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## **Abstract**

*The effective performance of the TVET sector has been a challenge in many countries, particularly in developing countries. Lack of a strong pool of competent human resources who could lead and manage the sector is one explanation for this problem. Hence, Kathmandu University, School of Education in collaboration with LELAM-project team began a two-year degree program Master in Technical and Vocational Education and Training in 2018 to prepare a competent pool of TVET educators, TVET researchers, and TVET leaders and managers. After the end of the first and second semesters, the 15 first batch students filled-up a questionnaire sharing their opinion on different aspects of the program like its design, expectations from the program, and the contribution of the program on their professional enhancement. This paper presents a descriptive analysis of students' perspectives on different aspects of the program. Analyses of students' opinions indicate that, overall, they found that this program is very much helpful to improve their confidence, pedagogical competence, research skills, and leadership and management capacity. They have also provided important feedback for further enhancing the quality of the program.*

**Keywords:** *TVET, MTVET, students' opinion, Nepal*

## **Introduction**

Education is normally believed that it helps to generate gainful employment and increase individual's earning which in turn contributes to enhancing the quality of life. It helps students to acquire skills and knowledge allowing them to participate productively in the labor market (Pages & Stampini, 2009). However, this does not happen always because education one gets might not all the time equip her/him with the skills required for world of work. As a result, many school graduates fail to find the appropriate work for them which often force them to have a life quality that could be described as not so good (United Nation Educational, Scientific and Cultural Organization [UNESCO], 2012). It is also true that the demand of workforce with a new set of skills has also been increasing globally as a result of changing technological development, demographics and globalization (International Labour Organization [ILO] & Organization for Economic Cooperation and Development [OECD], 2018). This might result in a situation where young workforce might not be able to meet the expectations of the world of work if they are not trained with the need of changing labor market. This shows that the gap between the job market and job seekers is widening and it has been a challenge for policymakers, planners, and researchers.

In the developing countries like Nepal, youth, the major work force, are the key agents of political, economic, social and cultural transformation (ILO, 2012). It is however necessary that environments be created for preparing youth, or that they prepare themselves, for such transformation. In this sense, the developing countries need to pay attention to bring youth in the mainstream of national development. This can be made possible with provision of education, skills training, and quality work targeted to youth. Further, linking Technical and Vocational Education and Training (TVET) with job market (Sharma, 2015) can make such transformation possible.

An effective TVET system contributing towards transformation is possible when all stakeholders related to the sector remain active towards its strengthening (Caves, Ghisletta, Kemper, & Renold, 2019). This is possible only when they feel that their opinion matters in the sector. Unfortunately, there is lack of comprehensive research-based information on how different TVET stakeholders opine on different aspects of TVET and its functioning in Nepal. Different stakeholders active in TVET in Nepal include students, parents, and formal and informal enterprises in formal and informal sector in demand side and the supply side includes several stakeholders like the governments, TVET organizations, TVET planners and implementers, private sector, national and international non-government organizations, and donors. This paper looks at the perspectives of one of the key TVET stakeholders, students studying Master in Technical and Vocational Education and Training program being run by Kathmandu University School of Education.

Kathmandu University has been one of the leading institutions in the country to prepare competent human resource since its establishment. In this regard the MTVET program has become milestone to achieve its academic goal. The program is a part of a research project funded by the Swiss Agency for Development and Cooperation (SDC) and Swiss National Science Foundation (SNSF) under the Swiss Program for Research on Global Issues for Development (r4d program). This six-year long research project is Linking Education with Labor Market (LELAM-TVET4INCOME) which was started in June 2017. LELAM project was implemented collaboratively in four different countries Benin, Chile, Costa Rica, and Nepal. Swiss Federal Institute of Technology in Zurich (ETH, Zurich) is the leading partner of this project. This project aims to understand how policy makers in low- and middle-income countries can improve the youth labor market situation by strengthening social institutions and their interdependence with formal,

non-formal and informal TVET. In doing so, the project is supposed to delve into the analysis of the conditions under which the TVET can possibly improve employment conditions and job quality towards improving the income of the youth.

