

Bagiswori College

Chyamhasinga-9, Bhaktapur



Tracer Study Report 2015 AD

2075

ACKNOWLEDGEMENTS

This study is very significant because it has given us an opportunity to learn a lot about the graduates from this college in 2015 AD, and various factors that the College has to adopt for the institutional reforms. We could not have carried out this Tracer Study without the initiation of UGC. So we would like to extend our gratitude to UGC and all its staff who kindly co-operated us by providing necessary suggestions time and again.

This study could not have come to the present shape without the kind co-operation of the graduates who frequently provided us the required information and the documents. We are therefore thankful to 28 of them.

We are also thankful to all the teaching and non-teaching staff of the College who helped to contact all the pass-out students, to distribute and collect the questionnaires and to prepare the report of this study.

Finally, we would extend our sincere thanks to the members of the College Management Committee who provided us strong support, valuable and constructive suggestions and boosted our morale.

EXUCUTIVE SUMMARY

With a team of five members, this Tracer Study was carried out in order to measure the quality of education imparted by Bagiswori College, to measure the effectiveness of strategies and teaching pedagogies adopted by the College, and to assemble authentic information about the pass-out students, their placement in job markets, their adjustment in the society, their contribution in nation building and societal transformation and their invaluable feedbacks for the betterment of the College.

In 2015 A.D., 128 students had successfully completed their graduation of Bachelor and Master degrees. Altogether 54 students in BA, 71 students BBS and 3 students in MBS submitted the transcripts of their degrees.

The study shows that 34.37 % of our graduates (44 out of 128) are employed in different sectors. 31 of them are employed in private sectors; 6 of them are working in government sectors and 7 of them are involved in other sectors. 38.28% of these graduates are pursuing their Master education.

The responses regarding the contribution of education in their personality development, jobs, knowledge and skills from these pass-out students are favourable. Their education, teaching pedagogies of the College and their performance in jobs seem to have extensively catered their expectations and aspirations.

These graduates have also offered some constructive suggestions for the institutional reforms. They have mainly emphasized on teaching practically, running treatment classes for the academically poor students, organizing experts' classes and more assignments. Besides, this study also gives glimpses of teaching-learning modalities practiced in the College.

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ABBREVIATIONS

BA	:	Bachelor of Arts
BBS	:	Bachelor of Business Study
CMC	:	College Management Committee
ID	:	Identity Card
MBS	:	Master of Business Study
TST	:	Tracer Study Team
TU	:	Tribhuvan University
UGC	:	University Grants Commission

CHAPTER I

INTRODCTION

1.1 Background of the Study

Bagiswori College is a community college. Started in 2007 AD with 76 students and with the crucial objectives of providing liberal and practical education with fundamental knowledge and impact on societal and global problems to the students from all social strata, at present the College has 797 students including 579 in BBS, 126 in BA, 78 in MBS and 14 in MA-Sociology.

Since its establishment to the present time, 459 students — 221 in BA, 224 in BBS and 14 in MBS— have completed their graduations. Many of these graduates have been successfully implementing their efficiencies, skills, talents and knowledge in the government as well as non-government agencies and organizations within and out of the country. But the College does not have sufficient information about these successful graduates. So the College Management felt the need of tracing out the authentic information associated with its graduates. In the meantime, the University Grant Commission also pointed out the significance of such a study and made it compulsory for the colleges selected in the Higher Education Reforms Project (HERP) - Performance Based Funding/Formula Based Funding.

The College formed a task team of five members and carried out Tracer Study of the graduates who had completed their graduation in 2015 AD. The College did this study in order to meet with the need of UGC, to assemble various records about the placement of the graduates from Bagiswori College in job markets, to measure the quality of education imparted here in the College, to see their constructive contribution in societal transformation and nation building, and to collect their feedback for the institutional reforms.

1.2 Objectives of the Study

Every research is guided by a particular objective because this keeps the researcher intact with the study and gives a specific direction. This study also has the following objectives to accomplish.

