

**TRACER STUDY REPORT 2075**  
**(Graduate Batch 2074 VS / 2017 AD)**

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Expecting supports and cooperation in the days to come.

Govinda Prasad Khanal  
Coordinator

## EXECUTIVE SUMMARY

**Tracer Study Report 2075** 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 Higher Education Reform Project (HERP). 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 college in the eye of the graduates produced by the college and provides significant feedback for improvements. The study was conducted with the graduate batch 2017 AD, which reveals the fact that the number of female graduates is more than the number of male graduates, while the number of EDJ being 15.23 per cent in total. Out of 46 graduates included in the study, 36 per cent are found to have been employed in total. All the BBS graduates have made Siddhartha Campus a destination for further study by the graduates of 2073, which was 64 per cent in 2073 and only 44 per cent in the year 2072. The graduates are less satisfied with the lab facilities, placement services, canteen, etc, and are expecting more to be done about the work placement and the extra-curricular activities in the days to come. They are found to be more satisfied with other aspects regarding quality of education, teacher student relationship, teaching learning environment, library facilities and so on.

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.

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# **1. INTRODUCTION**

## **1.1 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 college has produced fifteen batches of graduates so far. The college has expanded itself by adding various streams and levels, which include Four Year B. Ed., One Year B. Ed., BBS, BA, M.Ed. and MBS. Though the college 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 college has contributed in various aspects of nation building. The main objective of the college is to impart qualitative education as per the need of the contemporary society and the country and it is high time we 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. As such, this is a third successful attempt of carrying out tracer study.

Currently Siddhartha campus has been working under the Higher Education Reform Project (HERP) 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 college. 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 college in the eye of the graduates produced by the college and provides significant feedback for improvements. Therefore, the current tracer study has been conducted.

## **1.2 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.

### **1.3 Institutional arrangements to conduct the study**

The college has formed different cells and departments which have been assigned with their duties and responsibilities. As such, Research and Publication Cell, and Public Relation and Job 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.

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Mr Bed Ram Aryal, Member

Mr Dil Bahadur Shrestha, Member

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Mr Yuba Raj Pokhrel, Member

Mr Suran Kumar Sharma, Member

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### **1.4 Graduate batch taken for the study**

The graduate batch of 2017 (2074 BS) was selected for the current study. Only 46 graduates could be approached during study period, which included 14 graduates from B Ed, 20 graduates from BBS, 6 from BA, and 6 from M Ed.

### **1.5 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.

## **1.6 Scope and limitations of the study**

This tracer study includes the graduate students of 2074 VS. The study has the following limitations:

1. The study includes the only 46 graduates of 2074 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.

## 2. DATA PRESENTATION AND ANALYSIS

### 2.1 General features of the graduates

This tracer study covers forty six graduates who graduated in the year 2016 AD. The general features of the graduates can be presented in the following table.

Level	Total	Male	Female	EDJ	Janajati	Dalit	Other	From Kapilvastu	Outside Kapilvastu
<b>B. Ed.</b>	14	4	10	4	2	-	8	10	4
<b>BBS</b>	20	10	10	1	1	1	17	18	2
<b>BA</b>	6	2	4	1	-	-	5	5	1
<b>M Ed</b>	6	2	4	1	1	-	4	5	1
<b>Total</b>	46	18	28	7	4	1	34	38	8

The data presented in the above table shows that out 46 graduates traced in the study, B Ed, BA and M Ed comprised more females than males, while with BBS the number of male and female graduates was equal. In total, male graduates comprised 39.13 % and females comprised 60.87 %. The number of EDJ graduates in total was 15.23 % , while number of Janajati (8.69 %) graduates was less compared to that of EDJ, which in total stands to be nearly 24 per cent of the total number of graduates. Data reveals the fact that the number of EDJ, Janajati and Dalit students doing graduates from the college is significant as it was nearly 26 per cent of the total graduates.

### 2.2 Employment and further study status of the graduates

The employment status of the graduates has been presented program wise and level wise such as Education, Management and Humanities. Comparison has been made in terms of gender, caste, ethnicity and further study.

#### 2.2.1 Bachelor level: B Ed

The employment and further study status of the graduates of the bachelor of education, B.Ed., has been presented on the basis of various indicators as follows.



**2.2.1.1 Employment condition by gender, ethnicity and caste compared  
with the condition of further study**

The employment condition of the graduates of B Ed compared with their involvement in further study has been presented in terms of gender, ethnicity, and caste as in the following table.