As noted in the program brochure (KUSOED, 2019), MTVET program aims to

- address the human resource development needs of TVET
- prepare TVET system leaders, educators, planners
- attract young ones in TVET by linking it with socio-economic processes thereby providing promising career prospects nationally and internationally
- develop TVET focused research capacity
- promote excellence, opportunity, and leadership in TVET

It can be said that the program basically aims to prepare TVET educators, TVET managers and leaders, and TVET researchers. The program has also emphasized in developing entrepreneurial orientation in its students. The paper begins with a brief discussion on Nepal, its workforce, and its education system, particularly the TVET system.

### **Nepal: A Brief Country Profile**

Nepal is a country of immense diversity – ethnically, socio-culturally, ecologically, and physically there are great varieties. However, the country has been failing to utilize such diversity for improving the life quality of the large majority of people. Indicators like Gross Domestic Product (GDP) per capita and Human Development Index (HDI) show Nepal's weak status in terms of international comparison. The per capita income of Nepal is estimated only US\$ 1,034 in FY 2018/19 where Nepali usually work 44 hours per week on an average (Ministry of Finance [MoF], 2018). The 2018 world Human Development Index (HDI) ranking keeps Nepal at 147<sup>th</sup> position (United Nation Development Program [UNDP], 2019). Productivity of major economic

sector, agriculture, is low where the people engaged in this sector are underemployed. Though the latest labor force survey shows that Nepal's unemployment rate is only 11.3 per cent, underemployment rate is very high, nearing to 40 per cent (Central Bureau of Statistics [CBS], 2019). It is estimated that over 500,000 youth come to the job market annually in the country (Ministry of Finance [MoF], 2018). But the national demand of labor force in domestic market is much below than this supply of labor force. Hence, foreign employment has become one of the common options for many Nepali youth. The sad reality of Nepali skills sector is that out of 4.4 million youth migrated for foreign employment by FY 2016/17, only 1.5 percent are skilled ones (MoF, 2019).

Many of youth who come to the world of work might have experienced some years of schooling and few might have even completed school level education (grades 1-12) or even higher education. But the problem is that whatever their level of schooling might be, they lack knowledge and skills that would be required once they go to the world of work. The modern or westernized schooling that Nepal adopted by ignoring its traditional practices of knowing and educating has largely failed to develop the knowledge and skills that the youth require for a quality life at local context.

Nepal's journey with modern schooling began well before 1950 but it was in 1950s and 1960s that the schooling began to be institutionalized in Nepali landscape in an extensive manner. Political change of 1951 and subsequent openness that Nepal is experienced after that were largely responsible for rapid expansion of schooling in the country in the last 70 years or so. According to latest education statistics, 92 per cent of total basic grade (grades 1-8) age children are enrolled in school (Ministry of Education, Science and Technology [MoEST], 2018). This is of course a significant success for a country which began its modern schooling with few schools and few

thousand students just 70 years ago (Pandey, K.C., & Wood, 1956). But Nepali education suffers from many problems like high dropout and repetition, ineffective teaching, weak learning, inadequate funding, etc. (Ministry of Education [MoE], 2016). Most critical problem is however lack of linkage with the world of work. That is, many of youth who go through schooling, be it at the level of school or at the level of higher education, would remain unable to earn their living (ILO, 2014). Emphasis to TVET was to prepare students for employment and thus for better living.

Beginning from Nepal's first education development plan of 1956 and the latest National Educational Policy of 2019, TVET has been receiving policy priority constantly (Bureau of Publications College of Education [BoPCoE], 1956; MoEST, 2019a). But these priorities in policy documents were actually not translated in action. This explains the present reality that TVET sector receives just about two per cent of total national budget and which even show a decreasing trend in recent years (Parajuli et al., 2020).

It is not that no efforts were made in the past for the development of TVET in the country. Given these efforts something is going on in the country in the name of TVET. However, these attempts are fragmented and input oriented (Caves & Renold, 2018). About 12 federal government ministries, mostly implement separate TVET programs. Likewise, provincial and local governments, non-government organizations, and private sectors are also active in delivering TVET services, mostly with various either in formal or non-formal mode (MoEST, 2019b). Formal programs, Technical School Leaving Certificate [TSLC] (grade ten equivalent) and Diploma (grade 12 or 13 equivalent) are academic degree oriented and non-formal programs are short-term training programs are numerous. There also is a system of recognizing prior or informal learning through a National Vocational Qualification Framework (NVQF) in planning but this

system is largely confined in certifying non-formal training graduates and thus recognizing prior or informal learning has remained out of priority (Caves & Renold, 2019).

