

TRACER STUDY REPORT

**SIDDHARTHA GAUTAM BUDDHA CAMPUS
Graduates Batch (2016 A.D.)**

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**Submitted by:
Siddhartha Gautam Buddha Campus
Butwal-5, Rupandehi (Nepal)**

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**Tracer Study Report of Siddhartha Gautam Buddha Campus
(Batch 2016 AD)**

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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 seeking institution, the campus has tailored this tracer study report for graduates’ batch of 2016 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.

The EMIS Committee could not have undertaken this tracer study without the continuing support of University Grants Commission of Nepal. Furthermore, the EMIS Committee would like to express gratitude to graduates of 2016 AD of SGBC who provided us all the required information for the completion of this report. Our thanks also go to SGBC administration, faculty members, SGBC Alumni for their kind cooperation and valuable suggestion.

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	Tribhuwan University
UGC	University Grant Commission

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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 seeking institution, the campus has tailored this tracer study report for graduates’ batch of 2016 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 16 Jetha 2073. The campus has taken the graduates of 2016 for this tracer study purpose from the faculty of management (BBS & MBS) and education (B.Ed & M.Ed). Total number of graduates in 2016 was 143, out of which 50 were from BBS, 69 from B.Ed, 19 from MBS and 5 from M.Ed. This study concern only 103 graduates, which includes 35 from BBS, 52 from B.Ed, 13 from MBS and 3 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 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

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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 compared to male, the female graduates are found to be higher in number in all academic programs. 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. On average, almost half of the graduates have access on email ID and nearly two third of them are connected to social networks through facebook. Almost two third of the traced graduates are found to be unemployed. In comparison to male, employment rate of female graduates is found to be higher. More than half of employed graduates are engaged in private sector followed by other sectors. Most of the employed graduates are found working as full time employees in all sectors. Most of the employed graduates are found working as assistant level employee. Majority of them are female employees. Almost two third respondents were satisfied and rated good, very good and excellent for overall activities of campus. Only one third traced graduates are found pursuing higher studies. Many of them are enrolled in same university but in different campus. Based on this tracer study, different activities are suggested for the campus reforms. The campus has to conduct interaction program among its stakeholders, revise its legislation, by laws, guidelines and strategic plans, build up the mechanism for continuous assessment, offer innovative academic programs demanded by market, offer various incentives to increase the enrollment of Dalit and other marginalized students, improve its record keeping and data management system.

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.
- Innovative and entrepreneurship oriented academic programs demanded by should be lunched.
- Remedial classes and regular counseling should be managed.
- To increase the enrollment and graduate rate of Dalit and other marginalized students, various incentives should be provided.
- Students should be encouraged to use the information technology and social media for their betterment.

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- Strong relationship with potential employer should be build up.
- All the facilities related to library, lab, sports, canteen, urinal should be upgraded.
- Problem solving ability of students, extracurricular activities, teaching learning environment, quality of education delivered, research activities etc. should be enhanced.
- Proper strategic plans to retain its graduates should be formulated.

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UNIT ONE

INTRODUCTION

1.1 Background/Rationale

Siddhartha Gautam Buddha Campus is one of the promising community based campuses of the nation 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, 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 neighboring districts like Palpa, Gulmi, Arghakhanchi, Kapilbastu, Nawalparasi, Dang, Rolpa, Pyuthan, Syangja, Baglung, Parbat etc.

Initiated at the premises of Shree Kanti Boarding School with TU affiliated PCL (Humanities) the campus started with 16 faculty members, 3 supportive staffs and 156 students, it has now 1553 students, 53 teaching staffs and 15 non-teaching staffs. 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 Municipality, District Development Committee of Rupandehi and other social donors. 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).

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

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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. Then a pre- visit team led by Prof. Dr. Panna Thapa visited the campus on 21-23 Chaitra 2074 BS. The team pointed out shortcomings prevailing at the campus and recommended necessary actions to be taken to improve overall quality of the campus. Now the campus has rectified the shortcomings pointed out by the Pre visit team and is waiting for PRT.

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 seeking institution, the campus has tailored this tracer study report for graduates' batch of 2016 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 2016.

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- 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 selected as the 17th 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. Campus Management Committee assigned the task to conduct the tracer study of SGBC graduates through EMIS Committee which was formed on 16 Jyestha 2073. 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 2016 for this tracer study purpose from the faculty of management (BBS & MBS) and education (B.Ed & M.Ed). Total number of graduates in 2016 was 143, out of which 50 were from BBS, 69 from B.Ed, 19 from MBS and 5 from M.Ed. This study concern only 103 graduates, which includes 35 from BBS, 52 from B.Ed, 13 from MBS and 3 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

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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 2016 AD. However, due to limited time and resources, only 72.03 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 2016.
- 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.

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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 2016 in different academic programs of SGBC was 143. Out of 103 respondents from 143 graduates, 26 (25.24%) were male and 77 (74.76%) were female. The graduates from B.Ed were 52 (50.48%), out of which 8 were male and 44 were female. The graduates from BBS were 35 (33.98%), out of which 13 were male and 22 were female. Out of total 3 (2.91%) graduates from M.Ed, 1 was male and 2 were female. The graduates from MBS were 13 (12.62%), out of which 4 were male and 9 were female.

Table 1: Program & gender wise graduates

		Gender		Total
		Male	Female	
Program Completed	B.Ed	8	44	52
	BBS	13	22	35
	M.Ed	1	2	3
	MBS	4	9	13
	T	26	77	103
	otal			

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Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.691 ^a	3	.132
Likelihood Ratio	5.690	3	.128
Linear-by-Linear Association	2.386	1	.122
N of Valid Cases	103		

Chi square value = 5.691, P value = 0.132 > 0.05 (significance level)
Therefore, there is no 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 2016 was 103. The graduates from Brahmin Chhetri group were 65 (63.11%), out of which 29 were from B.Ed, 24 from BBS, 1 from M.Ed and 11 from MBS. The graduates from EDJ group were 36 (34.95%), out of which 21 from B.Ed, 11 from BBS, 2 from M.Ed and 2 from MBS. The graduates from Dalit group were only 2 (1.94%), all of whom were from B.Ed. Graduates from Dalit were very low due to low enrollment.

Table 2: Program & social groups wise graduates

	Social Groups			Total
	Brahmin Chhetri	EDJ	Dalit	
B.Ed	29	21	2	52
BBS	24	11	0	35
M.Ed	1	2	0	3
MBS	11	2	0	13
Total	65	36	2	103

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.796 ^a	6	.340
Likelihood Ratio	7.759	6	.256
Linear-by-Linear Association	3.566	1	.059
N of Valid Cases	103		

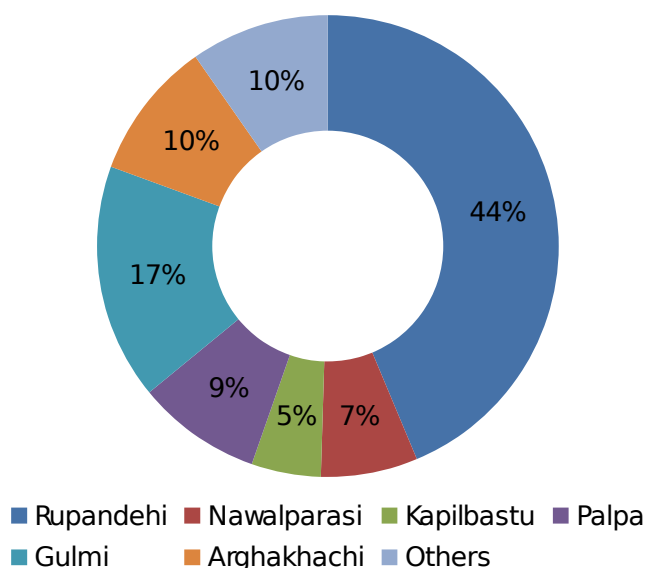
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Chi square value = 7.759, P value = 0.256 > 0.05 (significance level)
Therefore, there is no significant relationship between completion of the graduate program and social group of graduates.

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 2016 were 103, out of whom 45 (43.69%) were from Rupandehi, 17 (16.50%) from Gulmi, 10 (9.71%) from Arghakhanchi, 9 (8.74%) from Palpa, 7 (6.80%) from Nawalparasi, 5 (4.85%) from Kapilbastu and remaining 10 (9.71%) 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.

Figure 1: Catchment are of graduates



2.1.5 Familiarity of graduates with social media

Regarding the familiarities with social media among the graduates, it was observed that out of total 103 respondents, only 55 (53.40%) graduates includes 19 male and 36 female were using email and 73 (70.87%) graduates includes 21 male and 52 female have been connected in social network through facebook account. Out of total 103 respondents, 35 Brahmin Chhetri,

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19 EDJ and only 1 Dalit were using email ID and 49 Brahmin Chhetri, 22 EDJ and 2 Dalit have their facebook account.

Table 3: Familiarity with email ID & social ID

		Email ID		Social Media	
		Yes	No	Facebook	None
Program Completed	B.Ed	22	30	38	14
	BBS	18	17	19	16
	M.Ed	2	1	3	0
	MBS	13	0	13	0
	Total	55	48	73	30

		Email ID		Social Media	
		Yes	No	Facebook	None
Gender	Male	19	7	21	5
	Female	36	41	52	25
	Total	55	48	73	30

		Email ID		Social Media	
		Yes	No	Facebook	None
Social groups	Brahmin Chhetri	35	30	19	16
	EDJ	19	17	22	14
	Dalit	1	1	2	0
	Total	55	48	73	30

2.2 Employment status of the graduates

2.2.1 Employment status of graduates

According to the response of 103 graduates, only 32 (31.07%) were employed and 71 (68.93%) were unemployed. Out of 32 employed, 28 (87.5%) were involved in different organization and only 4 (12.5%) were self employed. Similarly, out of 32 employed graduates, 14 (43.75%) were from B.Ed, 8 (25%) from BBS, 1 (3.13%) from M.Ed and 9 (28.13%) from MBS. Large numbers of unemployed graduates are either pursuing further studies or are still seeking for a regular job.

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Table 4: Program wise current employment status

		Current Employment Status			Total
		Service in Organization	Self Employed	Unemployed	
Program Completed	B.Ed	13	1	38	52
	BBS	8	0	27	35
	M.Ed	1	0	2	3
	MBS	6	3	4	13
	Total	28	4	71	103

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.638 ^a	6	.003
Likelihood Ratio	15.023	6	.020
N of Valid Cases	103		

Chi square value = 15.023, P value = 0.020 < 0.05 (significance level)
Therefore, there is significant relationship between graduate program and employment status.

Among the 26 male respondents, only 13 (50%) male and out of 77 female respondents, only 19 (24.68%) female were employed. Out of 13 employed male, 11 (84.62%) were involved in different organizations and only 2 (15.39%) were self employed. Similarly out of 19 female employed graduates, 17 (89.47%) were involved in different organizations and only 2 (10.53%) were self employed.

Table 5: Gender wise current employment status

		Current Employment Status			Total
		Service in Organization	Self Employed	Unemployed	
Gender	Male	11	2	13	26
	Female	17	2	58	77
	Total	28	4	71	103

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Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.034 ^a	2	.049
Likelihood Ratio	5.721	2	.057
N of Valid Cases	103		

Chi square value = 6.034, P value = 0.049 < 0.05 (significance level)
Therefore, there is significant relationship between gender and employment status.

2.2.2 Employment types of graduates

Regarding the employed respondents and their respective careers, 17 graduates (53.13%) consisting 5 male and 12 female were employed in private sector where as 5 (15.63%) consisting 1 male and 4 female were employed in public services, only 1 male (3.13%) was in NGO/INGO sector, 5 (15.63%) consisting 4 male and 1 female were government services and 4 (12.5%) consisting 2 male and 2 female were self employed.

Type of Organization	Gender		Total
	Male	Female	
Private	5	12	17
Public	1	4	5
NGO/INGO	1	0	1
Government	4	1	5
Self Employed	2	2	4
Total	13	19	32

Regarding the nature of employment in an organization, 24 (75%) graduates were full time employees, out of which 11 were in private sector, 3 in public services, 1 in NGO/INGO, 5 in Government services and 4 were self employed. Similarly 8 (25%) graduates were part time employees out of which, 6 were in private sector, 2 in public services and none in other sectors.

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Table 7: Working nature of employment			
Type of Organization	Type of Employment		Total
	Full Time	Part Time	
Private	11	6	17
Public	3	2	5
NGO/INGO	1	0	1
Government	5	0	5
Self Employed	4	0	4
Total	24	8	32

2.2.3 Employment designation of graduates

Among the employed respondents, 22 (78.57%) were designated as assistant level, out of which 13 were in private sector, 3 in public services, 1 in NGO/INGO and 5 in government services. Likewise, among the employed respondents, only 6 (21.43%) were in officer level out of which, 4 were in private sector, 2 in Public services and none were in NGO/INGO and Government services.

Table 8: Designation of employee in different organization					
Designation	Type of Organization				Total
	Private	Public	NGO/INGO	Government	
Assistant Level	13	3	1	5	22
Officer Level	4	2	0	0	6
Total	17	5	1	5	28

Among the 22 assistant level of employed graduates, 7 (31.82%) were male and 15 (68.18%) were female. Similarly, out of 6 officer level of employed graduates, 4 (66.67%) were male and only 2 (33.33%) was female.

Table 9: Gender wise designation of employee			
Designation	Gender		Total
	Male	Female	
Assistant Level	7	15	22
Officer Level	4	2	6
Total	11	17	28

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

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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

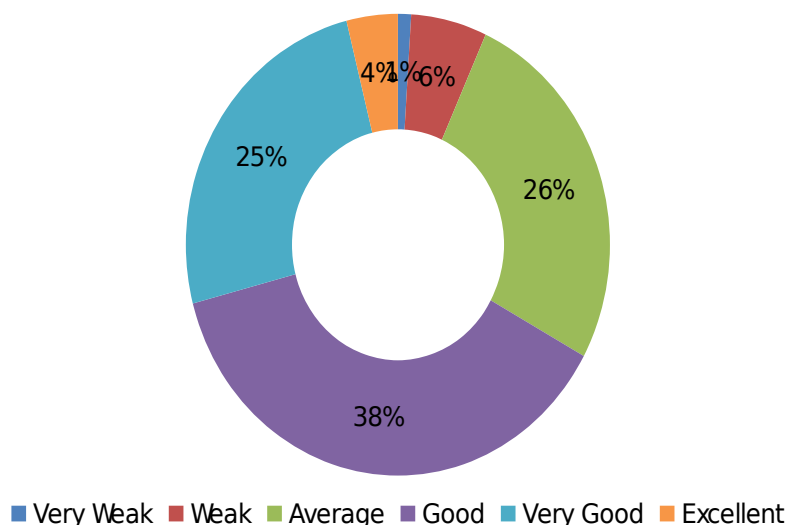
The table below reveals that out of total 103 respondents in the aspect of relevancy of program on professional requirements, 1 (1%) graduates rated very weak, 6 (5.8%) rated weak, 27 (26.2%) rated average, 39 (37.9%) rated good, 26 (25.2%) rated very good and 4 (3.9%) rated excellent. From these statistics it can be said that 67% graduates who rated good, very good and excellent were satisfied with the relevancy of programs offered by campus on their professional requirements.

Table 10: Relevancy of program on professional requirement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	1.0	1.0	1.0
	Weak	6	5.8	5.8	6.8
	Average	27	26.2	26.2	33.0
	Good	39	37.9	37.9	70.9
	Very Good	26	25.2	25.2	96.1
	Excellent	4	3.9	3.9	100.0
	Total	103	100.0	100.0	

Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2016 AD)

Figure 2: Relevancy of program on profession



2.3.2 Extracurricular activities

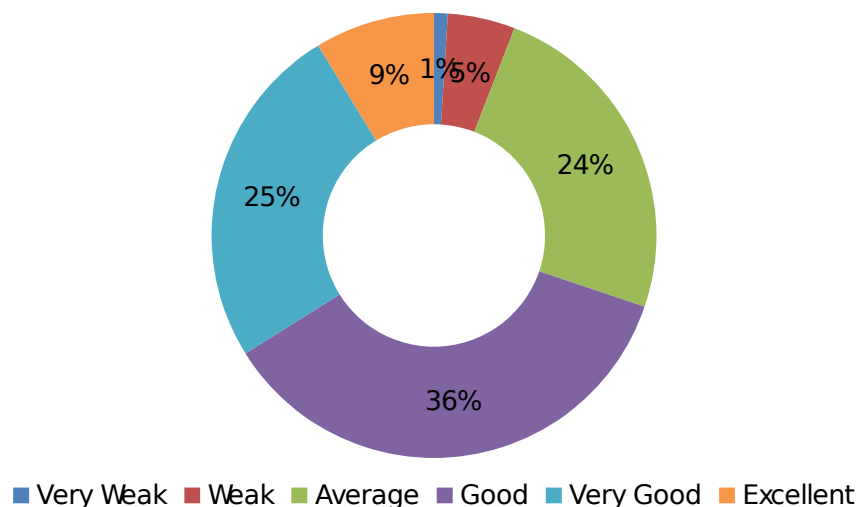
The table below reveals that out of total 103 respondents in the aspect of extracurricular activities, 1 (1%) graduate rated very weak, 5 (4.9%) rated weak, 25 (24.3%) rated average, 37 (35.9) rated good, 26 (25.2%) rated very good and 9 (8.7%) rated excellent. From these statistics 69.9% graduates who rated good, very good and excellent were satisfied with the extracurricular activities conducted by campus.

Table 11: Extracurricular activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	1	1.0	1.0	1.0
Weak	5	4.9	4.9	5.8
Average	25	24.3	24.3	30.1
Good	37	35.9	35.9	66.0
Very Good	26	25.2	25.2	91.3
Excellent	9	8.7	8.7	100.0
Total	103	100.0	100.0	

Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2016 AD)

Figure 3: Extracurricular activities



2.3.3 Problem solving abilities

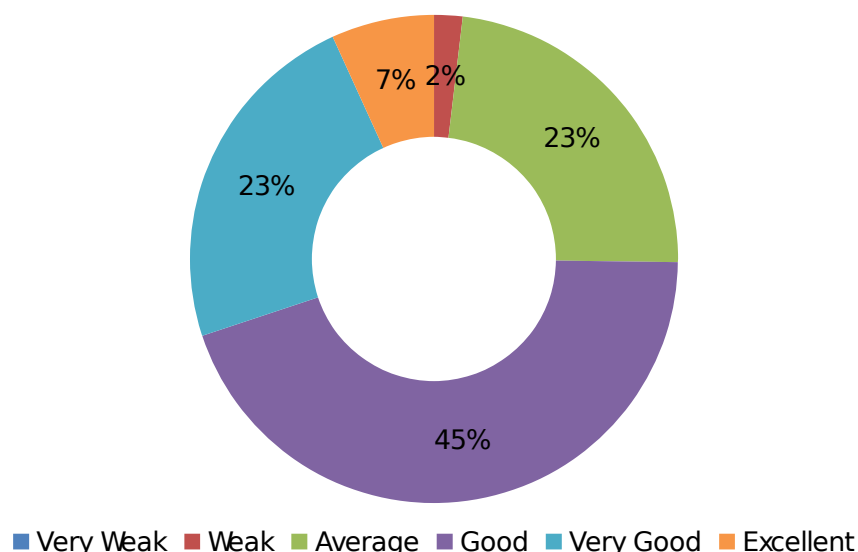
Table 12 presents that among the 103 respondents with the problem solving abilities, 0 (0%) graduates rated very weak, 2 (1.9%) rated weak, 24 (23.3%) rated average, 46 (44.7%) rated good, 24 (23.3%) rated very good, 7 (6.8%) rate excellent. From these statistics 74.8% graduates who rated good, very good and excellent were satisfied with the problem solving ability.

Table 12: Program solving ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	0	0	0	0
	Weak	2	1.9	1.9	1.9
	Average	24	23.3	23.3	25.2
	Good	46	44.7	44.7	69.9
	Very Good	24	23.3	23.3	93.2
	Excellent	7	6.8	6.8	100.0
	Total	103	100.0	100.0	

Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2016 AD)

Figure 4: Problem solving ability



2.3.4 Work placement, attachment and internship

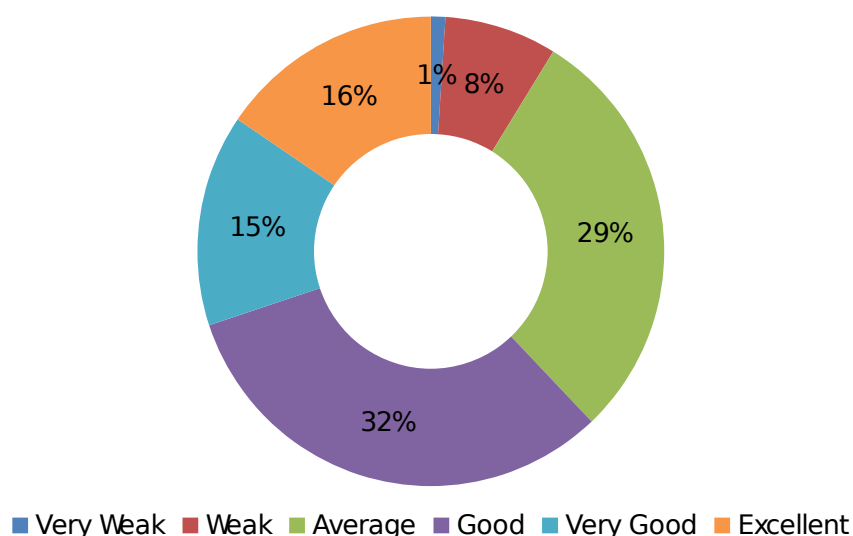
Table 13 presents that among the 103 respondents in the aspect of work placement/attachment/internship, 1 (1%) graduate rated very weak, 8 (7.8%) rated weak, 30 (29.1%) rated average, 33 (32%) rated good, 15 (14.6%) rated very good, 16 (15.5%) rate excellent. From these statistics 62.1% graduates who rated good, very good and excellent were satisfied with the work placement/attachment/internship supported by campus.

Table 13: Work placement, attachment & internship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	1	1.0	1.0	1.0
Weak	8	7.8	7.8	8.7
Average	30	29.1	29.1	37.9
Good	33	32.0	32.0	69.9
Very Good	15	14.6	14.6	84.5
Excellent	16	15.5	15.5	100.0
Total	103	100.0	100.0	

**Tracer Study Report of Siddhartha Gautam Buddha Campus
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**Figure 5:
Work placement, attachment & internship**



2.3.5 Teaching learning environment

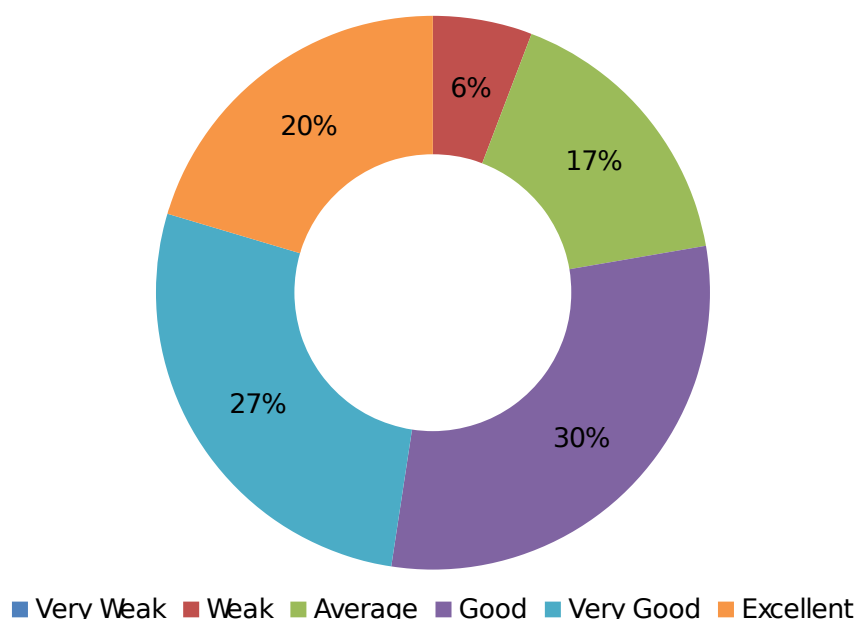
Table presented in below reveals that out of 103 respondents in the aspect of teaching learning environment, 0 (0%) graduates rated very weak, 6 (5.8%) rated weak, 17 (16.5%) rated average, 31 (30.1%) rated good, 28 (27.2%) rated very good, 21 (20.4%) rate excellent. From these statistics 77.8% graduates who rated good, very good and excellent were satisfied with the teaching learning environment available in campus.

Table 14: Teaching learning environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	0	0	0	0
Weak	6	5.8	5.8	5.8
Average	17	16.5	16.5	22.3
Good	31	30.1	30.1	52.4
Very Good	28	27.2	27.2	79.6
Excellent	21	20.4	20.4	100.0
Total	103	100.0	100.0	

Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2016 AD)

Figure 6: Teaching learning environment



2.3.6 Quality of education delivered

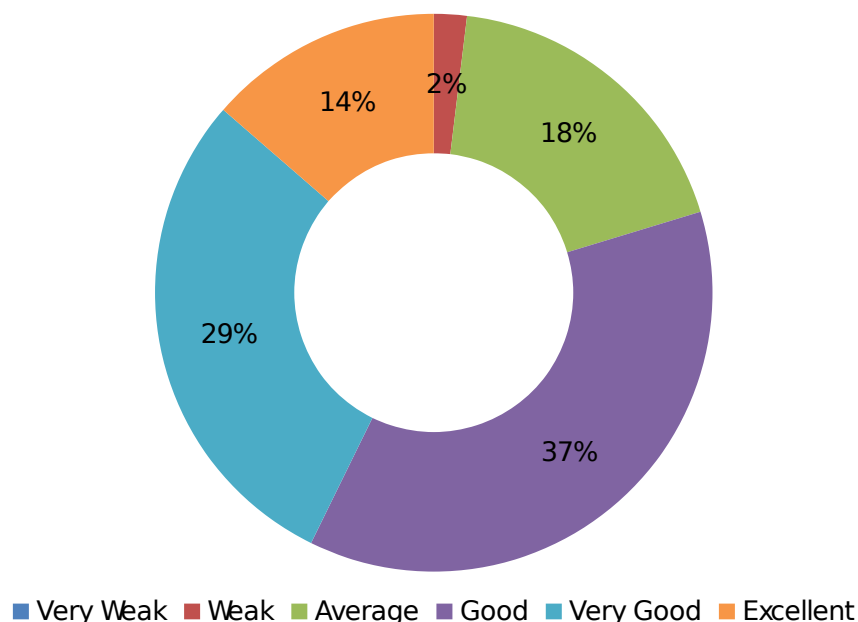
Table presented below reveals that out of 103 respondents in the aspect of quality of education delivered, 0 (0%) graduates rated very weak, 2 (1.9%) rated weak, 19 (18.4%) rated average, 38 (36.9%) rated good, 30 (29.1%) rated very good, 14 (13.6%) rate excellent. From these statistics 79.6% graduates who rated good, very good and excellent were satisfied with the quality of education delivered by campus.

Table 15: Quality of education delivered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	0	0	0	0
Weak	2	1.9	1.9	1.9
Average	19	18.4	18.4	20.4
Good	38	36.9	36.9	57.3
Very Good	30	29.1	29.1	86.4
Excellent	14	13.6	13.6	100.0
Total	103	100.0	100.0	

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Figure 7: Quality of education delivered



2.3.7 Teacher student relationship

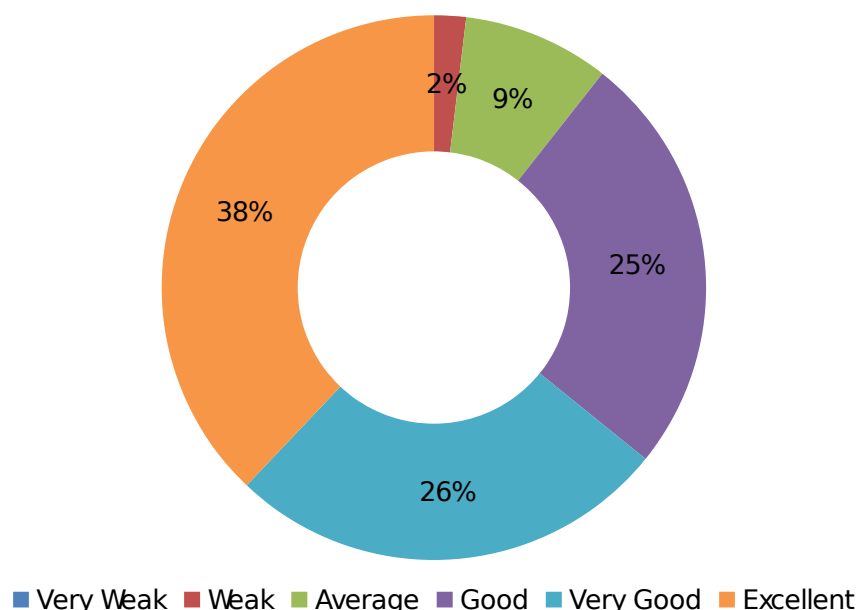
Table 16 states that among the 103 respondents in the aspect of teacher student relationship, 0 (0%) graduates rated very weak, 2 (1.9%) rated weak, 9 (8.7%) rated average, 26 (25.2%) rated good, 27 (26.2%) rated very good, 39 (37.9%) rate excellent. From these statistics 89.3% graduates who rated good, very good and excellent were satisfied with the teacher student relationship of campus.

Table 16: Teacher student relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	0	0	0	0
Weak	2	1.9	1.9	1.9
Average	9	8.7	8.7	10.7
Good	26	25.2	25.2	35.9
Very Good	27	26.2	26.2	62.1
Excellent	39	37.9	37.9	100.0
Total	103	100.0	100.0	

**Tracer Study Report of Siddhartha Gautam Buddha Campus
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Figure 8: Teacher student relationship



2.3.8 Library facilities

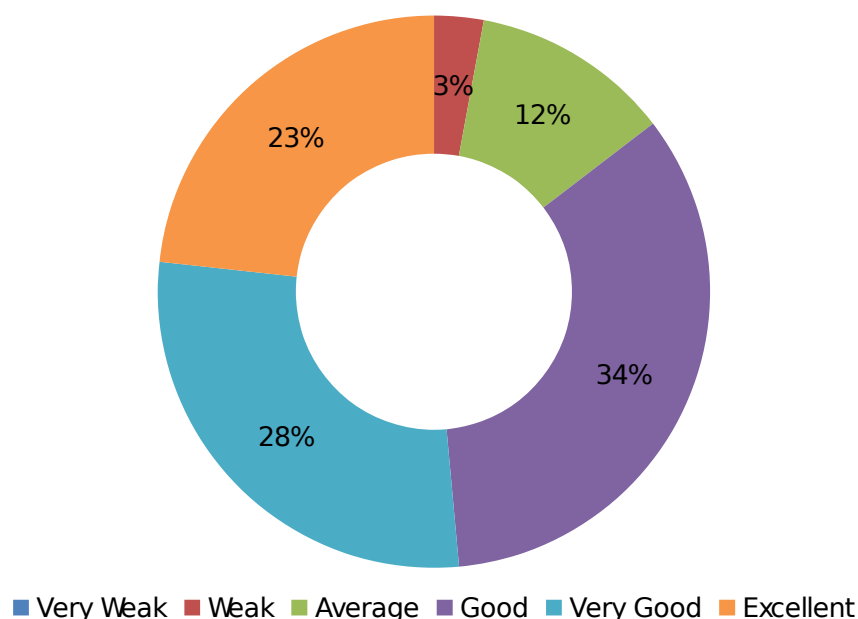
Table 17 illustrates that among the 103 respondents with the aspect of library facilities, 0 (0%) graduates rated very weak, 3 (2.9%) rated weak, 12 (11.7%) rated average, 35 (34%) rated good, 29 (28.2%) rated very good, 24 (23.3%) rate excellent. From these statistics 85.4% graduates who rated good, very good and excellent were satisfied with the library facilities available in campus.

Table 17: Library facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	0	0	0	0
Weak	3	2.9	2.9	2.9
Average	12	11.7	11.7	14.6
Good	35	34.0	34.0	48.5
Very Good	29	28.2	28.2	76.7
Excellent	24	23.3	23.3	100.0
Total	103	100.0	100.0	

Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2016 AD)

Figure 9: Library facilities



2.3.9 Lab facilities

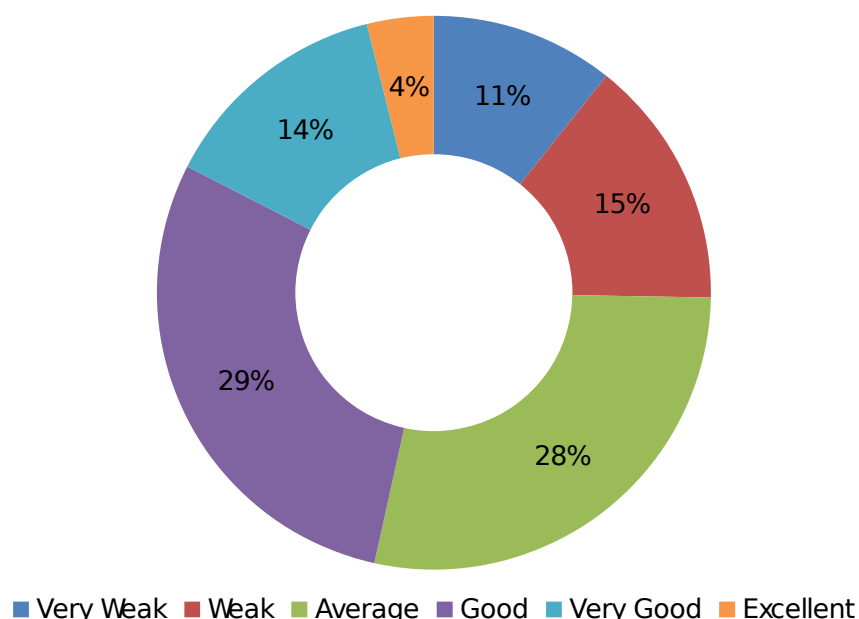
Table 18 illustrates that among the 103 respondents in the aspect of lab facilities, 11 (10.7%) graduates rated very weak, 15 (14.6%) rated weak, 29 (28.2%) rated average, 30 (29.1%) rated good, 14 (13.6%) rated very good, 4 (3.9%) rate excellent. From these statistics 46.6% graduates who rated good, 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 18: Lab facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	11	10.7	10.7	10.7
Weak	15	14.6	14.6	25.2
Average	29	28.2	28.2	53.4
Good	30	29.1	29.1	82.5
Very Good	14	13.6	13.6	96.1
Excellent	4	3.9	3.9	100.0
Total	103	100.0	100.0	

Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2016 AD)

Figure 10: Lab facilities



2.3.10 Sports facilities

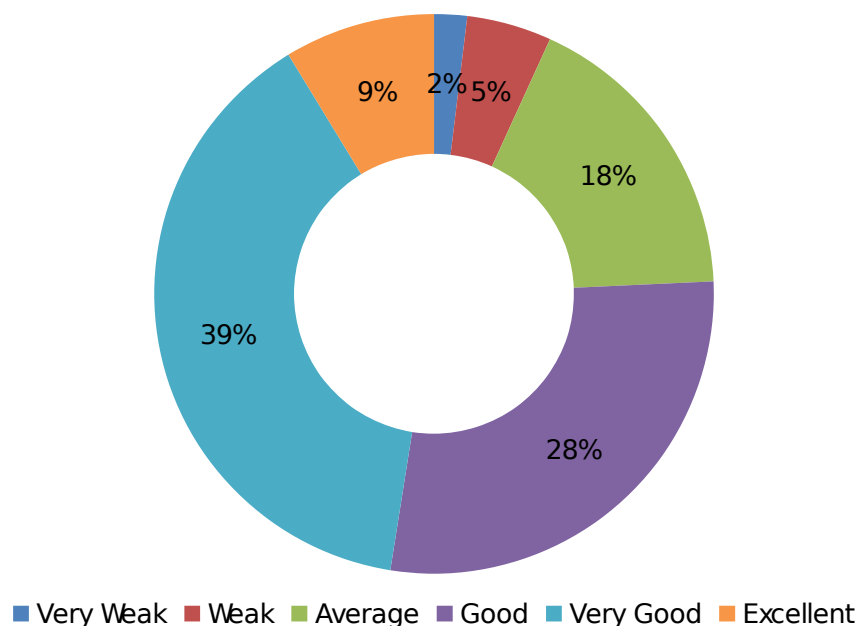
Table 19 states that among the 103 respondents in the aspect of sports facilities, 2 (1.9%) graduates rated very weak, 5 (4.9%) rated weak, 18 (17.5%) rated average, 29 (28.2%) rated good, 40 (38.8%) rated very good, 9 (8.7%) rate excellent. From these statistics 75.7% graduates who rated good, very good and excellent were satisfied with the sports facilities available in campus.

Table 19: Sports facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	2	1.9	1.9	1.9
Weak	5	4.9	4.9	6.8
Average	18	17.5	17.5	24.3
Good	29	28.2	28.2	52.4
Very Good	40	38.8	38.8	91.3
Excellent	9	8.7	8.7	100.0
Total	103	100.0	100.0	

Tracer Study Report of Siddhartha Gautam Buddha Campus (Batch 2016 AD)

Figure 11: Sports facilities



2.3.11 Canteen and urinals facilities

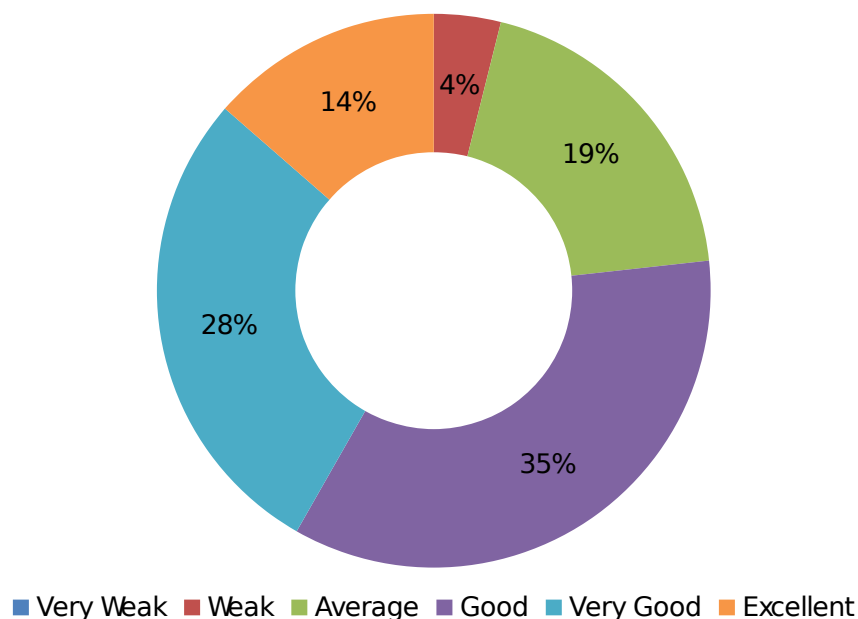
Table 20 reveals that among the 103 respondents in the aspect of canteen and urinal facilities, 0 (0%) graduates rated very weak, 4 (3.9%) rated weak, 20 (19.4%) rated average, 36 (35%) rated good, 29 (28.2%) rated very good, 14 (13.6%) rate excellent. From these statistics 76.7% graduates who rated good, very good and excellent were satisfied with the canteen and urinal facilities available in campus.

Table 20: Canteen & urinal facilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	0	0	0	0
Weak	4	3.9	3.9	3.9
Average	20	19.4	19.4	23.3
Good	36	35.0	35.0	58.3
Very Good	29	28.2	28.2	86.4
Excellent	14	13.6	13.6	100.0
Total	103	100.0	100.0	

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Figure 12: Canteen & urinal facilities

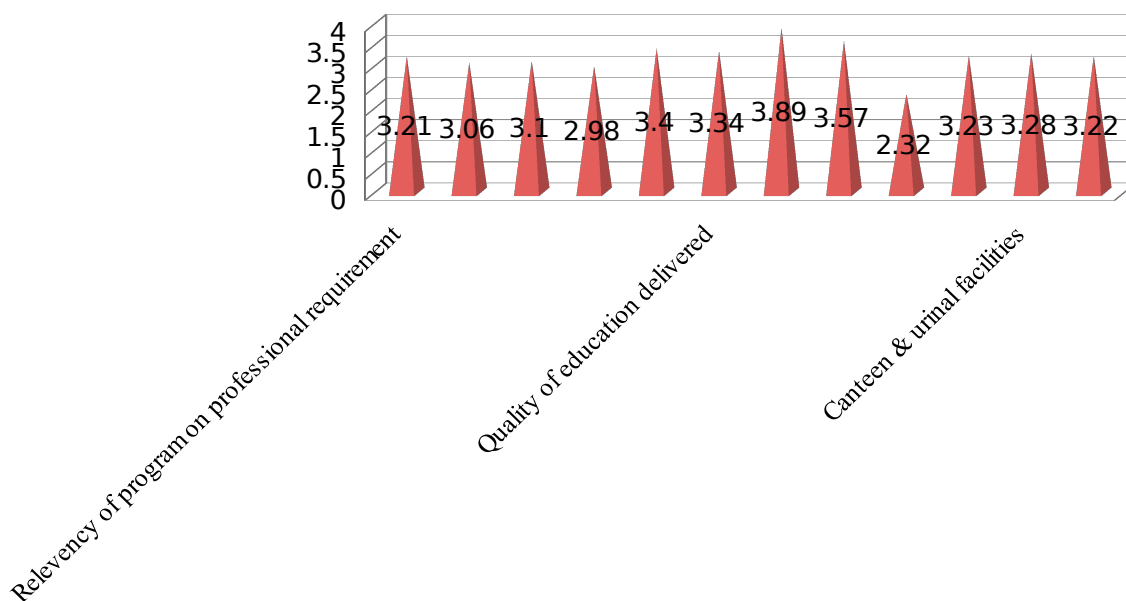


2.3.12 Analysis of overall activities of campus

The figure below presents the evaluation of overall activities of campus by respondents. Among the various aspects of campus, large no. of graduates gave the highest rank to teacher student relationship with average rank value of 3.89. However, noteworthy that least satisfaction is expressed by graduates about lab facilities with average rank value of 2.32. The average rank value given by graduates to relevancy of program on professional requirement was 3.21, extracurricular activities was 3.06, problem solving ability was 3.10, work placement/attachment/internship was 2.98, teaching learning environment was 3.40, quality of education delivered was 3.34, library facilities was 3.57, sports facilities was 3.23 and canteen/urinal facilities was 3.28. In general, 73.1% respondents were satisfied and rated good, very good and excellent with average ranking of 3.22 out of 5 for overall activities of campus, which indicates graduates were highly satisfied with the activities within the campus.

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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 30 graduates (29.13%) have continued their study. Among 52 graduates from B.Ed program, only 16 (30.77%) were enrolled in M.Ed program within the same university. Similarly out of 35 graduates from BBS program, 13 (37.14%) were enrolled in MBS program within the same university and only 1 (2.86%) was enrolled in other program of another university. The study conducted to find out how many graduates wanted to get enrolled to SGBC for next degree, it was found that out of 30 graduates who enrolled in further program, only 9 graduates (30%) were enrolled in SGBC and remaining 21 (70%) graduates were enrolled elsewhere.

Table 21: Further Program Enrollment

		Further Program Enroll				Total
		M.Ed	MBS	Others	Not Enrolled	
Program Completed	B.Ed	16	0	0	36	54
	BBS	0	13	1	21	36
	M.Ed	0	0	0	3	3
	MBS	0	0	0	13	6
Total		16	13	1	73	103

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		University for Further Enroll		Total
		In Same University	In Another University	
Program Completed	B.Ed	16	0	16
	BBS	13	1	14
	To	29	1	30
Total				

		Campus for Further Enroll			Total
		Not Enrolled	SGBC	Out of SGBC	
Program Completed	B.Ed	36	2	14	52
	BBS	21	7	7	35
	M.Ed	3	0	0	3
	MBS	13	0	0	13
	Tot	73	9	25	103
Total					

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.

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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 2016 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 103 respondents, the graduates from B.Ed , BBS, M.Ed and MBS programs were 52 (50.48%), 35 (33.98%), 3 (2.91%) and 13 (12.62%) respectively.
- Out of 103 respondents, 26 (25.24%) were male and 77 (74.76%) were female. The number of female graduates is found to be higher than that of male in all programs. Chi square test reveals that there is no significant relationship between completion of the graduate program and gender of graduates.
- The graduates from Brahmin Chhetri, EDJ and Dalit group were 65 (63.11%), 36 (34.95%) and 2 (1.94%) respectively. The number of graduates from Brahmin Chhetri group is found to be higher than that of other social groups in all programs except in M.Ed program. Chi square test reveals that there is no significant relationship between completion of the graduate program and social group.
- Among the total respondents, 45 (43.69%), 17 (16.50%), 10 (9.71%), 9 (8.74%), 7 (6.80%), 5 (4.85%) and 10 (9.71%) were from Rupandehi, Gulmi, Arghakhanchi, Palpa, Nawalparasi, Kapilbastu and other districts of Western part of Nepal respectively.
- Only 55 (53.44%) graduates consisting 39 male and 36 female were using email and 73 (70.87%) graduates consisting 21 male and 52 female have been connected in social network through facebook account.

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3.2 Employment status of graduates

- Out of total respondents it is found that only 32 (31.07%) graduates were employed consisting 28 (87.5%) involved in different organization and 4 (12.5%) were self employed. Chi square test states that there no significant relationship between graduate program and employment status.
- Among the 32 employed respondents, only 13 (40.63%) male and 19 (59.38%) female were employed. Chi square test states that there is significant relationship between gender and employment status.
- Out of total 32 employed graduates, 17 graduates (53.13%), 5 (15.63%), 1 (3.13%), 5 (15.63%) were employed in private sector, public services, NGO/INGO sector and government services respectively and 4 (12.5%) graduates were self employed.
- Regarding the 32 employed graduates 24 (75%) graduates were full time 8 (25%) graduates were part time employees.
- Among the employed respondents, 22 (78.57%) were designated as assistant level and 6 (21.43) were in officer level.
- Among the 22 assistant level employed, 7 (31.82%) were male and 15 (68.18%) were female. Similarly, out of 6 officer level employed, 4 (66.67%) were male and only 2 (33.33%) was female.

3.3 Strengths and weaknesses of the intuitional programs

- In context of relevancy of program on professional requirements of graduates, 67% respondents were satisfied and rated good, very good and excellent with average ranking of 3.21 out of 5.
- For extracurricular activities, 69.9% respondents were satisfied and rated good, very good and excellent with average ranking of 3.06 out of 5.
- 74.8% respondents were satisfied and rated good, very good and excellent with average ranking of 3.1 out of 5 for problem solving ability.
- In context of work placement, attachment and internship, 62.1% respondents were satisfied and rated good, very good and excellent with average ranking of 2.98 out of 5.

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- For teaching learning environment available in campus, 77.8% respondents were satisfied and rated good, very good and excellent with average ranking of 3.4 out of 5.
- 79.6% respondents were satisfied and rated good, very good and excellent with average ranking of 3.34 out of 5 for quality of education delivered by campus.
- In context of teacher student relationship, 89.3% respondents were satisfied and rated good, very good and excellent with average ranking of 3.89 out of 5.
- For library facilities available in campus, 85.4% respondents were satisfied and rated good, very good and excellent with average ranking of 3.57 out of 5.
- 46.6% respondents were satisfied and rated good, very good and excellent with average ranking of 2.32 out of 5 for lab facilities available in campus.
- In context of sports facilities of campus, 75.7% respondents were satisfied and rated good, very good and excellent with average ranking of 3.23 out of 5.
- For canteen and urinal facilities available in campus, 76.7% respondents were satisfied and rated good, very good and excellent with average ranking of 3.28 out of 5.
- 73.1% respondents were satisfied and rated good, very good and excellent with average ranking of 3.22 out of 5 for overall activities of campus.

3.4 Graduates' persuasion for further study

- It was found that only 30 graduates (29.12%) have continued their study. Out of 52 graduates from B.Ed program, 16 (30.77%) were enrolled in M.Ed program within the same university and among the 35 graduates from BBS program, 13 (37.14%) were enrolled in MBS program within the same university and only 1 (2.86%) was enrolled in other program of another university.

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- It was found that only 9 graduates (30%) were enrolled in SGBC and remaining 21 (70%) 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 carryout 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 carryout 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.

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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 in number in all academic programs. 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.
- On average, almost half of the graduates have access on email ID and nearly two third of them are connected to social networks through facebook.
- Almost two third of the traced graduates are found to be unemployed. In comparison to male, employment rate of female graduates is found to be higher.
- More than half of employed graduates are engaged in private sector followed by other sectors. Most of the employed graduates are found working as full time employees in all sectors.
- Most of the employed graduates are found working as assistant level employee. Majority of them are female employees.
- Almost two third respondents were satisfied and rated good, very good and excellent for overall activities of campus.
- Only one third traced graduates are found pursuing higher studies. Many of them are enrolled in same university but in different campus.

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5.2 Recommendation

EMIS committee of SGBC conducted the tracer study of graduates' batch of 2016 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 launch 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.
- 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.

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- The campus should formulate the proper strategic plans to retain its graduates in its own higher level programs.