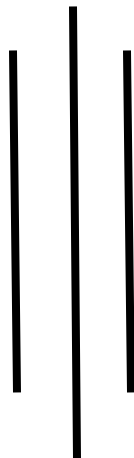
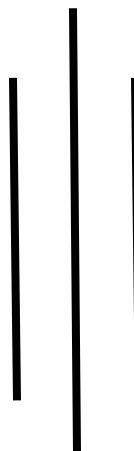


Maiya Devi Girls' College

Bharatpur-10, Chitwan



Tracer Study Report 2021



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Executive Summary

Graduate Tracer studies constitute an important tool for educational planners, as they can provide valuable information for evaluating the results of 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 2021. As the college is girls' college many of the girls got married and engaged in household chores. So, the study showed that graduates of this institution have nearly 70 percent of 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 the program of study and year of graduation 2021 A.D.

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CHAPTER ONE: INTRODUCTION

1.1 Background/Rationale:

As stated, above Maiya Devi Girls; College (MDGC) as HEI stands in a prime location of Bharatpur metro city, ward no 10 in Chitwan in province no 3 in the central region of the nation. Chitwan is accessible by roads and flights. Over the years Chitwan has attracted migration from every nook and corners of the country and is a charming place for peace and tranquil life. Chitwan has witnessed significant investment in the government, public and private sectors in medical education and housing infrastructures and has gained popularity as hub of higher education after the nation's capital Kathmandu. The district has one university, two medical colleges, a couple of engineering colleges, scores of public colleges, one government multiple college and several high schools some of them being counted in the prestigious schoolings' centers in the country. In a short time, span of two decades, MDGC has gained firm foundation as a thriving platform for women empowerment through undergraduate and university education in management and education streams. The credit of its establishment goes to a prominent philanthropic personality Ms. Maiya Devi Shrestha, fondly remembered and revered as founding father who has been an honorable formal patron of the college who has contributed for the housing plot and physical infrastructure of the college at the beginning stage. The family of the patron continues to associate with the college in its physical, educational and all-round growth and development.

The passion to help girls through education ultimately encouraged the founding fathers of the college to take up a systematic plan and efforts to sow the seeds of an exclusive center of learning dedicated to the weaker sections of the society the girls.

By 2000, the college had started to function full-fledged with affiliation and due approval from Tribhuvan University (TU) and had undergraduate students although a few in number. The modern urbane infrastructure was formally inaugurated by his Excellency Dr. Ram Baran Yadav, the first president of Nepal in 2067.

HISTORICAL DEVELOPMENT

Bharatpur in Chitwan is often considered as an advanced, secured, open place for different castes, ethnic groups and minorities. This is true to a great extent. Hence, it is not unusual that one can track an individual living here who has roots in a remote location like Humla, or Taplejung. When we talk about gender relation, we understand womenfolk in urban areas are making slow but steady strides in development yet women in remote areas still confine themselves to 3Fs, that is, serve food to men folk, attend work in fields, and collect fuel from forest and so on. On average, women in Nepal as a whole lag far behind in comparison to males and Chitwan is not an exception. The founding fathers realized the need of a separate girls' college in this region and the novel vision materialized at the birth of this college.

A community institution like MDGC can register progress and showcase its achievements only when it can display data in this respect in terms of sustainable enrolment, pass-out rate and placement of pass-outs in lucrative professions. True to this, without any discrimination all caste, class, sex, religion, ethnicity; and all the people in the community including students, guardians and teachers are the true stakeholders of this college. It is a community-based college that relies on tuition fees collected from the students for educational service although of late financial supports from UGC and provincial government has been forthcoming particularly in infrastructure extension, furniture, furnishings and equipment possessions. Its focus is

unhindered and in consistence with the clear and defined VMGOs of the institution, yet it has also been running additional programs under NEB and CTEVT catering to girls only under separate management.

The college has its own constitution, administrative/financial/scholarship/performance appraisal guidelines approved by CMC. All the internal bodies of the college are formed in accordance with documentary provision. Their functions and responsibility are clearly defined. The CMC takes decisions promptly to tide over any unforeseen circumstances not covered by official document by way of bylaws through resolutions passed by executive committee and enforced by the administration. Academic and administrative bylaws have been formulated and enforced to regulate all academic, administrative and financial activities. In the same vein, CMC has duly passed Strategic Plan 2020-2029 and Educational Master Plan to guide and inspire its plans and policies and implement them in systematic manner. Such plans come with action plans and strategy and are visited by concerned task force periodically.

