

A Tracer Study Report
of
Graduates of Kanya Campus Pokhara
2073 B.S. (2016 A.D.)

Submitted to:
University Grants Commission, Nepal

Submitted By:
Kanya Campus Pokhara
Pokhara-Lekhnath-3, Nadipur, Kaski

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We would also like to express our sincere thanks to administration of KCP and other staff for their support in collecting information from the respondents.

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June 03, 2018

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EXECUTIVE SUMMARY

Tracer study survey explores the position of graduates from higher education institutions or training centers which takes place sometime after graduation. It is carried out by the education institution to follow the graduates to know about what they are doing with the education and training they received. Common topics covered in tracer study include question on study progress, the transition to work, work entrance, job career, use of learned competencies and current occupation.

Tracer study is important because it finds out the position of graduates after they completed their studies. It tries to search answer of questions like whether they are employed, self employed or looking for the jobs, whether their study prepared them well for the jobs, whether they use the knowledge and skills they learned during their studies or not. Moreover, feedback of graduates can be used to improve the quality of the programs and to revise the curriculum if deemed necessary. The findings of the studies are used in different areas of higher education quality development, as well as to improve service provided by the higher education institutions. Tracer studies can be considered as a quality assurance tool because these studies investigate upon quality management of teaching and learning, and curricular of the institutions.

KCP conducted its first tracer study of graduates covering sample of graduates passed out in 2018 A.D. This study presents the position of graduates of 2018 A.D. and their suggestions necessary for the improvement of teaching learning quality of the institution.

The main objective of this study is to identify the position of graduates after they completed their study. Under the guidelines of this objective, the study has the following specific objectives:

- To identify the current position of graduates of KCP i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- To assess relevancy of study on jobs of graduates of KCP.
- To assess the major strengths and weaknesses of the programs and overall teaching learning environment of KCP.
- To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of KCP.
- To provide feedback for improvement of overall teaching learning environment based on expectation of KCP graduates.

Methodology

This study is based on primary data. Graduates of 2016 of KCP are the sources of data. There were 33 graduates of 2016 as universe of the study. The survey instrument used in the study is the questionnaire which is prescribed by University Grants Commission (UGC) of Nepal. Various methods like field visits, face to face conversation, telephone conversation, contact through electronic media, etc. are used to collect the required data for the study. Members of tracer study committee and non-teaching staff of KCP are employed to contact the respondents. Considering the study period from 1st May to 30th May, 2018 data were obtained from 33 graduates.

The basic method employed in the analysis of data was descriptive analysis and MS Excel is used to process data. Further, percentages for all reported variables are computed for analysis.

Results

Distribution of Respondents

Out of total 33 respondents, 27.27 percent are found from BBS, 48.48 percent from B.Ed., 15.15 percent from B.A. and 9.10 percent from MBS.

Demographic Characteristics of Graduates

Out of total respondents, 42.42 percent are from Brahmin and Chhetri caste, 48.48 percent are from indigenous community and 9.10 percent from Dalit caste. 54.55 percent graduates are from Kaski district and 45.45 percent from other districts of Nepal. This shows that most of the graduates of KCP are from urban area. However, statistics show that they are from 9 district of Nepal.

Employment Information of Graduates

Out of total respondents, 42.42 percent are in employment and rests are unemployed and looking for the jobs or further studies or are enrolled for further studies. Out of total employed graduate. All employed students are full-timer job holder and 6.06 percent are in their own business. Graduates are appointed in different areas of employment. They are appointed in banks, schools, hotels, cooperatives, NGOs.

Graduates Persuasion for Further Study

Out of total respondents, 57.57 percent are pursuing their further study and rest are not getting enrollment in master degree. Among them, all respondents have got enrollment in Tribhuvan University of Nepal. Out of total enrolled graduates, 36.84 percent got enrollment in MBS, 42.11 percent in MA and 21.05 percent in M.Ed.

Graduates' Responses on Quality Measures of KCP

This study describes perceptions of graduates on different quality measures of programs of KCP and its teaching learning environment in terms of qualitative ratings they made based on their personal knowledge and experience.

Out of 33 respondents, 69.7 percent are satisfied with the relevancy of programs they studied to their professional requirements; 87.87 percent are satisfied with curricular activities organized by the institution; 42.42 percent are satisfied with problem solving ability; 45.46 percent are satisfied with work placement/ internship; 93.94 percent are satisfied with teaching/learning environment; 81.82 percent are satisfied with quality of education delivered; 78.79 percent are satisfied with teacher student relationship; 87.88 percent are satisfied with library facility; 24.24 percent are satisfied with lab facility; 63.64 percent are satisfied with sports facility and 36.36 percent are satisfied with canteen/urinals .

Conclusions and Recommendations

The findings of the study indicate that KCP has been creating strengths in several dimensions of teaching-learning environment in delivering quality education. Similarly the findings also indicate that there is close relationship between what graduates learned from their study and their jobs.

This study explores that 36.36 percent of sample size are in employment at different institution like banks schools, NGOs. Among the employed students, all are in full time employment.

The most of the graduates, 58 percent are enrolled in further study.

The graduates are found working in bank and financial institutions, Schools, hotels cooperatives and NGOs. Most of the graduates (i.e. 93.94 percent of the total respondents) are rated very high to teacher student relationship, 87.88 percent are satisfied with library facility in campus and extra-curricular activities in campus. The study indicates the institutional strengths of the KCP in the areas of curricular activities; relevancy of programs, quality of education delivered and sports

facilities. Some graduates have pointed out need of lab facility, work placement and internship support. Some graduates have provided suggestions to add new technical program.

- The institution should focus on improvement of its infrastructure to deliver quality services.
- External expert should be brought in campus for experience and knowledge sharing.
- Student counseling cell should be formed in institution.
- Teachers should be more interactive.
- Trainings and seminar should be organized for students.
- Campus should do more charitable program so that student can learn humanities and social behaviour
- The institution should be given priority to initiate such courses that prepare graduates to start entrepreneurship.
- IT courses should be added in the stream of BBS, B.Ed. and B.A.
- Job-placement of graduates should be facilitated through assisting them in searching and joining the jobs.
- Necessary reforms should be initiated to attract students in streams of study like B.A. and B.Ed.
- The institution should try to conduct the census covering all the passed out graduates to obtain the complete data and comprehensive results.
- Priority should be given to develop research skill of the graduates.

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LIST OF ABBREVIATIONS

BA:	Bachelor of Arts
BBS:	Bachelor of Business Studies
B.Ed.:	Bachelor of Education
BOD:	Board of Directors
CMC:	Campus Management Committee
FOM:	Faculty of Management
KCP:	Kanya Campus Pokhara
Lab:	Laboratory
MA:	Master of Arts
MBS:	Master of Business Studies
M.Ed.:	Master of Education
NGO:	Non-Government Organization
QAA :	Quality Assurance and Accreditation
RMC:	Research Management Cell
TU:	Tribhuvan University
UGC:	University Grants Commission

CHAPTER I

INTRODUCTION

1.1 Background

Education can be viewed as the sixth sense of humans. It is generally perceived as one of the most well developed services that make people more conscious and intellectual. It is an important indication of national development because development is possible only when the nation can produce skilled human resources and academic scholars. Development histories of other countries have already proved that development is possible with human resources in a full range.

The expansion of higher education offering university and affiliated colleges has been producing the increasing number of graduates on one hand and educated unemployed rate has been growing in the country on the other. It raises a question that whether the current structure and pattern of higher educational development could serve the community. This study was conducted to find out the present status of KCP graduates and their opinion regarding the institution they experienced for a long time on various factors.

1.1.1 Kanya Campus Pokhara (KCP)

KCP came into operation in 2048(1990 A.D.) with the joint efforts of local community, founder professors who committed to take classes without remuneration in case sustainability is threatened, social leaders, academics and Kanya Secondary School (Shree Panch Ratna Rajya Laxmi Kanya Madhyamic Vidyalaya that time) played vital role to establish KCP among others. It started classes with 56 students in humanities and management section in the same building of school in the morning shift. Only in 2053, with the financial support of Japanese Embassy college constructed its own building and started classes on its own.

