

2018

Tracer Study Report: 2016 Graduates

The School of Education, Kathmandu University



The School of Education, Kathmandu
University
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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 third of this series conducted in the same line.

The main objective of this tracer study was to figure out the employment status of the graduates of 2016 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 2016 in Masters, M Phil and PhD programs. The total number of graduates in these programs in the year 2016 was 54. Of these, 27 scholars i.e., 50.0% 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 forms 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 27 traced graduates, 22 (81.5%) were male and five (18.5%) were female. Of these 27 graduates, 14 (51.8%) were working full time at the time of filling out the tracer study forms; remaining 11 (40.7%) 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 2016 graduates of the School as 15 (55.5%) were employed by such organizations. A high number of the 2016 graduates i.e., 11 (40.7%) were employed as mid-level professionals whereas nine (33.3%) 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 research skills, learning efficiency, and the skills of communication and information technology skills. Majority of the graduates considered that studying at the School did not help them to solve problems that they faced in their work places. With regard to the job satisfaction, six (24.0%) and 12 (48.0%) expressed high and moderate level of job satisfaction after graduating from the School.

For the 2016 graduates of the School, the School had excellent teaching learning environment, high level of quality of delivery and enjoy good teacher student relationship. However, majority of the graduates considered that the School offered limited number of courses and there was not much choice for optional subjects. The programs at the School did not fulfill the expectations of professional requirement of the graduates. For majority of the graduates the programs/courses were not inter-disciplinary

in nature and the library facilities were not updated as journals for the research were not available.

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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 tracer study is carried out to assess the quality of the academic programs of the School of Education Kathmandu University (KUSOED). The scholars, who graduated in the year 2016 in Masters, Masters of Philosophy (M Phil) and Doctoral (PhD) programs, were traced. The main objective of the study was to understand the interface between the programs of the School and the employment prospects of the graduates. Understanding of this interface is of crucial importance as it provides necessary inputs for restructuring the curricula and revamping the entire programs to make them job market oriented.

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 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 2016 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 to the graduates for their employment and higher study prospects – from the perspective both male and female graduates;

2. To figure out the way the graduates relate the courses/curricula and research at the School to their respective professions for enhancing academic/scientific pursuits;
3. To assess the contributions of the graduates of the School for the development of the nation, educational innovations and global knowledge creation;
4. To ascertain the success of the programs of the School relating to the graduates and their employment opportunities;
5. To point out the weak areas of programs to be improved and updated in order to satisfy the expected learning outcomes.

Data collection - Instruments and approach

We adopted the survey method for the data collection. As per need, we also had series of formal and informal conversations to substantiate the data of the opinions of the graduates. 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 2016 i.e., the graduates were awarded the degrees in the convocation of Kathmandu University in the year 2016. The total number of the scholars who participated in the convocation program of 2016 was 54 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 2016.

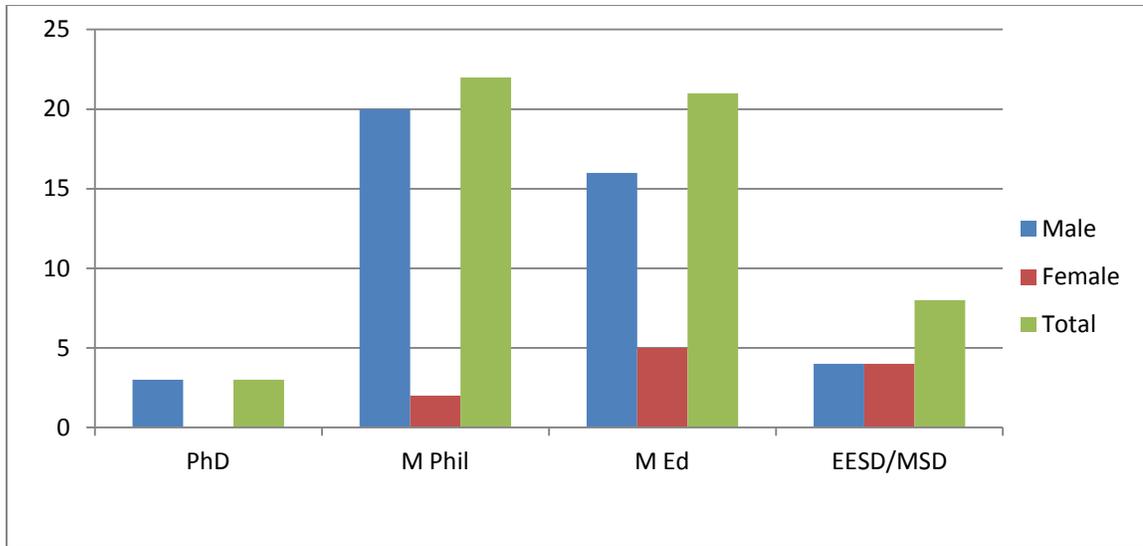


Figure 1: Number of 2016 Graduates from the School.

