

2017

Tracer Study Report: 2015 Graduates

The School of Education, Kathmandu University



The School of Education, Kathmandu
University
12/1/2017

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EXECUTIVE SUMMARY

The School of Education, Kathmandu University, established in 1997, has been running several programs in Bachelor, Master, Master of Philosophy (M Phil) and Doctorate of Philosophy (PhD) levels. At present, the School delivers one bachelor program, five masters programs, four M Phil programs and two PhD programs. It has also been conducting Post Graduate Diploma in Education (PGDE) programs in collaboration with partner organizations. Besides these academic programs, the School also delivers training programs to different organizations. A large number of scholars have already been graduated from the School since its inception in 1997. It is thus important to conduct the tracer study of the graduates of the School and understand their performance in their work-field. The School has formally begun to conduct the tracer study of the 2014 graduates and the present study is second of this series conducted in the same line.

The main objective of this tracer study was to know the employment status of the graduates of 2014 from the School and understand the needs of the market, the status of the quality of the programs at the School and to enhance the employability and efficiency of graduates to meet their professional requirements.

This study covered the graduates of the School, who graduated in the year 2015 in Masters, M Phil and PhD programs. The total number of graduates in these programs in the year 2015 was 56. Of these, 30 scholars i.e., 53.5 % returned the filled out forms. Regarding the rest of the graduates, either they did not respond to the university request to fill-out the tracer study form or in some cases probably they could not be reached because of change in their address.

Quantitative approaches were used for data collection. The survey questionnaire provided by the University Grants Commission (UGC), Nepal was used for collecting the data. The questionnaire included the questions on the current employment status, job satisfaction, types of organizations that the graduates have been working, etc. In the study, we have used SPSS program for analyzing the data collected.

This study follows the Tracer Study Report Outline provided by the UGC, Nepal. As per the Outline, this study has the following sections: Section One is an introductory one. This section provides the background and discusses the rationale of the study. After that it sets the objectives of the present study. The section closes with the discussion on the approach of data collection and analysis. Section Two presents the analysis of the data. The analysis is presented in five themes namely; employment status of the graduates, issues related to the characteristics, expectations and aspirations of graduates, issues related to the employment experience of graduates, issues related to quality and relevance of the programs of the School. Section Three summarizes the major findings of the study. Section Four discusses the implications for the institutional reform and, finally, Section Five draws the conclusions and furnishes the recommendations.

Of the total 30 traced graduates, 22 (73.3%) were male and eight (26.6%) were female. Of these 30 graduates, 22 (73.3%) were working full time at the time of filling out the tracer study forms; remaining six graduates were either working on part time basis or looking for better job opportunities or self-employed; two of the graduates did not disclose their employment status. Institutes run by private sectors were the prime choice of 2015 graduates of the School as 36.7% are employed by such organizations. A high number of the 2015 graduates i.e., 46.7 % were employed as mid-level professionals whereas 40.3% were working in senior level – decision making level in the context of Nepal.

Studying at the School the graduates considered they enhanced academic knowledge and team spirit, improved their problem-solving skills, research skills, learning efficiency, and the skills of communication and information technology skills.

According to the graduates, the courses that were offered, availability of optional courses to choose from, appropriate teaching learning environment and high quality of delivery of

academic activities and cordial relationship between teachers and students were the strong points of the School. However, the respondents pointed out that the programs/courses at the School needed to be updated as they were not meeting the demands of the market as they were not satisfied with the development of problem solving skills and inter-disciplinary learning.

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ACRONYMS/ABBREVIATIONS

ECA	Extra Curricular Activities
ELT	English Language Teaching
INGO	International Non-governmental Organization
KUSOED	Kathmandu University School of Education
MSD	Masters of Sustainable Development

NGO	Non-governmental Organization
UGC	University Grants Commission

1. INTRODUCTION

This is the report of a tracer study conducted to identify the strong and weak points of the academic programs of the School of Education Kathmandu University (KUSOED). The scholars, who graduated in the year 2015 in Masters, Masters of Philosophy (M Phil) and Doctoral (PhD) programs, were traced. The main objective of the study was to pin-point the employment status of the graduates. It is believed that such an understanding would help restructure the curricula and it would provide the School with relevant real field information for revamping the programs.

The study is organized into six sections: this introductory section provides the background of the School of Education Kathmandu University, rationale of the study and sets the objectives of the study. Section Two presents and analyzes the data collected from the graduates. Section Three presents the major findings of the study. Section Four draws the implications for institutional reforms and, finally, Section Five concludes the findings and provides recommendations.

Background/Rationale

The School of Education, Kathmandu University (KUSOED), located at Hattiban, Lalitpur, is one of the seven Schools of Kathmandu University. The School was established in 1997 with the aim of contributing to enhance the quality of education in the country. The School began its first academic programs of Master of Philosophy (M Phil) and Doctor of Philosophy (Ph D) in Educational Leadership in 1998. The School went on expanding its programs to address the needs of the nation. By now the School of Education, Kathmandu University, is one of the most sought institutions of the country for the aspirants of the country and the region as well. With its Doctoral program in two concentration areas of Development Studies and Educational Leadership, Master of Philosophy program with concentration on Educational Leadership, Development Studies, Mathematics Education and English Language Education, and Master program in the areas of English Language Teaching (ELT), Mathematics Education, Educational Leadership and Management, Pedagogical Science and a multidisciplinary Program of Master in Sustainable Development (MSD), the School of Education, Kathmandu

University, provides advanced education, training and research in the areas of Education to meet the needs of private and public sectors.

The School has been playing a leadership role in academic excellence, research and outreach programs that developing nations like Nepal needed for the holistic development. Through its academic programs and outreach units, the School has been a pioneer institute of higher learning towards capacity building and human resource development in the areas of Education and Sustainable Development. To take a lead role in the educational activities in the country, the School has established its vision as **‘Transforming Society through Educational Excellence’**. To materialize this vision, the School moves ahead with the mission: **Preparing competent, multidisciplinary education and development professionals and leaders through knowledge creation and innovative academic services**. In the process of achieving its vision through the stated mission above, the School is committed to the following values: maintaining respect, integrity, courage, and humanity by promoting local wisdom, creativity, collaboration, innovation, work culture, sustainability, and quality.