Complying on the University Grants Commission (UGC) launched Quality Assurance and Accreditation (QAA) program with the aim of improving the quality of higher education in Nepal, MDGC had taken up efforts and has been certified by QAA to serve the following purposes:

- To assure students and the public of a high-quality education.
- To make the college recognized as an institution providing high-quality education.
- To identify weaknesses, drawbacks and areas of improvement in the process of catering to qualitative higher education teaching-learning activities.
- To have the opportunities for research and innovation activities.

1.2 Objective of the Study

The objectives of the tracer study were:

1. To find out updates 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 to 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 the teacher-student 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 the graduate's perception of the study conditions and provisions while at the college.
13. To analyze the relationships between higher education and work from a broad perspective which includes the fulfillment of personal goals such as job satisfaction and objective measurements like job position, income, job security and the type of work.
14. To find out the type of organization the graduates are engaged with i.e. Private, Public, NGO/INGO, Government and others.

1.3 Institutional arrangements to conduct the study

Maiya Devi Girls College (MDGC) carried out a tracer study of 2021 AD. The college management committee formed the Tracer Study task force to carry out the study. The teachers as well as the staff from the 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 2017, 2018 and 2020 were conducted in the previous years. This year the graduate batch of 2021 is taken for the study which includes following faculty:

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

1.5 Data collection-Instruments and approach

This research focuses on the graduating class of 2021 at MDGC. A total of 37 students successfully completed their studies and graduated in 2021. However, only 17 of these graduates participated in the study. The participants in the study are representative of the broader profile of the 2021 graduating class. It is worth noting that the number of graduates and participants is relatively low due to the fact that the bachelor's degree results of the 2021 class have not been published yet, preventing those who passed from applying for their transcripts.

Data was collected through the use of questionnaires with closed 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 in this study based on their graduation dates. Methods of gathering data included:

- i. Graduates have to fulfill the "Tracer Study Questionnaire" form before the character certificate is 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 a 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 2021 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 and also getting feedback regarding the type of work, further study, and other activities they were involved in since the completion of the study from the college. This helps to know about the programs run by the institution and is 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 job satisfaction is not included. Because of time limitations and the graduates of different geographical areas, the scope of the study is limited as follows.

- This study covers only 17 graduates out of 37 graduates who have passed in the year 2021 and among the total graduates 15 have not 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's 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 to the betterment and improvement of the college are also included in the study.
- Graduate contributions to 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 37 graduates from 2021 batch from this institution 17 graduates have participated in this study, the highest proportion has been from education Faculty in Master Level. Following table shows the complete picture:

Graduates	B.Ed	BBS	M.Ed	MBS	Total
Total Female	2	4	6	5	17
Dalit	-	-	-	-	-
EDJ		1	2		3

Table 1: Caste and Program wise distribution of graduate batch 2021

Among 17 graduates of 2021 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 2017, 2018 and 2020 with 2021; there has been only 4 EDJ in 2017 decreased to 3 in EDJ in 2018 and remain constant to 3 in EDJ in 2020 and remain same in 2021. Although, the interest of the EDJ and Dalit students toward the getting education is increasing but 2021 saw no achievement in this respect.

As the numbers of students are seen to be attracted to management faculty, the graduation rate increased in education faculty (i.e. 4 from BBS and 5 from MBS). So the trend of the graduate pass-out distribution rate of management faculty is increased in comparison to past year. The total number of graduate pass out from

this institution has been exactly 37 in the academic year 2021 till now, however, the result of BBS second year has not been published yet and many of the graduates are unable to issue their academic transcript from the university. So, many of the graduates could not be located and their status is not reflected in this survey. Out of 17 graduates, 9 participated from the Management faculty (4 from BBS and 5 from MBS) and the remaining 8 graduates have been from Education faculty which includes 2 from B.Ed. and 6 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. In other words, there are some other graduates who have passed their bachelor's and master's degree in 2021 but have not collected their transcripts 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		MBS		Total	
	E	UE	E	UE	E	UE	E	UE	E	UE
Total Female	1	1	3	1	4	2	4	1	12	5
Dalit										
EDJ			1		1	1			2	1

Table 2: Employment status of the graduate batch 2021

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

Out of 17 graduates, 12 have been found to be employed. Among the employed 12 graduates, almost all the Master Level graduates were employed (out of all together; 4 in M.Ed, 4 in MBS are employed). More than halves of the bachelor's graduates are employed for example in B.Ed out of 2, 1 are employed and in BBS out of 4, three fourths (i.e. 3) are employed.

Out of 17 graduates, only 12 graduates are employed, it may be because the entire graduates are females and they do household chores and child rearing. Among 3 EDJ graduate pass out population, two third of them were employed. 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 12 employed graduates, their working area in the different sectors is shown below with the help of a pie chart.

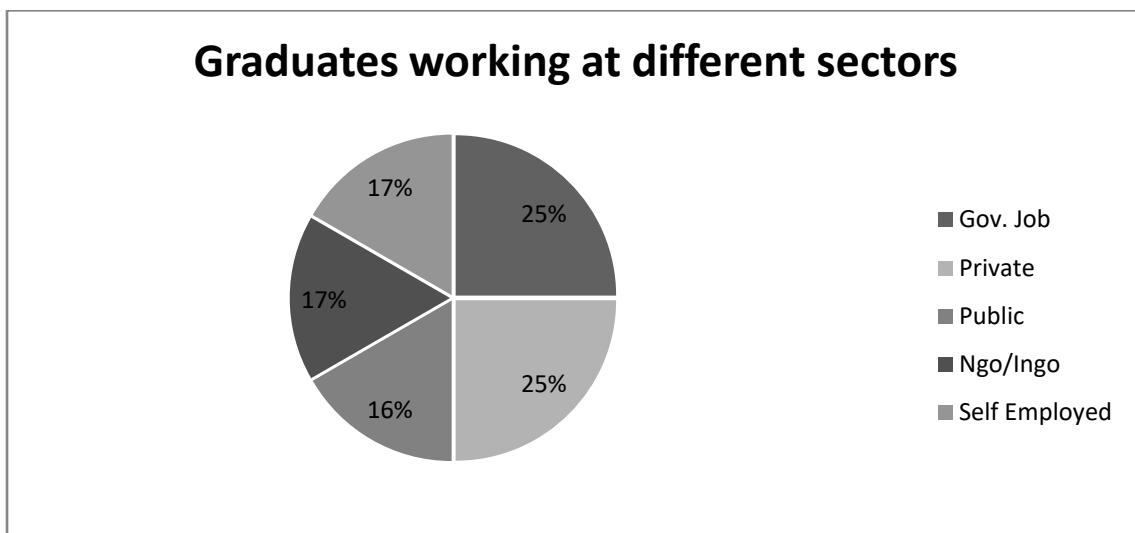


Figure 1: Distribution of Respondents by Current Employment Type

Out of 12 employed graduate, equal number of graduates (i.e.25%) work for private sector and government sector. Private sector which includes industries, private school and Montessori, private health care center, business house, public service oriented office, bank and insurance etc. Similarly, same number of graduates (17%) are employed in public sector, NGOs/INGOs and are self- employed.