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 (20.4%) and respondent graduates (18.5%). 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 2016; however, only 50.0% of them could send their completed questionnaires. The rate of response could not be increased for several reasons. The scholars graduating in 2016 had to face the devastating earthquake of April 2015. They were not yet to overcome the shock of the earthquake, they were severely hit by the fuel crisis from September 2015 to February 2016. These two crises hit the entire student community of the School leading to low turnout of graduates. Female scholars were more severely affected than male because of the low income of the family; they had to move to their ancestral homes, except few who were able to move abroad. In both cases they missed the regular academic activities at the School. In such a situation, it was not always easy for us to contact them and request for filling out the tracer report. As they moved to new places,

they changed their phone numbers, emails and postal addresses and we were unable to send and collect the questionnaires. 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 2016 from the School of Education, Kathmandu University. As already noted, the total number of graduates in the year 2016 was 54. Of these, all three doctoral graduates were male. In M Phil level 20 male and two female graduates. There were 26 graduates from masters' level. Of these 19 were male and nine were female. Of these 54 scholars, 27 filled and returned the tracer study forms. The scholars, who filled and returned the forms, were 22 male and five female.

Employment Status of the Graduates

Of the 54 graduates of the year 2016, 27 (50.0%) graduates returned the tracer study forms to us. A little more than half of the 2016 graduates from the School (51.8 %) were working full time after graduation. Of these, 21.4% were female graduates. On the other hand, 29.6% graduates were working on part time basis but only 18.5% of them were seeking full time jobs. Another 7.4% were self employed. Two graduates, both male, did not check the question on the employment. Table 1 presents the current employment status of 2015 graduates of School of Education Kathmandu University.

Table 1: Current Employment Status of 2016 Graduates by Gender

Current Employment Status	Number		Total	Percentage
	Male	Female		
Working full-time	11	3	14	51.8
Working part-time but seeking full-time job	4	1	5	18.5
Working part-time but not seeking full-time job	3	0	3	11.1
Self-Employed	2	0	2	7.4
Others	0	1	1	3.7
Not disclosed	2	0	2	7.4
Total	22	5	27	100

This showed that the 2016 graduates of the School had high level of job placement after graduating from the School. Only 18.5% of the graduates were looking for better job opportunities.

Private organizations employed 55.5% of the 2016 graduates of the school. The share of the private organizations increased with the 2016 graduates reaching to 55.5%, an increase of approximately 19%, since these organizations employed 36.7% of the 2015 graduates. Public sectors and NGOs/INGOs had the employment share of 2016 graduates of the School of 14.8% each. Only a single male graduate was working as a government servant.

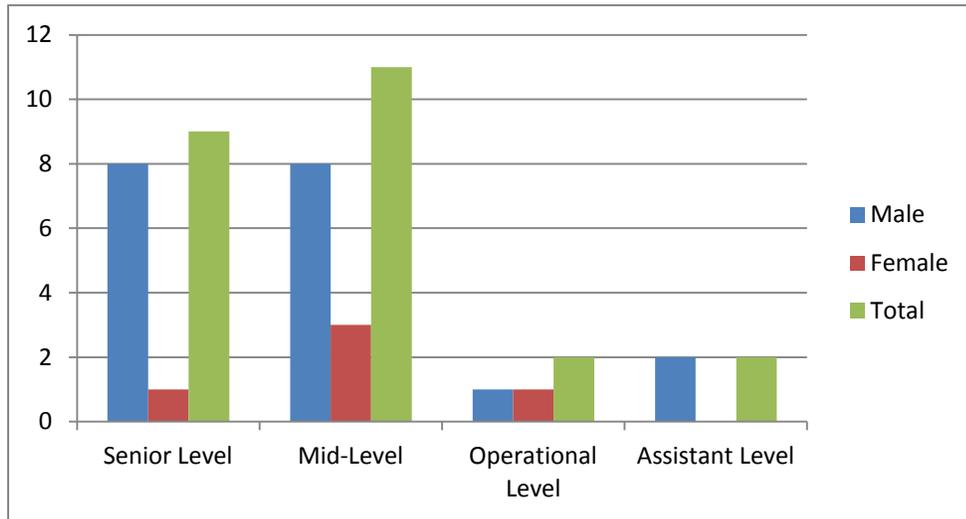
Table 2: Graduates by Types of Employing Organizations by Gender

