

TRACER STUDY REPORT 2080
(Graduate Batch 2078 BS / 2021 AD)



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Expecting supports and cooperation in the days to come.

Govinda Prasad Khanal
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EXECUTIVE SUMMARY

Tracer Study Report 2080 (Batch 2078) has been prepared in order to trace out the graduates and receive information regarding their employment status, further studies and other activities. The study includes the analysis of the information received from the graduates. This study has been conducted under the NEHEP. This study is expected to help the institution to find out its strengths and weaknesses. The study has revealed the realities regarding the state of the human resource, its market value, demand and scope so that we can plan for further improvements and development. The study is the evaluative remark of the programs run by the campus in the eye of the graduates produced by the campus and provides significant feedback for improvements. The tracer study 2080 (Graduate batch 2078) reveals the fact that the number of female graduates (65.38 %) is more than the number of male graduates (34.62 %), while the EDJ included 17.30, Janajati except EDJ included 1.92 per cent, Dalit were 1.92 per cent, and Khas-Arya included 71.15 per cent.

The employment rate of the total graduates included is found to have been 23.8 % in total, all of which were involved in service in organization. Surprisingly, no graduate was self-employed and all the BBS graduates were found unemployed within one year of their graduation. However, employment rate of graduates with master's degree was found very high comprising more than 92 per cent. While the number of graduates pursuing for further study is low in general and with BBS graduates in particular, most of the B Ed graduates who have joined their master level for further study have chosen Siddhartha Campus. The study has also revealed the fact that graduates are less satisfied with the laboratory services, sports facilities and canteen. Students are expecting more to be done about the work placement and the extra-curricular activities in the days to come, and seem to be more satisfied with other aspects regarding quality of education. They are found to be more satisfied with other aspects regarding quality of education, teacher student relationship, teaching learning environment, and library facilities.

The study has been divided into five chapters. The first chapter is 'Introduction', and includes background/rationale, objectives of the study, institutional arrangements to conduct the study, graduate batch taken for the study, data collection -instruments and approach, scope and limitations of the study. The second chapter is concerned with the data presentation and analysis. The data has been presented and analysed faculty wise and level wise, keeping in mind various factors such as gender, ethnicity regarding their employment status, job status, level of

satisfaction, further studies, quality of education and so on. The third chapter includes the major findings; the fourth chapter incorporates implications to institutional reform; and the fifth chapter is about conclusions and recommendations.

INTRODUCTION

Background/Rationale

Siddhartha Campus, Banganga, Kapilvastu commenced its first batch of bachelor level as three-year B. Ed. program in the year 2058 B.S. After that the campus has produced fifteen batches of graduates so far. The campus has expanded itself by adding various streams and levels, which include B. Ed., BBS, BA, M.Ed. and MBS. Though the campus has produced hundreds of graduates and they have been engaged in various sectors of economic activities at local, national and international level, we exactly did not know the extent to which the campus has contributed in various aspects of nation building. The main objective of the campus is to impart quality education as per the need of the contemporary society and the nation and it is necessary to analyse the quality of our delivery and get feedback from our production. We also need to notice what percent of our students are employed, how many of them are self-employed and how many of them go for further education.

Currently, Siddhartha campus has been working under the Nurturing Excellence in Higher Education Programme (NEHEP) and conducting tracer study is one of the important aspects of the project. Conducting tracer study is one of the requirements of the project. Tracer study helps an institution to find out its strengths and weaknesses. It also helps discover some new ways of institutional management as it records valuable comments and suggestions for improvement in various aspects of the campus. The study reveals the realities regarding the state of the human resource, its market value, demand and scope so that we can plan for further improvements and development. Tracer study also evaluates the programs run by the campus in the eye of the graduates produced by the campus and provides significant feedback for improvements.

Objectives of the Study

The study has the following objectives:

- a. To trace out the graduates and receive information regarding their employment status, further studies and other activities.
- b. To analyse the information and feedback received from the graduates.

c. To suggest for further improvements of the institution.

Institutional Arrangements to Conduct the Study

The campus has formed different cells and departments which have been assigned with their duties and responsibilities. As such, Research and Publication Cell, and Placement Cell have been assigned with the responsibility of conducting tracer study. However, this study was carried out by the following tracer study task team which took the sole responsibility of collecting information, analyzing them and report writing. The meeting of the task team finalized the work plan and assigned duty to its members.

Govinda Prasad Khanal, Coordinator

Kamal Prasad Pokhrel, Member

Prabhat Bikram Kshetri, Member

Sanjay Nepal, Member, Member

Suren Kumar Sharma, Member

Goma Pokhrel, Member

Sudip Acharya, Member

Graduate Batch Taken for the Study

The graduate batch of 2021 (2078 BS) was selected for the current study. Only 52 graduates could be approached during study period, which included 17 graduates from B Ed, 18 graduates from BBS, 7 from BA, 7 from MBS, and 3 from M Ed.

Data collection - Instruments and Approach

The data for the study has been collected only from the primary sources. The primary instrument used for the collection of the data was the questionnaire developed by the University Grants Commission (UGC). Whenever possible the concerned graduates were approached at their own residence or work place and the questionnaires were handed over to them and were asked to fill up and return as soon as possible. The graduates who were far from the local area of the institution were approached through telephone inquiry and were taken telephone interview based on the questionnaire. Some graduates were also approached through internet to collect required information.

Scope and Limitations of the Study

This tracer study includes the graduate students of 2078 BS. The study has the following limitations:

1. The study includes the only 52 graduates of 2078 batch of Siddhartha Campus.
2. The data was collected using a set of questionnaire developed by UGC, Nepal.
3. The graduates were approached through field visit, telephone contact and social media.
4. They were accessed during the study period only.

DATA PRESENTATION AND ANALYSIS

General Features of the Graduates

This tracer study covers 52 graduates who graduated in the year 2021 AD. The general features of the graduates can be presented in the following table.

Gender of Graduates

		Faculty			Total
		Humanities	Education	Management	
Gender	Male	3	4	11	18
	Female	4	16	14	34
Total		7	20	25	52

The total number of graduates included 52, of which 65.34 per cent were female and 34.66 per cent were males.

Graduates Based on Level Completed

				Gender	
				Male	Female
Faculty	Humanities	Level	Bachelor	3	4
			Master	0	0
	Education	Level	Bachelor	2	15
			Master	2	1
	Management	Level	Bachelor	6	12
			Master	5	2

The total number of graduates included in the study was 52, of which the students from management faculty comprised 48.07 per cent which is nearly half of the total graduates traced in the study. While the total graduates from education faculty was 38.46 per cent, the graduates from humanities included only 13.46 per cent. Interestingly, the data showed that the number of female graduates with bachelor degree is extremely higher than their male counterparts. On the other hand, the number of male graduates having master's degree was higher than the female graduates.

Ethnicity of Graduates

		Ethnicity					Total
		Khas Arya	Janajati	EDJ	Dalit	Madhesi	
Faculty	Humanities	4	0	2	1	0	7
	Education	10	1		0	3	20
	Management	23	0	1	0	1	25
Total		37	1	9	1	4	52

The table shows that there were 17.30 per cent educationally disadvantaged Janajatis, Janajatis except EDJ included 1.92 per cent, Dalit were 1.92 per cent, and Khas-Arya included 71.15 per cent.

Employment Condition of the Graduates

Employment condition of the graduates has been analysed in terms of level, gender and ethnicity of the students.

				Employment status					
				Service in an Organization		Self Employed		Unemployed	
				Number	Percent	Number	Percent	Number	Percent
Level	Bachelor	Faculty	Humanities	4	57.1%	0	0.0%	3	42.9%
			Education	6	35.3%	0	0.0%	11	64.7%
			Management	0	0.0%	0	0.0%	18	100.0%
			Total	10	23.8%	0	0.0%	32	76.2%
Master			Education	3	100%	0	0.0%	0	0.0%
			Management	6	85.7%	0	0.0%	1	14.3%
			Total	9	90.0%	0	0.0%	1	10.0%

It is revealed from the table that out of 17 B Ed graduates traced in the study nearly two third graduates were unemployed while, with BBS graduates comprising 18, none of them were employed. Regarding 7 graduates of BA, majority of them were employed. However, with master's degree, most of the graduates were found employed, which comprised 90 per cent of the total graduates. The data indicates that the graduation programmes have not been able to generate employment in general and self-employment in particular.

Employment Condition in terms of Level and Ethnicity

				Employment status					
				Service in an Organization		Self Employed		Unemployed	
				Number	Percent	Number	Percent	Number	Percent
Level Bachelor	Ethnicity	Khas/Arya		4	13.3%	0	0.0%	26	86.7%
		Janajati		1	100.0%	0	0.0%	0	0.0%
		EDJ		3	37.5%	0	0.0%	5	62.5%
		Dalit		1	100.0%	0	0.0%	0	0.0%
		Madhesi		1	50.0%	0	0.0%	1	50.0%
		Others		0	0.0%	0	0.0%	0	0.0%
		Total		10	23.8%	0	0.0%	32	76.2%
		Master	Ethnicity	Khas Arya		7	100.0%	0	0.0%
		Janajati		0	0.0%	0	0.0%	0	0.0%
		EDJ		1	100.0%	0	0.0%	0	0.0%
		Dalit		0	0.0%	0	0.0%	0	0.0%
		Madhesi		1	0.0%	0	0.0%	1	50.0%
		Others		0	0.0%	0	0.0%	0	0.0%
		Total		8	80.0%	0	0.0%	2	20.0%

The table reveals the fact that employment condition of graduates with master's degree is far better than that of the bachelor's degree. Interesting fact is that while graduation percent of Khas-Arya is higher, contrastively their employment ratio is lower than other groups such as EDJ and Dalit. However, with master's degree programme, most of the graduates were found employed.

Employment Status of Graduates in terms of Level, Faculty and Gender

						Employment_status		
						Service in an Organization		
						Self Employed	Unemployed	
Level Bachelor	Faculty	Humanities	Gender	Male		2	0	1
				Female		2	0	2
				Total		4	0	3
	Education	Gender	Male		0	0	2	
			Female		6	0	9	
			Total		6	0	9	

		Management	Gender	Male	0	0	6
				Female	0	0	12
				Total	0	0	18
Master	Faculty	Education	Gender	Male	2	0	0
				Female	1	0	0
		Management	Gender	Male	5	0	0
				Total	6	0	0
				Female	1	0	1
				Total	6	0	1

The data reveals that female employment rate was lower in comparison to their male counterparts although all the male and female graduates from BBS programme traced in the study were unemployed. However, low employment rate of female indicates the challenges female graduates face in their carrier development.

Further Study Status of the Graduates

The further study status of the graduates has been presented program wise and level wise such as Education, Management and Humanities.

				Further Study Status	
				Pursuing Further Study	Not Pursuing Further Study
				Count	Count
Faculty	Humanities	Level	Bachelor	1	6
	Education	Level	Bachelor	6	11
			Master	0	3
	Management	Level	Bachelor	4	14
			Master	0	7

The data reveals low level of motivation of graduates towards further study in the sense that only 11 graduates out of 52 traced in the study proceeded for further study, which was only 21.15 percent of the total graduates including bachelor and master level. It is also revealed that the trend of pursuing for further study is relatively higher with graduates from B Ed in comparison to BA and BBS. However, none of the graduates with M Ed and MBS degree proceeded for higher degrees including MPhil or PhD.

Status of Further Study in terms of Institution Chosen

				Further Study Institution Name		
				Siddhartha		
				Campus		Other Institution
				No Further		
				Study	Count	Count
Faculty	Humanities	Level	Bachelor	6	0	1
	Education	Level	Bachelor	11	5	1
			Master	3	0	0
	Management	Level	Bachelor	14	1	3
			Master	7	0	0
			Total	41	6	5

The fact revealed is that out of 6 BA graduates traced in the study, only 1 opted for further study outside Siddhartha Campus as the campus does conduct master level programmes in humanities, while other 5 graduates with BA did not proceed for further study at all. While nearly 78 per cent BBS graduates did not proceed for any further study, only 25 per cent graduate selected Siddhartha Campus as a destination for their further study. With regard to B Ed graduates, only 6 (35.29%) graduates enrolled at M Ed courses, out of which 83.33 per cent graduates selected Siddhartha Campus as a destination for further study. However, none of M Ed and MBS graduates proceed for further study.

Relation of Further Study with Employment

		Further Study	
		Pursuing Further	Not Pursuing Further
		Study	Study
		Count	Count
Employment Status	Service in an Organisation	5	14
	Self Employed	0	0
	Unemployed	6	27

The data reveals graduates' low trend of pursuing for further study despite being employed. It has been found that while only 35.71 per cent employed graduates proceeded for further study, 22.22 per cent graduates without employed opted for further study. M Ed and MBS graduates did not proceed for further studies whatever be the condition of employment.

Employment Sector of the Graduates

The employment sectors of the graduates has been presented program wise and level wise such as Education, Management and Humanities.

Employment Sector of Graduates

Programme		Type of Organisation			Total
		Unemployed	Private	Government	
	BA	3	2	2	7
	B Ed	11	4	2	17
	BBS	18	0	0	18
	M Ed	0	2	3	5
	MBS	1	2	2	5
Total		33	10	9	52

While unemployment ratio is far higher with the graduates of bachelor's degree, all the employed graduates were involved in service in organization. However, the ration of employment in private and government sector was almost equal, private sector slightly being dominant over the government sector. The most noticeable fact reveled from the data is that all the M Ed graduates were employed while all the BBS graduates remained unemployed. B Ed graduates traced in the study were found to have been employed in different sectors such as private sector teaching, government sector teaching, as well as government service. MBS graduates were also found to have been engaged in teaching though in small number. Many of them were employed in service in organization mostly in banking sector. Only 2 graduates were found to have been employed in government service other than teaching. With regard to M Ed graduates, most of them, both males and females were engaged in government sector teaching.

Issues Related to the Quality and Relevance of the Programs

Issues related to the quality and relevance of higher education program have been presented level wise and program wise under the following headings.

Relevance of the Program

Programme		Relevance of the program to your professional requirement					Total
		Weaker	Weak	Good	Very Good	Excellent	
	BA	0	0	0	4	3	7
	B Ed	0	0	3	11	3	17

BBS	1	1	2	10	4	18
M Ed	0	0	1	3	1	5
MBS	0	0	1	4	0	5
Total	1	1	7	32	11	52

Regarding the relevance of B ED program, the data reveals that the program is effective and relevant as more than 17.65 per cent graduates agree that the program is good, about 65 per cent students find it very good and 17.65 per cent graduates regard it to be excellent. Compared to B Ed, the BBS graduates find their program to be less relevant as nearly 11.11 per cent graduates feel it weak, 11.11 per cent find it good, 55.55 per cent very good and 22.22 per cent find it to be excellent. Compared to B Ed and BBS, graduates of BA find their program to be more relevant.

Regarding the relevance of Master level programs, the graduates of M Ed feel their program to be effective as 20 per cent marked it good, 60 per cent very good, and 20 per cent found it to be excellent. Even the MBS graduates find their program to be effective as no one has found it to be weak, as 20 per cent found it good, 80 per cent marked it very good.

The data has revealed that the need for improvement in all the programs.

Quality of Education Delivered

Programme		Weak	Good	Very Good	Excellent	Total
BA		0	0	4	3	7
B Ed		0	2	8	7	17
BBS		0	3	9	6	18
M Ed		1	0	2	2	5
MBS		0	0	3	2	5
Total		1	5	26	20	52

Regarding the quality of B ED program, the data reveals that the quality of program is satisfactory as more than 11.76 per cent graduates agreed that the program was good, 47.5 per cent students found it very good and 41.17 per cent graduates regarded it excellent. Similarly, the BBS graduates found the quality of their program satisfactory as none of them found it weak and majority of them found it very good and excellent. Even the graduates of BA found their program to be qualitative as all of them found it very good or excellent.

Regarding the quality of Master level programs, the graduates of M Ed found their program to be qualitative as only most of the graduates marked it very food and excellent. Even the MBS graduates found their program to be qualitative as no one has found it to be weak, and all of them marked for very good and excellent.

Programs' Contribution to Graduates' Professional and Personal Development

Programs' contribution to graduates professional and personal development has been discussed level wise and program wise as follows.

Contribution of B Ed, BBS, BA, M Ed and MBS program to the graduates for their professional and personal development has been judged in terms of the indicators such as problem solving ability, extra-curricular activities, work placement and internship.

Problem Solving Ability

		Problem solving ability				
		Weak	Good	Very Good	Excellent	Total
Programme	BA	0	1	4	2	7
	B Ed	0	1	11	5	17
	BBS	1	4	10	3	18
	M Ed	1	2	1	1	5
	MBS	0	2	1	2	5
Total		2	10	27	13	52

The graduates of B Ed realize that the program has been beneficial in professional and personal development by helping them to gain problem solving skills in their professional life through extra-curricular activities and work placement programs.

Regarding problem solving ability, most of the B Ed graduates were satisfied beyond average level, and only 5 per cent graduates were satisfied beyond average level. Graduates of BBS were found to be satisfied at average level by 22.22 per cent, and the rest of all were satisfied beyond average level. The graduates of BA were also found much satisfied as majority of them marked up beyond average level about problem solving ability. Regarding the problem solving ability, M Ed graduates were found less satisfied as one of five graduates marked for weak and other two graduates marked for good, which is average level. Similarly, MBS students were also found not do satisfied about problem solving ability, as two out of five showed their satisfaction level at average level.

Extracurricular Activities

		Extracurricular activities				
		Weak	Good	Very Good	Excellent	Total
Programme	BA	0	0	2	5	7
	B Ed	0	2	7	8	17
	BBS	1	5	3	9	18
	M Ed	1	1	1	2	5

	MBS	1	2	2	0	5
Total		3	10	15	24	52

About extracurricular activities, all the graduates of B Ed were found satisfied at average or beyond average level, while Graduates of BBS were found slightly less satisfied compared to other graduates. The graduates of BA were found to be more satisfied compared the graduates of B Ed and BBS as all of them showed their satisfaction level above average indicating for very good and excellent. Compared to the graduates with bachelor programmes, graduates with master level programmes showed low satisfaction about extracurricular activities. 80 % graduates are lowly satisfied, while 20 % are satisfied beyond average level.

Work Placement

		Work placement / attachment / internship					Total
		Weaker	Weak	Good	Very Good	Excellent	
Programme	BA	0	0	2	3	2	7
	B Ed	0	0	3	10	4	17
	BBS	1	1	5	5	6	18
	M Ed	0	0	1	4	0	5
	MBS	0	1	0	2	2	5
Total		1	2	11	24	14	52

Regarding placement services, 17.65 % graduates of B Ed were found satisfied at average level, and the others were satisfied beyond average level, while Graduates of BBS were found to be a bit less satisfied as about 27.78 % graduates were satisfied at average and 11.11 per cent graduates were satisfied below average level with satisfaction level going beyond average level by about 61 per cent only. The graduates of BA were found more satisfied compared the graduates of B Ed and BBS. Regarding Placement services, M Ed graduates were found to be well satisfied as most of them found it satisfactory beyond average level and the rest are satisfied above average level. However, MBS students are also slightly less satisfied about placement services as about 20 % students were satisfied below average level.

Issus Related to Teaching Learning Environment, Teacher Student Relationships

Issues of teaching learning environment and teacher student relationships of the campus have been presented level wise and program wise as follows.

Teaching Learning Environment

		Teaching / Learning environment			Total
		Good	Very Good	Excellent	
Programme	BA	0	4	3	7
	B Ed	1	9	7	17
	BBS	1	10	7	18
	M Ed	0	3	2	5
	MBS	1	2	2	5
Total		3	28	21	52

Regarding teaching learning environment, most of the students of B Ed were found satisfied beyond average level, while satisfaction level at average level being only nearly 6 per cent. This is almost similar to the case of BBS graduates. The graduates of BA were found to be most satisfied compared the graduates of B Ed and BBS as all of them found the teaching learning environment very good or excellent. Regarding teaching learning environment, M Ed graduates are found to be well satisfied as all of them are satisfied beyond average level. MBS students are most satisfied about teaching learning environment as only one graduate was satisfied at average level and the other being satisfied beyond average level.

Teacher Student Relationship

		Teacher Student Relationship					Total
		Weaker	Weak	Good	Very Good	Excellent	
Programme	BA	0	0	1	2	4	7
	B Ed	0	0	2	5	10	17
	BBS	0	0	2	7	9	18
	M Ed	1	1	0	1	2	5
	MBS	0	0	2	2	1	5
Total		1	1	7	17	26	52

The teacher student relationship among B Ed graduates is found to be highly satisfactory as most of the students found it to be very good or excellent. Similarly, the BBS and BA students were also highly satisfied as majority of them found it very good or excellent. Even the graduates of M Ed and MBS are quite satisfied with regard to teacher student relationship as most of them were satisfied beyond average level.

Issues Related to Various Facilities Provided by the Campus

Issues related to various facilities provided by the campus can be discussed level wise and program wise as follows.

Lab Facility

		Lab facility						
		Very Week	Weaker	Weak	Good	Very Good	Excellent	Total
Programme	BA	0	0	0	4	1	2	7
	B Ed	0	1	0	3	10	3	17
	BBS	1	2	1	4	6	4	18
	M Ed	0	0	0	2	2	1	5
	MBS	0	2	0	1	2	0	5
Total		1	5	1	14	21	10	52

Regarding lab facility provided by the campus, the majority of B Ed graduates were found to be satisfied as 76.47 % students were found satisfied above average level, while the BBS students were comparatively less satisfied with about 55.55 % students showing higher level of satisfaction, i.e. beyond average level. The BA graduates are much less satisfied with lab facility as less than 50 % graduates were satisfied above average. While M Ed graduates were found to be satisfied with the lab facility as about 60 % students were satisfied above level, the MBS students were found to be less satisfied with the lab facility available at the campus.

Library Facility

		Library Facility				
		Weak	Good	Very Good	Excellent	Total
Programme	BA	0	0	4	3	7
	B Ed	1	2	10	4	17
	BBS	0	4	6	8	18
	M Ed	0	3	2	0	5
	MBS	0	1	3	1	5
Total		1	10	25	16	52

The students of B ED were found highly satisfied with the library facility available as more than 82 % graduates felt it was very good or excellent. The BBS graduates were highly satisfied with the library facility with more than 77 per cent graduates being satisfied beyond average level. While BA graduates were found highly satisfied with the library facility, M Ed and MBS graduates marked it good or very good.

Sports Facility

		Sports facility				Total
		Weak	Good	Very Good	Excellent	
Programme	BA	1	1	2	3	7
	B Ed	0	5	10	2	17
	BBS	2	4	5	7	18
	M Ed	0	2	2	1	5
	MBS	2	1	0	2	5
Total		5	13	19	15	52

Regarding sports facilities, the B Ed graduates were satisfied at average level by about 39 per cent whereas BBS students were satisfied at average and below by about 33 per cent. The BA graduates were satisfied at average and below average level by about 28 per cent. Even M Ed students have shown average and below average level satisfaction about sports facility. Less than 30 per cent graduates have found the sports facilities to have been excellent.

Canteen / Urinal Facility

		Canteen/Urinal					Total
		Weaker	Weak	Good	Very Good	Excellent	
Programme	BA	0	0	3	1	3	7
	B Ed	0	1	3	11	2	17
	BBS	1	1	4	7	5	18
	M Ed	0	1	3	1	0	5
	MBS	0	0	4	1	0	5
Total		1	3	17	21	10	52

While the graduates of B Ed, BBS, BA were found to be well satisfied with the canteen and urinal facilities available in the campus, the M Ed and MBS found them comparatively less satisfied as majority of them expressed satisfaction of average level only. The reason behind this could be that the M Ed classes are conducted in the evening shift and the canteen was less properly managed in the evening.

MAJOR FINDINGS

The major findings of the study can be summarized as follows:

1 The total number of graduates included 52, of which 65.34 per cent were female and 34.66 per cent were males. The total number of graduates included in the study was 52, of which the students from management faculty comprised 48.07 per cent which is nearly half of

the total graduates traced in the study. While the total graduates from education faculty was 38.46 per cent, the graduates from humanities included only 13.46 per cent. Interestingly, the data showed that the number of female graduates with bachelor degree is extremely higher than their male counterparts. On the other hand, the number of male graduates having master's degree was higher than the female graduates. There were 17.30 per cent educationally disadvantaged janajatis, janajatis except EDJ included 1.92 per cent, Dalit were 1.92 per cent, and Khas-Arya included 71.15 per cent.

2 It has been found that out of 17 B Ed graduates traced in the study nearly two third graduates were unemployed while, with BBS graduates comprising 18, none of them were employed. Regarding 7 graduates of BA, majority of them were employed. However, with master's degree, most of the graduates were found employed, which comprised 90 per cent of the total graduates. The data indicates that the graduation programmes have not been able to generate employment in general and self-employment in particular. The table reveals the fact that employment condition of graduates with master's degree is far better than that of the bachelor's degree. Interesting fact is that while graduation percent of Khas-Arya is higher, contrastively their employment ratio is lower than other groups such as EDJ and Dalit. However, with master's degree programme, most of the graduates were found employed.

3 The data reveals low level of motivation of graduates towards further study in the sense that only 11 graduates out of 52 traced in the study proceeded for further study, which was only 21.15 percent of the total graduates including bachelor and master level. It is also revealed that the trend of pursuing for further study is relatively higher with graduates from B Ed in comparison to BA and BBS. However, none of the graduates with M Ed and MBS degree proceeded for higher degrees including MPhil or PhD.

4 There is no significant relation of employment with further study as only one graduate employed at B Ed level opted for further study, but other 4 employed still did not join upper level, the other 3 unemployed did not proceed for further study either. Regarding BBS graduates, it is found that the number of students belonging to the category of employed with further study is comparatively higher than the other categories such as unemployed proceeding for further study, employed but not proceeding for further study. However, more than 44 per cent graduates were unemployed and did not proceed for further degrees. BA, M Ed and MBS graduates did not proceed for further studies whatever be the condition of employment. The fact

revealed is that out of 6 BA graduates traced in the study, only 1 opted for further study outside Siddhartha Campus as the campus does conduct master level programmes in humanities, while other 5 graduates with BA did not proceed for further study at all. While nearly 78 per cent BBS graduates did not proceed for any further study, only 25 per cent graduate selected Siddhartha Campus as a destination for their further study. With regard to B Ed graduates, only 6 (35.29%) graduates enrolled at M Ed courses, out of which 83.33 per cent graduates selected Siddhartha Campus as a destination for further study. However, none of M Ed and MBS graduates proceed for further study.

5 Employment condition of graduates with master's degree is far better than that of the bachelor's degree. Interesting fact is that while graduation percent of Khas-Arya is higher, contrastively their employment ratio is lower than other groups such as EDJ and Dalit. However, with master's degree programme, most of the graduates were found employed.

6 It is found that the graduates cannot easily find the job as per their academic qualifications. While unemployment ratio is far higher with the graduates of bachelor's degree, all the employed graduates were involved in service in organization. However, the ration of employment in private and government sector was almost equal, private sector slightly being dominant over the government sector. The most noticeable fact reveled from the data is that all the M Ed graduates were employed while all the BBS graduates remained unemployed. B Ed graduates traced in the study were found to have been employed in different sectors such as private sector teaching, government sector teaching, as well as government service. MBS graduates were also found to have been engaged in teaching though in small number. Many of them were employed in service in organization mostly in banking sector. Only 2 graduates were found to have been employed in government service other than teaching. With regard to M Ed graduates, most of them, both males and females were engaged in government sector teaching.

7 Regarding the relevance of B ED program, the data reveals that the program is effective and relevant as more than 17.65 per cent graduates agree that the program is good, about 65 per cent students find it very good and 17.65 per cent graduates regard it to be excellent. Compared to B Ed, the BBS graduates find their program to be less relevant as nearly 11.11 per cent graduates feel it weak, 11.11 per cent find it good, 55.55 per cent very good and 22.22 per cent find it to be excellent. Compared to B Ed and BBS, graduates of BA find their program to be more relevant.

8 Regarding the relevance of Master level programs, the graduates of M Ed feel their program to be effective as 20 per cent marked it good, 60 per cent very good, and 20 per cent found it to be excellent. Even the MBS graduates find their program to be effective as no one has found it to be weak, as 20 per cent found it good, 80 per cent marked it very good.

9 Regarding the quality of B ED program, the data reveals that the quality of program is satisfactory as more than 11.76 per cent graduates agreed that the program was good, 47.5 per cent students found it very good and 41.17 per cent graduates regarded it excellent. Similarly, the BBS graduates found the quality of their program satisfactory as none of them found it weak and majority of them found it very good and excellent. Even the graduates of BA found their program to be qualitative as all of them found it very good or excellent.

10 Regarding the quality of Master level programs, the graduates of M Ed found their program to be qualitative as only most of the graduates marked it very food and excellent. Even the MBS graduates found their program to be qualitative as no one has found it to be weak, and all of them marked for very good and excellent.

11 Regarding problem solving ability, most of the B Ed graduates were satisfied beyond average level, and only 5 per cent graduates were satisfied beyond average level. Graduates of BBS were found to be satisfied at average level by 22.22 per cent, and the rest of all were satisfied beyond average level. The graduates of BA were also found much satisfied as majority of them marked up beyond average level about problem solving ability. Regarding the problem solving ability, M Ed graduates were found less satisfied as one of five graduates marked for weak and other two graduates marked for good, which is average level. Similarly, MBS students were also found not do satisfied about problem solving ability, as two out of five showed their satisfaction level at average level.

12 About extracurricular activities, all the graduates of B Ed were found satisfied at average or beyond average level, while Graduates of BBS were found slightly less datsified compared to other graduates. The graduates of BA were found to be more satisfied compared the graduates of B Ed and BBS as all of them showed their satisfaction level above average indicating for very good and excellent. Compared to the graduates with bachelor programmes, graduates with master level programmes showed low satisfaction about extracurricular activities. 80 % graduates are lowly satisfied, while 20 % are satisfied beyond average level.

13 Regarding placement services, 17.65 % graduates of B Ed were found satisfied at average level, and the others were satisfied beyond average level, while Graduates of BBS were found to be a bit less satisfied as about 27.78 % graduates were satisfied at average and 11.11 per cent graduates were satisfied below average level with satisfaction level going beyond average level by about 61 per cent only. The graduates of BA were found more satisfied compared the graduates of B Ed and BBS. Regarding Placement services, M Ed graduates were found to be well satisfied as most of them found it satisfactory beyond average level and the rest are satisfied above average level. However, MBS students are also slightly less satisfied about placement services as about 20 % students were satisfied below average level.

14 Regarding teaching learning environment, most of the students of B Ed were found satisfied beyond average level, while satisfaction level at average level being only nearly 6 per cent. This is almost similar to the case of BBS graduates. The graduates of BA were found to be most satisfied compared the graduates of B Ed and BBS as all of them found the teaching learning environment very good or excellent. Regarding teaching learning environment, M Ed graduates are found to be well satisfied as all of them are satisfied beyond average level. MBS students are most satisfied about teaching learning environment as only one graduate was satisfied at average level and the other being satisfied beyond average level.

15 The teacher student relationship among B Ed graduates is found to be highly satisfactory as most of the students found it to be very good or excellent. Similarly, the BBS and BA students were also highly satisfied as majority of them found it very good or excellent. Even the graduates of M Ed and MBS are quite satisfied with regard to teacher student relationship as most of them were satisfied beyond average level.

16 Regarding lab facility provided by the campus, the majority of B Ed graduates were found to be satisfied as 76.47 % students were found satisfied above average level, while the BBS students were comparatively less satisfied with about 55.55 % students showing higher level of satisfaction, i.e. beyond average level. The BA graduates are much less satisfied with lab facility as less than 50 % graduates were satisfied above average. While M Ed graduates were found to be satisfied with the lab facility as about 60 % students were satisfied above level, the MBS students were found to be less satisfied with the lab facility available at the campus.

17 The students of B ED were found highly satisfied with the library facility available as more than 82 % graduates felt it was very good or excellent. The BBS graduates

were highly satisfied with the library facility with more than 77 per cent graduates being satisfied beyond average level. While BA graduates were found highly satisfied with the library facility, M Ed and MBS graduates marked it good or very good.

18 Regarding sports facilities, the B Ed graduates were satisfied at average level by about 39 per cent whereas BBS students were satisfied at average and below by about 33 per cent. The BA graduates were satisfied at average and below average level by about 28 per cent. Even M Ed students have shown average and below average level satisfaction about sports facility. Less than 30 per cent graduates have found the sports facilities to have been excellent.

19 While the graduates of B Ed, BBS, BA were found to be well satisfied with the canteen and urinal facilities available in the campus, the M Ed and MBS found them comparatively less satisfied as majority of them expressed satisfaction of average level only. The reason behind this could be that the M Ed classes are conducted in the evening shift and the canteen was less properly managed in the evening.

IMPLICATIONS TO INSTITUTIONAL REFORM

The tracer study has revealed the realities of the various aspects of the campus. The study is a reflection of the outcomes of the institution from the point of view of the graduates. As the study brings the situation of the graduates to the floor, it reveals important facts about the status of the graduates, their employment condition, endeavours for further studies, the contribution of the program for personal and professional development of the graduates, quality of the facilities given by the campus, and so on. The study includes the suggestions given by the graduates for further improvement. The study has the following implications for the institutional reform.

1 The study reveals the fact that the unemployment rate of the graduates is very high, the campus can revise and activate its mechanisms such as job placement cell to help them find a job and motivate them for self-employment.

2 The graduates of B Ed are expected to find a job in the teaching, and the graduates of BBS are expected to find a job in the banking field. However, there are a number of different fields to which they can try to find the employment opportunities. The graduates can be motivated to be mentally ready to find employment opportunities in other fields such as PSC, TSC, NGOs/INGOs, etc. For this, some motivational programmes can be given to the students during their studies.

3 As the students' level of satisfaction regarding the relevance of education with their professional requirement is reflected in the study, the campus can design various supplementary programmes to meet the requirements of the students in their professional fields. The noncredit courses like banking management training, office management training, ICT training, leadership and personality development training, internship programs etc. can help the students become well prepared for the professional life.

4 The study has revealed facts with figures about different indicators regarding the quality of education delivered by the campus. As such, the campus can develop measures to increase the satisfaction level of the students concerned with the indicators that show low level of satisfaction.

5 The study has revealed the realities of the graduates regarding the choice of an institution for their further study, it helps to develop the measures to motivate the students to continue their further studies at this institution so far applicable.

6 As the comments, feedback and suggestions have been collected from the graduates in their real terms, these can be valuable inputs for the improvement of various aspects pointed out by the students, the real service takers.

7 The study includes the contributions the students can provide for the development of the institution, it helps to make them positive about the campus, at the least.

8 Based on the feedback received from the graduates, the campus can launch need-based new programmes such as BBA, BCA, and BSW.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The tracer study 2080 (Graduate batch 2078) included 52 graduates from Siddhartha Campus, of which 65.34 per cent were female and 34.66 per cent were males. Out of 52 graduates traced, the students from management faculty comprised 48.07 per cent which is nearly half of the total graduates traced in the study. While the total graduates from education faculty was 38.46 per cent, the graduates from humanities included only 13.46 per cent. Interestingly, the data showed that the number of female graduates with bachelor degree is extremely higher than their male counterparts. On the other hand, the number of male graduates

having master's degree was higher than the female graduates. There were 17.30 per cent educationally disadvantaged janajatis, janajatis except EDJ included 1.92 per cent, Dalit were 1.92 per cent, and Khas-Arya included 71.15 per cent.

The tracer study revealed growing unemployment trend of graduates, particularly with bachelor's degree. For example, out of 17 B Ed graduates traced in the study, nearly two third graduates were unemployed while, with BBS graduates comprising 18, none of them were employed. Regarding 7 graduates of BA, majority of them were employed. However, with master's degree, most of the graduates were found employed, which comprised 90 per cent of the total graduates. The data indicates that the graduation programmes have not been able to generate employment in general and self-employment in particular. The table reveals the fact that employment condition of graduates with master's degree is far better than that of the bachelor's degree. Interesting fact is that while graduation percent of Khas-Arya is higher, contrastively their employment ratio is lower than other groups such as EDJ and Dalit.

The current tracer study revealed growing apathy of graduates towards pursuing higher degrees such as post-graduate courses such as M Ed and MBS. Moreover, the trend of seeking MPhil or PhD is null. This can be related to uncertainty of job opportunities after completion of the graduation programmes. Both employed and unemployed graduates showed apathy towards higher degrees and this trend could be observed more with BBS graduates. While B Ed graduates preferred to join their master level at Siddhartha Campus, BBS graduates preferred going out although most of the graduates did not intend to join for higher education degrees. The study has also revealed the fact that graduates are less satisfied with the laboratory services, sports facilities and canteen. Students are expecting more to be done about the work placement and the extra-curricular activities in the days to come, and seem to be more satisfied with other aspects regarding quality of education.

Recommendations

Recommendations have been made from two perspectives: for institutional reform, and for policy reform.

Recommendations for institutional reform

Following recommendations have been made for the institutional reform, i.e. for the development of the campus.

- 1 Work placement system should be made more effective by activating placement cell to help students find employment opportunities.
- 2 Extra-curricular activities should be given more priority.
- 3 Noncredit courses should be designed and implemented effectively.
- 4 Hostel facility should be managed for the students who come to the campus from a long distance.
- 5 Teaching techniques should be made more practical, problem solving and relevant.
- 6 Audio-visual classes should be managed and more teaching materials should be used in teaching.
- 7 Triangular discussions should be conducted between teachers, students and guardians.
- 8 More professional subjects and streams need to be added e.g. BCA, BBA, BBM, B Sc., etc.

Recommendations for Policy Reform

Following recommendations have been made for the improvement of higher education:

- 1 The courses being offered should be made more practical, problem-oriented and of employment generating type to minimize the trend of students going out for study and employment.
- 2 Higher education should be made more practical, professional and useful.
- 3 Professional courses should be offered even in the rural areas so that the students in the rural areas can get professional degrees in low expenditure.
- 4 Educational system should be modernized to meet the requirement of the day based on the demands.
- 5 Higher education should be made research oriented.