Tracer Study Report: College Graduates of 2020

Madan Bhandari Memorial College

New Baneshwor, Kathmandu

Submitted to

University Grants Commission

Sanothimi, Bhaktapur

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Acknowledgments

This tracer study of the graduates of Madan Bhandari Memorial College in the academic session 2020 marks an important step toward establishing a system of continuous record-keeping at the college. The graduates of Humanities and Social Sciences, Management, and BSc CSIT were the focus of this study. The assistance from the UGC in carrying out this study was invaluable. It would not have been possible without the support of the UGC and other helping hands actively involved in the process.

The findings in this report could not have been obtained without the valuable responses from the key participants of the study—the graduates of the college—who were trained here and are now employed in various sectors. Some graduates are self-employed, while others are pursuing further studies at different academic institutions. Their participation in this study is highly valued and deeply appreciated.

Finally, we would like to express our sincere gratitude to all the respondents, as well as the individuals and institutions concerned, for providing valuable information, suggestions, and efforts that helped materialize this tracer study.

Tracer Study Team

Executive Summary

The study reveals that the college has been fairly successful in imparting quality education, thereby contributing to the improvement of graduates' skills, expertise, and intellectual growth. This is also reflected in the positive approval ratings of college facilities given by graduates.

The study shows that the number of employed and unemployed graduates is nearly the same. However, BSc CSIT graduates are slightly better off than BA and BBS graduates. Similarly, the data from further studies indicates that the majority of graduates have either been unsuccessful or unwilling to pursue further education. Among those who are continuing their studies, most belong to the BA and BBS programs, while an overwhelming number of BSc CSIT graduates have opted not to study further. Only one BSc CSIT graduate is pursuing further study.

The study also reveals a few concerning findings regarding the quality and relevance of the academic programs in enhancing graduates' professional and personal development. A majority of graduates, whether from technical courses (BSc CSIT) or non-technical courses (BA and BBS), expressed only moderate satisfaction with the programs they studied. However, BSc CSIT graduates, in particular, reported higher levels of satisfaction. Among BBS graduates, female graduates reported greater satisfaction than their male counterparts regarding the quality and relevance of the academic programs.

Lastly, the data on graduates' satisfaction with facilities such as the library, laboratories, canteen, toilets, and others shows that most rated them as only moderately satisfactory. Thus, the study recommends that the college initiate an appropriate set of reform programs to address these concerns.

Tracer Study Team

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Abbreviations

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B. Ed	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	Madan Bandari Memorial (College)
MBMC	Madan Bhandari 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 Madan Bhandari: *"Excellence in Leadership for Transformation."* Unlike numerous commercial colleges across the country, the college provides quality education at an affordable fee structure and aspires 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 has been running undergraduate and graduate programs in its building at New Baneshwor, Kathmandu. It has also been advancing toward the QAA process and working on other UGC programs for quality improvement and further enhancement of quality assurance. The institution remains committed to providing quality education while internalizing both 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,
- the strengths and weaknesses of the college, and
- the appropriate steps to mitigate weaknesses and enhance the quality standards of the institution.

1.3 Institutional Arrangements for the Tracer Study

1.3.1 Formation of Committee

The college conducts a tracer study of its graduates every year. For the academic year 2023, 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 over a period of three months and submitted its report to the Campus Chief on 7 October 2023. The committee members were as follows:

Coordinator	Prajwal Man Shrestha,
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	Prajwal Man Shrestha (Coordinator, Tracer Study)
Member	Phul Babu Jha (Data Collection)
Member	Shobhakar 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 resolved all issues concerning the study and made crucial decisions for its successful completion. The minutes of the meetings are included in **Annex 2**.

1.4 Graduate Batch Taken for Study

The students who completed their graduation in 2020 were selected for this study. The committee initially aimed to study all 97 graduates but was unable to establish contact with 59 of them. Thus, the study was conducted with 38 graduates, focusing on both their status and perspectives. The term *status* primarily refers to employment and further study, whereas *perspectives* indicate the graduates' views on the academic and non-academic facilities provided by the college.

1.5 Data Collection

1.5.1 Primary and Secondary Data

This study employs both primary and secondary data. Primary data were collected through a questionnaire, which included graduates' personal information, employment details, evaluations of the college and its programs, and their further study status. Secondary data consisted of graduates' academic and non-academic records maintained by the college, mainly retrieved from the Exam, EMIS, and ECA sections.

1.5.2 Instruments of Data Collection

The questionnaire was the key instrument for data collection. The type of questions included in it reflects the overall approach of the study. In addition to the questionnaire, computers, telephones, and software for data gathering and processing were also used as instruments.

The questionnaire combined both quantitative and qualitative questions. While the majority of the data collected was quantitative, some questions were designed to elicit qualitative responses. For example, Question D asked graduates for suggestions and/or recommendations for improving the institution, while Question E solicited possible contributions they could make for its betterment. Similarly, Question B 2.12 allowed open-ended responses. Thus, the instruments and approach to data collection adopted a holistic method, combining verifiable data with subjective insights from graduates.

1.6 Scope and Limitations of the Study

This study aims to evaluate the quality of education imparted by the college and its impact on the lives of its graduates. To achieve this aim, the study has generated useful insights into both the academic quality and the quality of other resources available at the college. These insights highlight the scope of the study. The quantitative and qualitative responses of the graduates provide valuable inputs for the college, thereby helping to establish it as an institution of academic excellence.

However, the study has certain limitations. Although it attempted to include all 2020 graduates, only 38 out of 97 could be studied. At the same time, the college had a total student population of 746 (2020 intake). Thus, while the perspectives and experiences of 38 graduates are valuable, they may not be equally applicable to the broader student population.

Additionally, while the questionnaire was fairly inclusive, it may not have been exhaustive or entirely precise in eliciting responses. Certain quantitative questions could lead to misperceptions

or misrepresentations. For instance, while the canteen facilities, food, and services may generally be good, a graduate might give low ratings due to personal or cultural preferences.

Therefore, the results and outcomes of this study may not fully reflect the overall quality and status of the college. Similarly, the findings may not be entirely applicable to the future marketable expertise and intellectual growth of graduates.

2. Data Analysis
2.1 Method

The analysis was carried out by recording the number of graduates' responses to specific questions designed to elicit feedback on particular topics. Since only 38 graduates responded, the data were tabulated and presented in bar charts to display general trends and specific tendencies.

The analysis of responses was used to identify the institution's strengths, weaknesses, and the probable responses required from the college administration. The overall method of analysis consisted of three parts:

1. Presentation of data,
2. Analysis and inferences, and
3. Recommendations for enhancing the quality of institutional services and facilities.

