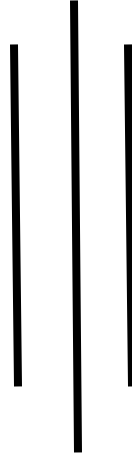


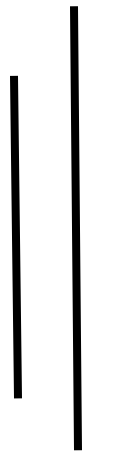
# **Maiya Devi Girls' College**

**Bharatpur-10, Chitwan**



## **Tracer Study Report 2017**

**April 2019**



**Phone: 056-524495, 526640**  
**website: [www.maiyadevigirlscollege.edu.np](http://www.maiyadevigirlscollege.edu.np)**  
**Email: [maiyadevigirlscollege2057@gmail.com](mailto:maiyadevigirlscollege2057@gmail.com)**

## **Acknowledgements**

Maiya Devi Girls College (MDGC) would like to acknowledge the financial and logistical support received from the college administration to carry out this study. We are indebted to all the past students of the college without whose assistance and co-operation the conclusion of the report would not have been achieved. They readily helped the administration in processing the questionnaires submitted to them for obtaining various information related to the report.

## **Executive Summary**

Graduate Tracer studies 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 2017. The study showed that graduates of this institution have very high employability status.

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 2017 A.D.

# Table of Contents

## **1. INTRODUCTION:**

- 1.1 Background/Rationale
- 1.2 Objectives of the study
- 1.3 Institutional arrangements to conduct the study
- 1.4 Graduate batch taken for the study
- 1.5 Data collection - Instruments and approach
- 1.6 Scope and limitations of the study

## **2. DATA PRESENTATION AND ANALYSIS:**

- 2.1 Employment and further study status of the graduates
- 2.2 Issues Related to the quality and relevance of the programs
- 2.3 Programs' contribution to graduates' professional and personal development
- 2.4 Issues related to teaching/ learning, teacher/student relationship and education delivery efficiency.
- 2.5 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

## **3. MAJOR FINDINGS:**

- 3.1 Employment and further study status of the graduates
- 3.2 Issues Related to the quality and relevance of the programs
- 3.3 Programs' contribution to graduates' professional and personal development
- 3.4 Issues related to teaching/ learning, teacher/student relationship and education delivery efficiency.
- 3.5 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals etc.

## **4. IMPLICATIONS TO INSTITUTIONAL REFORM**

## **5. CONCLUSION AND RECOMMENDATIONS:**

**List of Tables**

*Table 1: Caste and Program wise distribution of graduate batch 2017*

*Table 2: Employment status of the graduate batch 2017*

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

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

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

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

**List of Figures**

*Figure 1: Distribution of Respondents by Current Employment Type*

*Figure 2: Status of Unemployed Graduates*

*Figure 3: Further Study Status of the graduates*

## CHAPTER ONE: INTRODUCTION

### 1.1 Background/Rationale:

Maiya Devi Girls' College is located in Bharatpur ward no. 10, Chitwan, beside of 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 access for higher education in Chitwan. It is a leading 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 land and building in the prime location of Bharatpur municipality. Within short span of time, the college has become the foundation for women empowerment in education. The credit of its establishment definitely goes to the local academicians, social workers and prominent philanthropic personality Ms. Maiya Devi Shrestha, Honourable patron of the college who has provided financial support to buy the land and build the physical infrastructure, 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 then the college ran the Bachelor level classes at its own premises by 2000 A.D. 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 institute with clear vision. It has wide range of faculties and departments with different levels. About 925 students are studying from intermediate (+2) to post graduate level from every nook and corner of the country. 34 teachers and 11 administrative staff are at work.

The college is handled by the executive board formed from the representatives and academicians of the society, as constituted by the laws of the college.

The college is constructed in Bharatpur-10, Chitwan which is often considered as an advanced, secured, open place for different ethnic groups and minorities. It aims to promote multi-cultural perspectives in learning. It also offers scholarship programmes for the girls of socially marginalized and economically deprived groups.

Despite central Nepal being considered as having higher level of education, 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 institute not only in the region but also in the nation as a whole. Education here is cheaper in comparison to other places. The living expenses and college fee are affordable for the lower-middle class girls. Moreover the girls 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 is solely built by the donation of its patron Ms. Maiya Devi Shrestha. The participation of stake holders has great scope. As long as they participate, the college will run smoothly and the girls will be benefited by higher level education.

One of the most important aspects of any educational institution is its infrastructure. Unless the building, library and other facilities are sufficient, the whole program of this institution including teaching learning will be affected. But the college takes pride in having state of the art, infrastructure for overall effective and efficient delivery of teaching.

## 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 and 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 and urinals etc
12. To assess graduate's 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, NGO/INGO, Government and other.



### **1.3 Institutional arrangements to conduct the study**

Maiya Devi Girls College (MDGC) carried out tracer study of 2017 AD. The college management committee formed the Tracer Study task force to carry out the study. The teachers as well as the staffs from administration were given the responsibility to develop a mechanism to get the information from the graduates' students.

### **1.4 Graduate batch taken for the study**

Tracer study of the graduate batch 2016 was conducted last year. This year the graduate batch of 2017 is taken for the study which includes following faculty:

1. Bachelor's Program
  - i. B.Ed.
  - ii. B.A.
  - iii. 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 2017. Altogether 100 students graduated from MDGC in 2017, out of which only 75 graduated participated in this study. The respondent profile (refer to Appendix) is broadly representative of the 2017 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, feedback to

improve the quality of the study programs. Students participated for this study based on their graduation dates. Methods of gathering data included:

- i. Graduate have to fulfill the "Tracer Study Questionnaire" form before the character certificate issued from the college
- ii. Graduate Students are called at College.
- iii. Social media like facebook, messenger, viber, whatsapp etc. are extensively used.
- iv. E-mail
- v. Personal interviews by visit
- vi. Personal interviews by phone

### **1.6 Scope and Limitation of the Study:**

MDGC carried out this study to trace the status of graduated students of this college. It is intended to trace graduates of 2017 as a whole. The college has developed the mechanism for the tracer studies and it has been given priority 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 75 graduates out of 100 graduates who have passed in the year 2017 and have issued their 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 they contribute 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 100 graduates from 2017 batch from this institution 75 graduates have participated in this study, the highest proportion has been from management Faculty in Bachelor Level. Following table shows the complete picture:

Graduates	B.Ed	BA	BBS	M.Ed	MA	MBS	Total
Total Female	15	1	28	23	1	7	75
Dalit	-	-	-	-	-	-	-
EDJ	1	-	1	2	-	-	4

*Table 1: Caste and Program wise distribution of graduate batch 2017*

Among 75 graduates of 2017 the distributions of Educationally Disadvantaged Janajatis (EDJ) have been far lower and Dalit graduate is not found. In comparing the EDJ and Dalit graduates of 2015 and 2016 with 2017; there has been only 5 EDJ and only one Dalit in 2015 which has increased to 8 and 4 respectively in 2016 which decreased to only 4 in EDJ in 2017. Although, the interest of the EDJ and Dalit students toward the getting education is increasing but 2017 saw no achievement in this respect.

Although, the graduates have been found more from the education faculty, the enrollment trend has been changing in the recent years; larger numbers of students are seen to be attracted to management faculty which shows increasing importance of Bachelor in management (i.e 28). So the trend of the graduate pass out

distribution rate of management faculty possibly increases in the upcoming years. The total number of graduate pass out from this institution has been exactly 100 in the academic year 2017, however many of them could not be located and their status is not reflected in this survey. Out of 75 graduates, slightly more than half of graduate have participated from Education faculty (out of altogether 38, 15 from B.Ed and 23 from M.Ed), only 2 graduates from Humanities faculty (1 from BA and 1 from MA) and remaining 35 graduates have been from Management faculty which includes 28 from BBS and 7 from MBS.

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. In other words, there are some other graduates who have passed bachelor's and master's degree in 2017 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		BA		BBS		M.Ed		MA		MBS		Total	
	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE
Total Female	3	12	1	-	6	22	13	10	1	-	5	2	29	46
Dalit														
EDJ	-	1	-	-	-	1	2	-	-	-	-	-	-	-

*Table 2: Employment status of the graduate batch 2017*

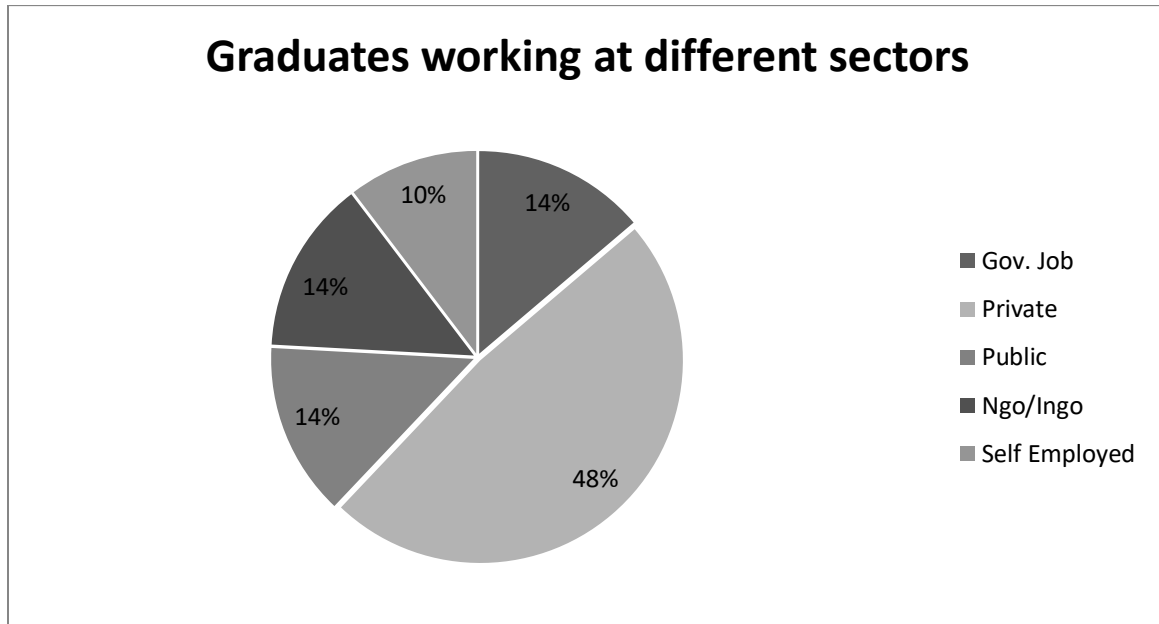
*(Note:- E = Employed and UE= unemployed)*

Out of 75 graduates, 29 have been found to be employed. Among the employed 29 graduates, nearly two-third of the Master Level graduates were employed (out of altogether; 13 in M.Ed, 1 in MA and 5 in MBS are employed). Just the quarter of the bachelor's graduates are employed for example in B.Ed out of 12, exactly one fourth are employed. Similarly in BBS out of 22, slightly more than quarter (i.e. 6) are employed and at the BA Level, only one graduate which is employed.

This is because they are pursuing further study. The number of unemployed graduates at the bachelor level is more than employed graduate (i.e. out of 44 Bachelor's graduate only 10 are employed).

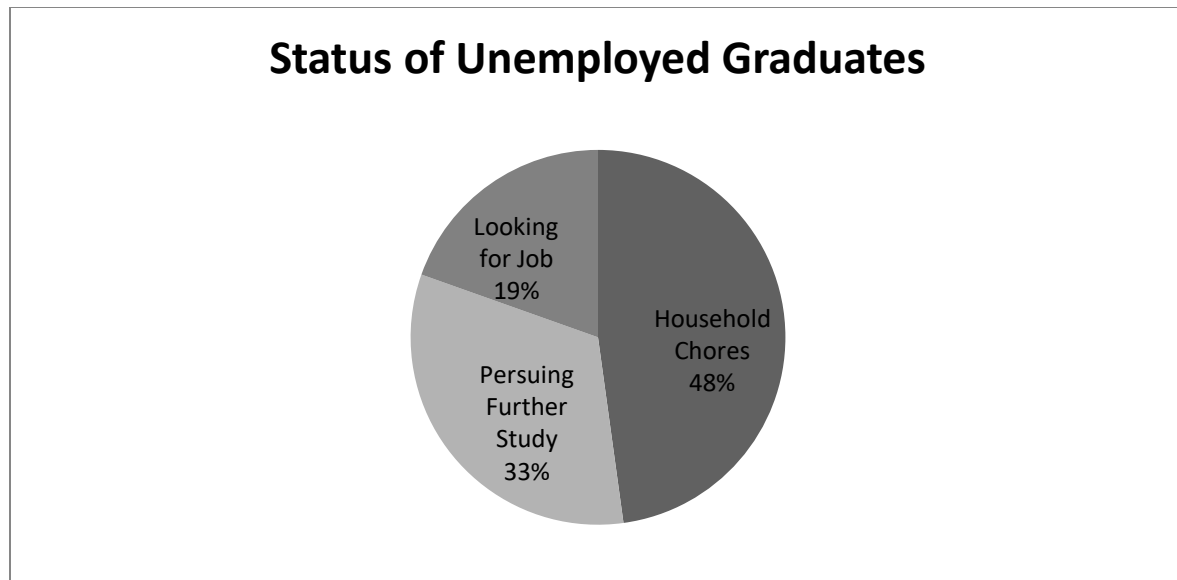
Out of 75 graduates, only 29 graduates are employed, it may be because the entire graduates are females and they do household chores and child rearing. Among 4 EDJ graduate pass out population, exactly half have been employed. However, this half is from the Master Graduate. And remaining 2 EDJ graduates of Bachelor are pursuing for the further study. Indeed, this is bright picture indicating improvement in their education status as those EDJ who are graduates have the opportunity to settle in job.

Among 29 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 29 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, the same percentage of graduate (i.e. 14%) are employed in the government service, public sector and NGOs/INGOs. And remaining 10 % are self employed in their own business

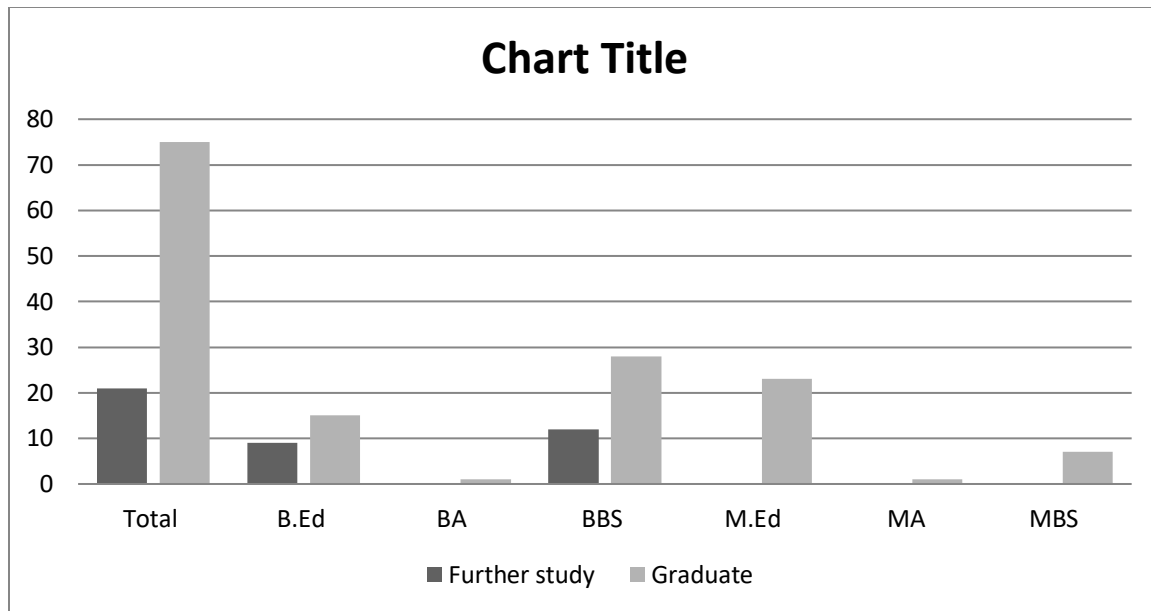


*Figure 2: Status of Unemployed Graduates*

As shown in the pie-chart above about the status of unemployed graduates, among the unemployed 46, slightly less than half got married and remained busy in household chores; nearly one-third of them are pursuing further study and exactly 19 % of them are preparing for different sorts of jobs. Those graduates who have remained busy in their household chores would join for further study in the next year and some of them also face some difficulty to join Master's level due to new implementation of the semester system by the Tribhuvan University as they are busy in their household chores and they are not able to meet the attendance criteria mentioned in the semester course.

Out of 75 graduates, only bachelor level graduates have been pursuing further study to master level while master's graduates are not interested to get the new degree certificate or Mphil.





*Figure 3: Further Study Status of the graduates*

Among 75 graduates, only more than a quarter have given continuity to their study. The graduates of bachelor Level have been continuing their study to Master Level. For instance, out of 15 graduates of B.Ed, 9 graduates have continued their study. Similarly, among 28 BBS graduates only 12 have continued their study of Master Level. Additionally in BA, only one graduate who is engaged in government work have not continued her work. This shows that management students have more interest in continuing their study. However, the study shows that not only a single graduate of Master Level are pursuing their further study.

## **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	0	27	48	75
2	Quality of education delivered / program's quality	0	26	49	75

*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 75 graduates, 48 of the graduates rated the quality of the program or the education delivered as "high value". Whereas, only 27 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 75 graduates, slightly less than two-third rated it "high value" and 26 rated "Moderate" while none 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	4	33	38	75
2	Problem solving activities	5	32	38	75
3	Work placement/ attachment/internship	5	39	31	75

*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 38 with "high value" for both, 32-33 with "moderate value and 4-5 with low value. For the third particular, the work placement/ attachment/ internship, 31 rated "high value", whereas more than half (i.e. 39) of the graduates rates with "moderate value" and 5 rated with low value.

In conclusion, we saw 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	1	19	55	75
2	Teacher student relationship	1	20	54	75

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

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

The graduate batch 2017 consisted of 75 graduates. In this tracer study, efforts have been made to find out their 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 75 graduates, about two particulars teaching/learning environment and teacher student relationship got similar types of ratings value as, 54- 55 with "high value" and 19-20 with "moderate" rating value whereas there is a single graduate who rated these two particulars 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	3	36	36	75
2	Lab facility	4	37	34	75
3	Sports facility	1	29	45	75
4	Canteen/Urinals facility	1	36	38	75

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

As represented, altogether 75 graduates from the tracer study batch 2017 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, 34-38 with "high value" and 36-37 with "moderate". Additionally, 3 rated the first particular with "low value" and 4 rated lab facility with "low value" whereas only one rated canteen/urinal facility with "low value".

About the third particular; sports facility, among altogether 75 graduates, 45 rated with "high value" and 29 rated with "moderate" while 1 rated with "low value".

The highest number of respondents rated "low value" for the particular "lab facility". 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 75 graduates, 29 have been found to be employed. These shows more than one third of the graduates are engaged in work.
- Among 4 EDJ graduate pass out population, only 2 have been seen employed which shows 50% employment opportunity.
- Among 4 EDJ graduate, 3 are form Education faculty. This shows they are more interested in Education faculty rather than management faculty.
- Out of 75 graduates, none of the graduates is Dalit, this shows that they are not interested in getting higher education.
- The number of employed graduates is only one -fourth of total graduates at the bachelor, for example out of 15 B.Ed graduates, 3 are employed and in BBS out of 28 graduates, 6 are employed, whereas only one graduate of BA who is engaged in work. This shows only one-fourth of the bachelor degree graduates are engaged in work.
- However, the picture at the Master level show that out of 31 graduates 19 are employed, out of 7 MBS graduates 5 are engaged in work and in M.Ed out of 23 graduates, 13 are employed whereas only one graduate of MA who is engaged in work. This shows nearly two-third 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 (29 out of 75), 14 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 employed in the each of the sector. For instant; government sector, public sector and NGO/INGOs.
- At last the remaining 3 are self employed as 2 of them are teaching tuition classes one has her own cosmetic shop.
- However, out of 46 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 75 graduates, 48 of the graduates are satisfied at the quality of the program or the education delivered.
- Whereas, 27 of the graduates responded the quality and relevance of the programs as "Moderate". However there is not a single respondent who rated to "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 particular extracurricular activities and problem solving activities, more than half of the total graduates, which is 38 rated "high value"
- Additionally, out of 75 graduates, 33-32 of them rated extracurricular activities and problem solving activities as "moderate" and 4-5 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, 31 rated with "high value", 39 with "moderate" rating value and 5 rated with "low value". This indicates that college has to make a plan to contribute for the professional and personal development of the graduates.
- This show MGDC needs to establish relationship with private and public sector organizations for work placement of its graduates

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

- Out of 75 graduates, about two particulars teaching/learning environment and teacher student relationship got similar types of ratings value as, 54- 55 with "high value", which indicates that college teaching learning and teacher-student relationship is very good.
- Additionally, 19-20 rated teaching/learning environment and teacher student relationship with "moderate" rating value and only one who respond this with "low value".
- The efficiency of the education delivery would be better if teaching learning environment and the teacher-student relationship are good.



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

- Among 75 graduates, 34-38 graduates rated the particulars library facility, Lab facility and canteen/Urinals facility with "high value".
- Additionally, 36-37 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 3, 4 and 1 with "low value" respectively. This show college has to improve these facilities to their students in order to satisfy them.
- Again, among 75 total graduates, 45 rated sports facility with "high value"
- Additionally, 29 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 since 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 earnings, entrepreneurial pursuits, community involvement and 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. Establish information center in college, along with guidance and counseling cells.
3. Establish relationship with private sector, public sector, NGO/INGO, and join hands with them to prepare manpower as per their expectations.
4. Provide more professional 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.