Types of Organizations	Male	Female	Total	Total Percentage
Private	12	3	15	55.5
Public	4	0	4	14.8
NGO/INGO	3	1	4	14.8
Government civil service	1	0	1	3.7
Not disclosed	3	1	4	14.8
Total	22	5	27	100.0

Looking at the data from gender perspectives, the female graduates preferred private institutions and NGOs/INGOs. No female graduates worked for the institutions of public sector or as government civil servants.

Nine and 11 of the 2016 graduates were working in senior level and in mid-level positions respectively in different organizations (Figure 2). This makes 74.0% of the total employed graduates of the School work in decision making level and play key roles in national policy making. In the context of Nepal, senior and mid-level positions are the positions responsible for policy making. Two graduates—one male and one female—were working in operational level and two male graduates were working in assistant level. Three male graduates did not disclose their designations.

Figure2: 2016 Graduates by Employment Designation



Issues Related to the Characteristics, Expectations and Aspirations of Graduates

One of the concentrations of this study was to understand the relevance of the courses/programs of the School of Education, Kathmandu University to the professional needs of the graduates in the job market in the entry level and during the service period as well. 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 70.4% graduates considered they enhanced academic knowledge; 59.3% graduates considered studying at the School they were not able to enhance their skills of problem solving required at the work places; for 70.4% of the 2016 graduates considered the School was the right institute to improve research skills required for the high level academic activities and these improved research skills helped them improve their communication skills among the academia. About a two-third of the 2016 graduates improved learning efficiency and 62.9 % graduates thought that studying at the School helped them improve their information technology skills respectively; and 51.8% 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	4	2	22.2	17	2	70.4	2
Improved problem solving skills	12	4	59.3	9	1	37.0	1
Improved research skills	4	2	22.2	16	3	70.4	2
Improved learning efficiency	5	3	29.6	16	2	66.6	1
Improved communication skills	4	2	22.2	16	3	70.4	2
Improved information technology skills	7	2	33.3	14	3	62.9	1
Enhanced team spirit	8	2	37.0	11	3	51.8	3

The programs at the School of Education, Kathmandu University have been designed to cater the needs of the high level educational professionals that the nation requires in policy making levels. In this regard, the expectations and aspirations of the 2016 graduates are compatible with the programs delivered at the School.

Issues Related to the Employment Experience of Graduates

Of the 27 graduates, who filled out and returned the tracer study forms, six i.e., 22.2 % had high level of job satisfaction; 51.8% had moderate level of job satisfaction; only 3.7% had low level of satisfaction in their jobs and 7.4% were not satisfied at all. However, four graduates did not disclose their level of job satisfaction. About 51.8% of the 2016 graduates were employed by private institutions; of these 35.7% and 50% had very high and moderate levels of job satisfaction respectively. Two graduates working for private organizations said they were not satisfied with their current jobs. Next to private institutions, public sector organizations and NGOs and INGOs were the largest employer of the graduates from the School. They employed four 2016 graduates each. In public sector one graduate had high level and three graduates had moderate level of job satisfaction respectively. On the other hand, the all the graduates working for NGOs/INGOs had moderate level of job satisfaction. Only one graduate working for government service organization said he/she had a low level job satisfaction. Table 4 summarizes the information on the level of job satisfaction of the 2016 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	Not satisfied	Total
Private	5	7	0	2	14
Public	1	3	0		4
NGO/INGO	0	4	0	0	4
Government	0	0	1	0	1
Total	6	14	1	2	23
Percentage	22.2	51.8	3.7	7.4	

Male graduates had higher level of job satisfaction compared to their female counterparts (Table 5). Among the 27 graduates, who responded to the question of satisfaction level with the current jobs, 81.8% of the male graduates and 50.0% of the female graduates, among those who responded to our questionnaires had higher level of job satisfaction. One male graduate and one female graduate did not consider important to respond the question on job satisfaction. Table 5 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	Not satisfied	Missing	Total
Male	6	12	2	1	1	22
Female	0	2	0	2	1	5
Total	6	14	2	3	2	27

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

One of the objectives of the study was to understand the strengths and weaknesses of the programs and academic activities of the School. The graduates were asked a range of questions covering the areas on the 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 6). On a Likert Scale questionnaire, the respondents checked the answers from the levels zero to five representing from the lowest to the highest. In Table 6 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. The respondents rated the teaching learning environment, the quality of delivery and teacher student relationship as the strengths of the School. Based on the response of the respondents, the following indicators were considered the weaknesses of the School — ranges of the courses offered, number of optional subjects, relevance of the programs to the professional requirements of the graduates, extra-curricular activities, work placement/ attachment, developing the skills of problem solving, inter-disciplinary learning and the facilities in the library. Table 7 summarizes the information on the relevance of the programs to professional requirements.

