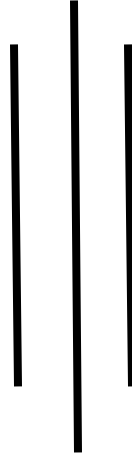


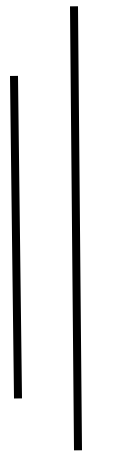
Maiya Devi Girls' College

Bharatpur-10, Chitwan



Tracer Study Report 2018

(Revised)



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Executive Summary

Graduate Tracer Study constitute an important tool for educational planners, as they can provide valuable information for evaluating the results of the higher education. This information may be used for educational programs in terms of content, delivery and relevance and for further development of the institution in the context of quality assurance.

The main objective of this study is to provide data on the employability and experiences of the graduates of this college that have graduated in 2018. As the college is exclusively for girls only, most of them marry and settle down in life after graduation and hence consequently they do not seek employment until they are released from household chores and family obligation. Therefore, they pursue less of employment opportunity than their counterpart males in the society despite attaining higher/university education.

The study made use of a survey questionnaire, comprised of some questions, which provides details of the names and addresses of graduates by program of study and year of graduation 2018 A.D.

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CHAPTER ONE: INTRODUCTION

1.1 Background/Rationale:

Maiya Devi Girls' College is located in Bharatpur ward no. 10, Chitwan, beside East-West Highway. It is centrally located and hence students from various districts of Nepal like Nawalparasi, Makawanpur, Dhadhing, Gorkha, Tanahun, Lamjung, Baglung, Parbat and others use easy transportation access for higher education. It is an emerging independent public college for girls that was established in 2000 AD (2057 BS) and since then it has continuously been running various TU affiliated programs. It is about 145 Kilometers from Kathmandu. It has been functioning on its own premises in the prime location in urban setting. Within a short span of time, the college has become the foundation for women empowerment through higher education. The credit of its establishment definitely goes to the local academicians, social workers and particularly prominent philanthropic personality Ms. Maiya Devi Shrestha, honorable founding patron of the college who has provided financial support to buy the land and build the physical infrastructure at the beginning stake, as well as praiseworthy suggestion and advice at every moment.

This college was initially started with PCL classes in the morning time at the premises of Chitwan Secondary School in 2054 B.S. and it began to function full-fledge at its own premises by 2000 A.D with TU affiliations.. The college was formally inaugurated by his Excellency Dr. Ram Baran Yadav, the first president of Nepal in 2067.

Maiya Devi Girls' College is the community- based institution with clear VMGOs. It has wide range of faculties and departments with different levels. About 1025 students are studying from intermediate (+2) to post graduate level from every nook and corner of the country. 40 teachers and 13 administrative staff

are at work. The college is managed by the executive board formed from the representatives and academicians of the society, as constituted by the laws of the college through college assembly and management committee..

The college is in core Bharatpur metro, the district often considered as an advanced, secured and inviting for different ethnic groups and minorities. It aims to promote multi-cultural perspectives in learning. It also offers scholarship programs for the girls belonging to socially marginalized and economically deprived groups.

Despite central Nepal being considered as having higher literacy level, women are lagging behind in totality. So, the founders of this college realized the need of a separate girls' college in this region. Now it has proved as one of the leading educational institutions not only in the region but also in the nation as a whole. Education here is cheaper in comparison to other colleges in the neighborhood. The living expenses and tuition cost re well within the reach of lower-middle class girls. Moreover they can have easy access by the bicycles and the regular bus services.

The participation of local people is must to run this college smoothly. The college infrastructure was solely built as charity from the patron Ms. Maiya Devi Shrestha, in the initial stage and as of now UGC and provincial and local government have equally extended generous assistance in infrastructure expansion and quality enhancement endeavors.. The involvement of stake holders in the overall management of the institution draws great space. As long as they are in the system extending generous help, the college will continue to sustain uninterrupted to benefit the targeted beneficiaries.

One of the most important aspects of any educational institution is its infrastructure. Unless the building, library and other physical infrastructures are adequate, to support existing academic programs, the teaching learning activities

won't be affected and the institution continue to take pride in having state of the art, infrastructure for overall effective and efficient delivery of its cultivated VMGOs.

1.2 Objective of the Study

The objectives of the tracer study were:

1. To find out update on graduates after they complete their studies.
2. To find out if they are employed, self-employed or unemployed.
3. To use graduates' feedback to improve the quality of the study program.
4. To use graduates' feedback to improve the quality of the college.
5. To find out the graduates' further study status.
6. To find out if their studies prepare them well for the workplace;
7. To find out how the programs' contribute in graduates professional and personal development.
8. To find out if graduates use the knowledge and skills they have learned during their studies.
9. To analyze the teaching/learning environment of the college.
10. To find out the view about teacher-students relationship and the quality of education delivered.
11. To find out the view of the graduates about the college library, laboratory, canteen, sports facilities, urinals and other support services.
12. To assess graduates' perception of the study conditions and provisions while at the college.
13. To analyze the relationships between higher education and work in a broad perspective which includes the fulfillment of personal goals such as job satisfaction and objective measurement like job position, income, job security and the type of work.
14. To find out the type of organization the graduate are engaged with i.e. Private, Public, NGOs/INGOs, GOs or others.

1.3 Institutional arrangements to conduct the study

Maiya Devi Girls College (MDGC) carried out tracer study 2018 through a Task Force specifically instituted by the institutional authority to carry out the research and tracking of the performance indicators to arrive at overall insights.. The concerned faculties and administrative staff were assigned with definite task to develop a mechanism to access information from the pass outs on provided performance indicators.

1.4 Graduate batch taken for the study

Tracer study of the graduate batch 2015, 2016 and 2017 were conducted in the previous years. This year the graduate batch of 2018 is taken for the study which includes data from the following departments:

1. Bachelor's Program
 - i. B.Ed.
 - ii. B.B.S.
2. Master's Program
 - i. M.Ed (Health)
 - ii. M.A. (Population)
 - iii. MBS

1.5 Data collection-Instruments and approach

This study is conducted on the graduating class of 2018. Altogether 81 students graduated from MDGC in the survey year; however, only 46 graduates participated in this study. The respondent profile (refer to Appendix) is broadly representative of the 2018 graduating class.

Data was collected through the use of questionnaires with close and open-ended questions. The questionnaire includes data on biographical history, course of study, employment history, knowledge and skills learned during their studies, and

feedback to improve the quality of the study programs. Student's participation for this study was strictly on their graduation dates. The various ways that were undertaken to gather data about the included:

- i. Graduates must fill-in "Tracer Study Questionnaire" forms before character certificate may be issued to them.
- ii. Graduate students are called at College.
- iii. Social media like Facebook, messenger, viber, whatsapp etc. are extensively used in disseminating information.
- iv. E-mail
- v. Personal interviews by visit
- vi. Personal interviews by phone

1.6 Scope and Limitation of the Study:

The assigned objective of carrying out the tracer study has been to trace the status of graduate students of this college of 2018 batch only. As stated earlier the institutional mechanism to extract information about pass outs has greatly contributed in obtaining data and feedback about the overall teaching-learning performance of the college as a whole. The college has a practice to give priority to such exercises as the outcomes track the overall standing of the organization at the local, regional and national arena. The study forwards insightful updates on the post-graduation update by the institution because it is the system of tracing the graduates also getting feedback regarding the type of work, further study and other activities they were involved since the completion of the study from the college. This helps to know about the programs run by the institution and also useful for policy making. This study is only focused on some areas about the status of graduates. The questionnaire provided to graduates only gives information about employment type and job status but the job satisfaction is not included. Because of time limitation and the graduates of different geographical area, the scope of the study is limited as follows.

- This study covers only 46 graduates out of 81 graduates who have passed in the year 2018. Among them, 15 graduates have not applied for transcript from the Office of the Controller of Exams.
- This study only covers current employment status and past job information is not included.
- The study doesn't cover expectations and the satisfaction level of the employed graduates.
- The study doesn't cover the graduate family status.
- Strengths and weaknesses of the institutions pointed out by the graduates are also included in the study.
- Suggestions from the graduates and how such comment contributes for the betterment and improvement of the college is also included in the study.
- Graduate contributions for the betterment of the institution are included in the study.

CHAPTER TWO: DATA PRESENTATION AND ANALYSIS

2.1 Employment and further study status of the graduates:

Among 81 total graduates from 2018 batch from this institution, only 46 graduates have participated in this study. The highest proportion has been from management Faculty in Master Level. Following table shows the complete picture:

Graduates	B.Ed	BBS	M.Ed	MA	MBS	Total
Total Female	2	9	8	1	26	46
Dalit	-	-	-	-	-	-
EDJ	1	-	2	-	-	3

Table 1: Caste and Program wise distribution of graduate batch 2018

Among all the graduates, the distributions of Educationally Disadvantaged Janajatis (EDJ) have been far lower. Moreover, there is not a presence of a single Dalit graduate in the current survey period. To make a mention to their presentation in the previous years, there were 5 EDJ and only one Dalit in 2015 which increased to 8 and 4 respectively in 2016. However, the number drastically decreased to 4 in EDJ in 2017 which has further come down to 3 in 2018. Although, there is increasing interest in the EDJ/ Dalit students in getting higher education, 2018 saw no achievement in this respect.

As enrolment has registered increase in management stream, the graduation rate is higher too in management faculty (i.e 9 from BBS and 26 from MBS). So the trend

of the graduate pass out distribution rate of management faculty has increased in comparison to past year. The total number of graduate pass out from this institution has been exactly 81 in the academic year 2018, however many of them could not be located and their status is not reflected in this survey. Out of 46 graduates, almost one fourth graduates represent Management department (9 from BBS and 26 from MBS), only 1 graduate is from Humanities faculty (i.e 1 from MA) and remaining 10 graduates have been from Education department which includes 2 from B.Ed and 8 from M.Ed

The number of the graduate's for the study would have reached even higher, if more graduates had applied for character certificate in the college or had provided their transcript to the college. The college may have its weakness as it lacked pursuing them to apply for transcript from appropriate office in time. In other words, there are some other graduates who have passed bachelors and master's degree in 2018 but have not collected their transcript yet, so they have been excluded from the study.

The employment status of the graduates has been shown in the table below:

Graduates	B.Ed		BBS		M.Ed		MA		MBS		Total	
	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE
Total Female	1	1	5	4	3	5	-	1	12	14	21	25
Dalit												
EDJ		1			2							

Table 2: Employment status of the graduate batch 2018

(Note:- E = Employed and UE= unemployed)

Out of 46 graduates, 21 have been found to be employed. Among the employed, 21 graduates, nearly three-fourth of the Master level graduates were employed (3 from M.Ed and 12 from MBS are employed). Just the halves of the bachelors graduates are employed for example in B.Ed out of 2, only one is employed and in BBS out of 9, slightly more than half (i.e. 5) are employed.

The number of unemployed graduates at the bachelor level is increasing in comparison to the previous year (i.e. out of 44 graduate only 10 were employed last year but this year out of 9 graduate, only 5 are employed).

Out of 46 graduates, only 21 graduates are employed. This may be because the entire graduates are females and they do household chores and child rearing. Among 3 EDJ graduate pass out population, exactly two-third have been employed. However, this two-third are Master graduate. And remaining 1 EDJ being bachelor graduate is pursuing further study. Indeed, this is bright picture indicating improvement in their education status as comparatively EDJs settle in job earlier because of reservation provision for them.

Among 21 employed graduates, their working area in the different sectors is shown below with the help of a pie-chart.

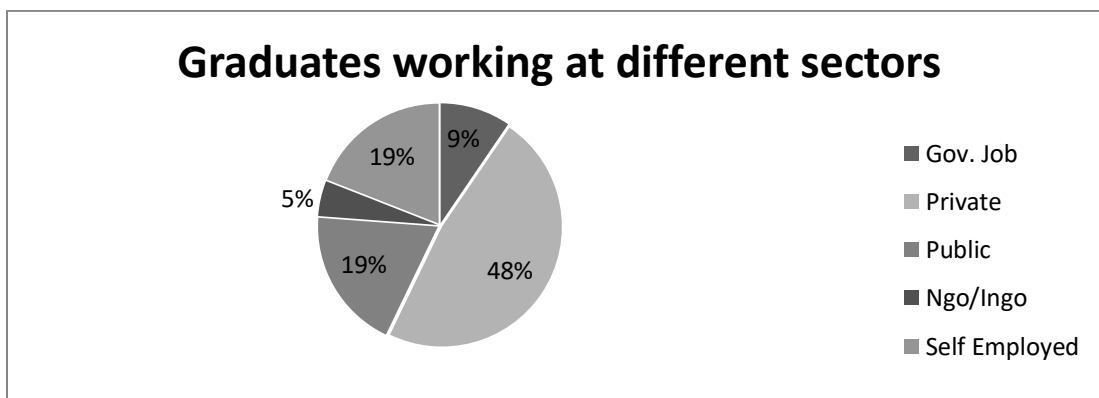


Figure 1: Distribution of Respondents by Current Employment Type

Out of 21 employed graduate, nearly half (i.e. 48%) of the graduates work for private sector which includes industries, private school and Montessori,, private health care center, business house, public service oriented office, bank and insurance etc. Almost equal percentage of graduate i.e. 19% is employed in public sector and self-employed in their own business. 5 percent are employed in NGOs/INGOs. And remaining 9 % are employed in government sector.

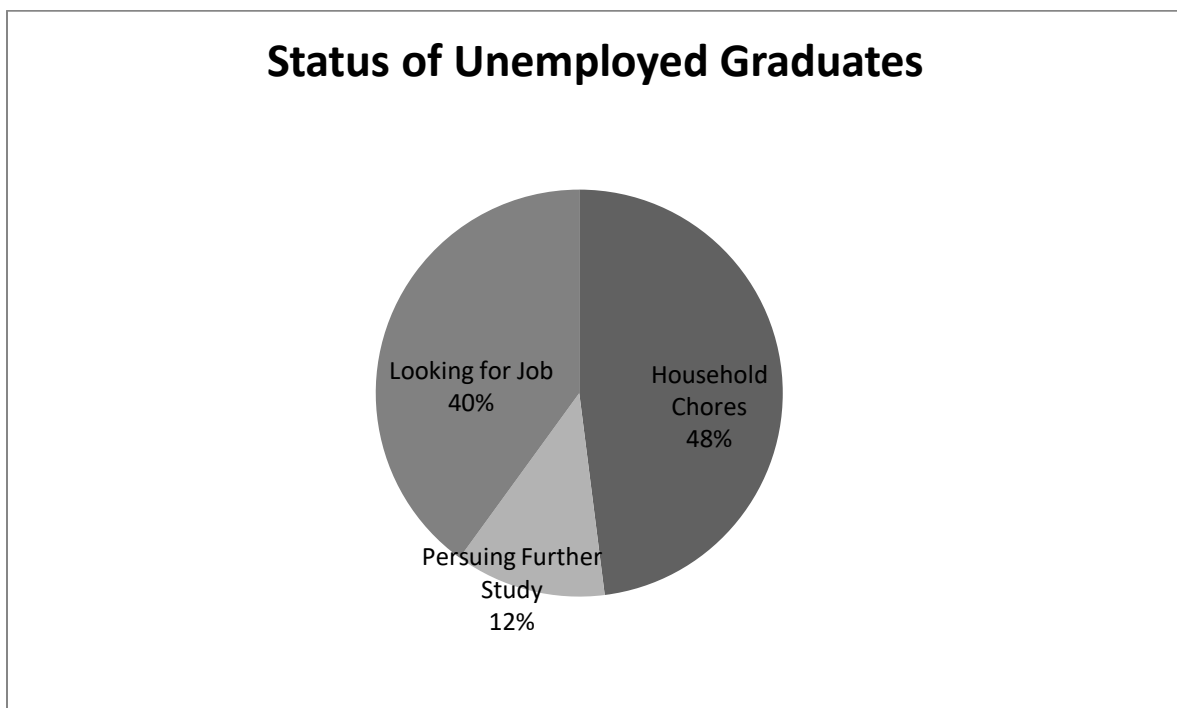


Figure 2: Status of Unemployed Graduates

As shown in the pie-chart above. about the status of unemployed graduates, among the unemployed 25, slightly less than half got married and remained busy in household chores; exactly 40% of them are looking for jobs and remaining 12% are pursuing further study. Those graduates who have remained busy in their household chores would join for further study in the next few years. Some of them also might face some difficulty to join Master's level due to the implementation of

the semester system by the Tribhuwan University as they are bound by time constraint to attend to their family and children obligations.

Out of 46 graduates, only bachelor level graduates have been pursuing further study to master level while master's graduates are not interested to join research degree .

2.2. Issues Related to the quality and relevance of the programs

Here the connection between knowledge the graduate gained during the study and the skill they needed in their job is compared. The relevancy level is ranged from 0 to 5 points. The following table shows the quality of education delivered and the relevance of the program in the graduate's professional life.

SN	Particulars	Low value	Moderate	High value	Total
1	Relevance of the Program to your professional (job) requirements	1	11	34	46
2	Quality of education delivered / program's quality	0	7	39	46

Table 3: Quality of the program and it's relevancy in job

Rating: 0-1 (Low relevant)
 2-3 (Moderate)
 4-5 (Highly relevant)

Through the graduates response in eleven different areas here we only tried to evaluate the programs quality and its relevance in the job. Out of 46 graduates, 39 of the graduates rated the quality of the program or the education delivered as

"high value" whereas; only 7 rated it as "Moderate" while none of the respondents rated the "low value".

Similarly, in case of relevance of the program in the job requirements; among graduates, exactly 74% rated it "high value" and slightly less than a quarter rated "Moderate" while only one of the respondents rated the "low value".

In conclusion, the respondents' response that the programs are not as much relevance in their job although the quality of the education delivered is good. The college must develop a plan to make the programs highly relevant in the practical life also launch some new job oriented programs or the training relevance to the job.

2.3 Programs' contribution to graduates' professional and personal development

SN	Particulars	Low value	Moderate	High value	Total
1	Extracurricular activities	1	15	30	46
2	Problem solving activities	2	14	30	46
3	Work placement/ attachment/internship	2	11	33	46

Table 4: Programs' contribution to graduates professional and personal development

Rating: 0-1 (Low value)
 2-3 (Moderate)
 4-5 (Highly value)

The table shows that how much the college programs' help the graduates in their professional and personal development. We tried to evaluate the strengths and weaknesses of the college and college programs on the basis of these responses.

For the first and second particular, extracurricular activities and about problem solving activities got similar types of ratings value as exactly 30 with "high value" for both, 14-15 with "moderate value" and 1-2 with low value. For the third particular, the work placement/ attachment/ internship, 33 rated "high value", whereas slightly less than a quarter (i.e. 11) of the graduates rated with "moderate value" and 2 rated with low value.

In conclusion, we have seen that most of the respondents rated these three particulars with high and moderate value which supports that the college programs contribute the graduates for the professional and the personal development.

2.4 Issues related to teaching/ learning, teacher/student relationship and education delivery efficiency.

SN	Particulars	Low value	Moderate	High value	Total
1	Teaching/Learning environment	0	7	39	46
2	Teacher student relationship	1	7	38	46

Table 5: Teaching/ learning environment and teacher/ student relationship of the college

Rating: 0-1 (Low value)
 2-3 (Moderate)
 4-5 (Highly value)

Efforts have made to find out the graduates' present condition. On the basis of their condition and their feedback to the college we tried to analyze the strength and weakness of the institution. We got chances to evaluate teaching/learning environment, teacher-student relationship and efficiency of the education deliver by the teacher of our college and its programs through this tracer study. Out of 46

graduates, about two particulars teaching/learning environment and teacher-student relationship got similar types of ratings value as, 38-39 with "high value" and exactly same (i.e 7) with "moderate" rating value whereas there is a single graduate who rated teacher student relationship as "low value".

From this it can be concluded that if both the teaching learning environment and the teacher student relationship are good then the efficiency of the education delivery would also be good.

2.5 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

SN	Particulars	Low value	Moderate	High value	Total
1	Library facility	0	16	30	46
2	Lab facility	2	15	29	46
3	Sports facility	1	12	33	46
4	Canteen/Urinals facility	2	15	29	46

Table 6: Facilities relating library, laboratory, canteen, sports, urinals etc

As represented, altogether 46 graduates from the tracer study batch 2018 gave their response in the particulars mentioned on the table above. We tried to evaluate the extra college facility provided to the students except teaching learning facilities.

The three particulars, i.e. Library facility, Lab facility and canteen/Urinals facility got similar types of rating value as, 29-30 with "high value" and 15-16 with "moderate". Additionally, exactly two rated the second and fourth particulars with "low value" whereas none of the particular rated library facility with "low value".

About the third particular; sports facility, among altogether 46 graduates, 33 rated with "high value" and 12 rated with "moderate" while 1 rated with "low value.

The highest number of respondents rated "low value" for the second and forth particulars. However the highest "high value" is seen to be rated in "sports facility".

CHAPTER 3: MAJOR FINDINGS:

3. 1 Employment and further study status of the graduates:

- Out of 46 graduates, 21 have been found to be employed. This substantiates the fact that slightly less than half of the graduates are engaged in work.
- Among 3 EDJ graduate pass out population, 2 have been seen employed status which has registered 75% employability.
- Among 3 EDJ graduate are from Education faculty. This substantiates the fact that EDJs are interested in studying education than management.
- Out of 46 graduates, none of the graduates is Dalit, which confirms that they are not interested in getting higher education.
- The number of employed graduates is slightly more than half in Bachelor level, for example out of 2 B.Ed graduates, 1 is employed and in BBS out of 9 graduates, 5 are employed. This shows more than 50% of the bachelor degree graduates are engaged in work.
- However, the picture at the Master level show that out of 35 graduates 15 are employed, out of 26 MBS graduates 12 are engaged in work and in M.Ed out of 8 graduates, 3 are employed. Further, there is only one graduate of MA who isn't engaged in work. This shows slightly more than 40% of the master degree graduates are engaged in work.
- Unemployment rate is high because our entire graduates are girls and the society being conservative, intentional or by force they enter into married life. Hence they remain busy in their household work after their marriage and do not go to the market to seek job opportunities.

- Among job holders (21 out of 46), 10 graduates work for private sector which includes industries, business house, public service oriented office, bank, private school and Montessori etc.
- Interestingly, same numbers of graduates (i.e. 4) are in public sector and self-employed category whereas only 2 are engaged in the government job.
- Only 1 is found to be employed in NGO/INGO.
- However, out of 25 unemployed, nearly half got married and remained busy in household chores; nearly one -third of them are pursuing further study and exactly 19% of them preparing for different sorts of jobs. This shows that unemployment of the female graduates is more due to their responsibility towards their family.

3. 2. Issues Related to the quality and relevance of the programs

- Out of 46 graduates, 34-39 of the graduates are satisfied at the quality of the program or the education delivered.
- Whereas, 7-11 of the graduates responded the quality and relevance of the programs as "Moderate". However there is only one respondent who respond particular 1 as "low value".
- Additionally, the respondents' response that the programs are not as much relevance in their job although the quality of the education delivered is good.
- The college must develop a plan to make the programs highly relevant in the practical life also launch some new job oriented programs or the training relevance to the job.

3.3 Programs' contribution to graduates' professional and personal development

- For the particulars extracurricular activities and problem solving activities, exactly same (i.e 30) of the total graduates, rated "high value"

- Additionally, out of 46 graduates, 14-15 of them rated extracurricular activities and problem solving activities as "moderate" and 1-2 with "low value". This indicates that college have to organized seminar and some short courses which helps the graduate to facilitated in ECA and problem solving activities.
- For the particular work placement/ attachment/ internship, 33 rated with "high value", 11 with "moderate" rating value and 2 rated with "low value". This shows the institutional plan to contribute for the professional and personal development of the graduates has improved over the years.
- The study reveals the institution needs to establish relationship with private and public sector organizations for more work placement of its graduates

3.4. Issues related to teaching/ learning, teacher/student relationship and education delivery efficiency.

- Out of 46 graduates, about two particulars teaching/learning environment and teacher- student relationship got similar types of ratings value as, 38- 39 with "high value", which indicates that college teaching learning and teacher-student relationship is excellent.
- Additionally, exactly the same (i.e 7) rated teaching/learning environment and teacher student relationship with "moderate" rating value and only one who responded teacher- student relationship with "low value" whereas none of the graduate responded teaching-learning environment as "low value".
- The efficiency of the education delivery would be best if teaching- learning environment and the teacher-student relationship are further strengthened.

3.5. Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

- Among 46 graduates, 29-30 graduates rated the particulars library facility, Lab facility and canteen/Urinals facility with "high value".
- Additionally, 15-16 graduates rated library facility, lab facility and canteen/Urinals facility with "moderate"
- Furthermore, three particulars library facility, Lab facility and Canteen/Urinals facility are rated 0, 2 and 2 with "low value" respectively. This show college has to improve lab and canteen facilities to their students in order to satisfy them fully.
- Again, among 46 total graduates, 33 rated sports facility with "high value"
- Additionally, 12 rated sports facility with "moderate" while 1 rated with "low value."

CHAPTER FOUR: IMPLICATION TO INSTITUTIONAL REFORM

This tracer study carried out by the college and the findings from the data analysis is a great source of policy making for the institution. This study covers various aspects of the institution, programs and the impact on personal development of the graduates. The feedback from the respondents has shown the strength and the weakness of the academic programs which helps the administration in implementation of different policies for institutional reform. The academic committee of this college studies the data and make decisions which is further endorse by the management committee if the committee finds it better for institutional reform.

The college must make strategies so as to make its programs highly relevant to practical life. Emphasis should be given to all areas raised in the questionnaire to make the college programs relevant to the graduates' job assignment.

We plan to enhance research culture in the college. Faculties are encouraged to conduct research. Faculty and students have to provide incentives for research activities. Faculties involve students in collaborative research as well.

MGDC needs to establish relationship with private and public sector organizations for work placement of its graduates. Guidance and counseling sessions about the preparation of government jobs and training related to jobs can also be conducted, in order to meet the expectation of the graduates.

Tracer study finding can be helpful in formulating institutional reform in terms of program evaluation and revising the college strategies. We can check the relevancy of the college programs and make them up to date, with new methodology and motivation.

CHAPTER FIVE: CONCLUSION AND RECOMENDATION

Conclusion:

The findings presented in this report represent a source of rich feedback for the institution and provide some indication of students after their graduation. The report has put into perspective the level of underemployment and unemployment amongst graduates as well as the extent of mismatch between their qualifications and employment. The higher unemployment and underemployment rates prevailing for those graduates cannot be attributed to any single reason.

It provides useful information on their employment status and updated status about their interest to further study. It also facilitated feedback from graduates about the extent to which desired learning outcomes have been achieved and the overall quality of the program offered by the college. Results from this study are intended to be used to strengthen the programs and to improve the overall quality of the institution.

Recommendations

In order to improve the effectiveness programs, a number of recommendations can be drawn:

1. More priority should be given to job placement services and career guidance.
2. Calls for the establishment of information center in college, along with guidance and counseling cells is a must.
3. Strengthening of relationship with private sector, public sector, NGO/INGO, and join hands with them to prepare manpower as per their expectations.
4. Provide more professional/soft skills
5. Run the existing programs with new zeal, enthusiasm, and motivation.
6. Introduce highly demanding programs in the college.

7. Provide more scholarships to students so that they can continue their study
8. More Inter-disciplinary courses should be introduced.
9. Extra-curricular activities should be given priority.
10. College should improve library, laboratory, sport and canteen facility.
11. Students should be encouraged to be self-employed.
12. Provide further education opportunity for the graduates in the college.
13. Encourage students for government jobs and highly competitive international jobs.