The School follows an interdisciplinary approach in its pedagogical philosophy that integrates technology and innovations in classroom delivery. The academic programs at the School are designed to be responsive to the national needs of education, sustainability, and development or more broadly, towards transforming education and society.

The rationale of the present study was to understand the employability of 2015 graduates from the School. This tracer study was expected to comprehend the quality of higher education at the School and identify the condition under which the graduates were employed and to figure out how their areas of work were related to the programs offered at the School. Additionally, the present study was expected to inform the relevance of the current academic programs at the School in the current market demands.

Objectives of the Study

1. To understand the effectiveness and relevance of the academic programs of the School of Education, Kathmandu University from the perspective of the graduates as

- a resource and credential for employment and higher study prospects – for both men and women;
2. To figure out the way the graduates relate the courses/curricula and research at the School to the professional development in their work places enhancing academic/scientific pursuits;
 3. To assess the contributions of the graduates of the School to the development of the nation creating educational innovations and global knowledge creation;
 4. To demonstrate success of the programs of the School relating to the graduates and employment;
 5. To ascertain the weak areas of programs to be improved and updated in order to satisfy the expected learning outcomes.

Data Collection - Instruments and Approach

The data collection was done through survey method. The questionnaire was obtained from the website of the University Grants Commission, Nepal. Each question was discussed among the panel of experts from the School. The population of this tracer study constituted the scholars who graduated in 2015 i.e., the graduates were awarded the degrees in the convocation of Kathmandu University in the year 2015. The total number of the scholars who participated in the convocation program of 2015 was 56 from the School of Education, Kathmandu University. Figure 1 shows the number of graduates in different programs of School of Education in the academic year 2015.

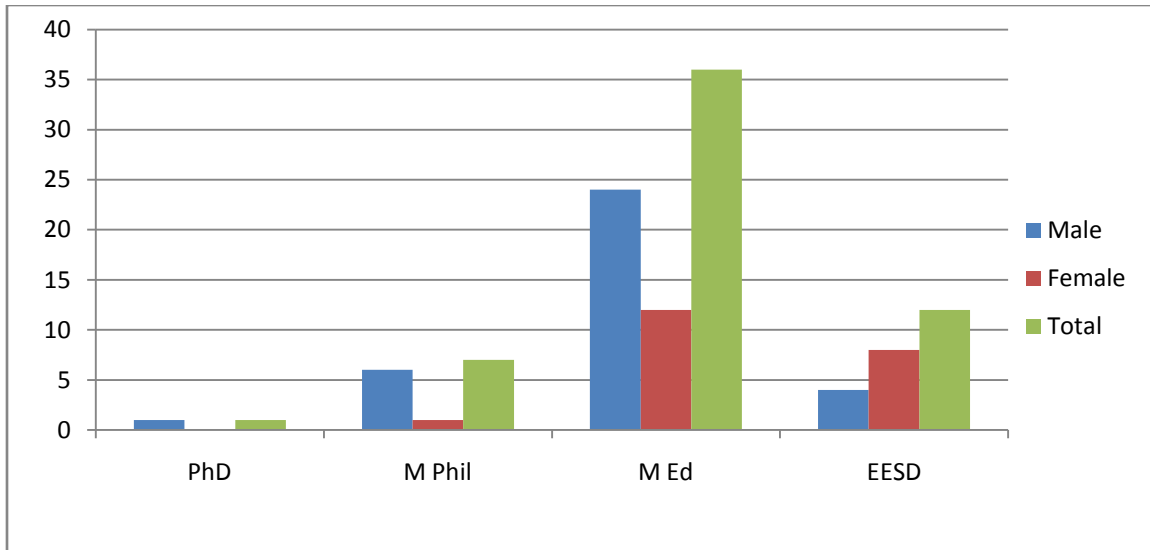


Figure 1: Number of 2015 Graduates from the School.

Scope and Limitations of the Study

The study had a wider scope since it covered cross sectional data from graduates working in Nepal, other South Asian countries, Europe, the United States of America and Australia. There were a substantial number of female graduates in both target population (37.5%) and respondent graduates (26.7%). This information could be of immense use for gender analyses on various aspects of education at the School and the professional advancements of graduates from the School. A full attempt was made to get the completed questionnaire from all the target scholars, who graduated in the year 2015; however, only 53.6% of them could send their completed questionnaires. The rate of response could not be increased for several reasons. The year 2015 was a very difficult for the people of Nepal because of the devastating earthquake on 25 April 2015 and the fuel crisis from September 2015 to February 2016. Consequently, many of our graduates moved abroad for employment opportunities and they changed their phone numbers, emails and postal addresses and we were unable to send and collect the questionnaire. Some of our graduates were unwilling to send us the filled questionnaire back citing ethical reasons of their work places and we did not force them because we respect the personal integrity of our graduates. We did all possible efforts to collect the questionnaire

using all forms of communication system such as emails, phone calls, and social media like Facebook and Twitter, regular posts and through other ways like personal contact.

2. DATA PRESENTATION AND ANALYSIS

This study was carried out with the scholars of Masters, Master of Philosophy (M Phil) and Doctorate of Philosophy (PhD), who graduated and participated in the University Convocation of the year 2015 from the School of Education, Kathmandu University. As already noted, the total number of graduates in the year 2015 was 56. Of these, 48 graduates were from Masters Level (male 28, female 20). Among seven M Phil graduates of that year, six were male and one was female. The single Doctorate graduate was male. Of these 56 scholars, 30 filled and returned the tracer study forms. The scholars, who filled and returned the forms, were 20 male and eight female.

Employment Status of the Graduates

Of the 56 graduates of the year 2015, 30 (53.6%) graduates returned the tracer study forms to us. About a three-fourth (73.3 %) of the 2015 graduates of School of Education, Kathmandu University were working full time after graduating from the School. Of these, 17 male and five female graduates had full time jobs when they filled out the questionnaire. This showed that majority of the School graduates were looking for their professional development through the courses they were taking at the School.