Employment condition				Total	Male	Female	EDJ	Janjati	Dalit	Other
Employed				7	3	4	3	1	-	3
Unemployed				7	1	6	2	1	-	4
Total				14	4	10	5	2	-	7
Further study	Siddhartha Campus	-	2	-	-	2	-	1	-	1
	Other campuses	2								
Employed with further study				-	-	-	-	-	-	-
Employed, no further study				7	3	4	3	1	-	3
Unemployed, further study				2	-	2	-	1	-	1
Unemployed, no further study				5	1	4	1	1	-	3

The data presented in the above table shows that out of 14 graduates traced in the study, 50 per cent graduates were found to have been employed, while 50 per cent were unemployed when they were traced out. Out of the total employed graduates of B Ed 57.14 per cent were females, and the same were EDJ and Janajati graduates out of the total employed graduates of B Ed.

Regarding further study, 14.28 per cent graduates are found to have opted for further study, all of which went outside Siddhartha Campus. While 14.28 per cent graduates continued their further study, none of them were employed graduates. The data shows the fact that nearly 35.71 per cent graduates were neither employed nor went for further study.

### 2.2.1.2 Employment sector

The graduates of B. Ed. were found to have been employed in different types of organizations with different status. The sector of employment along with their level has been presented in the following table.

Type of organization / Sector		Number of employees	Level of employment		
			Assistant	Senior Assistant	Officer
Private	Teaching	3	2	-	1
	Other	-	-	-	-
Public		-	-	-	-
Government service	Teaching	3	1	2	-
	Other	1	1	-	-
Ngo		-	-	-	-
Total		7	4	2	1

The data presented above reveals that out of total 7 employed graduates of B Ed traced in the study, more than 85 per cent were involved in teaching sector, of which 50 per cent were involved in private schools and 50 per cent were engaged in government schools. Only one graduate was employed in the government service except teaching.

## 2.2.2 Bachelor level: BBS

The employment and further study status of the graduates of the bachelor of business studies, BBS., has been presented on the basis of various indicators as follows.

### 2.2.2.1 Employment condition by gender, ethnicity and caste compared with the condition of further study

The employment condition of the graduates of BBS, compared with their involvement in further study has been presented in terms of gender, ethnicity, and caste as in the following table.

		Status	Total	Male	Female	EDJ	Janajati	Dalit	Other
Employment condition		Employed	5	5	-	-	1	1	3
		Unemployed	15	5	10	1	-	-	14
		Total	20	10	10	1	1	1	17
Further study	Siddhartha Campus	4	4	1	3	-	-	-	4
	Other campuses	-							
Employed with further study			1	1	-	-	-	-	1
Employed, no further study			4	4	-	-	-	1	3
Unemployed, further study			3	-	3	-	-	-	3
Unemployed, no further study			12	5	7	1	1	-	10

The data presented in the above table shows that out of 20 graduates of BBS traced in the study, 25 per cent graduates were employed, of which 100 per cent were males. Out of 20 graduates only 20 per cent continued their study. While 4 graduates opted for further study, 100 per cent graduates continued their study at Siddhartha Campus. Out of the four graduates who opted for further studies, one was employed and the other three were unemployed. The table reveals the fact that 60 per cent graduates were neither employed nor continued their further studies.

### 2.2.2.2 Employment sector

The graduates of BBS were found to have been employed in different types of organizations with different status. The sector of employment along with their level has been presented in the following table.

Type of organization / Sector	Number of employees	Level of employment		
		Assistant	Senior Assistant	Officer
Teaching	2	2	-	-
Bank/Cooperative/Finance/Insurance	1	1	-	-
Public / Community Organization	1	1	-	-
Government	1	-	1	-
Self employed	-	-	-	-
Total	5	4	1	-

The data presented above reveals that out of total 5 employed graduates traced in the study, 2 (40%) were involved in teaching sector, whereas 1 (20%) were employed in banking sector. One graduate was employed in the government service. It is also revealed that 80 % employees were involved in assistant level service, and same 20 % were in senior assistant level posts.

### 2.2.3 Bachelor level: BA

The employment status of the graduates of the bachelor of education, BA, has been presented on the basis of various indicators as follows.

#### 2.2.3.1 Employment condition by gender, ethnicity and caste compared with the condition of further study

The employment condition of the graduates of BA compared with their involvement in further study has been presented in terms of gender, ethnicity, and caste as in the following table.

		Total	Male	Female	EDJ	Janajati	Other
Employment condition	Employed	-	-	-	-	-	-
	Unemployed	6	2	4	1	-	5
Further study		5	2	3	1	-	4
Employed with further study		-	-	-	-	-	-
Employed, no further study		-	-	-	-	-	-
Unemployed, further study		5	2	3	1	-	4
Unemployed, no further study		1	-	1	-	-	1

The data presented in the above table shows that out of 6 BA graduates traced in the study, none of them were. Out of 6 graduates, most of them (5 graduates) opted for further study, of which only one was neither employed nor went for further studies.