- a. To measure the quality of education imparted by the College,
- b. To measure the effectiveness of strategies and teaching pedagogies adopted by the College,
- c. To accumulate the information about the graduates from Bagiswori College regarding their placement in job markets, their adjustment in the society, their responses about the College and their contributions in nation building and societal transformation.
- d. To collect constructive feedback for the betterment of the College.
- e. To point out the strengths and challenges of the College.
- f. To find out the employment status of the graduates from Bagiswori College.
- g. To trace out the relevance of the academic programmes and courses in practical life of the students.
- h. To measure the level of satisfaction of the graduates from the College.
- i. To examine the aspirations and expectations of the graduates from the College.

1.3 Institutional Arrangement to Conduct the Study

In order to carry out this study effectively and efficiently, the College Management has formed a team of five members under the coordination of the College Principal, Mr. Dhan Kumar Shrestha. The team constitutes the following:

- | | |
|-------------------------------|--|
| a. Dhan Kumar Shrestha | Co-ordinator (Principal) |
| b. Mr. Mohan Krishna Shrestha | Member (the Head of Research
Committee for Management |
| c. Badri Uprety | Member (a lecturer of Research
Methodology) |
| d. Prabin Prajapati, | Member (Media Lab Assistant) |
| e. Bikash Kaju, | Member (Administrative Assistant) |

Besides, some BBS Fourth Year and Master First Year students have also been used as the enumerators for the purpose.

1.4 Graduate Batch Taken for the Study

Since the establishment of the College in 2007 A.D (2064 B.S.) to the present day, 467 students have successfully completed their Bachelor and Master Degrees. However, this study has been done sincerely focusing on both Bachelor and Master graduates that appeared in the year 2015 AD (2072 B.S.). 128 students of Bachelor and Master levels have submitted the transcripts of their graduation. The following table includes the ratio of graduates.

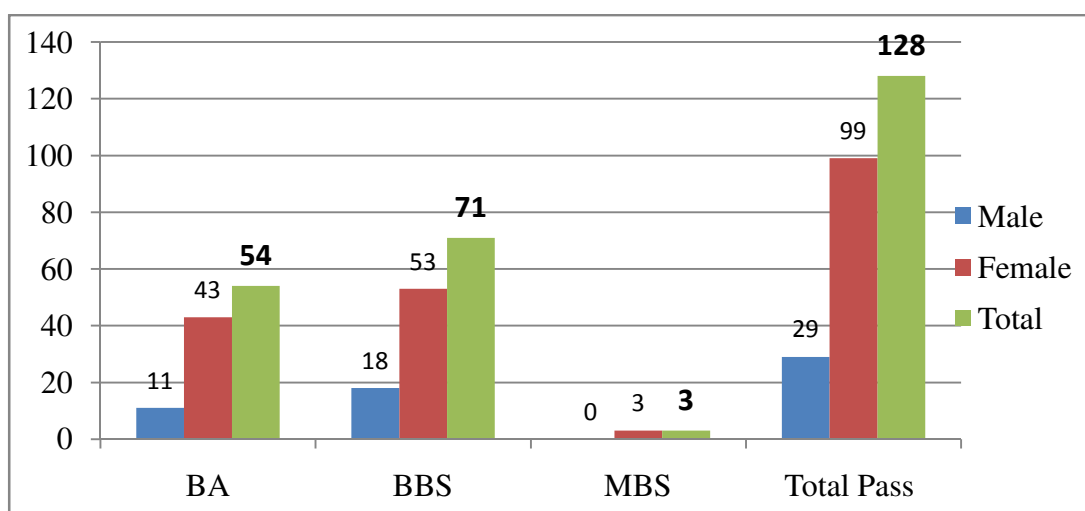


Figure 1.1

The Ratio of Graduates from Bagiswori College in 2015

1.5 Data Collection Instruments

To make this study smooth and to collect more reliable and concrete data efficiently, photocopies of questionnaire which were provided by UGC were used as the major tool of data collection. However, telephone interview, face-book, messenger, mobile messages and online video chatting were also tried out to contact and collect responses from those graduates who have been working in distant parts of the country and are in foreign countries.

