

KATHMANDU UNIVERSITY SCHOOL OF EDUCATION
TRANSFORMING EDUCATION AND SOCIETY



TRACER STUDY REPORT

Tracer Study of the Graduates of 2017



KATHMANDU UNIVERSITY SCHOOL OF EDUCATION
HATTIBAN, LALITPUR, NEPAL

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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 2017 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 2017 in Post Graduate Diploma in Education, Masters, M Phil and PhD programs. The total number of graduates in these programs in the year 2017 was 135. Of these, 72 scholars i.e., 53.33% returned the filled out forms. Regarding the rest of the graduates, either they did not respond to the request of the School to fill-out the tracer study forms or in some cases probably they could not be reached because of change in their addresses.

Quantitative approach was 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 72 traced graduates, 43 (59.7%) were male and 29 (40.3%) were female. Of these 72 graduates, 53 (72.6%) were working full time at the time of filling out the tracer study forms; remaining 19 (24.5%) 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 2017 graduates of the School as 45 (61.6%) were employed by such organizations. A high number of the 2017 graduates i.e., 35 (47.9%) were employed as senior-level professionals whereas 21 (28.8%) were working in mid-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, 32 (43.8%) and 20 (27.4%) expressed high and moderate level of job satisfaction after graduating from the School.

For the 2017 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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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

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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 2017 in Post Graduate Diploma in Education, 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 this interface is crucially important 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 (PhD) 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. By the time of preparation of this program, the Executive Council of the University has approved the

Doctoral programs in English Language Education and STEAM Education. The School also initiated a Master program in Technical and Vocational Education and Training in August 2018. 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, Sustainable Development and Vocational Education. 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 2017 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 of 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.

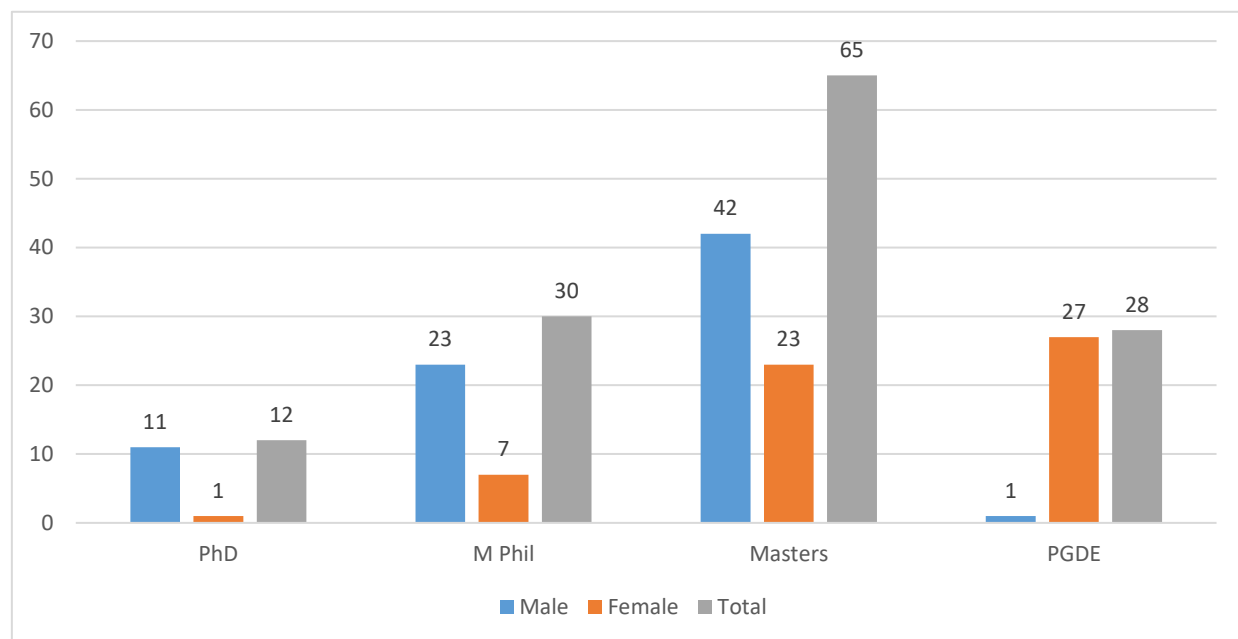


Figure 1: Number of 2017 Graduates from the School

Figure 1 shows the number of graduates in different programs of School of Education in the academic year 2017. The population of this tracer study constituted the scholars who graduated in 2017 i.e., the graduates were awarded the degrees in the convocation of Kathmandu University in the year 2017. The total number of the scholars who participated in the convocation program of 2017 was 135 from the School of Education, Kathmandu University.