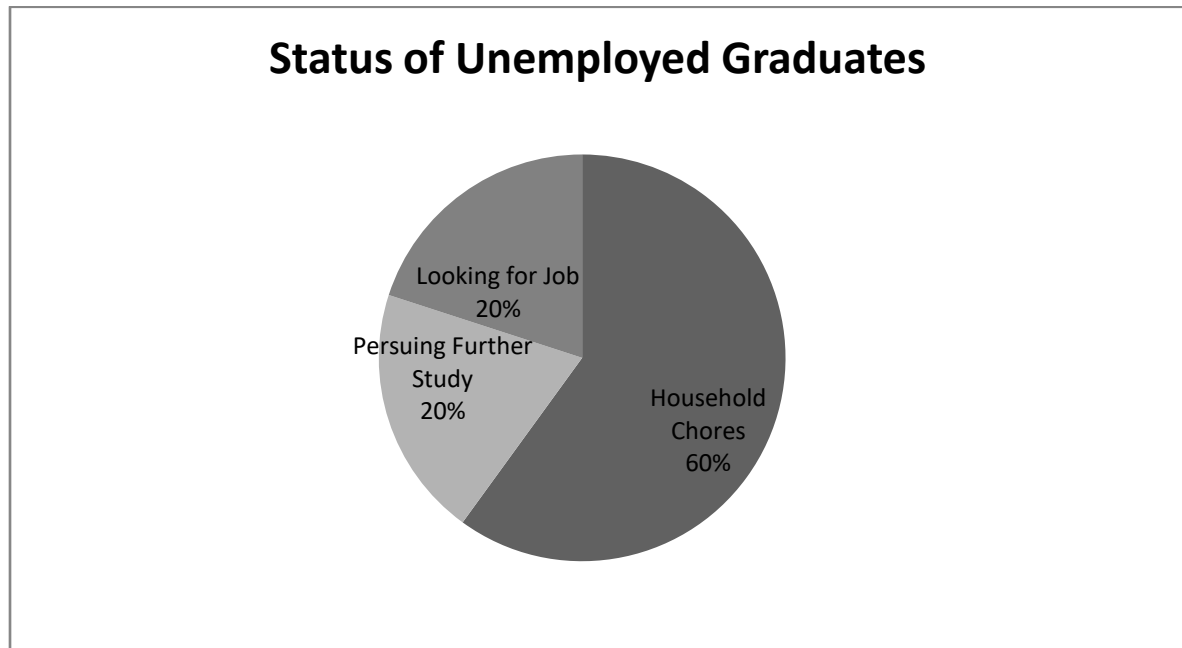


Figure 2: Status of Unemployed Graduates

As shown in the pie-chart above about the status of unemployed graduates, among the unemployed 5, slightly more than half got married and remained busy in household chores; exactly 20% of them are pursuing further study and looking for jobs. Those graduates who have remained busy with their household chores would join for further study in the next year.

Out of 17 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.

2.2. Issues Related to the Quality and Relevance of the Programs

Here the connection between the 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	6	10	17
2	Quality of education delivered / program's quality	0	6	11	17

Table 3: Quality of the program and its relevancy in job

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

Through the graduate's response in eleven different areas, here we only tried to evaluate the relevance of the program to professional (job) requirements. Out of 17 graduates, 10 graduates rated the quality of the program or the education delivered as "high value". Whereas, only 6 rated it as "Moderate" and only one of the respondents rated the "low value".

Similarly, in the case of the Quality of education delivered; among graduates, exactly 11 rated it "high value" and slightly more than one-third rated it "Moderate" while none of the respondents rated the "low value".

In conclusion, the respondents' response was that the programs are not as relevant 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 practical life and also launch some new job-oriented programs or 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	7	9	17
2	Problem solving activities	1	7	9	17
3	Work placement/ attachment/internship	0	7	10	17

Table 4: Programs' Contribution to Graduates Professional and personal development

Rating: 0-1 (Low value)

2-3 (Moderate)

4-5 (High value)

The table shows 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 problem solving activities got similar types of rating values as exactly 9 with "high value" for both, 7 with "moderate value" and only one rated with low value. For the third particular, work placement/ attachment/ internship, 10 rated "high value", whereas slightly less than half (i.e. 7) of the graduates' rates with "moderate value" and none of the graduates rated with low value.

In conclusion, we saw that most of the respondents rated these three particulars with high and moderate values which supports that the college programs contribute to the graduates for the professional and 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	10	17
2	Teacher student relationship	0	6	11	17

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

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

The graduate batch 2021 consisted of 17 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 weaknesses of the institution. We got a chance to evaluate the teaching/learning environment, teacher-student relationship and efficiency of the education delivered by the teacher of our college and its programs through this tracer study. Out of 17 graduates, two particulars teaching/learning environment and teacher student relationship got similar types of ratings value as, 10-11 with "high value" and 6-7 with "moderate value" whereas none of the graduate rated these 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	0	6	11	17
2	Lab facility	1	6	10	17
3	Sports facility	0	7	10	17
4	Canteen/Urinals facility	1	7	9	17

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

As represented, altogether 17 graduates from the tracer study batch 2021 gave their responses in the particulars mentioned in the table above. We tried to evaluate the extra college facility provided to the students except for teaching learning facilities.

The four three particulars, i.e. Library facility, Lab facility, Sports facility and canteen/Urinals facility got similar types of rating value as, 9-11 with "high value" likewise, 6-7 rated with "moderate value" for all four particulars. Additionally, exactly 1 rated the second and fourth particulars with "low value" whereas, none of the graduates rated library facility and Sports facility with "low value".

The highest number of respondents rated "high value" for the first particular. However, "low value" is seen to be rated in "lab facility" and "canteen/urinals facility".

CHAPTER 3: MAJOR FINDINGS:

3.1 Employment and further study status of the graduates:

- Out of 17 graduates, 12 have been found to be employed. This shows more than two-thirds of the graduates are engaged in work.
- Among 3 EDJ graduate pass-out population, 2 graduates have been seen to be employed whereas the remaining 1 remains in her household chore.
- Among 3 EDJ graduates, 2 are from Education faculty and only one is from management. This shows they are more interested in Education faculty rather than management faculty.
- Out of 17 graduates, none of the graduates is Dalit, this shows 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, only one is employed and in BBS out of 4 graduates, 3 are employed. This shows more than 50% of the bachelor's degree graduates are engaged in work.
- However, the picture at the Master level shows that out of 11 graduates, 8 are employed, (i.e. out of 6 M.Ed. graduates, only 4 are engaged in work and in MBS out of 5 graduates, 4 are employed. This shows that slightly more than 70% of the master's degree graduates are engaged in work.
- Unemployment rate is decreasing because college has a placement cell that helps the graduates to find jobs.
- Among job holders (12 out of 17), exactly the same (i.e. 3) graduates work for private sector and government sector. Private sector which includes industries, business house, public service oriented office, bank, private school and Montessori etc.

- Equally, 2 graduates are employed in each sectors (i.e. public sector, NGO/INGO, and self employed).
- However, out of 5 unemployed, 60% got married and remained busy in household chores; and 20% are pursuing further study and similarly, 20% 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 17 graduates, 10-11 of the graduates are satisfied at the quality of the program or the education delivered.
- Whereas, exactly 6 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.9) of the total graduates, rated "high value"
- Additionally, out of 17 graduates, exactly 7 of them rated extracurricular activities, problem solving activities and work placement/attachment/internship as "moderate" and similarly only one rated particulars 1 and 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, 10 rated with "high value", and none of the graduate rated "low value". This shows by the plan to contribute for the professional and personal development of the graduates college has improved in this particular.
- This show MGDC 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 17 graduates, about two particulars teaching/learning environment and teacher student relationship got similar types of ratings value as, 10- 11 with "high value", which indicates that college teaching learning and teacher-student relationship is excellence.
- Additionally, 6-7 is rated teaching/learning environment and teacher student relationship with "moderate" rating value whereas none of the graduates rated "low value" these two particulars
- The efficiency of the education delivery would be best if teaching learning environment and the teacher-student relationship are more improved.

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

- Among 17 graduates, 9-11 graduates rated the particulars library facility, Sports facility, canteen/Urinals facility and lab facility with "high value"

- Interestingly, exactly the same number (i.e.6) rated library and lab facility as moderate and exactly (i.e. 7) graduates rated sports facility and canteen/urinals facility with "moderate"
- Furthermore, only one participant rated lab facility and Canteen/Urinal with "low value" where as none of the participant rated "low value" for library facility and sports facility. This show college has to improve lab and canteen facilities to their students in order to satisfy them fully.

CHAPTER FOUR: IMPLICATION TO INSTITUTIONAL REFORM

This tracer study was carried out by the college and the findings from the data analysis are a great source of policy making for the institution. This study covers various aspects of the institution, programs and the impact on the 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 the implementation of different policies for institutional reform. The academic committee of this college studies the data and makes decisions that are further endorsed 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 assignments.

We plan to enhance the 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 relationships with private and public sector organizations for the 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 findings can be helpful in formulating institutional reform in terms of program evaluation and revising college strategies. We can check the relevancy of the college programs and make them up to date, with new methodologies 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 should be effective.
3. Establish more 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, and 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.