1.6 Scope and Limitations of the Study

From 2064 till today, 445 students both in BA and BBS and 14 MBS have completed their graduation. However, this study is limited to the study of 128 graduates who have successfully completed their Bachelor and Master education from Bagiswori College in 2015 A.D. and have submitted their Transcripts from the Office of the

Controller of Examination, TU. Besides, this study is limited to evaluate the effectiveness of academic programmes of the College, to trace out the employment status of the graduates, to measure the level of their satisfaction, to test their aspirations and expectations, to point out the strengths and challenges of the College and to collect constructive feedback for the betterment of the College.

This study has been very helpful to accumulate and keep the data about the graduates from Bagiswori College scientifically, to study about the progress of the students, and to measure the quality of the education imparted by the College. The feedbacks from the pass-out students and collected information are very significant for the overall institutional development.

CHAPTER II

DATA ANALYSIS AND PRESENTATION

This study has uncovered very noteworthy information relevant to the college, the trends of higher education, employment status of the graduates, their aspirations, and the contributions of their education to their personality development. And this chapter includes the analysis and the interpretation of the same information.

2.1 Employment Status of the Graduates

University education is valued extensively in our society. It is taken to be important for obtaining good employment and strengthening the economically sound social position. In 2015, total 128 students had graduated from this college. The following table shows the clear picture of the graduates.

Table 2.1
Programme-wise Distribution of Graduates in 2015

Graduates	Hum.	Mgmt	Total
Male	11	18	29
Female	43	56	99
Dalit	2		2
EDJ	4	4	8

The table depicts that the ratio of graduates in Management Faculty seems to be slightly higher than that of Humanities. Similarly the female graduates are higher in number in comparison to male graduates. And the EDJ and the Dalit graduates are far fewer in both programmes. The number of the passed out graduates is higher the ones presented in the table but they did not apply for the character certificates from the College and did not submit their Transcripts as well. However, the college has been sincerely following them.

Out of 128 graduates from Bagiswori College in 2015, 16 of them have submitted their appointment letters/ID Cards and Recommendation letters along with their

transcripts to the Tracer Study Team. On the ground of these documents, the TST has calculated the following employment status of the graduates.

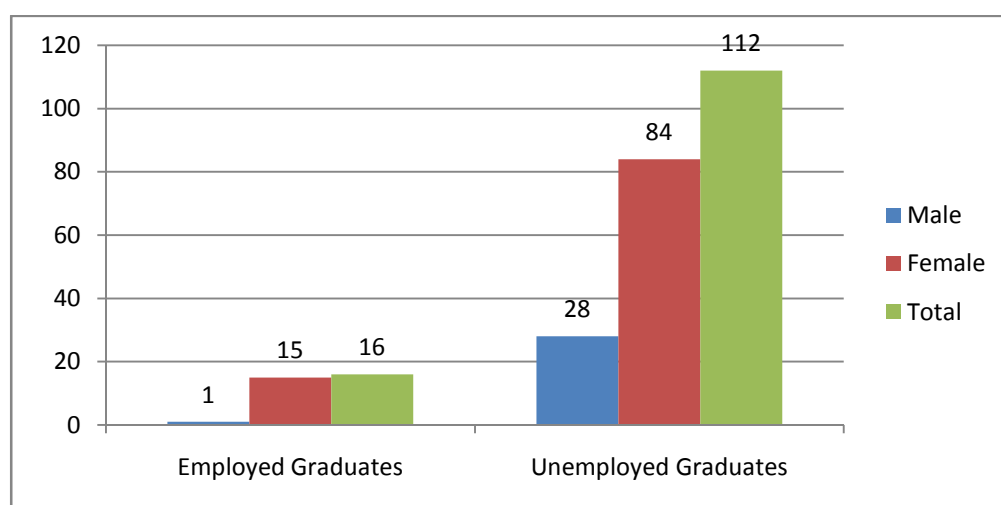


Figure No. 2.1
Status of Graduates with Appointment Letters / ID Cards
from Bagiswori College

The figure 2.2 clearly shows that only 12.5 percent of the graduates are employed, and 87.5 of them are still seeking jobs. And those employed graduates are also involved in different sectors.