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 (37.0%) and respondent graduates (40.3%). 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 2017; however, only 53.3% of them could send their completed questionnaires. The rate of response could not be increased for several reasons. The scholars graduating in 2017 did not have easy course because of the devastating earthquake of April 2015 and the severe fuel crisis from September 2015 to February 2016. Majority of these scholars, particularly the female graduates, were severely affected both financially and emotionally. 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

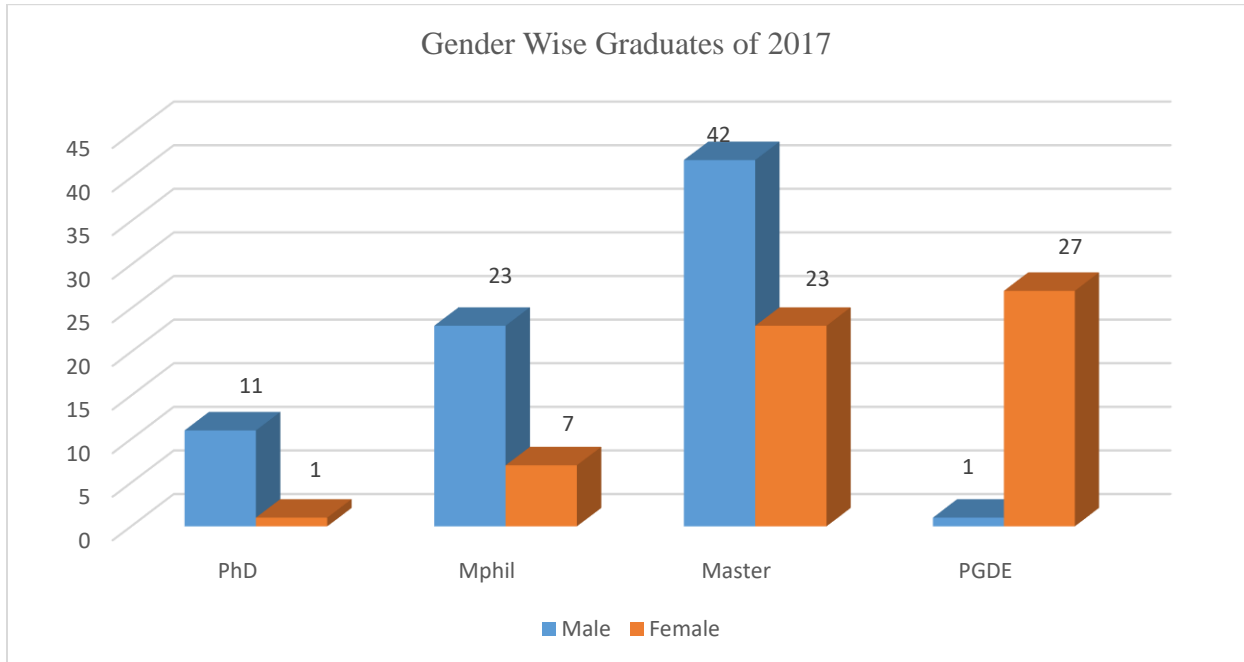


Figure 2: Gender wise graduates of 2017

In figure, this study was carried out with the scholars of Post Graduate Diploma in Education, Masters, Master of Philosophy (M Phil) and Doctorate of Philosophy (PhD), who graduated and participated in the University Convocation of the year 2017 from the School of Education, Kathmandu University. As already noted, the total number of graduates in the year 2017 was 135. In terms of gender ratio, the number of female scholars is decreasing as the level of educational degree goes up. The Post Graduate Diploma in Education, lowest level at the School, has only one male graduate of the total 28 graduates. On the other hand, in the Doctoral program, the highest level of educational degree in the School, only one was female graduate of the total 12 graduates. Of the 30 MPhil graduates, only seven were female. In Masters Level, 23 were female graduates and 42 were male graduates. Of these 135 scholars, 72 filled and returned the tracer study forms. The scholars, who filled and returned the forms, were 43 male and 29 female graduates.