Data are presented in the form of bar diagrams under various study topics. The analysis and inference section discusses probable reasons behind the observed trends. The major findings and the institution's probable responses are presented in separate sections of this report.

2.2 Analysis of Categories

2.2.1 Number of Graduates

Description of Data: In 2020, a total of 97 students graduated from the college. Strengthening the appeal of technical academic programs, the BScCSIT program produced the highest number of graduates. Likewise, the Bachelor of Business Studies (BBS) and Bachelor's in Liberal Arts programs were the second most popular, with 27 graduates each. Among all undergraduate and postgraduate programs, the Master's program had the lowest number of graduates, indicating relatively less popularity. Table 1 presents this trend in detail.

Table 1

Total Number of Graduates

Program	Total Graduates
BBS	27
BA	27
BScCSIT	36
MA JMC	02
MA English	-
MA Sociology	02
B.Ed.	03
Grand Total	97

Inferences:

The ratio of graduates across different degrees may be influenced by several factors. The BSc CSIT program appears to be the most popular, although the intake numbers of students may vary. The number of graduates in BA and BBS is the same, but the number of graduates at the master's level seems unsatisfactory. However, the college may take appropriate actions to improve the quality of pedagogy in order to increase both the popularity and the number of graduates in less popular programs, while also further strengthening the already popular ones.

2.2.2 Male and Female Graduates

Description of Data:

In 2020, the ratio of male and female graduates appears highly competitive. Out of 97 graduates from the college, 46 were male and 51 were female. Female graduates form a slight majority, and their presence is particularly noteworthy (see Figure 1). In recent years, the number of female students has not only increased but has also shown consistent success in securing graduation.

Figure 1
Total Male and Female Graduates
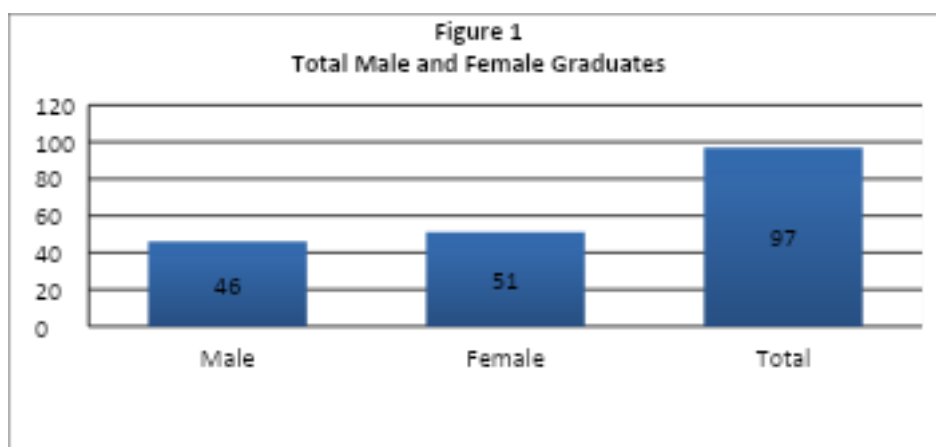
Inferences:

The choice of subjects among male and female students also seems to play a role in the number of graduates. A high number of female graduates have shown a tendency to choose the Bachelor's in Business Studies program. Similarly, female graduates form the majority in the Bachelor's in Liberal Arts program as well as in other Bachelor's and Master's degree courses (see Figure 2), whereas their number appears lower in BSc CSIT. Another factor contributing to the higher success rate of female graduates is the favorable environment provided for female students at the college. Figure 3 also shows that Master's degree graduates constitute only an insignificant proportion of the total graduates.

Male and Female Graduate
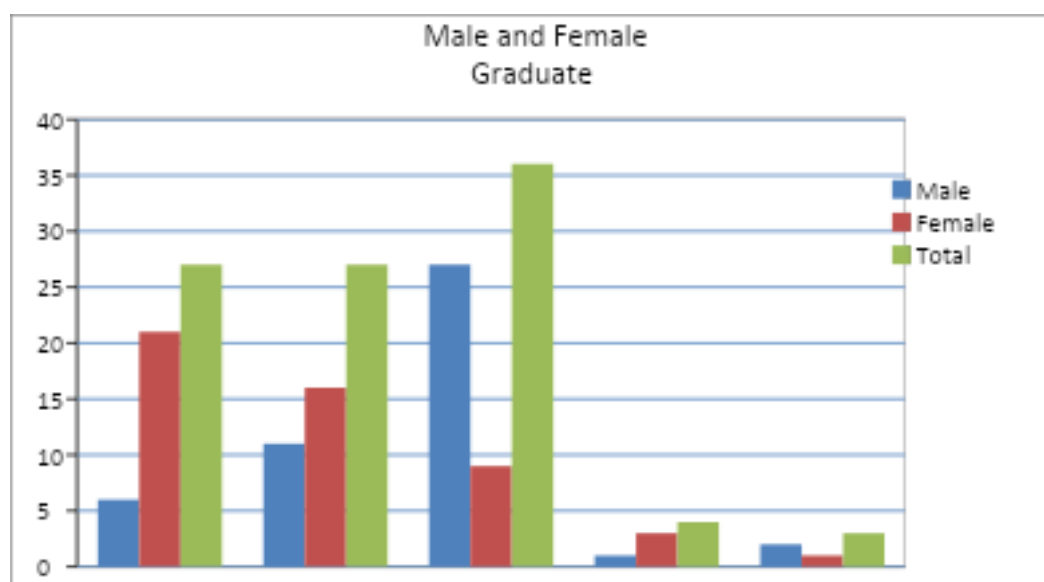
2.2.3 Ethnicity of Graduates

Description of Data: The data on the ethnicity of the graduates shows the predominance of the graduates belonging to 'Other' ethnicity when compared to Educationally Disadvantaged Janajati (EDJ) and Madhesi ethnicities. Out of 97 graduates, 82 were from 'Other' ethnicity, while

only 8 were from Madhesi and 5 were from EDJ ethnicities. The ratio of the ethnic background of the graduates is almost similar across all degrees, like BA, BBS, and BSc. CSIT and MA.

Table 2

Ethnicity of Graduates

Degree	EDJ	Madhesi	Others	Dalit
BA	2	2	22	1
BBS	2	3	21	1
BScCSIT	1	1	34	-
MA	-	1	3	-
B.Ed.	-	1	2	-
Total	5	8	82	2

Inferences: Many inferences can be drawn from the data on the ethnic composition of graduates in 2020. Although the majority of students of the college come from different parts of the country, few students from disadvantaged ethnicities come to join this 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 launch studies on this topic and take up policies to entice students of 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*. However, the graduates do not seem to have sufficient access to self-employment opportunities. Out of 38 respondents, 19 are employed, 19 are in service, and 19 are unemployed. Among the employed graduates, 10 are females and 9 are males. Likewise, 11 female graduates are unemployed compared to 8 males. The data also indicates that the majority of both employed and unemployed graduates are from BA, BBS, and BSc CSIT programs, while very few graduates from the MA program are either employed or unemployed (see Table 4).