But the employment status of the graduates is far more than the ones shown in the figure 2.1. As sought by Tracer Study Team, many job holding graduates have not been able to present the valid documents like their appointment letters, ID Cards or other supportive documents that ascertain their employment, for they work in the private schools, co-operative organizations, shops, departmental stores, wooden factories, small scale or cottage industries, and the like, but here they are not given any official documents about their appointment. Besides, some of them are self-employed as well. They run small shops and hotels, work in the fields, sell vegetables and street foods, and are involved in the carpentry and pottery, but they don't have any official records about their self-employment. The Tracer Study Team has confirmed these facts by interviewing the graduates, contacting their employees and making field observations. If calculated these data as well, the employment status of the graduates is as stated in the following figure.

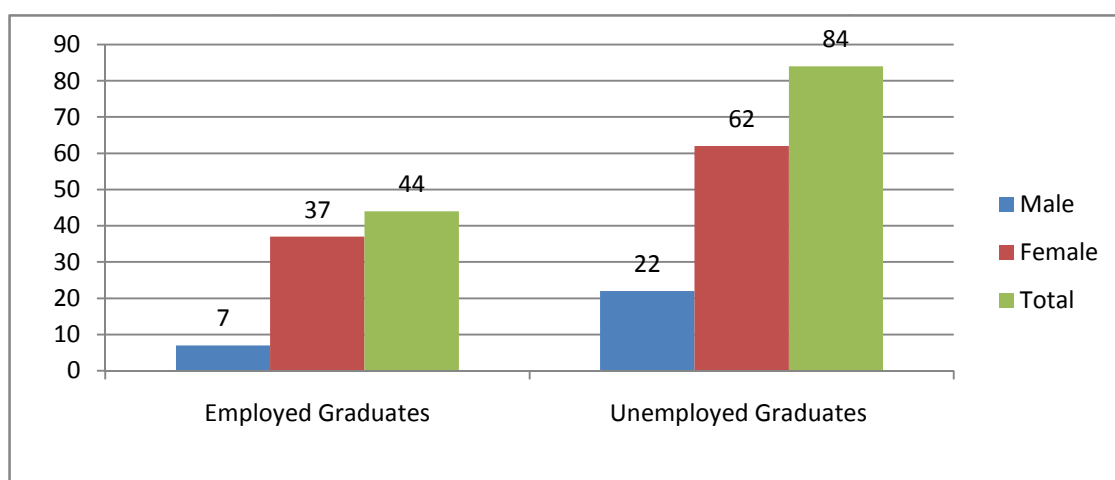


Figure 2.1.1

Employment Status of Graduates from Bagiswori College in 2015 AD

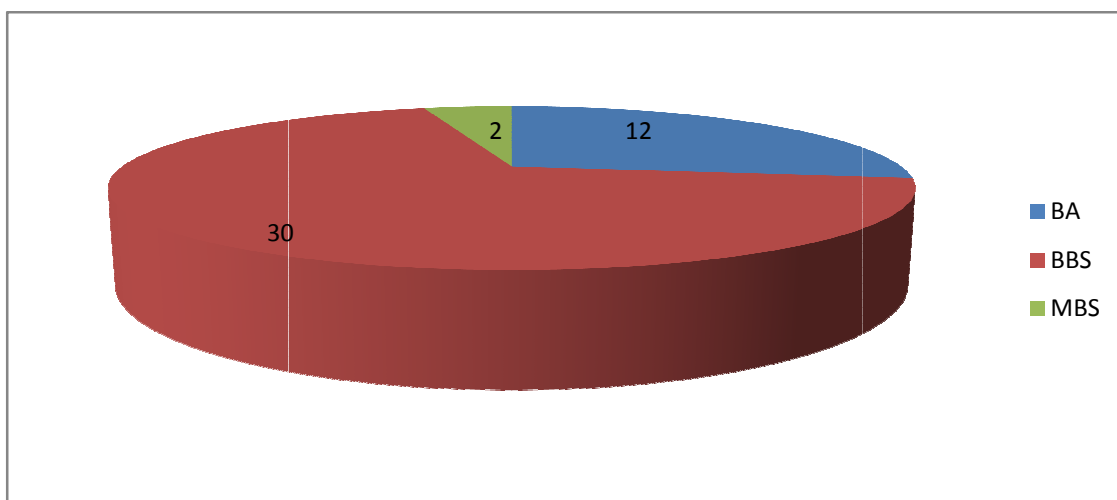


Figure No. 2.1.2

Faculty-wise Employment from Bagiswori College in 2015 AD

The given figures depict that 37 female and 7 male graduates are employed. In total, 44 graduates seem to be employed. But this number is comparatively very less. The employed graduates from Humanities seem to be less in comparison to the graduates from Management Faculty. Only 12 graduates from Humanities are employed whereas 32 graduates from Management Faculty are employed. Among them, only 3 EDJ graduates have been found to be employed.

2.2 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

An individual invests a lot of time, mind, money and effort to acquire the University degree. Many individuals expect to develop their career in banking sectors, insurance companies, media sector, teaching, INGOs/INGOs, Government Sectors, business, foreign employment, etc, soon after the completion of their Bachelor and Master level education. So through this study, we tried to trace out the expectations and aspirations of the graduates in this college and the relevance of the academic programmes offered by the college in their present professions on the basis of the following seven particulars. The value was ranged from 0 to 5 points. The given table includes the summary.

Table No: 2.2
Expectations and Aspirations of the Graduates in the Batch 2015

Title	Low Relevant	Moderate	Highly Relevant	Grand Total
	0-1	2--3	4--5	
Enhanced academic knowledge	15	76	37	128
Improved problem-solving skills	7	81	40	128
improved research skills	9	61	58	128
Improved learning efficiency	2	51	75	128
Improved communication skills	6	52	70	128
Improved information technology skills	11	59	58	128
Enhanced team spirit	8	37	83	128

