

Tracer Study Report: College Graduates of 2019



Madan Bhandari Memorial College

New Baneshwor, Kathmandu

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University Grants Commission

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Tracer Study Report: College Graduates of 2019

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Acknowledgments

This tracer study of the graduates of Madan Bhandari Memorial College for the academic session 2019 marks a system of continuous record-keeping at the college. The study focused on graduates from the faculties of Humanities and Social Sciences, Management, and BScCSIT. The assistance from the UGC in conducting this study was invaluable. This study would not have been possible without the active support of the UGC and other contributors.

The findings presented in this report could not have been obtained without the responses of the key participants, including the graduates of the college, who were trained at the college and later employed in various sectors. Some graduates are self-employed, while others are continuing their further studies at different academic institutions. Their participation in this study is highly valued and appreciated.

Finally, we would like to express our gratitude to all respondents and other concerned individuals and institutions for providing valuable information, suggestions, and efforts that made this tracer study possible.

Tracer Study Team

Executive Summary

The study reveals that the college has been moderately successful in imparting quality education that enhances graduates' skills, expertise, and intellectual growth. This is corroborated by the approval ratings of college facilities provided by the graduates.

The study also indicates that approximately fifty percent of graduates are unemployed. Among programs, BScCSIT graduates appear to perform significantly better than BA and BBS graduates in terms of employment. Similarly, the data from further studies shows that the majority of graduates have either been unsuccessful or unwilling to pursue higher education. Within this category, a small number of BA and BBS graduates continue their studies, while the overwhelming majority of BScCSIT graduates decline to pursue further studies.

The study highlights some concerning results regarding the quality and relevance of the college's academic programs in fostering graduates' professional and personal development. Most graduates, whether from technical courses (i.e., BScCSIT) or non-technical ones, report moderate satisfaction with the courses they studied. However, graduates of BA, BBS, and BScCSIT are generally relatively satisfied. Female graduates report higher satisfaction than male graduates regarding the quality and relevance of the academic programs.

Finally, the data on students' satisfaction with the library, laboratory, canteen, toilets, and other facilities shows that the majority of graduates have moderate satisfaction with these resources. Therefore, the college should implement appropriate reform programs to address these areas.

Tracer Study Team

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Abbreviations

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
BEd	Bachelor of Education
BScCSIT	Bachelor of Science in Computer Science and Information Technology
ECA	Extra-Curricular Activities
ECA	Extra-Curricular Activity
EDJ	Educationally Disadvantaged Janajatis
FM	Frequency Modulated (Radio)
LOI	Letter of Intent
MA	Master of Arts
MBM	MadanBandari Memorial (College)
MBMC	MadanBhandari Memorial College
QAA	Quality Assurance Accreditation
SAT	Self-Assessment Team
UGC	University Grants Commission

1. Introduction

1.1 Background

Madan Bhandari Memorial College, a non-profit academic institution, was established in 2001 by the Madan Bhandari Foundation to realize the academic vision of “Excellence in Leadership for Transformation.” In contrast to numerous commercial colleges across the country, the college provides quality education at an affordable fee structure and aims to transform itself into a center of academic excellence. The enrollment of students from almost all districts of the country makes it a truly national institution.

The college offers undergraduate and graduate programs in its building at New Baneshwor, Kathmandu. It is actively progressing through the QAA process and participating in other UGC programs for quality improvement and the enhancement of quality assurance. The college is committed to providing quality education while upholding its academic and social responsibilities.

1.2 Objectives

The major objectives of this tracer study are to identify the:

- Marketable expertise and intellectual growth of college graduates.
- Strengths and weaknesses of the college.
- Appropriate steps to mitigate weaknesses and enhance the quality standards of the college.

1.3 Institutional Arrangements for Tracer Study

1.3.1 Formation of Committee

The college conducts a tracer study of its graduates annually. For this year, the Campus Chief formed a seven-member tracer study committee under the coordination of Mr. Prajwal Man Shrestha, Assistant Campus Chief of Madan Bhandari College, on 19 September 2023. The committee conducted the study for approximately three weeks and submitted its report to the Campus Chief on 7 October 2023. The committee members were as follows:

Coordinator	Prajwal Man Shrestha,
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Member	Phul Babu Jha
Member	Shobakar Bhandari
Member	Niruja Phuyal
Member	Hari Bahadur Chand
Member	Poshan Niraula, Coordinator, EMIS Section
Member	Ganga Maharjan

1.3.2 Work Division of Committee Members

The meeting of the committee on 7 October divided the job responsibilities of the tracer study among the members. The work division was as follows:

Member	Responsibility
Coordinator	Prajjwol Man Shrestha (Coordinator, Tracer Study)
Member	Phup Babu Jha (Data Collection)
Member	Shobakar Bhandari (Report Writing)
Member	Niruja Phuyal (Data Collection)
Member	Hari Bahadur Chand (Report Writing)
Member	Poshan Niraula, (Coordinator, EMIS Section)
Member	Ganga Maharjan (Report Writing)

1.3.3 Committee Meetings

The committee conducted regular discussion sessions and formal meetings. These meetings addressed all issues concerning the study and made crucial decisions to accomplish it. The minutes of the meetings have been included in Annex 2.

1.4 Graduate Batch Taken for Study

The study focused on students who completed their graduation in 2019. The committee aimed to include all 90 graduates but could not establish contact with 44 of them. Thus, the study was conducted on the current status and perspectives of 46 graduates. The term *status* refers mainly to employment and further study, whereas *perspective* refers to the graduates' views on the academic and non-academic facilities provided at the college.

1.5 Data Collection

1.5.1 Primary and Secondary Data

This study uses both primary and secondary data. Primary data were collected using a questionnaire, which included graduates' personal information, employment details, evaluation of the college and its programs, and further study status. Secondary data include graduates' academic and non-academic records, mainly retrieved from the Exam, EMIS, and ECA sections of the college.

1.5.2 Instruments of Data Collection

The questionnaire is the key instrument for data collection, and the type of questions included reflects the study's approach. In addition to the questionnaire, computers, telephones, and software for gathering and processing data were also used as instruments. The questionnaire combines quantitative and qualitative questions. Quantitative data form the majority, but some questions elicit qualitative responses. For instance, Questions D and E request subjective input: Question D asks for graduates' suggestions or recommendations for institutional improvement, and Question E solicits potential contributions from graduates to the college. Similarly, Question B 2.12 seeks an open-ended response. Thus, the instrument and approach adopt a holistic method, combining verifiable and subjective information from graduates.