Table 3

Employment Status by Male and Female

Categories	Total	Male	Female
Employed	19	9	10
Self Employed	-	-	-
Unemployed	19	8	11

Inferences: The data on the employment status of graduates in 2020 reveals that the ratio of job seekers is almost the same among female graduates and that of male ones. It shows that both the female and male graduates are encouraged towards entrepreneurship. Likewise, the general course graduates are also successful in their placement and entrepreneurship. The technical and applied course graduates are both employed and self-employed. Four graduates out of 11 are unemployed in BScCSIT. It implies that the nature of a degree is not only sufficient to guarantee a job.

Table 4

Employment Status by Degrees

Categories	Total	BA	BBS	BSc CSIT	B.Ed.	MA
Employed	19	4	6	7		2
Self Employed	-	-	-	-		-
Unemployed	19	7	5	4	3	-

Table 5

Employment Status by Sector

Particular	Total	BA	BBS	BSc CSIT	MA
Local firms/ Companies	15	2	5	7	5
International firms/Companies	-	-	-	-	-
Government	2	2	-	-	-
Public(semi-government) sector	1	-	1	-	-

Description of Data: Table 5 illustrates the employment status of MBMC graduates in different sectors. The data indicate that most graduates are employed in local firms/companies, reflecting their strong interest in the private sector. A total of 19 graduates are working in different local firms and companies, while 2 graduates are employed in the government sector, and only 1 is in the public sector. Similarly, none of the graduates have had the opportunity to work in international companies. The data highlights the urgent need for policies on placement and better preparation of graduates for diverse employment opportunities.

2.2.5 Further Study Status of Graduates

Description of Data: The data from further studies shows that the majority of graduates have not been able to pursue higher education. Out of 38 respondents, only 9 graduates are continuing further studies. Among them, 2 are males and 7 are females (see Table 6). Moreover, the ratio of graduates pursuing further studies is declining across all degrees, including BA, BBS, and BSc CSIT. Of the 9, 3 are BA graduates, 4 are BBS graduates, and 1 is a BSc CSIT graduate. None of the MA graduates have applied for further studies (see Table 7).

Table 6

Further Studies Status

Categories	Total	Male	Female
Yes	9	2	7
No	29	15	14

Table7

Further Studies Status

Categories	BA	BBS	BSc CSIT	B.Ed.	MAJMC	Total
Yes	3	4	1	1	0	9
No	8	7	10	2	2	29

   Inference: The data on further studies suggests that graduates of applied courses are either not interested in or unsuccessful at pursuing higher education. It also indicates that half of the female graduates have continued their studies, likely as a result of the women empowerment policies adopted by the Government of Nepal. Similarly, the data highlights the need to revisit the BSc CSIT and general course curricula to identify why graduates are discouraged from pursuing advanced studies.

2.2.6 Graduates' Advice to College

Description of Data: The general trend in graduates' advice shows that a majority of them find the college lacking in several aspects and recommend changes. A significant number advise the college to enrich its technical academic programs to provide better opportunities, with 5 graduates specifically suggesting the introduction of such programs. A small number feel that the college is

managed well, while a few recommend improvements. Out of 38 respondents, 2 suggested improving the management system, though only 1 described the management system as good. The number of graduates recommending improvements to the management system is closely followed by those suggesting a greater focus on career counseling, with 3 advising the college to establish career counseling programs to increase the marketability of graduates' skills. Only 1 graduate recommended conducting research activities and seminars on relevant issues. Similarly, none of the graduates advised improving student–teacher interaction, while 2 recommended strengthening ECA programs. Most of the graduates, however—31 out of 38—declined to provide any advice to the college (see Table 8).

Table (8)

Suggestion response of Graduates

Conduct research and seminar	1
Focus on career counseling	3
Good management	1
Improve ECA programs	2
Improve student-teacher interaction	0
Improve management system	2
Run technical academic programs	5
No comment	31

Inferences: It is clear that a large majority of graduates are, in some way, dissatisfied with the college and its systems. Most of them demand systemic reforms, likely due to problems they encountered in specific areas. Besides classrooms, the most frequently accessed branches of the college are the front offices and other service units. These include Reception, Accounts, Examination Section, ECA Section, the Coordinator's and Director's offices, and the Canteen. It is probable that some of these areas have shortcomings that need to be addressed.

Some graduates' demands for career counseling may stem from difficulties in securing suitable employment after graduation. This probable experience of unemployment or underemployment may also explain why a significant number of graduates advised the college to operate more technical academic programs. Dissatisfaction with job prospects or with their degree might have motivated such suggestions. In short, the college may need to improve various systemic, academic, and co-curricular aspects to earn the satisfaction of future graduates.

2.2.7 Relevance of Academic Program to Students' Professional Career

Description of Data: Out of 38 graduates, the majority expressed only moderate satisfaction with the academic programs they studied at the college. On a 0–5 star scale measuring satisfaction with their chosen course, 11 graduates rated their course 3 stars out of 5. A slightly smaller group, 7 graduates, gave 4 stars, while only 8 rated their course 5 stars, acknowledging its value in helping them secure a career-related job. A small number either declined to give any rating or gave only 1 star (see Figure 3).