Employment Status of the Graduates

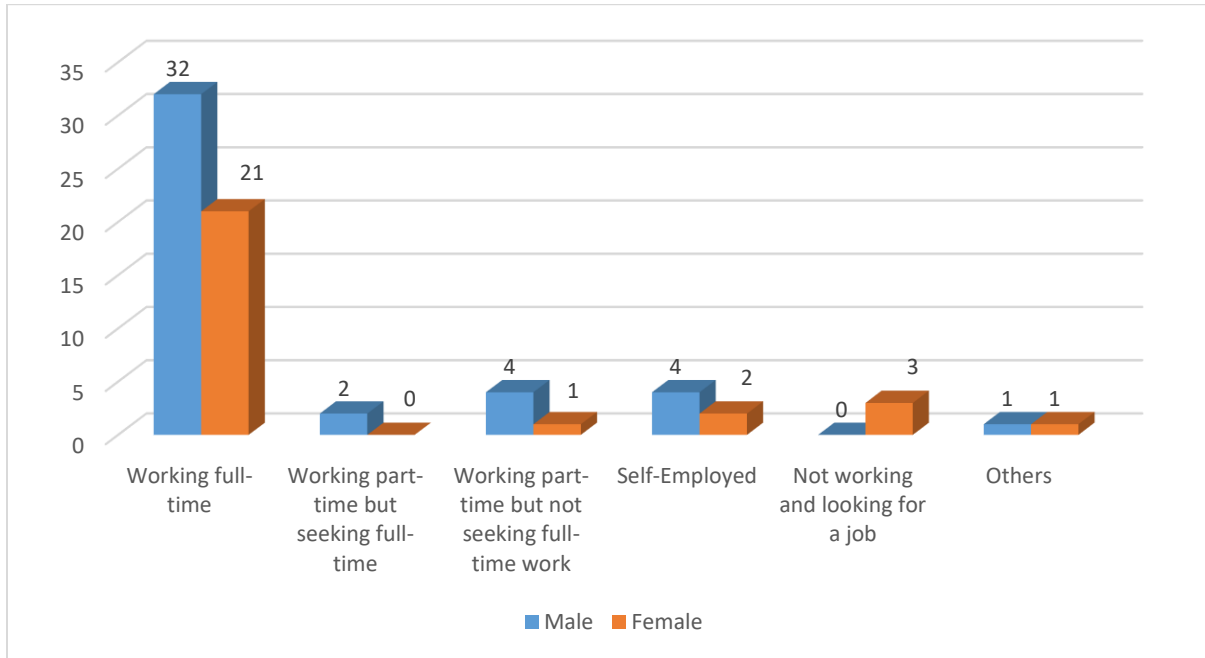


Figure 3: Gender wise employment status of the graduates

Figure 3 presents the current employment status of 2017 graduates of School of Education Kathmandu University. Of the 135 graduates of the year 2017, 72 (53.33%) graduates returned the tracer study forms to us. Of the 72 graduates who responded to the questionnaire, 53 graduates i.e., 73.6% were working fulltime when they filled out the tracer study forms. Of these, 21 graduates i.e., 39.62% were females. On the other hand, only seven graduates i.e., 7 (9.72%) graduates were working on part time basis. Of these seven graduates, only two were seeking for full time employment but five were satisfied with the part time status of their employment. Only five (6.94%) of them were seeking full time jobs. Another 8.3% were self-employed. One graduate did not check the question on the employment. This showed that the 2017 graduates of the School had high level of job placement after graduating from the School. Only three (4.16 %) of the graduates were looking for better job opportunities.

Graduates by Types of Employment Organizations

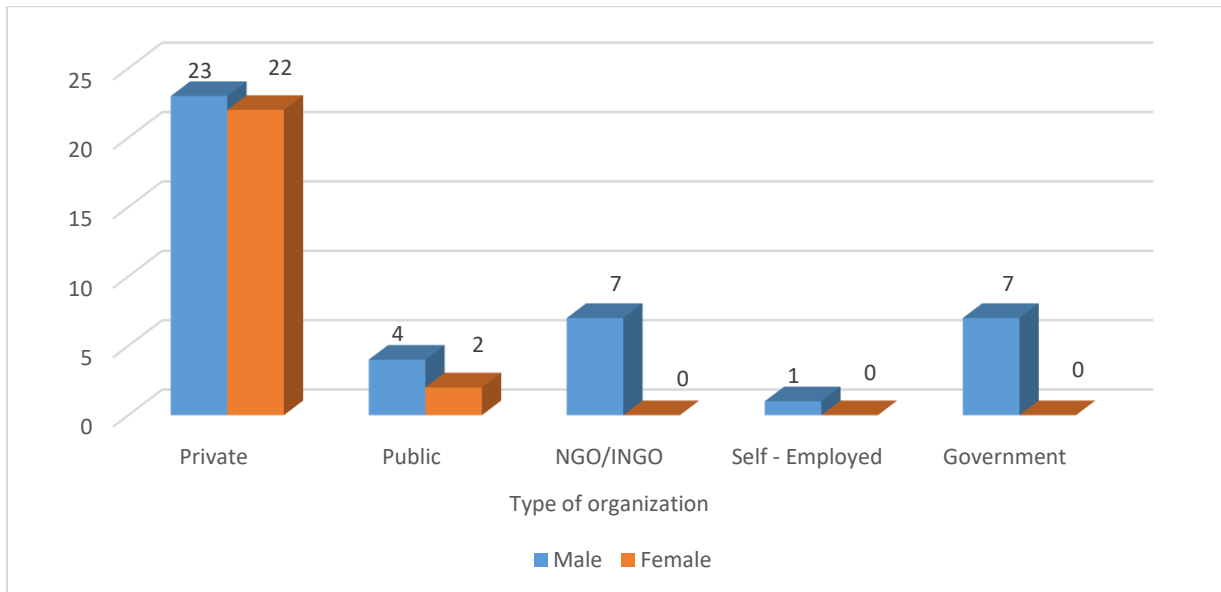


Figure 4: Gender wise type of organization of the graduates

Looking at the data from gender perspectives, 22 female graduates preferred private institutions. Only 2 female graduates worked for the institutions of public sector. None of the female graduates preferred NGO/INGO, government job or self – employment options. If we compare these data with that of male, 23 of them preferred private organization whereas 7 of them preferred NGO/INGOs and government jobs. Likewise, only one of them are self- employed and 4 of them are in public organizations.