About one-fifth (20.7%) of the School graduates were either self employed or working on part time basis. Of these 10% graduates claimed to have self employed. On the other hand, 3.3% graduates were working part time but seeking full time jobs. Similarly 3.3% of the graduates had part time jobs but they were not seeking full time jobs. Only 3.3% graduates were unemployed and seeking for jobs. About one-sixteenth (6.6%) of the graduates did not show willingness to disclose their employment status.

Table 1 presents the current employment status of 2015 graduates of School of Education Kathmandu University.

Table 1: Current Employment Status of 2015 Graduates by Gender

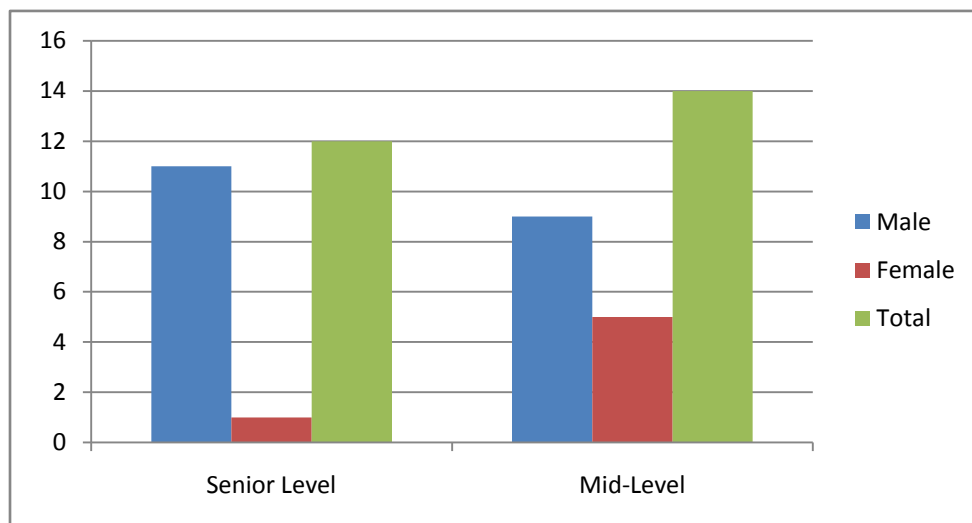
Current Employment Status	Number		Total	Percentage
	Male	Female		
Working full-time	17	5	22	73.3
Working part-time but seeking full-time job	1	0	1	3.3
Working part-time but not seeking full-time job	0	1	1	3.3
Self-Employed	3	0	3	10.0
Not working and looking for a job	0	1	1	3.3
Not disclosed	1	1	2	6.7
Total	22	8	30	100

Private organizations were the first choice of the 2015 graduates of the School as 36.7 % of them were working for these organizations (Table 2). Different national and international non-governmental organizations (NGOs) ranked second in employing the graduates of the School (26.7%), followed by government services and self employed (10.0%) each respectively (Table 2). Public sector could not have been the choice for the graduates of the School as only 6.7% were employed there. Public sector refers to institutions funded by government such as community schools. Government civil service was not very attracting employment option for the graduates from School of Education, Kathmandu University since only 10.0% were working as civil servants. Similarly, self-employment was not the choice for the graduates as only 10.0% graduates tried to make their livelihood through self employment.

Table 2: Graduates by Types of Employing Organizations by Gender

Types of Organizations	Male	Female	Total	Total Percentage
Private	8	3	11	36.7
Public	1	1	2	6.7
NGO/INGO	6	2	8	26.7
Self-employed	3	0	3	10.0
Government civil service	3	0	3	10.0
Not disclosed	1	2	3	10.0
Total	22	8	30	100.0

A good number of graduates of the School i.e., 40.0 % were working in senior level and 46.7% in mid-level positions in different organizations (Figure 2). Senior and mid-level positions are the positions responsible for policy making. It was thus clear that as about 87% its 2015 graduates were in decision making positions, they were playing key roles in policy making in national level. Two other options given in the questionnaire were operational and assistant levels; however, none of the graduates marked these options. Four — two male and two female — graduates did not answer this question of their positions in their work places.

Figure2: 2015 Graduates by Employment Designation

Issues Related to the Characteristics, Expectations and Aspirations of Graduates

One of the main objectives the study was to understand the relevance of the courses/programs of the School of Education, Kathmandu University to the professional needs of the graduates. Seven different knowledge and skill based criteria — enhanced academic knowledge, improved problem-solving skills, improved research skills, improved learning efficiency, improved communication skills, improved information technology skills and enhanced team spirit— were set to understand this objective.

The graduates had very high expectations and aspirations with regards to the programs at the School. Studying at the School 60.0% graduates considered they enhanced academic knowledge; 46.7% graduates improved their problem-solving skills; 66.7% graduates improved research skills and 60.6% graduates improved learning efficiency; 57.7% graduates thought that studying at the School improved their communication and improved information technology skills respectively; and 70.0% graduates enhanced team spirit.

Table 3: The Characteristics, Expectations and Aspirations of Graduates by Gender

Programs	Low		%	High		%	Missing
	Male	Female		Male	Female		
Enhanced academic knowledge	7	2	30.0	14	4	60.0	3
Improved problem solving skills	10	3	43.3	11	3	46.7	3
Improved research skills	5	2	23.3	16	4	66.7	3
Improved learning efficiency	7	2	30.0	14	4	60.6	3
Improved communication skills	6	3	30.0	14	3	57.7	4
Improved information technology skills	7	3	33.3	14	3	57.7	3
Enhanced team spirit	6	0	20.0	15	6	70.0	3

However, they had more expectations from the School. They expected the academic activities at the School needed to have direct relevance to their professional requirements. The academic grooming at the School was not to the level to enable them to solve their problems at the work place. They thought that the School needed to make its programs and courses of inter-disciplinary nature so that they could have foundational understanding of diverse needs of fast changing society and job market.