Table 7: Graduates on the Relevance of the Programs to Professional Requirements

Programs	Low		%	High		%	Missing
	Male	Female		Male	Female		
Ranges of courses offered	12	4	59.2	7	1	29.6	3
Number of optional subjects	12	4	59.2	7	1	29.6	3
Relevance of the program to your professional requirements	7	4	40.7	12	1	48.1	3
Extracurricular activities	13	4	62.9	6	1	25.9	3
Problem solving	10	3	48.1	9	3	44.4	2
Inter- disciplinary learning	9	3	44.4	9	2	40.7	4
Work placement / attachment	11	3	40.7	7	2	33.3	4
Teaching - Learning Environment	4	5	33.3	15	0	55.5	3
Quality of Delivery	7	2	33.3	12	3	55.5	2
Teacher-student relationship	7	2	33.3	12	2	51.8	3
Library	9	2	40.7	10	3	48.1	3

Besides checking out in the provided questionnaire based on Likert scale, the graduates were also asked to express their feelings and experiences during their study period at the School. To make the study more authentic and reliable the research team also had series of formal

and informal conversation with the graduates and tried to understand the degree of relevance of the programs and their delivery to the job market. They expressed that they were proud to be the part of a pioneer institution in the country. Unlike other institutes of higher studies in the nation, the School of Education at Kathmandu University was its nature of being free from any kind of political interventions. The teachers cared the needs of the students without any biased attitude; they were always free to help the students whenever in need.

However, they also indicated that the School did not have adequate number of human resource; especially the number of existing faculty members needs to be increased. 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 opinions of the former graduates. Such a move would prove useful to meet the demands in the market in future. 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 2016, 54 scholars graduated from the School in Masters, Master of Philosophy (M Phil) and Doctoral (PhD) levels. Of these 27 graduates —22 male and five female— were traced for this study.

Employment Status of the Graduates

Of the 27 graduates, 14 graduates (51.8%) i.e., 11 male and three female, had full time jobs. One female and seven male graduates were working on part time basis. Only two male graduates were self-employed.

Private institutions employed 55.5% of the 2016 graduates of the School. The public sector organizations and NGOs/INGOs employed 14.8% each of the graduates. Government jobs were also not preferred choice for the graduates of the School only single male was working for the government sector. Nine graduates i.e., 33.3% were working as senior level professionals whereas 11 (40.7%) were working as mid-level professionals. Two graduates were working as operational and assistant level each. Three graduates did not disclose their work position.

Issues Related to the Characteristics, Expectations and Aspirations of Graduates

For the 2016 graduates of the School, the skills, efficiency and knowledge 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

The job satisfaction level of the 2016 graduates of the School was very high. About three fourth of the graduates had high and moderate level of job satisfaction respectively. Graduates working for private organizations had higher level of job satisfaction compared to other types of employers. Male graduates had higher level of job satisfaction compared to female graduates. On the other hand, only half of the female graduates reported high and moderate level of job satisfaction.

Issues Related to the Quality and Relevance of Higher Education

The 2016 graduates considered that the greatest strengths of the School were the teaching learning environment, the quality of delivery and teacher student relationship. They indicated that the Schools had limited range of courses and limited number of optional courses to choose from. Many of the courses offered at the School did not have direct relevance to meet the demand of the market; the programs are yet to be inter-disciplinary in nature. The library lacks the recent journals required for the research activities.

4. IMPLICATIONS TO INSTITUTIONAL REFORM

The findings of this study indicated gender disparity in higher education system in Nepal, with special reference to Kathmandu University. The share of the female graduates was only 20.4%; the number of female graduates decreased as the level went up. The graduates of the School were not able to compete with lucrative employers such as NGOs/INGOs or high level positions in government sectors despite their high level of education. Consequently, majority of the graduates had to work for private organizations;

these organizations have least incentives for risk management of their employees and professional development.

