation system is traditional and doing only for formality. But when we started to conduct tracer study, we prepare our internal budget and its allocation in a scientific way which makes the overall budgetary system transparent and also we strictly follow the budget in our every economic function i.e buy, sell, purchase, salary distribution, construction and so on.

4.2 External benchmarking

Based on the suggestions that we get from our graduates, KSC has performed a huge reform in its external benchmark by making well furnished, equipped, and maintained own college buildings by applying the concept of the healthful school environment. At the time of the tracing, we are in the shifting phase from rented building to our building. Hence, some of the graduates suggested us to reform in our benchmark but now we claim

that we maintain our external benchmark best than other colleges regarding building, classroom, lab, library, furniture, playground, garden, canteen, etc.

4.3 Institutional Cooperation

Our motto is 'Teachers training for quality education'. To achieve this motto we conduct different training to the school teachers. Furthermore, we conduct different professional enhancement seminars and workshops for teachers of different institutions. While organizing different varieties of workshops and training we give priority to the teachers of community schools who want to promote their academic qualification as well as professional development. As per the graduate's suggestions, we start to conduct a school health program in different schools in our catchment area which has promoted our cooperation and collaboration with other educational as well as non-educational institutions.

4.4 External networking and communication

Without strong networking and communication the goodwill of the institution can not be popularized among the stakeholders and best wishes. Our graduates suggested we make an appropriate external network and communication system. Consequently, KSC formed the KSC Alumni committee, create a campus website, Facebook page, email, noticeboard service, etc, and started to release every information through these means of network and communication. This has maintained the transparency and easy access to the information on the part of the stakeholders of the campus.

4.5 Research and publications

Our graduates have suggested us to enhance creativity as well as academic skills on the part of its faculties and students. As a result, KSC gives priority in academic research and promotes to publish peer-reviewed journal by including the articles of its faculties and students which is enhancing the research activities among teachers and students. For the promotion of the research and profession of teacher, KSC has formed a research management cell (RMC) that provides mini-research grants to a minimum of three KSC teachers in one academic year. Similarly, RMC conducts research related training seminars and workshops on different occasions to the teacher and the students of KSC.

4.6 Maintaining transparency

Maintaining transparency is the main consciousness of KSC and as per the suggestions of our graduates. We have maintained transparency in each activity of KSC. For this, we have been publishing annual progress report every year in a book form in which we include our budget, account audit report, student enrollment trends, results and its achievements and trends, procurement plan, teacher staff selection notice, etc. which has created transparent systems among our stakeholders.

4.7 Pedagogical reform

For the betterment of KSC many of our graduates have suggested reforming its pedagogical sector. Considering this suggestion we have adopted various innovations for pedagogical reform. We have made our classrooms fully IT-friendly, we have started to use multimedia in our teaching-learning processes and also using interactive and participatory methods in classroom instruction. From these trends, all of the students as well as teachers are fully satisfied.

Based on the discussion above, it can be said that KSC has been taking various advantages by making and implementing institutional profiles made based on the findings of tracer study and suggestions of graduates through the tracer study. However, there are some weaknesses to implement the realistic institutional profile due to the construction and program shifting phase but these are reforming gradually. Transparency and accountability about various activities of KSC will be maintained and gained fame as the best higher education institutions among the stakeholders in upcoming academic sessions.

CHAPTER FIVE

CONCLUSION, AND RECOMMENDATIONS

This section covers the concluding ideas based on the findings mentioned in the previous chapter. Furthermore, in this same chapter being based on the findings, remarkable recommendations have presented for the further improvement of the overall aspects of the campus.

5.1 Conclusion

Since the tracer study conducted, KSC had tried to develop the institutional profile and has been running its all activities under it. In this context, this tracer study was conducted realizing as a key step to judge the accountability and transparency of all activities of KSC. As a tracer study was conducted to identify the KSC graduates' overall job placement area, interest, status, overall strength, and weakness of the academic programs of KSC in various aspects, some interesting and significant findings have drawn.

From the discussion above, it is concluded that KSC has been performing a wonderful performance in its services. Specifically, KSC has done better in the field of quality of education, transparency, accountability as well as academic excellence. As we found throughout this study, the collaboration among the other institutions supporting them through conducting training and workshops is a wonderful task from the side of campus. Similarly, Availabilities of the facilities such as the library, sports materials, etc. have created different inspiration and motivation on the part of its graduates. Although, the facilities are not sufficient as desired by the graduates. So, developing more infrastructures for the ICT and extracurricular activities is realized the urgent necessity of the campus as suggested by the graduates. Few students are studying at the bachelor level than the master. So, KSC has to increase the number of students at the bachelor level in further academic sessions introducing different programs like scholarship schemes. Regarding sex composition, nearly two-thirds of the graduates were female; it means females are interested to get a higher education degree. But increasing the students at different levels is a burning issue for the campus which has demanded further actions like the increasing quality of education, providing scholarships to the students, and so on. Regarding employment, more than two-thirds of the graduates were employed. In terms

of the enhancement of research skills, KSC graduates were found satisfied. The majority of the graduates reported the academic program of KSC enhanced the learning efficiency. The majority of the graduates reported the academic program of KSC enhanced the learning efficiency satisfactorily. The academic degree of KSC is weak regarding ICT skills on the part of the learners. This signifies that the campus needs to link the learners with technological skills. KSC still has to improve the academic programs to enhance team spirit. The overall strength is satisfactory, however, KSC has to improve in its various aspects to strengthen the program. Learners while being graduated from any degree; must have competencies in the specific academic area, have skills of problem-solving skills, research, use of ICT, etc. which are found satisfactorily in KSC graduates, however, the campus has to do so many things to make strength and improve in its overall aspects i.e. efficient and transparent record-keeping in all departments of the campus, prepare profiles of teaching staff, support staff, student records and the Campus partners and/or stakeholders. Student exchange programs can be done by collaborating with other colleges and universities within the nation and abroad which certainly enhance the overall achievement on the part of graduates in further academic sessions.

5.2 Recommendations

Based on the results of the analysis and interpretation of data, the following recommendations are referred:

- a. KSC should make realistic as well as updated institutional profiles through which KSC can maintain more accountability and transparency of various activities and choices.
- b. It must Strength linkages between the campuses and the job market to assess the need of the employer.
- c. The 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 on the part of the KSC to meet these needs.

- d. The campus must give its graduates a head start in the job market or it has to give them more relevant skills and capacities for the market. *An Employer Expectations Study* should be carried out to gather feedback.
- e. The findings need to be used to assess the needs of new graduates and undergraduate programs and assist in the proposed review of the current curriculum.
- f. Information related to the academic and needs of the market or even future needs for graduates in various areas of employment should be given. A large-scale curriculum review needs to be undertaken which is focused on Nepalese social needs and the demand of the current labor market.
- g. The results of the curriculum review must be applied to the creation of new courses that are relevant to the labor market need. This should include the revision of both course content and instructional methods. Curricula need to be precisely defined in terms of outcomes and expectations.
- h. KSC must be updated and able to address various challenges emerging due to innovations in the field of science and technology, graduates' employability, quality of education, the performance of research, etc.

Annex- 1 Work Plan

S.N.	Study Tasks	Estimated time	Responsibility	Remarks
1.	Preliminary preparations	1 Weeks	The core Study team and KSC staffs	
2.	Training and orientation to the staffs and team members	2 days	Team leader	
3.	Data Collection	3 Weeks	Team members	
4.	Compilation and analysis of data	3 Weeks	Team members	
5.	Preparation of the first draft of the report	2 Weeks	Team members	
6.	Correction and finalizing the report	1 Weeks	Team members	