Despite efforts, Nepali TVET sector has been suffering from various problems such as lack of resources (financial, technical, and human), limited access and participation, low quality, lack of relevance, etc. causing poor performance of the sector (Baral, 2019). There could be many reasons for such poor performance like poor institutional performance, absence of strong backward and forward linkages, and low social recognition to TVET related occupation (Rageth & Renold, 2019; Baral, Kemper, & Maldonado, 2019). In addition, there is a lack of research-based knowledge on the functioning and dynamics of TVET system that how skill-based education maximizes the opportunities (Parajuli et.al, 2020).

Council for Technical and Vocational Education and Training (CTEVT) was established in 1989 as an apex and autonomous body for TVET in the country. After 30 years of its establishment, the training capacity, for long-term programs under the CTEVT constituents, is about 62,000 per year (CTEVT, 2019). If we add other training programs (formal and non-formal) run by different agencies (non-government and private sectors) under 12 government ministries, the total 149,485 benefited in fiscal year 2017/2018 (MoEST, 2019). However, the training graduates produced in the country was found fluctuating in recent years. Baral, Kemper and Maldonado (2019) estimate around 200,000 youth per year receiving short or long term skills in Nepal. These figures indicate two things. First, the TVET system in Nepal which is implemented through different ministries and line agencies is fragmented. Second, the total TVET capacity of these institutions is much lower than the numbers of youth come to the labor market. Hence, it can now safely be claimed that there is no alternative for expanding and strengthening TVET in

the country and this could be achieved by active collaboration between the government, the universities, and the private sector.

### **Kathmandu University and Master in Technical and Vocational Education and Training**

As discussed above, one of the reasons for poor performance of TVET sector in the country is lack of competent human resource. There are only few people who can really lead this sector (Panth, 2014). In order to address this problem, Kathmandu University School of Education (KUSOED) in collaboration with the LELAM team started Master in Technical and Vocational Education and Training (MTVET) program in 2018. The main purpose of this program is to contribute to strengthening the TVET sector in the country by preparing qualified TVET workforce. The program also intends to contribute to the sector through academic activities such as; conducting research, opening public discussion on different thematic areas, and publication. The program aims to serve not only the Nepali TVET sector but also at the international level by attracting international students.

Kathmandu University School of Education made a long preparation for this program by carrying out a feasibility study and by interacting with wide group of national and international stakeholders – prospective students, TVET experts, government representatives, non-government actors, industry sector, TVET institutions, and media. Such interactions established that this program is the need of the time. Ministry of Education, Science and Technology (MOEST), Nepal and Council for Technical Education and Vocational Training (CTEVT), Nepal made important contributions in beginning this program. Several other national and international institutions also contributed in making this program a reality.

## **Student as a Key Stakeholder**

The success of any academic program depends upon the satisfaction realized by its stakeholders where the level of satisfaction is determined by fulfillments of expectations realized by them. As there are multiple definitions of quality of education, different stakeholders use different criteria based on their different goals, needs and priorities (Degtjarjov, Lapina, & Freidenfelds, 2018). For example, students' evaluation of any academic program is based upon their satisfaction in terms of knowledge and skill that they acquire from the academic program offered to them while employers assess the academic course based on the performance of their employee shown at work. So, all stakeholders' opinions are equally important and it is natural to focus on key stakeholders' opinion.

Students are the prime stakeholder of any academic program (Ulewicz, 2017) who gets first-hand experience. It is thus important to see how do they perceive the program and whether the program is going to fulfill their expectations. Their satisfaction or dissatisfaction ultimately signifies the overall success or failure of the programs. This overall satisfaction felt by students about the program brings not only positive impact on student's success but also influences on their retention in the program (Roberts, Gentry,& Townsend, 2011). Likewise, the need of market is ever changing which demands a continuous shaping and improving the education quality (Ulewicz, 2017). In this regard, the continuous evaluation of MTVET course by its students would help to make timely adjustment in the program in order to fulfill the market need.