Graduates by Employment Designation

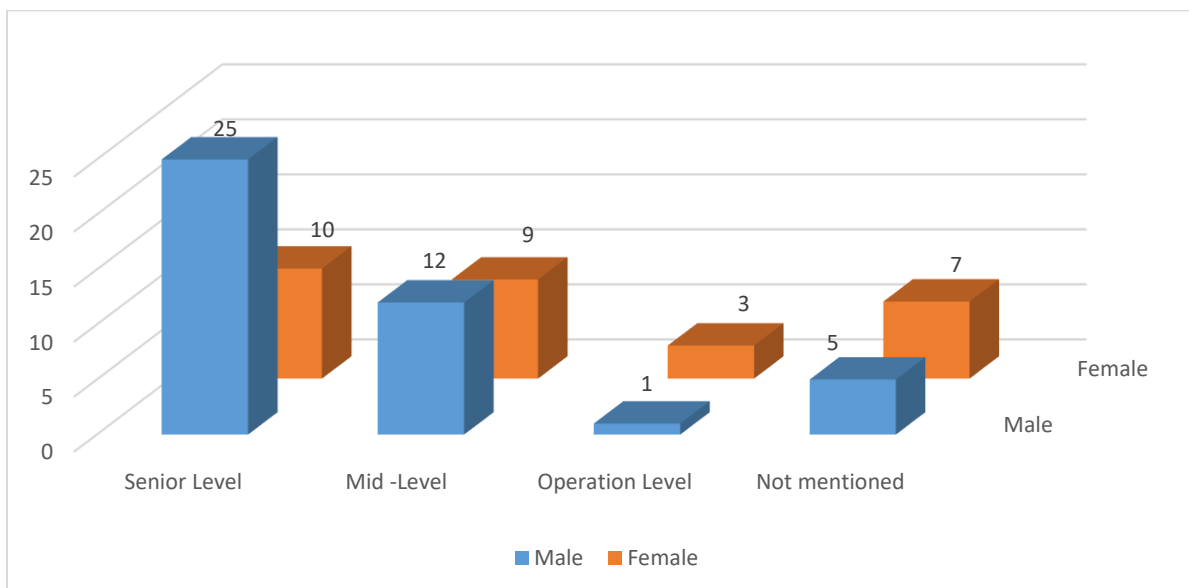


Figure 5: Hierarchical level of the graduates

From the given figure, the highest number of graduates in 2017, 25 (58.13%) of male graduates and 10 (34.48%) of female graduates are currently working in senior levels within their organizations. Likewise, 12 (27.9%) of male graduates and 9 (31.03%) of female graduates are working in mid – level within their organization. However, only 3 (10.3%) of female graduates and 1 (2.32%) of male graduates are currently working in an operational level. Despite these findings, 5 (11.6%) of male graduates and 7 (24.13%) of female graduates did not reveal their employment designations.

Employment Status of Graduates While Studying in this Institutions:

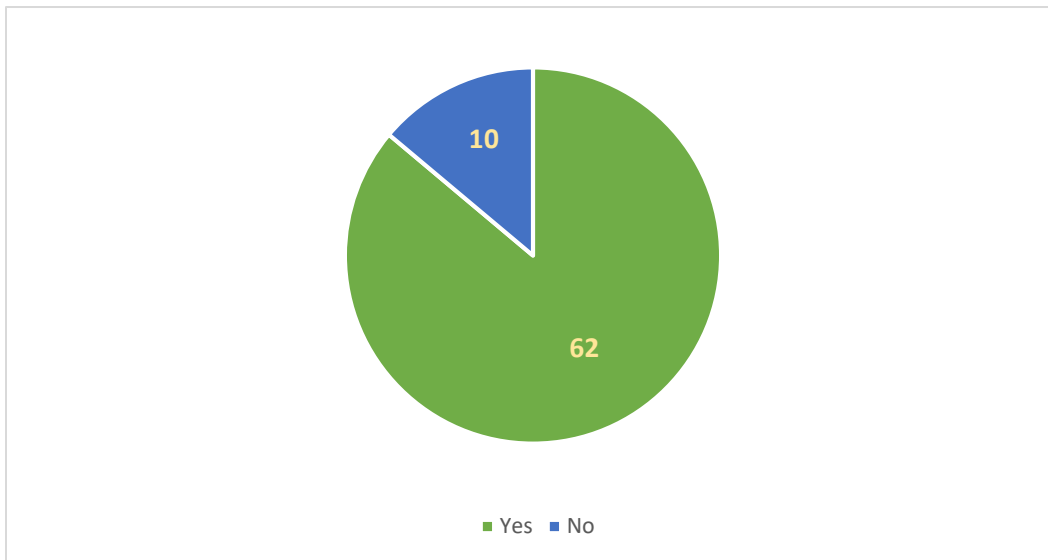


Figure 6: Employment status of graduates while studying in this school

From the given figure, 62 (86.11%) of the graduates mentioned that they were working while enrolling for the degree whereas 10 (13.99%) of the graduates revealed that they were not working while enrolling for the degree. However, if we look at the gender based difference from the table given below,

Were you working while studying in this organization?	Male	Female
Yes	38	24
No	5	5
Total	43	29

Table 1: Gender wise employment status of graduates while working in this school

38 (88.3%) male graduates were working while studying in this organization whereas 24 (82.7%) of female graduates were working while studying in this organization. However, only 11.7% male graduates and 17.3% of female graduates were full –time students while studying in this organization.

