

TRACER STUDY REPORT 2074
(Graduate Batch 2073 VS / 2016 AD)

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Expecting supports and cooperation in the days to come.

Govinda Prasad Khanal
Coordinator

EXECUTIVE SUMMARY

Tracer Study Report 2074 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 2016 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 10.38 per cent in total. Out of 77 graduates included in the study, 53.25 are found to have been employed in total. More than 64 per cent graduates have made Siddhartha Campus a destination for further study by the graduates of 2073, which was 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 fourteen 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 do 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 second 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.

Mr Govinda Prasad Khanal, Coordinator

Mr Bed Ram Aryal, Member

Mr Raj Kumar Aryal, Member

Mr Dil Bahadur Shrestha, Member

Mr Prabhat Bikram Kshetri, Member

Mr Madhu Sudan Poudel, Member

Mr Gunakhar Ghimire, Member

Mr Suran Kumar Sharma, Member

1.4 Graduate batch taken for the study

The graduate batch of 2016 (2073 BS) was selected for the current study. Only 77 graduates could be approached during study period, which included 38 graduates from B Ed, 17 graduates from BBS, 13 from BA, 8 from M Ed and 1 from MBS.

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 2073 BS. The study has the following limitations:

1. The study includes the only 77 graduates of 2073 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 seventy seven 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. Ed.	38	17	21	6	1	1	30	34	4
BBS	17	5	12	2	2	-	13	15	2
BA	13	7	6	-	2	-	11	12	1
M Ed	8	5	3	-	-	-	8	5	3
MBS	1	-	1	-	-	-	1	1	-
Total	77	34	43	8	5	1	63	67	10

The data presented in the above table shows that out 77 graduates traced in the study, B Ed and BBS comprised more females than males, while with BA and M Ed the number of male graduates was slightly more than female graduates. In total, male graduates comprised 44.15 % and females comprised 55.85 %. The number of EDJ graduates in total was nearly 10.38 % , while number of Janajati (6.49%) graduates was less compared to that of EDJ, which in total stands to be nearly 18 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 20 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	20	10	10	3	1	1
		Unemployed	18	7	11	3	1	-	13
		Total	38	17	21	6	2	1	28
Further study	Siddhartha Campus	12	18	9	9	4	1	-	13
	Other campuses	6							
Employed with further study			14	8	6	3	1	-	10
Employed, no further study			6	2	4	-	-	1	5
Unemployed, further study			7	3	4	1	-	-	6
Unemployed, no further study			12	5	7	3	1	-	8

The data presented in the above table shows that out of 38 graduates traced in the study, 52.63 per cent graduates were found to have been employed, while 47.37 per cent were unemployed when they were traced out. Out of the total employed graduates of B Ed fifty per cent were females, 25 per cent were EDJ, Janajati and Dalit graduates out of the total employed graduates of B Ed.

Regarding further study, 47.37 per cent graduates are found to have opted for further study, of which 66.66 per cent made Siddhartha Campus a destination of their further study. While 47.37 per graduates continued their further study, 36.84 per cent were employed graduates. Nearly 16 per cent employed graduates did not opt for further study, but nearly 18 per cent unemployed graduates went for further study without being employed. The data shows the fact that nearly 31.58 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	14	4	9	1
	Other	-	-	-	-
Public		-	-	-	-
Government service	Teaching	5	2	1	2
	Other	1	1		-
Ngo		-	-		-
Total		20	7	10	3

The data presented above reveals that out of total 20 employed graduates of B Ed traced in the study, 95 per cent were involved in teaching sector, of which 70 per cent were involved in private schools and 25 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.

Employment condition		Status	Total	Male	Female	EDJ	Janajati	Dalit	Other
		Employed	8	5	3	1	-	-	7
		Unemployed	9	-	9	2	1	-	6
		Total	17	5	12	3	1	-	13
Further study	Siddhartha Campus	6	10	4	6	1	1	-	8
	Other campuses	4							
Employed with further study			5	4	1	1	-	-	4
Employed, no further study			3	1	2	-	-	-	3
Unemployed, further study			5	-	5	-	1	-	4
Unemployed, no further study			6	-	6	2	1	-	3

The data presented in the above table shows that out of 17 graduates of BBS traced in the study, 47.05 per cent graduates were employed, of which 62.5 per cent were males. Out of 17 graduates only nearly 58.82 per cent continued their study. While 10 graduates opted for further study, 60 per cent graduates continued their study at Siddhartha Campus, and the others went outside district, i.e. Kathmandu, Butwal or other colleges. While nearly 29.41 per cent employed graduates continued with their further study, equal number of graduates without employment joined master level. Similarly, 35.29 per cent graduates were neither employed nor went for further study.