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, we conclude that the School is well known for catering the scholars for higher level of learning and research maintaining good teacher student relationship. The School is a set example for establishing very good learning environment. In spite of all these good points, the School is not yet favorable place for female scholars as shown by the decreasing number of female graduates. On the other hand, the programs offered at the School often do not meet the needs of the job seekers because of the fast changing nature of the market. Graduates working in higher level positions are more positive attitudes than the graduates in the entry level towards the School.

Considering the findings of this study, it is recommended that the School should come up with policies that enable the School to compete with the other institutions of higher learning within the country and region as these institutions are running similar programs in lower fees. Another area needed to mitigate gender disparity by encouraging women participation in higher education. It is time for the School to rethink its programs that enable the graduates to compete in job market, other than teaching profession. Such a move of the School lures scholars from diverse backgrounds and helps the School become multi-disciplinary. In this regard, the School should consider the opinions of the outgoing graduates so that the School can design the courses to address the demand of the job market tactfully.

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.

Appendix 2: Questionnaire for the study
Tracer Study Questionnaire

Dear Graduate,
*This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept **strictly confidential**. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.*
Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

<i>(Given Name)</i>	<i>(Middle Name)</i>	<i>(Surname/Family Name)</i>

Name:
 Present Address:

Permanent Address:

Gender: Male Female Date of Birth: / /

(Date Format: DD/Month/Year)

Phone No: (Res) (Mo)
 (Office)

Email ID: /

Electronic Social Network ID:
 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:

.....

G. Were you adequately prepared for your present job by the program you attended at your institution, please explain:

.....

.....

H. How would you rate the contribution of the program of your study at the institution to your personal knowledge, skills and attitudes?
 (Give number from the range 0-5) Very much= 5 Not at all= 0

S N	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						

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:

.....

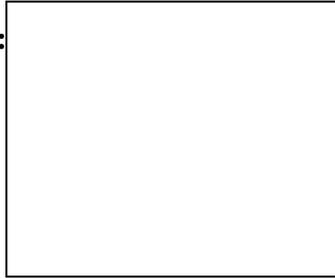
Registration Number: Campus Roll No:

.....

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

Checked and verified by: Date:

Campus Stamp:



GRACE LIST
Convocation Year 2016₂₄

School : Education
Program : Doctor of Philosophy (Ph. D.)

Grace No.	Registration No.	Name	Citizen	Gen.	Degree	CGPA	A_NA
-16	015224-13	SADRUD DIN	Pakistani	M	Ph.D	-	
-16	011296-10	BABIN POKHAREL	Nepali	M	Ph.D	-	
-16	010302-09	RAM CHANDRA KHANAL	Nepali	M	Ph.D	-	

KATHMANDU UNIVERSITY
GRACE LIST
Convocation Year 2016

School : Education
Program : Master of Philosophy (M. Phil.)

Grace No.	Registration No.	Name	Citizen	Gen.	Degree	CGPA	A_NA
-16	015216-13	ASHOK SAPKOTA	Nepali	M	M.Phil	3.80	
-16	015192-13	PREM PRASAD SIGDEL	Nepali	M	M.Phil	3.60	
-16	015183-13	BISHNU MAGAR	Nepali	M	M.Phil	3.59	
-16	015182-13	SANTOSH GAUTAM	Nepali	M	M.Phil	3.91	
-16	015172-13	SHREE KRISHNA WAGLE	Nepali	M	M.Phil	3.50	
-16	013832-12	GAURAV OJHA	Nepali	M	M.Phil	3.63	
-16	012604-11	CHUDAMANI DEVKOTA	Nepali	M	M.Phil	3.59	
-16	012603-11	YAGYA PRASAD BHUSAL	Nepali	M	M.Phil	3.62	
-16	012599-11	SHIVA KUMAR SHARMA	Nepali	M	M.Phil	3.24	
-16	012585-11	RAM PRASAD GAIRE	Nepali	M	M.Phil	3.75	
-16	012584-11	SANJIT KUMAR BASNET	Nepali	M	M.Phil	3.14	
-16	012575-11	DILIP RANA	Nepali	M	M.Phil	3.44	