Figure 3
Relvance of Academic Program to Students' Professional Career
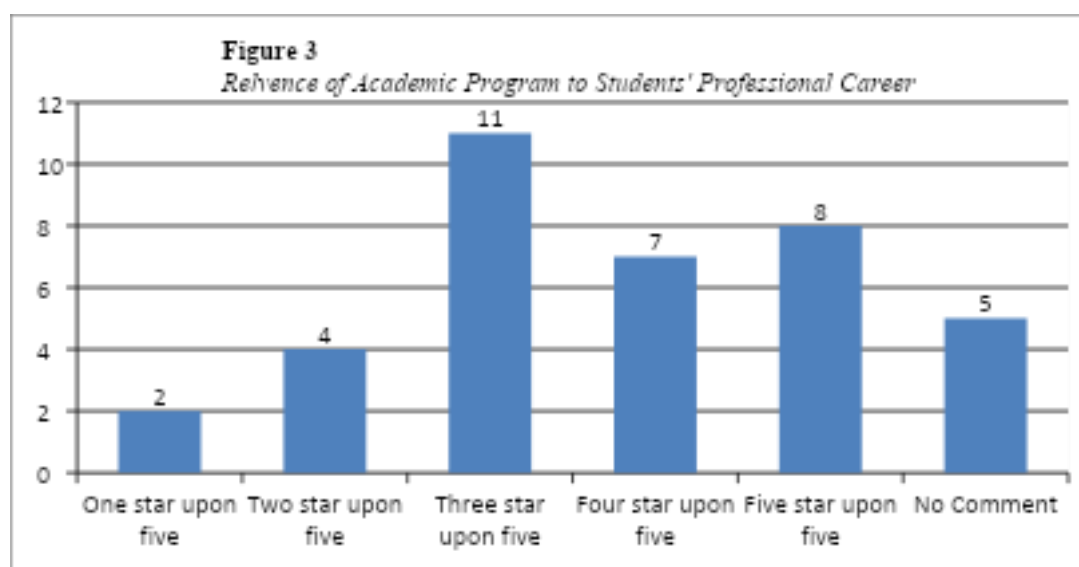
Inferences: The analysis of the relevance of academic programs to students' professional careers shows that graduates are moderately satisfied with the courses they studied at the college. These graduates include both technical and non-technical students. The reasons behind this moderate satisfaction may include several factors: the availability of lucrative jobs in the national job market, the quality of education provided by the college, or the individual shortcomings of the graduates themselves.

2.2.8 Graduates' Perspectives on Co-Curricular Activities

Description of Data: Out of 38 graduates, the majority expressed moderate satisfaction with the co-curricular activities offered by the college. On a 0–5 star scale measuring satisfaction, 13 students rated the activities 3 stars out of 5. The second-largest group, 8 graduates, gave 5 stars to the activities that supported their career development. A slightly smaller group, 7 graduates, rated the activities 2 stars, while only 5 graduates gave 4 stars. A small number of graduates either declined to provide a rating or gave 1 star (see Figure 4).

Figure 4
Graduates Perspectives on Co-Curricular Activities
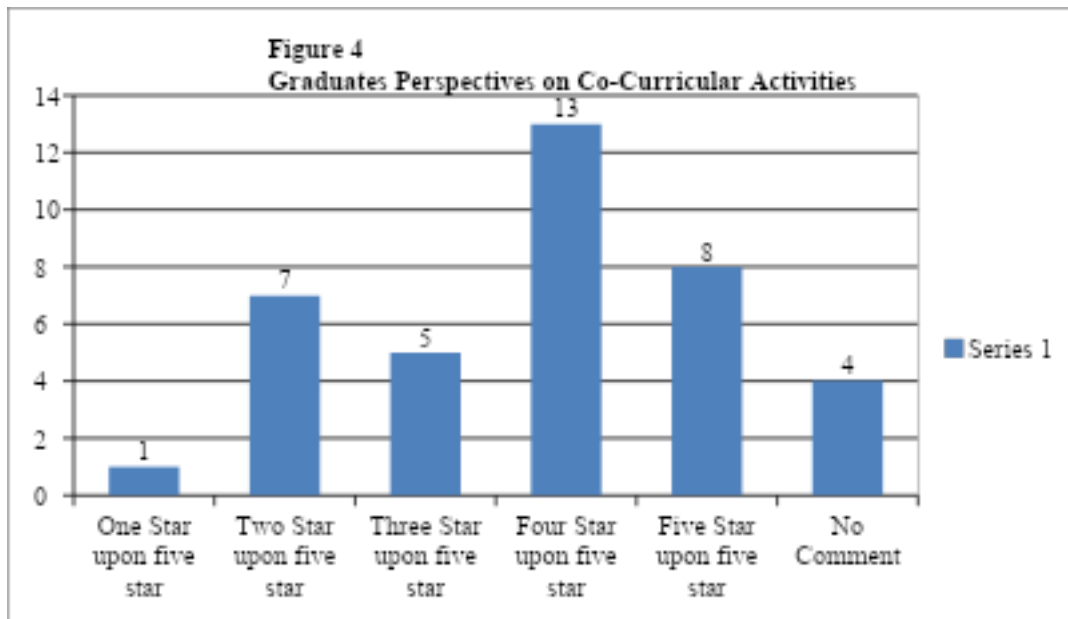
Inferences. The analysis of graduates' responses to co-curricular activities at the college shows that the majority of graduates have middling satisfaction. Although the college conducts many activities throughout the year, the graduates are probably unhappy with the way such programs are conducted, or they have not found the sports of their choice. Alternatively, they may be expecting many more such activities at the college. Thus, the college needs to pay attention to these and such other aspects while planning, organizing, and evaluating such activities.

2.2.9 Problem-Solving Activities

Description of Data: The college graduates of 2020 show their overwhelming satisfaction with the problem-solving activities conducted at the college. The majority of the graduates, i.e., 14, have marked four stars in this category. Similarly, 10 graduates have shown their satisfaction with five stars, and 8 graduates with three stars in each category. A small number of graduates have probably shown their dissatisfaction and/or apathy by marking nominally one star or declining any comment at all (see Figure 5).

Figure 5
Problem Solving Activities at College
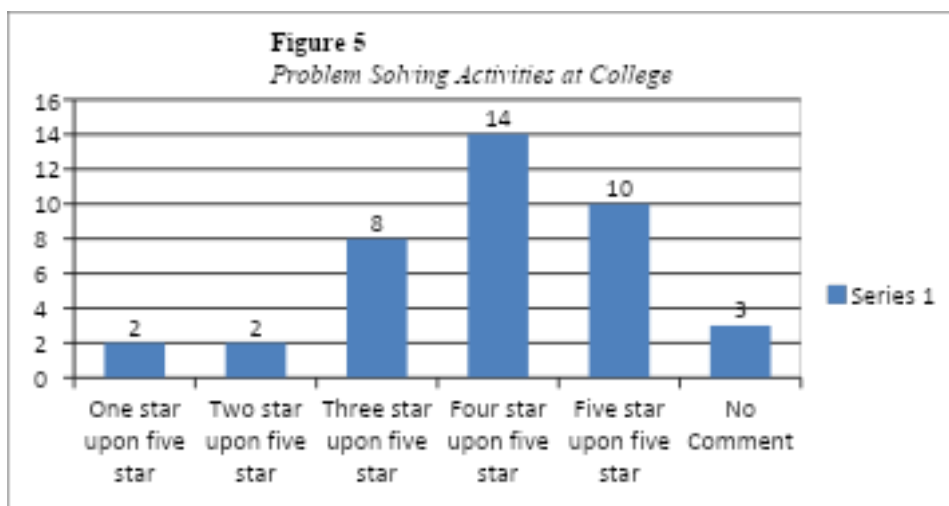
Inferences: The College can take satisfaction in its initiatives for establishing a tradition of addressing students' problems. Such problem-solving efforts may include pedagogical activities, personal care and support for students, and/or counseling them when needed. Thus, the college should maintain these services while also considering new measures for emerging issues in the future.

