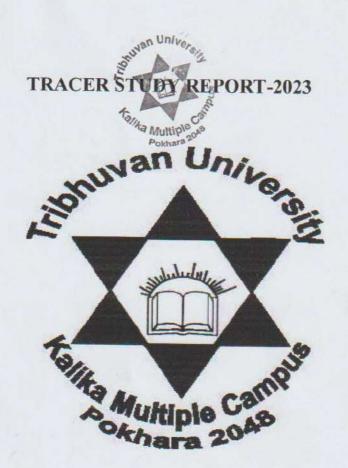
### **TRACER STUDY REPORT-2023**



SUBMITTED BY
KALIKA MULTIPLE CAMPUS
KAJI POKHARI
POKHARA

SUBMITTED TO
UNIVERSITY GRANTS COMMISSION
SANOTHIMI BHAKTAPUR
NEPAL



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### **ACKNOWLEDGEMENTS**

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Date: 2023/06/11

Tracer Study Team Kalika Multiple Campus Pokhara





The indicators of academic quality may be graduation rate, learning outcome, academic satisfaction, teaching resources, teaching process, academic governance, curriculum, student diversity and so on, which greatly impact academic standard. The up-to-date information regarding the placement of graduates of the campus is not available. The campus is unaware about the progresses of the graduates. In this context, this study will explore the current status (employment, entrepreneurial, further education, social involvement, and preferences) and the usefulness of the knowledge, skills and expertise required for the development in further academic and professional life of the graduates.

The objectives of the study were to identify the current employment status of KMC graduates, assess the relevance of their education to jobs, evaluate the contribution of the programs to graduates' knowledge and skills, and provide feedback for improving the teaching-learning environment at KMC based on graduates' expectations.

The study collected data from graduates who completed their studies in 2019 / 2020 through a questionnaire. Out of the total graduates, 34.3% were employed, with the majority being engaged in the school sector. Private organizations employed 75% of the graduates, while the remaining 25% found employment in public organizations.

In terms of program quality, graduates reported mixed attitudes towards the programs' effectiveness in enhancing academic knowledge, problem-solving skills, research skills, learning efficiency, communication skills, IT skills, and team spirit. However, none of the graduates felt that the programs did not enhance their knowledge and skills in any way.

Regarding the relevance of the programs to jobs, the study found that graduates had varying opinions. Some graduates considered the programs relevant to their current jobs, while others felt that they were not directly applicable. The study did not use statistical significance tests to determine the relationship between variables, and some graduates did not provide certain requested information, limiting the study's scope.



The tracer study results reveal that the academic quality and employment status of the graduates of Kalika Multiple Campus is not pleasing. The employment status of its graduates is not also satisfactory and most of the graduates are not pursuing further study and not getting jobs. It reflects the negative aspect of the institution regarding the effiployability of the graduates.

In conclusion, the tracer study conducted by KMC sheds light on the employment status of its graduates, program quality, and relevance. The findings highlight the need for continuous improvement in teaching and learning methodologies, curriculum development, and aligning programs with the demands of the job market. KMC can utilize these insights to enhance the employability of its graduates and further contribute to the development of the region and the nation.



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BA : Bachelor of Arts

BE.d : Bachelor of Education

BBS : Bachelors of Business Studies

MA : Master of Arts

MBS : Master of Business Studies

TU : Tribhuvan University

KMC : Kalika Multiple Campus

UGC : University Grants Commission

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#### 1.1 Background

Education can shape the life of people. It is generally perceived as one of the most well developed services that make people more conscious and rationale. 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 Japan and Singapore have already been proved that development is possible with human resource in the absence of other natural resources like minerals and oil.

Nepal has been practicing the concept of multi-university system since 1990 to achieve broader national development goals and has focusing on higher education in recent years. Before 1990 A.D., only two universities were in existence, namely: -Tribhuvan University (established in 1959) and Mahendra Sanskrit University (established in 1985). After the restoration of democracy in 1990 A.D. Kathmandu University, Purbanchal University, and Pokhara University were established and these universities along with TU and MSU have been delivering various academic and technical programs along with the help of many affiliated colleges of different parts of the country. Moreover, government has established some other universities, likes Lord Buddha University, Mid- western university, Far-western University etc. The above mentioned scenarios proved that tremendous expansion has been taking place in Nepal to deliver higher education during the last three decades.

The expansion of higher education delivery university and affiliated campuses has been producing the increasing number of graduates in one hand, and educated unemployed rate has been growing in the country in the another hand. This raises a question that whether the current structure and pattern of higher educational development could serve the community. However, looking at the remittance of the country studied can be conducted to explore relationship between higher education and foreign employment.



### 1.2 Introduction of Kalika Multiple Campus

Kalika Multiple Campus (KMC), non-profit community organized higher educational institution affiliated to TU, was established in 2048 BS with the painstaking and meticulous endeavor and contribution of local people, social workers, educationists and academics. Since the period of formation, local community has been actively participating in the overall development of the campus. KMC is dedicated to offer meritorious education at all levels at reasonable cost.

KMC has been running Bachelor's programs in Management, Education, and Humanities and Social Sciences and is committed to expand master's level academic programs in various disciplines from the forthcoming session. Exclusively, KMC is the only campus outside Kathmandu Valley that runs MARDS Programmed under TU since 2070 BS.

KMC is devoted to bring out well trained, skilled and educated citizen capable to gear up the productive and overall developmental activities required for the various spheres of the region and the nation. KMC recognizes the growing stratum of socioeconomic growth and changes coming after the human resource furnished with new and changing attitudes, values, beliefs, ideas, aspiration, skill and knowledge.

KMC is located at the core point of Pokhara metropolis and accessible from all the 34 wards of the city. Most of the graduates come from the rural and remote areas and the surrounding districts, such as Tanahu, Gorkha, Lamjung, Syangia, Parbat, Baglung, Myagdi, Mustang and other regions. KMC is famed for low cost to graduates and high performances. KMC stands for quality education and result oriented attitude.

KMC is an autonomous institution in every respect. However, as a TU affiliated Campus, KMC is governed by the academic rules and regulations, curricula and examination set by TU. It has its land own land and property of 14 Ropani area with three two storied building



blocks. Within these physical infrastructures, KMC has 31 teaching faculties, 12 non-teaching staffs and 815 Graduates in offerent programs under TU. KMC has offered programs like Bachelor of Business Studies (BBS), Bachelor of Arts (BA), Bachelor of Education (B Ed), Master of Business Studies (MBS), and Master of Arts in Rural Development (MA). It has several academic Departments such as Department of Humanities, Department of Management, Department of Education.

KMC has clearly defined its goals, objectives and standards including background information, vision, mission and strategic plan. KMC is a community campus and operates under the management committee selected by the community people. The campus is a non-profit and devoted to provide quality education to the graduates from the back-warded and disadvantaged society. The campus aims to bring forth highly qualified, well-disciplined human resource befitting to the global market demand. KMC is endeavored to expand and strengthen the academic and job oriented programs with clearly defined practicable plans, programs and implementing strategies. From this year onwards, the campus is effortful to introduce systemic/reform through IQAC activities and NEHEP. In order to carry out the reform activities as envisioned by UGC, different internal committees have been constituted by incorporating stakeholders namely senators, CMC members, faculty members, staff and graduates. Currently, they all are working in this direction.

KMC has its own regulation formulated and enacted with the involvement of different stakeholders. Campus Senate has been finalizing and amending it as per the timely requirements of the campus. Senate has been electing the Campus Management Committee (CMC). CMC has been appointing the administrative executives such as Campus Chief, Assistant Campus Chief etc. Different committees and cells also are formulated from CMC to make the operational and governing system transparent, accountable and responsible.

It is high time for CMC to take strong initiative to ensure sustainability of traditional programs and introduce saleable programs. Most of the existing programs are not market driven as the manpower generated from traditional program has saturated the market demand. Hence, the curriculum of these programs should be reviewed to keep abreast the



demand of 21st century graduates. Secondly, other marketable programs such as BBA, BTTM, BBM, BIM & BALLB should be introduced on priority. The income generated by running such programs should be utilized for the sustainability of traditional programs that are likely to phase out gradually. Research based teaching learning is the demand of time. Though the campus has published Peer review research journal. The research committee is effortful to inspire faculty and graduates to engage themselves in productive research.

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#### 1.3 Rational of the Study

After the restoration of democracy (1990 A.D) government of Nepal adopted the concept of multi-university. As a result, higher education delivery institutions have been significantly growing. These institutions have been producing a large number of graduates in each year. However, very few studies have been found to investigate the graduates' position after completion of the study. In this context, as a community campus, KMC identified the need of this study. This study is very helpful to identify the position of graduates of KMC in one hand, and will be fruitful for the initiating changes in teaching-learning methodology, environment and curricular in the other.

### 1.4 Objective of the Study

The main objective of this study is to identify the current position of the graduates of KMC 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 KMC 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 KMC.
- To assess contribution of the program to shape knowledge, skills and attitudes of the graduates of KMC.
- To provide feedback for improvement of overall teaching learning environment based on KMC graduates expectations.

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1.5 Institutional Arrangements of the

CMC meeting of KMC dated 2nd Chaitra 2079 formulated the tracer study committee of three members then committee organized meeting and decided for field visit. 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.

### 1.6 Methodology

Graduates passed out on 2019A.D. and 2020 A.D. were selected for the purpose of the study. Graduates from BBS, B.A, B.Ed. and Masters of Art in Rural Development were taken into consideration. Out of 88 passed out graduates,74 responses were collected. Of the total 52.7 percent were from BBS, 16.2 percent from BA, 16.2 percent from B.Ed. and 14.9 percent from MARDS. The data were mainly collected from.2019A.D. to 2020A.D.

# 1.6.1 Data Collection Instrument: The Questionnaire

The survey instrument was the questionnaire drafted by the UGC, Nepal which was slightly modified (changed into PDF) for the ease of filling up in the case of electronic contact. The questionnaire included both closed-ended and open-ended questions (see appendix A).

# 1.6.2 Data Collection Technique

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

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

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1.6.3 Data, Entry, Processing and Analysis

Data entry and processing were completed by the professionals having sound SPPS knowledge and its application. Percentages have been computed and recorded for all variables. Also, bar diagrams and pie charts have been used to present the data.

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# 1.7 Limitations of the Study

This study tried to cover all of the graduates passed out in 2019 and 2020. However, due to limited time and resources, limited sample was covered. The following are the limitation of this study:

- Some graduates did not fill up questionnaire due to language problem as questions were in English.
- Some graduates changed cell phone number and email-id.
- Due to budget constraints, field visits were limited within the valley i.e. Pokhara.
- Graduates studying abroad were reluctant to fill questionnaire.
- This study was completely descriptive. So, did not use any significance test to determine the relationship of variables.
- Most of the respondents refused to provide photocopy of appointment letters and identity cards.

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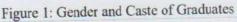


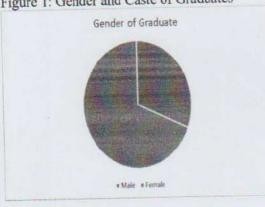
The chapter presents the data obtained from the tracer study questionnaire. Data presentation and analysis is done for employment status of the graduates, issues related to the characteristics, expectations and aspirations of the graduates and employment experience of graduates. The chapter also presents status of educational quality and relevance of higher education and impact of the academic programs on graduates' personal development.

### 2.1 Characteristics of Graduate

Table 2.1: Selected Background Characteristics of Graduates

Castes	Frequency	Percent
Upper caste	33	44.6
Janajati	37	50.0
Others	4	5.4
Gender		
Male	23	31.1
Female	51	68.9
Total	74	100.0





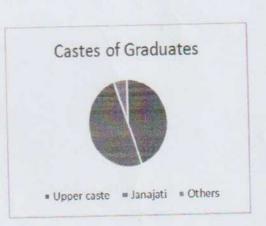


Table 2.1 shows the selected background characteristics of graduates. Majority of the graduates were from upper caste followed by others (Dalits). Similarly, more than two third of graduates are female. In terms of academic disciplines, more than half of the graduates were from BBS

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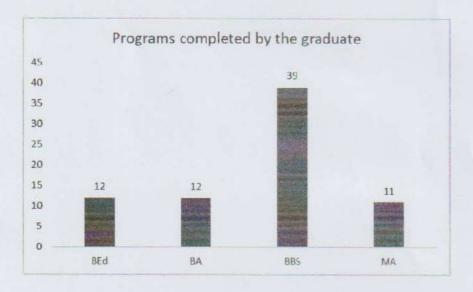
followed by 14.9 percent from masters of rural development (table 2.2).

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Table 2.2: Programs Completed by the Graduates

Program Completed	Frequency	Percent
BEd	12	16.2
BA	12	16.2
BBS	39	52.7
MA	11	14.9
Total	74	100.0

Figure 2: Programs Completed by Graduate



Graduates from different districts of the country study in the campus. During 2019A.D. and 2020A.D., graduates from 14 districts had enrolled in the campus (table not shown).

#### 2.2 Current Employment Status

Out of the total graduates (74), just more than one thirds of the graduates were employed during the period. Four graduates did not answer on this issue.

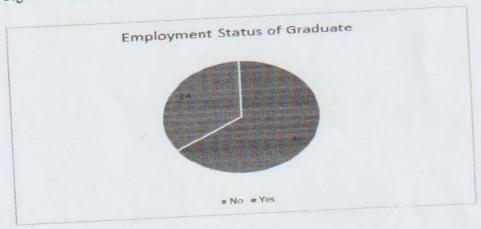
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Table 2.3: Status of Current Employment

Chatan	Frequency	Percent
Employment Status	46	65.7
No	24	34.3
Yes	70	100.0

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Figure 3: Employment Status of Graduate



Those graduates who were employed during the period, 54.2 percent were engaged in school sectors, followed by 12.5 percent in NGOs and remaining were in Business and Banking sectors (shown in table 4).

Table 2.4: Name of the Organization at which the graduates are Employed

Table 2.4: Name of the O	Frequency	Percent
Name of Organization	1	4.2
Bank	2	8.3
Business	2	4.2
Finance	1	4.2
Industry	1	4.2
Insurance	3	12.5
NGOs	1	4.2
Sales	13	54.2
School	13	4.2
University	24	100
Total	24	100

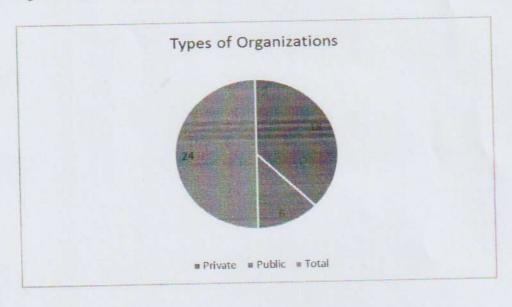
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Out of the total employed graduates third-fourth are employed in public organizations. It reveals that majority of the graduates favored the public organizations for jobs. In addition, graduates of Kalika Campus were capable to get the job in public organizations.

Table 2.5: Types of Organizations at which the Graduates are Employed

Type of Organization	Frequency	Percent
Private	18	75.0
Public	6	25.0
Total	24	100.0

Figure 4: Types of Organizations at which Graduates are Employed



# 2.3 Quality of the Programs

Contribution of the Program of the Study to the Personal Knowledge, Skill and Attitudes Graduates were asked whether the programs of the study were beneficial in terms of personal knowledge, skills and attitudes. Table 2.6 shows the graduates attitudes towards the programs that enhanced the knowledge and skills in different areas. About one third of the graduates reported that the programs were neither beneficial for getting the jobs followed by relevant in terms of enhancement of academic knowledge.

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able 2 6: Attitudes toward the Programs that Enhanced the Knowledge and Skills

Table 2.6: Attitudes toward the Pro	0	1 %	Pra 2048	3	4	5	Mean	SD	N
Enhanced the Academic knowledge		2.7	20.3	28.4	20.3	18.9	3.35	1.13	67
Improved problem solving skills		1.5	23.9	34.3	32.8	7.5	3.20	0.94	67
Improved research skills		1.5	20.9	44.8	16.4	16.4	3.25	1.02	67
Improved learning efficiency		3.0	19.4	34.3	25.4	17.9	3.35	1.08	67
Improved communication skills		1.5	3.0	14.9	25.4	23.9	3.53	1.18	67
Improved IT skills		1.5	32.8	40.3	19.4	6.0	2.95	0.91	67
Enhanced team spirit		1.5	20.9	35.8	22.4	19.4	3.37	1.07	67

(Note: The code used for the measurement were 0= Not at all and 5= very much)

Likewise, a greater proportion of the graduates were in the favor of enhanced knowledge and skills in any way. None of the graduates reported that the programs of the study did not enhanced knowledge and skills.

## 2.4 Relevance of the Programs on Jobs

Table 2.7 reveals the graduates' attitudes towards the relevancy of the programs on the present job. Under this heading seven questions related to the relevancy of the programs were included. A significant proportion of graduates reported that the programs enhanced academic knowledge, improved problem solving skills, research skills, learning efficiency and communication skills. As earlier, none of the graduates reported that the programs were not effective.

Table 2.7: Graduates' Attitudes towards the Relevancy of the Programs on the Present Job

Factors	0	1	2	3	4	5	Mean	SD	N
Enhanced academic knowledge		5.1	33.3	20.5	23.1	17.9	3.15	1.23	39
Improved problem solving skills		2.6	12.8	41.0	23.1	20.5	3.46	1.04	39
Improved research skills		5.1	25.6	25.6	17.9	23.1	4.05	0.91	39
Improved learning efficiency		2.6	12.8	41.0	17.9	2.6	4.17	1.02	39
Improved communication skills		2.6	23.1	38.5	15.4	20.5	3.28	1.12	39
Improved IT skills		5.1	30.8	17.9	17.9	28.2	3.28	0.96	39
Enhanced team spirit		2.8	33.5	26.8	18.9	18.0	3.31	1.05	39



(Note: The code used for the measurement were 0= Not at all and 5= very much)

Graduates were also asked about the satisfaction towards the current job. More than 36.0 percent of the graduates were satisfied a little while 33.3 percent were much satisfied and 24.2 percent were very much satisfied.

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Table 2.8: Graduates Satisfaction towards the Current Job

Satisfaction	Frequency	Percent
Not satisfied	2	6.1
A little	12	36.4
Much	11	33.3
	8	24.2
Very much Total	33	100.0

# 2.5 Major Strengths and Weaknesses of the Institutional Programs

Graduates were requested to express their opinion towards the strengths and weaknesses of the institutional programs. Eleven questions ranging from courses offered to the quality of the programs and quality of the physical infrastructure were included in this section. Table 9 reveals the graduates' attitudes to the major strengths and weaknesses of the institutional programs. As in earlier cases, a higher proportion of the graduates believes that the range of course offered, provision of optional subjects, the relevancy of the program on profession requirements, extracurricular activities, learning environment, quality of delivery and library/lab facilities.

Table 2.9: Graduates' Attitudes to the Major Strengths and Weaknesses of the Institutional

Programs		-,-		2	4	5	Mean	SD	N
Factors	0	1	2	3	4	3	Ivican	SD	
Range of course offered		10.6	25.8	28.6	16.7	18.2	3.06	1.26	66
Number of optional Subjects	1.5	13.6	24.2	25.8	21.3	13.6	2.92	1.30	66
Relevance of the program to		13.6	27.3	28.8	18.2	12.1	2.87	1.22	66
the professional requirements		10.1	28.8	24.2	19.7	13.6	3.66	1.09	66
Extracurricular activities	1.5	12.1	28.8	24.2	17.1	15.0			
Problem solving skills	3.0	10.6	25.8	24.2	21.2	15.2	2.95	1.34	66



					<				
Inter-disciplinary learning		6.1		28.8	24.2	18.2	2.87	1.31	66
Work placement/attachment	3.0	12.1	2048	33.3	13.6	15.2	3.28	1.29	66
Teaching/learning environment	1.5	6.1	24.2	19.7	27.3	21.2	3.03	1.21	66
Quality of delivery	1.5	10.6	18.2	34.8	22.7	12.1	3.15	1.41	66
Teacher graduates relationship	3.0	7.6	25.8	24.2	13.6	25.8	3.03	1.21	66
Library/lab facility	3.0	13.6	24.2	22.7	18.2	18.2	3.15	1.41	66

(Note: The code used for the measurement were 0= Does not apply and 5= very high)

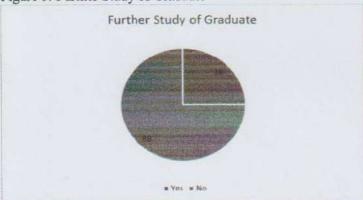
### 2.6 Further Study

The tracer study also included the questions on the further study of the graduates. Out of the total graduates (74) only 64 graduates answered the query. Among 64 graduates. Only 25.0 percent (16) graduates were enrolled for the further study.

Table 2.10: Further Study of Graduates

Response	Frequency	Percent
Yes	16	25.0
No	48	75.0
Total	64	100.0

Figure 5: Further Study of Graduate



The tracer study also collected the information on the programs that the graduates enrolled for the further study. Table 11 reveals that more than 37.0 percent of the graduates enrolled in

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masters' of art (MA) program followed by MBS and others respectively. One of the student was enrolled in MPhil program.

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Table 2.11: Programs at which the Graduates Enrolled for Further Study

Programs	Frequency	Percent
MBS	4	25.0
MA	6	37.5
M Ed	3	18.8
MBA	1	6.3
BED	1	6.3
MPhil	1	6.3
Total	16	100.0

Among the graduates enrolled in different programs for the further study, 87.5 percent were found enrolled in master's degree, followed by 6.3 percent in MPhil and 6.3 percent in Bachelor degree (table not shown).

Table 2.12 shows the name of college at which graduates enrolled for the further study. It revealed that majority of the graduates were enrolled in Prithvi Narayan Campus followed by 25.0 percent in Kalika Multiple Campus. The graduates' enrollment for the further study in Kalika Multiple Campus would be higher because the campus has only the limited courses on master's degree.

Table 2.12: Name of the College at which Graduates are Enrolled for Further Study

Name of the College	Frequency	Percent	
Australia	1	6.2	
Kalika M Campus	4	25.0	
Lincon	1	6.2	
PN Campus	7	43.7	
PU	1	6.2	
Shankardev	1	6.2	
TU Kirtipur	1	6.2	
Total	16	100.0	

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This chapter discusses the major findings of the study derived from analysis of the data. The key findings related to employment status of the graduates, their characteristics, issues related to quality and relevance of higher education, and contribution of education to graduate's personal development are presented in the following sections.

### 3.1 Employment Status of Graduates

- Employment status is found to be very low. Just greater than 3 one third of the graduates are employed.
- A significant proportion of the graduates are employed in teaching in school in urban areas.
- More than 12.0 percent of the graduates are employed in non-governmental organizations (NGOs).
- Majority of the graduates are employed in private sector.

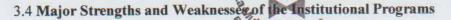
#### 3.2 Quality and Relevance of the Academic Programs

- More than 23.0 percent of the graduate favor that the programs improved communication skills
- None of the graduates supported that the programs were useful not at all.
- More than 22.0 percent of the graduates supported that the programs enhanced the team spirit.
- Majority of the graduates supported that existing programs really enhanced the knowledge and skills.

#### 3.3 Relevance of the Programs on Jobs

- More than 28.0 percent of the graduates claimed that they had learnt IT skill.
- Similarly, about 21.0 percent of the graduates favored that the programs improved communication skills.
- A significant number of the graduates supported that the programs of the college were relevant on present.
- More than 50. Percent of the graduates were in the favor with the academic programs.

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- 3.4 Major Strengths and Weaknesses of the Institutional Programs

   More than 20.0 percent of the graduates strongly supported that teaching/ learning environment and teacher graduate relationship is good.
  - Less than 3.0 percent of the graduates claimed that the institutional programs are not relevant.
  - More than 18.0 percent of the graduates reported that ranges of courses offered by the campus is the strong dimensions.

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### 4.1 Conclusion

This study results highlights that the academic quality, program relevance, graduates' satisfaction and employment status of the graduates from KMC. It is obvious that the employment status and enrollment status are not adequate. But, the academic programs of the campus are successful in providing good foundation and job related skills to the graduates. The employment status of its graduates is not satisfactory and most of the graduates are not pursuing further study as well.

The programs offered by the college have supported to enhance the personal knowledge and skills. In terms of relevancy of the programs on jobs, a significant proportion of respondents agreed that programs really helped to improve the skills for the present job. Range of course offered by the campus, teacher graduate relationship and teaching learning environment are the strengths of the campus. In contrast, the quality of delivery and relevance of the program to the professional requirements are the major weaknesses of the study.

In conclusion, this study provides valuable insights into the employment status and perceptions of graduates from KMC. It highlights the need for improvements in teaching and learning methodologies, curriculum relevancy, and program offerings to better prepare graduates for the job market. The findings can serve as a basis for strategic planning and decision-making at KMC to enhance the quality of education and increase graduates' employability.

#### 4.2 Recommendations

- Since the employment rate among the graduate is low, the college should formulate appropriate strategies for the job placements.
- Pattern of self-employment among the graduate is almost nil. Therefore, there should be counseling section in the higher education institute.
- The college must focus more on skill development for good academic environment to enhance its academic quality.
- The college needs to develop the library resources and other infrastructural facilities to improve academic quality.

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KMC ( Prospectus 2021 ). Pokhara: Kalika Multiple Campus

KMC. (Tracer Report, 2017-2018). Pokhara: Kalika Multiple Campus

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## Appendices:

- i. CMC Decisions
- ii. Name List of the Graduates
- iii. List of Questionnaire
- iv. Transcripts of 2019-2020 Sorted According to the Graduates

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