-16	012571-11	KRISHNA KUMARI PAUDEL	Nepali	F	M.Phil	3.40	
-16	012564-11	TOYANATH BHATTA	Nepali	M	M.Phil	3.64	
-16	011351-10	USHA KIRAN WAGLE	Nepali	F	M.Phil	3.77	
-16	011332-10	PRAKASH KANTA NEUAPANE	Nepali	M	M.Phil	3.39	
-16	010369-09	SHREE PRASAD DEVKOTA	Nepali	M	M.Phil	3.53	
-16	007991-07	PREM PATI JOSHI	Nepali	M	M.Phil	3.52	
-16	007255-06	AMRITBAHADUR THAPA	Nepali	M	M.Phil	3.88	
-16	007246-06	BINOD PRASAD PANT	Nepali	M	M.Phil	3.90	
-16	006014-04	AMRIT BAHADUR POUDEL	Nepali	M	M.Phil	3.83	
-16	001196-96	DEEPAK RAJ PARAJULI	Nepali	M	M.Phil	3.75	

KATHMANDU UNIVERSITY
GRACE LIST
Convocation Year 2016

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

Grace No.	Registration No.	Name	Citizen	Gen.	Degree	CGPA	A_NA
-16	017664-14	UMESH UPRETI	Nepali	M	M. Ed.	3.57	
-16	017662-14	RANJITA SUBEDI	Nepali	F	M. Ed.	3.68	
-16	017655-14	RANGITA LIMBU	Nepali	F	M. Ed.	3.62	
-16	017654-14	NIXAN THAPA KSHETRY	Nepali	M	M. Ed.	3.90	
-16	015676-13	BIBEK DAHAL	Nepali	M	M. Ed.	3.59	
-16	015675-13	GOPAL PRASAD BHATTARAI (Leadership)	Nepali	M	M. Ed.	3.35	
-	015674-13	HARI PRASAD ACHARYA	Nepali	M	M. Ed.	3.32	

16							
-16	015672-13	BIKASH SUBEDI	Nepali	M	M. Ed.	3.66	
-16	015665-13	RAJU MUKTAN	Nepali	M	M. Ed.	3.48	
-16	015663-13	QIUHUA LIU	Chinese	F	M. Ed.	3.28	
-16	014988-12	JAL KRISHNA SINGH (Leadership)	Nepali	M	M. Ed.	3.31	
-16	014987-12	TEJ KRISHNA SHRESTHA	Nepali	M	M. Ed.	3.52	
-16	014984-12	USHA GURUNG (Leadership)	Nepali	F	M. Ed.	3.46	
-16	014980-12	KAMAL KUMAR THAPA	Nepali	M	M. Ed.	3.63	
-16	014969-12	ALEXANDER WILLIS	USA	M	M. Ed.	3.81	
-16	014968-12	RABI CHAND THAKURI	Nepali	M	M. Ed.	3.61	
-16	014965-12	UMESH SHRESTHA	Nepali	M	M. Ed.	3.96	
-16	014955-12	BIR SINGH NAYAK	Nepali	M	M. Ed.	3.53	
-16	012938-11	PRITHA DAHAL (Leadership)	Nepali	F	M. Ed.	3.65	
-16	012920-11	DIL KUMAR SIJALI MAGAR	Nepali	M	M. Ed.	3.65	

(Distance)

GRACE LIST
Convocation Year 2016

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

Grace No.	Registration No.	Name	Citizen	Gen.	Degree	CGPA	A_NA
-16	014990-12	RISHI RAM ADHIKARI	Nepali	M	M.Ed. (1 Year)	3.52	

KATHMANDU UNIVERSITY
GRACE LIST
Convocation Year 2016

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

Grace No.	Registration No.	Name	Citizen	Gen.	Degree	CGPA	A_NA
- 16	015726-13	SHAKIL REGMI	Nepali	M	M.Ed.	3.51	
- 16	015019-12	UMA SIGDEL	Nepali	F	M.Ed.	3.64	
- 16	015015-12	BABITA PAHADEE	Nepali	F	M.Ed.	3.44	
- 16	015009-12	MAHESH KHADKA	Nepali	M	M.Ed.	3.48	
- 16	012959-11	DEEPAK MARAHATTA	Nepali	M	M.Ed.	3.68	
- 16	012958-11	BASANTA PRABHA KHANAL	Nepali	F	M.Ed.	3.58	
- 16	011539-10	TASHNUVA SHARMIN	Bangladeshi	F	M.Ed.	3.62	

KATHMANDU UNIVERSITY
GRACE LIST
Convocation Year 2016

School : Education
Program : Master in Sustainable Development (MSD)

Grace No.	Registration No.	Name	Citizen	Gen.	Degree	CGPA	A_NA
- 16	017701-14	BIJAY MAHATO THARU	Nepali	M	M.Ed.	3.65	