The table revealed that 51 percent graduates assigned high value, 77 percent of them assigned moderate and 16 percent graduates assigned low value in terms of academic knowledge enhancement, problem solving skill improvement, research skills, and information technology skills. Similarly the responses in terms of the particulars like learning efficiency, communication skills and team spirit are favourable and supportive in the context of the college.

Without sound academic knowledge, effective communicative skills, creative thinking, problem solving capacity, research competence, and ability to work with team spirits, acquisition of good jobs and impressive performance is beyond imagination. So, the graduates have expressed following expectations and aspirations to be addressed for the development of their personality and career:

- a. The college should manage more practical activities like group discussion, presentation classes, interactive classes, etc, in order to enhance their skills and efficiency.
- b. The college should frequently organize field visits, industrial visits, seminars/workshops, career counseling.
- c. The College should invite different subject experts as guest lecturers/professors, bankers, entrepreneurs, social workers, politicians, etc, in order to share their invaluable suggestions and experiences with the students from time to time.
- d. The College should maintain complete English environment in the college premise.
- e. The College should run treatment coaching classes for academically poor students.
- f. The College should increase the strength of the library and computer labs and prepare the ground for involving the students to work with Information Technology.

Besides, they have asserted that the College should offer different programmes with a wide variety of elective subjects regarding their demand in the markets, extra-curricular activities, proper learning environment, professional counseling, etc, are equally important.

2.3 Issues Related to the Employment Experience of Graduates

The respondents in this study comment that the subjects they studied in the College have extensively helped them. The teaching pedagogies and leaning environment in the College have proved to be a great help in their jobs. Their study has largely increased their theoretical concepts and behavioral skills of tackling with their problems, conducting fact-oriented study, taking impressively and working collaboratively. However, some employed graduates have expressed their dissatisfaction regarding their education and jobs because they have failed to incorporate their education with their jobs. They believe they are theoretically educated and they do have sufficient theoretical knowledge relevant to their jobs, but they find it difficult to implement their knowledge practically. Consequently, their performance in the job is not effective.

2.4 Issues Related to the Quality and Relevance of Higher Education

Practice of higher education in Nepal, chiefly in Management and Humanities and Social Sciences, is highly theoretical. Except in some subjects like Taxation, Auditing, Project Work, Banking, etc, in management and Mass Communication and Journalism, Rural Development, Social Work, Sociology, etc., in Humanities that include 20 percent practical marks, all other subjects are completely theoretical. From this year (2017 AD) onwards, Tribhuvan University has made slight modification in its syllabus, but the evaluation system is the same.

This study availed us an important opportunity to evaluate the status of our college and the effectiveness of the academic programmes it has been running in their career building. Besides, we also tried to evaluate the strengths and weaknesses of the College. Altogether 128 graduates in the year 2015 were distributed the questionnaires. They were asked to respond to the following particulars by assigning the rating values in between the numbers from 0 to 5. And the following table includes the summary of their responses.

Table No. 2.3**Graduates' Responses about the Quality and Relevance of Higher Education**

Title	0-1 (Low)	2—3 (Mid)	4—5 (High)	Grand Total
Range of courses offered	22	80	26	128
Number of optional subjects	8	79	41	128
Relevance of the program to your professional requirements	9	63	56	128
Extracurricular activities	17	62	49	128
Problem solving	7	54	67	128
Inter-disciplinary learning	5	63	60	128
Work placement/attachment	10	59	59	128
Teaching/Learning	5	53	70	128
Quality of delivery	6	62	60	128
Teacher student Relationship	1	50	77	128
Library	4	44	80	128

In terms of the range of courses offered by Bagiswori College, 26 graduates assigned the high value to the College, 80 graduates rated mid value, and 22 of them rated low value. The values assigned in the context of particulars like optional subjects, relevance of the subjects in professional life, extracurricular activities, interdisciplinary learning, and quality of delivery are somehow similar the first one. But in terms of particulars like problem solving, teaching/learning, teacher student relationship and library, 55 percent graduates assigned the college with highest value, 43 percent graduates assigned the mid value and 4 percent of them rated low value.

CHAPTER III

MAJOR FINDINGS

3.1 Employment Status

Collection of the attested data associated with the employment status is very tough and challenging. Many graduates work in private sectors, but they find it difficult to acquire appointment letters, appreciation letters for their performance and identity cards. Their employees doubt them whenever they demand these documents. So the graduates in 2015 have shown their inability to submit the documents as demanded by the Tracer Study Team of this College. Only 16 graduates have succeeded to produce their appointment letters and ID Cards in front of TST. Besides these 16 graduates, many other graduates have communicated about their employment in different sectors. The following figure shows the status of the graduates from Bagiswori College in 2015 A.D.

