

A Tracer Study Report  
of  
**Graduates of Kanya Campus Pokhara**  
2075 B.S. (2018 A.D.)

Submitted to:  
**University Grants Commission, Nepal**

Submitted By:  
**Kanya Campus Pokhara**  
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# Kanya Campus Pokhara

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## **ACKNOWLEDGEMENTS**

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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.

Lastly, we are grateful to the University Grants Commission for providing guideline and support to prepare this report.

December 2019

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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 2018 of KCP are the sources of data. There were 27 graduates of 2018 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 1<sup>st</sup> November to 30<sup>th</sup> November, 2019 data were obtained from 27 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 27 respondents, 59.26 percent are found from BBS, 11.12 percent from B.Ed., 14.81 percent from B.A. and 14.81 percent from MBS.

### **Demographic Characteristics of Graduates**

Out of total respondents, 44.44 percent are from Brahmin, Chhetri and Thakuri caste, 51.85 percent are from indigenous community and 3.71 percent from Madheshi community. 37.04 percent graduates are from Kaski district and 62.96 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 8 district of Nepal.

### **Employment Information of Graduates**

Out of total respondents, 37.03 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. 90 percent are full-timer job holder and remaining 10 percent are in their own business. Graduates are appointed in different areas of employment. They are appointed in banks, college, schools, hotels, cooperatives.

## **Graduates Persuasion for Further Study**

Out of total respondents, 40.74 percent are pursuing their further study and rest are not getting enrollment in further study. Among them, 90.91 percent respondents have got enrollment in Tribhuwan University of Nepal. Out of total enrolled graduates, 81.82 percent got enrollment in MBS and 18.18 percent in MA.

## **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 27 respondents, 96.3 percent are satisfied with the relevancy of programs they studied to their professional requirements; 100 percent are satisfied with curricular activities organized by the institution; 96.3 percent are satisfied with problem solving ability; 92.59 percent are satisfied with work placement/ internship; 100 percent are satisfied with teaching/learning environment; 100 percent are satisfied with quality of education delivered; 100 percent are satisfied with teacher student relationship; 96.3 percent are satisfied with library facility; 88.89 percent are satisfied with lab facility; 92.6 percent are satisfied with sports facility and 88.9 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 33.33 percent of sample size are in employment. The graduates are found working in schools, bank, cooperatives and financial institutions. Among the employed students, 90% are in full time employment and 10% are self employed. 40.47 percent respondents are enrolled in further study.

. The study indicates the institutional strengths of the KCP in the areas of curricular activities; relevancy of programs, quality of education delivered, teacher students relationship, teaching

learning environment and extra curricula activities. Some graduates have pointed out need of lab facility, work placement and internship support. Some graduates have provided suggestions to add new technical program. This study collects following recommendations:

- Trainings and seminar should be organized for students.
- New and modern teaching methods should be used.
- External expert should be brought in campus for experience and knowledge sharing.
- Teachers should be more interactive, polite and friendly.
- The Campus should increase extra curricula activities for students.
- Adequate books should be managed in library.
- Job-placement of graduates should be facilitated through assisting them in searching and joining the jobs.
- The institution should provide internship facility to students.
- Extra computer classes should be organized to enhance capacity of the students.
- The institution should focus more on practical education.
- The institution should initiate to bring new and advance courses such as BBA, BHM and MBA.
- IT courses should be added in the stream of BBS, B.Ed. and B.A.
- Field visit and Exposure visit should increase for students to understand professional career.
- Necessary reforms should be initiated to attract students in streams of study like B.A. and B.Ed.
- The institution should provide counseling service to the graduates.
- 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
BBA:	Bachelor of Business Administration
BBS:	Bachelor of Business Studies
B.Ed.:	Bachelor of Education
BHM:	Bachelor of Hotel Management
BIM:	Bachelor of Information Management
CMC:	Campus Management Committee
etc :	Et cetera
FOM:	Faculty of Management
i.e; :	That is
KCP:	Kanya Campus Pokhara
Lab:	Laboratory
MA:	Master of Arts
MBA:	Master of Business Administration
MBS:	Master of Business Studies
M.Ed.:	Master of Education
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 have 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 making 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.) Bachelor of Information Management (BIM), 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 41 teaching faculties, 14 non-teaching staff and 422 students in different programs. Teaching faculties and non-teaching staffs are recruited and selected according to the provisions of the campus Article of Association – 2075. 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" and Kanya 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 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**

The tracer study committee members organized meetings and visited field to collect the data from the graduated students. Few students' data were collected through telephone conversation. 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 2075 B.S. (2018 A.D.) are selected for the study. Students graduated from BBS, BA and B Ed in Bachelor level and MBS in master level are the population of the study. Responses of all 27 passed out graduates are collected. Out of the total students; 16 from BBS, 4 from BA, 3 from B.Ed. and 4 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 have 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 2075 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.

## 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 27 passed out graduates in 2018 A.D. (2075 B.S.), are collected. The following table shows the distribution of respondents on the basis of different academic programs.

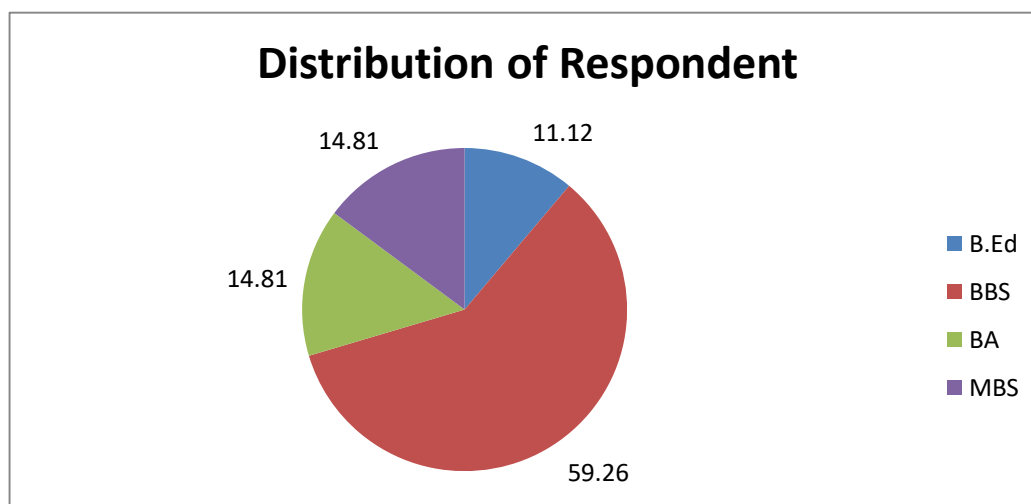
**Table 2.1**  
**Distribution of Respondents based on Academic Program**