KCP is a community based, non-profit organization conducting bachelors in management, Humanities, education and master degree program in management. Bachelor degree programs are Bachelor of Business studies (BBS), Bachelor of Arts (BA), Bachelor of Education (B.ED.), and Master degree program, namely; Master of Business studies (MBS).KCP has established various departments to manage subject-wise teaching – learning activities of the campus. Each department is headed by department head responsible to manage the workload, result of the subject and initiate necessary changes for improvement in the department. KCP has departments like: department of English, Nepali, Management and research, sociology, economics, accounts and statistics and Education.

KCP has five storey tall building with computer lab, library, cafeteria and seminar hall along with offices of each department. It has 40 teaching faculties,14 non-teaching staff and 380 students in different programs. Teaching faculties and non-teaching staffs are recruited and selected according to the provisions of the campus Article of Association –

2048. Under these provisions; a selection committee is formed by the campus management committee which is responsible for recruitment and selection of the human resources. The decision of selection committee should be approved by the campus management committee.

KCP has its own clearly defined objectives, vision, mission and strategic plan. Its main objective is to provide quality education to girls in respective environment. Its vision is preparing competent human resources for global markets.

It publishes "Mamata" journal, including research articles and various creations of teachers and students. It established Research Management Committee (RMC) to initiate and support research activities in the campus.

1.1.2 Rationale of the Study

The importances of the study are as follows:

- This study is very helpful to identify the position of graduates of KCP
- It will support to identify the strengths and weakness of the KCP
- It will be fruitful for initiating changes in teaching learning methodology, environment and curricula

1.2 Objectives of the Study

The main objective of this study is to identify the current position of the graduates of KCP after few years of completion of the study. Under the guidelines of this objective, other specific objectives of the study are:

- To identify the current position of graduates of KCP i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- To assess relevancy of study on jobs of graduates of KCP.
- To assess the major strengths and weaknesses of the programs and overall teaching learning environment at KCP.
- To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of KCP.
- To provide feedback for improvement of overall teaching learning environment based on graduates expectations.

1.3 Institutional Arrangements to conduct the Study

CMC meeting of KCP dated 2074/10/19 formulated the tracer study committee of three members (see annex A). The committee organized meetings and decided for field visit (see annex D). Field visits were conducted with the help of teaching faculty, non-teaching staffs, campus administration and the members of tracer committee.

The study report was finalized by the tracer study committee by incorporating the suggestions provided by different stakeholders.

1.4 Graduate batch taken for the study

Graduates passed out on 2073 B.S. (2016 A.D.) are selected for the study. Students are graduated from BBS, BA and B Ed in Bachelor level and MBS in master level are the population of the study. Responses of all 33 passed out graduates are collected (see annex C). Out of the total students; 9 from BBS, 5 from BA, 16 from B.Ed. and 3 students from MBS are selected for the study.

1.5 Data Collection- Instrument and approach

The survey instrument is the questionnaire drafted by the UGC, Nepal.

• Data Collection Technique

The graduates are mainly requested by tracer study committee members and non-teaching staff to fill the questionnaires through direct visit, telephone, face book post, messenger and e-mail.

The non-teaching staffs are given special monetary benefits to collect questionnaire. In addition, graduates are visited by the members of tracer committee to collect questionnaire time and again. Some of the graduates are provided responses through e-mail.

• Data, Entry, Processing and Analysis

Data entry and processing are completed by using computer software with the help of skilled manpower in excel and other applications. Percentages are computed and recorded for all variables. Also, bar diagrams and pie charts are used to present the data.

1.6 Scope and limitations of the Study

This study tried to cover all of the graduates passed out in 2073 B.S. The following are the limitation of this study:

- We could not reach some graduates because of long distance so we filled questionnaires on the basis of phone calls.
- Due to budget constraints, field visits are limited within the valley i.e. Pokhara.
- Only the questions included in the form are filled. So other aspects are not included here.
- This study is completely descriptive. So, any significance test is not used to determine the relationship of variables.
- Most of the respondents refused to provide photocopy of appointment letters and identity cards.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the demographic characteristics of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study of respondents. And the fifth section describes the respondents' perceived ratings on quality measures of KCP.

2.1 Distribution of Respondents

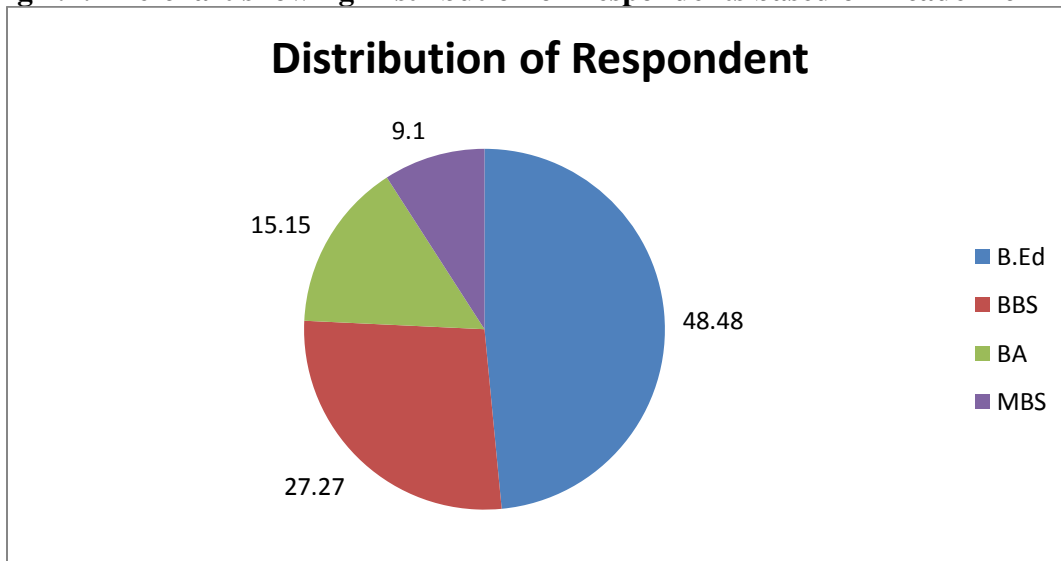
All 33 passed out graduates in 2016 A.D. (2073 B.S.), are collected. The following table shows the distribution of respondents on the basis of different academic programs.

Table 2.1
Distribution of Respondents based on Academic Program

Program	Respondents	Percent
BBS	9	27.27
B Ed	16	48.48
BA	5	15.15
MBS	3	9.10
Total	33	

Table 2.1 reveals that out of 33 respondents, maximum respondents are from B.Ed. i.e. 48.48 percent. Similarly 27.27 percent are from BBS, 15.15 percent from BA and 9.10 percent are from MBS. This pattern of respondents is presented in the pie-chart below:-

Fig 2.1: Pie-chart showing Distribution of Respondents based on Academic Program



The figure 2.1 shows that most of the respondents are from B.Ed. i.e. 48.48 percent. Students from BBS are 27.27 percent. Likewise, 15.15 percent of students are from BA and 9.10 percent students are from MBS.

2.2 Demographic Information of Graduates

This section presents the demographic characteristics of the respondents on the basis of responses of graduates. It describes caste of respondents and place of residence.