Graduates Information about their Current Job

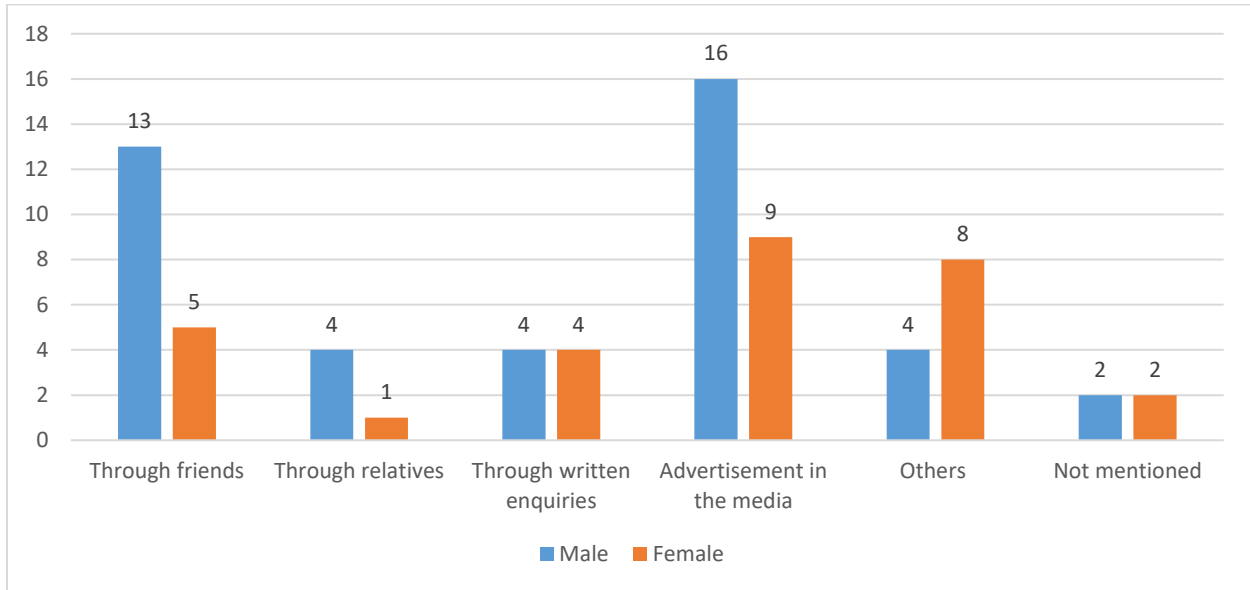


Figure 7: Source of information about their current job among the graduates

From the given figure, the highest 16 (37.2%) of male graduates and 9 (31.0%) of female graduates got information through advertisement in the media about their current job. Secondly, 13 (30.23%) male graduates got information about their current job through friends whereas 8 (27.5%) of female graduates got information through others. However, two male graduates (4.65%) and two female graduates (6.89%) did not mention the source of information about their current job.

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.

After analyzing the data and responses given by 72 graduates of 2017, the following analysis has been made:

Programs (In Number)	Low		Moderate		High	
	Male	Female	Male	Female	Male	Female
Enhanced academic knowledge	1	2	9	3	32	23
Improved problem -solving skills	6	0	6	7	31	21
Improved research skills	2	0	8	3	32	25
Improved learning efficiency	2	0	9	2	31	26
Improved communication skills	4	0	11	2	27	26
Improved information technology skills	3	0	12	6	27	22
Enhanced team spirit	1	0	10	0	31	28
Programs (In Percentage)	Low		Moderate		High	
	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
Enhanced academic knowledge	2.3%	6.9%	20.9%	10.3%	74.4%	79.3%
Improved problem -solving skills	14.0%	0.0%	14.0%	24.1%	72.1%	72.4%
Improved research skills	4.7%	0.0%	18.6%	10.3%	74.4%	86.2%
Improved learning efficiency	4.7%	0.0%	20.9%	6.9%	72.1%	89.7%
Improved communication skills	9.3%	0.0%	25.6%	6.9%	62.8%	89.7%
Improved information technology skills	7.0%	0.0%	27.9%	20.7%	62.8%	75.9%
Enhanced team spirit	2.3%	0.0%	23.3%	0.0%	72.1%	96.6%

Table 2: Issues related to characteristics, expectation and aspiration of the graduates.

From the given table, 28 (96.6%) of the female graduates think that they have highly enhanced their team spirit. Likewise, 32 (74.4%) of male graduates think that they have highly enhanced their academic knowledge and improved research skills from the degree that they obtained from this organization. However, 14% of the male graduates do not think that the School was able to enhance their problem solving skills. Likewise, 6.9% of female graduates do not think that the school was able to enhance their academic knowledge. In contrary to these findings, 26 (89.7%) of the female graduates think that the school was able to improve their learning efficiency as well

as their communication skills. Likewise, 27.9% of male graduates think that they have a moderate level of improved information technology skills.