2.2.10 Job Placement and Internship

Description of Data: The majority of graduates expressed high satisfaction with the job placement services and internship facilities provided by the college. Almost one-third of the graduates gave 5 stars to indicate their satisfaction with these facilities. Six graduates marked five stars, while an equal number gave three stars. An insignificant number of graduates either declined to comment or gave only one star. Overall, the graduates seem to be generally satisfied with the college's job placement services and internship facilitation (see Figure 6).

Figure 6
Job placement and Internship
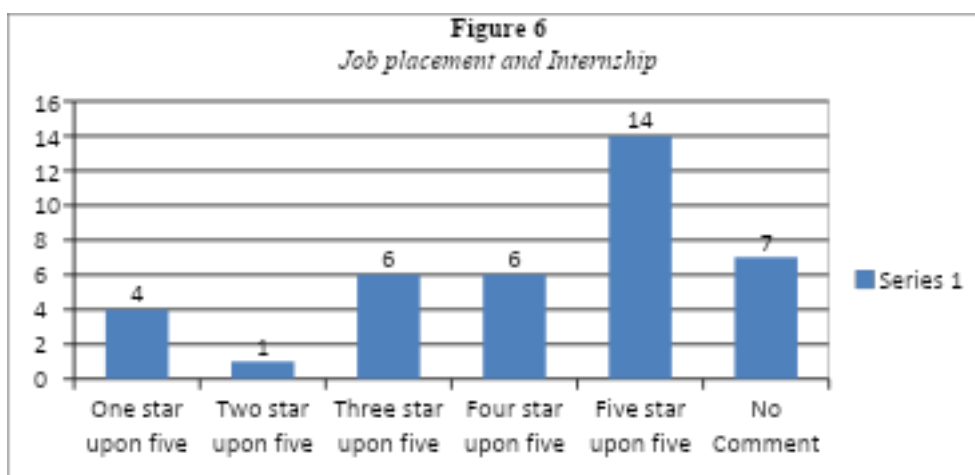
Inferences: The graduates' increasing satisfaction with the job placement initiatives operated by the college reflects positively on the quality assurance of learning outcomes. These figures are largely the result of the internship initiatives taken by the college. Some programs, such as journalism, social work, and certain management courses, require or recommend internships. However, the college currently lacks a formal job placement or industry-college partnership. Establishing and operating such cells could further enhance graduates' satisfaction.

2.2.11 Technical-Learning Environment

Description of Data: The majority of graduates expressed overwhelming satisfaction with the technical-learning facilities provided by the college. About half of all graduates marked four stars to indicate their satisfaction. The second-largest group of students marked three stars. One-third of all graduates (i.e., 13) marked five stars, showing a high level of satisfaction. An insignificant number of graduates either declined to comment or gave only one star. Overall, graduates appear to have middling to high satisfaction with the technical-learning environment at the college (see Figure 7).

Figure 7
Technical-Learning Environment
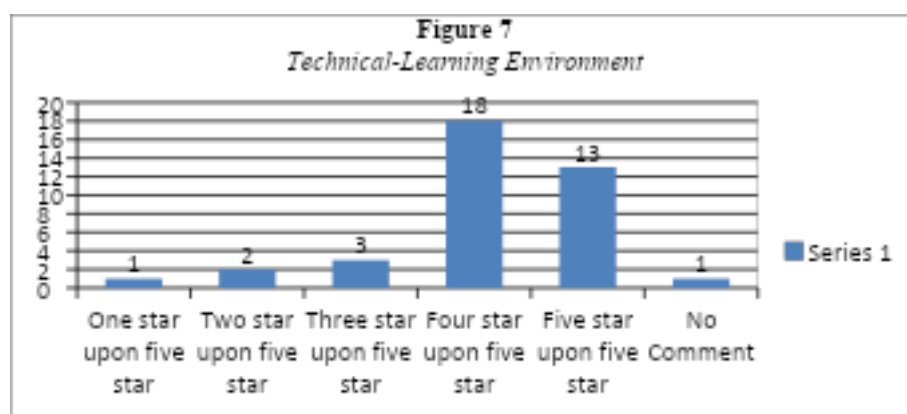
Inferences: The graduates' satisfaction with the technical-learning facilities at the college should encourage the administration. One reason for this growing satisfaction may be the large number of computer facilities established by the college to meet the requirements of technical courses such as BSc CSIT, BCA, and Computer Science. Another reason is that the college has installed multimedia projectors, large TV screens, and CCTV systems in the majority of classrooms. Future graduates may benefit from even better technical facilities, and the college may further enhance the quality of learning. Overall, the technical-learning environment is likely to increase the satisfaction of both students and teachers at the college.

2.2.12 Quality of Education

Description of Data: The majority of college graduates in 2020 expressed high satisfaction with the quality of education provided. An overwhelming number of graduates, i.e., 15 out of 38, marked four stars to indicate their satisfaction. The second-largest group, i.e., 14 graduates, marked five stars. A smaller number, i.e., 3 graduates, marked three stars regarding the educational quality at the college. Overall, the graduates appear to have a remarkable level of satisfaction with the quality of education at the college (see Figure 8).

