

**TRACER STUDY REPORT ON  
COLLEGE GRADUATES 2020**



**Madan Bhandari Memorial College**  
New Baneshwor, Kathmandu

Submitted to  
**University Grants Commission**  
Sanothimi, Bhaktapur

August 2024

*1-Tracer Study Report*

## **Acknowledgments**

This tracer study of the graduates of Madan Bhandari Memorial College in the academic session 2020, marks a system of continuous record-keeping at the college. The college graduates of Humanities and Social Sciences, Management, and BScCSIT were the areas of this study. The assistance from the UGC for carrying out this study was invaluable. It would not have happened if the support from UGC and other helping hands were not active on it. The findings in the report could not have been obtained without the good responses from the key respondents of the study including the graduates of the college, who were trained at the college and later employed in various sectors. Some of the graduates are self-employed and some others are continuing their further studies at different academic institutions. Their participation in this study is highly valued and appreciated. Finally, we would like to express our gratitude to all the respondents and other concerned individuals and institutions for providing us valuable information, suggestions, and efforts to materialize this tracer study.

Tracer Study Team

## **Executive Summary**

The study reveals that the college is fair successful in imparting quality education helping improve the college graduates' skills, expertise, and intellectual growth. This fact is also proven by the approval ratings of college facilities by graduates. The study reveals the number of employed and unemployed graduates are same. However, BSc CSIT is slightly better off than the BA and BBS graduates. Following a similar trend, the data on further studies aspect shows majority of graduates have been either unsuccessful or unwilling to pursue further studies. In this category also a significant number of BA and BBS graduates are pursuing further studies while the overwhelming number of BSc. CSIT graduates decline to study further. Only one graduate is pursuing further study from BSc. CSIT.

The study shows a few depressing results concerning the quality and relevance of the academic of the college for enhancing graduates' professional and personal development. Majority of graduates whether they studied the technical course, i.e., BScCSIT, or non-technical ones, are middling happy at the course they studied at the college. However, most of the graduates of BSc CSIT are found to be more satisfied. Female graduates of BBS are found more satisfied than male graduates on the quality and relevance of an academic program at the college.

Lastly, the data on students' satisfaction ratings on the library, lab, canteen, toilet, and other facilities shows that majority of graduates show middling satisfaction to such facilities. Thus, the college needs to launch an appropriate number of reform programs.

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 Madan Bhandari Foundation to materialize the academic vision of the “Excellence in Leadership for Transformation” Madan Bhandari. In contrast to numerous commercial colleges across the country, the college imparts quality education at an affordable fee structure and aims at transforming itself into a center of academic excellence. The enrollment of students from almost all the districts of the country makes it a truly national college. It has been running Graduate and Master level programs in its building at new Baneshwor, Kathmandu. It has been moving further for the QAA process. It has been working on other programs of UGC for the quality improvement and further enhancement of quality assurance. It is committed to impart quality education internalizing its academic as well as social responsibility.

### 1.2 Objectives

The major objectives of this Tracer Study are to identify the:

- marketable expertise and intellectual growth of college graduates.
- strengths and weaknesses of the college.
- appropriate steps to be taken to mitigate the weaknesses and enhance the quality standards of the college.

### 1.3 Institutional Arrangements for Tracer Study

#### 1.3.1 Formation of Committee

The college conducts the tracer study of its graduates every year. This year, the Campus Chief formed a 7-member tracer study committee under the coordination of Mr. Prajwal Man Shrestha, Assistant Campus Chief of Madan Bhandari College. on 19 September 2023. The committee conducted the study for 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:

<b>Member</b>	<b>Responsibility</b>
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 had conducted regular discussion sessions and formal meetings. The meetings sorted out all issues concerning the study and took up crucial decisions to accomplish the study. The minutes of the meetings have been included in Annex 2.

### **1.4 Graduate Batch Taken for Study**

The students who completed their graduation in 2020 were taken for the study. The committee aimed at studying all 97 graduates but could not establish contacts with 59 graduates. Thus, the committee conducted a study of 38 graduates' status and perspective. The term status refers mainly to employment and further study status of the graduates whereas the term perspective implies the graduates' perspective toward the academic and non-academic facilities provided to the students at the college.

### **1.5 Data Collection**

#### **1.5.1 Primary and Secondary Data**

This study employs primary and secondary data. The primary data were collected by using a questionnaire, which includes a graduates' personal information, employment information, evaluation of the college and its programs, and further study status. The secondary data include graduates' academic and non-academic information recorded at the college. Such data are mainly retrieved from the Exam, EMIS, and ECA sections of the college.

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

The questionnaire is the key instrument for the data collection, and the type of questions included in it reveals the approach of data collection. In addition to the questionnaire, computers,

telephones, software for gathering and processing the collected data can also be taken as instruments. Moreover, the questionnaire is a combination of questions eliciting quantitative and qualitative data. To be more precise, the data collected through a questionnaire consist mainly of quantitative data, but it also includes some points for eliciting qualitative data as well. For instance, Question D and E elicit the subjective response of the graduates. The Question D demands a graduate's suggestions and/or recommendations for the betterment of your institution, and Question E solicits the graduate's probable contribution/s to the institution for its betterment. Similarly, Question B 2.12 also seeks the open-ended response of the graduate. Thus, the instrument and approach of data collection adopt a holistic method combining verifiable and subjective information from the graduates.

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

This study aims to identify the quality of education imparted by the college and its impact on the lives of graduates. To accomplish this aim, the study has identified some good insights about the academic quality and the quality of other resources available at the college. Such insight indicates the scope of this study. The quantitative and qualitative responses of the graduates can elicit some good decisive response from the college, thereby establishing the college as an excellent academic institution. However, the study has some limitations as well. Although this study includes majority of the graduates graduating in 2020, they are a small part of the students studying at the college. The study is based on 38 graduates of the college while there are 746 students (2020 intake) are studying at the college. While the perspectives and experiences of 38 graduates remain valuable, they may not be equally applicable to all the students studying at the college. Similarly, the questionnaire is largely inclusive, but they may not be all exhaustive and exact in terms of eliciting a precise response. Some quantitative questions may lead to misperceptions and misrepresentations. For instance, canteen facilities and its food and services may be good in general, but a graduate may dislike them all or may give low markings for such services owing to his differing cultural background and understanding. Thus, the results and outcomes of the study may not fully reflect the quality and status of the college, and its implications may not be fully applicable to the marketable expertise and intellectual growth of the future graduates of the college.

## 2. Data Analysis

### 2.1 Method

The analysis of data is made by recording the number of graduates on a particular questionnaire asked to elicit a response on a particular topic. As the respondents were only 38, the study placed the numbers of responses in the form of tables and then converted into bar charts to view general trends and particular tendencies. The number of graduates is used to draw inferences about the institutional strength, weaknesses, and probable response of the college administration. The analysis of data entails descriptions of trends and the explanations of reasons behind such trends. An overarching method of analysis comprises of three parts: the presentation of data, analysis, and inferences, and probable steps for enhancing the quality standards of the institutional services and facilities. The data is presented in the form of bar diagrams dealing with different study topics. The analysis and inference part tacitly discusses the probable reasons behind the type of data that has emerged during the study. The major findings and probable institutional responses to the findings are dealt with in separate sections in this report.

### 2.2 Analysis of Categories

#### 2.2.1 Number of Graduates

**Description of Data:** In 2020, altogether 97 students earned their graduation from college. Strengthening the interest in technical academic program, students studying higher education in this college shows that BSc. CSIT rates the highest popularity and graduate numbers. Likewise, Bachelor of Business Studies and bachelor's in liberal arts occupy second position with equal number i.e. 27 in terms of graduate numbers. Among all graduate and post-graduate programs, master's program ranks the lowest in terms of popularity and graduate number. Table 1 shows this trend.

**Table 1**

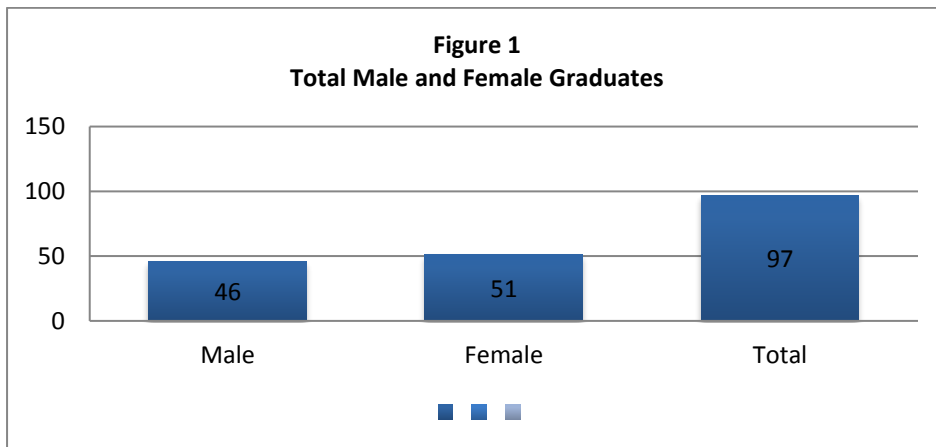
*Total Number of Graduates*

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

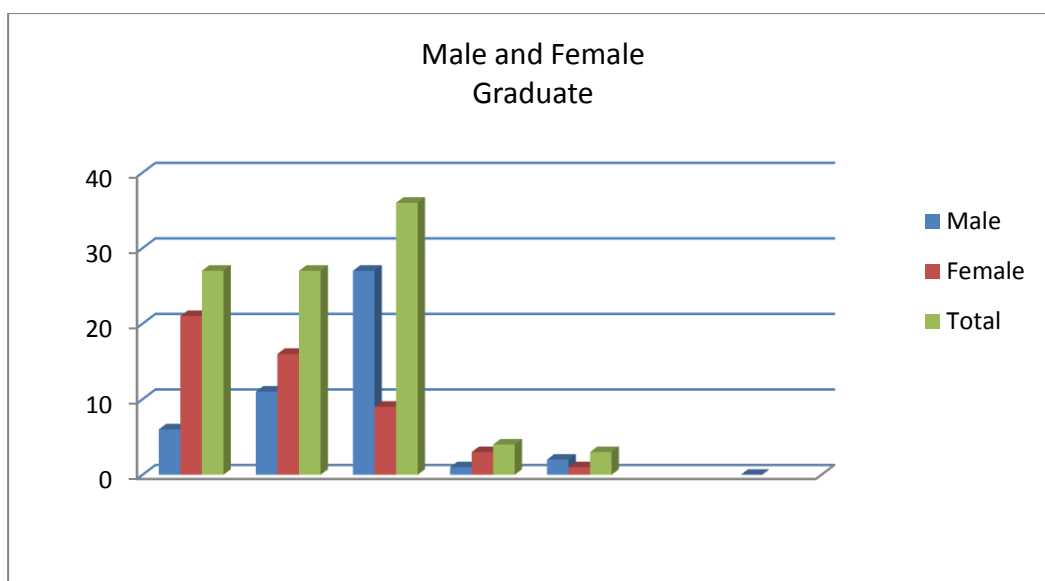
**Inferences:** The ratio of graduates from different degrees may have several reasons. The BSc CSIT seems to be the most popular, but the intake number of students may be different. The graduates in BA and BBS got the same position, but the graduate number in master's level doesn't seem satisfactory. However, the college may have appropriate actions to improve the quality of pedagogy to increase popularity and graduate number in less popular programs and enhance in that of popular ones.

### 2.2.2 Male and Female Graduates

**Description of Data:** In 2020, the ratio of male and female graduates appears very competitive. Out of 97 graduates from the college, 46 are males and 51 are females. The ratio of male and female graduates; female graduates form a majority; the presence of female graduates is particularly remarkable (see Figure 1). In recent years, the number of female students is not only increasing but also securing graduation.



**Inferences:** The choice of the subject of male and female students also seems to play a role in the number of graduates. A high number of female graduates have shown the propensity of choosing a course in bachelor's in business studies. Not only this, the number of female graduates has also proved the majority in bachelor's in liberal arts and other Bachelor's and Master's Degree courses (see Figure 2) whereas the number of female graduates appear fewer in BSc CSIT. Another factor for a high number of successes of female graduates is the favorable ambiance for female students at the college. Figure 3 also shows that the master's Degree graduates from an insignificant part of total graduates.



### 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 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 the employment status shows that 'Employed' graduates outnumber the other two categories; 'Unemployed' and 'Self Employed'. But the graduates don't have access to Self -Employment opportunities. Out of 38 responding graduates, 19 are employed while 19 are in service and 19 are un-employed. Among the employed graduates 10 are females and only 9 are males. Likewise, 11 female graduates are unemployed while 8 males are unemployed. The data also shows that majority of employed and unemployed graduates are from BA, BBS, BSc CSIT and very few graduates are from MA 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 jobseekers 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 have both employed and self-employed. Four graduates out of 11 are unemployed in BSc.CSIT. 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:** The table 5 illustrates the MBMC graduates employment status in different sectors. The data indicates that the graduates are employed remarkably in local firms/companies denoting the high interest of them involving in private sectors. Total 19 graduates are working in different firms and local company whereas 2 graduates are working in government sector and only one graduate in public sector. Similarly, none of the graduates were given the opportunity for the international companies. The data implies the urgent need of policy on placement and prepare the graduates appropriately.

#### 2.2.5 Further Study Status of Graduates

**Description of Data:** The data on further studies shows majority of graduates have been unsuccessful to go for further studies. The study has found that out of 38 only 9 graduates have been studying further. A total of 38 **graduates** among them 2 are males and 7 are female have not been studying further (See Table 6). Moreover, the ratio of graduates going for further studies is declining across all the degrees like BA, BBS, and BSc CSIT. Out of 9, 3 BA graduates, 4 BBS graduates and 1 BScCSIT graduate have gone for further studies so far and none of the graduates from MA have applied for further study. (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 concludes that applied course graduates are either not interested or they are simply unsuccessful to go for further studies. It also infers that half number of female graduates have gone for further studies as a result of women empowerment policy adopted by the government of Nepal. Similarly, the data foreshadows the need for revisiting the BSc CSIT and general course curriculum and find the reason why the graduates are discouraged to go for further studies.



### 2.2.6 Graduates' Advice to College

**Description of Data:** The general trend of graduates' advice shows that majority of graduates find the college deficient in many aspects and advice to bring about changes in them. A significant number of the graduates' advice the college to enrich technical academic programs of the college for the better opportunities. Some 5 graduates advised the college to run such programs. A small number of them feel that the college is managed well, and few graduates want the improvement. Out of 38 responding graduates, 2 graduates want improvement in the management system; however, only one graduate termed the management system of college as good. The number of graduates advising to improve the college management system is closely followed by the number of graduates advising to focus on career counseling for students. That is, 3 students advised the college to operate career counseling programs to increase the marketability of graduates' skills. Only one graduate advised the college to conduct research activities and seminars on relevant issues. Similarly, none of the graduates advised the college to improve the quality of student-teacher interaction, 2 graduates advised to improve ECA programs, and most of the graduates, i.e. 31 declined to provide any advice to the college (see Table 8).

**Table (8)**

*Suggestion response of Graduates*

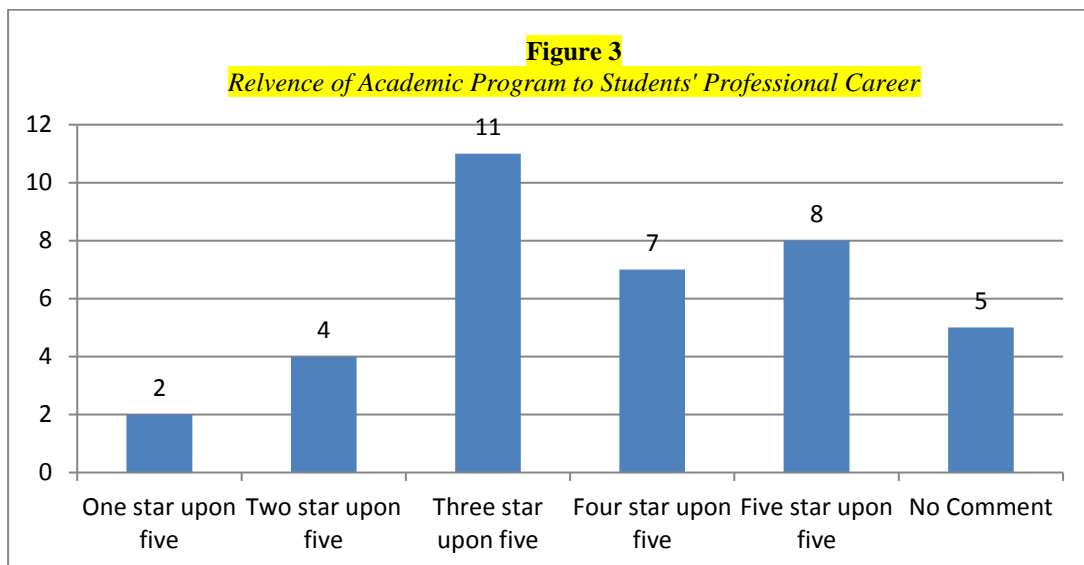
Conduct research and seminar	1
Focus on career counseling	3
Good management	1
Improve ECA programs	2
Improve student-teacher interaction	0
Improve management system	2
Run technical academic programs	5
No comment	31

**Inferences:** It is clear to see that a large majority of graduate are some ways unhappy with the college and its systems. Majority of all graduates demand the systemic reformation of the college; they might have encountered some problems in those specific areas. The most frequently connected branches of the college besides classrooms are the front offices and other areas. The foremost front offices include Reception, Accounts Section, Exam Section, ECA Section, Coordinator and Director's offices, and Canteen. Most probably, these branches of the college may have a deficiency of some sort, and the college needs to address them. Some graduates' demands for career counseling may be triggered by their difficulty to get a suitable job after graduation. This probable experience of graduated may be connected with the feelings

of the significant number of graduates advising to operate technical academic programs at the college. Probably being in a state of joblessness or being dissatisfied with their academic degree, they may have advised the college to run such programs. In short, the college may have improved many systemic, academic, and co-curricular aspects to earning the satisfaction of future graduates.

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

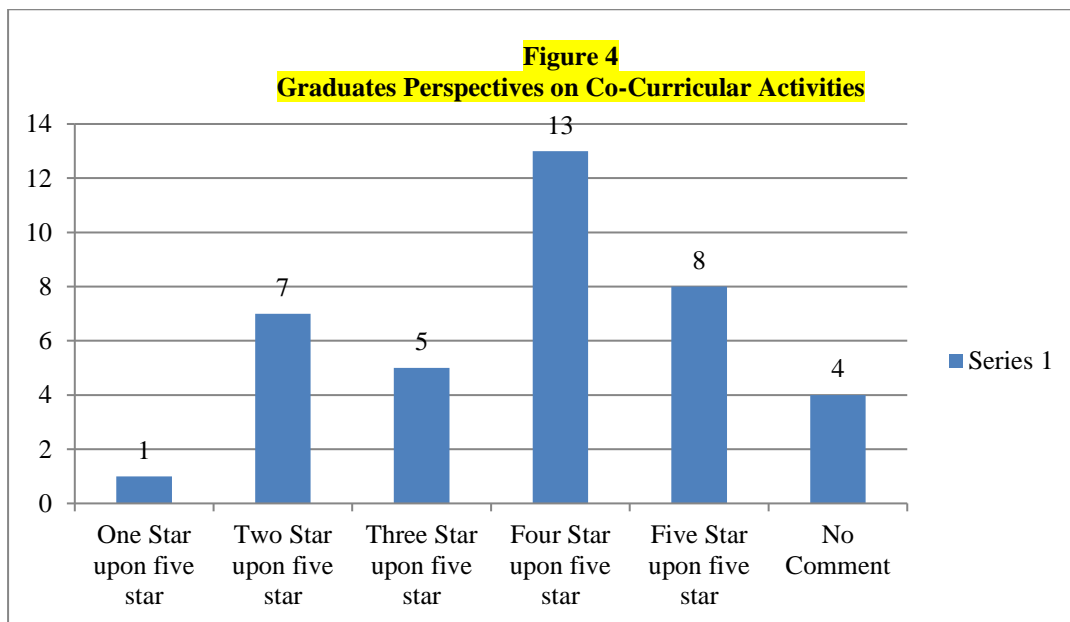
**Description of Data:** Out of 38 graduates, majority of students showed middling satisfaction at the academic course that they studied at the college. In a range of 0–5-star scale for measuring graduates' satisfaction of their chosen course, some 11 students leveled three stars upon five stars. A slightly smaller, i.e., 7, graduates gave four stars, and only 8 graduates gave five stars to the academic subject that helped them towards a career job. A small number of graduates either declined to mark any star or gave one star (see Figure 3).



**Inferences.** The analysis of the relevance of an academic program to students' professional career shows that the graduates middling happy at the course they studied at the college. These graduates consist of both technical and non-technical courses. The reasons behind such mediocre satisfaction over the academic course may be caused by several factors: availability of lucrative jobs at the national job market, quality of education imparted at the college, or the individual shortcomings of graduates themselves.

### 2.2.8 Graduates Perspectives on Co-Curricular Activities

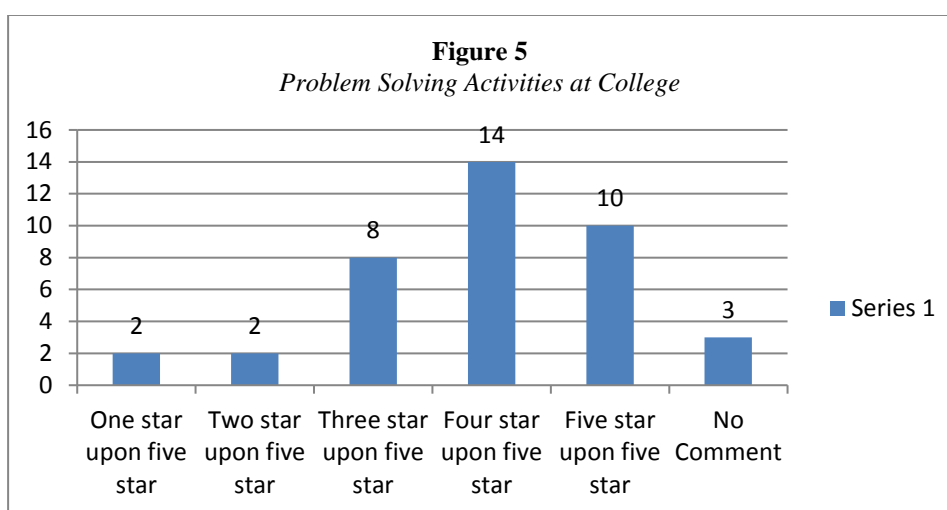
**Description of Data:** Out of 38 graduates, a majority of students showed middling satisfaction over co-curricular activities at the college. In a range of 0–5-star scale for measuring graduates' satisfaction of their chosen course, 13 students leveled three stars upon five stars. The second largest number of graduates i.e. 8 gave five stars to the academic subject that helped them towards a career job. A slightly smaller, i.e.7 graduates rated two stars whereas only 5 graduates marked three stars. A small number of graduates either declined to mark any star or gave one star (see Figure 4).



**Inferences.** The analysis of graduates' responses to co-curricular activities at the college shows that majority of graduates have middling satisfaction. Although the college conducts many activities throughout the year, the graduates are probably unhappy at 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

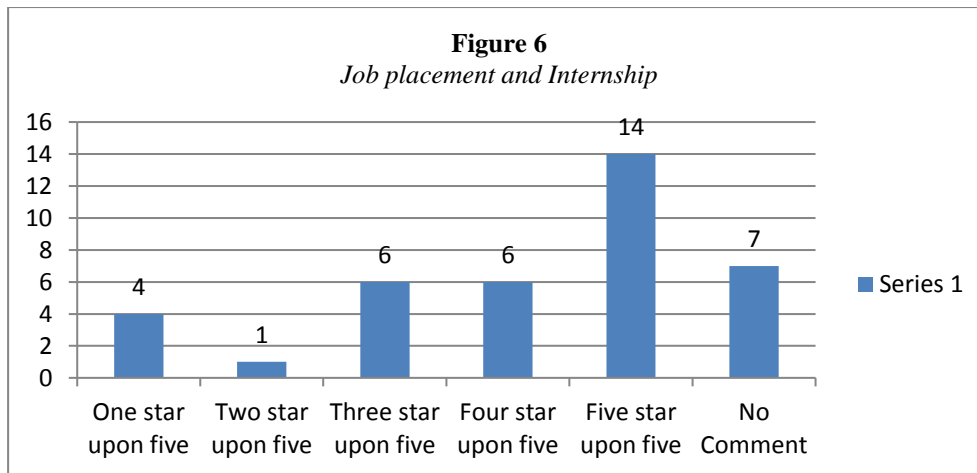
**Description of Data:** The college graduates of 2020 show their overwhelming satisfaction at the problem-solving activities conducted at the college. Majority of the graduates, i.e., 14, have marked four stars in this category. Similarly, 10 graduates have shown their satisfaction with five stars and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



**Inferences:** The College may take satisfaction at its initiatives for establishing a tradition of solving students' problems. Such a solution to problems may indicate pedagogical activities, personal care and service to students, and/or counseling them at the time of need at the college. Thus, the college needs to keep this service up and think also about new measures for new problems that may arise in the future.

#### 2.2.10 Job placement and Internship

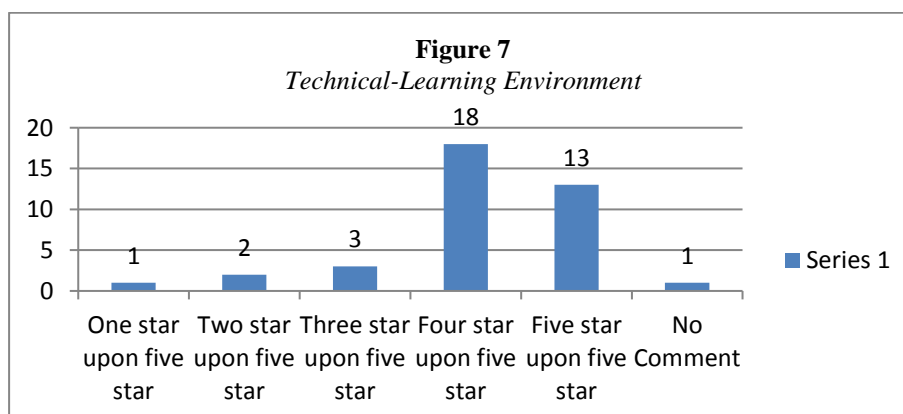
**Description of Data:** Majority of graduates shows better satisfaction with the job placement service and internship facility provided by the college. Almost one-third of the graduates have marked five stars to show their satisfaction with such facilities of the college. The 6 graduates have marked five stars. The same numbers of graduates have marked three stars. An insignificant number of graduates have either declined to comment or marked simply a star. Thus, the graduates seem to have better satisfaction over job placement services and internship mediation conducted by the college (see Figure 6).



**Inferences:** The graduates' increasing satisfaction at the job placement initiatives operated by the college justifies the quality assurance on learning outcome on graduates. These figures are the results of the internship initiatives taken by the college. Some subjects like journalism, social work, or other courses in the management studies require or may entail internships. However, the college does not have job placement or industry-college partnership. If the college establishes and operates such cells, this may increase such satisfaction of graduates.

### 2.2.11 Technical-Learning Environment

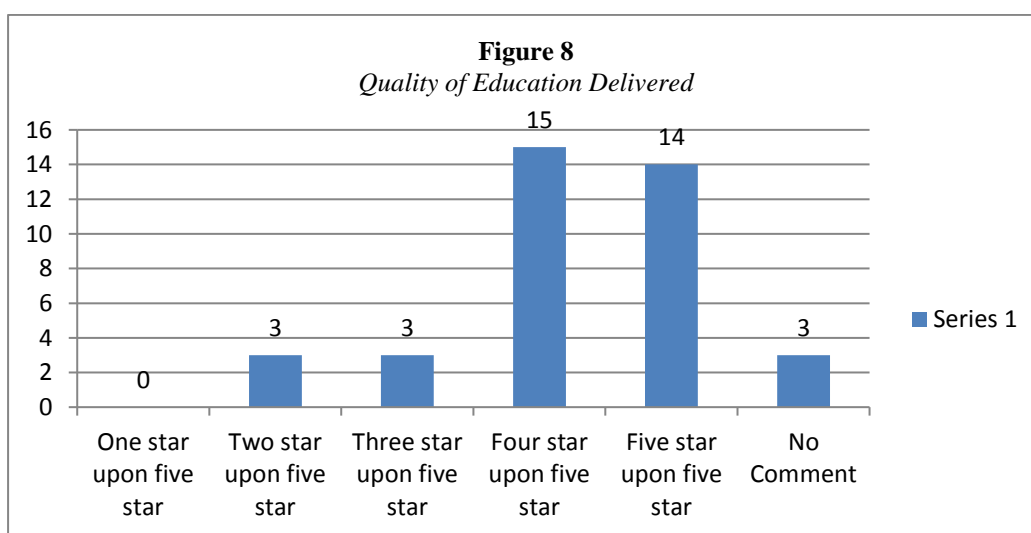
**Description of Data:** Majority of graduates show overwhelming satisfaction at the technical-learning facility provided by the college. About half of all graduates have marked four stars to show their satisfaction with such facilities at the college. The second-largest numbers of students have marked three stars to such facilities at the college. The one-third of all graduates i.e. 13, marked five stars to the facilities, thereby indicating their satisfaction. An insignificant number of graduates have either declined to comment or marked simply a star. Thus, the graduates seem to have middling or even better satisfaction in the technical-learning environment at the college. (see Figure 7).



**Inferences.** The graduates' happiness over technical learning facilities at the college should encourage the administration. One reason for this increasing satisfaction of graduates may be the large number of computer facilities established by the college for fulfilling the requirements for the technical courses like BSc. CSIT, BCA and Computer Science courses. Another reason is that college has installed multimedia projectors, large TV screens, and CCTV systems in majority of classrooms. Future graduates may experience even better technical facilities, and the college may enhance the quality of learning. Thus, the technical-learning environment may increase the satisfaction of both students and teachers at the college.

### 2.2.12 Quality of Education

**Description of Data:** Majority of the college graduates in 2020 shows better satisfaction with the quality of education imparted by the college. An overwhelming number of all graduates, i.e., 15 out of 38, have marked four stars to show their satisfaction at the quality of education provided by the college. The second-largest numbers of graduates, i.e. 14, have marked five stars to such quality. A small number of graduates, i.e., 3 marked three stars to the educational quality at the college. Thus, the graduates seem to have remarkable satisfaction level at the quality of education at the college (see Figure 8).

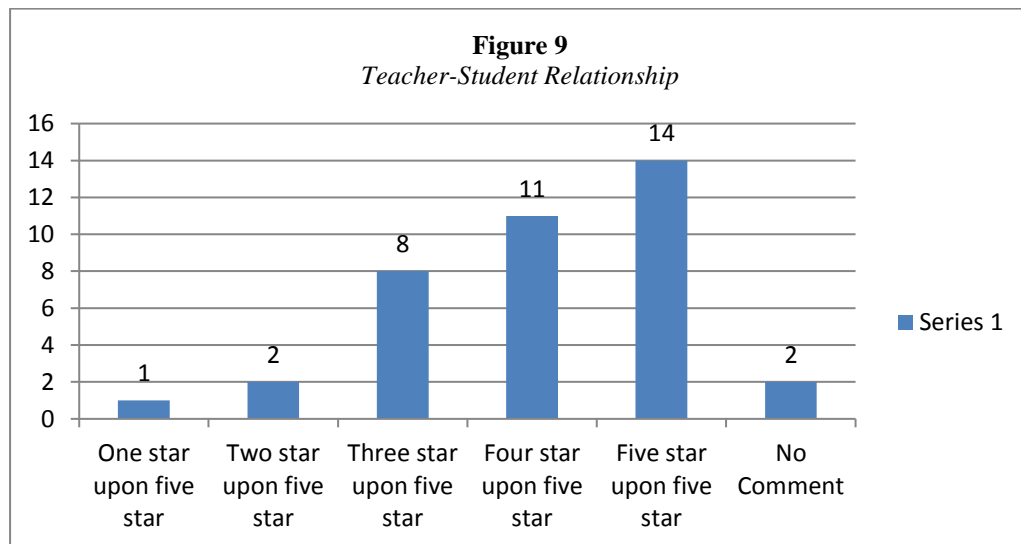


**Inferences:** The analysis of the data reveals that the graduates, in general, are assured of the quality education being provided by the college. This may be the result of initiatives of the college to enhance quality education. The other factors that might have assured graduates of educational quality relate to experienced faculties, spacious classrooms, good and strong college-building, spacious premises, and the potentiality of institutional growth. Thus, this has to

implement all quality enhancing policies adopted by the College Management Committee, thereby ensuring the satisfaction of the future graduates of the college.

### 2.2.13 Teacher-Student Relationship

**Description of Data:** The data on students' satisfaction ratings on teacher-student relationship shows that this aspect is relatively satisfying for an overwhelming majority of the graduates. One third of the graduates, i.e., 14 out of 38, have marked five stars to show satisfaction in their relationship with teachers. The second-largest numbers of graduates, i.e., 11, 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 and one stars. Thus, the graduates seem to be elated with their teachers at the college. (see Figure 9).

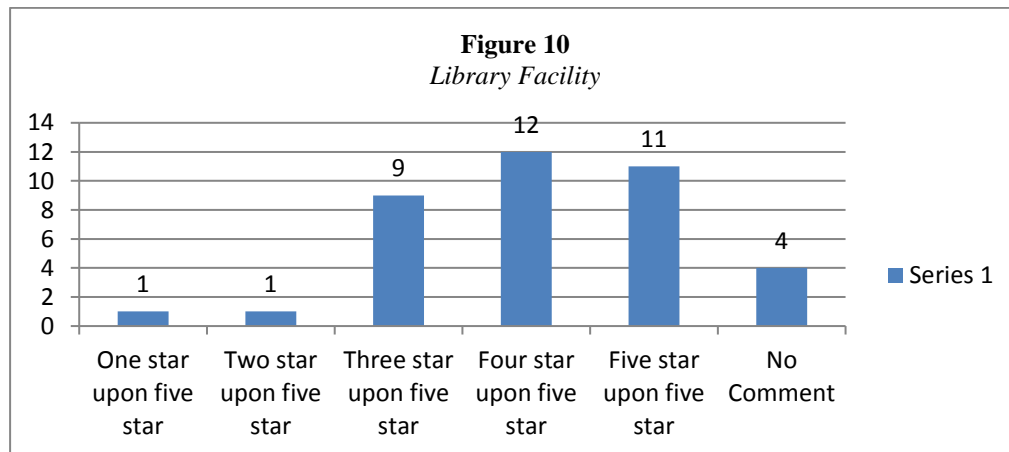


**Inferences:** The analysis of the data on teacher-student satisfaction ratings of students reveals that most graduates are very happy at the humane and cordial behavior of teachers at the college. Many factors may have influenced this perception of students. First, the college has established a long 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 better satisfaction to the graduates. Majority of the

graduates, i.e., 12, have marked four stars to show middling satisfaction with this facility. A slightly smaller i.e., 11 graduates have marked five stars to this facility. The third-largest number of graduates, i.e., 9, marked three stars. A small number of students have either declined to comment or marked merely two and one stars. Thus, the graduates seem to be just satisfied with the library facility. (see Figure 10).

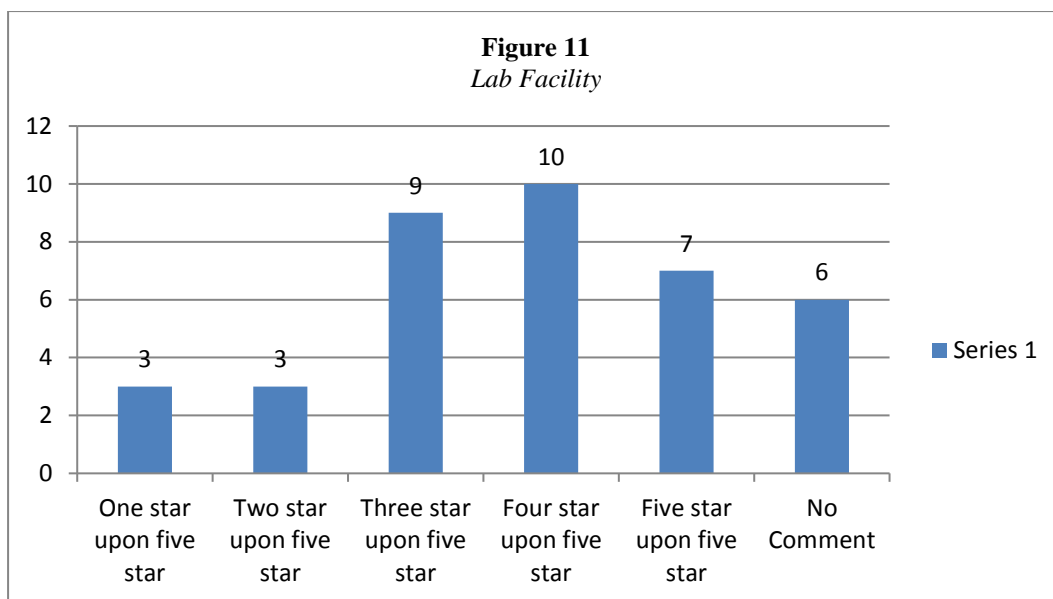


**Inferences:** The analysis of the data on satisfaction ratings of students in the library facility shows their middling satisfaction. This may be taken as an encouraging phenomenon for students and the college. However, the library facilities are inadequate. This may be a result of several factors: 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:** Majority of the college graduates are generally satisfied with the quality of lab facility at the college. Large number of all graduates, i.e., 10 have marked four stars to show their satisfaction at the lab facility provided by the college. The second-largest number of graduates, i.e., 9, has marked three stars. The third-largest number of graduates, i.e., 7, marked five stars to this facility at the college. A small number of students have either declined to comment or marked one or two stars. Thus, the graduates seem to be moderately satisfied with the lab service while a small number of graduates seem to be frustrated with the facility at the college. (see Figure 11).

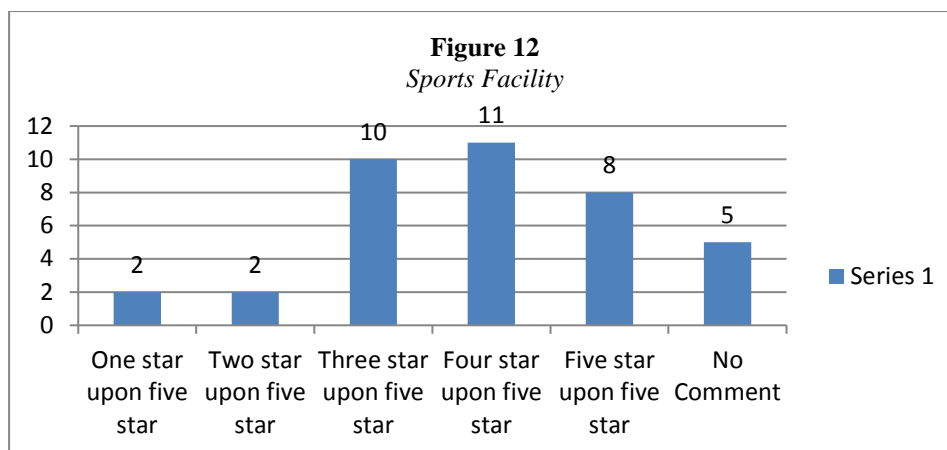




**Inferences:** The analysis of the data on satisfaction ratings of students on the lab facility shows their middling satisfaction. Very small number of graduates has shown to utmost dissatisfaction. This may be a result of several factors: first, the lab may not be available for students studying certain predominantly theoretical courses. Second, the facility may be available, as the FM Radio, and teachers may be showing their apathy to take all students to such facility. Third, the management of the lab facility may be inefficient. Fourth, the lab facility may be insufficient. So, the college may pay attention to such and other factors.

### 2.2.16 Sports Facility

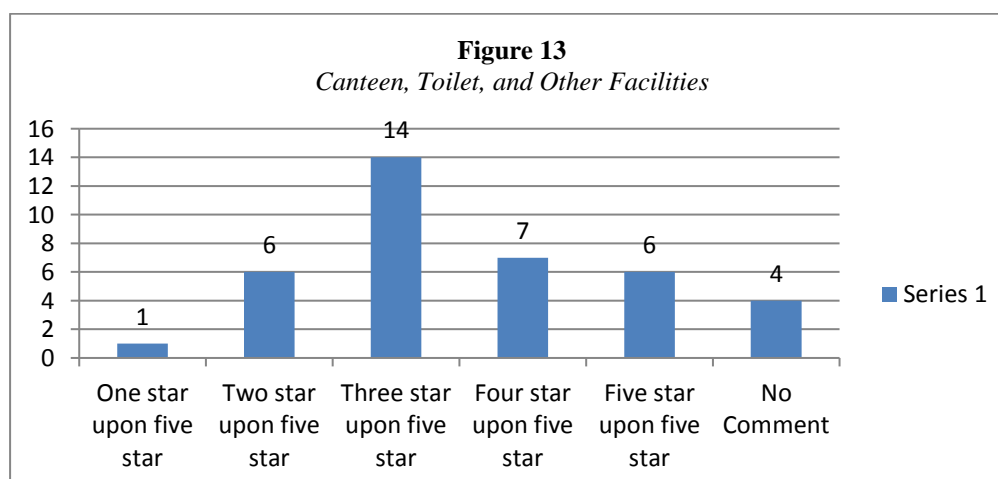
**Description of Data:** Majority of the college graduates are generally satisfied with the quality sports facility at the college. Large number of all graduates, i.e., 11 out of 38, have marked four stars to show their satisfaction at the sports facility provided by the college. A slightly smaller number, i.e., 10 graduates have marked three stars to such quality. The third-largest number of graduates, i.e., 8, marked five stars to this facility at the college. A small number of students have either declined to comment or marked one or two stars. Thus, the graduates seem to be largely satisfied with the sports facility while a small number of graduates seem to be frustrated with the facility at 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., 14 out of 38, have marked three stars to show their middling satisfaction with such facilities. The second-largest number of graduates, i.e., 7, has marked four stars to such facilities. Similarly, only 6 graduates have rated five stars and then followed with a rating of two stars. The small number of graduates has rated very low thereby marking one star and nominal graduates decline to comment. 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. Based on the available data, majority of employed graduates are from BScCSIT, BA, BBS and nominal graduates are from MA. Similarly, the ratio of unemployed graduates appears to be comparable.

**Further Study:** The data on further studies aspect shows majority of graduates have been either unsuccessful or unwilling to pursue further studies. Among the graduates pursuing further studies belong to BA and BBS degrees while most of the BSc. CSIT graduates decline to study further.

#### **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 helped in their professional life and personal intellectual growth. Majority of graduates are middling happy at the course they studied at the college. These graduates consist of both technical and non-technical courses. The graduates of BA, BBS and BScCSIT are found to be proportionately satisfied. Female graduates are found more satisfied than male graduates on the quality and relevance of an academic program at the college.

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

- The data on students' satisfaction ratings on library facilities at the college shows that the facility is providing middling satisfaction to graduates.
- majority of the college graduates are generally satisfied with the quality lab facility at the college
- majority of college graduates are generally satisfied with the quality sports facility at the college.
- 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.

### **4. Implications to Institutional Reform**

The major implications of institutional reform are as follows.

- A notable number of graduates have been unable to go for further studies implies the need for a counseling desk in the college so that the students can be guided and encouraged to seek further degrees.
- Since a remarkable number of graduates are unemployed, the institution can establish incubators where the intern students can be trained either for jobs or entrepreneurship.
- The college can endow the Research Management Committee with adequate resources so that research and seminar activities can be conducted periodically that will embrace the students' need for research skills
- majority of students are demanded to enhance the sports facilities. To address their demands, the college administration should pay their attention
- To address the demand for technical academic programs from students, the institution can run non-credit courses to facilitate and train students with modern skills and knowledge.
- the institution should introduce more scholarship policies and schemes so that students from the marginalized and disadvantaged community can be attracted.
- Many graduates have highlighted the need to focus on the college management system; the institution can improve the service of units that are directly linked with students, like Reception, Cash and Program Departments.
- The college needs to focus on field visit and intern facilities to the graduates such as BSW, Marketing and Accounting graduates.

## 5. Conclusions and Recommendations

**5.1 Conclusions:** The study reveals that the college is successful in imparting quality education that has helped improve the college graduates' skills, expertise, and intellectual growth. This fact is corroborated by the high employment rates of graduates. It is also revealed that the graduates are largely satisfied with the quality of education and other facilities available at the college.

### 5.2 Recommendations

The study presents the following recommendations:

- encourage students to pursue further study implementing several strategies i.e. academic counselling, research opportunities, scholarship and funding information etc.
- majority of the graduates demand the facilitation of more technical academic and market meet programs to develop skills for the competitive global market; to meet student demand, college should expand technical programs.
- improve college facilities such as the library, labs, sports facilities, canteen, and others to increase the level of students' satisfaction on quality education.
- establish internship, placement and career counseling cells to open the opportunities to the graduates.
- increase the number of ECA programs i.e (sports, extension and outreach programs, drama presentation, personality development programs etc) to enhance overall development and holistic growth of students.
- improve the quality of service to stakeholders.  
improve research activities enhancing the students as well as faculties to run research work within learning activities
- increase the number of seminars, workshops, a symposium to widen the knowledge of students and faculties.
- adopt new policies to promote students from marginalized, deprived and EDJ communities.