1.6 Scope and Limitations of Study

This study aims to assess the quality of education provided by the college and its impact on graduates' lives. The study identifies insights regarding academic quality and other resources available at the college, which indicate the scope of the study. Graduates' quantitative and qualitative responses may guide the college in improving its standards and establishing itself as an excellent academic institution.

However, the study has limitations. Although it includes most graduates from 2019, they represent only a small fraction of the total student body. The study is based on 46 graduates, while the college had 691 students in the 2019 intake. Therefore, the perspectives and experiences of these 46 graduates may not fully represent all students. Additionally, while the questionnaire is largely comprehensive, it may not capture every nuance. Some quantitative questions could lead to misperceptions or misrepresentations. For example, while the canteen's food and services may be generally satisfactory, individual graduates may rate them poorly due to differing cultural backgrounds or personal preferences. Therefore, the results may not fully reflect the overall quality and status of the college or be entirely predictive of future graduates' marketable expertise and intellectual growth.

2. Data Analysis

2.1 Method

The data analysis was conducted by recording graduates' responses to each questionnaire item. With only 46 respondents, the data were tabulated and then converted into bar charts to illustrate general trends and specific patterns. Graduate numbers were used to infer institutional strengths, weaknesses, and probable administrative responses.

The analysis process involved three main steps: presentation of data, analysis and inferences, and recommendations for improving institutional services and facilities. Data are presented as bar diagrams across different study topics. The analysis and inference section discusses probable reasons behind observed trends. Major findings and suggested institutional responses are addressed in separate sections of this report.

2.2 Analysis of Categories

2.2.1 Number of Graduates

Description of Data: In 2019, a total of 90 students graduated from the college. The general trend shows that the Bachelor of Arts program has the highest enrollment and graduate numbers, closely followed by the Bachelor of Business Studies. BSc CSIT graduates rank third in terms of numbers. Among all graduate and postgraduate programs, MA Sociology has the lowest enrollment and graduate numbers. Table 1 shows this trend.

Table 1

Total Number of Graduates

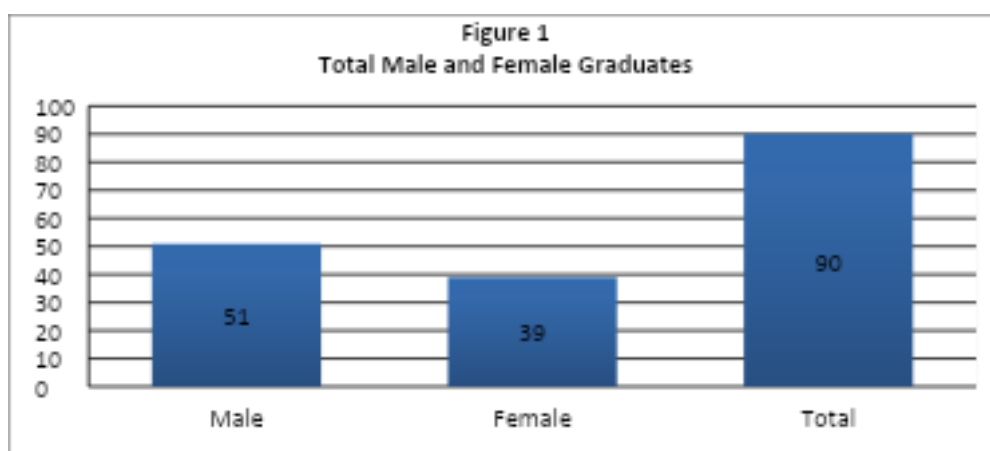
Program	Total Graduates
BBS	23
BA	25
BScCSIT	28
MA JMC	4
MA English	3
MA Sociology	5
B.Ed.	2
Grand Total	90

Inferences: The ratio of graduates from different programs may have several explanations. BSc CSIT appears to be the most popular, although the intake number of students may vary. Graduates in BA and BBS occupy similar positions, but the pass rate at the master's level does not appear satisfactory. However, the college could take appropriate measures to improve the quality of pedagogy, thereby

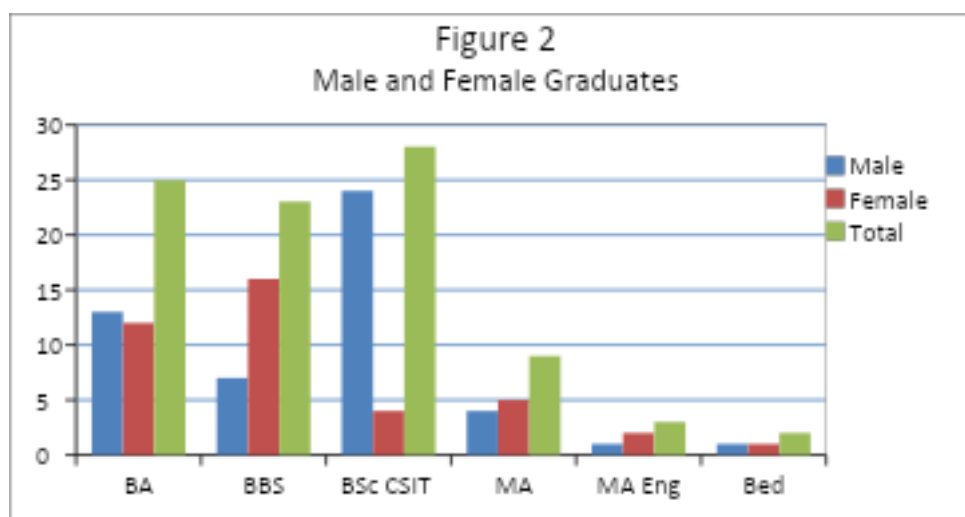
increasing enrollment and graduation rates in less popular programs while further enhancing those of more popular programs.

2.2.2 Male and Female Graduates

Description of Data: In 2019, the ratio of male to female graduates was highly competitive. Out of 97 graduates, 51 were male and 46 were female. Although male graduates slightly outnumber females, the presence of female graduates is notable and remarkable (see Figure 1). In recent years, not only has the number of female students increased, but their graduation rates have also improved.



Inferences: The choice of subjects by male and female students also appears to influence the number of graduates. A high percentage of female graduates have shown a tendency to choose courses in Bachelor of Business Studies. Moreover, female graduates form the majority in BA programs while remaining competitive in all other Bachelor's and Master's degree courses (see Figure 2). Another factor contributing to the success of female graduates is the favorable environment provided for female students at the college. Figure 3 also shows that Master's degree graduates constitute an insignificant portion of the total graduates.