Issues Related to the Employment Experience of Graduates

Of the 30 graduates, who filled out and returned the tracer study forms, eight i.e., 30.0 % had high level of job satisfaction; 66.7% had moderate level of job satisfaction; only 3.3% had low level of satisfaction in their jobs and 10% of the graduates did not disclose their level of job satisfaction. About 40% of the 2015 graduates were employed by private institutions; of these 18.2% and 81.8% had very high and moderate levels of job satisfaction respectively. Next to private institutions, NGOs and INGOs were the largest employer of the graduates from the School. A total of eight graduates chose to work with these organizations. Of these 62.5%, 25% and 12.5% had very high, moderate and low levels of job satisfaction. Graduates working in government offices and self employed consisted of 11.1% each and they had moderate level of job satisfaction. Two graduates comprising 7.4% working in public sectors had high and moderate level of job satisfaction. Table 4 summarizes the information on the level of job satisfaction of the 2015 graduates by types of organizations they have been working.

Table 4: Graduates with the Level of Satisfaction with their Current Jobs by Types of Organization

Types of Organization	Very much	Much	A little	Total
Private	2	9	0	11
Public	1	1	0	2
NGO/INGO	5	2	1	8
Self-Employed	0	3	0	3
Government	0	3	0	3
Total	8	18	1	27
Percentage	30.6	66.7	3.3	100

Female graduates had slightly higher level of job satisfaction compared to their male counterparts (Table 5). Among the six female graduates, who responded to the question of satisfaction level with the current jobs, 33.3% and 66.6% responded that they had high and moderate level of job satisfaction. On the other hand, 22 male graduates responded to the question of the job satisfaction with their current jobs, 31.8%, 59.1% and 9.1% of the male graduates said they had high, moderate and low level of job satisfaction respectively. Two female graduates did not answer this question. Table 4 shows the level of the job satisfaction in terms of gender:

Table 5: Graduates with the Level of Job Satisfaction with their Current Jobs by Gender

Gender	Very much	Much	A little	Total
Male	7	13	2	22
Female	2	4	0	6
Total	9	17	2	28

Issues Related to the Quality and Relevance of Programs at the School

To identify the strengths and weaknesses of the programs and academic activities of the School, the graduates were asked a range of questions on relevance of the courses offered, optional courses offered, relevance of the courses to the professional requirements, courses that helped them develop the skills of problem solving, learning environment, inter-disciplinary learning, etc. (Table 5). The respondents had to check the answers on a Likert Scale from the levels zero to five representing from the lowest to the highest. In Table 5 below low represents from zero to three and high represents four and five on the Scale. Some respondents did not check these questions, so they are put into the column ‘missing’.

The strengths or weaknesses of the quality and relevance of the programs of the School were considered on the basis of the respondents’ response. If 50% or more respondents checked a particular indicator, it was considered the strength of the School. Likewise, if

less than 50% respondents checked a particular indicator, it was considered the weakness of the School. Based on the response of the respondents, the following indicators were considered the strengths of the School — developing the skills of problem solving (50.0%), inter-disciplinary learning (56.7%), teaching learning environment (70.0%), quality of delivery (70.0%), teacher student relationship (70.0%) and facilities in the library (66.6%). Based on the response of the respondents, the following indicators were considered the weaknesses of the School — ranges of the courses offered (23.3%), number of optional subjects (16.7%), relevance of the programs to the professional requirements of the graduates (46.6%), extra-curricular activities (36.7%) and work placement/ attachment (33.3%). Table 6 summarizes the information on the relevance of the programs to professional requirements.

Table 6: Graduates on the Relevance of the Programs to Professional Requirements

Programs	Low		%	High		%	Missing
	Male	Female		Male	Female		
Ranges of courses offered	17	4	70.0	5	2	23.3	2
Number of optional subjects	18	6	80.0	4	1	16.7	2
Relevance of the program to your professional requirements	10	5	50.0	12	2	46.7	1
Extracurricular activities	13	5	56.7	9	2	36.7	1
Problem solving	10	4	46.7	12	3	50.0	1
Inter- disciplinary learning	8	4	40.0	14	3	56.7	1
Work placement / attachment	15	3	60.0	6	4	33.3	2
Teaching - Learning Environment	6	2	26.7	16	5	70.0	1
Quality of Delivery	6	2	42.4	16	5	70.0	2
Teacher-student relationship	6	2	33.3	16	5	70.0	2
Library	6	4	33.3	16	4	66.6	0

In series of informal conversations with the graduates of the year 2015, based on their stay and interaction with different stakeholders at the School, the graduates expressed that one of the good points of the School was its nature of being free from any kind of political interventions. They also indicated that the School needs to increase the number of faculty members, as the existing faculty members have almost overworked. Consequently, the faculty members fail to go through the assignments and giving feedback in time for improvement. They feel that the School has never compromised on quality. The graduates also raised the voice that while designing the curricula the School needs to consider the demands in the market. Their obvious example was that most NGOs and INGOs prefer quantitative research orientation; however, the School always emphasizes on qualitative one.

3. MAJOR FINDINGS

This section summarizes the major findings of the study. In the year 2015, 56 scholars graduated from the School in Masters, Master of Philosophy (M Phil) and Doctoral (PhD) levels. Of these 30 graduates —22 male and eight female— were traced for this study.

Employment Status of the Graduates

Of the 30 graduates, 22 graduates (73.3%) i.e., 17 male and five female, had full time jobs. There were one male and one female graduates working on part time basis. Of these two graduates, the male was seeking a full time job but the female graduate was satisfied with her part time job. Only three graduates i.e., 10.0% were self-employed.

Private institutions were the prime employers of 2016 graduates of the School. These institutions shared the 36.7% of the total employment share of the School graduates. The public sector service providers were the least preferred employment choice of these graduates i.e., 6.6%. Government jobs were also not preferred choice for the graduates of the School i.e., 10.0%. Twelve graduates i.e., 40.0% were working as senior level professionals whereas 14 (46.7%) were working as mid-level professionals. Only a single female graduate was in the senior level. Four graduates did not disclose their work position.

Issues Related to the Characteristics, Expectations and Aspirations of Graduates

The 2015 graduates of the School considered that different types of knowledge and skills such as academic knowledge, skills for problem solving, research skills, learning efficiency, skill for information and technology and team spirit that they acquired while studying at the School were their great assets of life.

Issues Related to the Employment Experience of Graduates

Based on the responses of the 2015 graduates, the study found that the job satisfaction levels of female graduates were slightly higher than that of their male counterparts. However, it is to be noted that only six female graduates out of eight respondents checked the question on job satisfaction.