<b>Program</b>	<b>Respondents</b>	<b>Percent</b>
BBS	16	59.26
B Ed	3	11.12
BA	4	14.81
MBS	4	14.81
Total	27	100

Table 2.1 reveals that out of 27 respondents, maximum respondents are from BBS. i.e. 59.26 percent. Similarly, 11.12 percent are from B. Ed and 14.81 percent are from BA and 14.81 percent are from MBS. This pattern of respondent's is presented in the pie-chart below :-



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



The figure 2.1 shows that most of the respondents are from BBS. i.e. 59.26 percent. Students from MBS and BA are similar 14.81 percent. Likewise, 11.12 percent students are from B.Ed.

## 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 graduates are from 8 different districts of Nepal. Most of the graduates (i.e;37.04) are from Kaski district. Others are from Arghanchi, Baglung, Myagdi, Parbat, Parsa, Syangja and Tanahun. The following table presents caste of the respondents:

**Table: 2.2**  
**Caste of the Respondents**

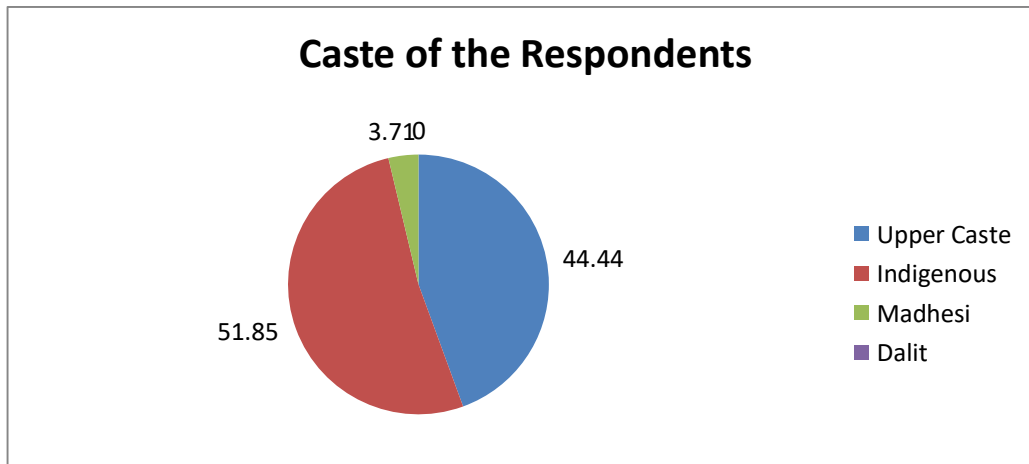
S.No	Caste	Respondents	Percent	Valid percent
1	Upper caste	12	44.44	44.44
2	Indigenous	14	51.85	51.85
3	Madhesi	1	3.71	3.71
4	Dalit	0	0	0
		27	100	100

Table 2.2 shows that only upper caste, indigenous and madhesi are graduated from the institution in 2018 AD. 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, 44.44 percent respondents are graduated from upper caste and

51.85 percent are from indigenous and 3.71 percent are from madhesi group.

The following figure shows caste of the respondents:

**Figure: 2.2: Caste of the Respondents**



The figure 2.2 shows that Out of total respondents, 44.44 percent are from upper caste and 51.85 percent are from indigenous and 3.71 percent are from Madhesi. group.

### 2.3 Employment Information of Graduates

This section presents the employment status related information of graduates of KCP passed in 2018 A.D. The table 2.3 shows the current status of the respondents.

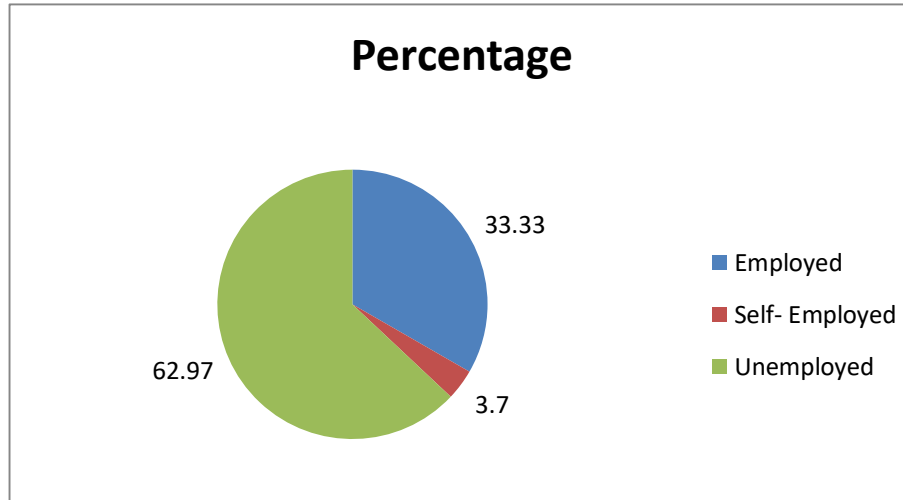
**Table 2.3**

**Current Status of Employment of Respondents**

	Respondent	Percent	Valid percent
Employed	9	33.33	33.33
Self-Employed	1	3.70	3.70
Unemployed	17	62.97	62.97
Total	27	100	100

Table 2.3 shows that out of total respondents, 33.33 percent are found employed, 3.70 percent are self-employed and 62.97 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**



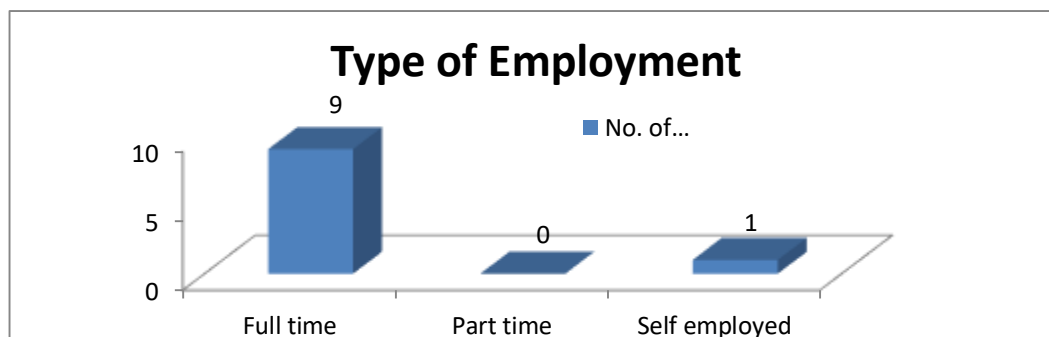
The following table shows type of employment of the respondents:

**Table: 2.4  
Type of Employment of the Respondents**

Types	Respondents	Percent	Valid percent
Full time	9	33.33	90
Part time	-	0	0
Self employed	1	3.70	10
Total	10	37.03	100

The table 2.4 shows that out of total employed respondents, 90 percent are full time, and 10 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.

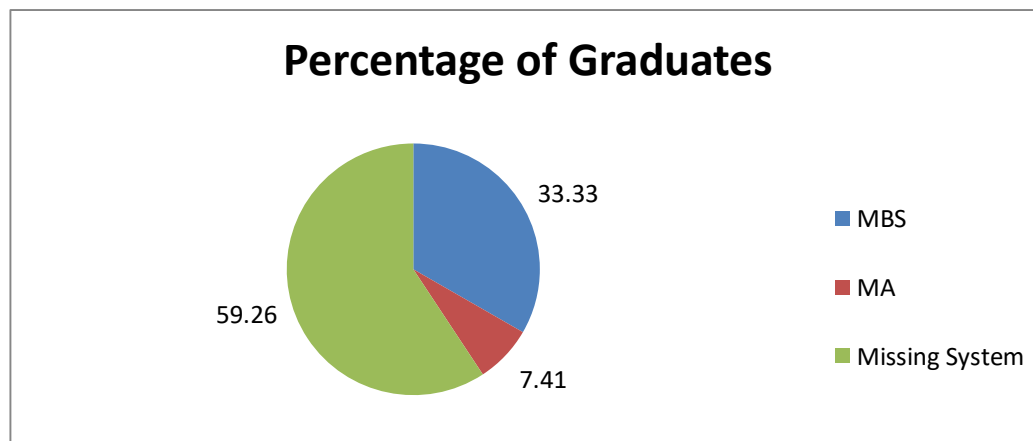
The following table shows graduates' enrollment in different programs:

**Table: 2.5**  
**Graduates' Enrollment in Different Disciplines**

Program	Respondents	Percent	Valid Percent
MBS	9	33.33	81.82
M.ED	0	0	0
MA	2	7.41	18.18
Missing System	16	59.26	
Total	27	100	100

From the table 2.5, it is found that 40.74 percent of total graduates are enrolled in further study whereas 59.26 percent are not enrolled. Out of total enrolled graduates, 81.82 percent are enrolled in MBS and 18.18 percent in MA. These statistics show that most of the graduates are enrolled in management 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	10	90.91	37.04
Other University of Nepal	1	9.09	3.70
	11	100	40.74

Table 2.6 shows that most of the 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.

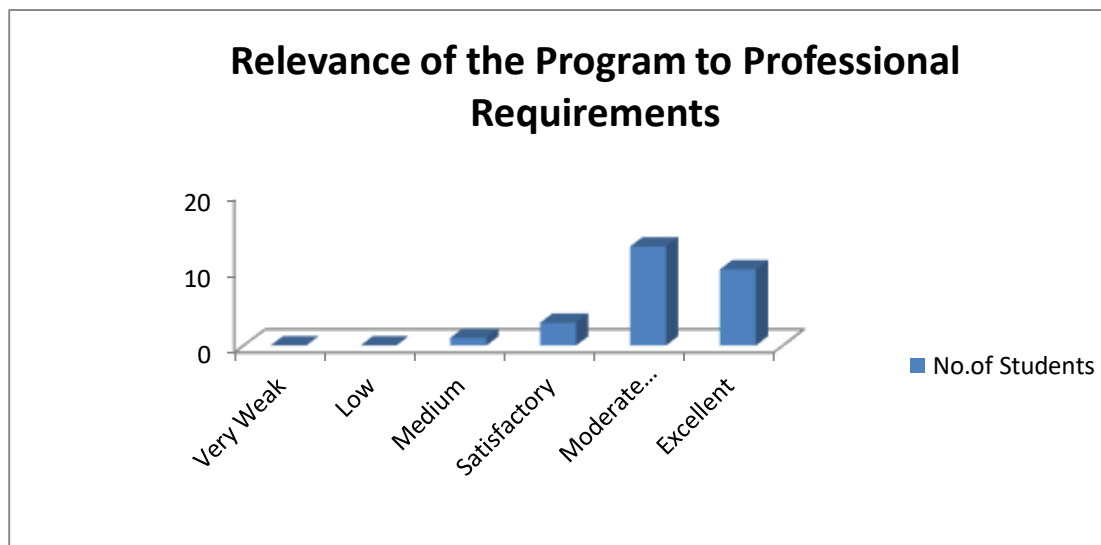
**Table: 2.7**  
**Relevance of the Program to Professional Requirements**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	1	3.70	3.70
Satisfactory	3	11.11	11.11
Moderate Satisfactory	13	48.15	48.15
Excellent	10	37.04	37.04
	27	100	100

The table 2.7 reveals that out of total responses relating with the concerned variable 3.70 percent are medium satisfaction, 11.11 percent are satisfied, 48.15 percent are moderately satisfied and 37.04 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**



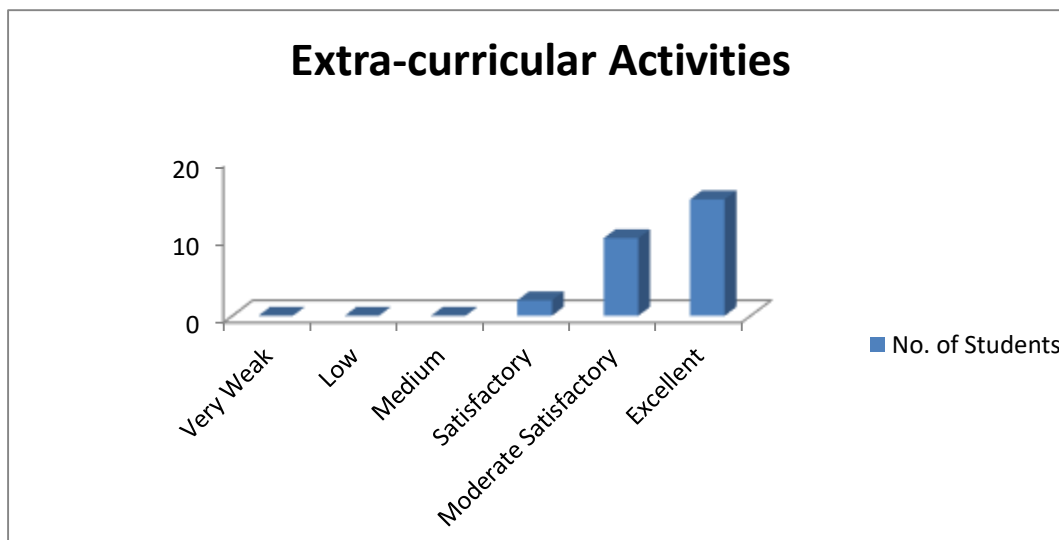
The following table presents the graduates' perceived ratings on extra-curricular activities organized by the institution.

**Table 2.8  
Ratings based on Extra-curricular Activities**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	0	0	0
Satisfactory	2	7.41	7.41
Moderate Satisfactory	10	37.04	37.04
Excellent	15	55.55	55.55
	27	100	100

The table 2.8 shows that out of total responses of the variable concerned, 7.41 percent are satisfied with extracurricular activities of the institute. 37.04 percent students selected on moderate satisfactory and 55.55 percent chose on excellent option. There were no students ticking on medium, low and very weak 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.

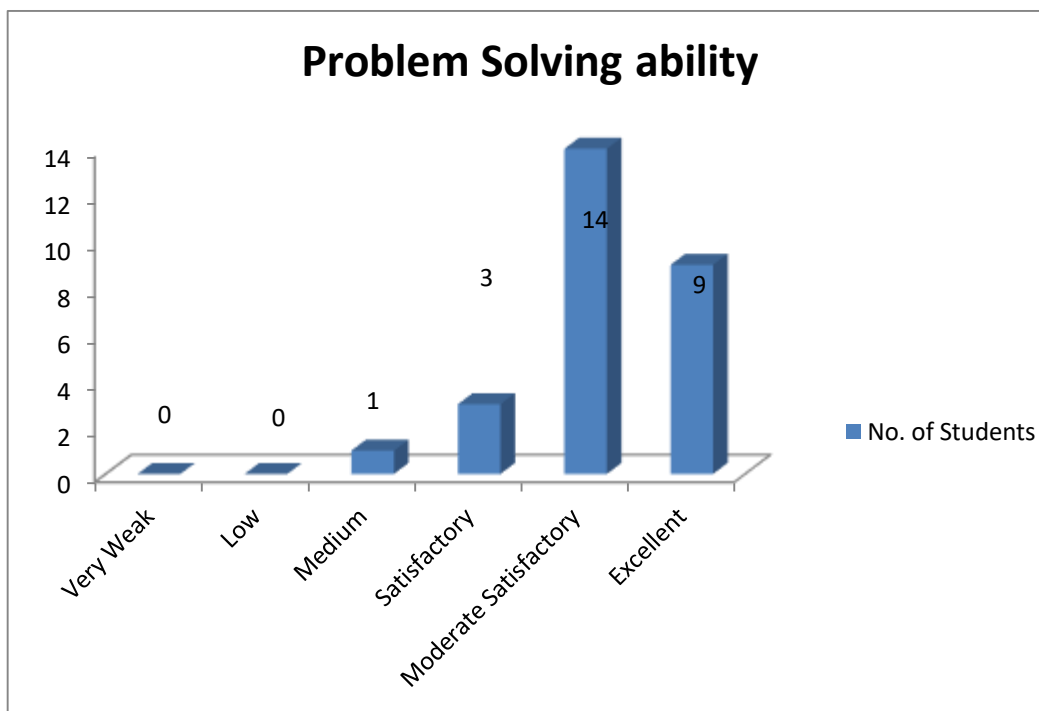
**Table: 2.9**  
**Ratings based on Problem Solving Ability**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	1	3.70	3.70
Satisfactory	3	11.11	11.11
Moderate Satisfactory	14	51.85	51.85
Excellent	9	33.34	33.34
	27	100	100

The table 2.9 shows that out of total respondents, 3.70 percent felt that institution has medium problem solving ability. 11.11 percent found it satisfactory, 51.85 percent felt it moderate satisfactory and 33.34 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**

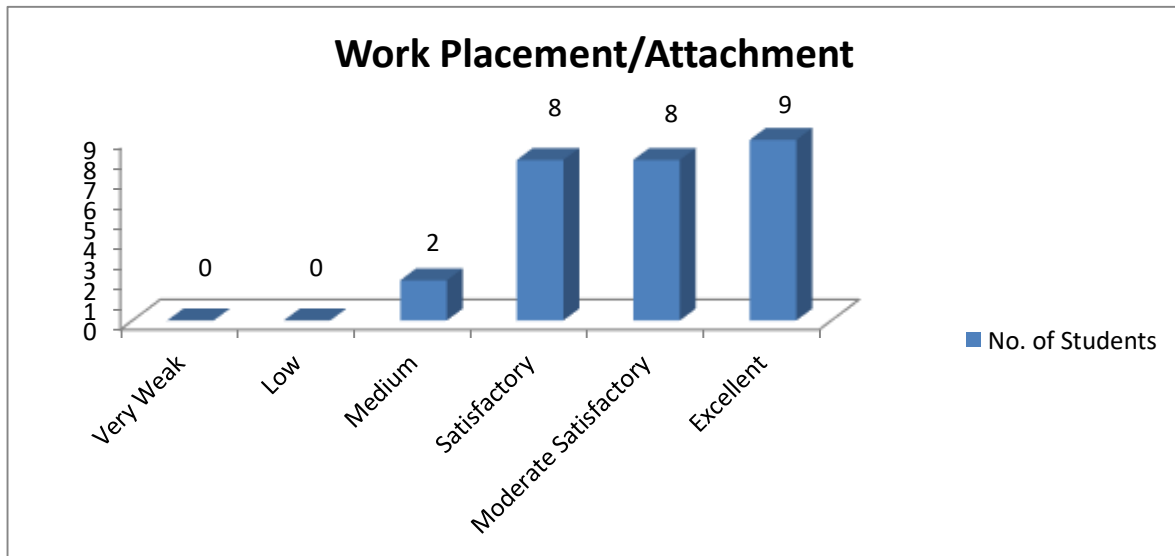
Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	2	7.41	7.41
Satisfactory	8	29.63	29.63
Moderate Satisfactory	8	29.63	29.63
Excellent	9	33.33	33.33
	27	100	100

Regarding work placement/attachment, out of total respondents, 7.41 percent ticked on medium, 29.63 percent found satisfactory and moderate satisfactory in each. In the same way, 33.33 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**



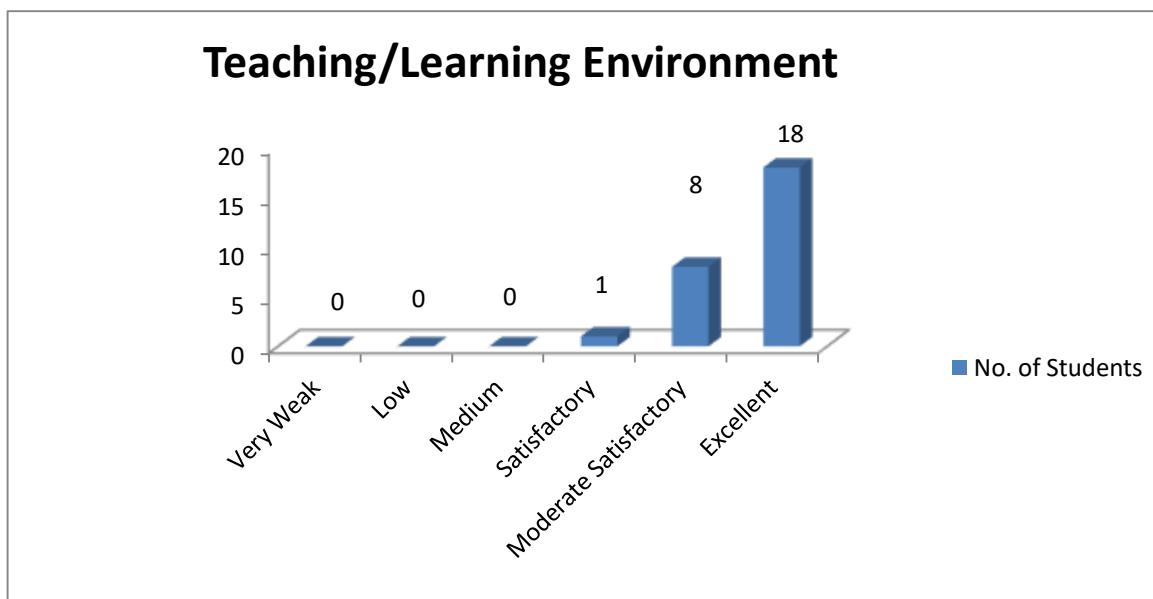
The following table shows ratings on teaching/ learning environment of the institution.

**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	1	3.70	3.70
Moderate Satisfactory	8	29.63	29.63
Excellent	18	66.67	66.67
<b>Total</b>	<b>27</b>	<b>100</b>	<b>100</b>

Table 2.11 shows that there were no graduates who found very weak, low and medium in teaching and learning environment. 3.70 percent graduates found it satisfactory environment in the institution for teaching and learning. 29.63 percent said that it had moderate satisfactory environment of teaching and learning and Most of the graduates' i.e 66.67 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.

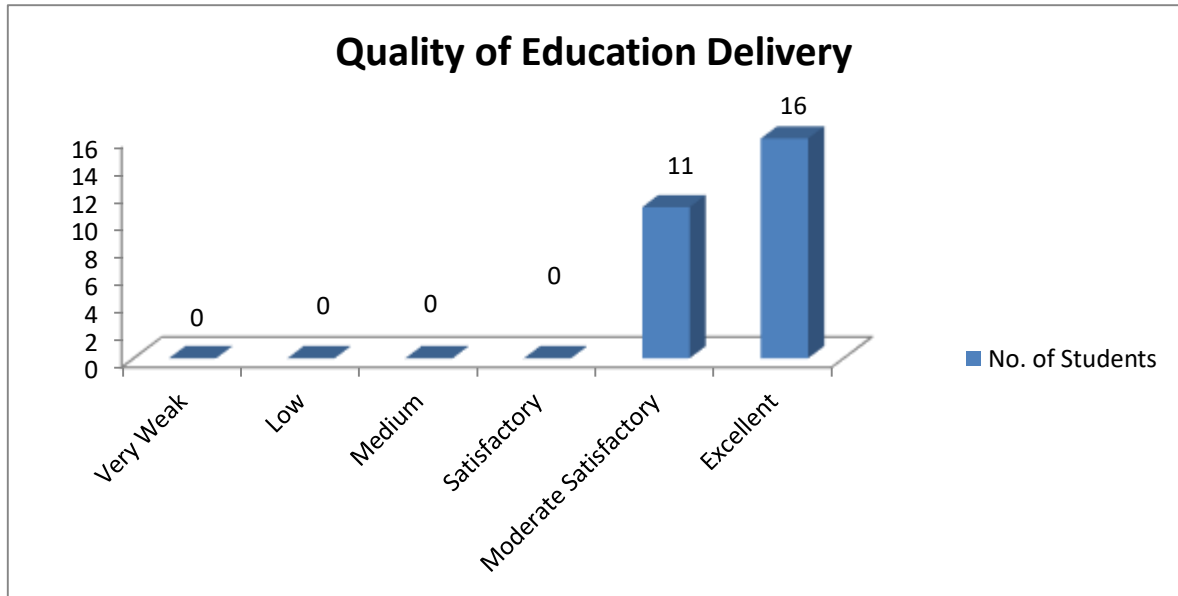
**Table: 2.12**  
**Ratings based on Quality of Education Delivery**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	0	0	0
Satisfactory	0	0	0
Moderate Satisfactory	11	40.74	40.74
Excellent	16	59.26	59.26
	27	100	100

From the above table, it can be said that out of total respondents, 40.74 percent are moderately satisfied with quality of education delivery and 59.26 percent found it excellent regarding it. The positive thing is that there was no one who felt it very low, low, medium or satisfactory in the delivery of quality education. It shows that all graduates are highly satisfied with quality of education of Kanya Campus Pokhara.

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**



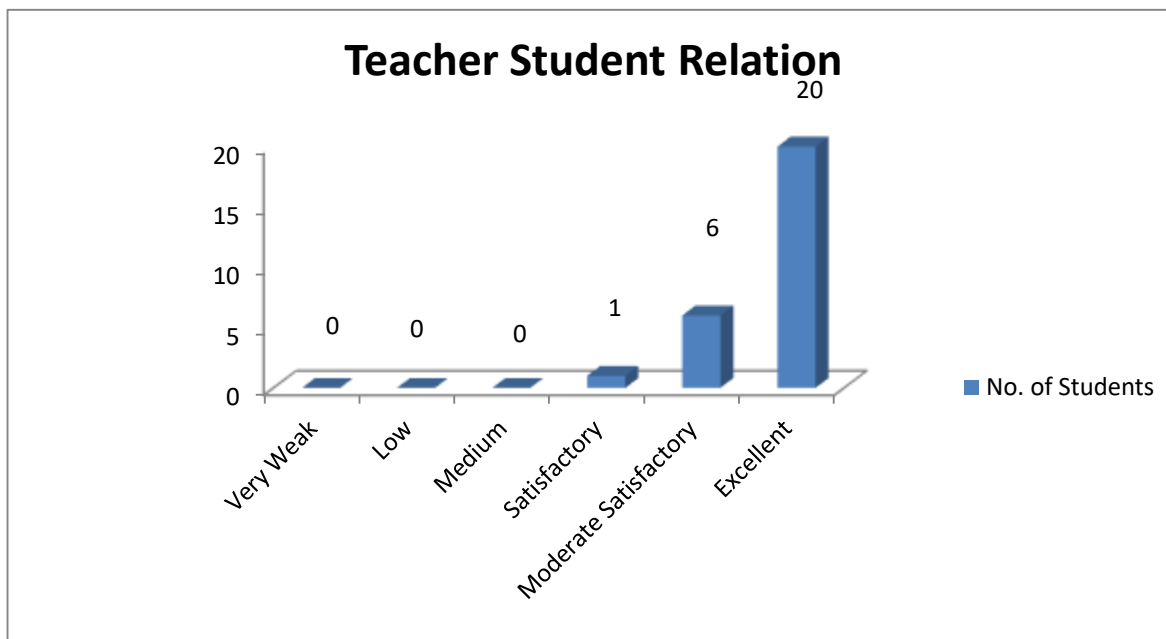
The following table shows ratings on teacher student relationship in the institution

**Table: 2.13**  
**Ratings based on Teacher Student Relationship**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	0	0	0
Satisfactory	1	3.70	3.70
Moderate Satisfactory	6	22.22	22.22
Excellent	20	74.08	74.08
	<b>27</b>	<b>100</b>	<b>100</b>

The table 2.13 presents that out of total respondents, 3.70 percent graduates said that there was satisfactory relationship between them. On the other hand, 22.22 percent graduates thought that the relationship was moderately satisfactory and 74.08 percent graduates proudly ticked on excellent relation between them. There were no graduates ticking on very low, low and medium 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.

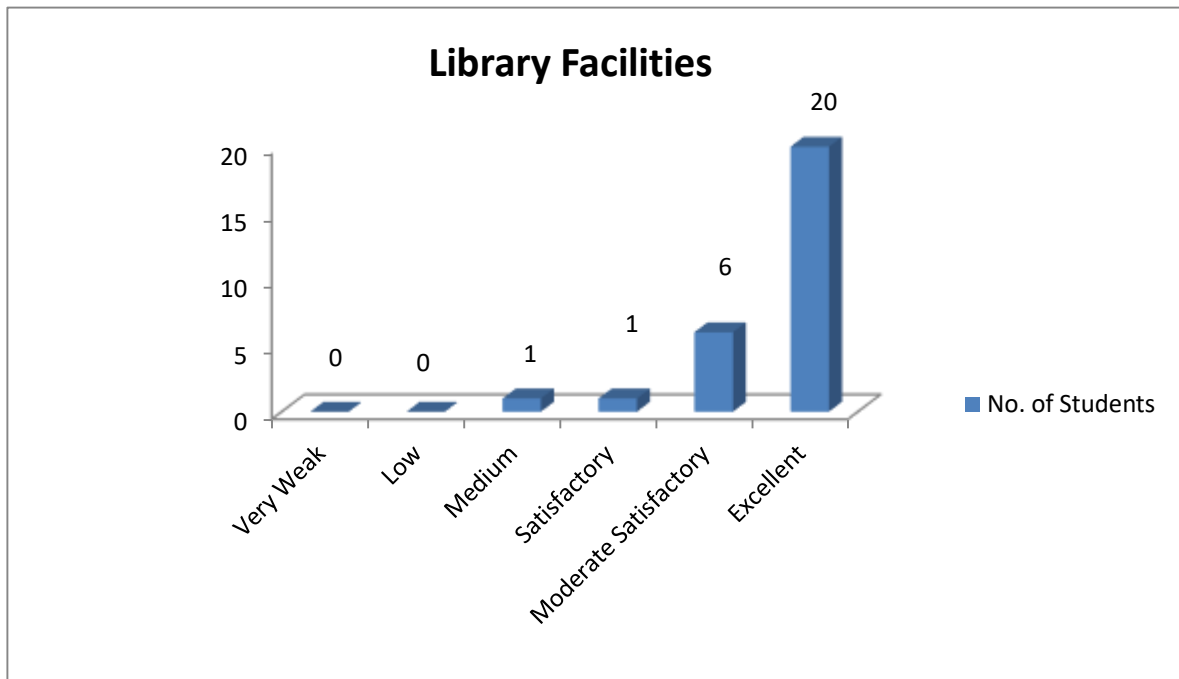
**Table: 2.14**  
**Ratings based on Library facility**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	0	0	0
Medium	1	3.70	3.70
Satisfactory	1	3.70	3.70
Moderate Satisfactory	8	29.63	29.63
Excellent	17	62.97	62.97
	27	100	100

The table 2.14 shows that most of the graduates are satisfied with library facility of the institution. Out of total respondents, 62.97 percent have ticked on excellent option. 29.63 percent found it moderate satisfactory and 3.70 percent of them ticked on satisfactory and medium each. None of them ticked on low and very low option.