The following table presents caste of the respondents:

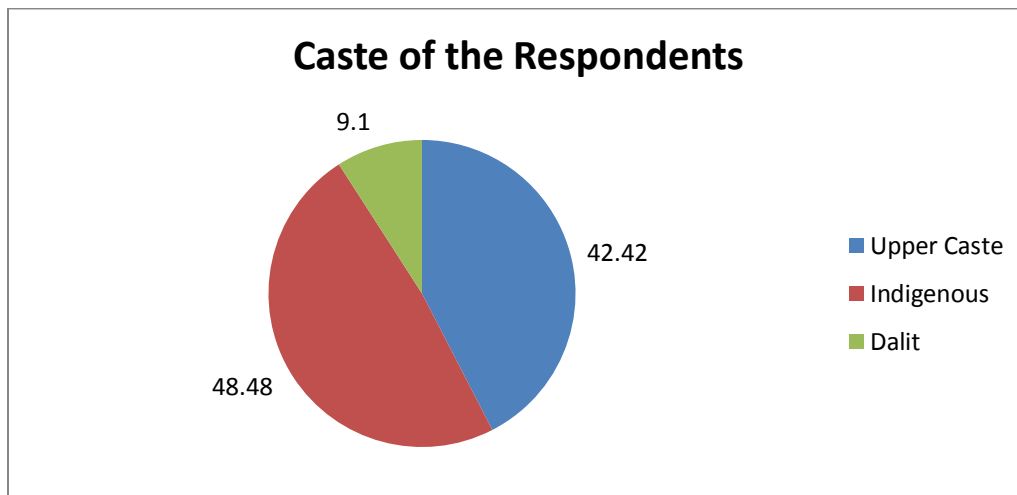
Table: 2.2
Caste of the Respondents

S.No	Caste	Respondents	Percent	Valid percent
1	Upper caste	14	42.42	42.42
2	Indigenous	16	48.48	48.48
3	Dalit	3	9.10	9.10
		33	100	100

Table 2.2 shows that maximum indigenous and minimum lower caste respondents are graduated from the institution. Upper caste category includes Brahmins, Chhettri and Thakuri. Indigenous caste includes Gurung, Magar, Newar and Rai. And lower caste includes dalits. Out of total respondents, 42.42 percent respondents are graduated from upper caste, 48.48 percent are from indigenous and 9.10 percent are graduated from lower caste.

The following figure shows caste of the respondents:

Figure: 2.2: Caste of the Respondents



The figure 2.2 shows that most of respondents are indigenous and very few are from dalit community. Upper caste students are 42.42 that is lower than the number of indigenous group.

2.3 Employment Information of Graduates

This section presents the employment status related information of graduates of KCP passed in 2016 A.D. The following table shows the current status of the respondents.

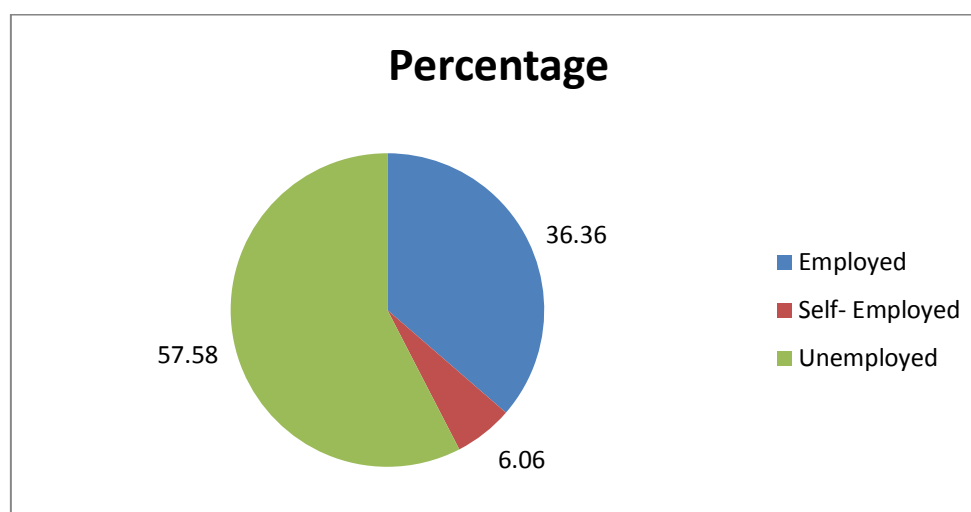
Table 2.3

Current Status of Employment of Respondents

	Respondent	Percent	Valid percent
Employed	12	36.36	36.36
Self-Employed	2	6.06	6.06
Unemployed	19	57.58	57.58

Table 2.3 shows that out of total respondents, 36.36 percent are found employed, 6.06 percent are self-employed and 57.58 percent are not found employed. It shows that most of the graduates are unemployed.

Figure: 2.3: Pie chart Showing Current Status of Employment of Respondents



The following table shows type of employment of the respondents:

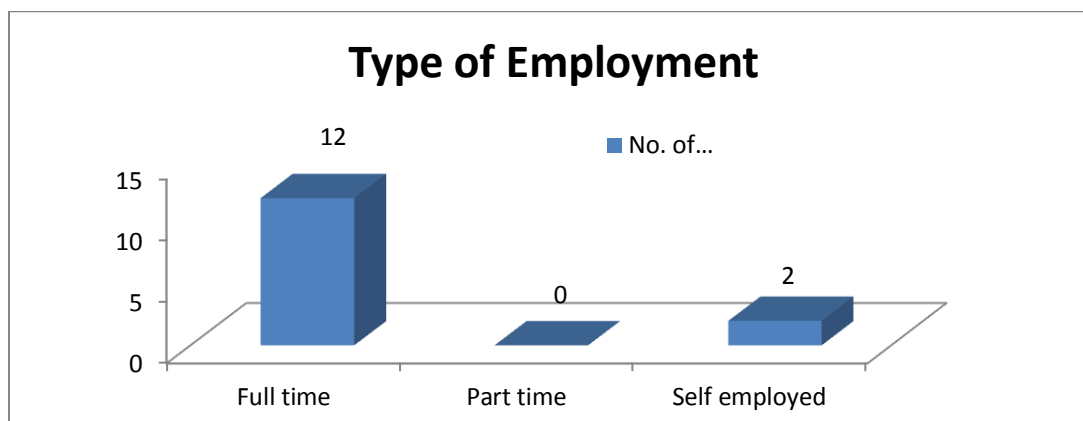
Table: 2.4

Type of Employment of the Respondents

Types	Respondents	Percent	Valid percent
Full time	12	36.36	85.71
Part time	0	-	-
Self employed	2	6.06	14.29
Total	14	42.42	100

The table 2.4 shows that out of total employed respondents, 85.71 percent are full time, and 14.29 percent are self-employed. This shows that most of the employed graduates are found as full time employees.

Figure: 2.4 : Type of Employment of the Respondents



2.4 Graduates' Persuasion for Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges.

The following table shows graduates' enrollment in different programs:

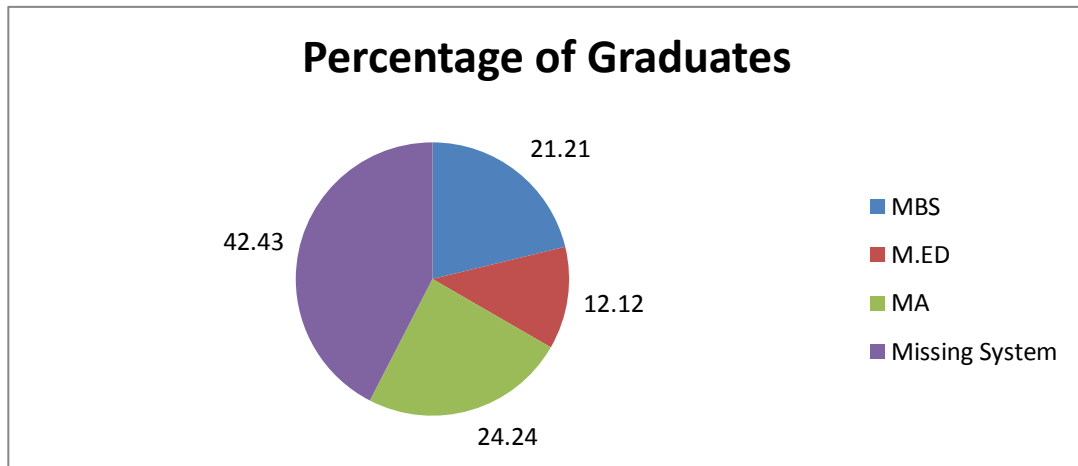
Table: 2.5
Graduates' Enrollment in Different Disciplines

Program	Respondents	Percent	Valid Percent
MBS	7	21.21	36.84
M.ED	4	12.12	21.05
MA	8	24.24	42.11
Missing System	14	42.43	
Total	33	100	100

From the table 2.5, it is found that 57.58 percent of total graduates are enrolled in further study whereas 42.42 percent are not enrolled. Out of total enrolled graduates, 36.84 percent are enrolled in MBS, 42.11 percent in MA and 21.05 percent in M.Ed. These statistics show that most of the graduates are enrolled in humanities discipline for the further study.