Figure 8
Quality of Education Delivered
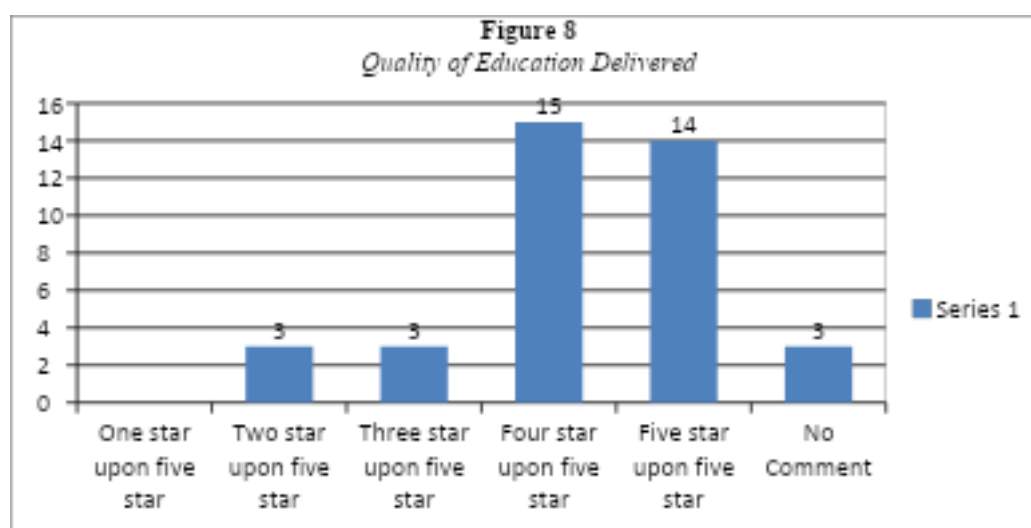
Inferences: The analysis of the data reveals that, in general, graduates are confident in the quality of education provided by the college. This may result from the college's initiatives to enhance educational quality. Other factors contributing to graduates' assurance of quality include experienced faculty, spacious classrooms, a well-constructed college building, ample premises, and the institution's potential for growth. Therefore, the college should continue implementing 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 shows that this aspect is highly satisfying for the overwhelming majority of graduates. One-third of the graduates, i.e., 14 out of 38, marked five stars to indicate satisfaction with their relationship with teachers. The second-largest group, i.e., 11 graduates, marked four stars. The third-largest group, i.e., 8 graduates, marked three stars regarding the student-teacher relationship. A small number of students marked only one or two stars. Overall, the graduates appear to be highly satisfied with their interactions with teachers at the college (see Figure 9).

Figure 9
Teacher-Student Relationship
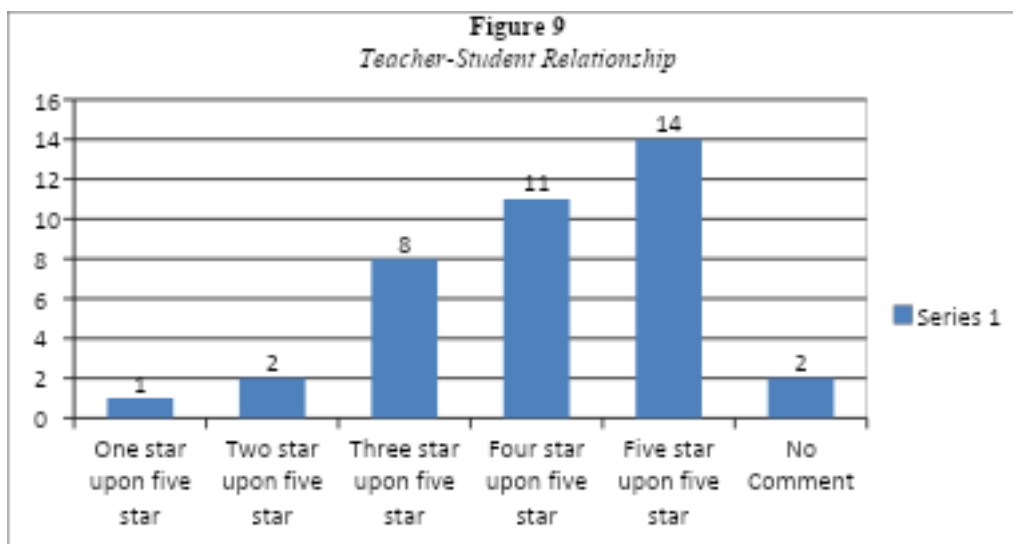
Inferences: The analysis of the data on teacher-student satisfaction ratings reveals that most graduates are very pleased with the humane and cordial behavior of teachers at the college. Several factors may have influenced this perception. First, the college has established a long tradition of student counseling, and teachers are encouraged to maintain a familial type of behavior toward students. Second, the personal care provided to students is another key factor shaping this positive perception. Third, teachers involve their students in various activities, excursions, and research projects in a friendly and supportive manner. Therefore, the college should continue fostering this spirit of student service.

2.2.14 Library Facility

Description of Data: The data on students' satisfaction ratings regarding the library facilities at the college shows that the facility provides reasonable satisfaction to the graduates. The majority of graduates, i.e., 12, marked four stars to indicate middling satisfaction with the facility. A slightly smaller number, i.e., 11 graduates, marked five stars. The third-largest group, i.e., 9 graduates, marked three stars. A small number of students either declined to comment or marked only one or two stars. Overall, the graduates appear to be moderately satisfied with the library facilities (see Figure 10).

Figure 10
Library Facility
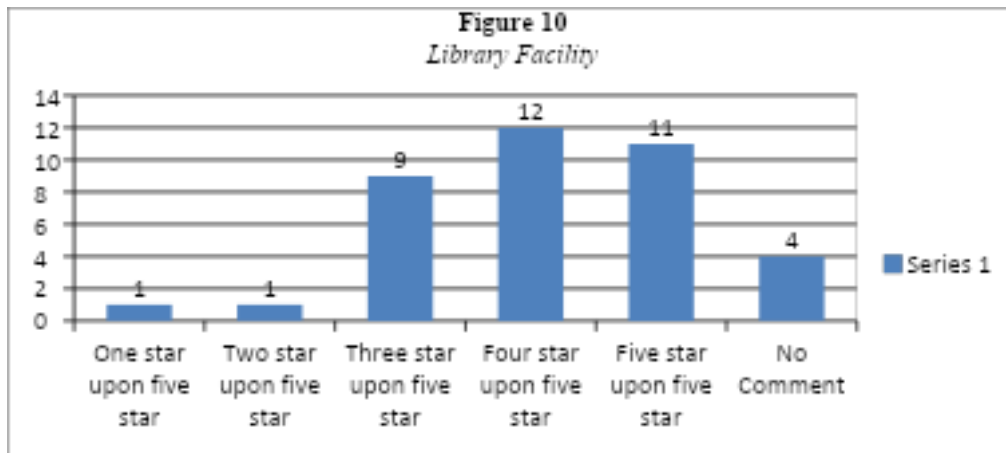
Inferences: The analysis of the data on students' satisfaction ratings for the library facility shows middling satisfaction. This may not be taken as an entirely encouraging phenomenon for students and the college. The library facilities appear inadequate, which may be due to several factors: first, the library may lack several relevant books for students; second, the service may be inefficient; and third, the computers and internet facilities in the library may be insufficient.

2.2.15 Lab Facility

Description of Data: The majority of college graduates are generally satisfied with the quality of the lab facilities at the college. A large number of graduates, i.e., 10, marked four stars to indicate their satisfaction with the lab facilities provided. The second-largest group of graduates, i.e., 9, marked three stars, while the third-largest group, i.e., 7, marked five stars. A small number of students either declined to comment or marked one or two stars. Overall, the graduates seem moderately satisfied with the lab services, while a small number appear frustrated with the facilities at the college (see Figure 11).