### 2.2.3 Master level: M Ed

#### 2.2.3.1 Employment condition by gender, ethnicity and caste compared with the condition of further study: Issues of M Ed

The employment condition of the graduates of M Ed compared with their involvement in further study has been presented in terms of gender, ethnicity, and caste as in the following table.

Employment condition		Total	Male	Female	EDJ	Janajati	Other
	Employed		5	2	3	1	1
Unemployed		1	-	1	1	-	-
Further study		-	-		-	-	-

The data reveals the fact that out of 6 graduates of M Ed traced in the study, 5 (83.33 %) were employed, of which 2 were males, and 3 were females. Only one graduate, a female, was found to have remained unemployed during the tracer study period. None of them were found to have opted for further study.

### 2.2.3.2 Employment sector

The graduates of M. Ed. were found to have been employed in different types of organizations with different status. The sector of employment along with their level has been presented in the following table.

Type of organization / Sector		Number of employees	Level of employment		
			Assistant	Senior Assistant	Officer
Private	Teaching	-	-	-	-
	Other	-	-	-	-
Public		-	-	-	-
Government service	Teaching	5	2	-	3
	Other	-	-	-	-
Ngo		-	-	-	-
Total		5	2	-	3

The data presented in the above table shows that all of the graduates were involved in teaching sector. This shows that all of them were employed in the related field of their education. The graduates of M Ed were employed at assistant level (40%), and officer level (60 %).

### 2.3 Issues related to the quality and relevance of the programs

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

#### 2.3.1 Issues of B.Ed.

Quality of higher education and relevance of the program were judged in terms of various indicators as given in the following table.

SN	Particular	Total Graduates	Less(1) or Below	Little(2)	Average(3)	Much(4)	Very much(5)
1	Relevance of program to professional requirements	14	2 (14.28%)	2 (14.28%)	7 (50 %)	2 (14.28%)	1 (7.14%)
2	Quality of education delivered	14	1(7.14)	3 (21.42%)	2 (14.28%)	7 (50 %)	1 (7.14%)

Out of 14 graduates of B Ed included in the study, regarding the relevance of the program to their professional requirements, 2 (14.28%) were much satisfied, 1 (7.14%) were highly satisfied while nearly 50 % graduates were satisfied at average level only. The program seems to be relevant to the professional requirements of the graduates as 71.42 % graduates are found to be satisfied at average or beyond average level. Similarly, nearly 28.56 % graduates felt that the B. Ed. program was less relevant to their professional requirements, while 50 % graduates were just satisfied at average level. Regarding the quality of education delivered, the data reveals that 14.28 % students of B. Ed. were satisfied at average, 50 % students were much satisfied with the quality of education delivered by the campus, while 7.14 % students were highly satisfied. This shows that the quality of education in B Ed stream is satisfactory.

#### 2.3.2 Issues of BBS

Quality of higher education and relevance of the program to the professional requirements were of graduates of BBS were judged in terms of various indicators as given in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Relevance of program to professional requirements	20	1(5 %)	1 (5 %)	7 (35%)	9 (45 %)	2 (10 %)
2	Quality of education delivered	20	-	-	3 (15%)	11(55 %)	6 (30 %)

Out of 20 graduates of BBS included in the study, regarding the relevance of the program to their professional requirements, 9 (45 %) were found much satisfied, 2 (10 %) were highly satisfied while

435 % graduates were satisfied at average level only. Only 2 graduates (10%) were found satisfied below average level. More than 90 % graduates are found to be satisfied at average or beyond average level. Regarding the quality of education delivered, the data reveals that 15 % students of BBS were satisfied at average level, 55 % students were much satisfied with the quality of education delivered by the campus, while 30 % students were highly satisfied. This shows that the quality of education in BBS stream is much satisfactory.

### 2.3.3 Issues of BA

Quality of higher education and relevance of the program to the professional requirements were of graduates of BA were judged in terms of various indicators as given in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Relevance of program to professional requirements	6	-	-	2(33.33 %)	3 (50 %)	1(16.67%)
2	Quality of education delivered	6	-	-	-	3 (50%)	3 (50%)

Out of 6 graduates of BA included in the study, regarding the relevance of the program to their professional requirements, 6 (50 %) graduates were found much satisfied, 1 (16.67 %) graduates were highly satisfied while 33.33 % graduates were satisfied at average level. All the graduates are found to be satisfied at average or beyond average level. Regarding the quality of education delivered, the data reveals that 50 % students of BA were much satisfied, while 50 % students were highly satisfied with the quality of education delivered by the campus. This shows that the quality of education in BA stream is much satisfactory.