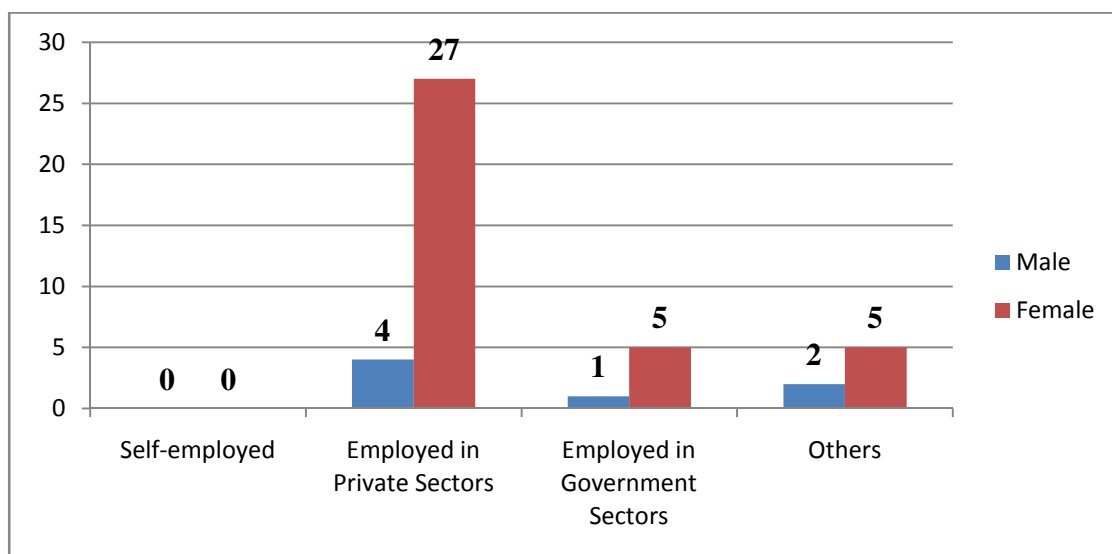


Figure No. 3.1

Employment Status of the Graduates

Out of 128 graduates in 2015 A.D., altogether 44 graduates are employed. 4 male and 27 female graduates seem to be employed in private sectors. Similarly, 1 male and 5 female graduates are government job holders while 2 male and 5 female graduates are employed in non-specified sectors. After the study, we have come to know that the

ratio of female employed graduates is quite higher than male graduates. Altogether 37 female and 7 male graduates seem to be employed.

3.2 Issues Related to the Characteristics, Expectations and Aspirations of the Graduates

Through this study, we tried to trace out the expectations and aspirations of the graduates in this college and the relevance of the academic programmes (BA and BBS) offered by the college in their present professions. Out of 128 graduates in the year 2015 A.D., 70 to 80 percent graduates find that our academic programmes have moderately contributed to enhance their academic knowledge, problem solving skills and information technology skills. 20 to 30 percent graduates feel that these programmes have highly contributed them in the aforesaid particulars. Only a few of them feel that these programmes are valueless. Similarly the responses in terms of the particulars like learning efficiency, communication skills and team spirit are favourable and supportive in the context of the college.

During our communication with the graduates from this college in 2015, they have expressed the following facts as their expectations and aspirations. They feel that the college should do following things.

- a. The college should give priority more practical activities like group discussion, presentation classes, interactive classes, etc, in order to enhance their skills and efficiency.
- b. The college should frequently organize field visits, industrial visits, seminars/workshops, career counseling.
- c. The College should invite different subject experts as guest lecturers/professors, bankers, entrepreneurs, social workers, politicians, etc, in order to share their invaluable suggestions and experiences with the students from time to time.
- d. The College should maintain complete English environment in the college premise.
- e. The College should run treatment classes academically poor students.
- f. The College should start the trend of showing the answer copies of the terminal examinations to the students.
- g. The College should improve the quality of cafeteria.

- h. The College should increase the strength of the library and computer labs.
- i. The College should frequently organize the extracurricular activities.
- j. Evaluation system should be changed.
- k. The College should formally set up quality circle of the studying students and the alumni of the pass-out students and create environment for the interaction among them.
- l. The College should implement strict rules and regulations.

3.3 Issues Related to the Employment Experience of Graduates

All the graduates have expressed their gratification regarding their education and jobs. They are able to apply their skills and knowledge effectively in their jobs. However, some of them expect the programmes directly associated with their jobs.

3.4 Issues Related to the Quality and Relevance of Higher Education

An academic programme is designed to augment the precept, perspectives and proficiency of students over specific subjects. And all the academic institutions make sincere efforts to incorporate these objectives of the academic programmes. Bagiswori College offers two academic programmes with different subjects in Bachelor and Master levels under Humanities and Social Sciences and Management. The College has been making intense efforts for the promotion of overall academic efficiency, competence and intelligence of the students.

In the context of quality and relevance of the academic programmes offered by the college in professional life, extracurricular activities, interdisciplinary learning, and quality of delivery, we have mixed responses from our 2015 graduate batch. 26 graduates find them to be quite relevant while 22 of them do not find these courses to be significant. But 80 graduates take them moderately. Similarly in terms of particulars like problem solving, teaching/learning, teacher student relationship and library, 55 percent graduates feel that Bagiswori College has been sincere; 40 percent graduates have mixed responses while 5 percent of them do not see any relevance of our efforts in their career building.