Thus, students of the MTVET program who joined the program and spend their time, effort and resources to fulfill their various expectations are the prime stakeholders of the program. It is thus very important to know how they perceive the program. Hence, surveys were carried out with first batch (2018 batch) students to develop general understanding on how do they assess the

MTVET. The two times survey carried out with students captured their perception on the potentiality and prospects of MTVET program and specially, in fulfilling their expectations. The surveys were carried out basically with three objectives. First, it was to see whether the program has remained successful to meet student's expectations. Second objective was to get idea on students' understandings on weak and strong aspects of the program as well to get their idea on different aspects of the program like its design, courses, delivery, and support available to them, etc. And the third was to get student's suggestion on improving the program.

As per the plan, a similar study will be conducted at the end of the third semester as well. This will help understanding change or progression on how students perceive the program, more specifically how they find improvements in their knowledge/skills, their confidence, support of the program in their employability or in career progression, their understandings on different subject matter they studied, and fulfillment of their expectations from the program. The end of the third semester of 2018 batch coincides with the end of the first semester of second or 2019 batch students. Hence, a similar study will also be conducted with them as well. This way, this study will go on as an ongoing process with the expectation that this will provide important insights and suggestions for the development of the MTVET program.

### **Methodology of the Study**

The study followed a census survey of fifteen students enrolled in the MTVET program in 2018. The program began in August of 2018 and the students completed their first semester in January 2019. This first cohort completed their second semester in June 2019. At the end of the both semesters, students were requested to fill-in a pre-developed questionnaire that includes both close and open-ended questions. Questionnaires used at the end of the first and second semesters were slightly different. The first questionnaire collected personal and employment information,

knowledge/experience before joining the MTVET, on MTVET, and assessment of the first semester. The second questionnaire collected information on MTVET, assessment of second semester, and their general impression on their study progress. The subjective responses provided by students under few open-ended questions were coded and quantified for the analysis which followed a descriptive approach. In addition to this, few brief interaction programs were conducted to understand their views on the program. Students were well informed about the purpose of the study and their participation was voluntary. However, both times all students participated in the survey. Their anonymity was maintained and their personal value was respected throughout the study.

### Study Findings

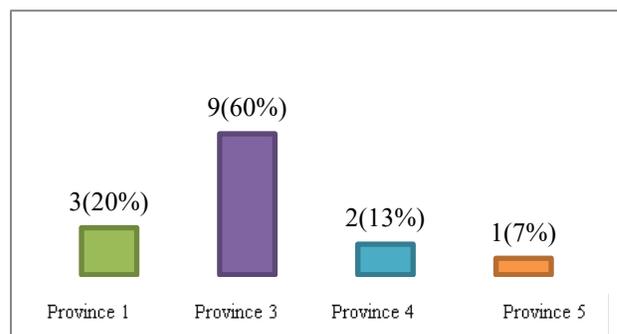
This section first presents the demographic characteristics of MTVET students, and their capabilities and skills they possessed while getting enrolled in the program. Then, it presents their views on MTVET program in connection with enhancing different knowledge and skills in them and fulfilling their expectations.

#### Socioeconomic Background of Students

Out of 15 students enrolled in the first batch (2018 August) of MTVET program, 12 are male and only three are females. This indicates very weak presentation of females in MTVET program. Further, if this is any indication of

gender imbalance in Nepali TVET, the extent of imbalance is well seen here in student enrolment data. Likewise, ethnic domination is also clear as three fourth of the students are from Brhaman-Chetri caste and rest are Newars. These three caste groups are most privileged ones in Nepal. The