### 2.3.4 Issues of M Ed

Quality of higher education and relevance of the program to the professional requirements were of graduates of M Ed were judged in terms of various indicators as given in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Relevance of program to professional requirements	6	-	-	2 (33.33%)	3 (50 %)	1 (16.67%)
2	Quality of education delivered	6	-	-	1(16.67%)	5 (83.33%)	-

Out of 6 graduates of M Ed included in the study, regarding the relevance of the program to their professional requirements, 3 (50 %) graduates were found much satisfied, 1 (16.67 %) graduates were



highly satisfied. About thirty three percent graduates are found to be satisfied at average level. Regarding the quality of education delivered, the data reveals that nearly 16,67 % students of M Ed were satisfied at average level, 83.33 % students were much satisfied with the quality of education delivered by the campus. This shows that the quality of education in M Ed stream is satisfactory.

## 2.4 Programs' contribution to graduates' professional and personal development

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

### 2.4.1 Issues of B ED

Contribution of B Ed 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.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much (4)	Very much (5)
1	Problem solving ability	14	2 (14.28 %)	2 (14.28%)	4 (28.57%)	4 (28.57 %)	2 (14.28%)
2	Extra-curricular activities	14	-	3 (21.43%)	6 (42.86%)	4 (28.57 %)	2 (14.28%)
3	Work placement/ internship	14	3 (21.43 %)	2 (14.28%)	3 (21.43%)	6 (42.86 %)	-

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, work placement and internship programs. Regarding problem solving ability, 28.57 % graduates were satisfied at average level, 42.85 % graduates were satisfied beyond average level. Graduates of B Ed are not much satisfied about extra-curricular activities as 42.85 % graduates are satisfied beyond average level, and 64.29 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 57.14 % graduates are satisfied at average and below it, while 42.8 % graduates are satisfied above average level.

## 2.4.2 Issues of BBS

Contribution of BBS 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.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Problem solving ability	20	1 (5%)	-	8 (40 %)	8 (40 %)	3 (15%)
2	Extra-curricular activities	20	-	5 (25 %)	8 (40 %)	5 (25 %)	2 (10%)
3	Work placement/ internship	20	-	4 (20 %)	5 (25 %)	5 (25 %)	6 (30%)

The graduates of BBS 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, work placement and internship programs. Regarding problem solving ability, 40 % graduates were satisfied at average level, 55 % graduates were satisfied beyond average level, and 5 % graduates were found to have been satisfied below average level. Graduates of BBS are not so satisfied about extra-curricular activities as 35 % graduates are satisfied beyond average level, and 65 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 45 % graduates are satisfied at average and below it, while 55 % graduates are satisfied above average level.

## 2.4.3 Issues of BA

Contribution of BA 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.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Problem solving ability	6	-	-	1 (16.67%)	3 (50%)	2 (33.33%)
2	Extra-curricular activities	6	-	-	1 (16.67%)	3 (50%)	2 (33.33%)
3	Work placement/ internship	13	-	1 (16.67%)	-	4(66.67 %)	1 (16.67%)

The graduates of BA 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, work placement and internship programs. Regarding problem solving ability, 16.67 % graduates were satisfied at average level, 83.33 % graduates were satisfied beyond average level. Graduates of BA are more satisfied about extra-curricular activities as all graduates are satisfied beyond average level. So far the question of work placement and internship is concerned, 16.67 % graduates are satisfied at average and below it, while 83.33 % graduates are satisfied above average level.

#### 2.4.4 Issues of M ED

Contribution of M Ed 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.

SN	Particular	Total Graduates	Less (1)	Little (2)	Average (3)	Much (4)	Very much (5)
1	Problem solving ability	6	-	-	3 (50 %)	3(50 %)	-
2	Extra-curricular activities	6	-	-	3 (50 %)	3(50 %)	-
3	Work placement/ internship	6	1 (16.7%)	-	2 (33.33 %)	2 (33.33 %)	1 (16.7%)

The graduates of M 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, work placement and internship programs. Regarding problem solving ability, 50 % graduates were satisfied at average level, 50 % graduates were satisfied beyond average level. Graduates of M Ed are comparatively less satisfied about extra-curricular activities as 50% graduates are satisfied at average level. So far the question of work placement and internship is concerned, 50 % graduates are satisfied at average below, while 50 % graduates are satisfied above average level.

#### 2.5 Issues related to teaching learning environment, teacher student relationships and education delivery efficiency

Issues of teaching learning environment, teacher student relationships and efficiency of education delivery of the campus has been presented level wise and program wise as follows.