3.5 Education and their Contribution to Graduates' Personal Development

The principal objective of furthering higher education is to promote the career or get better employment. But for the purpose, the competence, efficiency, proficiency and knowledge of the students should be sound. The graduates from Bagiswori College have succeeded to effectively exhibit all these skills in their jobs and every sphere of life. In the context of the effectiveness of the academic programmes of the College and its relevance to the present jobs of the graduates, different responses have been collected.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORMS

Education is today's need. It builds up the personality of the students, sharpens their vision, enhances their creativity, and improves their communicative skills. It also enables them to define the world and deal with every challenge tactically. To materialize this spirit of education, Bagiswori College has invariably prioritized better academic excellence and effective performance.

The College primarily values the gratification of the students and quality education. Sincerely addressing the concerns of the students and catering their aspirations as far as possible has always been the issues of higher preference for the college.

Our teaching and learning approaches are designed to bring innovative changes in the students. To measure the teaching learning efforts of our faculty members and the magnitude of efficiency, excellence and innovation in the learners, we apply different scales of evaluation. Different internal tests are assigned to the students and their scores are worked out. To make continuous judgement about the academic progress and achievements of students, they are given different assignments and project works which the students have to complete within a stipulated time frame prior to the commencement of their terminal examinations. The College regularly counsels them and runs coaching classes in the morning and the evening. Both teachers and students are encouraged to plan their lessons and teach/learn. Accordingly, the learners are frequently involved presentation classes, research-oriented activities, interactions, trainings, seminars, workshops, field visits, and industrial visits.

Evaluation is not confined to the students' performance only. We also evaluate the teachers' efforts and involvement to bring success and quality in the academic performance. We frequently counsel them, involve them in different trainings and have a provision of rewarding the teachers in the annual programs for refreshing their skills and boosting their morale.

In spite of attempts for upgrading the quality of our performance, we have yet to focus on many other sectors. This tracer study has availed an opportunity for the college to trace out the things that it should do for academic excellence, research proficiency, communicative efficiency, learning competence, leadership, and critical perspective in its students and for the overall development of the college.

- a. The college should encourage its students to freely express their positive responses regarding the college activities for maintaining qualitative education.
- b. The college should develop strategies to address the concerns, grievances, expectations and aspirations of the students in the college.
- c. The college should test the relevance of its academic programmes, update such programmes and introduce new programmes that are relevant to the practical life and that can profusely contribute to their professional life.
- d. The college should give much priority on such activities that can significantly contribute to the enhancement of their academic knowledge, learning efficiency, research skills, problem-solving skills, communicative skills, technological skills and working with team spirit.
- e. The college should co-ordinate with different community-based, public and private organizations for the internship and job-placement of its graduates.
- f. The college should regularly counsel and guide the students for the preparation for internship and placement in the job-,markets.
- g. The college should equip its graduates with IT skills and boost up their confidence level.
- h. The college should teach its graduates to set specific professional goals in order to pursue better career in life.
- i. The college should set up alumni of the pass-out graduates for the exchange of their experiences with the existing students.
- j. The college should develop effective strategies for augmenting teaching and research competence and excellence.
- k. The college should develop environment for the promotion of constructive relationship between its faculty and graduates.
- l. The college should prepare the ground for involving all its faculties and graduates in research activities.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This study shows that Bagiswori College has been making continuous efforts for the improvement of its internal administrative system, academic programmes, physical infrastructures and the quality of education. The college has already been managing and practicing many things which the graduates have pointed out during this study. However, the college regards that the following issues should be sincerely dealt with in order to enhance the quality of education in the college:

- a. Launching various activities for upliftment of EDJ and socially unprivileged graduates.
- b. Creating sound and competitive environment for motivating the participation of the faculty and students in research and creative activities and inculcating social service motive in them.
- c. Encouraging productive, mutually beneficial collaborations between faculty and students.
- d. Forming a strong research team involving both faculty members and students in order to carry out at least one research work annually, to trace the pass-out students and to regularly collect their valuable feedbacks.
- e. Strengthening support to the faculty and the students for conducting researches and publishing research articles or journals at least one each year.
- f. Implementing new programs to strengthen the capacity of students, faculty and staff.
- g. Increasing the students' participation in different local, regional, national and international sports activities.

APPENDICES:

- 1. Decision regarding Tracer Study Task Team Formation**
- 2. Graduate Namelist**
- 3. Transcripts**
- 4. Tracer Study Forms**