If we look at the average low, moderate and high expectation of the graduates, it was found that females are more highly satisfied (84.2%) with the degree from the organization compared to that of male graduates (70.1%). Likewise, 21.6% of male graduates are moderately satisfied with the degree from the organization than compared to that of female graduates (11.3%). Similarly, 6.3% of male graduates have lower level of satisfaction from the degree compared to the female graduates (1.0%). This means that female graduates have higher level of enhancement, improvement in their skills, competencies through this schools.

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 2017 graduates are compatible with the programs delivered at the School.

Types of Organization	How satisfied are you with your current job				Total
	Very Much	Much	A Little	Not satisfied	
Private	17	17	5	4	43
Public	3	1	2	0	6
NGO/INGO	6	1	0	0	7
Self - Employed	1	0	0	0	1
Government	4	1	1	1	7
Total	31	20	8	5	64
Percentage	43.1%	27.8%	11.1%	6.9%	

Table 3: Level of satisfaction of graduates in different types of organization

Of the 72 graduates, who filled out and returned the tracer study forms, 31 i.e., 43.1 % had high level of job satisfaction; 27.8 % had moderate level of job satisfaction; only 11.1% had low level of satisfaction in their jobs and 6.9 % were not satisfied at all. However, eight graduates did not disclose their level of job satisfaction.

Problems Faced by Graduates in Their Job

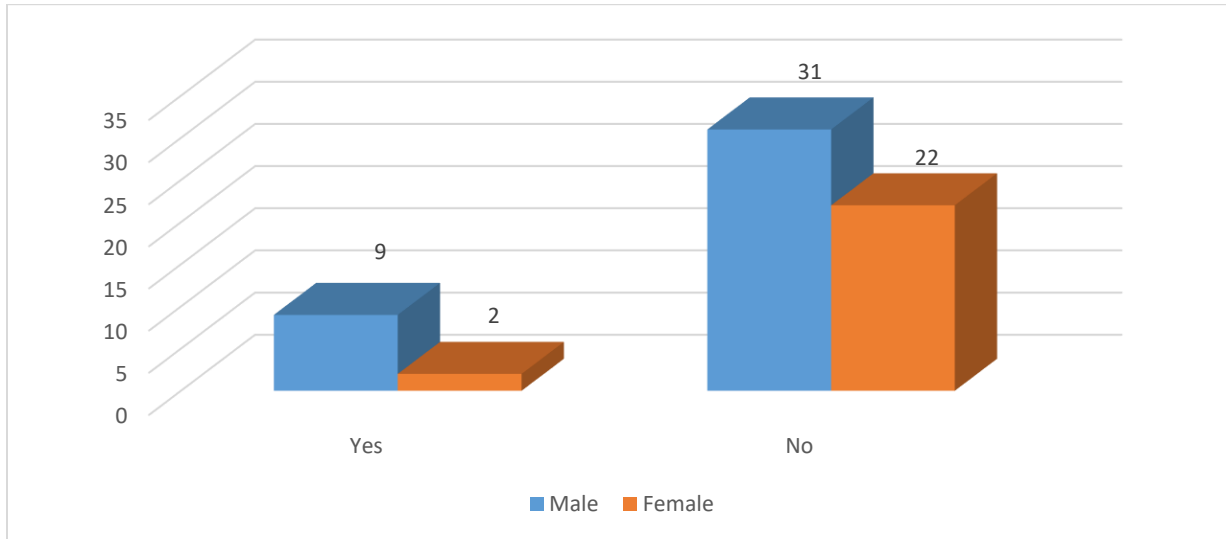


Figure 8: Gender wise problems faced by graduates in their job

From the given figure, 9 (20.9 %) of male graduates face more problems than female graduates (6.89 %). Among them, 50% of the graduates belonging to a private organization mentioned that they face problems in their work. Secondly, 20% of the graduates working in public organization face similar problems in their work. About ten (13.88%) of the graduates did not mention whether they face a problem in their work or not.