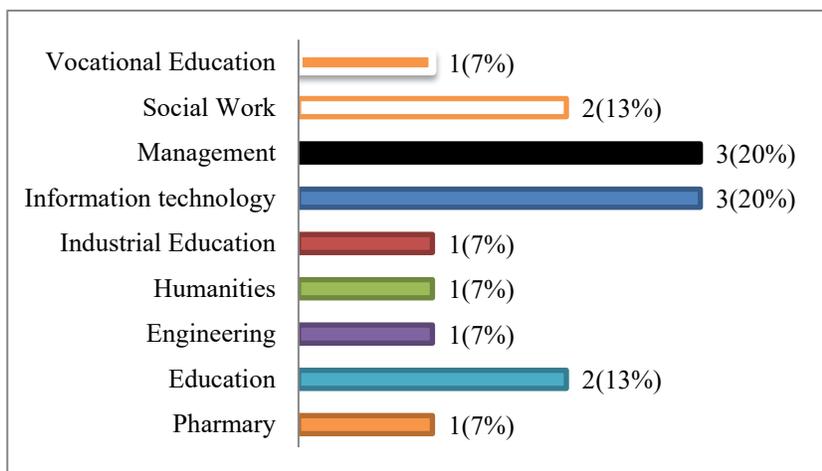
Figure 1: MTVET Students by Province



highest number of students, 9 (60%) are from Province 3 where the national capital is located. Kathmandu University is also located in this same province (Fig 1). No students are enrolled from province number 2, 6 (Karnali), and 7 (Far West). The province 2, mid-Tarai of Nepal, Province 6 (Karnali) and 7 (Far West) are areas which lie behind compared to other provinces in several development indicators. This explains low participation from these provinces. However, it can also be said that KUSOED was not able to disseminate about the programs in those provinces due to time restriction and lack of cooperation partners in these regions. This sort of composition of MTVET students in terms of gender, ethnicity, and location is an example of skewed development of Nepal, placing large group of people/areas in a state of deprivation.

In terms of rural/urban residence, almost three-fourth (11 or 73%) of the students are from urban municipalities which indicates low representation of rural people. Likewise, all the students enrolled in the programs are above thirties along with certain professional experience already acquired before admitting in the program. The average age of the students is 40, whereas the highest age is 52 years.

In terms of academic qualification, majority of them have already one master degree in



some other stream, whereas one third of them have only bachelor degree. The bachelor degree of all 15 students shows that seven of them are from 'technical' background and the rest are from 'non-technical'

background. However, there is variation in the specialization in their bachelor education. Students

having management and information technology backgrounds are the highest 3 (20%) each in number whereas the students with education and social work are the second largest 2 (13%) group (Fig 2). The remaining students are from diverse stream such as engineering, pharmacy, humanities etc. This is the result of flexibility in enrolment requirements for the program.

Overwhelmingly, most of the students (13) reported being on job at the time of joining MTVET while one was self-employed and the remaining one was unemployed. Among the job holders, half reported earning more than five hundred thousand Nepali rupees per year, irrespective of gender. It was notable that 9(60%) of the students (both male and female) were engaged in managerial type of work while 6(40%) were in technical/occupational oriented skill work. Whatever be the nature of work, 12(80%) of them were engaged in TVET related sector. However, it was found that students' bachelor degree and the nature of their work was not necessarily matching. For example, the students working as manger was not necessarily from management stream.

### **Students with Research, Leadership, and Pedagogy Knowledge**

The students had assessed their existing knowledge and experience in research, leadership and education by themselves. Four-fifth 11(73%) of the students reported that they possessed either good or average research knowledge while entering the MTVET program. Likewise, majority of the students 9(60%) had basic research experience as well. They are those who have already done post graduate degree prior to enrollment in MTVET program. Remaining 6(40%) of students, who have only bachelor degree while admitting in the MTVET mentioned being somehow aware with research. However, these students did not have any practical knowledge to conduct research. Whatever the level of understanding and knowledge on research they might

have possessed, all had expressed a very clear interest on increasing their knowledge and experience on research.

Table 1: *Number of Students with their Self-Assessment in Research, Leadership and Pedagogy*

Rating	Research Knowledge		Leadership Knowledge		Pedagogical Knowledge	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
V. Good	-	-	1	1	-	1
Good	2	8	5	10	3	9
Average	10	7	8	4	8	2
Not-much	2	-	1	-	3	2
Poor	1	-	-	-	1	-

Likewise, half (8 or 53%) of the students were not aware on aspects of leadership, before joining the program. In the same way, as most of the students, 11(73%) were from non-education academic background they assessed themselves having very limited knowledge on education sector.

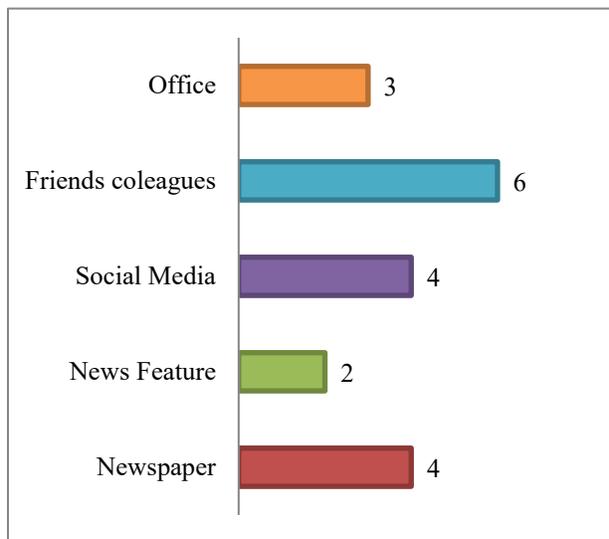
While comparing students' achievement from the end of first semester to second semester, students realized that they got substantive improvement in their research skills. At the end of second semester, none of the students assessed their research skill below the average. The reason behind this improvement can be attributed largely to exposures they got during the course such as writing research proposal, field visit, and presentation of research paper in conference, attainment of seminar, and workshop and interaction about research activities inside and outside classroom. This improvement was realized better by the students with technical background than those with non-technical background. As the technical background students were mainly from bachelor's degree and this was their first exposure with research subject where the MTVET course had given them some substantive knowledge on research.

The enhancement of leadership and pedagogical knowledge was also impressive. Regarding leadership skills, students realized improvements by the end of second semester. The improvement realized by students from non-technical background was slightly higher than those of technical background students. This was because the non-technical background students were engaged in part time job and so they could manage to participate more in programs offered by the university such as speaker's club and seminar. Only three students assessed their pedagogical skills as 'Good' and no students rated as 'Very Good' by the end of first semester, while at the end of second semester, ten students assessed their pedagogical skills as 'Good' or 'Very Good'. This achievement is great because of their exposition to pedagogical subject which was new for non-educational background students.

### Students' Assessment on the MTVET program

Among 15 enrolled students, 6 (40%) had friends whereas others had known the program from their office, social media and newspapers (fig 3). Students expressed multiple views on reasons for joining the MTVET. Some main reasons include career promotion, high prospect field, the scope of broadening knowledge on TVET, enhancing research knowledge and skills, and develop work efficiency. Among the multiple reasons expressed by students, 11 (73%) responses were broadening TVET knowledge, seven (47%) responses were high prospects field, and again seven (47%) responses were enhancing research knowledge.

Figure 3: Source of MTVET Information



On request to give their specific attraction for the program, more than half (8 or 53%) of the students said that it would offer them knowledge on TVET policy and governance and for one third of them enriching their research knowledge was important. It was notable that student's expectation from MTVET program remained unchanged when they were surveyed at the end of second semester. It signifies that the MTVET course was as per their expectation and also their determination in the study.

Students were also asked about their future aim after completing the MTVET. The majority of them aimed to become TVET researcher and scholar while getting a better job was another aim. This was due to the broader scope of the course on leadership capacity of the students. The students were also asked about their thinking that whether this program would fulfill their expectation. All students were hopeful that the program would help to fulfill their expectations. Their level of confidence was, however, slightly different at the end of the first and second semester (Table 2). While ten (67%) students mentioned 'Largely Yes' or 'Yes' at the end of the first semester on the program fulfilling their expectations, there were 12 (80%) such students at the end of the second semester. Point to note is, while five non-technical background students noted 'Largely Yes' at the end of the first semester, there were only three such students at the end of the second semester. Nevertheless, this is an encouraging point for the university in the sense that the students gave their full trust to the program.

Table 2: *Student's View on Fulfilling their Expectations*

Rating	First Semester			Second Semester		
	Tech.	Non-tech.	Total	Tech.	Non-tech.	Total
Largely Yes	2	5	7	3	3	6
Yes	1	2	3	3	3	6
Moderately	4	1	5	1	2	3
Only Partly	-	-	-	-	-	-
Very Little	-	-	-	-	-	-

Assessing the contribution of the first semester in enhancing their knowledge, 13 (86%) students rated ‘Largely Yes’ or ‘Yes’ at the end of the first semester while 12 (80%) were such students by the end of the second semester. In this assessment, though there were two students with technical background rating ‘Largely Yes’ at the end of first semester, none of the students expressed such rating at the end of the second semester. During the interaction with the students, they expressed their dissatisfaction regarding the expertise of facilitators. The students were expecting all course facilitators as TVET scholar while in reality they found some of the facilitators not having TVET background.

Table 3: *Students Views on Enhancing Knowledge*

Rating	First Semester			Second Semester		
	Tech.	Non-tech.	Total	Tech.	Non-tech.	Total
Largely Yes	2	5	7	-	5	5
Yes	3	3	6	5	2	7
Moderately	2	0	2	2	1	3
Only Partly	-	-	-	-	-	-
Very Little	-	-	-	-	-	-

The students also provided their opinions regarding the contribution of the course in their professional life. The students shared their experience that the program had enhanced not only their personal skill such as presentation skill, writing skill, but also it developed their confidence level as well at their work place. Additionally, this program was very helpful on widening their knowledge on theoretical aspect of the TVET subject.

Evaluating different courses they attended in the first semester, all students rated Statistical Methods for TVET and Research Methodology as the most preferred subjects whereas students rated Sociological Perspective for Work and Occupation with low preferred subject. Around 90 percent students rated the courses, Principle and Practices of Human Resource Development, and Theory and Practice in Education as preferred subject. Similarly, Principals and Theories of

Education and Work, and Entrepreneurships, Startups, and Enterprises Development were most preferred courses while Psychology of Learning remained least favoured subject in the second semester. Nevertheless, most of the students think that offered courses area are useful for professional development.

Students assessed the classroom teaching-learning process by saying that, there is joyful learning environment, harmonious teacher-student relationship, and research-based learning. They describe this as the strength of the program. But the students also pointed out that the excessive work load, teacher centric pedagogy, and emphasis on theories as some areas that need improvement. Students provided the following recommendation for the enhancement of the effectiveness of the course.

- Emphasis to TVET education rather than general education
- Class facilitation to be led by TVET experts
- Need of continuous motivations to students
- Profession centered course curriculum rather than general education and philosophy led curriculum
- Need of student exchange program with foreign university
- Emphasis to work base learning
- Theoretical courses on later semesters
- Student's engagement in course/curriculum planning

## **Conclusions**

Kathmandu University School of Education in collaboration with LELAM team started the historical MTVET program in Nepal to strengthen the TVET sector by producing TVET educators, TVET leaders and managers, and TVET researchers. A survey study with the 15 first batch

students showed that they are from different academic and professional backgrounds. However, the social and locational concentration of students from certain gender and ethnic groups and from certain area is not healthy for the inclusive growth of the program. The students had joined this program with various expectations and becoming a good researcher and broadening knowledge on the TVET issue were main. Some of them also expressed that their specific expectation from this program was to become a leader of the sector as they see this sector with a very high scope. These findings are a very clear example of the trust students have shown towards the program. The university management needs to be aware on maintaining this trust. The findings further indicate that the TVET could attract dynamic people and that the sector could be a vibrant one. Necessity is building an appropriate environment for this. The students' experiences with the courses offered in the first and second semesters showed that they are satisfied and they expect that the program would help them to fulfill their expectations. The findings help to draw that the program is going to achieve its objectives of contributing to strengthening the TVET sector. However, the university needs to show active and collaborative considerations on aspects like selection of TVET experts as facilitators, mode of classroom delivery, and flexibility in the classroom assignments for further improvement of the program. This study showed that students are the active stakeholders on issues of their concern and interest and a constant dialogue with them is necessary. Their experiences and reflection on academic and social aspects of the program are the key resources for the success of the program. As this assessment is continuous process to evaluate the experiences that the students have had with this program, the students will be tracked their involvement in TVET related field as well. In addition, further discussion will be made with the LELAM-TVET4INCOME team and other TVET experts how the program can be improved and how the experience gained can be made available to other countries.



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