The table reveals the fact that out of 12 female graduates, only 3 females, i.e. 17.65 per cent were employed. Similarly, out of 3 EDJ, one was employed, and one Janajati was not employed when traced out.

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	3	1	2	-
Bank/Cooperative/Finance/Insurance	4	2	1	1
Public / Community Organization	-	-	-	-
Government	-	-	-	-
Self employed	1	-	-	-
Total	8	3	3	1

The data presented above reveals that out of total 8 employed graduates traced in the study, 3 (37.5%) were involved in teaching sector, whereas 4 (50%) were employed in banking sector. No graduate was employed in the government service. It is also revealed that 37.5% employees were involved in assistant level service, and same 37.5% were in senior assistant level posts. However, only one (12.5%) graduate was employed at the post of officer level.

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.

Employment condition		Total	Male	Female	EDJ	Janajati	Other
	Employed		4	3	1	-	1
Unemployed		9	4	5	-	2	7
Further study		3		3			3
Employed with further study		1		1			1
Employed, no further study		3	3				3
Unemployed, further study		2		2			2
Unemployed, no further study		7	4	3		2	6

The data presented in the above table shows that out of 13 BA graduates traced in the study, nearly 30.77 per cent graduates were employed. Out of 9 unemployed graduates, 5 (55.55%) were females, 2 (22.22%) were janajatis. Out of 13 graduates, only 3 (23.07 %) opted for further study, of which 2 were unemployed. Out of the total graduates, 53.84 % were neither employed nor went for further study.

2.2.3.2 Employment sector

The graduates of BA 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	2		2	
	Insurance	1			1
Public					
Government service	Police	1	1		
	Other				
Total		4	1	2	1

The data presented above reveals that out of total 4 employed graduates traced in the study, 2 were involved in teaching sector in private schools, and 1 was engaged in insurance company. One graduate was employed in the government service, i.e. Nepal police.

2.2.3 Master level: M Ed and MBS

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	7	5	2	-	-
Unemployed		1	-	1	-	-	1
Further study		-	-	-	-	-	-

The data reveals the fact that out of 8 graduates of M Ed traced in the study, 7 (87.5 %) were employed, of which 5 were males, and 2 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	7	3	2	2
	Other	-	-	-	-
Ngo		1	-	-	1
Total		8	3	2	3

The presented in the above table shows that 7 (87.5 %) out of 8 were involved in teaching sector, and one was involved in NGO working in education sector. This shows that all of them were employed in the related field of their education. The graduates of M Ed were employed from assistant level (37.5%), senior assistant level (25%) and officer level (37.5%).

2.2.3.3 Employment condition by gender, ethnicity and caste compared

with the condition of further study: Issues of MBS

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	1	-	1	-	-
Unemployed		-	-	1	-	-	-
Further study		-	-	-	-	-	-

The data reveals the fact that only one graduate of MBS, a female, was traced in the study who was employed in the field of teaching at the officer level.

2.2.3.4 Employment sector

Type of organization / Sector		Number of employees	Level of employment		
			Assistant	Senior Assistant	Officer
Government service	Teaching	1	-	-	1
	Other	-	-	-	-
Total		1	-	-	1

The data presented in the above table shows that only female graduate traced in the study was employed in teaching field at officer level.

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)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Relevance of program to professional requirements	38	1 (2.63%)	4 (10.53%)	13 (34.21%)	18 (47.37%)	2 (5.26%)
2	Quality of education delivered	38	-	-	12 (31.58%)	22 (57.89%)	4 (10.53%)

Out of 38 graduates of B Ed included in the study, regarding the relevance of the program to their professional requirements, 18 (47.37%) were much satisfied, 2 (5.26%) were highly satisfied while nearly 34.21 % graduates were satisfied at average level only. The program seems to be relevant to the professional requirements of the graduates as 86.84% graduates are found to be satisfied at average or beyond average level. Similarly, nearly 13 % graduates felt that the B. Ed. program was less relevant to their professional requirements, while 34.21 % graduates were just satisfied at average level. Regarding the quality of education delivered, the data reveals that 31.58 % students of B. Ed. were satisfied at average, 57.89 % students were much satisfied with the quality of education delivered by the campus, while 10.53 % 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.