Job Satisfaction by Gender

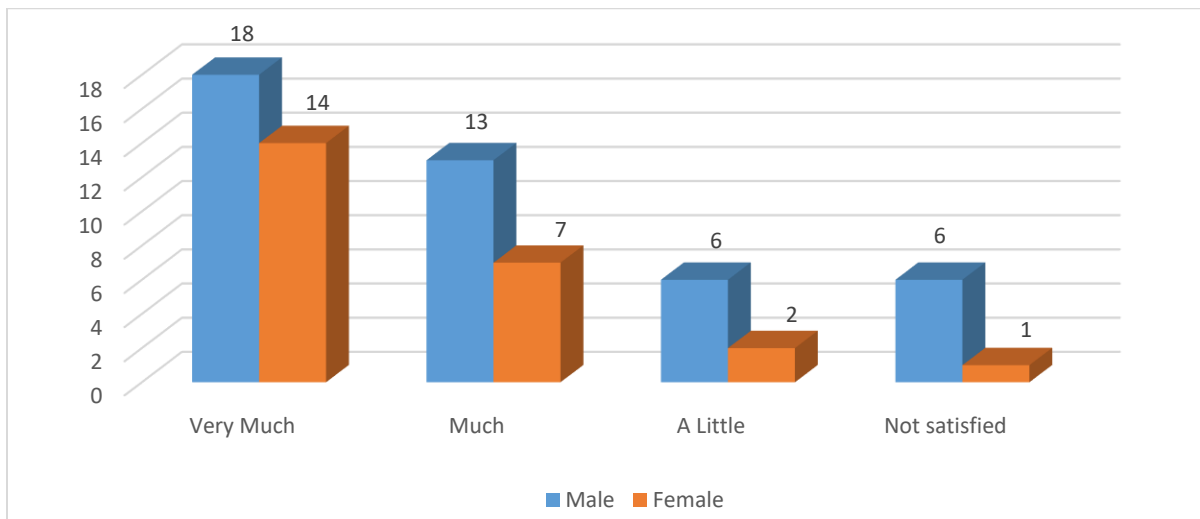


Figure 9: Gender wise job satisfaction status of graduates

From the given figure, among 72 traced graduates of 2017, female graduates (48.27 %) have higher number of job satisfaction than male graduates (41.0%). This is because only 18 out of 43 male graduates are very much satisfied with their job whereas 14 out of 29 female graduates are very much satisfied with their work. In contrary to these, male graduates have higher moderate level of job satisfaction (30.2%) than compared to female graduates (24.6%). Similarly, 6 (14.2 %) of male graduates are not satisfied with their job whereas only one female graduate is not satisfied with their job. However, five graduates did not mention their level of satisfaction from their job.

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.

Graduates on the Relevance of the Programs to Professional Requirements

Programs (In Numbers)	Low		Moderate		High	
	Male	Female	Male	Female	Male	Female
Ranges of courses offered	8	6	8	8	26	11
Number of optional subjects	16	10	12	5	14	11
Relevance of the program to your professional requirements	5	2	8	6	29	19
Extra-curricular activities	18	8	14	6	10	13
Problem solving	11	3	12	5	19	19
Inter- disciplinary learning	11	7	10	6	21	14
Work placement	10	2	16	11	16	14
Teaching learning environment	6	1	7	8	29	18
Quality of delivery	6	1	6	11	28	15
Teacher Student Relationship	3	5	4	1	35	21
Library /Lab	6	4	6	9	30	14
Programs (In Percentage)	Low		Moderate		High	
	Male	Female	Male	Female	Male	Female
Ranges of courses offered	19.0%	20.7%	19.0%	27.6%	61.9%	37.9%
Number of optional subjects	38.1%	34.5%	28.6%	17.2%	33.3%	37.9%
Relevance of the program to your professional requirements	11.9%	6.9%	19.0%	20.7%	69.0%	65.5%
Extra-curricular activities	42.9%	27.6%	33.3%	20.7%	23.8%	44.8%
Problem solving	26.2%	10.3%	28.6%	17.2%	45.2%	65.5%
Inter- disciplinary learning	26.2%	24.1%	23.8%	20.7%	50.0%	48.3%
Work placement	23.8%	6.9%	38.1%	37.9%	38.1%	48.3%
Teaching learning environment	14.3%	3.4%	16.7%	27.6%	69.0%	62.1%
Quality of delivery	14.3%	3.4%	14.3%	37.9%	66.7%	51.7%
Teacher Student Relationship	7.1%	17.2%	9.5%	3.4%	83.3%	72.4%
Library /Lab	14.3%	13.8%	14.3%	31.0%	71.4%	48.3%

Table 4: Issues related to quality and relevance of the program

From the given Table 4, male graduates have higher teacher student relationship (83.3 %) rather than females (72.4%). Likewise, male graduates also have higher degree of satisfaction in library and lab facilities than females. Most female graduates mentioned that they are (65.5%) highly satisfied with relevance of the program to their professional requirements as well as enhancement of their problem solving skills. If we look at the moderate level, 38.1% of male graduates and 37.9% of female graduates are moderately satisfied with work placement. However, 61.9% of male graduates and 66.1% of female graduates are not satisfied with the placement services.

Likewise, the dissatisfaction related to extra- curricular activities is found to be more among male graduates rather than female graduates. 42.9% of male graduates mentioned that they are not satisfied with extra – curricular activities of the school whereas only 27.6% of female graduates were found to have dissatisfaction with extra-curricular activities of the school. On the other hand, the dissatisfaction among male and female is second highest among number of optional subjects provided by the schools. The multi –disciplinary courses such as sustainable development enrolls students from various faculties but provides limited elective courses. Such multidisciplinary courses require multi- disciplinary elective subjects for its students. However, the lowest dissatisfaction lies in teacher- student relationship among male graduates. Likewise, lowest dissatisfaction lies in teaching –learning environment and quality of delivery among female graduates.

3. MAJOR FINDINGS

This section summarizes the major findings of the study from the responses given by the graduates of 2017.