### 2.5.1 Issues of B ED

Quality of teaching learning environment, efficiency of education delivery, and teacher student relationship as reflected in the eyes of the students of B Ed program has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average (3)	Much (4)	Very much(5)
1	Teaching learning environment	14	2 (14.28 %)	3(21.43 %)	2 (14.28%)	6 (42.86%)	1(7.14%)
2	Quality of education delivery	14	1(7.14 %)	3(21.43 %)	2 (14.28%)	7 (50%)	1(7.14%)
3	Teacher student relationship	14	1(7.14 %)	2 (14.28% )	4 (28.57%)	4 (28.57%)	3(21.43%)

The data presented in the table indicates that 14.28 % students are less satisfied with the teaching learning environment, 35.71 % students are satisfied at average level, 42.86 % students are much satisfied and 7.14 % students are highly satisfied. As such 71 % students are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 14.28 % students are satisfied average level, 50 % graduates are found mush satisfied and 7.14 % are highly satisfied. Teacher student relationship in the B Ed program is found good as 28.57 % graduates are satisfied at average level and 50 % graduates are satisfied beyond average level.

### 2.5.2 Issues of BBS

Quality of teaching learning environment, efficiency of education delivery, and teacher student relationship as reflected in the eyes of the students of BBS program has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Teaching learning environment	20	-	-	4 (20 %)	8 (40%)	8(40%)
2	Quality of education delivery	20	-	-	3 (15%)	11 (55%)	5 (30%)
3	Teacher student relationship	20	1 (5%)	-	2 (10%)	9 (45%)	8 (40%)

The data presented in the table indicates that 20 % students are satisfied at average level with the teaching learning environment, 40 % students are much satisfied and 40 % students are highly satisfied. As such 80 % graduates are found to have been well satisfied with the teaching learning environment of the

campus. Regarding the quality of education delivery, 15 % students are satisfied at average level, 55 % graduates are found much satisfied and 30 % are highly satisfied. Teacher student relationship in the BBS program is found very good as 10 % graduates are satisfied at average level and 85 % graduates are satisfied beyond average level.

### 2.5.3 Issues of BA

Quality of teaching learning environment, efficiency of education delivery, and teacher student relationship as reflected in the eyes of the students of BA program has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average (3)	Much(4)	Very much(5)
1	Teaching learning environment	6	-	-	-	2(33.33%)	4 (66.67%)
2	Quality of education delivery	6	-	-	-	3 (50%)	3 (50%)
3	Teacher student relationship	6	-	-	-	1 (16.67%)	5 (83.33%)

The data presented in the table indicates that, 33.33 % students are much satisfied and 66.67 % students are highly satisfied. Regarding the quality of education delivery, all the students are highly satisfied. Teacher student relationship in the BA program is found very good as all the graduates are satisfied above average level.

### 2.5.4 Issues of M ED

Quality of teaching learning environment, efficiency of education delivery, and teacher student relationship as reflected in the eyes of the students of M Ed program has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little (2)	Average (3)	Much (4)	Very much (5)
1	Teaching learning environment	6	-	-	3 (50%)	3 (50%)	-
2	Quality of education delivery	6	-	-	1 (16.67%)	5 (83.33%)	-
3	Teacher student relationship	6	-	-	-	4 (66.67%)	2 (33.33%)

The data presented in the table indicates that 50 % graduates are satisfied with the teaching learning environment at average level, 50 % graduates are much satisfied. As such 75 % M Ed graduates are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality

of education delivery, 16.67 % students are satisfied at average level, 83.33 % graduates are found much satisfied. Teacher student relationship in the M Ed program is found very good as all the graduates are satisfied beyond average level.

## 2.6 Issues related to various facilities provided by the campus

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

### 2.6.1 Issues of B ED

The quality of library facility, lab facility, sports facility and canteen/urinal facility as judged by the graduates of B Ed has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Library facility	14	3(21.42%)	4 (28.57%)	2 (14.28%)	4 (28.57%)	1 (7.14%)
2	Laboratory(Computer, Health)	14	2 (14.28%)	3(21.42%)	2 (14.28%)	7 (50 %)	-
3	Sports facilities	14	2 (14.28%)	1 (7.14%)	7 (50 %)	4 (28.57%)	-
4	Canteen/ Urinals	14	2 (14.28%)	8 (57.14%)	4 (28.57%)	-	-

Regarding library facility, the graduates of B Ed are found not so satisfied as 50% graduates have expressed satisfaction below average level while 35.71 % graduates have shown higher level satisfaction. Graduates are found less satisfied with the laboratory facilities as 35.71 % graduates are less satisfied, 14.28 % graduates are satisfied at average level and 50 % graduates have shown satisfaction above average level. Graduates are found to have been satisfied about the sports facilities as more than 78 % graduates are satisfied at average and above average level. Regarding the qualities of canteen and urinals, most of the graduates are less satisfied.

## 2.6.2 Issues of BBS

The quality of library facility, lab facility, sports facility and canteen/urinal facility as judged by the graduates of BBS has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Library facility	20	-	1(5%)	5 (20%)	6 (30%)	8 (40%)
2	Laboratory (Computer, Health)	20	3 (15%)	6 (30 %)	8 (40 %)	2 (10 %)	1(5%)
3	Sports facilities	20	1(5%)	6 (30 %)	4 (20%)	6 (30 %)	3 (15%)
4	Canteen/ Urinals	20	1(5%)	5 (20%)	6 (30 %)	4 (20%)	4 (20%)

Regarding library facility, the graduates of BBS are found much satisfied as 70 % graduates have expressed satisfaction above average level while 5 % graduates have shown low level satisfaction and yet 20 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 45 % graduates are less satisfied, 40 % graduates are satisfied at average level and 15 % graduates have shown satisfaction above average level. Graduates are found to have been just satisfied about the sports facilities as 40 % graduates are satisfied above average level and nearly 20 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 30 % graduates of BBS are just satisfied at average level, 40 % are satisfied above average level, while 25 per cent graduates are satisfied below average level.

## 2.6.3 Issues of BA

The quality of library facility, lab facility, sports facility and canteen/urinal facility as judged by the graduates of BA has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Library facility	6	-	-	1 (16.67%)	4 (66.67%)	1 (16.67%)
2	Laboratory (Computer, Health)	6	-	1 (16.67%)	-	4 (66.67%)	1 (16.67%)
3	Sports facilities	6	-	-	2 (33.33%)	3 (50 %)	1 (16.67%)
4	Canteen/ Urinals	6	-	1 (16.67%)	-	4 (66.67%)	1 (16.67%)

Regarding library facility, the graduates of BA are found well satisfied as 83.33 % graduates have expressed satisfaction above average level while 16.67 % graduates showing average level satisfaction. Graduates are found mch satisfied with the laboratory facilities as 83.33 % graduates have shown satisfaction above average level. Graduates are found to have been well satisfied about the sports facilities as 83.33 % graduates are satisfied above average level.

#### 2.6.4 Issues of M ED

The quality of library facility, lab facility, sports facility and canteen/urinal facility as judged by the graduates of M Ed has been presented in the following table.

SN	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Library facility	6	-	-	2 (33.33%)	2 (33.33%)	2 (33.33%)
2	Laboratory (Computer, Health)	6	1(16.67%)	2 (33.33%)	-	3 (50 %)	-
3	Sports facilities	6	-	1(16.67%)	-	5 (83.33%)	-
4	Canteen/ Urinals	6	-	1(16.67%)	1(16.67%)	4 (66.66%)	-

Regarding library facility, the graduates of M Ed are found well satisfied as 66.66 % graduates have expressed satisfaction above average level while 33.33 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 50 % graduates are satisfied below average level. Graduates are found to have been satisfied about the sports facilities as 83.33 % graduates are satisfied above average level. Regarding the qualities of canteen and urinals, 16.67 % graduates of M Ed are satisfied at average level, 66.66 % are satisfied above average level.



### 3 Major findings

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

- 1 Out of 46 graduates traced in the study, B Ed, BA and M Ed comprised more females than males, while with BBS the number of male and female graduates was equal. In total, male graduates comprised 39.13 % and females comprised 60.87 %. The number of EDJ graduates in total was 15.23 % , while number of Janajati (8.69 %) graduates was less compared to that of EDJ, which in total stands to be nearly 24 per cent of the total number of graduates. Data reveals the fact that the number of EDJ, Janajati and Dalit students doing graduates from the college is significant as it was nearly 26 per cent of the total graduates.
- 2 Out of 14 graduates traced in the study, 50 per cent graduates were found to have been employed, while 50 per cent were unemployed when they were traced out. Out of the total employed graduates of B Ed 57.14 per cent were females, and the same were EDJ and Janajati graduates out of the total employed graduates of B Ed. Regarding further study, 14.28 per cent graduates are found to have opted for further study, all of which went outside Siddhartha Campus. While 14.28 per graduates continued their further study, none of them were employed graduates.
- 3 Out of 20 graduates of BBS traced in the study, 25 per cent graduates were employed, of which all were males. Out of 20 graduates only 20 per cent continued their study. While 4 graduates opted for further study, all of them continued their study at Siddhartha Campus. Out of the four graduates who opted for further studies, one was employed and the other three were unemployed. Sixty per cent graduates were neither employed nor continued their further studies.
- 4 Out of 6 BA graduates traced in the study, none of them were. Out of 6 graduates, most of them (5 graduates) opted for further study, of which only one was neither employed nor went for further studies.
- 5 Out of 6 graduates of M Ed traced in the study, 5 (83.33 %) were employed, of which 2 were males, and 3 were females. Only one graduate, a female, was found to have remained unemployed during the tracer study period. None of them were found to have opted for further study.
- 6 Regarding further study, 14.28 per cent B Ed graduates are found to have opted for further study, all of which went outside Siddhartha Campus. While 14.28 per graduates continued their further study, none of them were employed graduates. The data shows the fact that nearly 35.71 per cent graduates were neither employed nor went for further study.
- 7 Out of 6 BA graduates traced in the study, none of them were. Out of 6 graduates, most of them (5 graduates) opted for further study, of which only one was neither employed nor went for further studies.
- 8 Out of total 7 employed graduates of B Ed traced in the study, more than 85 per cent were involved in teaching sector, of which 50 per cent were involved in private schools and 50 per cent were engaged in government schools. Only one graduate was employed in the government service except teaching. Out of total 5 employed BBS graduates traced in the study, 2 (40%) were involved in teaching sector, whereas 1 (20%) were employed in banking sector. One graduate was

employed in the government service. It is also revealed that 80 % employees were involved in assistant level service, and same 20 % were in senior assistant level posts. All of the graduates Of M Ed were involved in teaching sector.

- 9 Out of 14 graduates of B Ed included in the study, regarding the relevance of the program to their professional requirements, 2 (14.28%) were much satisfied, 1 (7.14%) were highly satisfied while nearly 50 % graduates were satisfied at average level only. The program seems to be relevant to the professional requirements of the graduates as 71.42 % graduates are found to be satisfied at average or beyond average level. Similarly, nearly 28.56 % graduates felt that the B. Ed. program was less relevant to their professional requirements, while 50 % graduates were just satisfied at average level. Regarding the quality of education delivered, the data reveals that 14.28 % students of B. Ed. were satisfied at average, 50 % students were much satisfied with the quality of education delivered by the campus, while 7.14 % students were highly satisfied. This shows that the quality of education in B Ed stream is satisfactory.
- 10 Out of 20 graduates of BBS included in the study, regarding the relevance of the program to their professional requirements, 9 (45 %) were found much satisfied, 2 (10 %) were highly satisfied while 43.5 % graduates were satisfied at average level only. Only 2 graduates (10%) were found satisfied below average level. More than 90 % graduates are found to be satisfied at average or beyond average level. Regarding the quality of education delivered, the data reveals that 15 % students of BBS were satisfied at average level, 55 % students were much satisfied with the quality of education delivered by the campus, while 30 % students were highly satisfied. This shows that the quality of education in BBS stream is much satisfactory.
- 11 Out of 6 graduates of BA included in the study, regarding the relevance of the program to their professional requirements, 6 (50 %) graduates were found much satisfied, 1 (16.67 %) graduates were highly satisfied while 33.33 % graduates were satisfied at average level. All the graduates are found to be satisfied at average or beyond average level. Regarding the quality of education delivered, the data reveals that 50 % students of BA were much satisfied, while 50 % students were highly satisfied with the quality of education delivered by the campus. This shows that the quality of education in BA stream is much satisfactory.
- 12 Out of 6 graduates of M Ed included in the study, regarding the relevance of the program to their professional requirements, 3 (50 %) graduates were found much satisfied, 1 (16.67 %) graduates were highly satisfied. About thirty three percent graduates are found to be satisfied at average level. Regarding the quality of education delivered, the data reveals that nearly 16.67 % students of M Ed were satisfied at average level, 83.33 % students were much satisfied with the quality of education delivered by the campus. This shows that the quality of education in M Ed stream is satisfactory.
- 13 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, work placement and internship programs. Regarding problem solving ability, 28.57 % graduates were satisfied at average level, 42.85 % graduates were satisfied beyond average level. Graduates of B Ed are not much satisfied about extra-curricular activities as 42.85 % graduates are satisfied beyond average level, and 64.29 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 57.14 % graduates are satisfied at average and below it, while 42.8 % graduates are satisfied above average level.

- 14 The graduates of BBS 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, work placement and internship programs. Regarding problem solving ability, 40 % graduates were satisfied at average level, 55 % graduates were satisfied beyond average level, and 5 % graduates were found to have been satisfied below average level. Graduates of BBS are not so satisfied about extra-curricular activities as 35 % graduates are satisfied beyond average level, and 65 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 45 % graduates are satisfied at average and below it, while 55 % graduates are satisfied above average level.
- 15 The graduates of BA 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, work placement and internship programs. Regarding problem solving ability, 16.67 % graduates were satisfied at average level, 83.33 % graduates were satisfied beyond average level. Graduates of BA are more satisfied about extra-curricular activities as all graduates are satisfied beyond average level. So far the question of work placement and internship is concerned, 16.67 % graduates are satisfied at average and below it, while 83.33 % graduates are satisfied above average level.
- 16 The graduates of M 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, work placement and internship programs. Regarding problem solving ability, 50 % graduates were satisfied at average level, 50 % graduates were satisfied beyond average level. Graduates of M Ed are comparatively less satisfied about extra-curricular activities as 50% graduates are satisfied at average level. So far the question of work placement and internship is concerned, 50 % graduates are satisfied at average below, while 50 % graduates are satisfied above average level.
- 17 It is found that 14.28 % B Ed students are less satisfied with the teaching learning environment, 35.71 % students are satisfied at average level, 42.86 % students are much satisfied and 7.14 % students are highly satisfied. As such 71 % students are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 14.28 % students are satisfied average level, 50 % graduates are found mush satisfied and 7.14 % are highly satisfied. Teacher student relationship in the B Ed program is found good as 28.57 % graduates are satisfied at average level and 50 % graduates are satisfied beyond average level.
- 18 It is revealed that that 20 % BBS students are satisfied at average level with the teaching learning environment, 40 % students are much satisfied and 40 % students are highly satisfied. As such 80 % graduates are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 15 % students are satisfied at average level, 55 % graduates are found mush satisfied and 30 % are highly satisfied. Teacher student relationship in the BBS program is found very good as 10 % graduates are satisfied at average level and 85 % graduates are satisfied beyond average level.
- 19 The data presented in the table indicates that, 33.33 % students are much satisfied and 66.67 % students are highly satisfied. Regarding the quality of education delivery, all the students are highly satisfied. Teacher student relationship in the BA program is found very good as all the graduates are satisfied above average level.
- 20 It is found that 50 % M Ed graduates are satisfied with the teaching learning environment at average level, 50 % graduates are much satisfied. As such 75 % M Ed graduates are found to

have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 16.67 % students are satisfied at average level, 83.33 % graduates are found much satisfied. Teacher student relationship in the M Ed program is found very good as all the graduates are satisfied beyond average level.

- 21 Regarding library facility, the graduates of B Ed are found not so satisfied as 50% graduates have expressed satisfaction below average level while 35.71 % graduates have shown higher level satisfaction. Graduates are found less satisfied with the laboratory facilities as 35.71 % graduates are less satisfied, 14.28 % graduates are satisfied at average level and 50 % graduates have shown satisfaction above average level. Graduates are found to have been satisfied about the sports facilities as more than 78 % graduates are satisfied at average and above average level. Regarding the qualities of canteen and urinals, most of the graduates are less satisfied.
- 22 Regarding library facility, the graduates of BBS are found much satisfied as 70 % graduates have expressed satisfaction above average level while 5 % graduates have shown low level satisfaction and yet 20 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 45 % graduates are less satisfied, 40 % graduates are satisfied at average level and 15 % graduates have shown satisfaction above average level. Graduates are found to have been just satisfied about the sports facilities as 40 % graduates are satisfied above average level and nearly 20 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 30 % graduates of BBS are just satisfied at average level, 40 % are satisfied above average level, while 25 per cent graduates are satisfied below average level.
- 23 Regarding library facility, the graduates of BA are found well satisfied as 83.33 % graduates have expressed satisfaction above average level while 16.67 % graduates showing average level satisfaction. Graduates are found much satisfied with the laboratory facilities as 83.33 % graduates have shown satisfaction above average level. Graduates are found to have been well satisfied about the sports facilities as 83.33 % graduates are satisfied above average level.
- 24 Regarding library facility, the graduates of M Ed are found well satisfied as 66.66 % graduates have expressed satisfaction above average level while 33.33 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 50 % graduates are satisfied below average level. Graduates are found to have been satisfied about the sports facilities as 83.33 % graduates are satisfied above average level. Regarding the qualities of canteen and urinals, 16.67 % graduates of M Ed are satisfied at average level, 66.66 % are satisfied above average level.

#### **4. 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 significant 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 high, the college 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 college can design various supplementary programmes to meet the requirements of the students in their professional fields. The programmes 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 college. As such, the college 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 college can launch need-based new programmes.

## **5. CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

The tracer study 2075 (Graduate batch 2074) reveals the fact that the number of female graduates (0.87 %) is more than the number of male graduates (39.13 %), while the number of EDJ and Janajati being 15.23 % and 8.69 percent in total. The employment rate of the total graduates included is found to have been 36 % in total, of which 15 per cent were females. All the BBS 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.

### **5.2 Recommendations**

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

#### **5.2.1 Recommendations for institutional reform**

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

- 1 Work placement system should be made more effective to help students find employment opportunities.
- 2 Extra-curricular activities should be given more priority.
- 3 Transport and hostel facility should be managed for the students who come to the college from a long distance.
- 4 Teaching techniques should be made more practical, problem solving and relevant.
- 5 Audio-visual classes should be managed and more teaching materials should be used in teaching.
- 6 Triangular discussions should be conducted between teachers, students and guardians.
- 7 Computer lab should be made more advanced and applicable for the students.
- 8 Teaching learning activities should be modernized maximizing the use of ICT in classroom.
- 9 More professional subjects, streams need to be added e.g. BBA, BBM, B Sc. B. Ed ICT, etc.

#### **5.2.2 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.
- 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 courses 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.