2.2.3 Ethnicity of Graduates

Description of Data:

The data on the ethnicity of graduates shows the predominance of those belonging to the ‘Other’ category compared to Educationally Disadvantaged Janajati (EDJ) and Madhesi ethnicities. Out of 90 graduates, 81 were from the ‘Other’ category, 7 were from EDJ ethnicities, 1 was Madhesi, and 1 belonged to the Dalit category. The distribution of ethnic backgrounds is almost similar across all degrees, including BA, BBS, BSc CSIT, and MA.

Table 2

Ethnicity of Graduates

Degree	EDJ	Madhesi	Others	Dalit
BA	5	-	19	1
BBS	1	1	21	-
BSC.CSIT	1	-	27	-
MA (sociology)	-	-	5	-
MA(Jmc)	-	-	4	-
MA English	-	-	3	-
B.Ed	-	-	2	-
Total	7	1	81	1

Inferences: Many inferences can be drawn from the data on the ethnic composition of graduates in 2019. Although the majority of students at the college come from different parts of the country, only a few students from disadvantaged ethnicities enroll in the college. One reason may be the minority status of these ethnicities in terms of population. Other factors may include the fee

structure, scholarship schemes, and the location of the college. The college needs to conduct studies on this topic and implement policies to attract students from these ethnicities.

2.2.4 Employment Status of Graduates

Description of Data: The data on employment status shows that 'Employed' graduates outnumber the other two categories: 'Unemployed' and 'Self-Employed'. Out of 46 responding graduates, 23 are employed, 2 are self-employed, and 21 are unemployed. Among the employed graduates, 7 are female and 16 are male. Likewise, 12 female graduates are unemployed while 11 males are unemployed. The data also shows that the majority of employed and unemployed graduates are from BA, BBS, and BSc CSIT, while very few graduates from MA are either employed or unemployed (see Table 4).

Table 3

Employment Status by Male and Female

Categories	Total	Male	Female
Employed	21	14	7
Self Employed	2	2	-
Unemployed	23	11	12

Inferences: The data on the employment status of graduates in 2019 reveal that the ratio of job seekers is almost the same among female and male graduates. It shows that both female and male graduates are encouraged toward entrepreneurship. Likewise, graduates of general courses are also successful in their placement and entrepreneurial endeavors. Graduates of technical and applied courses include both employed and self-employed individuals. Two out of eleven BSc CSIT graduates are unemployed. This implies that the nature of a degree alone is not sufficient to guarantee a job.

Table 4

Employment Status by Degrees

Categories	Total	BA	BBS	BSc CSIT	MA
Employed	21	6	3	11	1
Self Employed	2	-	-	2	-
Unemployed	23	6	11	6	-

Table 5

Employment Status by Sector

Particular	Total	BA	BBS	BSc CSIT	MA
Local firms/ Companies	19	5	3	11	-
International firms/Companies	-	-	-	-	-
Government	2	1	-	-	1

Public(semi-government) sector	-	-	-	-	-
Free -Lancer				1	

Description of Data: Table 5 illustrates the employment status of MBMC graduates in different sectors. The data indicate that the graduates are employed predominantly in local firms and companies, reflecting their high interest in working in the private sector. A total of 19 graduates are working in various firms and local companies, whereas 2 graduates are employed in the government sector and 1 graduate is working as a freelancer. The data imply an urgent need for a placement policy and proper preparation of graduates for employment.

2.2.5 Further Study Status of Graduates

Description of Data: The data on further studies show that the majority of graduates have not pursued further education. The study found that out of 46 graduates, only 4 are currently studying further. A total of 42 graduates—26 males and 16 females—have not pursued further studies (see Table 6). Moreover, the proportion of graduates pursuing further studies is declining across all degrees, including BA, BBS, and BSc CSIT. Of the 4 graduates pursuing further studies, 2 are BA graduates and 2 are BBS graduates; none of the BSc CSIT or MA graduates have applied for further study (see Table 7).

Table 6

Further Studies Status

Categories	Total	Male	Female
Yes	4	1	3
No	42	26	16

Table7

Further Studies Status

Categor ies	BA	BBS	BSc CSIT	MA	Total
Yes	2	2	0	0	4
No	10	12	19	1	42

Inference: The data on further studies indicate that applied course graduates are either not interested in or have been unsuccessful in pursuing further studies. It also shows that most female graduates have pursued further studies, likely as a result of the women empowerment policies adopted by the

government of Nepal. Similarly, the data highlight the need to revisit the BSc CSIT and general course curricula to understand why graduates are discouraged from continuing their studies.

2.2.6 Graduates' Advice to College

Description of Data: The general trend of graduates' advice shows that a large majority find the college deficient in many aspects and recommend changes. Most graduates advise the college to improve its management system, while some feel that the college is managed well. Out of 46 responding graduates, 7 suggested improvements in the management system; however, only 6 considered the management system to be good. The number of graduates rating the management system as good is closely followed by those advising the college to run technical academic programs. Specifically, 6 students recommended operating technical academic programs to enhance the marketability of graduates' skills. Similarly, a small number of graduates suggested focusing on career counseling programs, with only 3 graduates recommending such initiatives. Additionally, 4 graduates advised the college to conduct research activities and seminars on relevant issues; 1 graduate recommended improving student-teacher interaction; 2 graduates suggested enhancing ECA programs. A significant number of graduates, 26 in total, declined to provide any advice to the college (see Table 3).

Table (8)

Suggestion response of Graduates

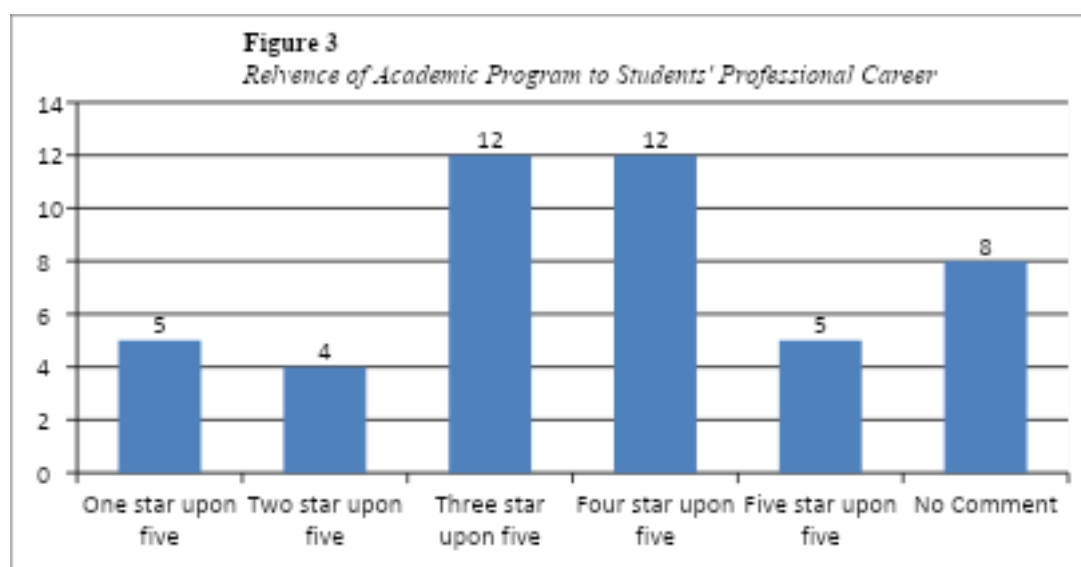
Conduct research and seminar	1
Focus on career counseling	3
Good management	6
Improve ECA programs	2
Improve student-teacher interaction	1
Improve management system	7
Run technical academic programs	6
No comment	26

Inferences: It is evident that a large majority of graduates are somewhat dissatisfied with the college and its systems. Since many graduates demand systemic reform, they might have encountered problems in specific areas. The most frequently mentioned areas, besides classrooms, are the front offices and other administrative sections. The main front offices include Reception, Accounts Section, Exam Section, ECA Section, Coordinator and Director's offices, and the Canteen. These branches of the college likely have some deficiencies, and the college needs to address them. The second-largest group of graduates (6) requested career counseling, possibly due to difficulties in securing suitable employment after graduation. This experience may be related to the third major category of graduates who advised the college to operate technical academic

programs. Likely, being unemployed or dissatisfied with their academic degree, they recommended the introduction of such programs. In short, the college should work on improving systemic, academic, and co-curricular aspects to increase the satisfaction of future graduates.

2.2.7 Relevance of Academic Program to Students' Professional Career

Description of Data: Out of 46 graduates, the majority showed moderate satisfaction with the academic courses they studied at the college. Using a 0–5 star scale to measure graduates' satisfaction, 12 students rated their courses with four stars. An equal number of graduates rated their courses with three stars. Only 5 graduates gave five stars to the academic subjects that helped them pursue a career. A small number of graduates either declined to rate or gave one or two stars (see Figure 3).

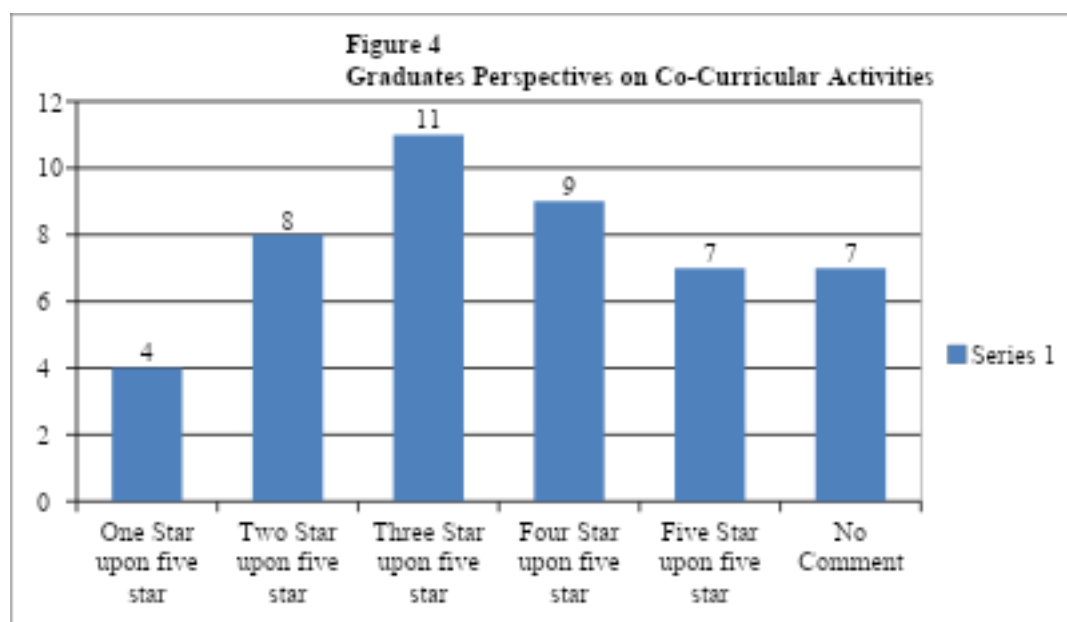


Inferences: The analysis of the relevance of an academic program to students' professional careers shows that the graduates are moderately satisfied with the courses they studied at the college. These graduates include both technical and non-technical students. The reasons for this moderate satisfaction may be due to several factors: the availability of lucrative jobs in the national job market, the quality of education provided at the college, or the individual limitations of the graduates themselves.

2.2.8 Graduates' Perspectives on Co-Curricular Activities

Description of Data: Out of 46 graduates, the majority showed moderate satisfaction with the co-curricular activities at the college. Using a 0–5 star scale to measure satisfaction, 11 students rated

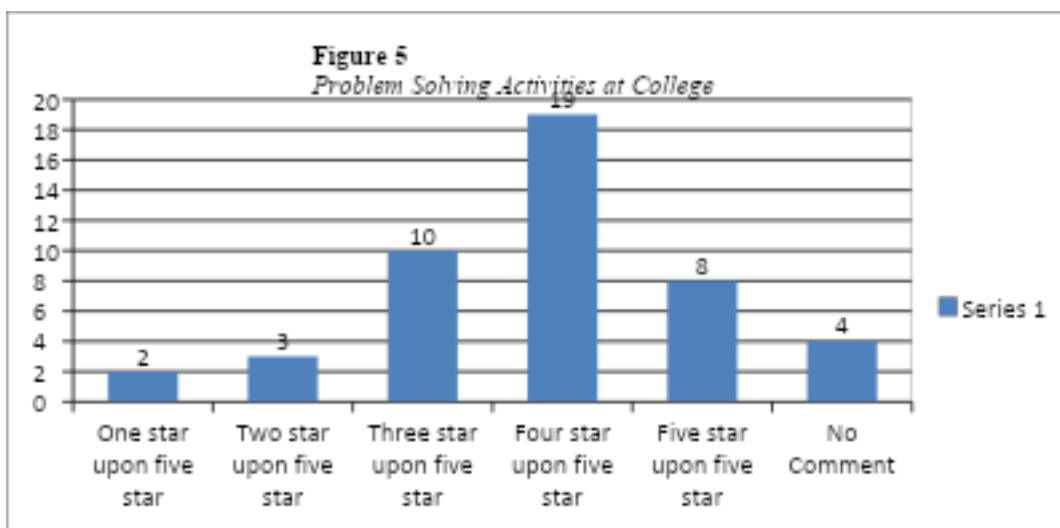
three stars, and 9 students rated four stars. Seven graduates gave five stars to indicate high satisfaction, whereas 8 graduates rated two stars. A small number of graduates either declined to mark any star or gave one star (see Figure 4).



Inferences: The analysis of graduates' responses to co-curricular activities at the college shows that the majority of graduates are moderately satisfied. Although the college conducts many activities throughout the year, graduates are likely dissatisfied with the way such programs are organized, or they may not have found the sports or activities of their choice. Alternatively, they may be expecting more diverse activities at the college. Thus, the college needs to pay attention to these and similar aspects while planning, organizing, and evaluating such programs.

2.2.9 Problem-Solving Activities

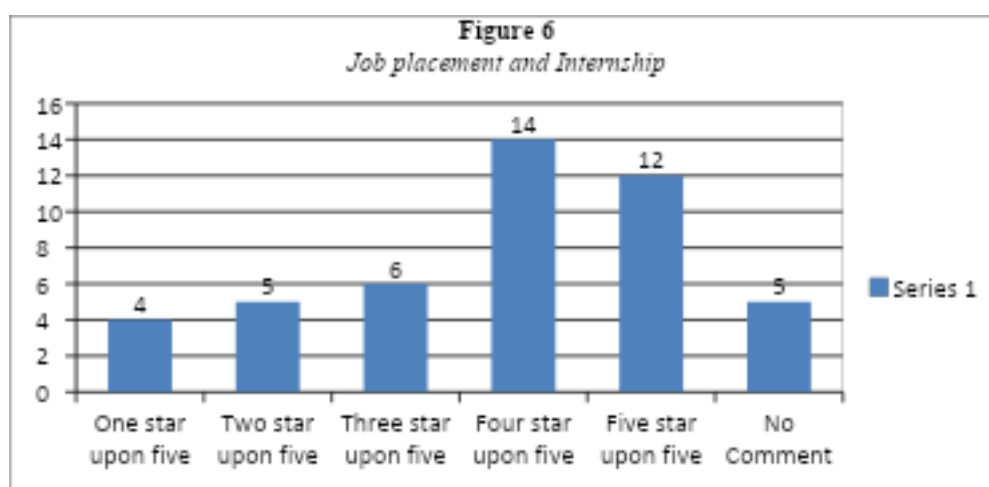
Description of Data: The 2019 graduates show overwhelming satisfaction with the problem-solving activities conducted at the college. The majority of graduates, i.e., 19, rated four stars in this category. The second-largest group, i.e., 10 graduates, rated three stars, and 8 graduates rated five stars. A small number of graduates likely expressed dissatisfaction or indifference by giving one or two stars or by declining to comment at all (see Figure 5).



Inferences: The college can take satisfaction in its initiatives for establishing a tradition of addressing students' problems. Such solutions may reflect pedagogical activities, personal care and support for students, and/or counseling provided when needed. Thus, the college should maintain this service and also consider new measures to address potential future problems.

2.2.10 Job Placement and Internship

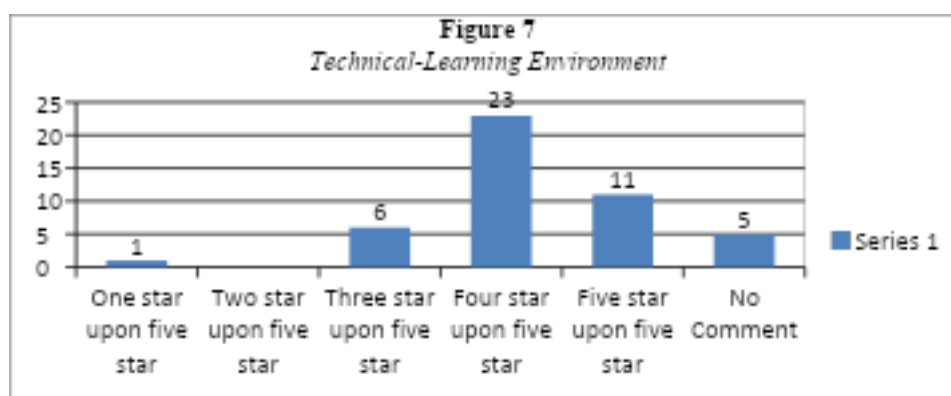
Description of Data: A majority of graduates seem satisfied with the job placement services and internship facilities provided by the college. The majority of graduates, i.e., 14, rated four stars to indicate their satisfaction with these facilities. The second-largest group, i.e., 12 graduates, rated five stars. Only 6 graduates rated three stars, while a small number rated two stars. An insignificant number of graduates either declined to comment or gave one star. Overall, the graduates show moderate to high satisfaction with the job placement services and internship facilitation offered by the college (see Figure 6).



Inferences: The graduates' increasing satisfaction with the job placement initiatives operated by the college reflects the effectiveness of quality assurance in learning outcomes. These results are largely due to the internship programs implemented by the college. Some subjects, such as journalism, social work, and other management courses, require or may entail internships. However, the college currently lacks a dedicated job placement cell or industry-college partnership. Establishing and operating such cells could further enhance graduates' satisfaction.

2.2.11 Technical-Learning Environment

Description of Data: A majority of graduates show high satisfaction with the technical learning facilities provided by the college. Almost half of all graduates, i.e., 23 out of 46, rated four stars to indicate their satisfaction with these facilities. The second-largest group, i.e., 11 students, rated five stars. Only 6 graduates rated three stars, reflecting a moderate level of satisfaction. An insignificant number of graduates either declined to comment or gave one star. Overall, the graduates demonstrate strong satisfaction with the technical-learning environment at the college (see Figure 7).

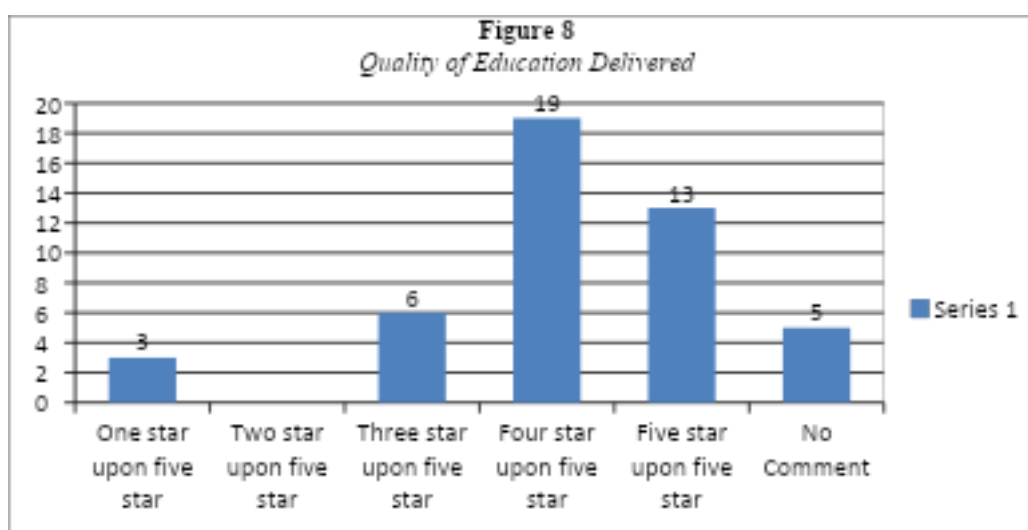


Inferences: The graduates' satisfaction with the technical learning facilities at the college should encourage the administration. One reason for this increasing satisfaction may be the large number of computer facilities provided to meet the requirements of technical courses such as BSc CSIT, BCA, and Computer Science. Another reason is that the college has installed multimedia projectors, large TV screens, and CCTV systems in most classrooms. Future graduates may benefit from even better technical facilities, which could further enhance the quality of learning. Thus, the technical-learning environment can increase the satisfaction of both students and teachers at the college.

2.2.12 Quality of Education

Description of Data: A majority of the college graduates in 2019 were generally satisfied with the quality of education provided by the college. A significant number of graduates, i.e., 19 out of 46, rated four stars to indicate their satisfaction. The second-largest group, i.e., 13 graduates, rated

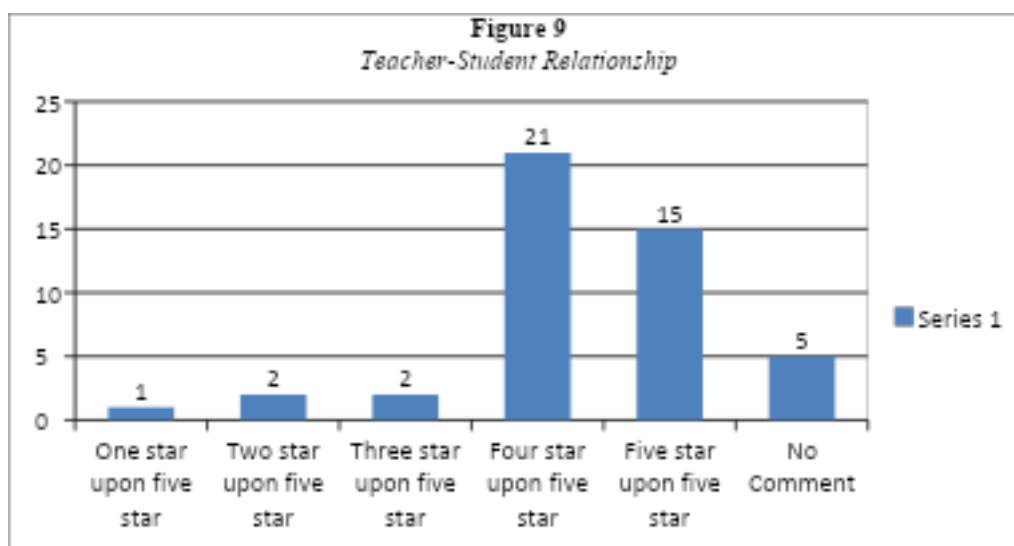
five stars. Only 6 graduates rated three stars, and 3 graduates rated one star regarding the quality of education. Overall, the graduates demonstrate a high level of satisfaction with the quality of education at the college (see Figure 8).



Inferences: The analysis of the data reveals that the graduates, in general, are confident in the quality of education provided by the college. This may be the result of the college's initiatives to enhance educational quality. Other factors that may have contributed to graduates' confidence include experienced faculty, spacious classrooms, a strong and well-constructed college building, ample premises, and the potential for institutional growth. Thus, the college should continue to implement all quality-enhancing policies adopted by the College Management Committee to ensure the satisfaction of future graduates.

2.2.13 Teacher-Student Relationship

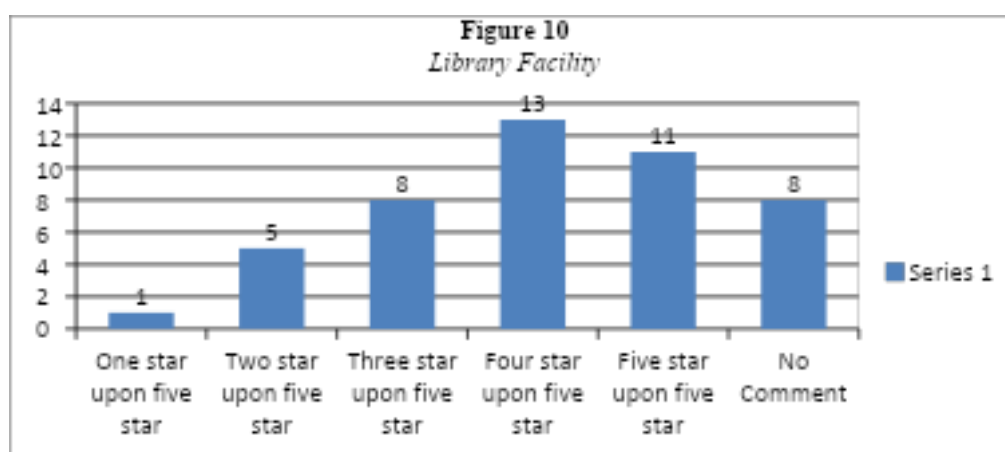
Description of Data: The data on students' satisfaction ratings regarding the teacher-student relationship indicates that this aspect is highly satisfactory for the overwhelming majority of graduates. A large number of graduates, i.e., 21 out of 46, marked four stars to indicate satisfaction with their relationship with teachers. The second-largest group, i.e., 15 graduates, marked five stars. A small number of students marked two or three stars, while a limited number of graduates either declined to comment or provide a rating. Overall, the graduates appear to be highly satisfied with their teachers at the college (see Figure 9).



Inferences: The analysis of the data on teacher-student satisfaction ratings reveals that most graduates are very pleased with the humane and cordial behavior of teachers at the college. Several factors may have influenced this perception. First, the college has established a long tradition of student counseling, and teachers are encouraged to maintain a familial type of behavior toward students. Second, the personal care provided to students likely contributes to this positive perception. Third, teachers involve their students in various activities, excursions, and research in a friendly and supportive manner. Therefore, the college should continue to uphold this spirit of student service.

2.2.14 Library Facility

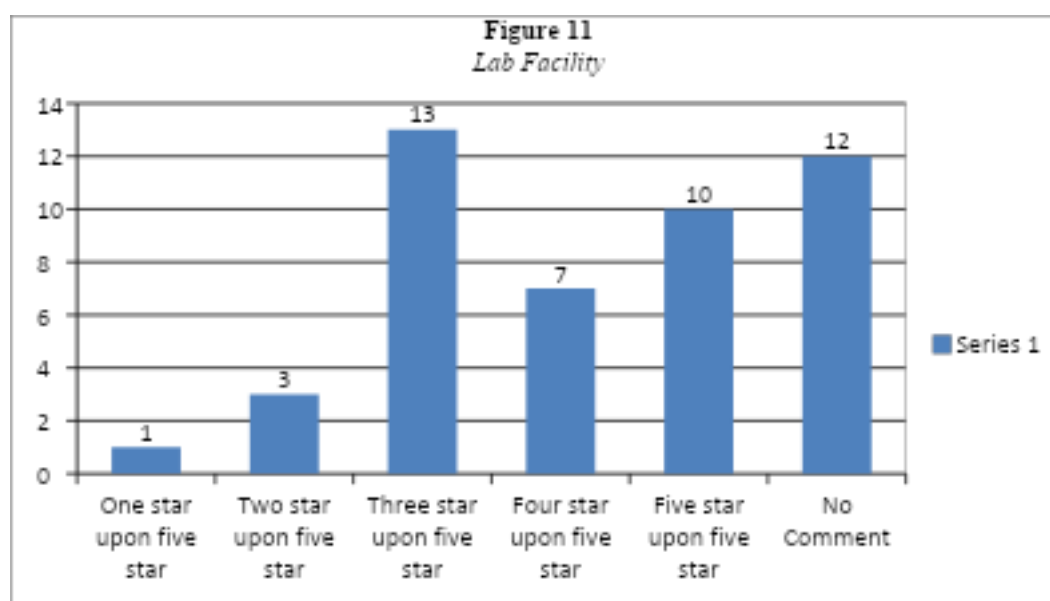
Description of Data: The data on students' satisfaction ratings of library facilities shows that the facility provides a satisfactory experience to the graduates. A majority of graduates, i.e., 13 out of 46, marked four stars to indicate adequate satisfaction with this facility. A slightly smaller number, i.e., 11 graduates, marked five stars. The third-largest group, i.e., 8 graduates, marked three stars. A small number of students either declined to comment or marked only two or one star. Overall, the graduates appear to be moderately satisfied with the library facility (see Figure 10).



Inferences: The analysis of the data on students' satisfaction ratings of the library facility shows that graduates have middling satisfaction. This may not be an encouraging sign for either students or the college. Several factors may contribute to this perception: first, the library may lack several relevant books for students; second, the service may be inefficient; and third, the computers and internet facilities available for students may be insufficient.

2.2.15 Lab Facility

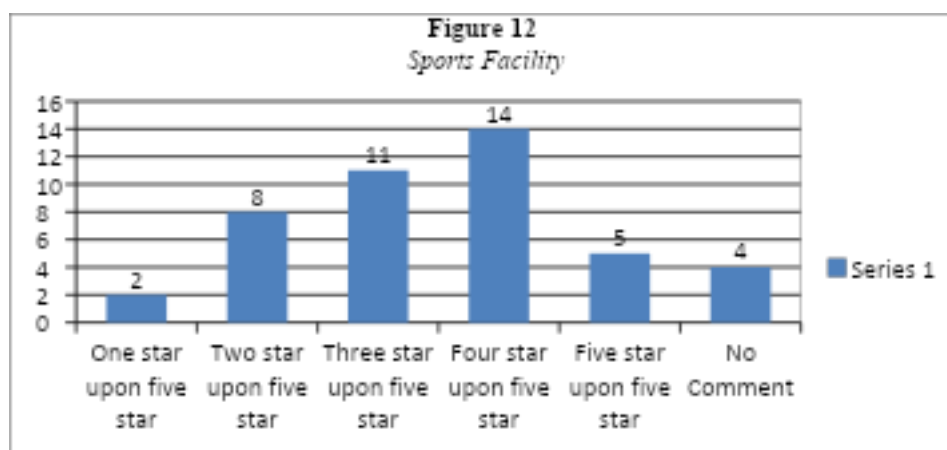
Description of Data: The data on the lab facility indicates middling to good satisfaction among graduates. A majority of the college graduates are generally satisfied with the quality of the lab facilities. On a 0–5 star scale, 13 graduates marked three stars to indicate their satisfaction with the lab facilities provided by the college. The second-largest number of graduates, i.e., 10, marked five stars for the facility, while 7 graduates marked four stars. A small number of students either declined to comment or marked one, two, or zero stars. Overall, graduates appear moderately satisfied with the lab services, though a very small number seem frustrated with the facility (see Figure 11).



Inferences: The analysis of the data on students' satisfaction with the lab facility shows generally high satisfaction. A very small number of graduates expressed extreme dissatisfaction. Several factors may contribute to this perception: first, the lab may not be available for students enrolled in predominantly theoretical courses; second, although the facility may exist, such as the FM radio, teachers may show apathy in taking all students to use it; third, the management of the lab facility may be inefficient; and fourth, the lab facility may be insufficient. The college should address these and other related factors.