Figure: 2.5

Pie Chart Showing Graduates' Enrollment in Different Disciplines



The following table presents graduates' enrollment in university.

Table 2.6
Graduates' Enrollment in Universities

	Respondents	Percent	Valid Percent
TU	19	57.57	100
Other University of Nepal	0	0	
	19		

Table 2.5 shows that all graduates are enrolled in TU.

2.5 Academic Ratings towards Quality Measures of KCP

This section deals with the graduates' perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the institutions strengths and weaknesses from the point of view of graduates. Moreover, this study considers seven specific variables to evaluate the effectiveness of the programs of study of the institution.

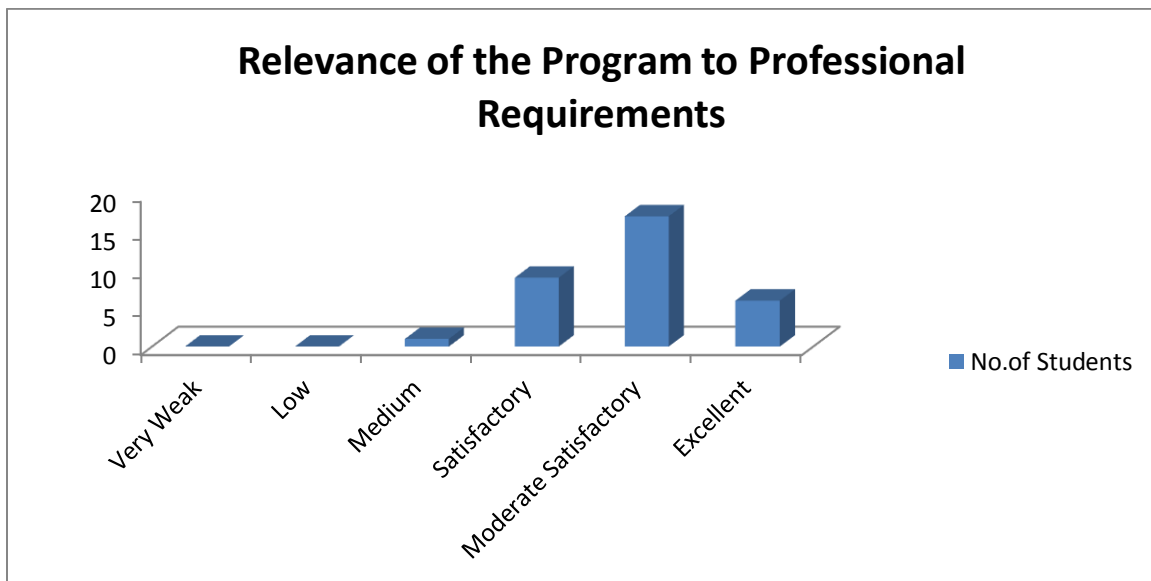
The table 2.7 presents the ratings of respondents on relationship between academic knowledge they learned from the study and their jobs.

Table: 2.7
Relevance of the Program to Professional Requirements

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	1	3.03	3.03
Satisfactory	9	27.27	27.27
Moderate Satisfactory	17	51.52	51.52
Excellent	6	18.18	18.18
	33		

The table 2.7 reveals that out of total responses relating with the concerned variable 3.03 percent are perceived medium satisfaction, 27.27 percent are satisfied, 51.52 percent are moderately satisfied and 18.18 percent are highly satisfied with the relevancy of the program with their professional requirements. From these statistics it can be said that most of the respondents are satisfied with the relationship. The following figure shows the ratings of graduates on strength of the institution in terms of relevance of program to their professional requirements.

Figure: 2.6: Relevance of Program to Professional Requirements



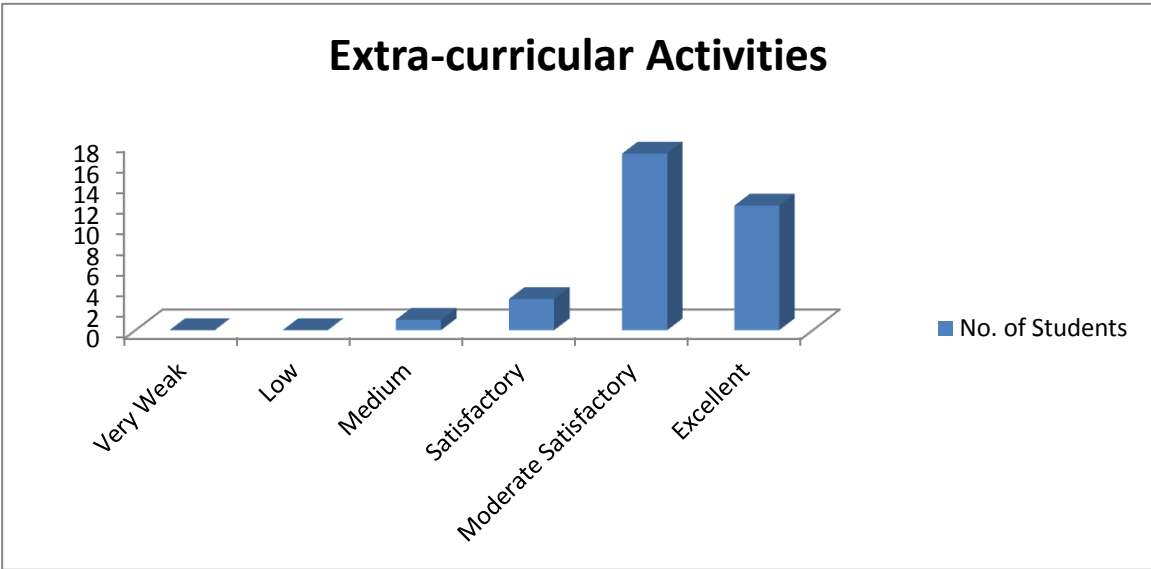
The following table presents the graduates' perceived ratings on extra-curricular activities organized by the institution.

Table 2.8
Ratings based on Extra-curricular Activities

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	1	3.03	3.03
Satisfactory	3	9.10	9.10
Moderate Satisfactory	17	51.51	51.51
Excellent	12	36.36	36.36
	33	100	100

The table 2.8 shows that out of total responses of the variable concerned, 3.03 percent felt that the institution has medium type of management for extra-curricular activities. Likewise 9.10 percent ticked on satisfactory option. 51.51 percent students selected on moderate satisfactory and 36.36 percent chose on excellent option. There were no students ticking on very weak and low options.

Figure: 2.7
Ratings based on Extra-curricular Activities



The table 2.9 presents the graduates' perceived ratings on problem solving ability they learned from the study.

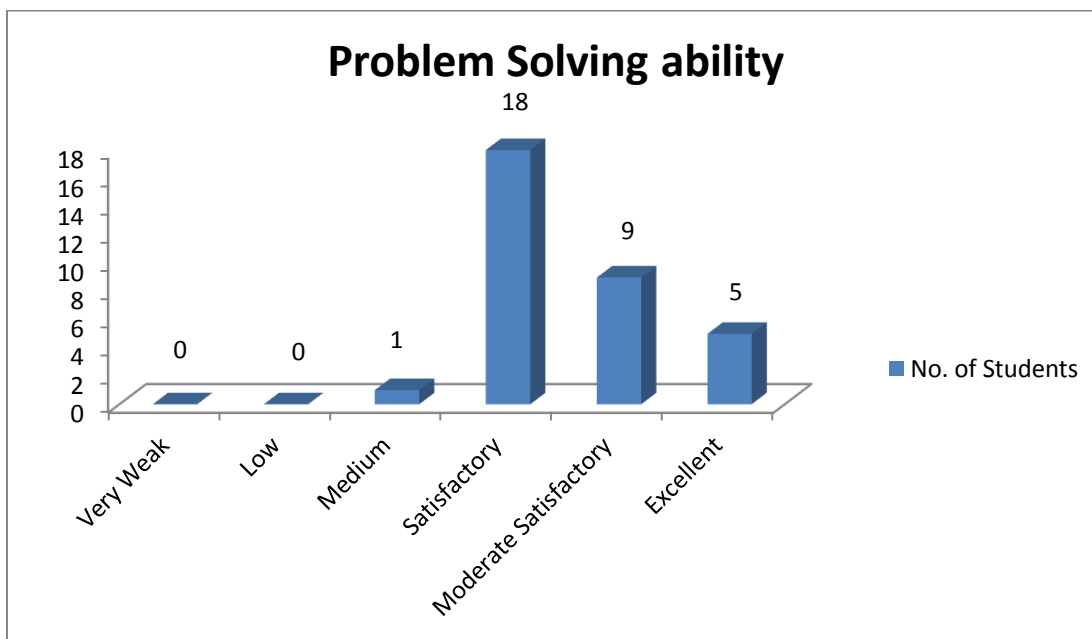
Table: 2.9
Ratings based on Problem Solving Ability

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	1	3.04	3.04
Satisfactory	18	54.54	54.54
Moderate Satisfactory	9	27.27	27.27
Excellent	5	15.15	15.15
	33	100	100

The table 2.9 shows that out of total respondents, 3.04 percent realized it medium, 54.54 percent found it satisfactory, 27.27 percent felt it moderate satisfactory and 15.15 percent students found it excellent regarding problem solving ability they achieved from the institution.

It is shown in the bar diagram in the following section.

Figure: 2.8:
Ratings based on Problem Solving ability



The following table shows ratings on inter disciplinary learning approach of the institution.

Table: 2.10
Ratings based on Work Placement/ Attachment

Particulars	Respondents	Percent	Valid Percent
Very Weak	1	3.03	3.03
Low	1	3.03	3.03
Medium	2	6.06	6.06
Satisfactory	14	42.42	42.42
Moderate Satisfactory	12	36.36	36.36
Excellent	3	9.10	9.10
	33	100	100

Regarding work placement/attachment, out of total respondents, 3.03 percent ticked on very low and low options in each. Likewise 6.06 percent ticked on medium, 42.42 percent found it helpful in work placement. In the same way, 36.36 realized that it is moderate satisfactory in placement on jobs. 9.10 percent graduates thought that it was excellent in work placement.

The following figure shows ratings on work placement/attachment.

Figure: 2.9
Ratings based on Work Placement/Attachment

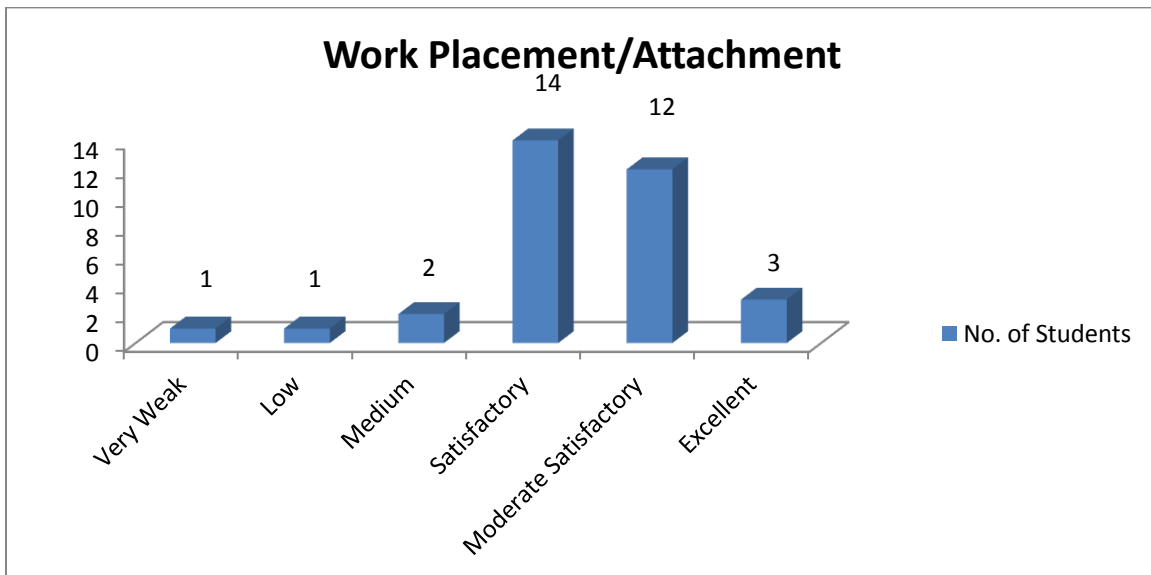
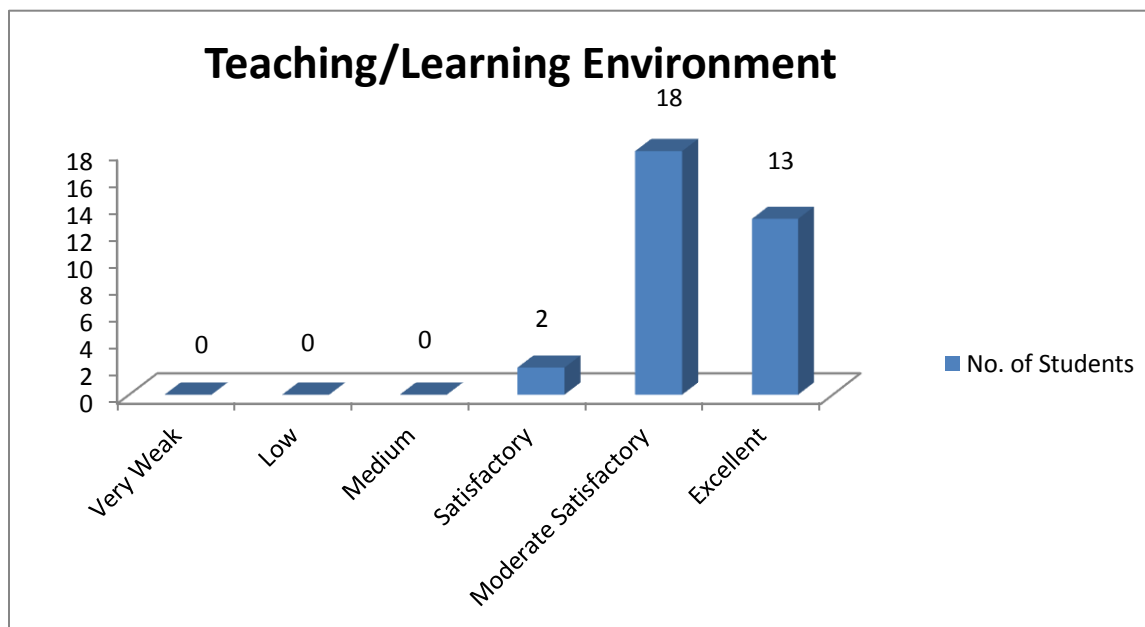


Table: 2.11
Ratings based on Teaching/Learning Environment

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	0	0	0
Satisfactory	2	6.06	6.06
Moderate Satisfactory	18	54.54	54.54
Excellent	13	39.40	39.40
Total	33	100	100

Table 2.11 shows that there were no graduates who found very weak, low and medium environment in the institution for teaching and learning. 6.06 percent graduates found it satisfactory regarding it. Most of the graduates i.e. 54.54 percent said that it had moderate satisfactory environment of teaching and learning and 39.40 percent of them perceived it excellent in teaching and learning environment.

Figure: 2.10
Ratings based on Teaching/Learning Environment



The table 2.12 shows ratings on quality of delivery of teaching and non-teaching staffs of the institution.

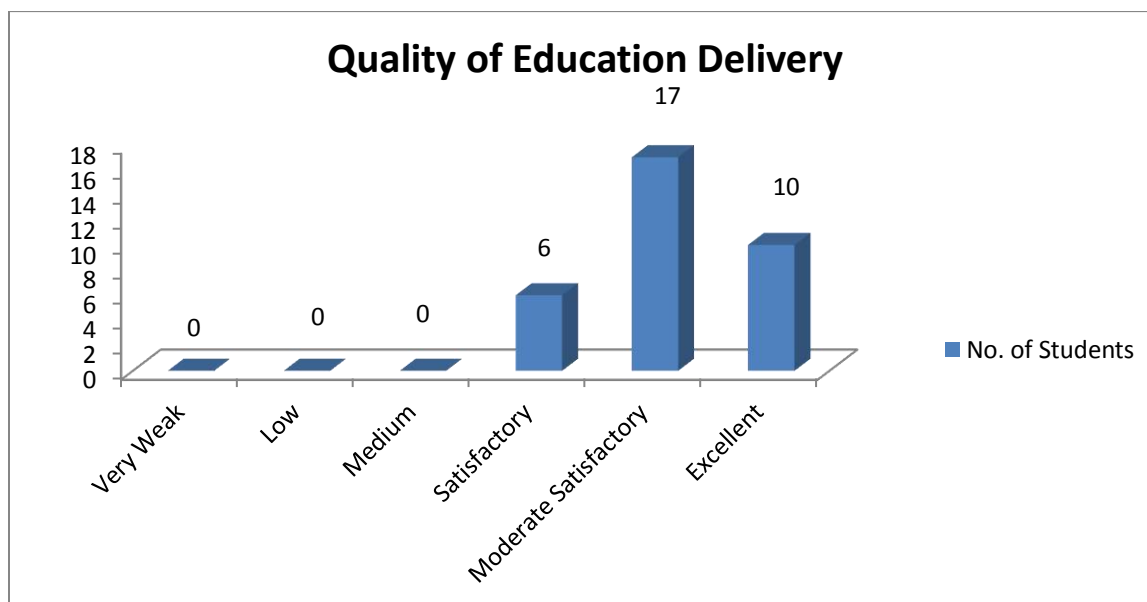
Table: 2.12
Ratings based on Quality of Education Delivery

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	0	0	0
Satisfactory	6	18.18	18.18
Moderate Satisfactory	17	51.52	51.52
Excellent	10	30.30	30.30
	33	100	100

From the above table, it can be said that out of total respondents, 18.18 percent are satisfied with the delivery system of education in Kanya Campus. 51.52 percent are moderately satisfied with it and 30.30 percent found it excellent regarding delivery of education. The positive thing is that there was no one who felt it very low, low or medium in the delivery of quality education.

The figure 2.11 shows rating on quality of delivery of teaching and non-teaching staff.

Figure: 2.11
Ratings on Quality of Education Delivery



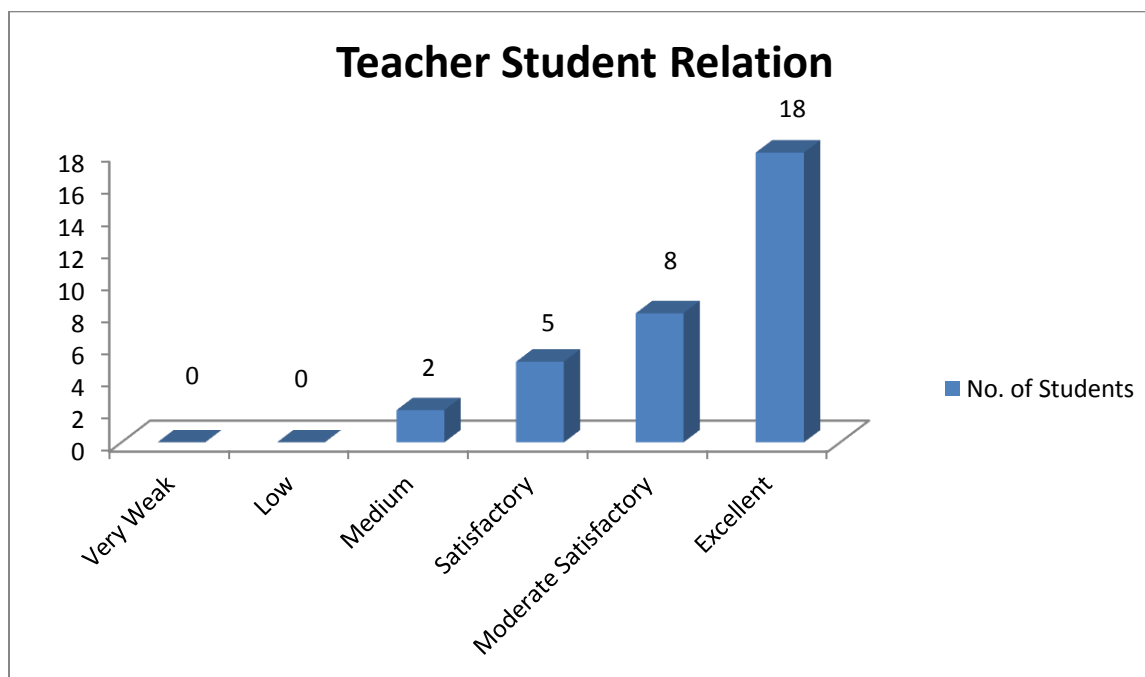
The following table shows ratings on teacher student relationship in the institution

Table: 2.13
Ratings based on Teacher Student Relationship

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	2	6.06	6.06
Satisfactory	5	15.15	15.15
Moderate Satisfactory	8	24.24	24.24
Excellent	18	54.55	54.55
	33	100	100

The table 2.13 presents that out of total respondents, 6.06 percent graduates experienced the relation medium. Likewise 15.15 percent graduates said that there was satisfactory relationship between them. On the other hand 24.24 percent graduates thought that the relationship was moderately satisfactory and 54.55 percent graduates proudly ticked on excellent relation between them. There were no graduates ticking on very low and low options regarding teacher student relations.

Figure: 2.12
Ratings based on Teacher/Student Relationship



The following table demonstrates the ratings of graduates regarding library facility.

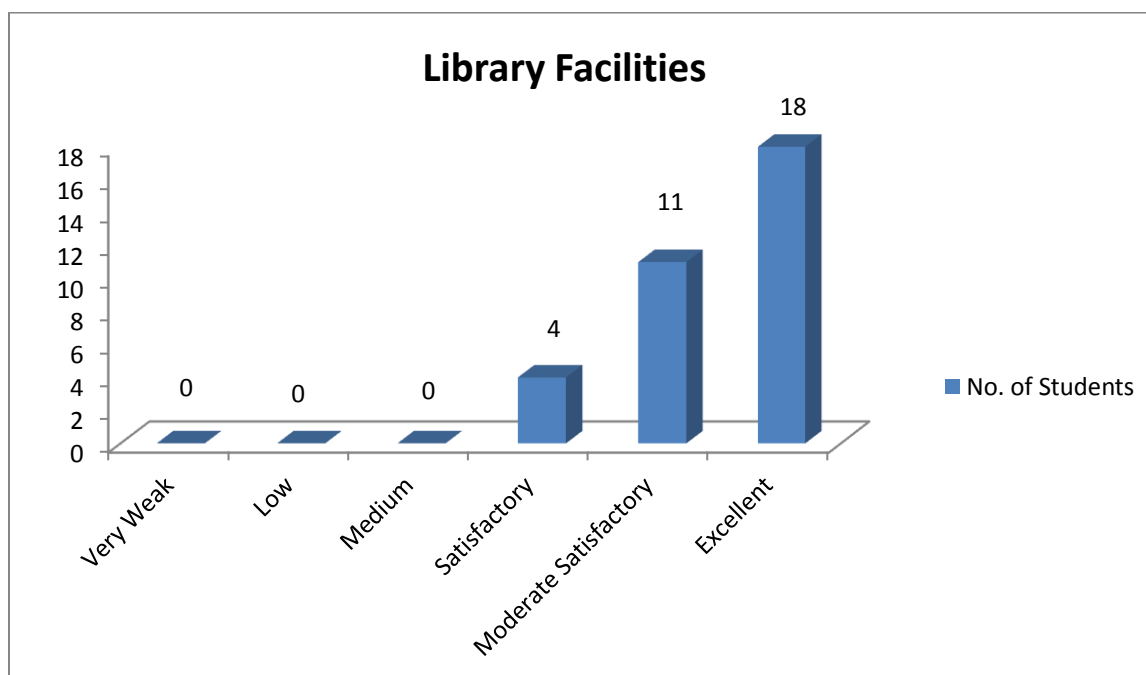
Table: 1.14
Ratings based on Library facility

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	0	0	0
Satisfactory	4	12.12	12.12
Moderate Satisfactory	11	33.33	33.33
Excellent	18	54.55	54.55
	33	100	100

The table 1.14 shows that most of the graduates were satisfied with the library/laboratory facilities of the institution. Out of total respondents, 54.55 percent are s ticked on excellent option. 33.33 percent found it moderate satisfactory and 12.12 percent of them realized it satisfactory with the availability and the behaviours of the staff.

The bar gram shows rating on library/laboratory facilities provided by the institution.

Figure: 2.13
Ratings based on Library Facilities



The figure 2.13 shows that maximum respondents are satisfied with library/laboratory facilities provided by the institution.

The following table demonstrates the ratings of graduates on lab facility

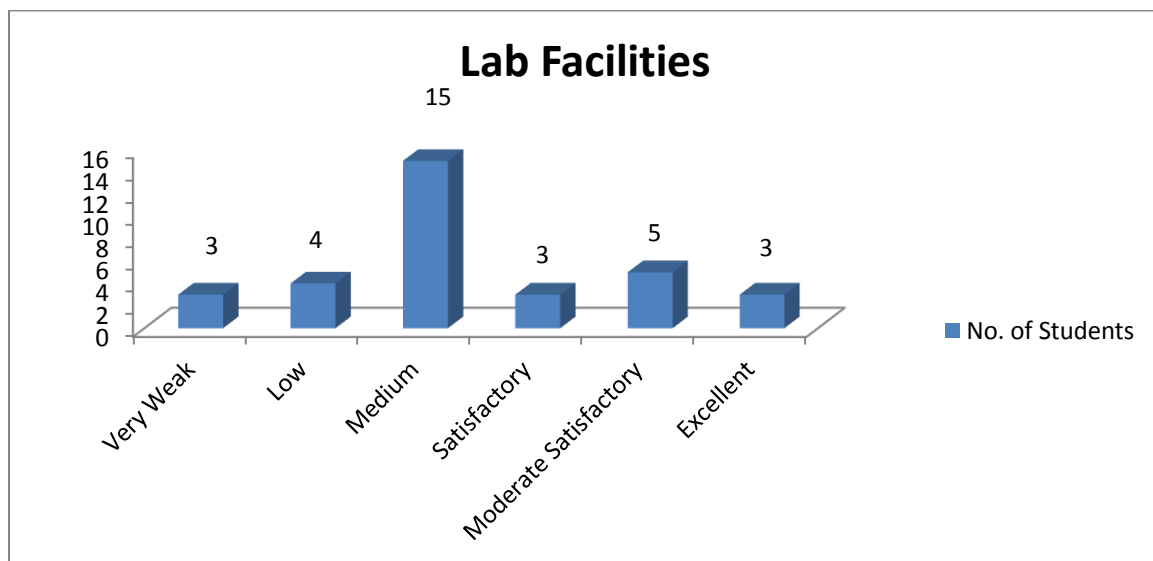
Table: 1.15
Ratings based on Lab Facility

Particulars	Respondents	Percent	Valid Percent
Very Weak	3	9.10	9.10
Low	4	12.12	12.12
Medium	15	45.45	45.45
Satisfactory	3	9.09	9.09
Moderate Satisfactory	5	15.15	15.15
Excellent	3	9.09	9.09
	33	100	100

The 1.15 table shows that most of the graduates are satisfied with the laboratory facilities of the institution. Out of total respondents, 9.09 percent felt it excellent. 15.15 percent felt it moderately satisfactory and 9.09 percent graduates realize it satisfactory in the use of lab. 45.45 percent of them put the tick mark on medium, 12.12 percent maintained it low and 9.10 percent said that the condition of lab was very weak.

The following figure shows rating on laboratory facilities provided by the institution.

Figure: 1.14
Ratings based on Lab Facilities



The figure 1.14 shows that maximum respondents felt it neither very good nor very weak about the condition and the service provided by the laboratory.

The following table shows the ratings of graduates regarding sports facility

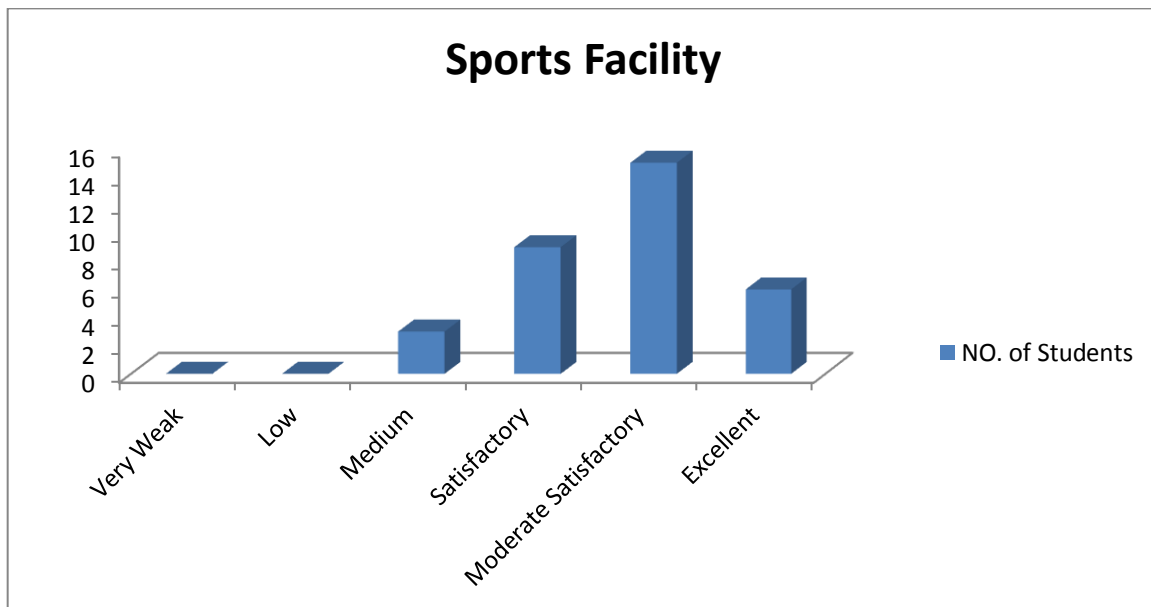
Table: 2.16
Ratings based on Sports facility

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	3	9.10	9.10
Satisfactory	9	27.27	27.27
Moderate Satisfactory	15	45.45	45.45
Excellent	6	18.19	18.19
	33	100	100

The table 2.16 shows that most of the graduates are satisfied with the sports facilities of the institution. Out of total respondents, 45.45 percent are moderately satisfied and 18.19 percent felt it excellent. 27.27 percent found it satisfactory regarding the sports facilities. 9.10 percent graduates experienced it medium type of facility in sports activity. No graduates said that there was very weak or low facility in the institution.

The following figure shows rating on sports facilities provided by the institution.

Figure: 2.15
Ratings based on Sports facility



The figure 2.15 shows that maximum respondents are satisfied with sports facilities provided by the institution.

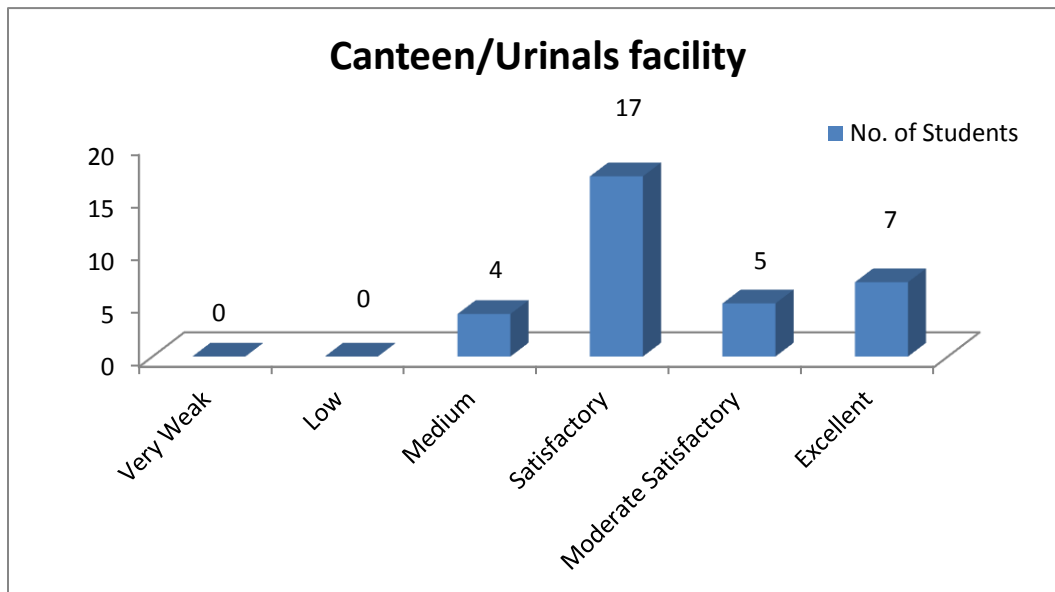
Table: 2.17
Ratings based on Canteen/Urinals facility

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	4	12.12	12.12
Satisfactory	17	51.52	51.52
Moderate Satisfactory	5	15.15	15.15
Excellent	7	21.21	21.21
Total	33	100	100

The table 2.17 shows that most of the graduates are satisfied with the canteen/urinals facilities of the institution. Out of total respondents, 21.21 percent felt it excellent to use canteen and urinals of Kanya Campus. In the same way 15.15 percent of them found it moderately satisfactory and most of them i.e.51.52 percent of them experienced it satisfactory. 12.12 percent graduates felt it medium with the facility of them. There were no graduates ticking very low and low category which is a matter of satisfaction to the institution

The following figure shows rating on canteen/ urinals facilities provided by the institution.

Figure: 2.16
Ratings based on Canteen/Urinals facility



The figure 2.16 shows that maximum respondents are satisfied with canteen/urinals facilities provided by the institution.

CHAPTER III

MAJOR FINDINGS

This study is based on descriptive research design. It focuses on identifying relevancy of the program of study to the jobs, and quality of education delivered, problem solving skill. Also, it analyzes the ratings of the graduates on several teaching-learning dimensions of the institution like extra-curricular activities, problem solving, work placement/attachment, teaching/learning environment teacher student relationship, and library and lab facilities, canteen urinals facilities etc. The major findings of the study are described as follows:

- Out of total graduates 9 from BBS, 16 from B.Ed., 5 from BA and 3 from MBS were there.
- Out of the total graduates 14 were from upper caste, 16 were from indigenous and 3 were from Dalit category.
- Out of the total respondents, 36.36 percent were employed, 6.06 percent were self-employed and 57.58 percent were unemployed.
- Out of total employed graduates, 36.36 percent are full time jobholder whereas no student was found as part time employees and 6.06 percent were self-employed.
- 21.21 percent were enrolled in MBS, 12.12 percent were enrolled in M.Ed., 24.24 percent were in MA and others did not continue their further study.
- On relevance of program to professional requirements, 18.18 percent ticked on excellent, 51.52 rated on moderate satisfactory, 27.27 percent rated on satisfactory and 3.03 percent graduates chose medium option.
- 51.51 percent of them were moderately satisfied, 36.36 rated on excellent, 9.10 percent ticked on satisfactory and 3.03 rated on medium options regarding extra-curricular activities.
- 54.54 percent of graduates were satisfied regarding problem solving, 27.27 were moderately satisfied, 15.15 got excellent knowledge on it.
- Regarding work placement, 42.42 percent of them were satisfied, 36.36 were moderately satisfied, 9.10 percent got it excellent, 3.03 ticked in very low and low each.
- 54.54 percent got teaching learning environment moderately satisfied, 39.40 percent got it excellent and 6.06 percent got it satisfactory.
- On quality of education delivery, 51.52 were moderately satisfied, 30.30 experienced excellent and 18.18 felt it satisfactory.
- 54.55 percent graduates got excellent relationship between teachers and students, whereas 24.24 percent of them were moderately satisfied and 15.15 of them were satisfied with it.

- Library for 54.55 graduates was excellent, for 33.33 graduates it was moderately satisfied and for 12.12 it was just satisfactory.
- Lab for 45.45 percent was medium, 12.12 was low and 15.15 percent it was moderately satisfactory.
- Sports facility in campus was moderately satisfactory for 45.45 percent of graduates, excellent for 18 percent, just satisfactory for 27 percent.
- Canteen and urinals were satisfactory for 51.52 percent, excellent for 21.21, moderately satisfactory to 15.15 percent of them.
- Only 6.6 percent respondents are in their own business.
- Among others, most of the respondents are highly satisfied with variables like range of course offered, relevance of the program to their professional requirements, work placement/attachment, teaching-learning environment, quality of delivery teacher student relationship and library /laboratory facilities.
- More than 95 percent respondents are satisfied with relationship between program of the study and their professional requirements.
- Sent percent of total respondents are satisfied with teaching/ learning environment of the institution, with quality of delivery of teaching staff and non-teaching staffs and more than 90 percent have found strong teacher student relationship in the institution.
- 54.55 percent of total respondents are highly satisfied with services provided by the library and laboratories of the institution.
- Above 90 percent respondents are satisfied with problem solving skill they learned from the study.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

As a grooming community college, KCP has been striving for delivering quality education to the girls. This is proved by the job placement of the graduates and enrollment of the graduates in different universities of the country. Moreover, this study indicates that the institution should initiate certain reforms in particular areas in the near future.

The study shows that most of the graduates completed their degree from the discipline of management; therefore required institutional reforms should be initiated to attract more students in the disciplines like B.Ed., and BA and priorities should be given to launch new courses to attract students in technical education.

Alumni are interested to participate in different contribution for betterment of institution. So, institution should focus on their involvement in different activities.

Similarly, most of the students suggested running new courses like technical education as per demand of the market.

Campus should take initiation to develop linkage for employment generation for graduated students. More than 50 percent students are unemployed after graduation.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.2 Conclusions

This study describes the position of graduates passed out during 2073 B.S. (2016 A.D.). The following are the major conclusion based on the findings of the study.

- Many graduates are enrolled in master degree in humanities and management discipline in TU and some are enrolled in Education discipline.
- Most of respondents are from upper caste, urban area.
- All respondents of working group are full time employees.
- Only 6.06 percent respondents are found in their own businesses.
- The graduates are found working in bank and financial institutions, Schools, hotels cooperatives and NGOs.
- Most of the graduates (i.e. 93.94 percent of the total respondents) are rated very high to teacher student relationship, 87.88 percent are satisfied with library facility in campus and extra-curricular activities in campus
- The study indicates the institutional strengths of the KCP in the areas of curricular activities; relevancy of programs, quality of education delivered and sports facilities.
- Some graduates have pointed out need of lab facility, work placement and internship support
- Some graduates have provided suggestions to add new technical program

5.3 Recommendations

Tracer study report also collects the major recommendation for betterment of the institution. As per recommendations of the students and organizational weaknesses, following recommendations have been offered.

- The institution should focus on improvement of its infrastructure to deliver quality services.
- External expert should be brought in campus for experience and knowledge sharing.
- Student counseling cell should be formed in institution.
- Teachers should be more interactive.
- Trainings and seminar should be organized for students.
- Campus should do more charitable program so that student can learn humanities and social behaviour
- The institution should be given priority to initiate such courses that prepare graduates to start entrepreneurship.
- IT courses should be added in the stream of BBS, B.Ed. and B.A.
- Job-placement of graduates should be facilitated through assisting them in searching and joining the jobs.
- Necessary reforms should be initiated to attract students in streams of study like B.A. and B.Ed.
- The institution should try to conduct the census covering all the passed out graduates to obtain the complete data and comprehensive results.
- Priority should be given to develop research skill of the graduates.