S N	Particular	Total Graduates	Less (1)	Little(2)	Average(3)	Much(4)	Very much(5)
1	Relevance of program to professional requirements	17	-	3 (17.65%)	8 (47.06%)	5 (29.41%)	1 (5.88%)
2	Quality of education delivered	17	-	2 (11.76%)	4 (23.53%)	10 (58.82%)	1 (5.88%)

Out of 17 graduates of BBS included in the study, regarding the relevance of the program to their professional requirements, 5 (29.41 %) were found much satisfied, 1 (5.88 %) were highly satisfied while 47.06 % graduates were satisfied at average level only. Significant number of graduates (17.65 %) were found satisfied below average level. More than 82 % graduates are found to be satisfied at average or beyond average level. Regarding the quality of education delivered, the data reveals that 23.53 % students of BBS were satisfied at average level, 58.82 % students were much satisfied with the quality of education delivered by the campus, while 5.88 % students were highly satisfied, 11.76 % graduates were satisfied below average level. This shows that the quality of education in BBS stream is just 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	13	-	1 (7.69%)	-	10 (76.92%)	2 (15.38%)
2	Quality of education delivered	13	-	-	3(23.08 %)	8 (61.54%)	2 (15.38%)

Out of 13 graduates of BA included in the study, regarding the relevance of the program to their professional requirements, 10 (76.92 %) graduates were found much satisfied, 2 (15.38 %) graduates were highly satisfied while 7.69 % graduates were satisfied at below average level. More than 92 % graduates are found to be satisfied beyond average level. Regarding the quality of education delivered,

the data reveals that nearly 23 % students of BA were satisfied at average level, 61.54 % students were much satisfied with the quality of education delivered by the campus, while 15.38 % 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	8	-	-	-	5 (62.5%)	3 (37.5%)
2	Quality of education delivered	8	-	-	2 (25%)	5 (62.5%)	1 (12.5%)

Out of 8 graduates of M Ed included in the study, regarding the relevance of the program to their professional requirements, 5 (62.5 %) graduates were found much satisfied, 3 (37.5 %) graduates were highly satisfied. Hundred percent graduates are found to be satisfied beyond average level. Regarding the quality of education delivered, the data reveals that nearly 25 % students of M Ed were satisfied at average level, 62.5 % students were much satisfied, while 12.5 % students were highly satisfied with the quality of education delivered by the campus. This shows that the quality of education in M Ed stream is satisfactory.

2.3.5 Issues of MBS

Quality of higher education and relevance of the program to the professional requirements were of graduates of MBS 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	1	-	-	1	-	-
2	Quality of education delivered	1	-	-	-	1	-

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.

S N	Particular	Total Graduates	Less (1)	Little(2)	Average (3)	Much (4)	Very much (5)
1	Problem solving ability	38	-	1 (2.63%)	21 (55.26%)	13 (34.21%)	3 (7.89%)
2	Extra-curricular activities	38	-	1 (2.63%)	11 (28.95%)	21 (55.26%)	5 (13.16%)
3	Work placement/ internship	38	-	1 (2.63%)	16 (42.11%)	18 (47.37%)	3 (7.89%)

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, 55.26 % graduates were satisfied at average level, 28.89 % graduates were satisfied beyond average level. Graduates of B Ed are more satisfied about extra-curricular activities as 68.42 % graduates are satisfied beyond average level, and 31.58 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 44.74 % graduates are satisfied at average and below it, while 55.26 % 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.

