

## **Tracer Study Report: College Graduates of 2021**



**Madan Bhandari Memorial College**

New Baneshwor, Kathmandu

Submitted to

**University Grants Commission**

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## **Tracer Study Report: College Graduates of 2021**

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## **Acknowledgments**

This tracer study of the graduates of Madan Bhandari Memorial College, academic session 2021, marks an important step toward continuous record-keeping at the college. The study covered graduates from the Humanities and Social Sciences, Management, and BScCSIT programs. It also fulfills the requirements of the HERP of UGC Nepal.

The assistance provided by UGC in carrying out this study was invaluable. This project would not have been possible without the active support of UGC and many other helping hands. The findings presented in this report could not have been obtained without the sincere responses of the key participants, particularly the graduates of the college, who received training 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 deeply valued and appreciated.

Finally, we extend our heartfelt gratitude to all the respondents, as well as to the individuals and institutions concerned, for providing valuable information, suggestions, and support in making this tracer study a reality.

Tracer Study Team

## **Executive Summary**

The study reveals that the college has been fairly successful in imparting quality education and in enhancing graduates' skills, expertise, and intellectual growth. This is also reflected in the approval ratings of college facilities given by the graduates. However, the study indicates that about one-third of graduates remain unemployed. Among them, BA and BBS graduates are slightly better off than BScCSIT graduates. Similarly, data on further studies show that the majority of graduates have either been unsuccessful or unwilling to pursue advanced education. In this regard, a significant number of BA and BBS graduates are continuing their studies, while an overwhelming proportion of BScCSIT graduates have declined to do so.

The study also highlights some discouraging results concerning the quality and relevance of the college's academic programs in enhancing graduates' professional and personal development. Most graduates, whether from technical courses (BScCSIT) or non-technical ones (BA and BBS), expressed only moderate satisfaction with their courses. Nevertheless, BA and BBS graduates reported higher satisfaction compared to BScCSIT graduates. Female graduates were generally more satisfied than male graduates regarding the quality and relevance of the college's academic programs.

Finally, data on students' satisfaction with facilities such as the library, laboratories, canteen, toilets, and other services indicate that most graduates were only moderately satisfied. These findings suggest that the college needs to initiate appropriate reform programs to address these issues.

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)
HERP	Higher Education Reform Projects
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 the people's leader, Madan Bhandari. 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 has been running graduate and master's level programs in its building at New Baneshwor, Kathmandu. It has been selected for the Higher Education Reform Project (HERP) and is progressing toward the Quality Assurance and Accreditation (QAA) process, having already been approved for the Letter of Intent (LOI). The college has also been implementing other University Grants Commission (UGC) programs aimed at improving and further strengthening quality assurance. It remains committed to imparting quality education while internalizing its academic as well as social responsibilities.

### **1.2 Objectives**

The major objectives of this Tracer Study are to identify:

- the marketable skills and intellectual growth of the college's graduates;
- the strengths and weaknesses of the college; and
- the appropriate measures to mitigate weaknesses and enhance the institution's quality standards.

### **1.3 Institutional Arrangements for the Tracer Study**

#### **1.3.1 Formation of the Committee**

The college conducts a tracer study of its graduates every year. In the current academic 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 Memorial 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 20 September 2023 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	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 held regular discussion sessions and formal meetings. These meetings resolved all issues concerning the study and made crucial decisions necessary for its 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 2021 were selected for this study. The committee aimed to study all 111 graduates, but contact could not be established with 51 graduates. Therefore, the study was conducted on the current status and perspectives of 60 graduates.

The term status primarily refers to the graduates' employment and further study status, while perspective denotes their views regarding 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. The primary data were collected using a questionnaire that included information on graduates' personal details, employment status, evaluation of the college and its programs, and further studies. The secondary data comprised academic and non-academic records of the graduates maintained by the college. These data were mainly retrieved from the Examination, EMIS, and ECA sections of the college.

### **1.5.2 Instruments of Data Collection**

The questionnaire served as the key instrument for data collection, and the nature of the questions it contained determined the approach to gathering data. In addition to the questionnaire, computers, telephones, and software tools used for gathering and processing the data were also considered instruments.

The questionnaire contained both quantitative and qualitative questions. While most items generated quantitative data, some were designed to elicit qualitative responses as well. For example, Question D and Question E sought the graduates' subjective responses. Question D asked graduates for their suggestions or recommendations for the improvement of the institution, while Question E solicited their possible contributions to its development. Similarly, Question B2.12 requested open-ended responses from the graduates.

Thus, the instrument and approach to data collection adopted a holistic method, combining verifiable data with subjective insights from the graduates.

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

This study aims to assess the quality of education provided by the college and its impact on the lives of its graduates. To achieve this aim, the study identified valuable insights into the academic quality and other resources available at the college. These insights indicate the scope of the study. The quantitative and qualitative responses of the graduates offer meaningful feedback for institutional improvement, thereby contributing to the college's pursuit of academic excellence.

However, the study also has certain limitations. Although it includes the majority of the graduates of 2021, they represent only a small fraction of the total student population. The study is based on data from 60 graduates, while there were 949 students enrolled in 2021. Thus, while the perspectives and experiences of these 60 graduates are valuable, they may not fully represent the views of all students studying at the college.

Moreover, although the questionnaire was largely comprehensive, it may not have been entirely exhaustive or precise in eliciting accurate responses. Some quantitative questions may have led to misinterpretations or subjective biases. For instance, the canteen facilities, including food and services, may be satisfactory in general, but a graduate might rate them poorly due to differing cultural backgrounds or personal preferences.

Therefore, the results and conclusions of this study may not fully capture the overall quality and status of the college, nor can they be entirely generalized to reflect the marketable expertise or intellectual growth of future graduates.

## 2. Data Analysis

### 2.1 Method

The data were analyzed by recording the number of graduates who responded to specific questions designed to elicit information on particular topics. Since the total number of respondents was only 60, the responses were first tabulated and then converted into bar charts to illustrate general trends and specific tendencies. The number of graduates in each category was used to draw inferences about the institution's strengths, weaknesses, and the probable responses of the college administration.

The analysis of data includes both descriptions of observed trends and explanations of the reasons behind them. The overall method of analysis consists of three components: presentation of data, analysis and inferences, and recommendations for enhancing the quality standards of institutional services and facilities.

The data are presented in the form of bar diagrams addressing different study topics. The analysis and inference section discusses, both explicitly and implicitly, the possible reasons underlying the data patterns that emerged during the study. The major findings and the institution's probable responses to those findings are presented in separate sections of this report.

### 2.2 Analysis of Categories

#### 2.2.1 Number of Graduates

Description of Data: In 2021, a total of 111 students graduated from the college. The general trend in higher education enrollment at this institution indicates that the Bachelor of Arts (BA) program enjoys the highest popularity and produces the largest number of graduates. It is followed by the Bachelor of Business Studies (BBS) program, though with a significant difference in numbers. The BScCSIT program ranks third in terms of the number of graduates. Among all undergraduate and postgraduate programs, MA Sociology has the lowest enrollment and graduate numbers. Table 1 presents this trend in detail.

**Table 1**

*Total Number of Graduates*

Program	Total Graduates
BBS	16

BA	25
BScCSIT	11
MA JMC	3
MA English	3
MA Sociology	2
Grand Total	60

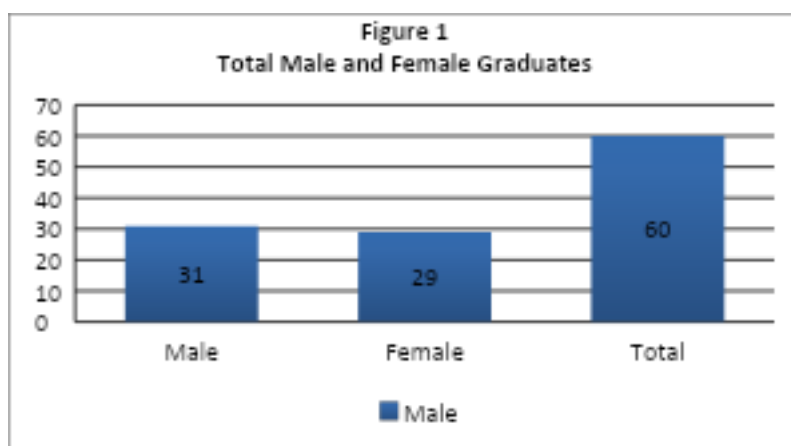
### **Inferences:**

The variation in the ratio of graduates across different programs may be attributed to several factors. The Bachelor of Arts (BA) program appears to be the most popular; however, its intake capacity may differ from that of other programs. The BSc. CSIT program ranks third in terms of the number of graduates, yet its pass percentage may be higher than that of the BA program. The college may need to take appropriate measures to enhance the quality of pedagogy, with the dual aim of increasing enrollment and graduation rates in less popular programs while further strengthening the performance of the more popular ones.

### **2.2.2 Male and Female Graduates**

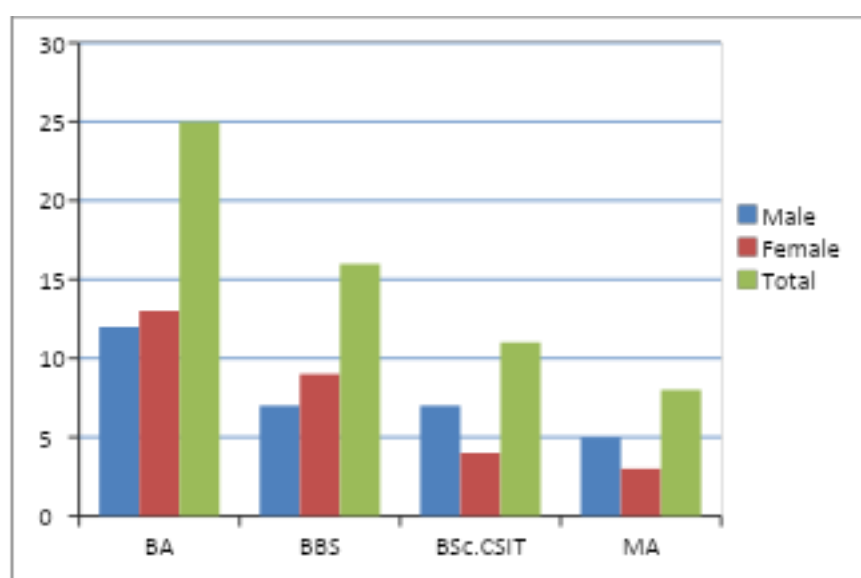
#### **Description of Data:**

In 2021, the ratio of male to female graduates appeared fairly balanced. Out of 60 graduates, 31 were male and 29 were female. Although male graduates slightly outnumber females, the presence of a significant number of female graduates is particularly noteworthy (see Figure 1). In recent years, the number of female students has not only increased but also shown a strong trend in completing their graduation.



### 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 Humanities and Social Sciences. Furthermore, the number of female graduates has been the highest in the BA program, while remaining competitive in all other bachelor's and master's degree programs (see Figure 2). Another factor contributing to the high success rate among female graduates is the favorable academic and social environment provided by the college. **Figure 3** also shows that the proportion of master's degree graduates constitutes a relatively small segment of the total number of graduates.



### 2.2.3 Ethnicity of Graduates

The data on the ethnicity of graduates show the predominance of those belonging to the 'Other' category compared to graduates from Educationally Disadvantaged Janajati (EDJ) and Madhesi ethnic groups. Out of 60 graduates, 57 were from the 'Other' category, two were from EDJ communities, and one was from the Madhesi community. The ethnic composition of graduates appears similar across all programs, including BA, BBS, BSc CSIT, and MA..

**Table 2**

*Ethnicity of Graduates*

Degree	EDJ	Madhesi	Others
BA	0	0	25
BBS	0	1	15



BScCSIT	0	0	11
MA	2	0	6
Total	2	1	57

### **Inferences:**

Several inferences can be drawn from the ethnic composition of the 2021 graduates. Although the majority of students come from different regions of the country, only a few students from disadvantaged ethnic backgrounds enroll at this college. One possible reason is the smaller population proportion of these groups. Other contributing factors may include the fee structure, scholarship opportunities, and geographical location of the college. It is recommended that the college conduct a dedicated study on this issue and formulate inclusive policies to attract more students from disadvantaged ethnic communities.

### **2.2.4 Employment Status of Graduates**

#### **Description of Data:**

The data on employment status show that employed graduates outnumber the unemployed and self-employed categories. Out of 60 respondents, 37 were employed, of whom 31 were in service and 6 were self-employed. Among the employed graduates, 18 were male and 13 were female. Likewise, 13 female graduates and 11 male graduates were unemployed.

The data also reveal that the majority of employed and self-employed graduates belong to the BA, BBS, and BSc CSIT programs, while only a few MA graduates are employed or self-employed (see Table 4)

**Table 3**

*Employment Status by Male and Female*

Categories	Total	Male	Female
Employed	31	18	13
Self Employed	6	3	3
Unemployed	24	11	13

**Inferences:** The employment data of the 2021 graduates indicate that the ratio of job seekers is nearly the same for male and female graduates. This suggests that both male and female

graduates are equally motivated toward employment and entrepreneurship. Similarly, graduates from general courses have demonstrated success in both employment placement and self-employment. Graduates from technical and applied programs, such as BScCSIT are also represented among the employed and self-employed groups. However, two out of eleven BSc CSIT graduates remain unemployed, implying that the nature of a degree alone is not sufficient to guarantee employment.

**Table 4**

*Employment Status by Degrees*

Categories	Total	BA	BBS	BSc CSIT	MA
Employed	31	10	7	8	6
Self Employed	6	2	2	1	1
Unemployed	23	12	6	2	1

**Table 5**

*Employment Status by Sector*

Particular	Total	BA	BBS	BSc CSIT	MA
Local firms/ Companies	29	8	7	9	5
International firms/Companies	1	1	-	-	-
Government	1	-	-	-	1
Public(semi-government) sector	-	-	-	-	-

Table 5 illustrates the employment status of MBMC graduates across different sectors. The data show that a significant number of graduates are employed in local firms and companies, reflecting a strong inclination toward the private sector. A total of 29 graduates are working in various local organizations, while two graduates are employed in international firms/companies and one in the government sector. This finding highlights the need for a structured placement policy to better prepare graduates for diverse employment opportunities.

## 2.2.5 Further Study Status of Graduates

### Description of Data:

The data from further studies show that the majority of graduates have not pursued higher education. Out of 60 graduates, only 13 have continued their studies, while 47 (including 26 males and 21 females) have not enrolled in further programs (see Table 6).

Moreover, the proportion of graduates pursuing further studies is declining across all degree programs, including BA, BBS, and BSc CSIT. Among the 13 who continued their education, 8 were BA graduates, 4 were BBS graduates, and 1 was an MA graduate. Notably, no BSc CSIT graduates have applied for further study so far (see Table 7).

**Table 6**

*Further Studies Status*

Categories	Total	Male	Female
Yes	13	5	8
No	47	26	21

**Table7**

*Further Studies Status*

Categories	BA	BBS	BSc CSIT	MA	Total
Yes	8	4	0	1	13
No	17	12	11	7	47

**Inference:**

The data on further studies indicate that graduates from applied courses are either uninterested in or unable to pursue higher studies. It also suggests that more than half of the female graduates have continued their education, likely as a result of the women's empowerment policies adopted by the Government of Nepal. Similarly, the data highlight the need to revisit the BSc CSIT curriculum to identify the factors that discourage graduates from pursuing further studies.

## 2.2.6 Graduates' Advice to the College

**Description of Data:**

The overall trend in the graduates' advice suggests that a large majority of respondents consider the college deficient in several areas and have recommended various improvements. A significant number of graduates advised the college to enhance its management system, while a smaller number expressed satisfaction with the current management.

Out of 68 responding graduates, 20 suggested improving the college's management system, whereas only 5 rated it as good. The number of graduates recommending better management was

closely followed by those who advised the college to establish career counseling programs to enhance the marketability of graduates' skills — 18 graduates made this suggestion.

Likewise, a notable number — 10 graduates — advised the college to introduce more technical and skill-oriented academic programs. In addition, 4 graduates recommended that the college conduct research activities and seminars on relevant topics. Similarly, 4 graduates advised the college to improve student–teacher interaction, 3 graduates suggested enhancing extracurricular activities (ECA), and 4 graduates chose not to provide any advice to the college (see Table 3).

**Table 7**

*Suggestion response of Graduates*

Conduct research and seminars	4
Focus on career counseling	18
Good management	5
Improve ECA programs	3
Improve student-teacher interaction	4
Improve the management system	20
Run technical academic programs	10
No comment	11

**Inferences:**

It is evident that a large majority of graduates (20) are, in some way, dissatisfied with the college and its systems. When about one-third of all graduates call for systemic reforms, it suggests that they have encountered specific issues in certain operational areas. The most frequently accessed sections of the college, apart from classrooms, include the front offices and administrative units, such as the Reception, Accounts Section, Examination Section, ECA Section, Coordinators' and Directors' Offices, and the Canteen. These branches may have certain deficiencies that require the college's attention and improvement.

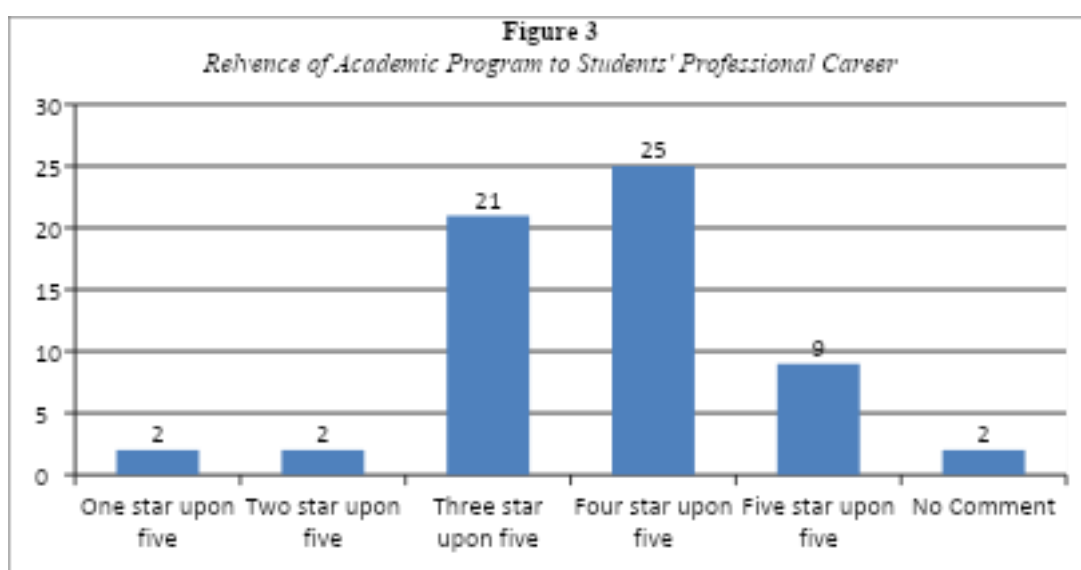
The second-largest group of graduates (18) emphasized the need for career counseling, possibly due to challenges faced in finding suitable employment after graduation. This experience may also relate to the views of the third group of graduates, who advised the college to introduce more technical and skill-oriented academic programs. Their suggestions may stem from feelings of joblessness or dissatisfaction with their academic qualifications. In summary, the data imply that

the college needs to improve its systemic, academic, and co-curricular components to enhance the satisfaction and employability of its future graduates.

### 2.2.7 Relevance of Academic Program to Students' Professional Career

#### Description of Data:

Out of 60 graduates, the majority expressed moderate satisfaction with the academic courses they completed at the college. On a 0–5 star scale measuring satisfaction with how their program supported their professional careers, 24 graduates rated their course 3 stars, while 25 graduates gave 4 stars. Only 9 graduates awarded 5 stars to their program, indicating a high level of satisfaction with its relevance to their career development. A few graduates either did not provide a rating or gave only 1 star (see Figure 3).



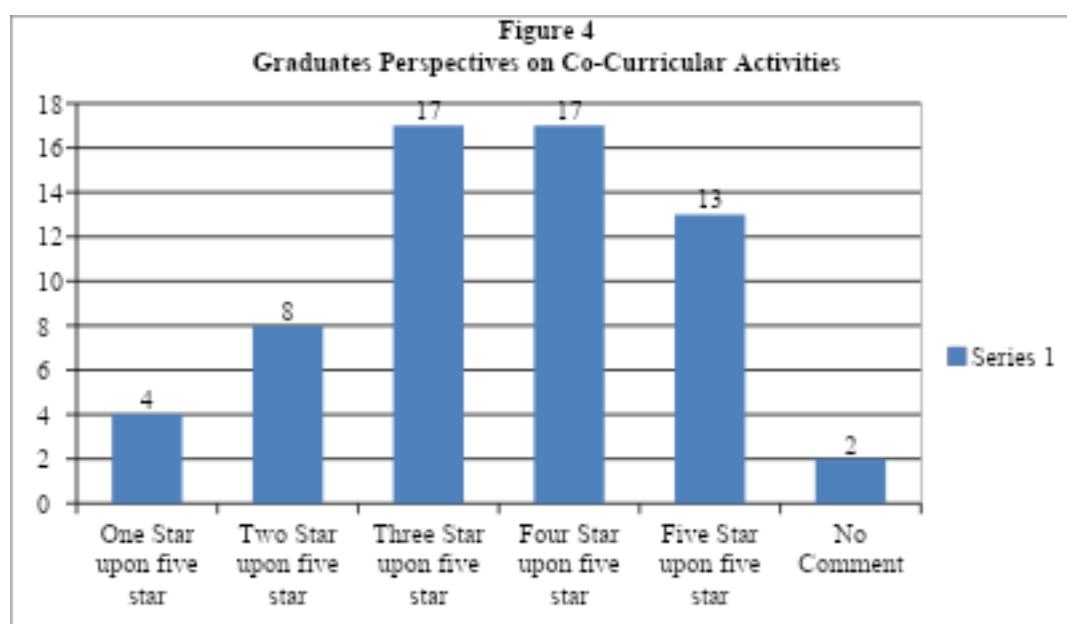
#### Inferences:

The analysis of the relevance of academic programs to students' professional careers shows that most graduates were moderately satisfied with the courses they studied at the college. These graduates represent both technical and non-technical programs. The reasons for such average levels of satisfaction may include several factors: the availability of lucrative job opportunities in the national labor market, the quality of education provided by the college, and the individual limitations or preparedness of the graduates themselves.

### 2.2.8 Graduates' Perspectives on Co-Curricular Activities

### Description of Data:

Out of 60 graduates, the majority expressed moderate satisfaction with the co-curricular activities organized by the college. On a 0–5 star scale measuring satisfaction, 17 graduates rated co-curricular activities with 3 or 4 stars, while 13 graduates awarded 5 stars, indicating a high level of satisfaction. In contrast, 8 graduates rated the activities with 2 stars, and a small number either did not provide a rating or gave only 1 star (see Figure 4).

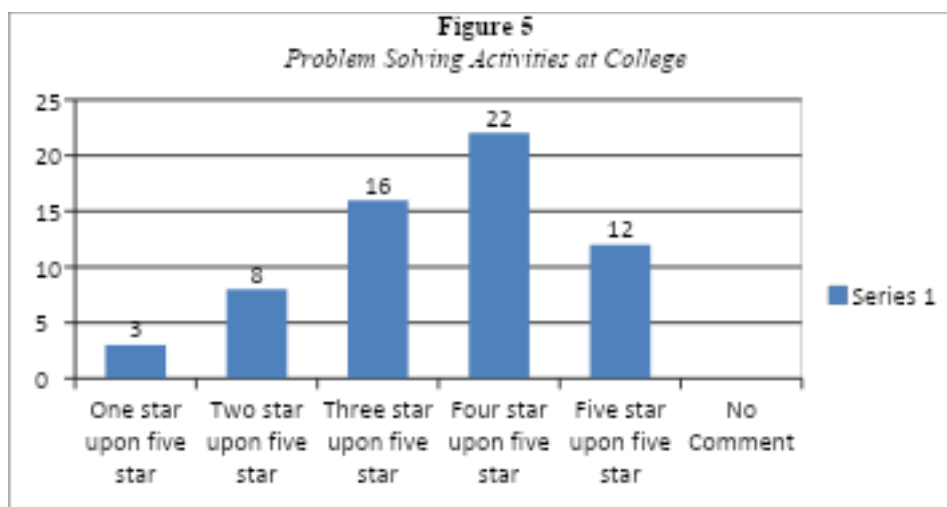


**Inferences.** The analysis of graduates' responses to co-curricular activities at the college shows that a majority of them expressed moderate satisfaction. Although the college conducts various activities throughout the year, the graduates are likely dissatisfied with the manner in which these programs are organized, or they may not have found activities or sports of their interest. Alternatively, they might be expecting a greater variety and frequency of such events. Therefore, the college needs to pay close attention to these and other related aspects while planning, organizing, and evaluating co-curricular activities.

### 2.2.9 Problem-Solving Activities

#### Description of Data:

The 2021 graduates of the college expressed high satisfaction with the problem-solving activities conducted by the institution. Almost one-third of all graduates (22) rated this category with four stars. Similarly, 12 graduates expressed their satisfaction by giving five stars, while 16 graduates gave three stars. A small number of graduates indicated dissatisfaction or disinterest by marking only one star or providing no response at all (see Figure 5).

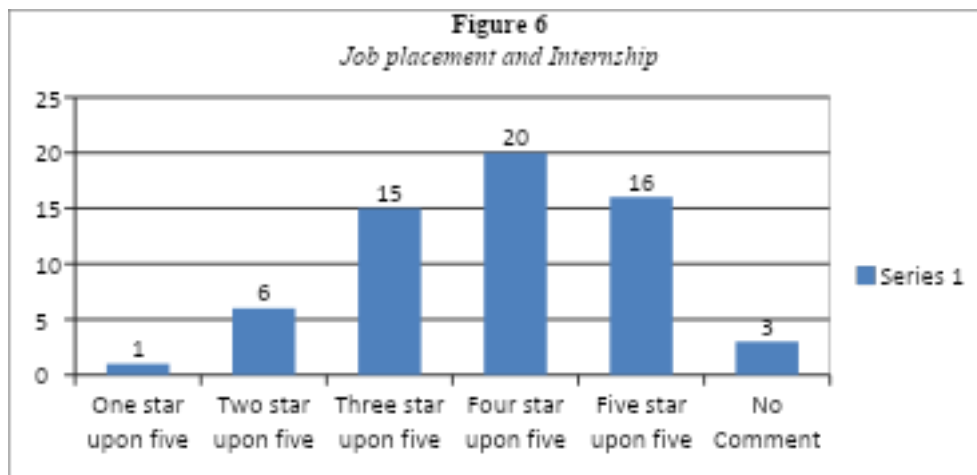


**Inferences:** he college may take satisfaction in its efforts to establish a tradition of addressing students’ problems effectively. Such problem-solving practices may involve pedagogical support, personal care and services for students, and counseling during times of need. Therefore, the college should continue this valuable service while also considering new measures to address emerging challenges in the future.

## 2.2.10 Job Placement and Internship

### Description of Data:

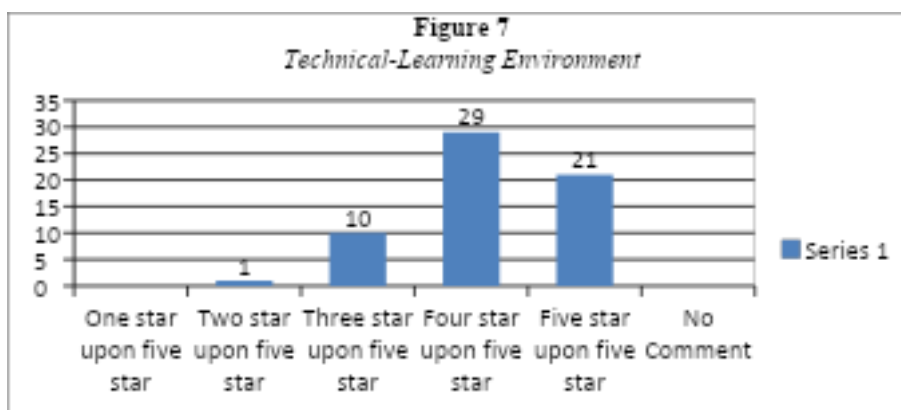
A majority of graduates appear satisfied with the job placement and internship facilities provided by the college. Almost one-third of the graduates rated these services with four stars, while 16 graduates awarded five stars. An equal number of graduates (16) marked three stars. Only a small number of graduates declined to comment or gave a single star. Overall, the data indicate that graduates have moderate to high satisfaction with the college’s job placement services and internship opportunities (see Figure 6).



**Inferences:** The graduates' increasing satisfaction with the job placement initiatives operated by the college reflects the quality assurance in learning outcomes achieved by the institution. These results can be attributed to the internship programs initiated by the college. Certain courses, such as Journalism, Social Work, and other programs in Management Studies, require or involve internships. However, the college currently does not have a dedicated job placement cell or industry-college partnerships. Establishing and operating such structures could further enhance graduate satisfaction in the future.

### 2.2.11 Technical-Learning Environment

**Description of Data:** A majority of graduates expressed moderate to high satisfaction with the technical-learning facilities provided by the college. Approximately half of all graduates awarded four stars to indicate their satisfaction. The second-largest group of students gave three stars, while 14 graduates (about one-fifth of the total) awarded five stars, reflecting a high level of satisfaction. A very small number of graduates either declined to comment or gave only one star. Overall, the data suggest that graduates have moderate to high satisfaction with the technical-learning environment at the college (see Figure 7).

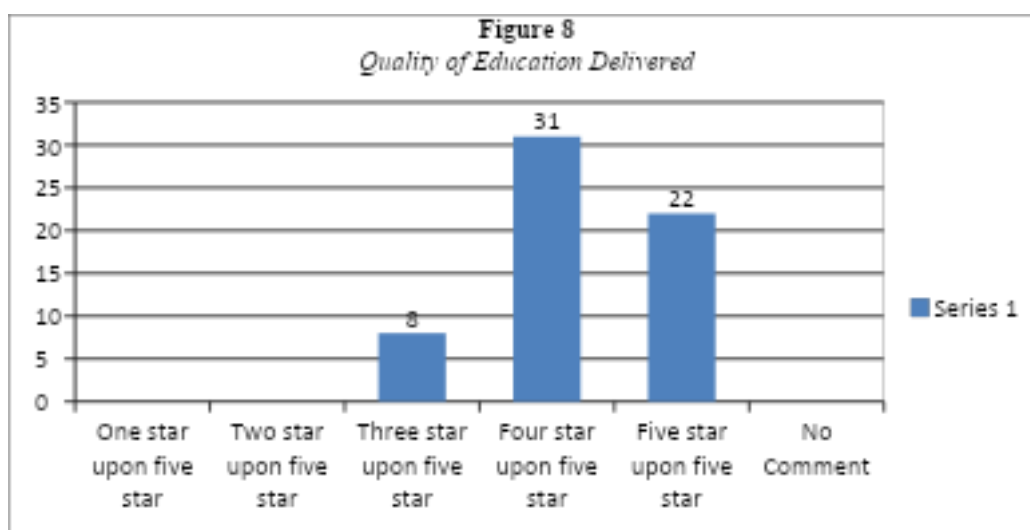




**Inferences.** The graduates’ satisfaction with the technical learning facilities at the college should encourage the administration. One reason for this increasing satisfaction may be the large number of computer facilities provided by the college to support technical courses such as BSc CSIT, BCA, and other computer science programs. Another contributing factor is the installation of multimedia projectors, large TV screens, and CCTV systems in the majority of classrooms. Future graduates are likely to benefit from even better technical facilities, which could further enhance the quality of learning. Overall, a strong technical-learning environment can increase the satisfaction of both students and teachers at the college.

## 2.2.12 Quality of Education

**Description of Data:** The majority of 2021 graduates expressed general satisfaction with the quality of education provided by the college. An overwhelming number of graduates (31 out of 60) rated their satisfaction with four stars, while the second-largest group (22 graduates) awarded five stars. The third-largest group (8 graduates) gave three stars to indicate moderate satisfaction. Overall, the data suggest that graduates have a high level of satisfaction with the quality of education offered by the college (see Figure 8).

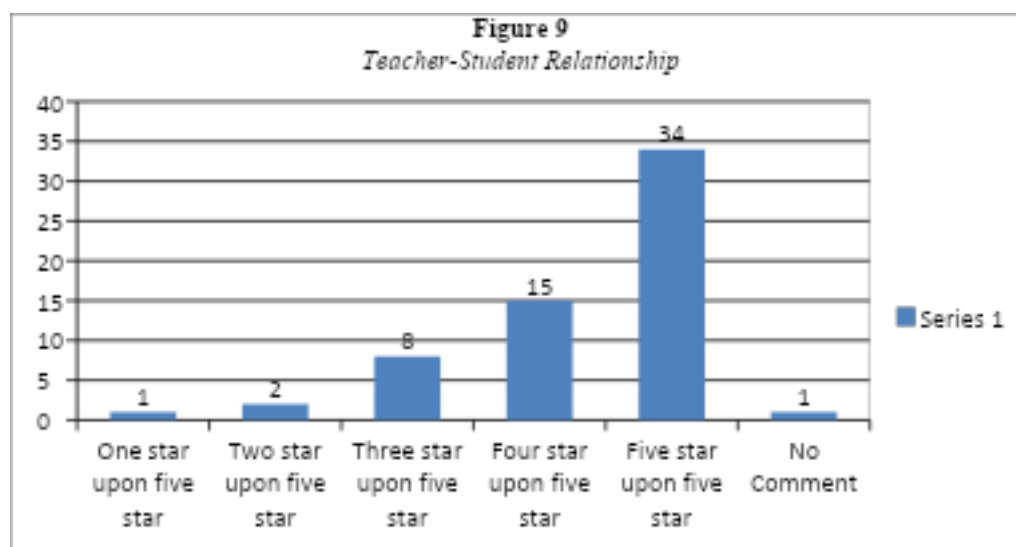


**Inferences:** The analysis of the data reveals that graduates are, in general, confident in the quality of education provided by the college. This may be attributed to the college’s initiatives to enhance academic quality. Other factors contributing to graduates’ confidence include experienced faculty, spacious classrooms, a well-constructed college building, extensive premises, and the institution’s potential for growth. Therefore, the college needs to 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

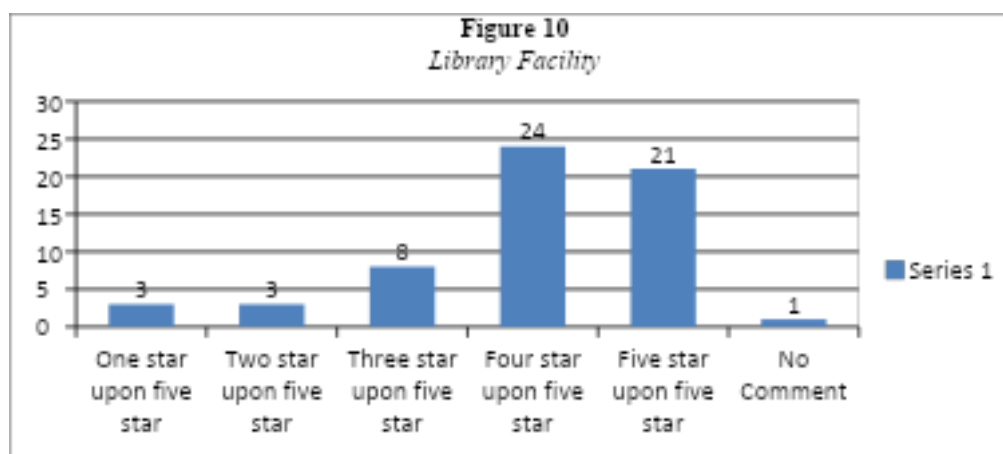
**Description of Data:** The data on students' satisfaction ratings on the teacher-student relationship shows that this aspect is most satisfying for an overwhelming majority of the graduates. More than half of all graduates, i.e., 34 out of 60, have marked five stars to show satisfaction in their relationship with teachers. The second-largest number of graduates, i.e., 15, have marked four stars to such a relationship. The third-largest number of graduates, i.e., 8, marked three stars to the student-teacher relationship. A small number of students have marked merely two or one stars. Thus, the graduates seem to be elated with their teachers at the college. (see Figure 9).



**Inferences:** The analysis of the data on teacher-student satisfaction ratings of students reveals that most graduates are very happy with the humane and cordial behavior of teachers at the college. Many factors may have influenced this perception of students. First, the college has established a long tradition of student counseling; teachers are asked to maintain a familial type of behavior toward students. Second, the personal care of students can be another instrumental thing behind such a perception of students. Third, teachers involve their students in several activities, excursions, and research in a friendly manner. So, the college may keep up the spirit of student service.

### 2.2.14 Library Facility

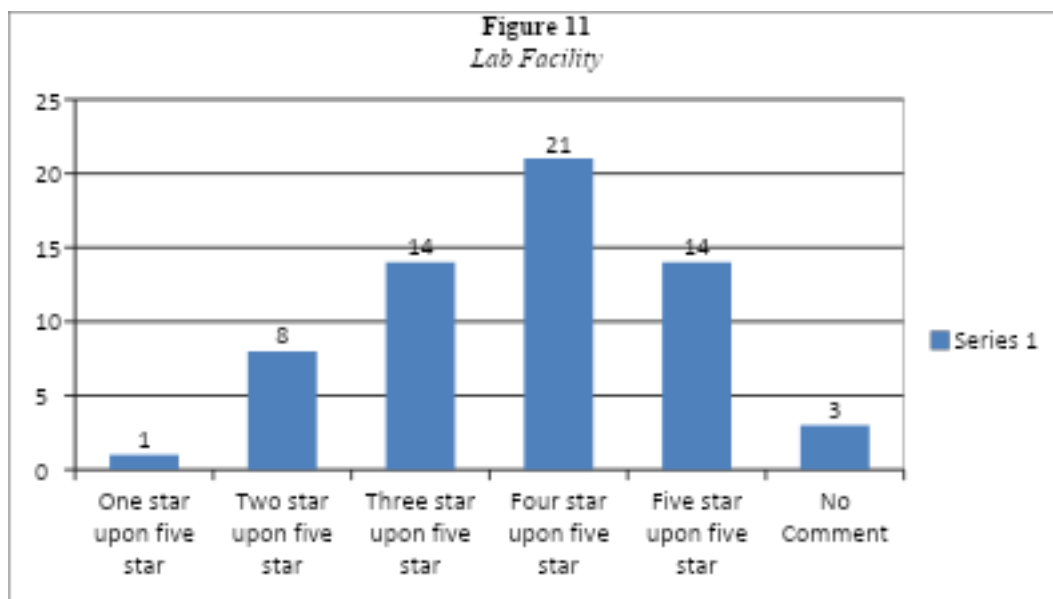
**Description of Data:** The data on students' satisfaction ratings on library facilities at the college shows that the facility is providing remarkable satisfaction to the graduates. More than one-third of all graduates, i.e., 24 out of 60, have marked four stars to show middling satisfaction with this facility. The second-largest number of graduates, i.e., 21, has marked five stars for this facility. The third-largest number of graduates, i.e., 8, marked three stars. A small number of students have either declined to comment or marked merely three or one stars. Thus, the graduates seem to be just satisfied with the library facility. (see Figure 10).



**Inferences:** The analysis of the data on satisfaction ratings of students in the library facility shows their middling satisfaction. This may not be taken as an encouraging phenomenon for students and the college. This may be a result of several factors: first, the library may be lacking several relevant books for students. Second, the service may be inefficient. Third, computers and internet facilities at the library for students may be insufficient.

### 2.2.15 Lab Facility

**Description of Data:** A majority of the college graduates are generally satisfied with the quality of laboratory facilities at the college. A large number of graduates, i.e., 21 out of 60, rated the lab facilities with four stars, indicating their satisfaction. The second-largest group of graduates, 14 in total, gave a five-star rating. The third-largest group, comprising 8 graduates, rated the facilities with two stars. A small number of students either declined to comment or rated the facilities with one star or zero stars. Overall, the graduates appear to be largely satisfied with the laboratory services, while only a few seem dissatisfied with the facilities provided by the college (see Figure 11).



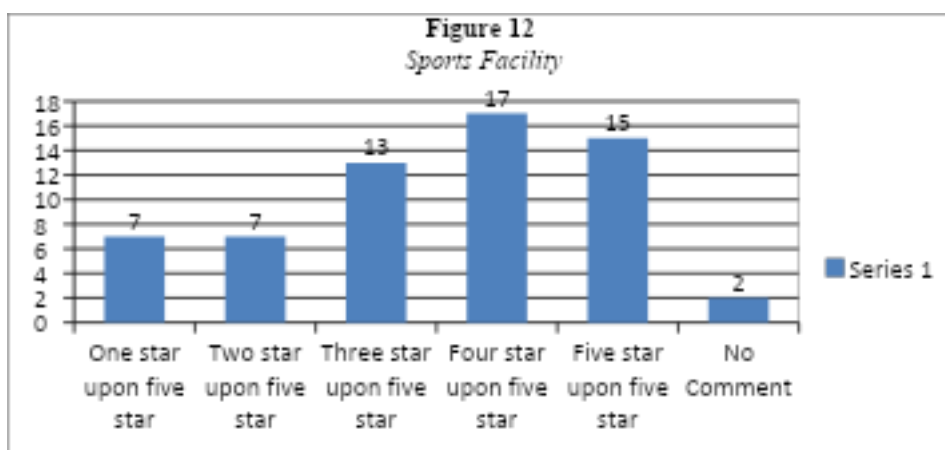
### **Inferences:**

The analysis of the data on students' satisfaction with the laboratory facilities indicates a high level of satisfaction among graduates. Only a very small number of graduates expressed strong dissatisfaction. This may be due to several factors. First, the laboratory may not be available to students enrolled in predominantly theoretical courses. Second, although the facility may exist—such as the FM Radio lab—teachers might be reluctant to take all students there. Third, the management of the laboratory facilities may be inefficient. Fourth, the laboratory resources may be inadequate. Therefore, the college should pay attention to these and other related issues.

### **2.2.16 Sports Facility**

#### **Description of Data:**

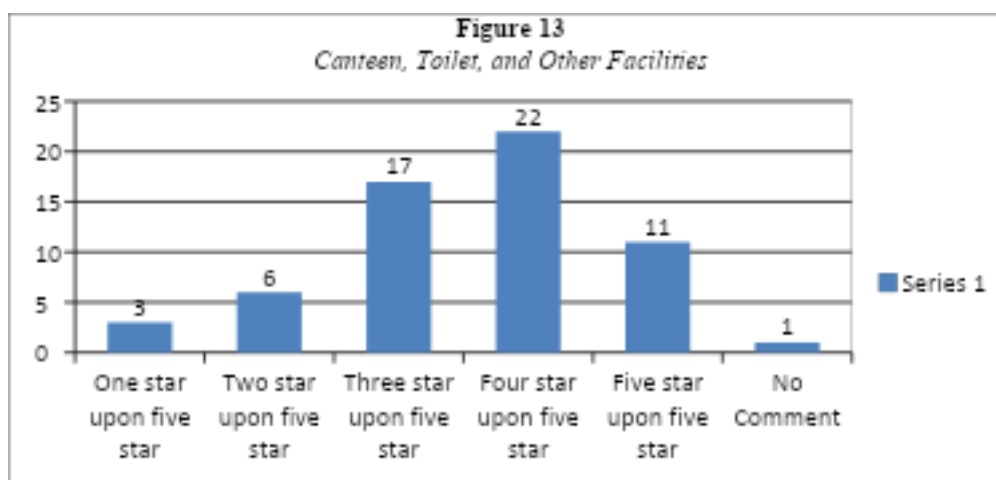
A majority of the college graduates are generally satisfied with the quality of sports facilities at the college. A large number of graduates, i.e., 17 out of 60, rated the sports facilities with four stars, indicating their satisfaction. The second-largest group, 15 graduates, gave a five-star rating. The third-largest group, consisting of 13 graduates, rated the facilities with three stars. The fourth-largest group, comprising 7 graduates, rated them with one or two stars equally. A small number of students did not give any rating. Overall, the graduates appear to be largely satisfied with the sports facilities, while a small number seem dissatisfied with the amenities provided by the college (see Figure 12).



**Inferences:** The analysis of the data on satisfaction ratings of students on the sports facility shows their middling satisfaction to utmost dissatisfaction. This may be a result of several factors: first, the sports facility may not be available for a certain category or differing physical, mental, and temperamental ability of students. Second, the facility may be available but insufficient. Third, the management of the sports facility may be inefficient. So, the college may pay attention to such and other factors.

## 2.2.17 Canteen, Toilet, and Other Facilities

**Description of Data:** The data on students' satisfaction ratings on canteen, toilet, and other facilities at the college shows that the facility is providing middling satisfaction to the graduates. More than one-third of all graduates, i.e., 22 out of 60, have marked four stars to show their middling satisfaction with such facilities. The second-largest number of graduates, i.e., 17, has marked three stars to such facilities. The third-largest number of graduates, i.e., 11, rated five stars. The fourth-largest number of graduates, i.e., 6, rated two stars. The small number of graduates have rated very low thereby marking three and one stars. Thus, the graduates seem to be just satisfied with the canteen, toilet, and other facilities. (see Figure 13).



**Inferences.** The analysis of the data on satisfaction ratings of students on the canteen, toilet and other facilities shows their middling satisfaction to utmost dissatisfaction. This may be a result of several factors: first, the canteen, toilet, and other facilities may not be available for a certain category or differing physical, mental, and temperamental ability of students. Second, such facilities may be available but insufficient. Third, the management of the facilities may be inefficient. So, the college may pay attention to such and other factors.

### **3. Major Findings**

#### **3.1 Employment and Further Study Status**

**Employment:** The study reveals that about fifty percent of graduates are unemployed. Contrary to general expectations, most of the employed and self-employed graduates are from the BA and BBS programs, while a large majority of BSc. CSIT graduates are unemployed.

**Further Study:** The data on further studies show that most graduates have either been unsuccessful or unwilling to pursue higher education. Among those pursuing further studies, the majority belong to the BA and BBS programs, while most BSc. CSIT graduates have 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 careers and personal intellectual growth. A majority of graduates are moderately satisfied with the courses they studied at the college. These include both technical and non-technical programs. Graduates of BA and BBS are found to be more satisfied than those of BSc. CSIT. Female graduates are generally more satisfied than male graduates with the quality and relevance of the academic programs offered by the college.

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

The data on students' satisfaction with the library facilities indicate a moderate level of satisfaction among graduates.

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

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

The data on students' satisfaction with the canteen, toilet, and other facilities also indicate a moderate level of satisfaction among graduates.

### **4. Implications for Institutional Reform**

Since a significant number of graduates are unemployed, the institution could establish incubation centers where interns can receive training for employment or entrepreneurship.

The notable number of graduates unable to pursue further studies suggests the need for a counseling desk at the college to guide and encourage students to seek higher degrees.

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

The majority of students have expressed the need to enhance sports facilities; therefore, the college administration should address this concern.

Many graduates have emphasized the need to improve the college management system. The institution can enhance the services of units directly associated with students, such as the Reception, Accounts, and Program Departments.

To meet the growing demand for technical academic programs, the institution can offer non-credit courses designed to equip students with modern skills and knowledge.

The Research Management Cell should be adequately resourced so that research and seminar activities can be conducted periodically, addressing students' needs for research skill development.

The college should focus on providing field visit and internship opportunities, particularly for BSW, Marketing, and Accounting graduates.

## **5. Conclusions and Recommendations**

### **Conclusions:**

The study reveals that the college has been successful in providing quality education that has contributed to graduates' skills, expertise, and intellectual growth. This is further supported by the relatively high employment rates of graduates. It is also evident that graduates are largely satisfied with the quality of education and the facilities available at the college.

### **Recommendations:**

The study presents the following recommendations:

- Improve college facilities such as the library, laboratories, sports areas, canteen, and others to enhance students' satisfaction with the quality of education.
- Establish internship, placement, and career counseling cells to create greater opportunities for graduates.
- Improve the quality of services provided to stakeholders.



- Promote research activities by encouraging both students and faculty to engage in research within their academic programs.
- Increase the number of seminars, workshops, and symposiums to broaden the knowledge base of students and faculty members.
- Adopt new policies to support students from marginalized, deprived, and educationally disadvantaged (EDJ) communities.
- Focus on increasing the number of professional and applied courses.

## Tracer Study Questionnaire

*Thank you for your kind cooperation and support*

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:**