Issues Related to the Quality and Relevance of Higher Education

The respondents thought that the School had both strengths and weaknesses. Developing the skills of problem solving, teaching learning environment, quality of delivery, teacher student relationship and the facilities in the library were the great assets of the School. However, the respondents thought the School had to provide wider range of courses to meet the changing market scenario; the scholars wanted to choose optional subjects from multi-disciplinary areas. The respondents considered that the curricula of the School often do not match the professional requirements.

4. IMPLICATIONS TO INSTITUTIONAL REFORM

The School of Education, Kathmandu University, (KUSOED) has to pay attention for the gender inclusive policy because the share of the female graduates was only 37.5% in the target population and 26.7% in respondent graduates. As this study revealed that majority of the graduates preferred to work for private institutions and NGOs/INGOs, the School needs to consider the working environment and demands of such institutions/organizations while designing the curricula to meet their work culture. The

respondents also demand that the delivery requires to focus on the practical and contextualized knowledge creation rather than learning the theories of the west.

5. CONCLUSION AND RECOMMENDATIONS

The School of Education, Kathmandu University, (KUSOED) has been an education center of high excellence since its inception as high level professionals selected for their career development. The respondents see the School as an institution that grooms competent human resources particularly fitting in public and private sectors. The findings of this study show that the School's academic activities contribute to the broader goals of transforming education and society. The respondents of the 2015 graduates agree that the School has been successful in building a solid knowledgebase education system that contributes to the professional enhancement of the graduates and a better educational and social environment in the country as well.

However, the respondents also noted that the School has to consider for building an environment that would promote more relevant and meaningful learning. It is important that the School should create a learning environment that enables the graduates to address the issues of the local and national levels for better livelihoods and life quality. Such a step would enable the graduates to work with both the opportunities and challenges of fast changing world of today.

APPENDICES

Appendix 1: Meeting notes

Kathmandu University School of Education

Hattiban, Lalitpur.

Date: June 5, 2017.

A meeting of the Faculty Members and staff of the School of Education, Kathmandu University, (KUSOED) was held under the chair of the Dean, Prof. Dr Mahesh N Parajuli at the Office of the Dean to discuss the following agenda:

- a) To allocate the responsibility of preparing the Tracer Study Report
- b) To choose the batch for the study
- c) To choose the programs to be included

Decisions:

1. The meeting congratulated Dr Tikaram Poudel and his team for successfully completing the Tracer Study Report of 2014 Graduates.
2. The meeting decided that Dr Tikaram Poudel will prepare the Tracer Study Report. The program coordinators and support staff will assist Dr Poudel in collecting the information from the 2015 and 2016 graduates.
3. The meeting decided that the graduates, who were awarded the degree at the University convocation of the year 2015, will be traced. Dr. Poudel will also carry out the tracer study for the graduates of 2016 as well.
4. The meeting decided that the graduates of the following programs will be traced:
 - a. Master of Education (Two year M Ed, One year M Ed, face-to face and online mode);
 - b. Master of Education in Environment Education and Sustainable Development (EESD) and Master of Sustainable Development (MSD).
 - c. All M Phil and Doctoral programs
5. The meeting decided that the following areas will be covered in the study

- a. Present employment status of the graduates;
- b. Types of organizations they work for;
- c. Job satisfaction of the graduates;
- d. Relevance of KUSOED programs to professions of the graduates; and
- e. Other relevant issues.

Facebook: Twitter:
.....

Any other, please specify: ID:
.....

Father's Name:
.....
.....

Mother's Name:
.....
.....

Level up to which your parents have studied:

a. Father: None Primary Secondary Tertiary upto:
..... level.

b. Mother: None Primary Secondary Tertiary upto:
..... level.

Father's occupation: Mother's occupation:
.....

B. Employment Information:

B.1 Were you working while studying in this institution? Yes No

B.2 If 'No', how long did it take you to find a job since obtaining your degree from this institution?

..... months

B.3 Please give reasons for any time gap between obtaining your degree and your first employment.

.....
.....
.....
.....

B.4 Which one of the following best describes your current position with regard to paid work?

- Working full-time
- Working part-time but seeking full-time work
- Working part-time but not seeking full-time work
- Self - employed
- Not working and looking for a job
- Others, please specify

.....

B.5 How did you come to know about your current job?

- Through friends
- Through relatives
- Through written enquiries
- Advertisement in media
- Other (please specify):

.....

C. Current Employment Status:

C.1 Employer's Details:

i. Name of the Organization:

.....

ii. Type of Organization: Private Public NGO/INGO Self Employed Government

iii. Address:

.....
.....

iv. Employment Type: Full time Part time in

Agriculture Business Teaching

Gov. Service Industry Others:

.....

C.2 Job Status:

i. Designation: Level Sr. Level Mid Level Operation Level

ii. Department / Division (if any):

.....

iii. Date of Appointment: **(Date Format: DD/Month/Year)**

C.3 In the case of Self Employment:

i. Starting Date: (Date Format: DD/Month/Year)

ii. Type of organization:
.....

iii. Annual Income Range (Rs. Up to 100,000 100,000 - 150,000 150,000 - 200,000

200,000 - 300,000 over 300,000

C.4 Verification by the employer: (In the case of self employment, please specify the details)

Name of the verifying authority:
.....

Designation:
.....
.....

Phone: (Off)
..... (Mo)

Email:

Organization Stamp:

(Copy of Appointment Letter/Employment ID/ Recommendation letter/ Experience letter etc. may be attached.)

D. Past job experiences:

Name of the Organization/Type Private/Public/Gov/ NGO/INGO/Self	Job status/ Level and Date From (Month/Year) Until (Month/Year)	Annual Income (Approximately)	Remark/ Reason for leaving
Name:	Status:		
Type:	Level: Date: From To:		

		
Name:	Status:		
Type:	Level: Date: From To:		
Name:	Status:		
Type:	Level: Date: From To:		

E. What type of jobs were you expecting that you may find by choosing your last program?

.....

F. Do you face any major problem/s in your job assignments? Yes No

If 'Yes', please specify the problems briefly:

.....

	skills						
7	Enhanced team spirit						

I. Was your program of study at the institution relevant to your present job?

(Give number from the range 0-5) Very much= 5 Not at all= 0

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Enhanced academic knowledge						
2	Improved problem-solving skills						
3	Improved research skills						
4	Improved learning efficiency						
5	Improved communication skills						
6	Improved information technology skills						
7	Enhanced team spirit						

J. How satisfied are you with your current job? Very much Much A little Not satisfied

K. Do you intend to stay in the same job/profession? Yes No

L. Which of the following best represent major strengths and weaknesses of the institutional program that you attended?

(Give number from the range 0-5) Very high = 5 Does not apply = 0

S N	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Range of courses offered						
2	Number of optional subjects						
3	Relevance of the program to your professional requirements						
4	Extracurricular activities						
5	Problem solving						
6	Inter-disciplinary learning						
7	Work placement/attachment						
8	Teaching/Learning environment						
9	Quality of delivery						
10	Teacher Student Relationship						
11	Library/Lab etc.						
12	Other strengths / weaknesses (please specify) s						

M. If pursuing further study:

Enrolment Year: (Year/Month)

Program: Level:

.....

Campus/University:

.....

Campus/University Address:

.....

Could you please give the main reasons for pursuing further studies?

.....
.....

N. Please provide your suggestions/recommendations for the betterment of your institution:

.....
.....

O. What contribution/s may you provide to the institution for its betterment?

.....
.....
.....
.....

P. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name: Contact No / Email ID / SNID:
.....

2. Name: Contact No / Email ID / SNID:
.....

3. Name: Contact No / Email ID / SNID:
.....

4. Name: Contact No / Email ID / SNID:
.....

5. Name: Contact No / Email ID / SNID:
.....

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

.....
Signature of the graduate

Q. TO BE FILLED BY THE CAMPUS:

Academic Information of Graduate:

Program Completed: Level:
.....

Registration Number: Campus Roll No:
.....

Date of Result (Final Result - All Passed):
(Date Format: DD/Month/Year)

Checked and verified by: Date:

Campus Stamp:



Appendix 3: List of 2015 Graduates

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

Total

School : Education

Program : Doctor of Philosophy (Ph. D.)

KUSOED Ph. D.

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
730	-15	009110-08	PRAKASH CHANDRA BHATTARAI	Nepali	M	Ph.D	-	A

Male 1

Female 0

Total 1

Attending 1

Not Att 0

Nepali 1

Indian 0

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

School : Education

Program : Master of Philosophy (M. Phil.)

KUSOED M. Phil.

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
731	-15	015186-13	RUPA MUNAKARMI	Nepali	F	M.Phil	3.67	A
732	-15	013856-12	DEVI RAM ACHARYA	Nepali	M	M.Phil	3.74	A
733	-15	012609-11	JITENDRA RAJ OLI	Nepali	M	M.Phil	3.81	NA
734	-15	012591-11	JEEVAN KARKI	Nepali	M	M.Phil	3.80	A
735	-15	012588-11	SANJAY HAMAL	Nepali	M	M.Phil	3.80	A
736	-15	011326-10	TUK BAHADUR GHIMIRE	Nepali	M	M.Phil	3.62	A
737	-15	010315-09	JEEB NARAYAN KAFLE	Nepali	M	M.Phil	3.49	A

Male 6

Female 1

Total 7

Attending 6

Not Att 1

Nepali 7

Indian 0

Attn (M) 5

Attn (F) 1

Not Att (M) 1
Not Att (F) 0

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

School : Education

Program : Master of Education (M. Ed.)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
738	-15	014947-12	PEMA KALA BHUSAL	Nepali	F	M. Ed.	3.78	A
739	-15	014964-12	SHYAM KUMAR SHRESTHA	Nepali	M	M. Ed.	3.75	A
740	-15	014972-12	DEEPENDRA BUDHATHOKI	Nepali	M	M. Ed.	3.75	A
741	-15	014973-12	DURGA PRASAD DHAKAL	Nepali	M	M. Ed.	3.23	NA
742	-15	014981-12	GOPAL PRASAD ACHARYA	Nepali	M	M. Ed.	3.67	NA
743	-15	012612-11	BHUMIKA ADHIKARI	Nepali	F	M. Ed.	3.65	A
744	-15	012614-11	LAXMI ARYAL	Nepali	F	M. Ed.	3.68	NA
745	-15	012619-11	GORAKHA RAJ GIRI	Nepali	M	M. Ed.	3.53	A
746	-15	012621-11	PRASANNA KARKI	Nepali	F	M. Ed.	3.42	NA
747	-15	012623-11	YUBARAJ NEUPANE	Nepali	M	M. Ed.	3.38	A
748	-15	012627-11	DURGA PRASAD SANJEL	Nepali	M	M. Ed.	3.50	NA
749	-15	012631-11	PRAJWAL SINGH THAPA	Nepali	M	M. Ed.	3.41	A
750	-15	012639-11	BUDDHI RATNA MAHARJAN	Nepali	M	M. Ed.	3.36	A
751	-15	012641-11	BIMLESH KUMAR MISHRA	Nepali	M	M. Ed.	3.59	NA
752	-15	012642-11	SURENDRA MISHRA	Nepali	M	M. Ed.	3.84	NA
753	-15	012643-11	SANTOSH PAUDEL	Nepali	M	M. Ed.	3.43	A
754	-15	012644-11	PRATIMA SAPKOTA	Nepali	F	M. Ed.	3.84	A
755	-15	012645-11	SURENDRA SINGH THAGUNNA	Nepali	M	M. Ed.	3.47	NA
756	-15	012646-11	KETANA THAPA	Nepali	F	M. Ed.	3.68	A
757	-15	012648-11	ANILA DANGOL	Nepali	F	M. Ed.	3.80	A
758	-15	012651-11	PRITY SHRESTHA	Nepali	F	M. Ed.	3.67	A
759	-15	012911-11	BIGYAN BAHADUR KARKI	Nepali	M	M. Ed.	3.54	A
760	-15	012918-11	MAHESHWOR RIJAL	Nepali	M	M. Ed.	3.84	A
761	-15	010568-09	GEETA LAMA	Nepali	F	M. Ed.	3.43	A
762	-15	010378-09	LAXMI BYANJANKAR	Nepali	F	M. Ed.	3.51	A
763	-15	011354-10	TULSI KHAREL	Nepali	M	M. Ed.	3.41	A
764	-15	011357-10	RAJU SHRESTHA	Nepali	M	M. Ed.	3.78	NA
765	-15	006980-05	RAJU RAI	Nepali	M	M. Ed.	3.14	A
766	-15	010359-09	RADHA KRISHNA HUMAGAIN	Nepali	M	M. Ed.	3.75	A

KUSOED M. Ed.

Male 21

Female 11

Total 32

Attending 21

Not Att 11

Nepali 32

Indian 0

Attn (M) 13

Attn (F) 8

Not Att (M) 8

Not Att (F) 3

767	-15	010361-09	BHARAT BABU KHANAL	Nepali	M	M. Ed.	3.71	A
768	-15	010370-09	SUNIL DHAKAL	Nepali	M	M. Ed.	3.56	NA
769	-15	008305-07	TRIPTI SHAH RANA	Nepali	F	M. Ed.	3.65	NA

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

School : Education

Program : Master of Education (M. Ed. - One Year) (Distance Mode)

KUSOED M. Ed.

Male 3

Female 1

Total 4

Attending 1

Not Att 3

Nepali 4

Indian 0

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
770	-15	015718-13	GOVINDA KUMAR SHRESTHA	Nepali	M	M.Ed. (1 Year)	3.55	A
771	-15	015719-13	RAMILA SHRESTHA	Nepali	F	M.Ed. (1 Year)	3.68 889	NA
772	-15	013812-12	TILAK ADHIKARI	Nepali	M	M.Ed. (1 Year)	3.58	NA
773	-15	013817-12	EKA BAHADUR GURUNG	Nepali	M	M.Ed. (1 Year)	3.55	NA

Attn (M) 1

Attn (F) 0

Not Att (M) 2

Not Att (F) 1

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

School : Education

Program : Master of Education in Environment Education and Sustainable Development (EESD)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
774	-15	015004-12	KHEM RAJ AWASTHI	Nepali	M	M.Ed.	3.26 8	A
775	-15	015006-12	SITARAM DAHAL	Nepali	M	M.Ed.	3.75 4	A
776	-15	015007-12	ANIL DHITAL	Nepali	M	M.Ed.	3.43 6	A
777	-15	015013-12	MANISHA MAHARJAN	Nepali	F	M.Ed.	3.74 8	NA
778	-15	015014-12	NISHA MAHARJAN	Nepali	F	M.Ed.	3.32 8	NA
779	-15	012949-11	LOK KUMARI ARYAL	Nepali	F	M.Ed.	3.53 2	A
780	-15	012953-11	ZAKIA HAQUE	Bangali	F	M.Ed.	3.55 6	NA
781	-15	012955-11	GOPI RAM KC	Nepali	M	M.Ed.	3.36 6	NA
782	-15	012963-11	RAMITA PRAJAPATI	Nepali	F	M.Ed.	3.60	A
783	-15	006450-05	SHARMILA SHYANGTAN	Nepali	F	M.Ed.	3.52 6	A
784	-15	011527-10	USHA KIRAN DAHAL	Nepali	F	M.Ed.	3.23 4	NA
785	-15	011004-09	PRIYANSHA ACHARYA	Nepali	F	M.Ed.	3.29 4	NA

KUSOED M. Ed.
(EESD)

Male	4
Female	8
Total	12
Attending	6
Not Att	6
Nepali	11
Indian	0
Bangali	1
Attn (M)	3
Attn (F)	3
Not Att (M)	1
Not Att (F)	5

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2014

School : Education

Program : Post Graduate Diploma in Education (PGDE)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
786	-15	006284-05	VINOD SITAULA	Nepali	M	PGDE	3.06 444 44	NA

KUSOED PGDE

Male	1
Female	0
Total	1
Attending	0
Non Attending	1
Nepali	1
Indian	0

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

School : Education

Program : Doctor of Philosophy (Ph. D.)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
730	-15	009110-08	PRAKASH CHANDRA BHATTARAI	Nepali	M	Ph.D	-	A

KUS
OED
Ph. D.

Male 1

Female 0

Total 1

Attending 1

Not Att 0

Nepali 1

Indian 0

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

School : Education

Program : Master of Philosophy (M. Phil.)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
731	-15	015186-13	RUPA MUNAKARMI	Nepali	F	M.Phil	3.67	A
732	-15	013856-12	DEVI RAM ACHARYA	Nepali	M	M.Phil	3.74	A
733	-15	012609-11	JITENDRA RAJ OLI	Nepali	M	M.Phil	3.81	NA
734	-15	012591-11	JEEVAN KARKI	Nepali	M	M.Phil	3.80	A
735	-15	012588-11	SANJAY HAMAL	Nepali	M	M.Phil	3.80	A
736	-15	011326-10	TUK BAHADUR GHIMIRE	Nepali	M	M.Phil	3.62	A
737	-15	010315-09	JEEB NARAYAN KAFLE	Nepali	M	M.Phil	3.49	A

KUSOED M.
Phil.

Male 6

Female 1

Total 7

Attending 6

Not Att 1

Nepali 7

Indian 0

Attn (M) 5

Attn
(F) 1
Not
Att
(M) 1
Not
Att
(F) 0

KATHMANDU UNIVERSITY
GRACE LIST
Convocation Year 2015

School : Education
Program : Master of Education (M. Ed.)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
738	-15	014947-12	PEMA KALA BHUSAL	Nepali	F	M. Ed.	3.78	A
739	-15	014964-12	SHYAM KUMAR SHRESTHA	Nepali	M	M. Ed.	3.75	A
740	-15	014972-12	DEEPENDRA BUDHATHOKI	Nepali	M	M. Ed.	3.75	A
741	-15	014973-12	DURGA PRASAD DHAKAL	Nepali	M	M. Ed.	3.23	NA
742	-15	014981-12	GOPAL PRASAD ACHARYA	Nepali	M	M. Ed.	3.67	NA
743	-15	012612-11	BHUMIKA ADHIKARI	Nepali	F	M. Ed.	3.65	A
744	-15	012614-11	LAXMI ARYAL	Nepali	F	M. Ed.	3.68	NA
745	-15	012619-11	GORAKHA RAJ GIRI	Nepali	M	M. Ed.	3.53	A
746	-15	012621-11	PRASANNA KARKI	Nepali	F	M. Ed.	3.42	NA
747	-15	012623-11	YUBARAJ NEUPANE	Nepali	M	M. Ed.	3.38	A
748	-15	012627-11	DURGA PRASAD SANJEL	Nepali	M	M. Ed.	3.50	NA
749	-15	012631-11	PRAJWAL SINGH THAPA	Nepali	M	M. Ed.	3.41	A
750	-15	012639-11	BUDDHI RATNA MAHARJAN	Nepali	M	M. Ed.	3.36	A
751	-15	012641-11	BIMLESH KUMAR MISHRA	Nepali	M	M. Ed.	3.59	NA
752	-15	012642-11	SURENDRA MISHRA	Nepali	M	M. Ed.	3.84	NA
753	-15	012643-11	SANTOSH PAUDEL	Nepali	M	M. Ed.	3.43	A
754	-15	012644-11	PRATIMA SAPKOTA	Nepali	F	M. Ed.	3.84	A
755	-15	012645-11	SURENDRA SINGH THAGUNNA	Nepali	M	M. Ed.	3.47	NA
756	-15	012646-11	KETANA THAPA	Nepali	F	M. Ed.	3.68	A
757	-15	012648-11	ANILA DANGOL	Nepali	F	M. Ed.	3.80	A
758	-15	012651-11	PRITY SHRESTHA	Nepali	F	M. Ed.	3.67	A
759	-15	012911-11	BIGYAN BAHADUR KARKI	Nepali	M	M. Ed.	3.54	A

KUS
OED
M.
Ed.
Male 21
Female 11
Total 32
Attending 21
Not Att 11
Nepali 32
Indian 0
Attn (M) 13
Attn (F) 8
Not Att (M) 8
Not Att (F) 3

760	-15	012918-11	MAHESHWOR RIJAL	Nepali	M	M. Ed.	3.84	A
761	-15	010568-09	GEETA LAMA	Nepali	F	M. Ed.	3.43	A
762	-15	010378-09	LAXMI BYANJANKAR	Nepali	F	M. Ed.	3.51	A
763	-15	011354-10	TULSI KHAREL	Nepali	M	M. Ed.	3.41	A
764	-15	011357-10	RAJU SHRESTHA	Nepali	M	M. Ed.	3.78	NA
765	-15	006980-05	RAJU RAI	Nepali	M	M. Ed.	3.14	A
766	-15	010359-09	RADHA KRISHNA HUMAGAIN	Nepali	M	M. Ed.	3.75	A
767	-15	010361-09	BHARAT BABU KHANAL	Nepali	M	M. Ed.	3.71	A
768	-15	010370-09	SUNIL DHAKAL	Nepali	M	M. Ed.	3.56	NA
769	-15	008305-07	TRIPTI SHAH RANA	Nepali	F	M. Ed.	3.65	NA

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2015

School : Education

Program : Master of Education (M. Ed. - One Year) (Distance Mode)

KUS
OED
M.
Ed.
Male 3
Female 1
Total 4
Attending 1
Not Att 3

Nepali 4

Indian 0

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
770	-15	015718-13	GOVINDA KUMAR SHRESTHA	Nepali	M	M.Ed. (1 Year)	3.55	A
771	-15	015719-13	RAMILA SHRESTHA	Nepali	F	M.Ed. (1 Year)	3.68 889	NA
772	-15	013812-12	TILAK ADHIKARI	Nepali	M	M.Ed. (1 Year)	3.58	NA
773	-15	013817-12	EKA BAHADUR GURUNG	Nepali	M	M.Ed. (1 Year)	3.55	NA

Attn (M) 1
Attn (F) 0
Not Att (M) 2

Not
Att
(F) 1

KATHMANDU UNIVERSITY
GRACE LIST
Convocation Year 2015

School : Education

Program : Master of Education in Environment Education and Sustainable Development (EESD)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
774	-15	015004-12	KHEM RAJ AWASTHI	Nepali	M	M.Ed.	3.26 8	A
775	-15	015006-12	SITARAM DAHAL	Nepali	M	M.Ed.	3.75 4	A
776	-15	015007-12	ANIL DHITAL	Nepali	M	M.Ed.	3.43 6	A
777	-15	015013-12	MANISHA MAHARJAN	Nepali	F	M.Ed.	3.74 8	NA
778	-15	015014-12	NISHA MAHARJAN	Nepali	F	M.Ed.	3.32 8	NA
779	-15	012949-11	LOK KUMARI ARYAL	Nepali	F	M.Ed.	3.53 2	A
780	-15	012953-11	ZAKIA HAQUE	Bangali	F	M.Ed.	3.55 6	NA
781	-15	012955-11	GOPI RAM KC	Nepali	M	M.Ed.	3.36 6	NA
782	-15	012963-11	RAMITA PRAJAPATI	Nepali	F	M.Ed.	3.60	A
783	-15	006450-05	SHARMILA SHYANGTAN	Nepali	F	M.Ed.	3.52 6	A
784	-15	011527-10	USHA KIRAN DAHAL	Nepali	F	M.Ed.	3.23 4	NA
785	-15	011004-09	PRIYANSHA ACHARYA	Nepali	F	M.Ed.	3.29 4	NA

KUSOED M. Ed.
(EESD)

Male 4

Female 8

Total 12

Attending 6

Not Att 6

Nepali 11

Indian 0

Bangali 1

Attn (M) 3

Attn (F) 3

Not Att (M) 1

Not Att (F) 5

KATHMANDU UNIVERSITY

GRACE LIST

Convocation Year 2014

School : Education

Program : Post Graduate Diploma in Education (PGDE)

Grace No.		Registration No.	Name	Citizen	Gen.	Degree	CG PA	A_NA
786	-15	006284-05	VINOD SITAULA	Nepali	M	PGDE	3.06 444 44	NA

KUS
OED
PGD
E

Male 1

Female 0

Total 1Atten
ding 0Non
Atten
ding 1Nepal
i 1**India
n 0**