2.2.16 Sports Facility

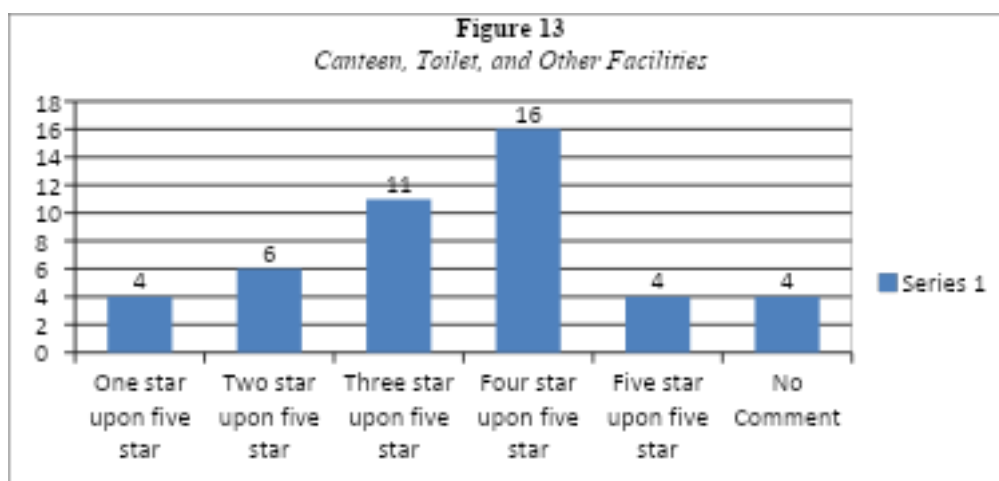
Description of Data: A majority of the college graduates are generally satisfied with the quality of the sports facilities. Out of 46 graduates, 14 marked four stars to indicate their satisfaction with the sports facilities provided by the college. A slightly smaller number, 11 graduates, marked three stars, while 8 graduates marked two stars. A small number of graduates, i.e., 5, marked five stars. A limited number of students marked one or zero stars. Overall, graduates appear largely satisfied with the sports facilities, although a small number seem frustrated with the available resources (see Figure 12).



Inferences: The analysis of the data on students' satisfaction with the sports facilities shows their satisfaction ranges from middling to extreme dissatisfaction. This may result from several factors: first, the sports facilities may not be accessible to students with certain physical, mental, or temperamental differences; second, the facilities may exist but be insufficient; third, the management of the sports facilities may be inefficient. The college should address these and related factors.

2.2.17 Canteen, Toilet, and Other Facilities

Description of Data: The data on students' satisfaction with the canteen, toilet, and other facilities shows that these facilities provide middling satisfaction to the graduates. A majority of graduates, i.e., 16 out of 46, marked four stars to indicate their satisfaction. The second-largest group, i.e., 11 graduates, marked three stars. Only 4 graduates marked five stars, while a similar number rated two stars. A small number of graduates gave very low ratings, marking one or zero stars. Overall, the graduates appear to be just satisfied with the canteen, toilet, and other facilities (see [Figure 13](#)).



Inferences: The analysis of the data on students' satisfaction with the canteen, toilet, and other facilities shows their satisfaction ranges from middling to extreme dissatisfaction. This may result from several factors: first, these facilities may not be accessible to students with differing physical, mental, or temperamental abilities; second, the facilities may exist but be insufficient; third, the management of the facilities may be inefficient. The college should address these and related issues.

3. Major Findings

3.1 Employment and Further Study Status

Employment: The study reveals that less than fifty percent of graduates are employed. Contrary to general expectations, the majority of employed and self-employed graduates are from BSc. CSIT, while fewer employed graduates are from BA and BBS programs.

Further Study: The data on further studies shows that most graduates have either been unsuccessful or unwilling to pursue further studies. Those pursuing further studies primarily belong to the BA and BBS programs, whereas BSc. CSIT graduates have largely chosen not to continue their studies.

3.2 Quality and Relevance of Programs to Graduates' Professional and Personal Development

A small number of graduates feel that the quality and relevance of education at the college are satisfactory and have contributed to their professional and personal intellectual growth. The majority of graduates report middling satisfaction with the courses they studied, including both technical and non-technical programs. Graduates of BA, BBS, and BSc. CSIT programs show similar levels of satisfaction. Both male and female graduates report middling satisfaction regarding the quality and relevance of academic programs at the college.

3.3 Library, Lab, Canteen, Toilet, and Other Facilities

- Students' satisfaction with library facilities indicates an acceptable level of satisfaction.

Most graduates are generally satisfied with the quality of lab facilities.

Most graduates are generally satisfied with the quality of sports facilities.

Satisfaction with the canteen, toilet, and other facilities ranges from middling to moderate.

4. Implications for Institutional Reform

The major implications for institutional reform are as follows:

- Since a significant number of graduates are unemployed, the college can establish incubators or training programs to prepare students for jobs or entrepreneurship.
- Many graduates have not pursued further studies, indicating the need for a counseling desk to guide and encourage students toward higher education.
- The institution should introduce more scholarship policies and schemes to attract students from marginalized and disadvantaged communities.
- Students have requested enhanced sports facilities; the college administration should address these demands.
- Graduates have highlighted the need to improve the management system. The college can enhance services in units directly linked with students, such as Reception, Cash, and Program Departments.
- To meet the demand for technical academic programs, the college can run non-credit courses to equip students with modern skills and knowledge.
- The Research Management Cell should receive adequate resources to conduct regular research and seminar activities, supporting students' development of research skills.
- The college should focus on field visits and internship facilities for graduates in programs such as BSW, Marketing, and Accounting.

5. Conclusions and Recommendations

5.1 Conclusions:

The study reveals that the college successfully imparts quality education, improving graduates' skills, expertise, and intellectual growth. Employment rates among graduates further corroborate this success. Additionally, graduates are largely satisfied with the quality of education and other facilities at the college.

5.2 Recommendations:

The study presents the following recommendations:

- Improve college facilities, including the library, labs, sports facilities, and canteen, to enhance student satisfaction and the quality of education.
- Establish internship, placement, and career counseling cells to expand opportunities for graduates.
- Increase extracurricular programs, such as sports, extension and outreach programs, drama presentations, and personality development programs, to promote holistic student growth.
- Improve service quality for all stakeholders.
- Enhance research activities, enabling both students and faculty to engage in research within academic programs.
- Facilitate more technical academic and market-oriented programs to develop graduates' skills for the global competitive market.
- Increase the number of seminars, workshops, and symposiums to broaden knowledge for students and faculty.
- Adopt policies that promote students from marginalized, deprived, and EDJ communities.
- Expand professional and applied courses.
- Encourage students to pursue further studies through academic counseling, research opportunities, scholarships, and funding information.