

# **TRACER STUDY REPORT**

**SIDDHARTHA GAUTAM BUDDHA CAMPUS**  
**Graduates Batch (2017 A.D.)**

**Submitted to:**  
**University Grants Commission**  
**Sanothimi, Bhaktapur (Nepal)**

**Submitted by:**  
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## **ACKNOWLEDGEMENT**

Siddhartha Gautam Buddha Campus (SGBC) was established on 24th Ashwin 2048 on the principle of “cost recovery and quality education”. The campus was founded by educationists and noted social personalities of local community with the aim of providing quality education to the children of marginalized, disadvantaged and educationally under privileged class of the society.

As a QAA accredited institution, the campus has tailored this tracer study report for graduates’ batch of 2017 AD to obtain a better understanding of the personal details, employment status and graduates’ persuasion for further study. It also considered feedback of graduates about strengths and weaknesses about the relevancy of the programs offered by campus, extracurricular activities, teaching learning environment, quality of education delivered, teacher student relationship, library/lab facilities, sports facilities, canteen/urinal facilities etc.

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EMIS Committee  
Siddhartha Gautam Buddha Campus

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## LIST OF ABBREVIATION

AD	Anno Domini
BBS	Bachelors of Business Studies
B.Ed	Bachelors in Education
BS	Bikram Sambat
CMC	Campus Management Committee
ECA	Extra Curricular activities
EDJ	Educationally Disadvantaged and Janajati
EMIS	Education Management Information System
HERP	Higher Education Reform Project
HRD	Human Resource Development
IQAC	Internal Quality Assurance Committee
LOI	Letter of Intent
MBS	Masters of Business Studies
M.Ed	Masters in Education
MOU	Memorandum of Understanding
NEB	National Examination Board
QAA	Quality Assurance Accreditation
RMC	Research Management Cell
SGBC	Siddhartha Gautam Buddha Campus
SSR	Self Study Report
TU	Tribhuvan University
UGC	University Grant Commission



## EXECUTIVE SUMMARY

Siddhartha Gautam Buddha Campus (SGBC) was established on 24th Ashwin 2048 on the principle of “cost recovery and quality education”. The campus was founded by educationists and noted social personalities of local community with the aim of providing quality education to the children of marginalized, disadvantaged and educationally under privileged class of the society. In this context, as a QAA accredited institution, the campus has tailored this tracer study report for graduates’ batch of 2017 AD to obtain a better understanding of the personal details, employment status and graduates’ persuasion for further study. It also considered feedback of graduates about strengths and weaknesses about the relevancy of the programs offered by campus, extracurricular activities, teaching learning environment, quality of education delivered, teacher student relationship, library/lab facilities, sports facilities, canteen/urinal facilities etc.

This tracer study is first attempt of SGBC and will continue in the coming years. Campus Management Committee assigned the task to conduct the tracer study of SGBC graduates through EMIS Committee which was formed on 1 Phalgun 2075. The campus has taken the graduates of 2017 for this tracer study purpose from the faculty of management (BBS & MBS) and education (B.Ed & M.Ed). Total number of graduates in 2017 was 156, out of which 76 were from BBS, 47 from B.Ed, 21 from MBS and 14 from M.Ed. This study concern only 116 graduates, which includes 61 from BBS, 32 from B.Ed, 16 from MBS and 9 from M.Ed. To conduct the study, both qualitative and quantitative data are collected through the questionnaire outlined by the UGC. The graduates are mainly requested by EMIS Committee to fill the questionnaires through direct visit, telephone contact, social network and e-mail. In addition, graduates were frequently visited by the members of EMIS Committee to collect questionnaire. After the collection of information through questionnaire, data are entered into SPSS processor for further necessary analysis.

The report has been divided into five units. The first unit is introductory, which includes general background/rational, objectives of the study, institutional arrangement, graduates batch taken for study, data collection

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instruments/ approach and scopes/limitation of the study. The second unit is data presentation and analysis, which includes the presentation and analysis of the personal details of graduates, employment status of graduates, feedback of graduates about the strengths and weaknesses on various aspects of campus and graduates' persuasion for further study. The third unit is major findings of the study that describes the various results as per analysis of the study. Similarly, the fourth unit states about the implication of study to institutional reform. And unit five is the last unit that draws the conclusion and recommendation.

As compare to male, the female graduates are found to be higher. Similarly the graduates rate of Dalit group was traced the lowest in all academic programs. Rupandehi district seems to have the highest concentration of graduates followed by other districts of catchment area. All of the graduates have access on email ID and connected to social networks through facebook account. More than 50 percent of the traced graduates are found to be unemployed. The employment rate of male and female graduates is found to be equal. The employed graduates are engaged in private sector, public sector, government services, other sector and some of them are self employed. More than 90 percent of the employed graduates are found working as full time employees in all sectors. Almost three quarter of the employed graduates are found working as assistant level employee. Almost 90 percent respondents were satisfied and rated good, very good and excellent for overall activities of campus. Nearly 40 percent traced graduates are found pursuing higher studies. Many of them are enrolled in same university but in different campus.

Based on the tracer study, the following recommendations are suggested to concern stakeholders.

- Necessary reforms should be initiated to attract more students in programs currently offered by campus.
- The campus should lunch the innovative and entrepreneurship oriented academic programs demanded by market.
- The campus should manage remedial classes and regular counseling to students to increase the graduate rate in all programs.

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- The campus should provide various incentives to increase the enrollment and graduate rate of Dalit and other marginalized students.
- The campus should attract more students from adjacent area of Rupandehi district by providing vocational and professional training along with their academic courses.
- Students should be encouraged to use the information technology and social media for their betterment on their professional career.
- The campus should build up a strong relationship with potential employer to facilitate the graduates for their job placement/internship.
- All the facilities related to library, lab, sports, canteen, urinal should be upgraded as per the changing needs of students.
- The campus should enhance the problem solving ability of students, extracurricular activities, teaching learning environment, quality of education delivered, research activities etc. for the betterment of students as well as campus.
- The campus should formulate the proper strategic plans to retain its graduates in its own higher level programs.
- The campus should improve its EMIS system and make its data management system more scientific and practical.

## **UNIT ONE**

### **INTRODUCTION**

#### **1.1 Background/Rationale of the Study**

Siddhartha Gautam Buddha Campus is one of the promising community based campuses of the nation. Though established with the aim of providing quality education to the children of marginalized, disadvantaged and educationally under privileged class of the society, it has now started to cater the needs of the diverse classes of the society. Located at the heart of Butwal Sub Metropolitan City, it has been serving the needs of the students from Rupandehi and districts like Palpa, Gulmi, Arghakhanchi, Kapilbastu, Nawalparasi, Dang, Rolpa, Pyuthan, Syangja, Baglung, Parbat etc. Started with 16 faculty members, 3 supportive staffs and 156 students, it has now 1460 students, 51 teaching staffs and 14 non-teaching staffs. It has been running its classes of BBS, B Ed, MBS and M Ed in the buildings of its own located at Butwal Metropolitan City-5, Rupandehi and is planning to run additional academic programmes like BBM, BBA, BIM, B.Ed. (Mathematics and ICT), BA (BSW and Journalism) and M.Ed. (English, Nepali, Population and EPM).

Siddhartha Gautam Buddha Campus (SGBC) was established on 24th Ashwin 2048 on the principle of “cost recovery and quality education”. The campus was founded by permanent lecturers of Butwal Multiple Campus, educationists and noted social personalities of local community with the aim of providing quality education to the children of marginalized, disadvantaged and educationally under privileged class of the society. Initiated at the premises of Shree Kanti Boarding School with TU affiliated PCL (Humanities). With the effort of Campus Management Committee, the ministry level cabinet decision granted permission to the campus to run its classes at its present location in Butwal-5, Rupandehi. Then the campus started to construct its own building with the financial support of the Butwal Chamber of Commerce, Butwal

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Municipality, District Development Committee of Rupandehi and other social donors.

With the overwhelming demand of the society, SGBC upgraded faculties up to Bachelor's Degree (Education and Management) and Master Degree (Education and Management) in 2062 BS and 2067 BS respectively. The campus received letter of intent (LOI) to submit the self study report (SSR) on 11 Magh 2071 BS to get involved in Higher Education Reform Project (HERP) of UGC. SGBC signed MOU with UGC on 20th Magh 2072 BS. After the Letter of Intent (LOI) had been received, different committees were formed to prepare SSR report and the report was duly submitted QAA division of UGC on 21 Bhadra 2074 BS. A pre- visit team led by Prof. Dr. Panna Thapa visited the campus on 21-23 Chaitra 2074 BS. After the campus had rectified the shortcomings recommended by the team, the Peer Review Team led by Prof. Dr. Basudev Kafle visited the campus on 26-30 Ashadh 2075 BS and pointed out some gaps and recommended for further improvement. Finally, a two member follow up team led by Prof. Dr. Basudev Kafle visited the campus on 8-9 Poush 2075 BS and submitted a report to QAAC of UGC. As recommended by the QAAC of UGC, the UGC Board decided to certify the campus for Quality Assurance Accreditation in 16 Poush 2075. According to the guidelines set by QAA, the campus is going to conduct its activities.

Now Government of Nepal has adopted the diversity in education through the concept of multi-university thus growing number of institutions delivering the higher education in different streams and producing large number of graduates. However, limited studies have been conducted to explore the graduate's position after completion of the study. In this context, as a QAA accredited institution, the campus has tailored this tracer study report for graduates' batch of 2017 AD to obtain a better understanding of the personal details, employment status and graduates' persuasion for further study. It also considered feedback of graduates about strengths and weaknesses about

the relevancy of the programs offered by campus, extracurricular activities, teaching learning environment, quality of education delivered, teacher student relationship, library/lab facilities, sports facilities, canteen/urinal facilities etc.

## **1.2 Objectives of the study**

The overall objectives of this study are to obtain a better understanding of the employment status of the graduates as well as to identify the issues related to employment experiences, expectations and aspiration of graduates. One of its aims is also to find out the issues related to the quality and the relevance of higher education. The study has also aimed at using the study report for the formulation and amendments of its strategic plan as per the needs and expectation of market and the graduates. Thus, the study will look at the following areas:

- To analyze the personal details of graduates of SGBC graduated in 2017.
- To identify the employment status of graduates of SGBC i.e. whether graduates are employed, self-employed or still looking for a job or enrolled for further studies.
- To reveal the major strengths and weaknesses of the programs and overall teaching learning environment of SGBC through the feedback provided by graduates in order to plan for future improvement.
- To analyze the continuation of graduates for pursuing the further study.

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

SGBC has been accredited as a QAA certified campus by Board of University Grant Commission of Nepal in 16 Poush 2075, It has been selected as the 17<sup>th</sup> public campus out of the campuses of the nation in nationwide competition under the HERP 2016-2010 by UGC. Among the various activities suggested by UGC, preparation of tracer study report of graduates is one. This tracer study is first attempt of SGBC and will continue in the coming years.

## **Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2017 AD)**

Campus Management Committee assigned the task to conduct the tracer study of SGBC graduates through EMIS Committee which was formed on 1 Phalgun 2075. The committee organized various meetings and conducted the field visits to collect the information of SGBC graduates with the help of teaching faculty, non-teaching staffs, campus administration and SGBC Alumni.

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

The campus has taken the graduates of 2017 for this tracer study purpose from the faculty of management (BBS & MBS) and education (B.Ed & M.Ed). Total number of graduates in 2017 was 156, out of which 76 were from BBS, 47 from B.Ed, 21 from MBS and 14 from M.Ed. This study concern only 116 graduates, which includes 61 from BBS, 32 from B.Ed, 16 from MBS and 9 from M.Ed.

### **1.5 Data collection instruments and approach**

To conduct the study, both qualitative and quantitative data are collected through the questionnaire outlined by the UGC. The graduates are mainly requested by EMIS Committee to fill the questionnaires through direct visit, telephone contact, social network and e-mail. In addition, graduates were frequently visited by the members of EMIS Committee to collect questionnaire. After the collection of information through questionnaire, data are entered into SPSS processor for further necessary analysis.

To analyze the data, the information was categorized into different sections. The first one includes personal details of the graduates responding to the survey. The second section analyzes the employment status of graduates. The third one includes analysis of feedback related to quality and relevancy of higher education. The last section evaluates the dedication of graduates to pursue their future study.

### **1.6 Scope and Limitations of the Study**

This study tries to cover all of the graduates passed out in 2017 AD. However, due to limited time and resources, only 74.36 percent of the population could be covered. The following are the limitation of this study:

- This tracer study has been conducted only on the SGBC graduates of 2017 AD.
- The graduates who changed their contact no. and email ID couldn't be reached and had been left out in this study.
- Some graduates did not respond the questionnaire due to language problem as questions are in English.
- Most of the respondents refused to provide photocopy of appointment letters and identity cards.
- Respondents had the freedom of deciding not to answer partially or the entire questionnaire. Therefore, all the information could not be gathered.



## **UNIT TWO**

### **DATA PRESENTATION AND ANALYSIS**

This section is organized into four major sections. The first section presents personal details of graduates that consist of the analysis of program wise distribution of graduates on the basis of gender & social groups, catchment area and familiarity with social media. The second section presents employment status of graduates that consists of the analysis of employment status, types of employment and employment designation of graduates. Similarly third section presents analysis of graduates' feedback on strengths and weaknesses towards the different aspects of campus. Finally last section presents the graduates' persuasion for further study.

#### **2.1 Personal details of the graduates**

##### **2.1.1 Program & gender wise distribution of graduates**

The total number of the graduates in 2017 in different academic programs of SGBC was 156 among them only 116 responded to this tracer survey through various mediums. This is only 74.36% of the population. Out of 116 respondents, 50 (43.10%) were male and 66 (56.90%) were female. The graduates from B.Ed. were 32 (27.60%), out of which 10 were male and 22 were female. The graduates from BBS were 61 (52.59%), out of which 32 were male and 29 were female. Out of total 9 (7.76%) graduates from M.Ed., out of which 1 was male and 8 were female. The graduates from MBS were 14 (12.07%), out of which 7 were male and 7 were female.

**Table 1: Program & gender wise graduates**

		Gender		Total
		Male	Female	
Program Completed	B.Ed.	10	22	32
	BBS	32	29	61
	M.Ed.	1	8	9
	MBS	7	7	14
Total		50	66	116

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.038 <sup>a</sup>	3	.045
Likelihood Ratio	8.743	3	.033
Linear-by-Linear Association	.338	1	.561
N of Valid Cases	116		

Chi square value = 8.038, P value = 0.045 < 0.05 (significance level)

Therefore, there is significant relationship between completion of the graduate program and gender of graduates.

**2.1.2 Program & social group wise distribution of graduates**

The total number of respondents who graduated from SGBC in different academic programs in 2017 was 116. The graduates from Brahmin Chhetri group were 75 (64.66%), out of which 15 were from B.Ed., 41 from BBS, 8 from M.Ed. and 11 from MBS. The graduates from EDJ group were 37 (31.90%), out of which 17 from B.Ed., 17 from BBS, 1 from M.Ed. and 2 from MBS. The graduates from Dalit group were only 4 (3.45%), out of which 3 from BBS and only one from MBS. Graduates from Dalit were very low due to low

enrollment.

**Table 2: Program & social groups wise graduates**

		Social Groups			Total
		Others	EDJ	Dalit	
Program Completed	B.Ed.	15	17	0	32
	BBS	41	17	3	61
	M.Ed.	8	1	0	9
	MBS	11	2	1	14
Total		75	37	4	116
Chi-Square Tests					
		Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		12.625 <sup>a</sup>	6	.049	
Likelihood Ratio		13.936	6	.030	
Linear-by-Linear Association		3.303	1	.069	
N of Valid Cases		116			

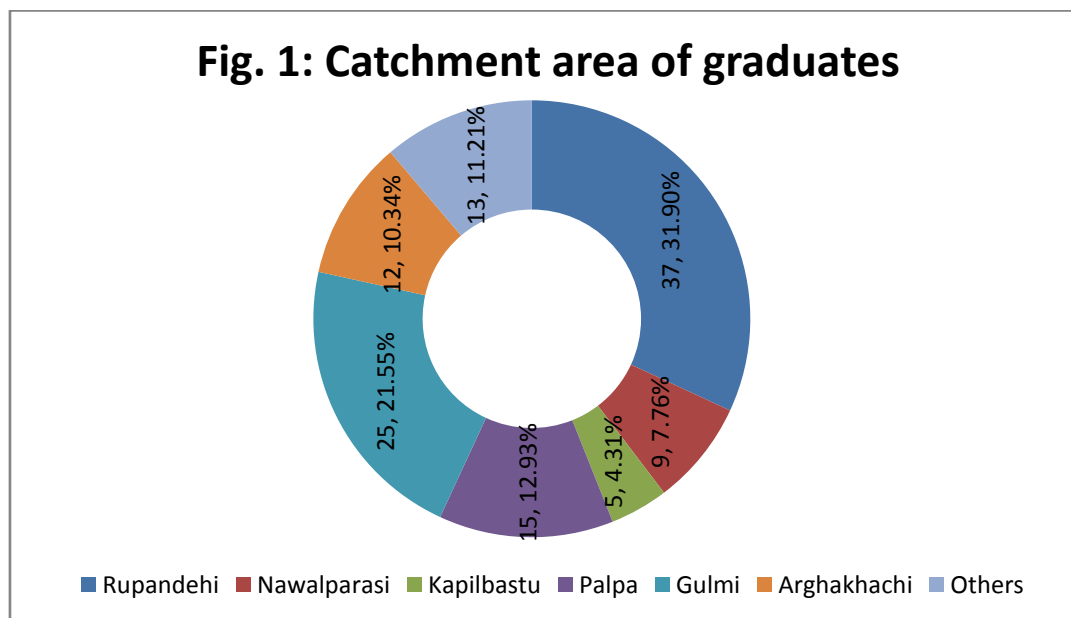
Chi square value = 12.625, P value = 0.049 < 0.05 (significance level)

Therefore, there is significant relationship between completion of the graduate program and social group of graduates.

#### 2.1.4 Catchment area of graduates

SGBC is centrally located in Butwal of Rupandehi district. The campus has been providing the higher education to the students of Rupandehi and adjacent districts of Rupandehi. Total no. of respondents in 2017 were 116, out of whom 37 (31.90%) were from Rupandehi, 25 (21.55%) from Gulmi, 12 (10.34%) from Arghakhanchi, 15 (12.93%) from Palpa, 9 (7.76%) from Nawalparasi, 5 (4.31%) from Kapilbastu and remaining 13 (11.21%) were from other districts of Western part of Nepal. SGBC covered the wide area of western

part of Nepal to provide the higher education in different streams.



### 2.1.5 Familiarity of graduates with email and social media

Regarding the familiarities with social media among the graduates, it was observed that out of total 116 respondents, all of them were using email id and connected with social media specially facebook account. Due to emerging trend of information technology and social network, almost of the respondents have familiar to email and social media.

**Table 3: Familiarity of graduates with social media**

		Email ID		Social Media	
		Yes	No	Facebook	None
Program Completed	B.Ed.	32	00	32	00
	BBS	61	00	61	00
	M.Ed.	9	00	9	00
	MBS	14	00	14	00
	Total	116	00	116	00

## 2.2 Employment status of the graduates

### 2.2.1 Program wise employment status of graduates

According to the response of 116 graduates, only 48 (41.38%) were employed and 68 (58.62%) were unemployed. Out of 48 employed, 39 (81.25%) were involved in different organization and only 9 (18.75%) were self employed. Similarly, out of 32 employed graduates, 7 (14.58%) were from B.Ed, 23 (47.92%) from BBS, 3 (6.25%) from M.Ed and 6 (12.50%) from MBS. Large numbers of unemployed graduates are either pursuing further studies or are still seeking for a regular job.

**Table 4: Program wise employment status**

		Current Employment Status			Total
		Service in Organization	Self Employed	Unemployed	
Program Completed	B.Ed.	7	1	24	32
	BBS	23	3	35	61
	M.Ed.	3	2	4	9
	MBS	6	3	5	14
Total		39	9	68	116

#### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.332 <sup>a</sup>	6	.088
Likelihood Ratio	11.025	6	.055
N of Valid Cases	103		

Chi square value = 12.332, P value = 0.088 > 0.05 (significance level)

Therefore, there is no significant relationship between graduate program and employment status.

### 2.2.2 Gender wise employment status of graduates

Among the 50 male respondents, only 24 (48%) and out of 66 female respondents, only 24 (36.36%) were employed. Out of 24 employed male, 17 (70.83%) were involved in different organizations and only 7 (29.17%) were self employed. Similarly out of 24 female employed graduates, 22 (91.67%) were involved in different organizations and only 2 (8.33%) were self employed.

**Table 5: Gender wise employment status**

	Current Employment Status			Total
	Service in Organization	Self Employed	Unemployed	
Male	17	7	26	50
Female	22	2	42	66
Total	39	9	68	116

#### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.073 <sup>a</sup>	2	.079
Likelihood Ratio	5.171	2	.075
N of Valid Cases	116		

Chi square value = 5.073, P value = 0.079 > 0.05 (significance level)

Therefore, there is no significant relationship between gender and employment status.

### 2.2.3 Sector wise employment status of graduates

Regarding the employed respondents and their respective careers, 13 graduates (27.08%) consisting 3 from B.Ed., 9 from BBS, 1 from M.Ed. and none from MBS were employed in private sector. Similarly as 17 (35.42%)

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consisting 2 from B.Ed., 10 from BBS, 5 from MBS and none from M.Ed. were employed in public services. Likewise as 6 (12.50%) consisting 1 each from BBS and MBS and 2 each from B.Ed. and M.Ed. were employed in government services. Out of total employed respondents, only 9 (18.75%) consisting 1 from B.Ed., 3 each from BBS and MBS and 2 from M.Ed. were self employed. Remaining 3 (6.25%) from BBS were employed in other services.

**Table 6: Sector wise employment status**

	Type of Organization						Total
	Unemployed	Private	Public	Government	Self Employed	Others	
Program B.Ed.	24	3	2	2	1	0	32
Completed BBS	35	9	10	1	3	3	61
M.Ed.	4	1	0	2	2	0	9
MBS	5	0	5	1	3	0	14
Total	68	13	17	6	9	3	116

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.347 <sup>a</sup>	15	.015
Likelihood Ratio	29.301	15	.015
N of Valid Cases	116		

Chi square value = 29.347, P value = 0.015 < 0.05 (significance level)

Therefore, there is significant relationship between program completed and sector wise employment status.

### 2.2.4 Nature wise employment status of graduates

Regarding the nature of employment in an organization, 44 (91.67%) graduates consisting 7 from B.Ed., 23 from BBS, 5 from M.Ed. and 9 from

MBS were full time employees. Similarly 4 (8.33%) graduates consisting 1 from B.Ed. and 3 from BBS were part time employees.

**Table 7: Nature wise employment status**

		Type of Employment			Total
		Unemployed	Full Time	Part Time	
Program Completed	B.Ed	24	7	1	32
	BBS	35	23	3	61
	M.Ed	4	5	0	9
	MBS	5	9	0	14
Total		68	44	4	116

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.703 <sup>a</sup>	6	.138
Likelihood Ratio	10.421	6	.108
N of Valid Cases	116		

Chi square value = 9.703, P value = 0.138 > 0.05 (significance level)

Therefore, there is no significant relationship between program completed and nature of employment status.

**2.2.5 Designation wise employment status of graduates**

Among the employed respondents, 35 (72.92%) consisting 7 from B.Ed., 22 from BBS, 3 each from M.Ed. and MBS were designated as assistant level, Likewise, among the employed respondents, only 4 (8.33%) consisting 1 from BBS and 3 from MBS were in officer level. Out of total employed respondents 9 (18.75%) were self employed.



**Table 8: Designation wise employment status**

		Designation of Employee				Total
		Unemployed	Self employed	Assistant Level	Officer Level	
Program	B.Ed	24	1	7	0	32
Completed	BBS	35	3	22	1	61
	M.Ed	4	2	3	0	9
	MBS	5	3	3	3	14
Total		68	9	35	4	116

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.934 <sup>a</sup>	6	.006
Likelihood Ratio	12.341	6	.055
N of Valid Cases	116		

Chi square value = 17.934, P value = 0.06 < 0.05 (significance level)

Therefore, there is significant relationship between program completed and designation of employment status.

**2.3 Strengths and weaknesses of the intuitional programs**

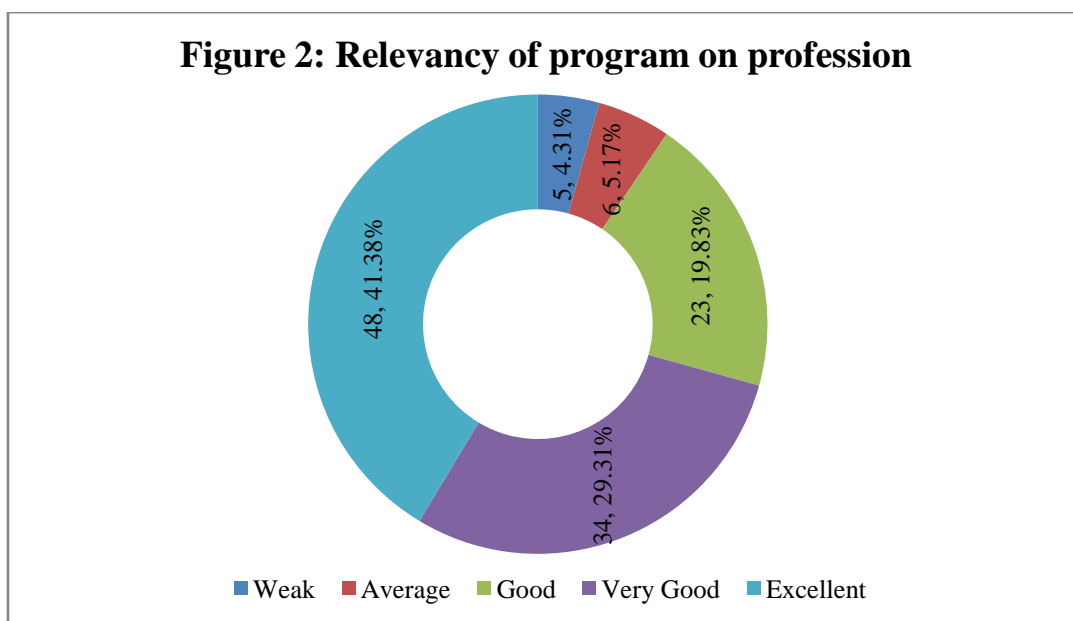
This section deals with the graduates' perceived value regarding quality measures of different dimensions of the campus. It describes the rating of graduates on different variables of the campus relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the institution's strengths and weaknesses from the view point of graduates. Graduated students were given opportunity to rank the different criteria giving the rank range 0 to 5 (0 = Very weak, 1 = Weak, 2 = Average, 3 = Good, 4 = Very good and 5 = Excellent)

### 2.3.1 Relevancy of program on professional requirements

The table below reveals that out of total 116 respondents in the aspect of relevancy of program on professional requirements, 5 (4.3%) graduates rated weak, 6 (5.2%) rated average, 23 (19.8%) rated good, 34 (29.30%) rated very good and 48 (41.4%) rated excellent. From these statistics it can be said that 90.5% graduates who rated good, very good and excellent were satisfied with the relevancy of programs offered by campus on their professional requirements.

**Table 9: Relevance of Program to Professional Requirement**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	5	4.3	4.3	4.3
Average	6	5.2	5.2	9.5
Good	23	19.8	19.8	29.3
Very Good	34	29.3	29.3	58.6
Excellent	48	41.4	41.4	100.0
Total	116	100.0	100.0	

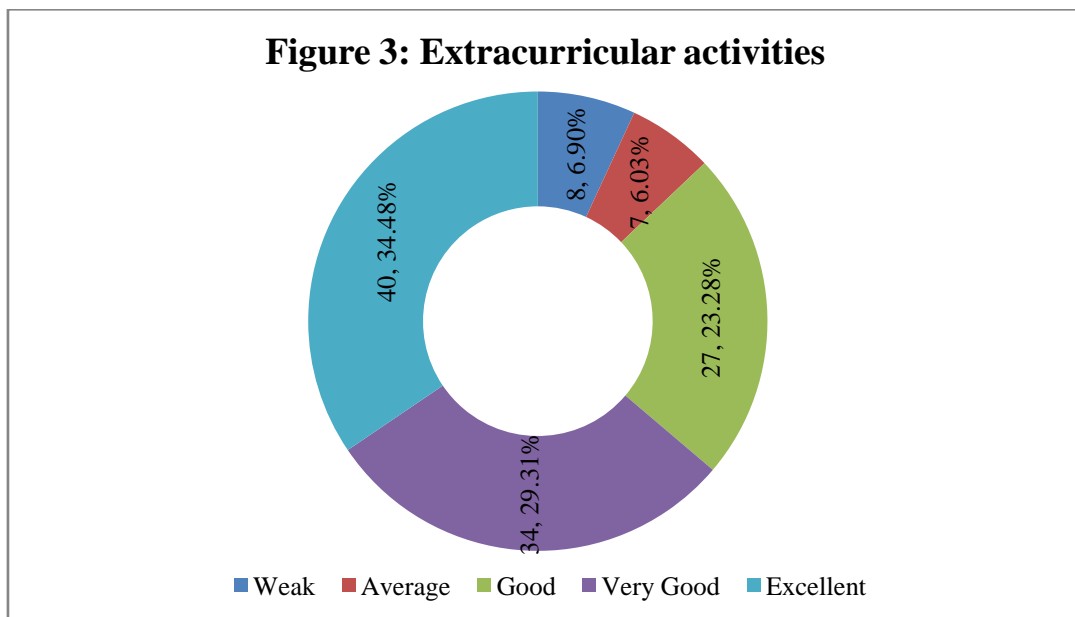


### 2.3.2 Extracurricular activities

The table below reveals that out of total 116 respondents in the aspect of extracurricular activities, 8 (6.9%) rated weak, 7 (6%) rated average, 27 (23.3%) rated good, 34 (29.3%) rated very good and 40 (34.5%) rated excellent. From these statistics 87.10% graduates who rated good, very good and excellent were satisfied with the extracurricular activities conducted by campus.

**Table 10: Extra Curricular Activities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	8	6.9	6.9	6.9
Average	7	6.0	6.0	12.9
Good	27	23.3	23.3	36.2
Very Good	34	29.3	29.3	65.5
Excellent	40	34.5	34.5	100.0
Total	116	100.0	100.0	

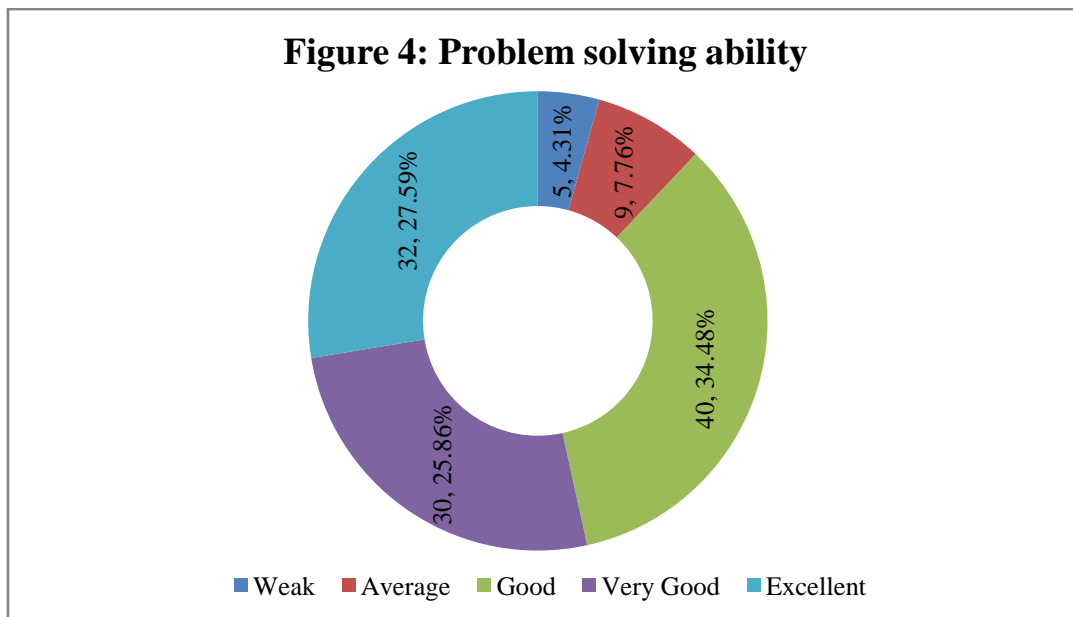


### 2.3.3 Problem solving abilities

Table 11 presents that among the 116 respondents with the problem solving abilities, 5 (4.3%) rated weak, 9 (7.8%) rated average, 40 (34.5%) rated good, 30 (25.9%) rated very good, 32 (27.6%) rate excellent. From these statistics 87.9% graduates who rated good, very good and excellent were satisfied with the problem solving ability.

**Table 11: Program Solving Ability**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	5	4.3	4.3	4.3
Average	9	7.8	7.8	12.1
Good	40	34.5	34.5	46.6
Very Good	30	25.9	25.9	72.4
Excellent	32	27.6	27.6	100.0
Total	116	100.0	100.0	

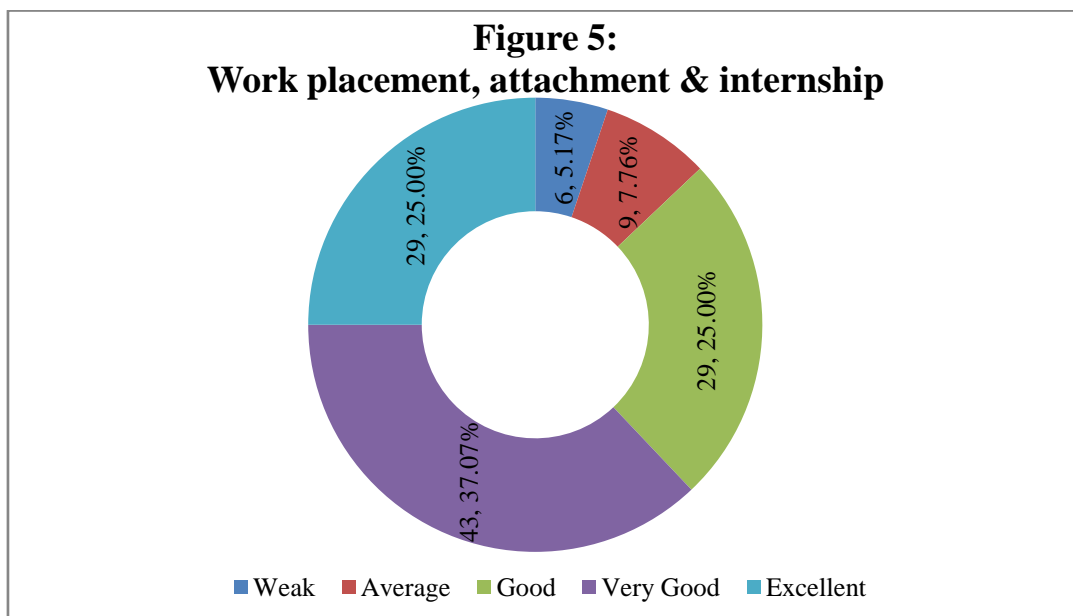


### 2.3.4 Work placement, attachment and internship

Table 12 presents that among the 116 respondents in the aspect of work placement/attachment/internship, 6 (5.2%) rated weak, 9 (7.8%) rated average, 29 (25%) rated good, 43 (37.1%) rated very good, 29 (25%) rate excellent. From these statistics 87.1% graduates who rated good, very good and excellent were satisfied with the work placement/attachment/internship supported by campus.

**Table 12: Work Placement/Attachment/Internship**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	6	5.2	5.2	5.2
Average	9	7.8	7.8	12.9
Good	29	25.0	25.0	37.9
Very Good	43	37.1	37.1	75.0
Excellent	29	25.0	25.0	100.0
Total	116	100.0	100.0	

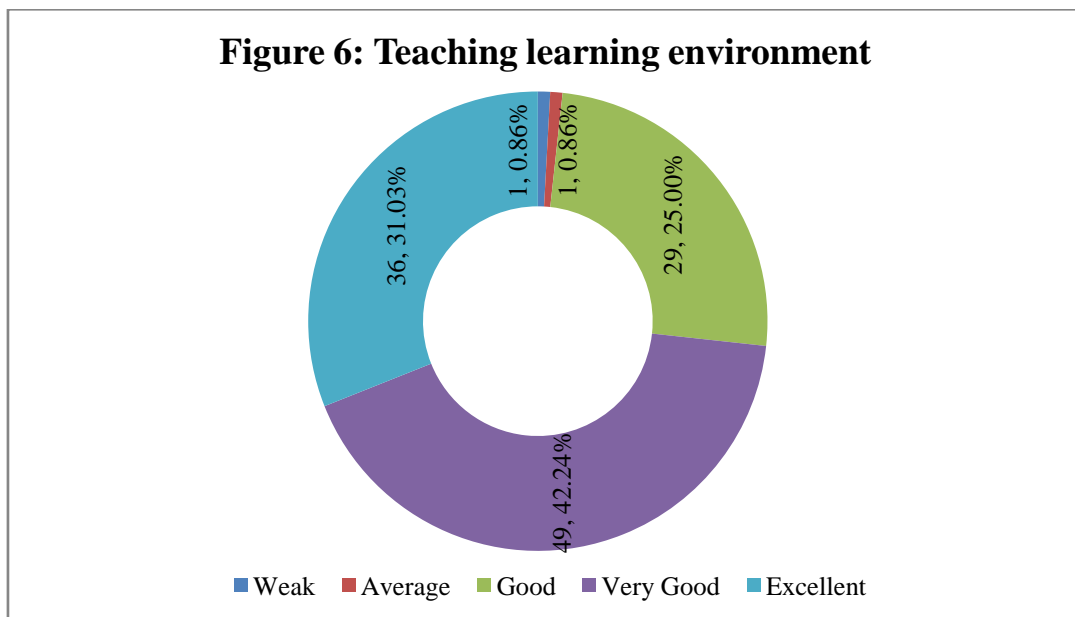


### 2.3.5 Teaching learning environment

Table presented in below reveals that out of 103 respondents in the aspect of teaching learning environment, 1 (0.9%) rated weak, 1 (0.9%) rated average, 29 (25%) rated good, 49 (42.2%) rated very good, 36 (31%) rate excellent. From these statistics 98.3% graduates who rated good, very good and excellent were satisfied with the teaching learning environment available in campus.

**Table 13: Teaching Learning Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	1	.9	.9	.9
Average	1	.9	.9	1.7
Good	29	25.0	25.0	26.7
Very Good	49	42.2	42.2	69.0
Excellent	36	31.0	31.0	100.0
Total	116	100.0	100.0	

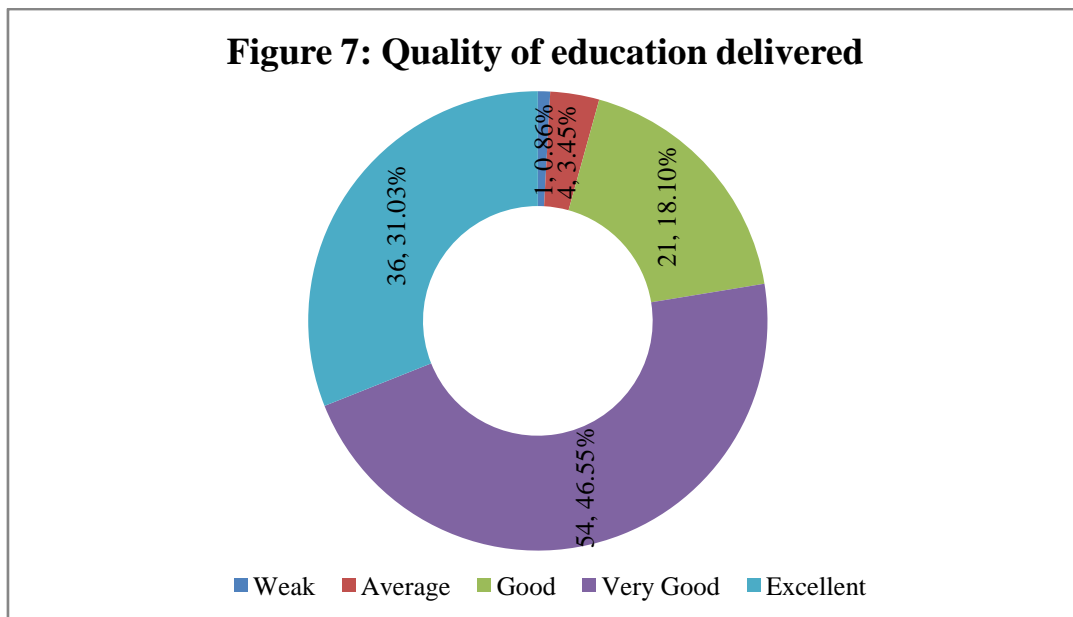


### 2.3.6 Quality of education delivered

Table presented below reveals that out of 116 respondents in the aspect of quality of education delivered, 1 (0.9%) rated weak, 4 (3.4%) rated average, 21 (18.1%) rated good, 54 (46.6%) rated very good, 36 (31%) rate excellent. From these statistics 95.7% graduates who rated good, very good and excellent were satisfied with the quality of education delivered by campus.

**Table 14: Quality of Education Delivered**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	1	.9	.9	.9
Average	4	3.4	3.4	4.3
Good	21	18.1	18.1	22.4
Very Good	54	46.6	46.6	69.0
Excellent	36	31.0	31.0	100.0
Total	116	100.0	100.0	

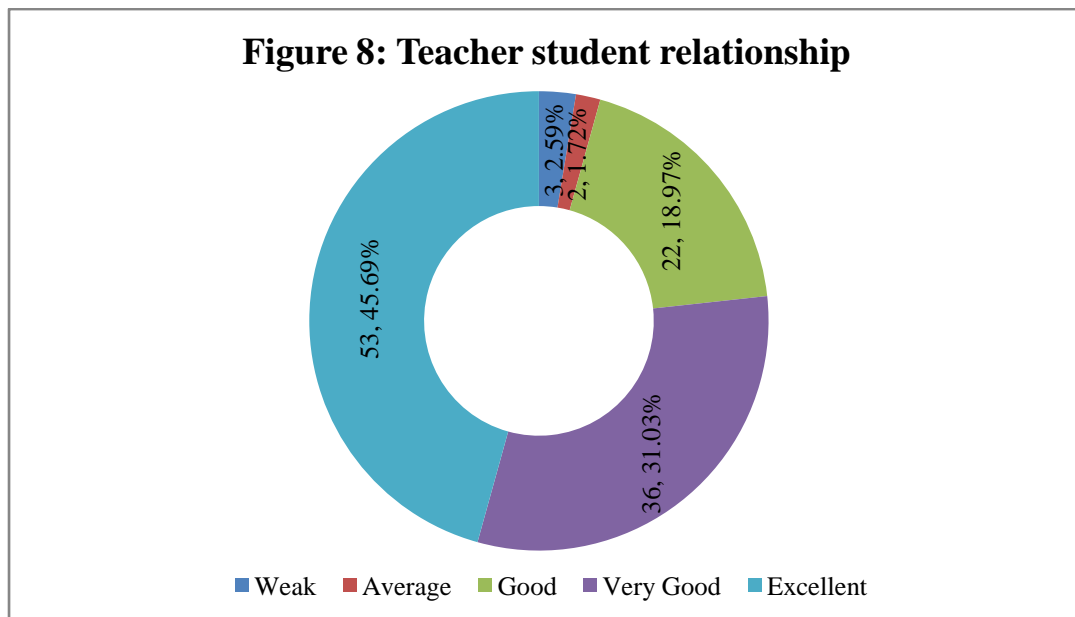


### 2.3.7 Teacher student relationship

Table 15 states that among the 116 respondents in the aspect of teacher student relationship, 3 (2.6%) rated weak, 2 (1.7%) rated average, 22 (19%) rated good, 36 (31%) rated very good, 53 (45.7%) rate excellent. From these statistics 95.7% graduates who rated good, very good and excellent were satisfied with the teacher student relationship of campus.

**Table 15: Teacher Student Relationship**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	3	2.6	2.6	2.6
Average	2	1.7	1.7	4.3
Good	22	19.0	19.0	23.3
Very Good	36	31.0	31.0	54.3
Excellent	53	45.7	45.7	100.0
Total	116	100.0	100.0	



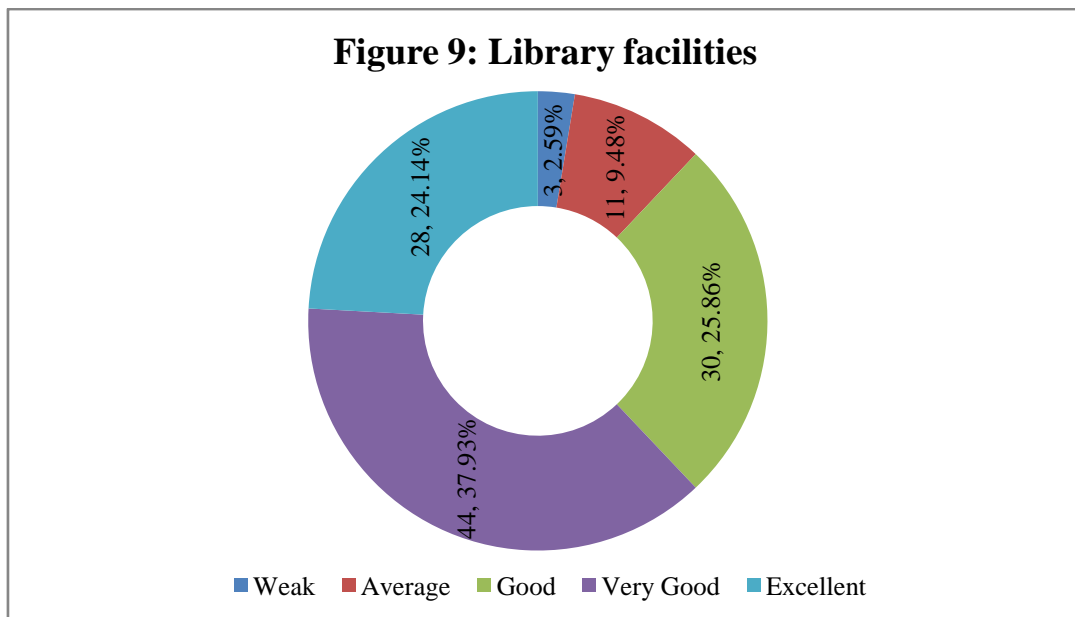


### 2.3.8 Library facilities

Table 16 illustrates that among the 116 respondents with the aspect of library facilities, 3 (2.6%) rated weak, 11 (9.5%) rated average, 30 (25.9%) rated good, 44 (37.9%) rated very good, 28 (24.1%) rate excellent. From these statistics 87.9% graduates who rated good, very good and excellent were satisfied with the library facilities available in campus.

**Table 16: Library Facility**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	3	2.6	2.6	2.6
Average	11	9.5	9.5	12.1
Good	30	25.9	25.9	37.9
Very Good	44	37.9	37.9	75.9
Excellent	28	24.1	24.1	100.0
Total	116	100.0	100.0	

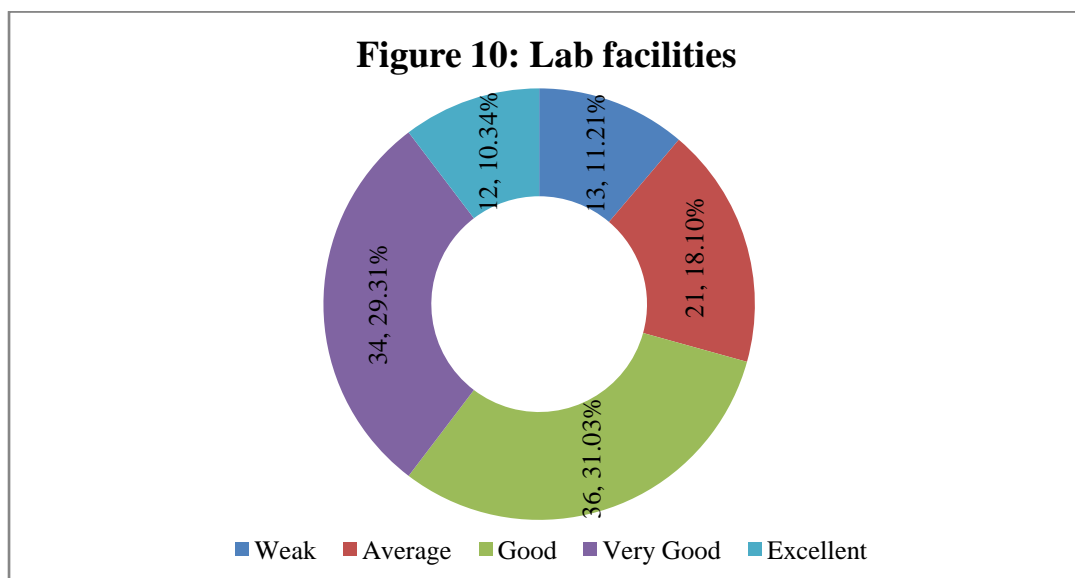


### 2.3.9 Lab facilities

Table 17 illustrates that among the 116 respondents in the aspect of lab facilities, 13 (11.2%) rated weak, 21 (18.1%) rated average, 36 (31%) rated good, 34 (29.3%) rated very good, 12 (10.3%) rate excellent. From these statistics 70.7% graduates who rated good, very good and excellent were satisfied with the lab facilities available in campus. The campus has provided higher education to management and education faculty having with computer lab with capacity of 15 computers but many of the graduates were unaware of its use.

**Table 17: Lab Facility**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	13	11.2	11.2	11.2
Average	21	18.1	18.1	29.3
Good	36	31.0	31.0	60.3
Very Good	34	29.3	29.3	89.7
Excellent	12	10.3	10.3	100.0
Total	116	100.0	100.0	

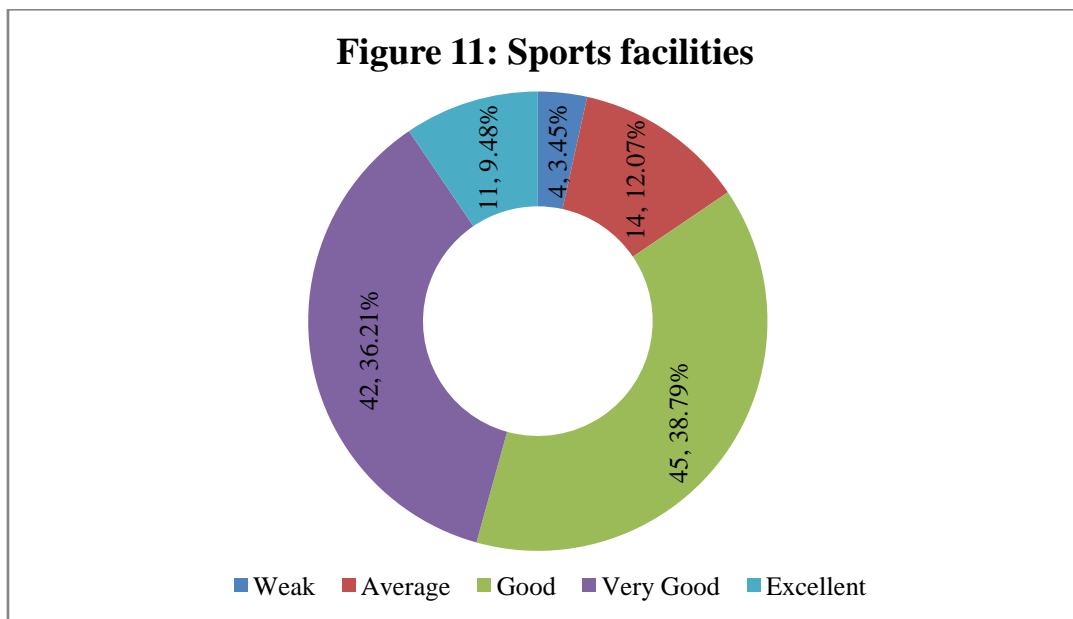


### 2.3.10 Sports facilities

Table 18 states that among the 116 respondents in the aspect of sports facilities, 4 (3.4%) rated weak, 14 (12.1%) rated average, 45 (38.8%) rated good, 42 (36.2%) rated very good, 11 (9.5%) rate excellent. From these statistics 84.5% graduates who rated good, very good and excellent were satisfied with the sports facilities available in campus.

**Table 18: Sports Facility**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	4	3.4	3.4	3.4
Average	14	12.1	12.1	15.5
Good	45	38.8	38.8	54.3
Very Good	42	36.2	36.2	90.5
Excellent	11	9.5	9.5	100.0
Total	116	100.0	100.0	

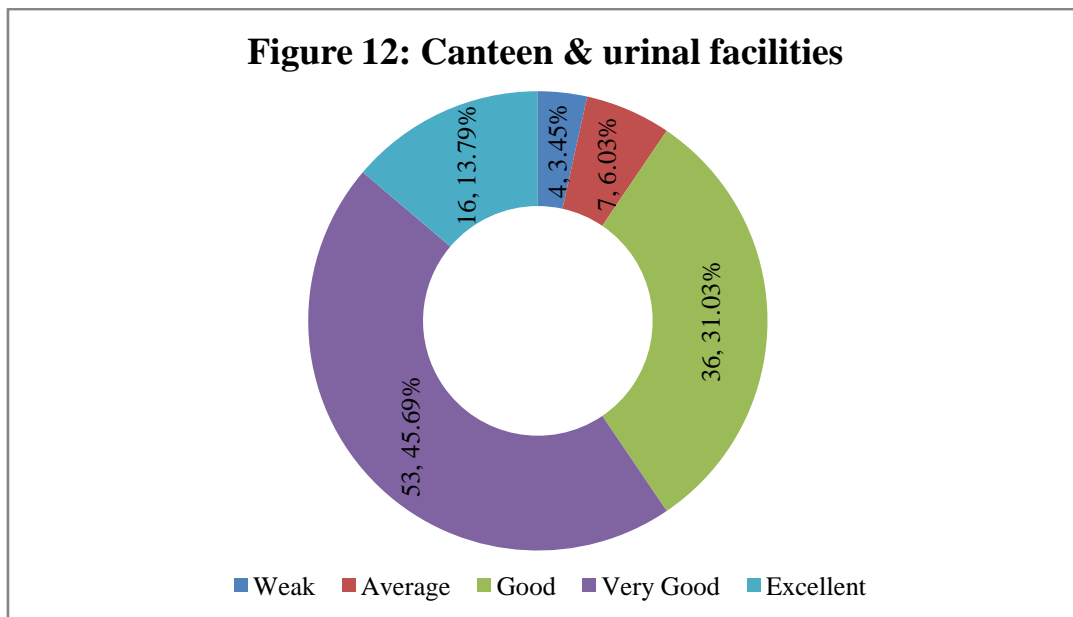


**2.3.11 Canteen and urinals facilities**

Table 19 reveals that among the 116 respondents in the aspect of canteen and urinal facilities, 4 (3.4%) rated weak, 7 (6%) rated average, 36 (31%) rated good, 53 (45.7%) rated very good, 16 (13.8%) rate excellent. From these statistics 90.5% graduates who rated good, very good and excellent were satisfied with the canteen and urinal facilities available in campus.

**Table 19: Canteen/ Urinals**

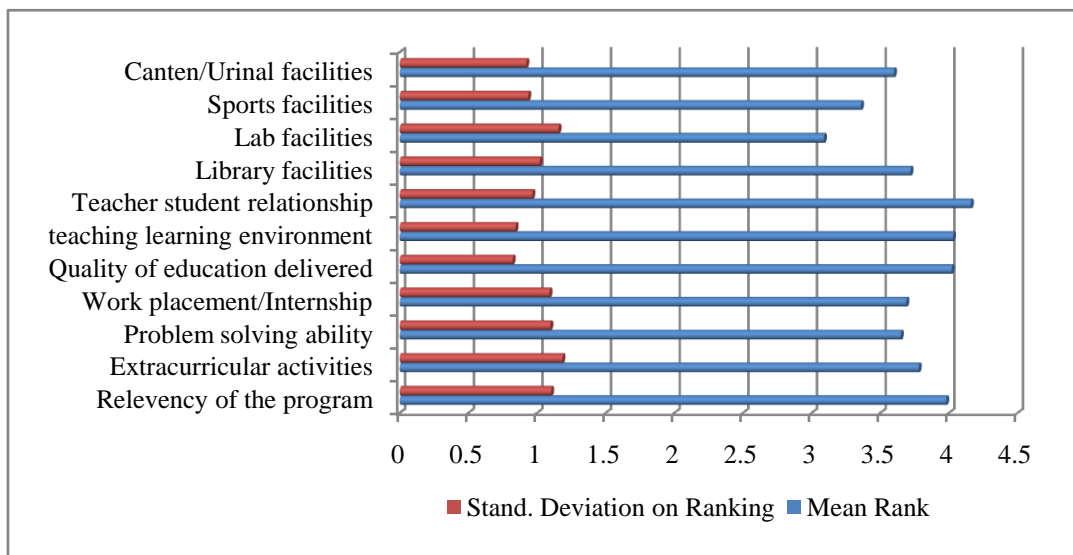
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	4	3.4	3.4	3.4
Average	7	6.0	6.0	9.5
Good	36	31.0	31.0	40.5
Very Good	53	45.7	45.7	86.2
Excellent	16	13.8	13.8	100.0
Total	116	100.0	100.0	



### 2.3.12 Analysis of overall activities of campus

The figure below presents the mean ranking and its standard deviation each activities of campus by respondents. Among the various aspects of campus, respondents gave the highest average rank value of 4.16 to teacher student relationship with the standard deviation of 0.966. However, the respondents gave the lowest average rank value of 3.09 to lab facilities with the standard deviation of 1.157. The average rank value given by graduates to relevancy of program on professional requirement was 3.98 with standard deviation of 1.103, extracurricular activities was 3.78 with standard deviation of 1.185, problem solving ability was 3.65 with standard deviation of 1.097, work placement/attachment/internship was 3.69 with standard deviation of 1.091, teaching learning environment was 4.02 with standard deviation of 0.823, quality of education delivered was 4.03 with standard deviation of 0.844, library facilities was 3.72 with standard deviation of 1.020, sports facilities was 3.36 with standard deviation of 0.936 and canteen/urinal facilities was 3.60 with standard deviation of 0.922. In general, 88.72% respondents were satisfied and rated good, very good and excellent with average ranking of 3.74 out of 5 for overall activities of campus, which indicates graduates were highly satisfied with the activities within the campus.

**Figure 13: Average rank value of respondents**



## 2.4 Graduates' persuasion for further study

With the aim of identifying the continued learning of SGBC respondents, the participants were asked whether they wanted to continue their study for next degree. It was found that only 46 graduates (39.66%) have continued their study. Among 32 graduates from B.Ed. program, 14 (43.75%) were enrolled in M.Ed. program within the same university, 1 (3.13%) was enrolled in M.Ed. Program in different university and 17 (53.13%) graduates did not enrolled for further study. Similarly out of 61 graduates from BBS program, 30 (49.18%) were enrolled in MBS program within the same university and 31 (50.82%) graduates did not enrolled for further study. The study conducted to find out how many graduates wanted to get enrolled to SGBC for next degree, it was found that out of 46 graduates who enrolled in further program, only 9 graduates (19.57%) were enrolled in SGBC and remaining 37 (80.43%) graduates were enrolled elsewhere.

**Table 20: Graduates' persuasion for further study**

		Furrher Program Enroll				Total
		M.Ed	MBS	Others	Not Enrolled	
Program Completed	B.Ed.	15	0	0	17	32
	BBS	0	30	0	31	61
	M.Ed.	0	0	0	9	9
	MBS	0	0	1	13	14
Total		15	30	1	70	116

**Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2017 AD)**

		Name of Campus for Further Enroll		Total
		SGBC	Out of SGBC	
Program Completed	B.Ed.	1	14	15
	BBS	8	22	30
	M.Ed.	0	0	0
	MBS	0	1	1
Total		9	37	46

		Name of University		Total
		In Same University	In Another University	
Program Completed	B.Ed.	14	1	15
	BBS	29	1	30
	M.Ed.	0	0	0
	MBS	1	0	1
Total		44	2	46

While studying the causes for not enrolling to SGBC for the next degree, shortage of financial resources, time availability due to current employment, problem related to family and location, foreign employment and wish to overseas study were the main reasons discovered.

## UNIT THREE

### MAJOR FINDINGS OF THE STUDY

This study focuses on indentifying personal, employment and further study details of graduates who graduated from SGBC in 2017 AD. It also concern with the study of feedback of graduates towards the different aspects which will be fruitful to campus to evaluate its strengths and weaknesses. The major findings of this study are listed below.

#### 3.1 Personal details of the graduates

- Among 116, respondents, the graduates from B.Ed , BBS, M.Ed. and MBS programs were 32 (27.60%), 61 (52.59%), 9 (7.76%) and 14 (12.07%) respectively.
- Out of 116 respondents, 50 (43.10%) were male and 66 (56.90%) were female. The number of female graduates is found to be higher than that of male. Chi square test reveals that there is significant relationship between completion of the graduate program and gender of graduates.
- The graduates from Brahmin Chhetri, EDJ and Dalit group were 75 (64.66%), 37 (31.90%) and 4 (3.45%) respectively. The number of graduates from Brahmin Chhetri group is found to be higher than that of other social groups. Chi square test reveals that there is significant relationship between completion of the graduate program and social group.
- Among the total respondents, 37 (31.90%), 25 (21.55%), 12 (10.34%), 15 (12.93%), 9 (7.76%), 5 (4.31%) and 13 (11.21%) were from Rupandehi, Gulmi, Arghakhanchi, Palpa, Nawalparasi, Kapilbastu and other districts of Western part of Nepal respectively.
- All of the respondents were using email ID and have been connected in social network through facebook account.



### 3.2 Employment status of graduates

- Out of total respondents it is found that only 48 (41.38%) graduates were employed consisting 39 (81.25%) involved in different organization and 9 (18.75%) were self employed. Chi square test states that there is no significant relationship between graduate program and employment status.
- Among the 48 employed respondents, only 24 (50%) male and 24 (50%) female were employed. Chi square test states that there is no significant relationship between gender and employment status.
- Out of total 48 employed graduates, 13 graduates (27.08%), 17 (35.42%), 6 (12.50%), 3 (6.25%) were employed in private sector, public services, government services and other sector respectively and 9 (18.75%) graduates were self employed. Chi square test states that there is significant relationship program completed and sector wise employment status.
- Regarding the 48 employed graduates 44 (91.67%) graduates were full time only 4 (8.33%) graduates were part time employees. Chi square test reveals that there is no significant relationship between program completed and nature of employment status.
- Among the employed respondents, 35 (72.92%) were designated as assistant level, 4 (8.33) were in officer level and remaining 9 (18.75%) were self employed. Chi square test reveals that there is significant relationship between program completed and designation of employment status.

### **3.3 Strengths and weaknesses of the intuitional programs**

- In context of relevancy of program on professional requirements of graduates, 90.5% respondents were satisfied and rated good, very good and excellent with average ranking of 3.98 out of 5.
- For extracurricular activities, 87.10% respondents were satisfied and rated good, very good and excellent with average ranking of 3.78 out of 5.
- 87.90% respondents were satisfied and rated good, very good and excellent with average ranking of 3.65 out of 5 for problem solving ability.
- In context of work placement, attachment and internship, 87.10% respondents were satisfied and rated good, very good and excellent with average ranking of 3.69 out of 5.
- For teaching learning environment available in campus, 98.30% respondents were satisfied and rated good, very good and excellent with average ranking of 4.02 out of 5.
- 95.70% respondents were satisfied and rated good, very good and excellent with average ranking of 4.03 out of 5 for quality of education delivered by campus.
- In context of teacher student relationship, 95.7% respondents were satisfied and rated good, very good and excellent with average ranking of 4.16 out of 5.
- For library facilities available in campus, 87.90% respondents were satisfied and rated good, very good and excellent with average ranking of 3.72 out of 5.
- 70.70% respondents were satisfied and rated good, very good and excellent with average ranking of 3.09 out of 5 for lab facilities available in campus.

### **Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2017 AD)**

- In context of sports facilities of campus, 84.50% respondents were satisfied and rated good, very good and excellent with average ranking of 3.36 out of 5.
- For canteen and urinal facilities available in campus, 90.50% respondents were satisfied and rated good, very good and excellent with average ranking of 3.60 out of 5.
- 88.72% respondents were satisfied and rated good, very good and excellent with average ranking of 3.74 out of 5 for overall activities of campus.

#### **3.4 Graduates' persuasion for further study**

- It was found that only 46 (39.66%) graduates have continued their study. Out of 32 graduates from B.Ed. program, 14 (43.75%) were enrolled in M.Ed. program within the same university and 1 (13.13%) was enrolled in M.Ed. program in different university. Among the 61 graduates from BBS program, 30 (49.18%) were enrolled in MBS program within the same university.
- It was found that only 9 graduates (19.57%) were enrolled in SGBC and remaining 37 (80.43%) were enrolled elsewhere.

## UNIT FOUR

### IMPLICATIONS TO INSTITUTIONAL REFORM

#### 4.1 Implications to institutional reform

Based on the findings of this tracer study, the campus needs to carry out following improvement plans about the programs offered, extracurricular activities, problem solving ability, work placement/attachment/internship, teaching learning environment, quality of education delivered, teacher student relationship, library/lab facilities, sports facilities, canteen and urinal facilities etc. The campus has to carry out action research on above aspects on a regular basis. At the same time tracer study like this has to be carried out regularly to find out where about of its graduates and the effectiveness of its programs. Besides these, following activities are suggested for the campus reforms.

- The campus has to conduct interaction program among its stakeholders to implement the findings of this study.
- The campus has to revise its legislation, by laws, guidelines and strategic plans to meet the contemporary needs of higher education.
- The campus has to build up the mechanism for continuous assessment for sound management of its academic programs and other activities.
- The campus has to offer innovative academic programs demanded by market to enhance the graduates for employment.
- The campus has to offer various incentives to increase the enrollment of Dalit and other marginalized students.
- The campus need to improve its record keeping and data management system in order retrieve the graduate's information effectively.

## UNIT FIVE

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

From the above study, a number of conclusions can be drawn about the personal details, employment status, graduates' persuasion for further study as well as feedback of graduates about strengths and weaknesses about the relevancy of the programs offered by campus, extracurricular activities, teaching learning environment, quality of education delivered, teacher student relationship, library/lab facilities, sports facilities, canteen/urinal facilities etc. The following are the major conclusions which respond to the research questions that were set out for this study.

- As compare to male, the female graduates are found to be higher. Similarly the graduates rate of Dalit group was traced the lowest in all academic programs.
- Rupandehi district seems to have the highest concentration of graduates followed by other districts of catchment area.
- All of the graduates have access on email ID and connected to social networks through facebook account.
- More than 50 percent of the traced graduates are found to be unemployed. The employment rate of male and female graduates is found to be equal.
- The employed graduates are engaged in private sector, public sector, government services, other sector and some of them are self employed.
- More than 90 percent of the employed graduates are found working as full time employees in all sectors.

## **Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2017 AD)**

- Almost three quarter of the employed graduates are found working as assistant level employee.
- Almost 90 percent respondents were satisfied and rated good, very good and excellent for overall activities of campus.
- Nearly 40 percent traced graduates are found pursuing higher studies. Many of them are enrolled in same university but in different campus.

### **5.2 Recommendation**

EMIS committee of SGBC conducted the tracer study of graduates' batch of 2017 AD. The study focused on personal details, employment status, graduates' persuasion for further study as well as feedback of graduates about strengths and weaknesses about the relevancy of the programs offered by campus, extracurricular activities, teaching learning environment, quality of education delivered, teacher student relationship, library/lab facilities, sports activities, canteen/urinal facilities etc. Based on the tracer study, the following recommendations are suggested to concern stakeholders.

- Necessary reforms should be initiated to attract more students in programs currently offered by campus.
- The campus should lunch the innovative and entrepreneurship oriented academic programs demanded by market.
- The campus should manage remedial classes and regular counseling to students to increase the graduate rate in all programs.
- The campus should provide various incentives to increase the enrollment and graduate rate of Dalit and other marginalized students.
- The campus should attract more students from adjacent area of Rupandehi district by providing vocational and professional training along with their academic courses.

### **Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2017 AD)**

- Students should be encouraged to use the information technology and social media for their betterment on their professional career.
- The campus should build up a strong relationship with potential employer to facilitate the graduates for their job placement/internship.
- All the facilities related to library, lab, sports, canteen, urinal should be upgraded as per the changing needs of students.
- The campus should enhance the problem solving ability of students, extracurricular activities, teaching learning environment, quality of education delivered, research activities etc. for the betterment of students as well as campus.
- The campus should formulate the proper strategic plans to retain its graduates in its own higher level programs.
- The campus should improve its EMIS system and make its data management system more scientific and practical.





## Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2017 AD)

1	Relevance of the program to your professional (job) requirements						
2	Extracurricular activities						
3	Problem solving ability						
4	Work placement / attachment / internship						
5	Teaching learning environment						
6	Quality of education delivered						
7	Teacher student relationship						
8	Library facility						
9	Lab facility						
10	Sports facility						
11	Canteen / Urinals etc						
12	Other strengths / weaknesses (please specify) .....						

**C. IF PURSUING FURTHER STUDY:**

Enrolment Year: ..... (Year/Month)      Program: .....  
 Level: .....      Campus/University: .....  
 Campus/University Address: .....

**D. Please provide your suggestions/recommendations for the betterment of your institution:**

.....  
 .....

**E. What contribution/s you can provide to the institution for its betterment?**

.....  
 .....

**F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:**

*[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]*

1. Name: ..... Contact No / Email ID / SNID: .....
2. Name: ..... Contact No / Email ID / SNID: .....
3. Name: ..... Contact No / Email ID / SNID: .....

*[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]*

.....  
**Signature of the graduate**

**G. TO BE FILLED BY THE CAMPUS (Please fill all the given information):**

**Academic Information of Graduate:**

Program Completed: ..... Level: .....  
 Registration Number: ..... Campus Roll No: .....  
 Passed Year: ..... (Passed year in transcript)

**Verified by:**

Name: ..... Designation: .....

**H. Task Team Leader:**

Name: ..... Mobile No: .....  
 Email: ..... Signature: .....



**Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2017 AD)**

**Annex 2: NAME LISTS OF GRADUATES FOR 2017 AD**

SN	Name of Graduate (in alphabetically sorted order)	Level	Program (program wise)	Registration Number	Type			
					M	F	EDJ	D
1	Abiskar Bhandari	Bachelor	BBS	7-2-307-279-2013	✓			
2	Anita Dhakal	Bachelor	BBS	7-2-307-229-2013		✓		
3	Anita Shrestha	Bachelor	BBS	7-2-305-151-2012		✓	✓	
4	Anu Poudel	Bachelor	BBS	7-2-307-234-2013		✓		
5	Arun Thapa	Bachelor	BBS	7-2-307-237-2013	✓	✓		
6	Asmirtee Thapa	Bachelor	BBS	7-2-307-279-2013		✓	✓	
7	Baburam Kunwar	Bachelor	BBS	7-2-307-242-2013	✓			
8	Bhasa Pokharel	Bachelor	BBS	7-2-307-23-2009		✓		
9	Bhawana Pantha	Bachelor	BBS	7-2-307-58-2013		✓		
10	Bibek Pandey	Bachelor	BBS	7-2-307-249-2013	✓			
11	Bidur Bhattarai	Bachelor	BBS	7-2-307-250-2013	✓			
12	Binod Pokharel	Bachelor	BBS	7-2-307-239-2012	✓			
13	Bishnu Pokherel	Bachelor	BBS	7-2-307-65-2011		✓		
14	Bishnu Prasad Khanal	Bachelor	BBS	7-2-307-245-2012	✓			
15	Bishnu Tandan Chhetri	Bachelor	BBS	7-2-307-259-2013	✓			
16	Buddhi Ram Acharya	Bachelor	BBS	7-2-307-262-2013	✓			
17	Dal Bahadur Rana	Bachelor	BBS	7-2-307-79-2007	✓		✓	
18	Deepak Ghimire	Bachelor	BBS	7-2-307-49-2009	✓			
19	Deepandra B.K	Bachelor	BBS	7-2-307-270-2013	✓			✓
20	Dhanishwora Resmi	Bachelor	BBS	7-2-303-293-2013		✓	✓	
21	Dorna Br. Rana Magar	Bachelor	BBS	7-2-307-273-2013	✓		✓	
22	Ganesh Kumar Shrestha	Bachelor	BBS	7-2-307-275-2013	✓		✓	
23	Gita Banjade	Bachelor	BBS	7-2-307-277-2012		✓		
24	Goma Rana	Bachelor	BBS	7-2-307-283-2012		✓	✓	
25	Gunakhar Pokharel	Bachelor	BBS	7-2-307-104-2011	✓			
26	Hira Khanal	Bachelor	BBS	7-2-307-281-2013		✓		
27	Juna Pokharel	Bachelor	BBS	7-2-307-284-2013		✓		
28	Kamal Gyawali	Bachelor	BBS	7-2-307-288-2013	✓			
29	Kamal Khatri	Bachelor	BBS	7-2-307-289-2013	✓			
30	Kanchan Kunwar	Bachelor	BBS	7-2-307-293-2013		✓		
31	Karisma Paudel	Bachelor	BBS	7-2-307-294-2013		✓		
32	Keshab Shrestha	Bachelor	BBS	7-2-307-296-2013	✓		✓	
33	Lal Bahadur Suryabansi	Bachelor	BBS	7-2-307-303-2013	✓		✓	
34	Laxman Nepali	Bachelor	BBS	7-2-307-343-2012	✓			✓
35	Laxmi Pokharel	Bachelor	BBS	7-2-307-308-2013		✓		
36	Manju Gnawali	Bachelor	BBS	7-2-652-213-2013		✓		
36	Manju Lamsal	Bachelor	BBS	7-2-307-368-2012		✓		
38	Maya Belbase	Bachelor	BBS	7-2-307-319-2013		✓		
39	Maya Ghimire	Bachelor	BBS	7-2-307-273-2012		✓		
40	Mohan Khatri	Bachelor	BBS	7-2-307-325-2013	✓			
41	Mohan Pokharel	Bachelor	BBS	7-2-307-192-2011	✓			
42	Nabina Bhattarai	Bachelor	BBS	7-2-307-328-2013		✓		
43	Netra Bahadur Raskoti	Bachelor	BBS	7-2-307-335-2013	✓		✓	
44	Netra Prasad Pokherel	Bachelor	BBS	7-2-307-336-2013	✓			
45	Pitamber Aryal	Bachelor	BBS	7-2-304-119-2015	✓			
46	Pratikshya Pandey	Bachelor	BBS	7-2-307-346-2013		✓		
47	Rajesh Acharya	Bachelor	BBS	7-2-307-354-2013	✓			
48	Ranjita Rana	Bachelor	BBS	7-2-307-88-2005		✓	✓	

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49	Sanam Regmi	Bachelor	BBS	7-2-307-372-2013	✓			
50	Sarita Bhusal	Bachelor	BBS	7-2-307-89-2013		✓		
51	Seema Thapa	Bachelor	BBS	7-2-307-303-2011		✓	✓	
52	Shiva Shankar Maurya	Bachelor	BBS	7-2-307-382-2013	✓		✓	
53	Sijan BK	Bachelor	BBS	7-2-307-389-2013	✓			✓
54	Sunita Kshetri	Bachelor	BBS	7-2-306-102-2013		✓		
55	Sunita Parajuli	Bachelor	BBS	7-2-307-111-2013		✓		
56	Sushil Bhandari	Bachelor	BBS	7-2-307-117-2013	✓			
57	Tanka Prasad Ghimire	Bachelor	BBS	7-2-307-125-2013	✓			
58	Taranga Sanjel Ghimire	Bachelor	BBS	7-2-307-126-2013		✓		
59	Tulsi Gaha	Bachelor	BBS	7-2-307-129-2013		✓	✓	
60	Tulsi Rana	Bachelor	BBS	6-1-52-59-2008	✓		✓	
61	Yamsari Saru	Bachelor	BBS	7-2-307-332-2010		✓	✓	

1	Alina Neopane	Bachelor	B.ED	9-2-307-2-2014		✓		
2	Bhojkumari Rahadi	Bachelor	B.ED	9-2-307-24-2012		✓	✓	
3	Deepak Ghimire	Bachelor	B.ED	9-2-307-25-2014	✓			
4	Dhan Bahadur Pun	Bachelor	B.ED	9-2-307-370-2010	✓		✓	
5	Dhan Bahadur Raj	Bachelor	B.ED	9-2-307-415-2012	✓			
6	Dhanisara Ale	Bachelor	B.ED	9-2-307-422-2011		✓	✓	
7	Dila Devi Khanal	Bachelor	B.ED	9-2-307-43-2012		✓		
8	Gita Pradhan	Bachelor	B.ED	9-2-307-51-2012		✓	✓	
9	Goma Surbuja	Bachelor	B.ED	9-2-307-11-2013		✓	✓	
10	Hema Chhetri	Bachelor	B.ED	9-2-307-56-2012		✓		
11	Himal Shrestha	Bachelor	B.ED	9-2-652-122-2013	✓		✓	
12	Hum Bahadur Somai	Bachelor	B.ED	9-2-307-170-2013	✓		✓	
13	Huma Rana	Bachelor	B.ED	9-2-307-410-2010		✓	✓	
14	Jyoti Pantha	Bachelor	B.ED	9-2-307-44-2014		✓		
15	Lijan Ghimire	Bachelor	B.ED	9-2-307-57-2014	✓			
16	Malati Pun	Bachelor	B.ED	9-2-307-59-2014		✓	✓	
17	Manju Rana Magar	Bachelor	B.ED	9-2-307-179-2013		✓	✓	
18	Mira Chaudhary	Bachelor	B.ED	9-2-307-68-2014		✓	✓	
19	Mira Rayamajhi	Bachelor	B.ED	9-2-307-398-2013		✓		
20	Namita Bhusal	Bachelor	B.ED	9-2-307-514-2011		✓		
21	Pooja Rana	Bachelor	B.ED	9-2-307-78-2014		✓	✓	
22	Puja Sharma	Bachelor	B.ED	9-2-307-79-2014		✓		
23	Rajesh Khadka	Bachelor	B.ED	9-2-307-85-2014	✓			
24	Ratna Shrestha	Bachelor	B.ED	9-2-307-488-2010		✓	✓	
25	Roshni Gurung	Bachelor	B.ED	9-2-307-93-2014		✓	✓	
26	Santosh Acharya	Bachelor	B.ED	9-2-307-104-2014	✓			
27	Srijana Pokharel	Bachelor	B.ED	9-2-307-110-2014		✓		
28	Sudip Thapa	Bachelor	B.ED	9-2-307-118-2014	✓			
29	Sushma Fullel	Bachelor	B.ED	9-2-307-630-2011		✓		
30	Tulsa Luitel	Bachelor	B.ED	9-2-307-128-2014		✓		
31	Usha Bhusal	Bachelor	B.ED	9-2-307-129-2014		✓		
32	Yozan Phongja Magar	Bachelor	B.ED	9-2-307-595-2010	✓		✓	

1	Bishal Pandey	Master	MBS		✓			
2	Dol Raj Sharma	Master	MBS	1524-84	✓			
3	Gita Jnawali	Master	MBS	7-2-307-68-2009		✓		
4	Jivan Damai	Master	MBS	7-2-307-88-2009	✓			✓

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5	Meena K.C	Master	MBS			✓		
6	Poonam Gyawali	Master	MBS	7-3-307-599-2010		✓		
7	Prakash Khatri	Master	MBS	7-2-307-161-2009	✓			
8	Pratima Neupane	Master	MBS	7-2-486-35-2006		✓		
9	Ramnaresh Gupta	Master	MBS	7-3-307-419-2013	✓		✓	
10	Sharmila Ghimire	Master	MBS			✓		
11	Shiva Bachan Yadav	Master	MBS	7-2-307-154-2007	✓		✓	
12	Subash Mani Pokherel	Master	MBS	7-2-39-236-2007	✓			
13	Sujata Dhakal	Master	MBS	7-2-558-66-2007		✓		
14	Sulochana Sapkota	Master	MBS			✓		

1	Babita Khanal	Master	M.ED	9-2-268-54-2006		✓		
2	Bijaya Acharya	Master	M.ED		✓			
3	Dhan Rupa Kshetri	Master	M.ED	9-1-48-1048-2003		✓		
4	Geeta Pandey	Master	M.ED	9-2-559-115-2009		✓		
5	Isha Tiwari	Master	M.ED	9-2-307-336-2009		✓		
6	Kumari Puja Khadka	Master	M.ED	9-2-303-162-2008		✓		
7	Mandira Thapa	Master	M.ED	9-2-243-20-98		✓	✓	
8	Sumitra Pokhrel	Master	M.ED	9-2-50-1466-2006		✓		
9	Tulasa Gaire	Master	M.ED	9-2-657-40-2009		✓		