Figure 11
Lab Facility
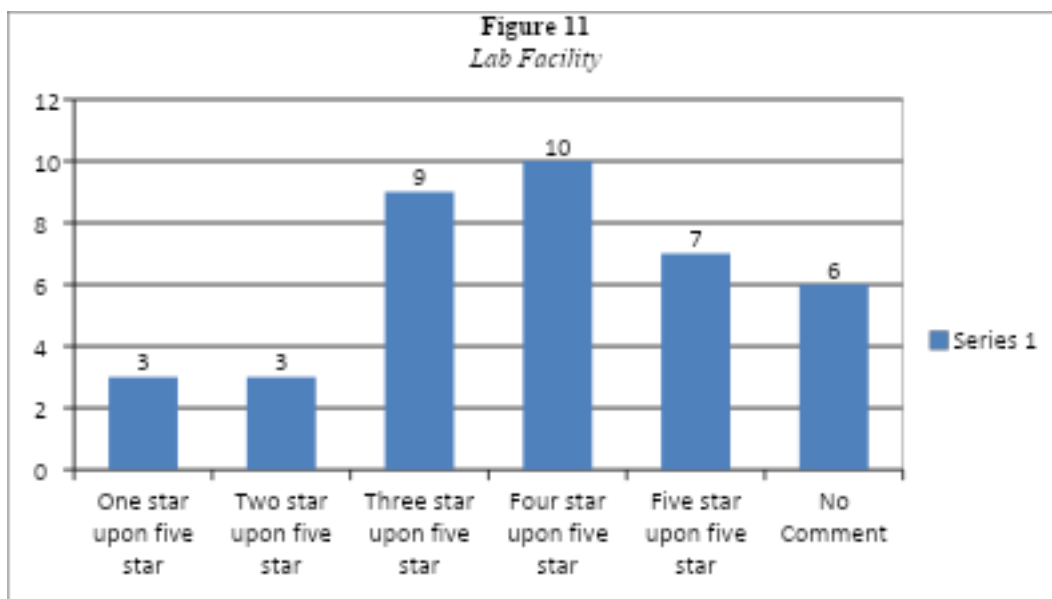
Inferences: The analysis of the data on students' satisfaction ratings for the lab facility shows middling satisfaction. A very small number of graduates expressed extreme dissatisfaction. This may be due to several factors: first, the lab may not be available for students studying certain predominantly theoretical courses; second, some facilities, such as the FM Radio, may exist but teachers may be apathetic in allowing all students to use them; third, the management of the lab facility may be inefficient; and fourth, the lab facilities may be insufficient. The college should address these and other related issues.

2.2.16 Sports Facility

Description of Data: The majority of college graduates are generally satisfied with the quality of the sports facilities at the college. A large number of graduates, i.e., 11 out of 38, marked four stars to indicate their satisfaction with the sports facilities provided. A slightly smaller number, i.e., 10 graduates, marked three stars. The third-largest group of graduates, i.e., 8, marked five stars for these facilities. A small number of students either declined to comment or marked one or two stars. Overall, the graduates seem largely satisfied with the sports facilities, although a small number appear frustrated with them (see Figure 12).

Figure 12
Sports Facility
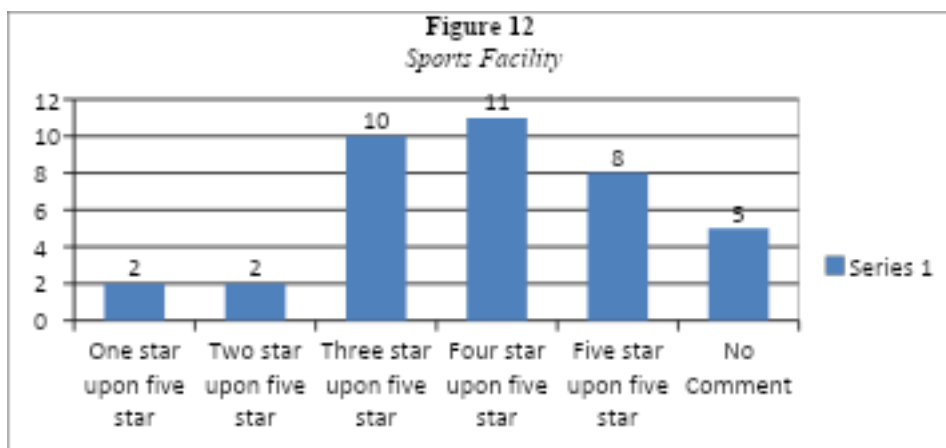
Inferences: The analysis of the data on students' satisfaction ratings for the sports facilities shows a range from middling satisfaction to extreme dissatisfaction. This may be due to several factors: first, the sports facilities may not be accessible to students with differing physical, mental, or temperamental abilities; second, the facilities may be available but insufficient; and third, the management of the sports facilities may be inefficient. The college should address these and related issues.

2.2.17 Canteen, Toilet, and Other Facilities

Description of Data: The data on students' satisfaction ratings for the canteen, toilet, and other facilities at the college indicate middling satisfaction. More than one-third of the graduates, i.e., 14 out of 38, marked three stars to reflect their moderate satisfaction with these facilities. The second-largest group of graduates, i.e., 7, marked four stars. Similarly, only 6 graduates rated the facilities five stars, while another small group gave two stars. A very small number of graduates rated the facilities one star, and a few declined to comment. Overall, the graduates appear to be moderately satisfied with the canteen, toilet, and other facilities (see Figure 13).
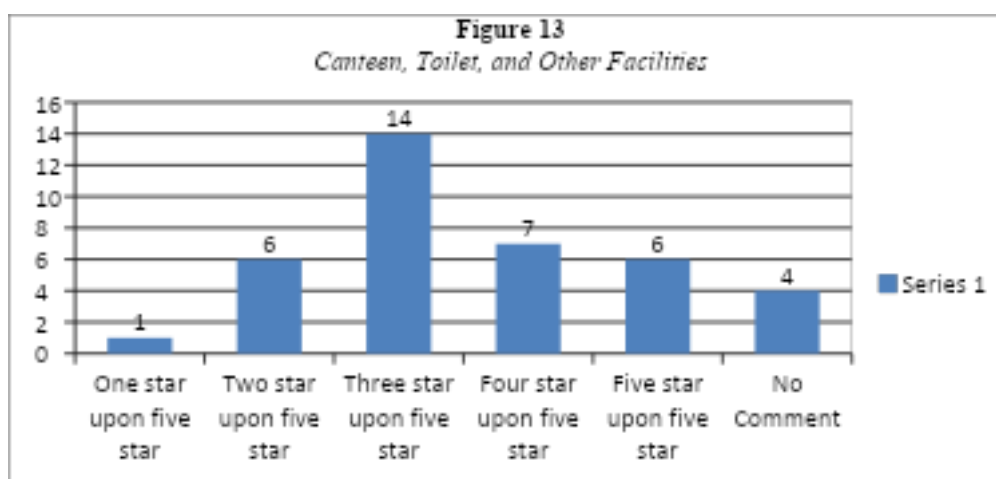
Figure 13
Canteen, Toilet, and Other Facilities