S N	Particular	Total Graduat es	Less (1)	Little(2)	Average(3)	Much(4)	Ver y muc h(5)
1	Problem solving ability	17	2 (11.76%)	1 (5.88%)	5 (29.41%)	8 (47.06%)	-
2	Extra-curricular activities	17	-	2 (11.76%)	5 (29.41%)	10 (58.82%)	-
3	Work placement/ internship	17	1 (5.88%)	1 (5.88%)	5 (29.41%)	10 (58.82%)	-

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, 29.41 % graduates were satisfied at average level, 47.06 % graduates were satisfied beyond average level, and 17.64% graduates were found to have been satisfied below average level. Graduates of BBS are more satisfied about extra-curricular activities as 58.82 % graduates are satisfied beyond average level, and 41.17 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 41.17 % graduates are satisfied at average and below it, while 58.82 % 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	13	-	-	7 (53.85%)	6 (46.15%)	-
2	Extra-curricular activities	13	-	-	-	10 (76.92%)	3 (23.08%)
3	Work placement/ internship	13	-	1 (7.69%)	6 (46.15%)	3 (23.08%)	3 (23.08%)

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, 53.85 % graduates were satisfied at average level, 46.15 % 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, 53.84 % graduates are satisfied at average and below it, while 46.16 % graduates are satisfied above average level.

2.4.4 Issues of M ED and MBS

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.

S N	Particular	Total Graduates	Less (1)	Little(2)	Average (3)	Much (4)	Very much (5)
1	Problem solving ability	8	-	-	1(12.5%)	6 (75%)	1(12.5%)
2	Extra-curricular activities	8	-	-	5 (62.5%)	2 (25%)	1(12.5%)
3	Work placement/ internship	8	-	-	3 (37.5%)	5(62.5%)	-

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, 12.5 % graduates were satisfied at average level, 87.5 % graduates were satisfied beyond average level. Graduates of M Ed are comparatively less satisfied about extra-curricular activities as 62.5% graduates are satisfied at average level. So far the question of work placement and internship is concerned, 37.5 % graduates are satisfied at average, while 62.5 % 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	38	-	1 (2.63%)	10 (26.32%)	17 (44.74%)	10 (26.32%)
2	Quality of education delivery	38	-	-	12 (31.58%)	22 (57.89%)	4 (10.53%)
3	Teacher student relationship	38	-	-	3 (7.89%)	22 (57.89%)	13 (34.21%)

The data presented in the table indicates that 2.63 % students are less satisfied with the teaching learning environment, 26.32 % students are satisfied at average level, 44.74 % students are much satisfied and 26.32 % 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, 31.58 % students are satisfied average level, 57.89 % graduates are found mush satisfied and 10.53 % are highly satisfied. Teacher student relationship in the B Ed program is found very good as 7.89 % graduates are satisfied at average level and 92.1 % 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	17	1 (5.88%)	1 (5.88%)	2 (11.76%)	12 (70.59%)	1 (5.88%)
2	Quality of education delivery	17	-	2 (11.76%)	4 (23.53%)	10 (58.82%)	1 (5.88%)
3	Teacher student relationship	17	-	1 (5.88%)	2 (11.76%)	11 (64.70%)	3 (17.64%)

The data presented in the table indicates that 11.76 % students are less satisfied with the teaching learning environment, 11.76 % students are satisfied at average level, 70.59 % students are much satisfied and 5.88 % students are highly satisfied. As such 76.47 % graduates are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 11.76 % graduates are lowly satisfied, 23.53 % students are satisfied at average level, 58.82 % graduates are found mush satisfied and 5.88 % are highly satisfied. Teacher student relationship in the BBS program is found very good as 11.76 % graduates are satisfied at average level and 82.34 % 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.

S N	Particular	Total Graduat es	Le ss (1)	Little (2)	Averag e(3)	Much(4)	Very much(5)
1	Teaching learning environment	13	-	1 (7.69%)	2 (15.38%)	9 (69.23%)	1 (7.69%)
2	Quality of education delivery	13	-	-	3 (23.08%)	8 (61.54%)	2 (15.38%)
3	Teacher student relationship	13	-	-	1 (7.69%)	8 (61.54%)	3 (23.08%)

The data presented in the table indicates that 7.69 % students are less satisfied with the teaching learning environment, 15.38 % students are satisfied at average level, 69.23 % students are much satisfied and 7.69 % students are highly satisfied. As such 76.92 % BA graduates are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 11.76 % graduates are lowly satisfied, 23.08 % students are satisfied at average level, 61.50 % graduates are found much satisfied and 15.38 % are highly satisfied. Teacher student relationship in the BA program is found very good as 7.69 % graduates are satisfied at average level and 84.62 % graduates are satisfied beyond 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.

S N	Particular	Total Graduate s	Less (1)	Little (2)	Avera ge (3)	Much (4)	Very much (5)
1	Teaching learning environment	8	-	-	2 (25%)	4 (50%)	2 (25%)
2	Quality of education delivery	8	-	-	2 (25%)	5 (62.5%)	1 (12.5%)
3	Teacher student relationship	8	-	-	1 (12.5%)	3 (37.5%)	4 (50%)

The data presented in the table indicates that 25 % graduates are satisfied with the teaching learning environment at average level, 50 % graduates are much satisfied and 25 % students are highly 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, 25 % students are satisfied at average level, 62.50 % graduates are found much satisfied and 12.5 % are highly satisfied. Teacher student relationship in the M Ed program is found very good as 12.5 % graduates are satisfied at average level and 87.5 % graduates are satisfied beyond average level.

2.5.5 Issues of MBS

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

S N	Particular	Total Graduates	Less (1)	Little (2)	Average (3)	Much (4)	Very much (5)
1	Teaching learning environment	1	-	-	-	-	1
2	Quality of education delivery	1	-	-	-	1	-
3	Teacher student relationship	1	-	-	-	-	1

The table indicates that teaching learning environment, quality of education delivery and teacher student relationship in the eyes of the MBS graduate is well satisfactory.

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	38	-	2 (5.26%)	8 (21.05%)	24 (63.16%)	4 (10.53%)
2	Laboratory(Computer, Health)	38	-	7 (18.42%)	12 (31.58%)	18 (47.37%)	1 (2.63%)
3	Sports facilities	38	-	-	11 (28.95%)	26 (68.42%)	1 (2.63%)
4	Canteen/ Urinals	38	-	1 (2.63%)	14 (36.42%)	22 (57.89%)	1 (2.63%)

Regarding library facility, the graduates of B Ed are found well satisfied as 73.69 % graduates have expressed satisfaction above average level while 5.26 % graduates have shown low level satisfaction. Graduates are found less satisfied with the laboratory facilities as 18.42 % graduates are less satisfied, 31.58 % graduates are satisfied at average level and nearly 50 % graduates have shown satisfaction above average level. Graduates are found to have been well satisfied about the sports facilities more than 70 % graduates are satisfied above average level and nearly 30 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 36.42 % graduates of B Ed are just satisfied at average level, 60.52 % are satisfied above average level.

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	17	1 (5.88%)	-	7 (41.18%)	9 (52.94%)	-
2	Laboratory (Computer, Health)	17	-	4 (23.53%)	8 (47.06%)	5 (29.41%)	-
3	Sports facilities	17	-	-	9 (52.94%)	8 (47.06%)	-
4	Canteen/ Urinals	17	-	-	8 (47.06%)	9 (52.94%)	-

Regarding library facility, the graduates of BBS are found just satisfied as 52.94 % graduates have expressed satisfaction above average level while 5.88 % graduates have shown low level satisfaction and

yet 41.18 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 23.53 % graduates are less satisfied, 47.06 % graduates are satisfied at average level and 29.41 % graduates have shown satisfaction above average level. Graduates are found to have been just satisfied about the sports facilities as 47.06 % graduates are satisfied above average level and nearly 52.94 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 74.06 % graduates of BBS are just satisfied at average level, 52.94 % are satisfied above 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	13	-	-	4 (30.77%)	7 (53.85%)	2 (15.38%)
2	Laboratory (Computer, Health)	13	3 (23.08%)	5 (38.46%)	2 (15.38%)	2 (15.38%)	1 (7.69%)
3	Sports facilities	13	-	1 (7.69%)	2 (15.38%)	10 (76.92%)	-
4	Canteen/ Urinals	13	-	1 (7.69%)	3 (23.08%)	7 (53.85%)	2 (15.38%)

Regarding library facility, the graduates of BA are found well satisfied as 69.23 % graduates have expressed satisfaction above average level while 30.77 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 61.54 % graduates are less satisfied, 15.38 % graduates are satisfied at average level and 23.08 % graduates have shown satisfaction above average level. Graduates are found to have been well satisfied about the sports facilities as 76.92 % graduates are satisfied above average level and nearly 15.38 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 23.08 % graduates of BA are just satisfied at average level, 79.23 % 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	8	--	-	2 (25%)	5 (62.5%)	1 (12.5%)
2	Laboratory (Computer, Health)	8	-	-	4 (50%)	3 (37.5%)	1 (12.5%)
3	Sports facilities	8	-	-	4 (50%)	4 (50%)	-
4	Canteen/ Urinals	8	-	-	3 (37.5%)	5 (62.5%)	-

Regarding library facility, the graduates of M Ed are found well satisfied as 75 % graduates have expressed satisfaction above average level while 25 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 50 % 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 50 % graduates are satisfied above average level and 50 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 37.5 % graduates of M Ed are satisfied at average level, 62.5 % are satisfied above average level.

2.6.4 Issues of MBS

The quality of library facility, lab facility, sports facility and canteen/urinal facility as judged by the graduates of MBS 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	1	-	-	-	-	1
2	Laboratory (Computer, Health)	1	-	-	-	-	1
3	Sports facilities	1	-	-	-	1	-
4	Canteen/ Urinals	1	-	-	-	1	-

The graduate of MBS is found highly satisfied about the library facility, lab, sports facilities and the condition of canteen and urinals.

3 Major findings

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

- 1 Out of 77 graduates traced in the study, 55.84 per cent graduates were females and 10.38 per cent graduates were educationally disadvantaged janajatis (EDJ). On the whole, 51.95 per cent graduates were employed when they were traced out. Out of the total employed graduates 42.5 per cent were females and 10 per cent were educationally disadvantaged janajatis (EDJ).
- 2 Out of 38 graduates of B. Ed. traced in this study, more than 55 per cent graduates were females and 18.42 per cent were EDJ students. More than 52.63 per cent graduates were employed when they were traced out, of which 50 per cent were females and 15 per cent were EDJ students.
- 3 Out of 17 graduates of BBS traced in this study, more than 70 per cent graduates were females and 11.76 per cent were EDJ students. More than 47 per cent graduates of BBS were employed when they were traced out, of which 37.5 per cent were females and 12.5 per cent were EDJ students.
- 4 Out of 13 graduates of BA traced in this study, more than 46.15 per cent graduates were females. More than 30 per cent graduates of BA were employed when they were traced out, of which 25 per cent were females.
- 5 Out of 8 graduates of M Ed traced in this study, more than 37 per cent graduates were females. More than 87 per cent graduates of M Ed were employed when they were traced out, of which 28.57 per cent were females. In MBS only female graduate was traced out who was employed in teaching sector.
- 6 Regarding further study, 47.37 per cent B Ed graduates are found to have opted for further study, of which 66.66 per cent made Siddhartha Campus a destination of their further study. Out of 17 BBS graduates only nearly 58.82 per cent continued their study. While 10 BBS graduates opted for further study, 60 per cent graduates continued their study at Siddhartha Campus. Out of 13 BA graduates traced in the study, 30.77 per cent graduates were employed. Out of 9 unemployed graduates, 4 (44.45%) were females, 2 (22.22%) were janajatis. Out of 13 graduates, only 3 (23.07 %) opted for further study, of which 2 were unemployed. Out of the total graduates, 61.54 % were neither employed nor went for further study.
- 7 Out of total 20 employed graduates of B Ed traced in the study, 95 per cent were involved in teaching sector, of which 70 per cent were involved in private schools and 25 per cent were engaged in government schools. Out of total 8 employed graduates of BBS traced in the study, 3 (37.5%) were involved in teaching sector, whereas 4 (50%) were employed in banking sector. No graduate was employed in the government service. Out of total 4 employed graduates of BA traced in the study, 2 were involved in teaching sector in private schools, and 1 was engaged in insurance company. One graduate was employed in the government service, i.e. Nepal police. Regarding M Ed program, 7 (87.5 %) out of 8 were involved in teaching sector, and one was involved in NGO working in education sector. This shows that all of them were employed in the related field of their education.
- 8 Out of 38 graduates of B Ed included in the study, regarding the relevance of the program to their professional requirements, 18 (47.37%) were much satisfied, 2 (5.26%) were highly satisfied while nearly 34.21 % graduates were satisfied at average level only. The program seems to be relevant to the professional requirements of the graduates as 86.84% graduates are found to be

satisfied at average or beyond average level. Similarly, nearly 13 % graduates felt that the B. Ed. program was less relevant to their professional requirements, while 34.21 % graduates were just satisfied at average level. Regarding the quality of education delivered, the data reveals that 31.58 % students of B. Ed. were satisfied at average, 57.89 % students were much satisfied with the quality of education delivered by the campus, while 10.53 % students were highly satisfied. This shows that the quality of education in B Ed stream is satisfactory.

- 9 Out of 17 graduates of BBS included in the study, regarding the relevance of the program to their professional requirements, 5 (29.41 %) were found much satisfied, 1 (5.88 %) were highly satisfied while 47.06 % graduates were satisfied at average level only. Significant number of graduates (17.65 %) were found satisfied below average level. More than 82 % graduates are found to be satisfied at average or beyond average level. Regarding the quality of education delivered, the data reveals that 23.53 % students of BBS were satisfied at average level, 58.82 % students were much satisfied with the quality of education delivered by the campus, while 5.88 % students were highly satisfied, 11.76 % graduates were satisfied below average level. This shows that the quality of education in BBS stream is just satisfactory.
- 10 Out of 13 graduates of BA included in the study, regarding the relevance of the program to their professional requirements, 10 (76.92 %) graduates were found much satisfied, 2 (15.38 %) graduates were highly satisfied while 7.69 % graduates were satisfied at below average level. More than 92 % graduates are found to be satisfied beyond average level. Regarding the quality of education delivered, the data reveals that nearly 23 % students of BA were satisfied at average level, 61.54 % students were much satisfied with the quality of education delivered by the campus, while 15.38 % 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.
- 11 Out of 8 graduates of M Ed included in the study, regarding the relevance of the program to their professional requirements, 5 (62.5 %) graduates were found much satisfied, 3 (37.5 %) graduates were highly satisfied. Hundred percent graduates are found to be satisfied beyond average level. Regarding the quality of education delivered, the data reveals that nearly 25 % students of M Ed were satisfied at average level, 62.5 % students were much satisfied, while 12.5 % students were highly satisfied with the quality of education delivered by the campus. This shows that the quality of education in M Ed stream is satisfactory.
- 12 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, 55.26 % graduates were satisfied at average level, 28.89 % graduates were satisfied beyond average level. Graduates of B Ed are more satisfied about extra-curricular activities as 68.42 % graduates are satisfied beyond average level, and 31.58 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 44.74 % graduates are satisfied at average and below it, while 55.26 % graduates are satisfied above average level.
- 13 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, 53.85 % graduates were satisfied at average level, 46.15 % 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, 53.84 % graduates are satisfied at average and below it, while 46.16 % 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, 29.41 % graduates were satisfied at average level, 47.06 % graduates were satisfied beyond average level, and 17.64% graduates were found to have been satisfied below average level. Graduates of BBS are more satisfied about extra-curricular activities as 58.82 % graduates are satisfied beyond average level, and 41.17 % graduates are satisfied at average and below average level. So far the question of work placement and internship is concerned, 41.17 % graduates are satisfied at average and below it, while 58.82 % graduates are satisfied above average level.
- 15 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, 12.5 % graduates were satisfied at average level, 87.5 % graduates were satisfied beyond average level. Graduates of M Ed are comparatively less satisfied about extra-curricular activities as 62.5% graduates are satisfied at average level. So far the question of work placement and internship is concerned, 37.5 % graduates are satisfied at average, while 62.5 % graduates are satisfied above average level.
- 16 Regarding teaching learning environment, 26.32 % students are satisfied at average level, 44.74 % students are much satisfied and 26.32 % graduates of B Ed 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, 31.58 % students are satisfied average level, 57.89 % graduates are found much satisfied and 10.53 % are highly satisfied. Teacher student relationship in the B Ed program is found very good as 7.89 % graduates are satisfied at average level and 92.1 % graduates are satisfied beyond average level.
- 17 It is found that 11.76 % graduates of BBS are less satisfied with the teaching learning environment, 11.76 % students are satisfied at average level, 70.59 % students are much satisfied and 5.88 % students are highly satisfied. As such 76.47 % graduates are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 11.76 % graduates are lowly satisfied, 23.53 % students are satisfied at average level, 58.82 % graduates are found much satisfied and 5.88 % are highly satisfied. Teacher student relationship in the BBS program is found very good as 11.76 % graduates are satisfied at average level and 82.34 % graduates are satisfied beyond average level.
- 18 It is found that 7.69 % students are less satisfied with the teaching learning environment, 15.38 % students are satisfied at average level, 69.23 % students are much satisfied and 7.69 % students are highly satisfied. As such 76.92 % BA graduates are found to have been well satisfied with the teaching learning environment of the campus. Regarding the quality of education delivery, 11.76 % graduates are lowly satisfied, 23.08 % students are satisfied at average level, 61.50 % graduates are found much satisfied and 15.38 % are highly satisfied. Teacher student relationship in the BA program is found very good as 7.69 % graduates are satisfied at average level and 84.62 % graduates are satisfied beyond average level.
- 19 It is revealed that 25 % M Ed graduates are satisfied with the teaching learning environment at average level, 50 % graduates are much satisfied and 25 % students are highly 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, 25 % students are satisfied at average level, 62.50 % graduates are found mush satisfied and 12.5 % are highly satisfied. Teacher student relationship in the M Ed program is found very good as 12.5 % graduates are satisfied at average level and 87.5 % graduates are satisfied beyond average level

- 20 It is found that 67.71 per cent graduates on the whole are satisfied above average level about the library facilities, 32.97 per cent graduates are satisfied above level about the laboratory facilities, and 63.8 per cent graduates are satisfied above average level about the qualities of canteen and urinals.
- 21 Regarding library facility, 67.71 per cent graduates on the whole are satisfied above level. The graduates of B Ed are found well satisfied as 73.69 % graduates have expressed satisfaction above average level while 5.26 % graduates have shown low level satisfaction. Graduates are found less satisfied with the laboratory facilities as 18.42 % graduates are less satisfied, 31.58 % graduates are satisfied at average level and nearly 50 % graduates have shown satisfaction above average level. Graduates are found to have been well satisfied about the sports facilities more than 70 % graduates are satisfied above average level and nearly 30 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 36.42 % graduates of B Ed are just satisfied at average level, 60.52 % are satisfied above average level.
- 22 Regarding library facility, the graduates of BBS are found just satisfied as 52.94 % graduates have expressed satisfaction above average level while 5.88 % graduates have shown low level satisfaction and yet 41.18 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 23.53 % graduates are less satisfied, 47.06 % graduates are satisfied at average level and 29.41 % graduates have shown satisfaction above average level. Graduates are found to have been just satisfied about the sports facilities as 47.06 % graduates are satisfied above average level and nearly 52.94 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 74.06 % graduates of BBS are just satisfied at average level, 52.94 % are satisfied above average level.
- 23 Regarding library facility, the graduates of BA are found well satisfied as 69.23 % graduates have expressed satisfaction above average level while 30.77 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 61.54 % graduates are less satisfied, 15.38 % graduates are satisfied at average level and 23.08 % graduates have shown satisfaction above average level. Graduates are found to have been well satisfied about the sports facilities as 76.92 % graduates are satisfied above average level and nearly 15.38 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 23.08 % graduates of BA are just satisfied at average level, 79.23 % are satisfied above average level.
- 24 Regarding library facility, the graduates of M Ed are found well satisfied as 75 % graduates have expressed satisfaction above average level while 25 % graduates showing average level satisfaction. Graduates are found less satisfied with the laboratory facilities as 50 % 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 50 % graduates are satisfied above average level and 50 % graduates are satisfied at average level. Regarding the qualities of canteen and urinals, 37.5 % graduates of M Ed are satisfied at average level, 62.5 % 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 2074 (Graduate batch 2073) reveals the fact that the number of female graduates (54.55 %) is more than the number of male graduates (45.45 %), while the number of EDJ and Janajati being 11.69 % and 6.49 percent in total. The employment rate of the total graduates included is found to have been 53.25 % in total, of which 22.08 per cent were females. B Ed and BBS graduates who have joined their master level for further study have chosen Siddhartha Campus by 64.29 per cent while 35.71 per cent have chosen other colleges. 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.