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: 2.15**  
**Ratings based on Lab Facility**

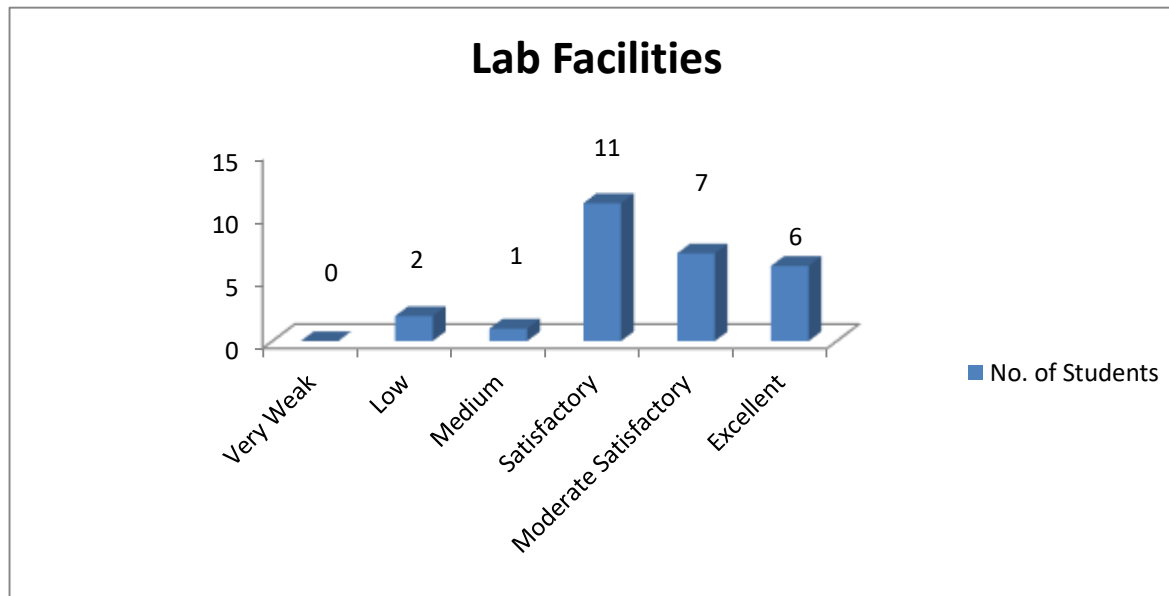
Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	2	7.41	7.41
Medium	1	3.70	3.70
Satisfactory	11	40.74	40.74
Moderate Satisfactory	7	25.93	25.93
Excellent	6	22.22	22.22
	27	100	100

The 2.15 table shows that most of the graduates are satisfied with the laboratory facilities of the institution. Out of total respondents, 22.22 percent felt it excellent. 25.93 percent

felt it moderately satisfactory and 40.74 percent graduates realize it satisfactory in the use of lab. 3.70 percent of them put the tick mark on medium, and 7.41 percent maintained it low.

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

**Figure: 2.14**  
**Ratings based on Lab Facilities**



The figure 2.14 shows that maximum respondents felt it neither very good nor very weak about the condition and the service provided by the laboratory.

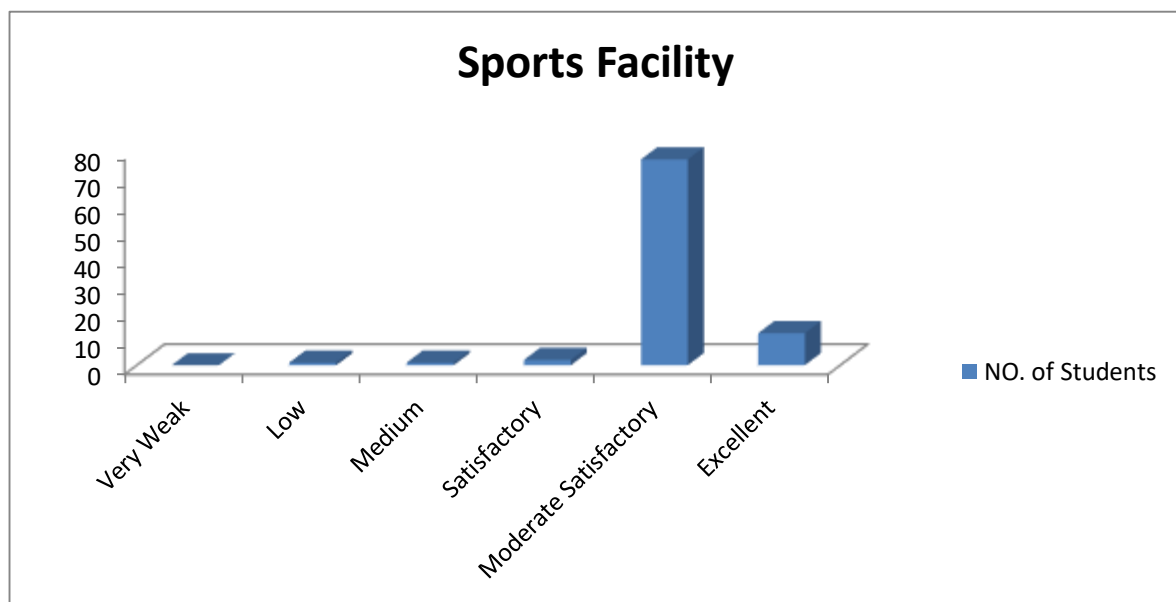
The following table shows the ratings of graduates regarding sports facility

**Table: 2.16**  
**Ratings based on Sports facility**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	1	3.70	3.70
Medium	1	3.70	3.70
Satisfactory	2	7.40	7.40
Moderate Satisfactory	11	40.75	40.75
Excellent	12	44.45	44.45
	27	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, 44.45 percent felt it excellent 40.75 percent are moderately satisfied. 7.40 percent found it satisfactory regarding the sports facilities. 3.70 percent graduates experienced it medium and 3.70 percent felt it low type of facility in sports activity. No graduates said that there was very weak 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.

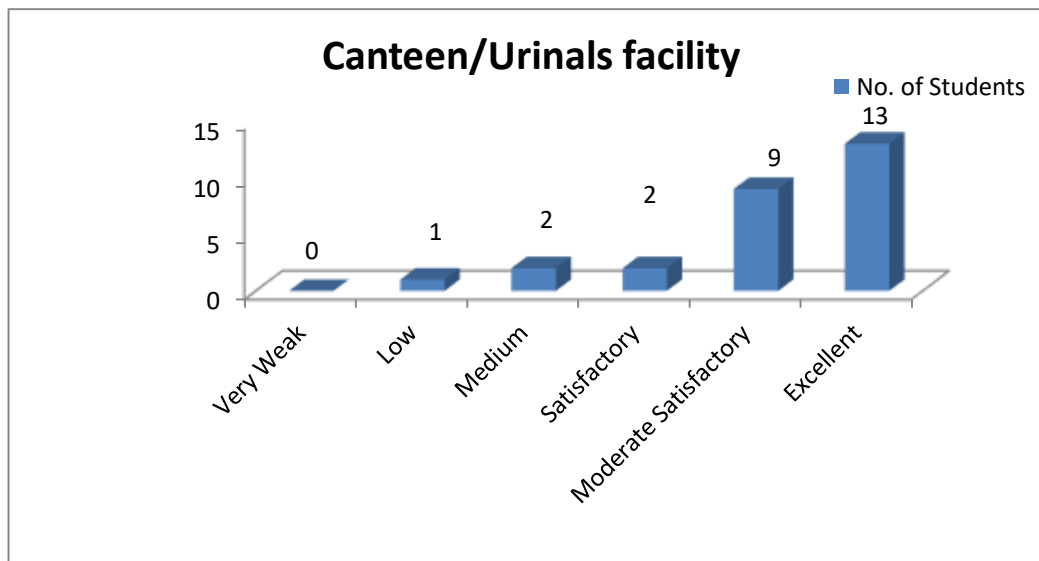
**Table: 2.17**  
**Ratings based on Canteen/Urinals facility**

Particulars	Respondents	Percent	Valid Percent
Very Weak	0	0	0
Low	1	3.70	3.70
Medium	2	7.40	7.40
Satisfactory	2	7.40	7.40
Moderate Satisfactory	9	33.34	33.34
Excellent	13	48.16	48.16
Total	27	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, 48.16 percent felt it excellent to use canteen and urinals of Kanya Campus. In the same way, 33.34 percent of them found it moderately satisfactory and 7.40 percent of them experienced it satisfactory and medium. 3.70 percent felt it low. There were no graduates ticking very low category.

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 16 from BBS, 3 from B.Ed., 4 from BA and 4 from MBS were there.
- Out of the total graduates 12 were from upper caste, 14 were from indigenous, 1 madhesi and no one from Dalit category.
- Out of the total respondents, 33.33 percent were employed, 3.70 percent were self-employed and 62.93 percent were unemployed including students pursuing higher studies.
- Out of total employed graduates, 90 percent are full time jobholder whereas and 10 percent were self-employed.
- 33.33 percent were enrolled in MBS and 7.41 percent were in MA and others did not continue their further study.
- On relevance of program to professional requirements, 48.15 percent rated on moderate satisfactory, 37.04 rated on excellent, 11.11 percent ticked on satisfactory and 3.70 percent graduates chose medium option.
- 55.55 percent of them rated on excellent 37.04 percent were moderately satisfied, 7.41 percent ticked on satisfactory regarding extracurricular activities.
- 11.11 percent of graduates were satisfied regarding problem solving, 51.85 were moderately satisfied, 33.34 got excellent, 3.70 percent rated medium on it.
- Regarding work placement, 33.33 percent of them got it excellent, 29.63 percent were satisfied moderately satisfied, 7.41 percent ticked on medium.
- 66.67 percent found excellent teaching learning environment, 29.63 percent got moderately satisfied, 3.70 percent rated satisfactory.
- On quality of education delivery, 59.26 percent experienced excellent 40.74 were

moderately satisfied.

- 74.08 percent graduates got excellent relationship between teachers and students, whereas 22.22 percent of them were moderately satisfied, 3.70 percent ticked on satisfactory.
- Library for 62.97 percent graduates was excellent, for 29.63 graduates it was moderately satisfied, for 3.70 percent graduates it was satisfactory and medium.
- Lab for 40.74 percent were satisfactory, 25.93 percent was moderately satisfactory, 22.22 percent was excellent, 7.41 percent for low and 3.70 percent for medium.
- Sports facility in campus was excellent for 44.45 percent and also 40.75 percent graduates felt it moderately satisfactory, 7.40 percent satisfied with it and medium and low for 3.70 percent each.
- Canteen and urinals were excellent for 48.16 percent, moderately satisfied for 33.34 percent, satisfactory and medium each for 7.40 percent and 3.7015.15 percent of them felt it low.
- Out of total employed respondents, only 10 percent respondents are in their own business.
- Among others, 100 percent respondents are fully satisfied with variables like teaching/learning environment of the institution, quality of education delivery and teachers students relation.
- More than 95 percent respondents are satisfied with relationship between program of the study and their professional requirements.
- 96.3 percent of total respondents are highly satisfied with services provided by the library and 88.89 percent are satisfied with laboratories of the institution.
- Above 95 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 60 percent students are unemployed after graduation.

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.2 Conclusions

This study describes the position of graduates passed out during 2075 B.S. (2018 A.D.). The following are the major conclusion based on the findings of the study.

- Many graduates are enrolled in master degree in management and humanities discipline in TU and some are enrolled in other university.
- Most of respondents are from indigenous group and from urban area.
- 90 percent respondents of working group are full time employees and 10 percent respondents are found in their own businesses.
- The graduates are found working in bank and financial institutions, Campus, Schools, and cooperatives.
- Most of the graduates (i.e74.08 percent of the total respondents) are rated Excellent to teacher student relationship, 96.30 percent are satisfied with library facility in campus and 92.59 percent are highly satisfied with 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 Extra curricula activities.
- Some graduates have pointed out need of lab facility, work placement and internship support
- Some graduates have provided suggestions to add new technical program and use of modern technology in teaching.

### **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.

- Trainings and seminar should be organized for students.
- New and modern teaching methods should be used.
- External expert should be brought in campus for experience and knowledge sharing.
- Teachers should be more interactive, polite and friendly.
- The Campus should increase extra curricula activates for students.
- Adequate books should be managed in library.
- Job-placement of graduates should be facilitated through assisting them in searching and joining the jobs.
- The institution should provide internship facility to students.
- Extra computer classes should be organized to enhance capacity of the students.
- The institution should focus more on practical education.
- The institution should initiate to bring new and advance courses such as BBA, BHM and MBA.
- IT courses should be added in the stream of BBS, B.Ed. and B.A.
- Field visit and Exposure visit should increase for students to understand professional career.
- Necessary reforms should be initiated to attract students in streams of study like B.A. and B.Ed.
- The institution should provide counseling service to the graduates.
- 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.