Inferences: The analysis of the data on students' satisfaction ratings for the canteen, toilet, and other facilities shows a range from middling satisfaction to extreme dissatisfaction. This may be due to several factors: first, the canteen, toilet, and other facilities may not be accessible to students with differing physical, mental, or temperamental abilities; second, such facilities may be available but insufficient; and third, the management of these 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 approximately fifty percent of graduates are unemployed. Based on the available data, the majority of employed graduates are from BSc CSIT, BA, and BBS, with a smaller number from MA programs. Similarly, the ratio of unemployed graduates appears comparable.

Further Study: The data on further studies shows that the majority of graduates have been either unsuccessful or unwilling to pursue further education. Among those pursuing further studies, most are from BA and BBS programs, while most BSc CSIT graduates have declined 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 growth and personal intellectual development. The majority of graduates express moderate satisfaction with their courses. These graduates include both technical and non-technical program participants. Graduates of BA, BBS, and BSc CSIT show proportional satisfaction, with female graduates generally reporting higher satisfaction than male graduates regarding the quality and relevance of academic programs.

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

- The data on students' satisfaction ratings for library facilities shows that the facility provides moderate satisfaction to graduates.

- The majority of college graduates are generally satisfied with the quality of the lab facilities.

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

- The data on canteen, toilet, and other facilities indicates that graduates report moderate satisfaction.

4. Implications for Institutional Reform

The major implications of institutional reform are as follows:

- A notable number of graduates have been unable to pursue further studies, indicating the need for a counseling desk to guide and encourage students in seeking higher degrees.

- Since a significant number of graduates are unemployed, the institution could establish incubators to train students for employment or entrepreneurship.

- The college can provide the Research Management Committee with adequate resources to conduct periodic research and seminar activities, fostering students' research skills.

- The majority of students have requested enhanced sports facilities; the college administration should address these demands.

- To meet student demand for technical academic programs, the institution could offer non-credit courses to develop modern skills and knowledge.

- The college should introduce additional scholarship policies and schemes to attract students from marginalized and disadvantaged communities.

- Many graduates have highlighted the need for improvements in the college management system; services directly linked to students, such as Reception, Cash, and Program Departments, should be strengthened.

- The college should focus on providing field visits and internship opportunities for graduates in programs such as BSW, Marketing, and Accounting.

5. Conclusions and Recommendations

5.1 Conclusions:

The study reveals that the college is successful in imparting quality education, enhancing graduates' skills, expertise, and intellectual growth. This is corroborated by the high employment

rates among graduates. Additionally, the study shows that graduates are largely satisfied with the quality of education and other facilities provided by the college.

5.2 Recommendations:

- Encourage students to pursue further studies through academic counseling, research opportunities, scholarships, and funding information.

- Expand technical academic and market-oriented programs to develop skills for the competitive global market, addressing graduates' demands.

- Improve college facilities, including the library, labs, sports facilities, canteen, and others, to enhance student satisfaction.

- Establish internship, placement, and career counseling cells to increase opportunities for graduates.

- Increase the number of ECA programs (e.g., sports, extension and outreach programs, drama, personality development programs) to foster holistic student development.

- Improve the quality of service to stakeholders.

- Strengthen research activities, enabling students and faculty to conduct research as part of learning.

- Increase the number of seminars, workshops, and symposiums to broaden students' and faculty knowledge.

- Adopt new policies to promote participation from marginalized, disadvantaged, and EDJ communities.

Annexes

Tracer Study Questionnaire

Dear Graduate,

This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept strictly confidential. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

(Given Name)   *(Middle Name)*   *(Surname/Family Name)*

Name:

Present Address: ....

Permanent Address: ....

Gender: ☐ Male   ☐ Female   Date of Birth: .... / .... / .... **(Date Format: DD/Month/Year)**

Program Completed:
☐ B.Ed.   ☐ BA   ☐ BBS   ☐ B.Sc.   ☐ Other:………………………………………….

☐ M.Ed.   ☐ MA   ☐ MBS   ☐ M.Sc.   ☐ Other: …………………………………….

Passed Year: ……………………………. *(as per transcript's Passed Year)*

Phone No: (Mobile / Residence / Office) .... / .... /…………………………….

Email ID: .... / ....

Electronic Social Network ID:

Facebook: ……………………………………………………. Twitter: …………………………………………………..

Any other, please specify: ………………………………………….. ID: ……………………………………………….

B. EMPLOYMENT INFORMATION:

1 Current Employment Status:

☐ Service in an organization   ☐ Self Employed   ☐ Unemployed

In case of ***Service in an organization***: Employer's Details *(of the organization you are currently working for):*

i. Name of the Organization: ....

ii. Type of Organization: ☐ Private   ☐ Public   ☐ NGO/INGO   ☐ Government   ☐ Other: ....

iii. Address: ....

iv. Phone Number: .... Email: ....

v. Employment Type: ☐ Full time   ☐ Part time

vi. Designation: ....

In the case of ***Self Employment***:

i. Starting Year: .... ii. Type of work / profession: ....

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? *(Give number from the range 0-5) Excellent = 5 Very Weak = 0*

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements						
2	Extracurricular activities						
3	Problem solving ability						
4	Work placement / attachment / internship						
5	Teaching / Learning environment						
6	Quality of education delivered						
7	Teacher Student relationship						
8	Library facility						
9	Lab facility						
10	Sports facility						
11	Canteen / Urinals etc						
12	Other strengths / weaknesses (please specify)						

C. IF PURSUING FURTHER STUDY:

Enrolment Year: .... (Year/Month)

Program: .... Level: ....

Campus/University: ....

Campus/University Address: ....

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

....

....

....

....

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

……

……

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

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

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

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

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

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

....
Signature of the graduate

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

Academic Information of Graduate:

Program Completed: .... Level: ....

Registration Number: .... Campus Roll No: ....

Passed Year: .... *(Passed year in transcript)*

Verified by:

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

H. Task Team Leader:

Name: .... Mobile No. ....

Email: .... Signature: ………………………………………

Campus Stamp: