

REPORT ON ANALYSIS OF PROGRESSION TO HIGHER EDUCATION AND EMPLOYMENT DURING THE LAST FIVE YEARS CONDUCTED BY IQAC

Introduction

The Internal Quality Assurance Cell (IQAC) of MES Asmabi College conducted an analysis of the progression to higher education and employment among the pass-out students over the past five academic years. This analysis aims to provide insights into the trends and patterns of students' transitions to further education and employment and the attainment of learning outcomes of the programmes offered by the institution.

YEAR-WISE PROGRESSION TO EMPLOYMENT

YEAR	STUDENTS PROGRESSED TO EMPLOYMENT
2018-19	92 students
2019-20	110 students
2020-21	106 students
2021-22	112 students
2022-23	80 students

YEAR-WISE PROGRESSION TO HIGHER EDUCATION

YEAR	STUDENTS PROGRESSED TO HIGHER EDUCATION
2018-19	127 students
2019-20	218 students
2020-21	186 students
2021-22	221 students
2022-23	220 students

Progression to Employment

There is a fluctuating trend observed in the progression to employment over the years. While there was an increase from 2018-19 to 2019-20, followed by a slight decrease in 2020-21, the numbers surged again in 2021-22 before experiencing a drop in 2022-23.

The highest number of students progressed to employment was observed in 2021-22 (112 students), followed closely by 2019-20 (110 students).

The lowest number of students progressed to employment was recorded in 2022-23 (80 students), indicating that it will take time to progressed to the employment as the data reporting tim is very near to the pass out of the students. However, potential area for further investigation into the reasons behind this decline will also be considered.

The above findings suggests that the lowest number of students transitioning to employment was observed in 2022-23, with only 80 students making this transition. The interpretation highlights two key points:

Time lag in Employment Progression: The data reporting time is close to the students' graduation, indicating that it might take some time for students to secure employment after completing their studies. This delay could be due to various factors such as job market conditions, recruitment processes, or individual career choices.

Need for Further Investigation: Despite acknowledging the time lag, the paragraph also underscores the importance of investigating the underlying reasons for the decline in employment progression.

Progression to Higher Education

In contrast to the fluctuating trend in progression to employment, the progression to higher education has shown a more consistent increase over the years. There is a steady rise observed from 2018-19 to 2021-22, with the highest number of students progressing to higher education recorded in 2021-22 (221 students). Although there was a marginal decrease in 2020-21, the overall trend indicates a positive inclination towards higher education among the pass-out students.

Conclusion

The analysis conducted by IQAC sheds light on the progression of pass-out students to higher education and employment. While there is a need to address the decline in the progression to employment observed in 2022-23, the consistent increase in progression to higher education reflects a positive trend. Further research and interventions may be necessary to understand the factors influencing students' transitions and to enhance support mechanisms for both employment and higher education opportunities.