Comparative Number of Graduates in 2016 and 2017

The 2017 tracer study revealed that there are 12 PhD graduates which include 11 males and one female graduates. This is four times greater than the PhD graduates of 2016. Likewise, the MPhil graduates in 2017 has increased by 7 graduates compared to that of 2016 MPhil graduates. Masters graduates has increased drastically from 29 (graduates in 2016) to 65 graduates in 2017. However, the graduates of Post Graduate Diploma in Education (PGDE) has decreased from 49 (graduates in 2016) to 28 graduates in 2017.

Employment Status of the Graduates

Out of 72 graduates, 53 (73.6 %) of the graduates are working fulltime. 39.62 % graduates are females and other are male. Only seven graduates (9.72 %) were working on part time basis. Only two were seeking for full time employment but five were satisfied with the part time status of their employment. Another 8.3% were self –employed. The graduates of the school had high level of employed status after graduating from the school.

Private organization has employed 62.5% of the graduates of 2017. The NGO/INGO and government has employed 9.7% proportion of graduates. 8.33% of the graduates has been employed in the public sector. Likewise, the study revealed that 48.61% of the graduates have been working in a senior level whereas 29.16% of the graduates have been working at mid – level n their organization. 12.62% of the graduates have been working in an operational level whereas 25.19% of the graduates chose not to mention about their position in their organization.

Issues Related to Characteristics, Expectations and Aspirations of Graduates

The characteristics, expectations and aspirations of 2017 was more on enhanced team spirit, academic knowledge, improved research skills and improved learning efficiency. The graduates also considered enhanced communication skills as their key learning from the school.

Level of Satisfaction among Graduates of 2017

The data analysis revealed that 43.1% of the graduates are very much satisfied with their work. More particularly, 54.83% of the graduates are very much satisfied with private organization

whereas 85% of the graduates are much satisfied with private organizations. However, 80% of the graduates also revealed that they are not satisfied with their work in a private organization. The study also revealed that male graduates face more problems than the female graduates. On this 50% of the traced graduates have mentioned that they face different problems in their work. However, 13.88% of the graduates were still reluctant to express about the problems that they face.

Issues Related to Quality and Relevance of the School

The study revealed that teacher student relationship, relevance of the program to their professional requirements and teaching learning environment are the higher degree of strength that the school is offering to both gender of graduates. However, school has not been able to offer extra-curricular activities which seem to be one of the weakness of the school particularly among male graduates of 2017. Among 72 graduates, more than half of the graduates feel that inter –disciplinary learning is one of the strength of the school. However, graduates feel that school needs to improve on work placements particularly among the multi-disciplinary sustainable development and also improve the quality of delivery on it.

Implication to Institutional Reform

The number of graduates has significantly increased in Masters, MPhil and PhD in 2017 compared to 2016 but the gender difference between them continues. The graduates have been able to attain senior position mostly in private organization but their level of dissatisfaction is also high compared to other types of organization. The attraction of PGDE has decreased as number of PGDE graduates in 2017 has decreased from 49 to 28. School needs to focus more on extra-curricular activities for overall growth and development of their graduates. Likewise, work placements among the multidisciplinary courses such as sustainable development needs to be addressed by the school. Graduate's qualitative responses implies that school needs more competent faculty members. Specifically, graduates need thesis supervisors who can guide their dissertation and provide proper time and guidance. The graduates of the school did not have adequate field work, exposures to the prospective employers particularly among development studies and English Language Teaching which resulted in lower level of competitiveness and opportunities compared to other graduates.

4. Conclusion and Recommendation

The study concluded that school is considered as one of the competent education institutions of Nepal that has been producing higher education graduates envisioned towards transforming education and society. With an increasing number of graduates every year, the school's strength lies in providing relevant program to graduates' professional requirements, teacher student relationship and good teaching learning environment. However, school needs to improve on extra-curricular activities, provide exposure to prospective employers and work placements.

The gender disparity has continued among the graduates of 2016 and 2017 as well. The school still needs to improve on providing appropriate time, location as well as favorable learning environment among the female graduates. Although most of the graduates are working in senior position mostly in private organizations, their level of dissatisfaction is also high. This is because school has not been able to provide relevant skills such as effective communication, organizational behavior and other necessary skills to retain in the competitive working environment. The school needs to provide upgraded and most relevant skills to its graduates to compete effectively and efficiently in the competitive job market.

On the other hand, graduates expect school to be a bridge between prospective employers and themselves. School can organize various placement day for its graduates and it can also tie up with job portals, networking organizations and also from its rosters. School may come up with a policy document include various alternatives of placements, providing internship opportunities that lead towards employment for its graduates. Finally, school needs more full-time faculty members specializing on sustainable development, quantitative research methods, gender equality and social inclusion and cognitive psychology who are capable enough to transform student's research idea into a research papers and dissertations in a systematic and timely manner.

Appendix 1: 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:

Name: (Given Name) _____ (Middle Name) _____ (Surname/Family 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 Assistant 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: (Mo) (Off)

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

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						

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

SN	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)						

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:

