



REPORTING OF THE GRADUATE SURVEY

*Modern India and South Asian Studies
Bachelor, Academic Bachelor, Master Degree*

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Introduction

The University of Copenhagen conducts graduate surveys for all professional Bachelor's, Academic Bachelor's, Master's Candidatus and Master's degrees, as well as Diploma and Academy Profession (AP) programmes according to a shared concept of data collection developed across the faculties.

The graduate surveys gather information about what the graduates are doing after their graduation, and how conditions during their studies have been influential in their later employment situation. Among other things, the graduates assess to what degree the skills achieved from their education have been relevant and sought after in the jobs they get after completing their education. Moreover, the graduates evaluate whether their education has been structured to ensure that the study programme can be completed without delay, and whether there is anything in the programme that could be improved to better prepare them for the job market.

Education Services at the University of Copenhagen is responsible for the graduate survey itself. Rambøll handles the acquisition of data and prepares a report based on the data from the questionnaires. The reporting of the graduate survey takes place on three levels: university, faculty and educational programme. This report is for Modern India and South Asian Studies.

Compared to previous reports in connection with the institution accreditation, the 2018 reports also include small, built-in analyses by cross-referencing information. The background for this is the fact that the results of the questionnaire had been adapted and reworked by the individual institutes. Therefore, Education Services has in collaboration with Rambøll worked on improving the report template so that the complete report can, as far as possible, cover the common needs that the institutions have.

The institution accreditation comprises an assessment of many educational programmes, all of which receive a report like this one. Therefore, it has been necessary to standardise the text so that it can be included generically in the reports for all types of educational programme. Throughout the report, there are guidance and notes on the individual sections and graphs. All faculties have received the complete data material for the faculty's educational programmes, which are included in this graduate survey. Thus, this report provides an overview of the survey's results, which can be further investigated by looking into the data.

Data

After the completion of their education programme, all graduates from the University of Copenhagen were invited to take part in the graduate survey. The University of Copenhagen offers the following types of education programmes:

- Academic Bachelor's degree
- Professional Bachelor's degree
- Master's Candidatus degree
- Master's degree
- Diploma programmes
- Academy Profession (AP) programmes

From 2015 all the faculties at the University of Copenhagen will use the same questionnaire for the collection of data in connection with graduate surveys in order to provide the opportunity to compare the results across educational programmes and faculties.

Table: Summary of collected data

	BA	Total
Invited	11	11
Completed	9%	9%
Partially completed	18%	18%
Number of replies	27%	27%
Defected	0%	0%
Did not reply	73%	73%

Background data from the study administrative system STADS

Table: Summary of graduates divided by graduate status

	BA total	BA participated
Number	11	3
Percentage women	82%	
Foreign citizens	0%	
Average age upon graduation	26.2	
- youngest	24.2	
- eldest	28.8	
Completion time (average years)	3.8	
- shortest completion time	3.1	
- longest completion time	4.4	
Quota 2 at BA-entrance	0%	
Years from qualifying exam to commencement of study (average)	3	
- shortest time from qualifying exam to commencement of study (average)	1	
- longest time from qualifying exam to commencement of study (average)	6.5	
Bachelor's programme as first priority	82%	
Grading of Bachelor's paper/Master's thesis (average)	9.5	
- lowest grade	7	
- highest grade	11.5	

For future analyses of data from graduate surveys it can be relevant to examine, aside from being representative, whether the data can be biased. Respondents could, for example, be biased in the assessment of their education, if they are unsuccessful on the job market.

Reading guide

In order to make the report more readable and to live up to various ethical principles, this section explains in brief how the data is presented in this report. The report has been made for many educational programmes; in addition, there are joint reports on faculty level and for the University of Copenhagen as a whole. As described in the introduction, it has thus been necessary to work with a standardised report structure, partly on financial grounds, both in terms of the content of the tables, graphs and the text itself. The following text is thus intended to help the reader in reading the report.

For the Modern India and South Asian Studies educational programme, a report template has been used that comprises Professional Bachelor's degrees, Academic Bachelor's degrees and Master's Candidatus degrees. For the University of Copenhagen as a whole, it makes sense to look at Master's Candidatus and Professional Bachelor's degrees in the same section, as these are programmes where the graduates complete their education at the university. The reader might though have a report for a specific education at hand that does not comprise a Professional Bachelor's degree programme. At time of writing, the University of Copenhagen offers Professional Bachelor's degrees in dentistry under the Faculty of Health. The reader is therefore asked to consider that it has been necessary to standardise the text so that it also reads Professional Bachelor's degree, even though this may not be relevant to the education written in the actual report.

Q.1.1. What is your current job situation?

	BA
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	0% (0)

I am self-employed (including freelance)	0% (0)
I am unemployed (including on maternity leave without being under contract of employment)	0% (0)
I am in full-time education (e.g. Candidatus programme)	100% (3)
I am on a Ph.D programme	0% (0)
Other	0% (0)
Number of replies	3

Figures in this table can be included in the text in the individual sections. If there is a figure for candidates in this table, they could also be included in the following section on candidates, for example. The table here provides a complete summary of the types of figures included in this report.

For Q.1.1 in the table, the respondents have just one possible answer. If a respondent has a part-time job with supplementary benefit, the respondent should select the category, "I am in work". In some cases, the individual questions in the questionnaire have just one possible answer; in other cases, multiple answers are permitted. With a single answer option, a percentage breakdown of the respondents according to answer will add up to 100 per cent as in a relative breakdown, and otherwise the sum of the percentages will be higher than 100 per cent. The graphs in the report thus provide a clear indication of whether there is a single answer option or multiple answers.

In general, the total "n" for the graphs and tables, as well as what it covers, is made clear in the text. In some situations, "n" is the total number of respondents in the graduate study while in other situations, "n" can be conditional on the respondents who are in work, for example. Based on the graph it is then possible to estimate how many respondents there are in the individual categories.

The graduate survey invites all graduates in a given population to answer the questionnaire, where the response rate can be small. The collected data does not therefore represent a complete survey, but rather a random sample. To ensure anonymity, when the number of respondents is small, the results on the following questions:

What is your monthly salary?

Do you supplement the income earned from your primary occupation?

Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status?

Why do you think you do not have a job at the moment?

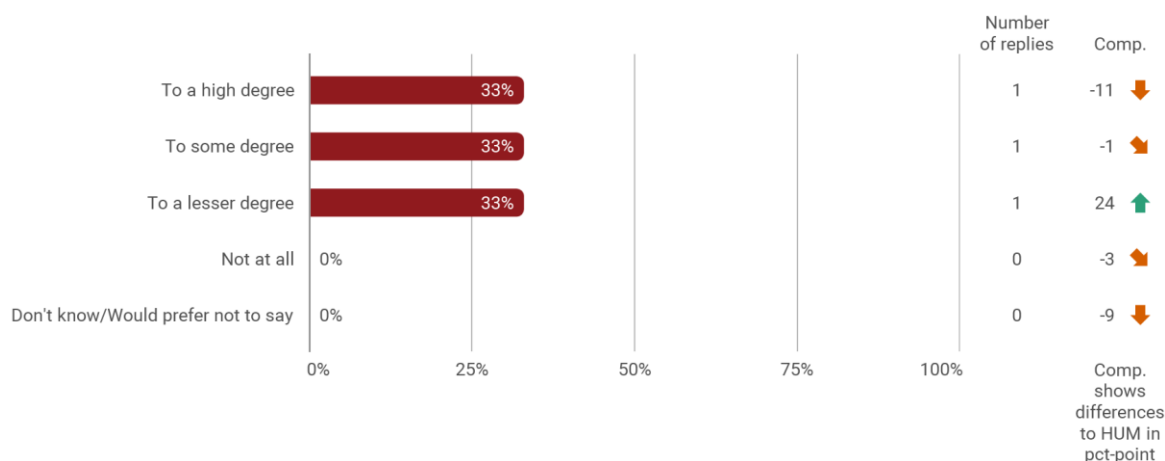
are only shown if at least three respondents have answered that question. Be aware that too few respondents can increase the statistical uncertainty significantly, and the percentage indications can fluctuate a lot if one respondent is added or removed.

Bachelor's/Professional Bachelor's assessment of the study programme

The level of teaching in relation to the entry requirements

Q.4.1. To what degree is it your assessment that the teaching on your Bachelor/professional Bachelor programme was organised at a suitable level in relation to the entry requirements?

The figure for question Q.4.1. shows to what degree the Bachelors/Professional Bachelors assess that the teaching on their programme of study was organised at a suitable level in relation to the entry requirements.



The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

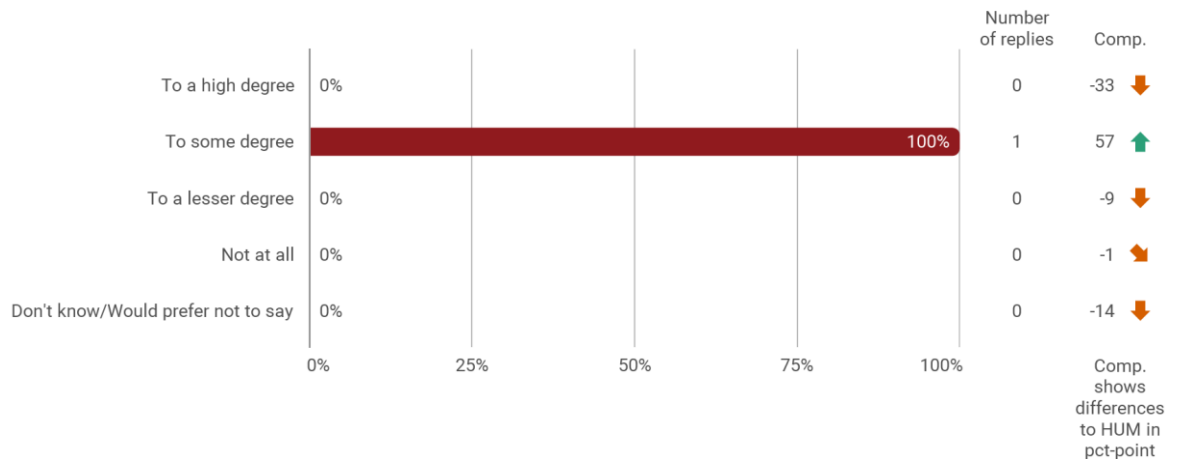
A green arrow shows that there are x percentage points more on Modern India and South Asian Studies than on the entire faculty. A red arrow shows that there are x percentage points less on Modern India and South Asian Studies than on the entire faculty.

Only one response category is possible.

The above question is answered by graduated bachelors as well as candidates who, from 1 October 2014 to 30 September 2017, are also graduated from their bachelor's degree at the University of Copenhagen.

Q.4.7. To what degree do you feel that all the elements of the Bachelor/ professional Bachelor programme have contributed to the collective goals of the teaching offer?

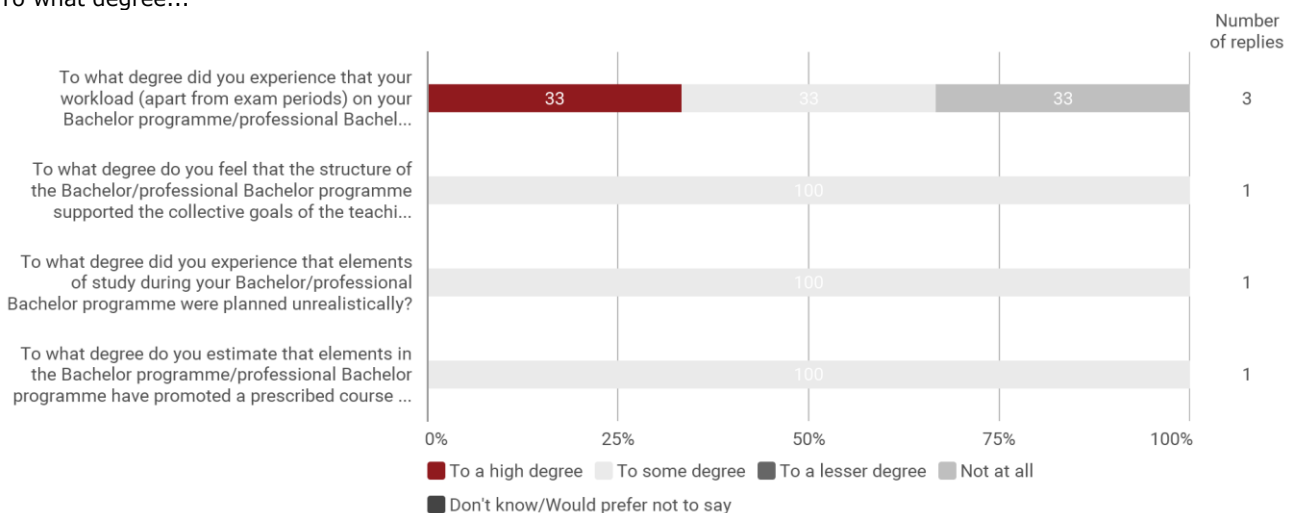
The figure for question Q.4.7. shows to what degree the Bachelors/Professional Bachelors assess that the elements of the Bachelor/ professional Bachelor programme have contributed to the collective goals of the teaching.



Specifics about the bachelor programme

The figure for questions Q.4.2., Q.4.3., Q.4.6., Q.4.4., Q.4.5. shows how the Bachelors/Professional Bachelors assess different conditions in their programme of study.

To what degree...

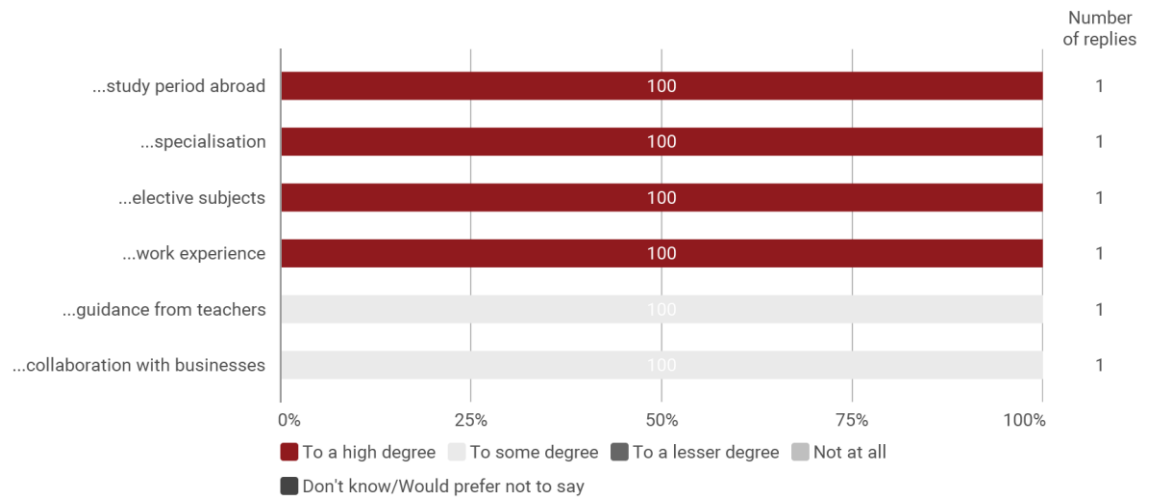


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

The graduates assessment of the opportunities for study abroad, internship etc. without extensions

Q.4.8. To what degree was your Bachelor/professional Bachelor programme organised so that you had the opportunities for (see following) without having to extend the length of your studies?

The figure for question Q.4.8. shows how the Bachelors/Professional Bachelors assess that their programme of study was organized so that they had the possibility of studying abroad, specialisation, choosing elective subjects, getting work experience, receiving guidance from teachers, and having collaboration with businesses without having to extend the length of their studies.

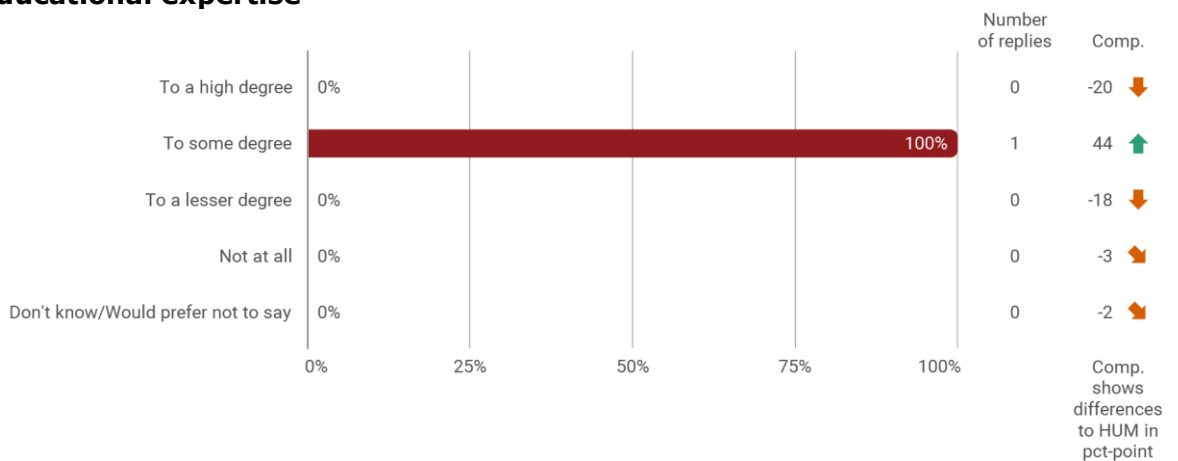


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

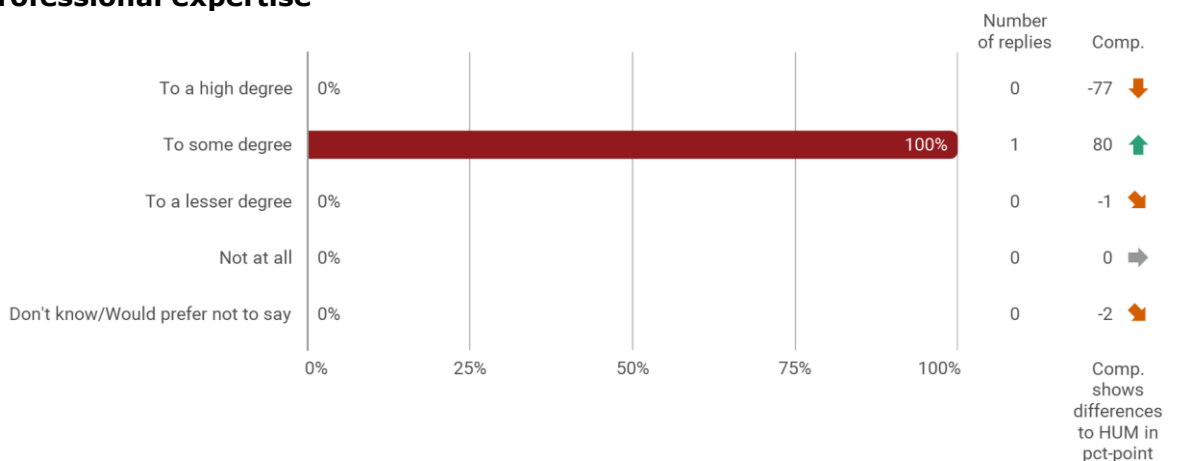
The teachers' professional and educational expertise

The figure for question Q.4.9. shows how the Bachelors/Professional Bachelors assess the teacher's professional and educational expertise.

Q.4.9. Educational expertise



Q.4.9. Professional expertise



The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

Full-time education

This section describes the job situation for the Bachelor's graduates who answered introductory Q.1.1 by saying they had begun a full-time programme of education after graduation.

This can include several types of full-time education, depending on which actual course programme the report concerns. If they have graduated from a Bachelor's degree programme, there will be many who continue their studies at Master's Candidatus degree level. For Master's Candidatus graduates, there will be some who will continue on a PhD programme or teacher training.

Q.1.39./Q.1.40. What education institution are you registered with?

The table for question Q.1.39./Q.1.40. shows what education institutions the Bachelors in a full-time education are registered with.

	ph.d.	Diploma of Education	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other study programme	Total %	Total n
Aalborg University	0%	0%	33%	0%	0%	0%	33%	1
Aarhus University	0%	0%	0%	0%	0%	0%	0%	0
Copenhagen Business School	0%	0%	0%	0%	0%	0%	0%	0
Technical University of Denmark (DTU)	0%	0%	0%	0%	0%	0%	0%	0
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	0%	0%	67%	0%	0%	0%	67%	2
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	0%	0%	0%	0%	0%	0%	0
Danish School of Media and Journalism	0%	0%	0%	0%	0%	0%	0%	0
University College	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	0%	0%	0%	0%	0%	0%	0%	0
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	0	0	3	0	0	0	3	3

The table shows the percentage within each specific education. The total number of respondents for each education is shown in the bottom row.

Appendix 1: Questions used in the report

Employment	Relevance and correlation between area of study and the labour market	Transition from study programme to labour market	Quality of programme of study
Q.1.1.	Q.2.1.	Q.3.1.	Q.4.1.
Q.1.2.	Q.2.2.	Q.3.2.	Q.4.1.X.
Q.1.3.	Q.2.3.	Q.3.3.	Q.4.1.Z.
Q.1.7.	Q.2.4.	Q.3.4.	Q.4.2.
Q.1.8.		Q.3.5.	Q.4.2.X.
Q.1.9.		Q.3.6.	Q.4.3.
Q.1.10.		Q.3.7.	Q.4.3.X.
Q.1.11.		Q.3.8.	Q.4.4.
Q.1.12.		Q.3.9.	Q.4.4.X.
Q.1.13.		Q.3.10.	Q.4.5.
Q.1.14.		Q.3.11.	Q.4.5.X.
Q.1.15.		Q.3.12.	Q.4.6.
Q.1.16.		Q.3.13.	Q.4.7.
Q.1.17.		Q.3.14.	Q.4.6.X.
Q.1.18.1.		Q.3.15.	Q.4.7.X.
Q.1.19.		Q.3.16.	Q.4.8.
Q.1.21.		Q.3.16.X.	Q.4.8.X.
Q.1.23.		Q.3.17.	Q.4.9.
Q.1.26.		Q.3.19.	Q.4.9.X.
Q.1.27.			
Q.1.28.			
Q.1.29.			
Q.1.30.			
Q.1.31.			
Q.1.32.			
Q.1.34.			
Q.1.35.			
Q.1.36.			
Q.1.38.			
Q.1.39.			
Q.1.40.			
Q.1.42.			

Appendix 2: Background data in STADS

CPR-number	CPR
Name	FORNAVN
Family name	EFTERNAVN
Address	ADRESSE
Postal code	POSTNR
City	BY
Country	LAND
KU-username	STUDIENR
Phone number	TELEFON
E-mail	EMAIL
Alumni e-mail address	ALUMNIEMAIL
Sex	KOEN
Citizenship	NATIONALITET
Foreign student (Y/N)	UDL_STUD
Study programme	UDDANNELSE
Faculty	UDD_FAKULTET
Year of graduation from qualifying exam/education	ADGANG_DIM_ÅR
Qualifying exam/education	ADGANG_EKSAMEN
Priority of BA-programme at application	PRIO_NR
BA-admission in quota 1 or 2 (possibly also Master Candidatus with same BA-education)	BA_OPT_KVOTE
Years between qualifying exam/education and commencement of study	SABBAT_ÅR
Date of commencement of study on the study programme in question	STUDIESTART
Year of commencement of study on the study programme in question	STUDIESTART_ÅR
Graduate's age at the time of the graduate survey	DIMITTENDALDER
Graduation year	SLUTÅR
Years from commencement of study to graduation	STUDIETID_ÅR
Date of birth	FØDSELSDAG
Calculated age at the time of commencement of study	ALDER_STUDIESTART
Age at graduation	ALDER_DIMISSION
Master's thesis/Bachelor's paper	AFHANDLING_TYPE
Grade for Master's thesis/Bachelor's paper	KARAKTER1
Possibly second grade for Master's thesis/Bachelor's paper (when there is both a verbal and a written exam)	KARAKTER2