TRACER STUDY REPORT ON
COLLEGE GRADUATES 2018

Madan Bhandari Memorial College

New Baneshwor, Kathmandu

Submitted to

University Grants Commission

Sanothimi, Bhaktapur

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Acknowledgments

Executive Summary

The study reveals that the college is middling successful in imparting quality education helping improve the college graduates' skills, expertise, and intellectual growth. This fact is also proven by the approval ratings of college facilities by graduates. The study reveals that about fifty percent of graduates are unemployed, among these most of them belong to the BScCSIT program. However, BA and BBS are slightly better off than the BScCSIT graduates. Following a similar trend, the data on further studies aspect shows the majority of graduates have been either unsuccessful or unwilling to pursue further studies. In this category also a significant number of BA and BBS graduates are pursuing further studies while the overwhelming number of BScCSIT graduates decline to study further.

The study shows a few depressing results concerning the quality and relevance of the academic of the college for enhancing graduates' professional and personal development. A majority of graduates whether they studied the technical course, i.e., BScCSIT, or non-technical ones, are middling happy at the course they studied at the college. However, the graduates of BA and BBS are found to be more satisfied than the graduates of BScCSIT. Female graduates are found more satisfied than male graduates on the quality and relevance of an academic program at the college.

Lastly, the data on students' satisfaction ratings on the library, lab, canteen, toilet, and other facilities shows that the majority of graduates show middling satisfaction to such facilities. Thus, the college needs to launch an appropriate number of reform programs.

Tracer Study Team

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Abbreviations

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
BEd	Bachelor of Education
BScCSIT	Bachelor of Science in Computer Science and Information Technology
ECA	Extra-Curricular Activities
ECA	Extra-Curricular Activity
EDJ	Educationally Disadvantaged Janajatis
FM	Frequency Moduled (Radio)
HERP	Higher Education Reform Projects
LOI	Letter of Intent
MA	Master of Arts
MBM	Madan Bandari Memorial (College)
MBMC	Madan Bhandari Memorial College
QAA	Quality Assurance Accreditation
SAT	Self-Assessment Team
UGC	University Grants Commission

1. Introduction

1.1 Background

Madan Bhandari Memorial College, a non-profit academic institution, was established in 2001 by Madan Bhandari Foundation to materialize the academic vision of the People's Leader Madan Bhandari. In contrast to numerous commercial colleges across the country, the college imparts quality education at an affordable fee structure and aims to transform itself into a center of academic excellence. The enrollment of students from almost all the districts of the country makes it a truly national college. It has been running Graduate and Master level programs in its building at new Baneshwor, Kathmandu. It has been selected for HERP and moving further for the QAA process and already been selected for LOI. It has been working on other programs of UGC for the quality improvement and further enhancement of quality assurance. It is committed to impart quality education internalizing its academic as well as social responsibility.

1.2 Objectives

The major objectives of this Tracer Study are to identify the

- marketable expertise and intellectual growth of college graduates.
- strengths and weaknesses of the college.
- appropriate steps to be taken to mitigate the weaknesses and enhance the quality standards of the college.

1.3 Institutional Arrangements for Tracer Study

1.3.1 Formation of Committee

The college conducts the tracer study of its graduates every year. This year, the Campus Chief formed a 7-member tracer study committee under the coordination of Ms. Niruja Phuyal, who is also the Coordinator of all academic programs affiliated to Tribhuvan University (TU), on 3 March 2019. The committee conducted the study for three months and submitted its report to the Campus Chief on 2 June 2019. The committee members were as follows:

Coordinator	Niruja Phuyal, Coordinator, University Programs
Member	Hari Chand, Coordinator, SAT
Member	Kamal Neupane, Director, +2 Programs
Member	Arun Sharma, Director, BCA Program
Member	Poshan Niraula, Coordinator, EMIS Section
Member	Shobakar Bhandari, Lecturer in English

Member   Santosh Thapa, Office Assistant, Administration Section

1.3.2 Work Division of Committee Members

The meeting of the committee on 4 March divided the job responsibilities of the tracer study among the members. The work division was as follows:

Member	Responsibility
Niruja Phuyal	overall coordination, facilitation
Hari Bahadur Chand	data analysis, report writing
Kamal Neupane	documentation, data collection
Arun Sharma	technical assistance for data analysis
Poshan Niraula	technical assistance for documentation and data analysis, data collection
Shobakar Bhandari	preliminary report writing
Santosh Thapa	data collection about graduates

1.3.3 Committee Meetings

The committee had conducted regular discussion sessions and formal meetings. The meetings sorted out all issues concerning the study and took up crucial decisions to accomplish the study. The minutes of the meetings have been included in Annex 2.

1.4 Graduate Batch Taken for Study

The students who completed their graduation in 2018 were taken for the study. The committee aimed to study all 82 graduates but could not establish contacts with 14 graduates. Thus, the committee conducted a study of 68 graduates' current status and perspective. The term status refers mainly to employment and further study status of the graduates whereas the term perspective implies the graduates' perspective toward the academic and non-academic facilities provided to the students at the college.

1.5 Data Collection

1.5.1 Primary and Secondary Data

This study employs primary and secondary data. The primary data were collected by using a questionnaire, which includes a graduates' personal information, employment information, evaluation of the college and its programs, and further study status. The secondary data include

graduates' academic and non-academic information recorded at the college. Such data are mainly retrieved from the Exam, EMIS, ECA sections of the college.

1.5.2 Instruments of Data Collection

The questionnaire is the key instrument for the data collection, and the type of questions included in it reveals the approach of data collection. In addition to the questionnaire, computers, telephones, software for gathering and processing the collected data can also be taken as instruments. Moreover, the questionnaire is a combination of questions eliciting quantitative and qualitative data. To be more precise, the data collected through a questionnaire consist mainly of quantitative data but it also includes some points for eliciting qualitative data as well. For instance, Question D and E elicit the subjective response of the graduates. The Question D demands a graduate's suggestions and/or recommendations for the betterment of your institution, and Question E solicits the graduate's probable contribution/s to the institution for its betterment. Similarly, Question B 2.12 also seeks the open-ended response of the graduate. Thus, the instrument and approach of data collection adopt a holistic method combining verifiable and subjective information from the graduates.

1.6 Scope and Limitations of Study

This study aims to identify the quality of education imparted by the college and its impact on the lives of graduates. To accomplish this aim, the study has identified some good insights about the academic quality and the quality of other resources available at the college. Such insight indicates the scope of this study. The quantitative and qualitative responses of the graduates can elicit some good decisive response from the college, thereby establishing the college as an excellent academic institution. However, the study has some limitations as well. Although this study includes the majority of the graduates graduating in 2018, they are a small part of the students studying at the college. The study is based on 68 graduates of the college while there are 691 students (2019 intake) are studying at the college. While the perspectives and experiences of 68 graduates remain valuable, they may not be equally applicable to all the students studying at the college. Similarly, the questionnaire is largely inclusive, but they may not be all exhaustive and exact in terms of eliciting a precise response. Some quantitative questions may lead to misperceptions and misrepresentations. For instance, canteen facilities and its food and services may be good in general but a graduate may dislike them all or may give low markings for such services owing to his differing cultural background and understanding. Thus, the results and outcomes of the study may not fully reflect the quality and status of the college, and its implications

may not be fully applicable to the marketable expertise and intellectual growth of the future graduates of the college.

2. Data Analysis

2.1 Method

The analysis of data is made by recording the number of graduates on a particular questionnaire asked to elicit a response on a particular topic. As the respondents were only 68, the study placed the numbers of responses in the form of tables and then converted into bar charts to view general trends and particular tendencies. The number of graduates is used to draw inferences about the institutional strength, weaknesses, and probable response of the college administration. The analysis of data entails descriptions of trends and the explanations of reasons behind such trends. An overarching method of analysis comprises of three parts: the presentation of data, analysis, and inferences, and probable steps for enhancing the quality standards of the institutional services and facilities. The data is presented in the form of bar diagrams dealing with different study topics. The analysis and inference part tacitly discusses the probable reasons behind the type of data that has emerged during the study. The major findings and probable institutional responses to the findings are dealt with in separate sections in this report.

2.2 Analysis of Categories

2.2.1 Number of Graduates

Description of Data. In 2018, altogether 82 students earned their graduation from college. The general trend of students studying higher education in this college shows that Bachelor of Arts rates the highest popularity and graduate numbers; it is closely followed by Bachelor of Business Studies. BScCSIT graduates occupy the third position in terms of graduate numbers. Among all graduate and post-graduate programs, BEd ranks the lowest in terms of popularity and graduate number. Table 1 shows this trend.

Table 1

Total Number of Graduates

Program	Total Graduates
BBS	27
BA	31
BEd	1
BScCSIT	21
MA JMC	2
Grand Total	82

Inferences. The ratio of graduates from different degrees may have several reasons. The Bachelor of Arts seems to be the most popular, but the intake number of students may be different. The graduates in BScCSIT rank the third position, but the pass percentage of students may be

better than in BA. However, the college may have appropriate actions to improve the quality of pedagogy to increase popularity and graduate number in less popular programs and enhance in that of popular ones.

2.2.2 Male and Female Graduates

Description of Data. In 2018, the ratio of male and female graduates appears very competitive. Out of 82 graduates from the college, 39 are males and 32 are females. Although male graduates form a majority, the presence of female graduates is particularly remarkable (see Figure 1). In recent years, the number of female students is not only increasing but also securing graduation.

Figure 1
Total Male and Female Graduates
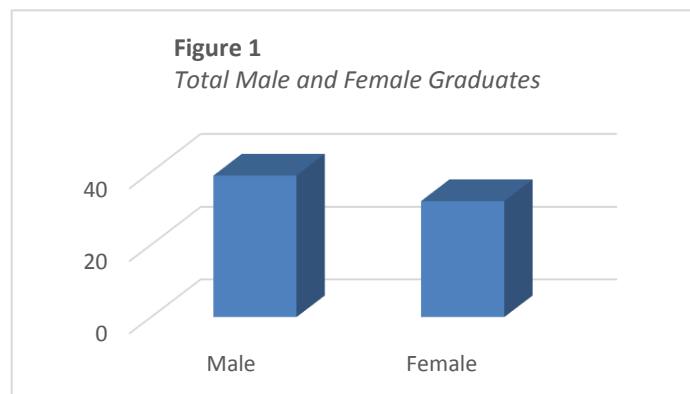
Inferences. The choice of the subject of male and female students also seems to play a role in the number of graduates. A high percentage of female graduates have shown the propensity of choosing a course in Humanities and Social Sciences. Not only this, but the number of female graduates has also proved the majority in BA while remaining in competitive terms in all other Bachelor's and Master's Degree courses (see Figure 2). Another factor for a high number of success of female graduates is the favorable ambiance for female students at the college. Figure 3 also shows that the Master's Degree graduates from an insignificant part of total graduates.

Figure 2
Male and Female Graduates With Degree
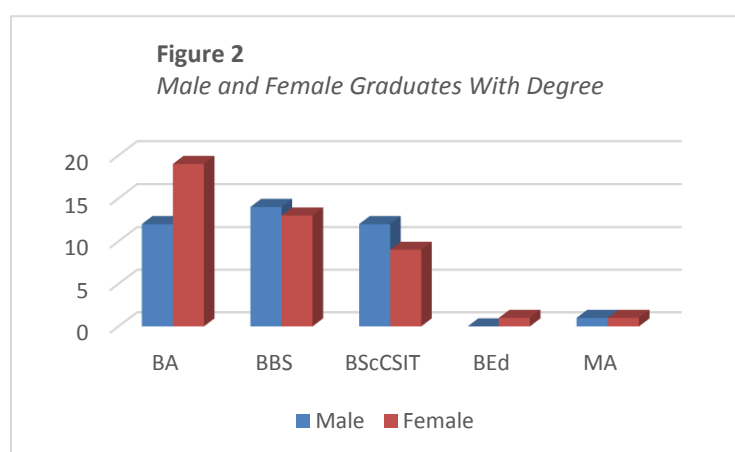
2.2.3 Ethnicity of Graduates

Description of Data. The data on the ethnicity of the graduates shows the predominance of the graduates belonging to 'Other' ethnicity when compared to Educationally Disadvantaged Janajati (EDJ) and Madhesi ethnicities. Out of 82 graduates, 72 were from 'Other' ethnicity while only five were from Madhesi and four were from EDJ ethnicities. The ratio of the ethnic background of the graduates is almost similar across all degrees like BA, BBS, and BScCSIT.

Table 2
Ethnicity of Graduates

Degree	EDJ	Madhesi	Others
BA	2	2	27
BBS	1	2	24
BScCSIT	1	0	20
BEd	0	1	0
Total	4	5	73

Inferences. Many inferences can be drawn from the data on the ethnic composition of graduates in 2018. Although the majority of students of the college come from different parts of the country, few students from disadvantaged ethnicities come to join this college. One reason may

be the minority status of these ethnicities in terms of population. Other factors may include the fee structure, scholarship schemes, and the location of the college. The college needs to launch studies on this topic and take up policies to entice students of these ethnicities.

2.2.4 Employment Status of Graduates

Description of Data. The data on the employment status shows that 'Unemployed' graduates outnumber the other two categories; 'Employed' and 'Self Employed'. Out of 68 responding graduates, 31 are unemployed while 26 are in service and 11 are self-employed. Among the employed graduates 17 are females and only 9 are males. Likewise, 20 female graduates are unemployed while 11 males are outside service. Moreover, 14 graduates' employment status remains unknown (see table 3). The data also shows that the majority of employed and self-employed graduates are from BA and BBS and very few BSc CSIT graduates are either employed or self-employed (see Table 4).

Table 3
Employment Status by Male and Female

Categories	Total	Male	Female
Employed	26	9	17
Self Employed	11	8	3
Unemployed	31	11	20
Unknown	14	11	3

Inferences. The data on the employment status of graduates in 2018 reveals that the ratio of job seekers is greater among female graduates than that of male ones. It shows more male graduates are encouraged towards entrepreneurship. Likewise, the general course graduates are more successful in their placement and entrepreneurship than the applied course graduates. It implies that the nature of a degree is not only sufficient to guarantee a job.

Table 4
Employment Status by Degrees

Categories	Total	BA	BBS	BEd	BSc CSIT	MA
Employed	26	14	8	0	3	1
Self Employed	11	4	2	1	4	0
Unemployed	31	12	10	0	8	1
Unknown	14	1	7	0	6	0

2.2.5 Further Study Status of Graduates

Description of Data. The data on further studies aspect shows the majority of graduates have been unsuccessful to go for further studies. The study has found that out of 82 only 27 graduates have been studying further. A total of 14 graduates' status has been unknown. Among them 11 are males (See Table 6). Moreover, the ratio of graduates going for further studies is declining across all the degrees like BA, BBS, and BSc CSIT. Out of 27, 20 BA graduates, 5 BBS graduates and only 2 BSc CSIT graduates have gone for further studies so far and no MA graduate has applied for further studies(see Table 8).

Table 5

Further Studies Status

Categories	Total	Male	Female
Yes	27	8	19
No	41	20	21
Unknown	14	11	3

Table 6

Further Studies Status

Categories	BA	BBS	BEd	BSc CSIT	MA	Total
Yes	20	5	0	2	0	27
No	10	15	1	13	2	41
Unknown	1	7	0	6	0	14

Inference. The data on further studies concludes that applied course graduates are either not interested or they are simply unsuccessful to go for further studies. It also infers that a large number of female graduates have gone for further studies as a result of women empowerment policy adopted by the government of Nepal. Similarly, the data foreshadows the need for revisiting the BSc CSIT curriculum and find the reason why the graduates are discouraged to go for further studies.

2.2.6 Graduates' Advice to College

Description of Data. The general trend of graduates' advice shows that a large majority of graduates find the college deficient in many aspects and advice to bring about changes in them. A large number of the graduates' advice the college to improve the management system of the college while a small number of them feel that the college is managed well. Out of 68 responding graduates, 20 graduates want improvement in the management system; however, only 5 graduates termed the management system of college as good. The number of graduates advising to improve

the college management system is closely followed by the number of graduates advising to focus on career counseling for students. That is, 18 students advised the college to operate career counseling programs to increase the marketability of graduates' skills. Similarly, a significant number of graduates advised the college to run technical academic programs. some 10 graduates advised the college to run such programs. Some 4 graduates also advised the college to conduct research activities and seminars on relevant issues. Similarly, 4 graduates advised the college to improve the quality of student-teacher interaction, 3 graduates advised to improve ECA programs, and 4 graduates declined to provide any advice to the college (see Table 3).

Table 7

Ethnicity of Graduates

Conduct research and seminar	4
Focus on career counseling	18
Good management	5
Improve ECA programs	3
Improve student-teacher interaction	4
Improve management system	20
Run technical academic programs	10
No comment	4

Inferences. It is clear to see that a large majority of graduates (20) are some way unhappy with the college and its systems. When about one-third of all graduates demand the systemic reformation of the college, they might have encountered some problems in those specific areas. The most frequently connected branches of the college besides classrooms are the front offices and other areas. The foremost front offices include Reception, Accounts Section, Exam Section, ECA Section, Coordinator and Director's offices, and Canteen. Most probably, these branches of the college may have a deficiency of some sort and the college needs to address them. The second-largest number of graduates' (18) demand for career counseling may be triggered by their difficulty to get a suitable job after graduation. This probable experience of graduated may be connected with the feelings of the third major category of graduates advising to operate technical academic programs at the college. Probably being in a state of joblessness or being dissatisfied with their academic degree they may have advised the college to run such programs. In short, the college may have improved many systemic, academic, and co-curricular aspects to earning the satisfaction of future graduates.

2.2.7 Relevance of Academic Program to Students' Professional Career

Description of Data. Out of 68 graduates, a majority of students showed middling satisfaction at the academic course that they studied at the college. In a range of 0–5-star scale for measuring graduates' satisfaction of their chosen course, some 24 students leveled three stars upon five stars. A slightly smaller, i.e., 20, graduates gave four stars, and only 9 graduates gave five stars to the academic subject that helped them towards a career job. A small number of graduates either declined to mark any star or gave one star (see Figure 3).

Figure 3
Relvence of Academic Program to Students' Professional Career
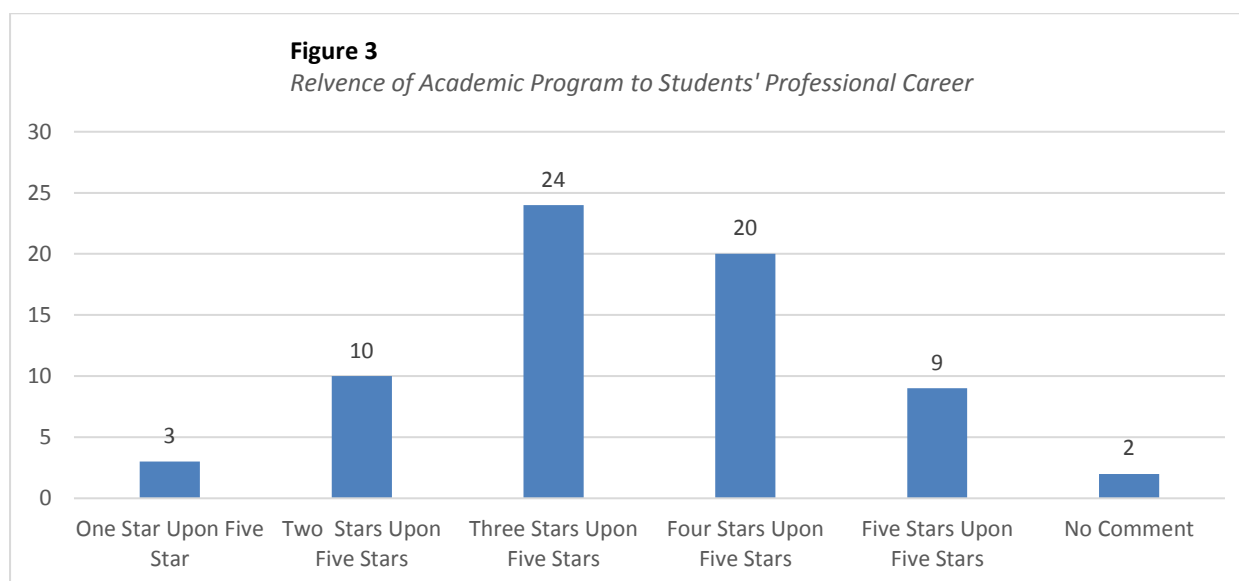
Inferences. The analysis of the relevance of an academic program to students' professional career shows that the graduates middling happy at the course they studied at the college. These graduates consist of both technical and non-technical courses. The reasons behind such mediocre satisfaction over the academic course may be caused by several factors: availability of lucrative jobs at the national job market, quality of education imparted at the college, or the individual shortcomings of graduates themselves.

2.2.8 Graduates Perspectives on Co-Curricular Activities

Description of Data. Out of 68 graduates, a majority of students showed middling satisfaction over co-curricular activities at the college. In a range of 0–5-star scale for measuring graduates' satisfaction of their chosen course, some 22 students leveled three stars upon five stars. A slightly smaller, i.e., 20, graduates gave four stars, and only 8 graduates gave five stars to the academic subject that helped them towards a career job. A small number of graduates either declined to mark any star or gave one star (see Figure 4).

Figure 4
Graduates Perspectives on Co-Curricular Activities
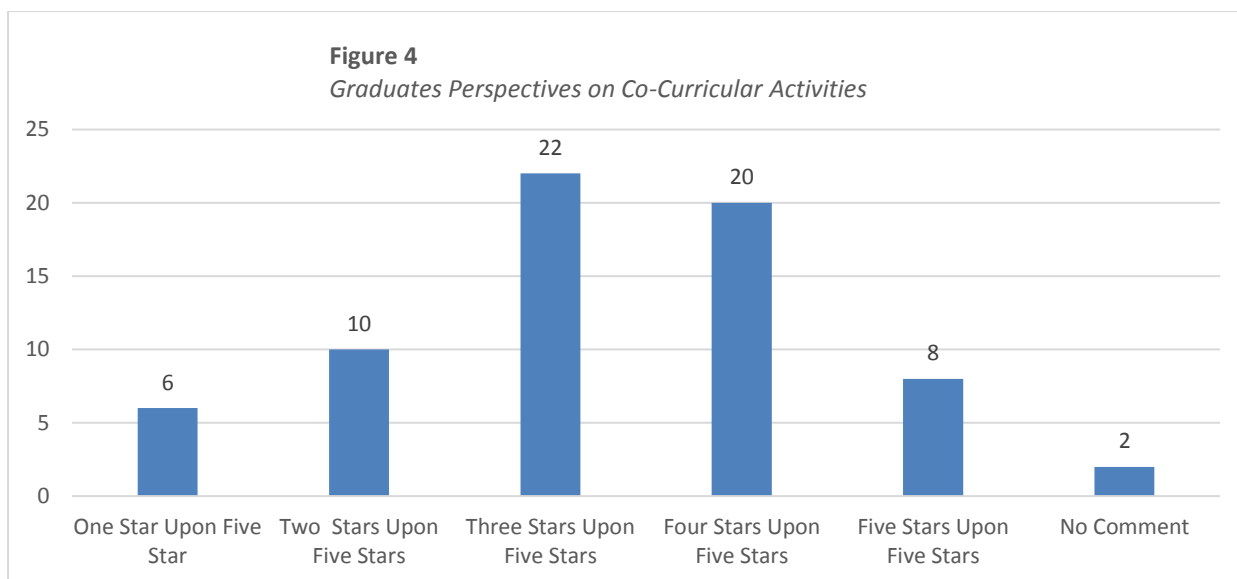
Inferences. The analysis of graduates' responses to co-curricular activities at the college shows that a majority of graduates have middling satisfaction. Although the college conducts many activities throughout the year, the graduates are probably unhappy at the way such programs are conducted, or they not have found the sports of their choice. Alternatively, they may be expecting many more such activities at the college. Thus, the college needs to pay attention to these and such other aspects while planning, organizing, and evaluating such activities.

2.2.9 Problem Solving Activities

Description of Data. The college graduates of 2018 show their overwhelming satisfaction at the problem-solving activities conducted at the college. Almost one-third of all graduates, i.e., 19, has marked five stars in this category. Similarly, about one-third of graduates have shown their satisfaction with four stars and three stars in each category. A small number of graduates probably have shown their dissatisfaction and/or apathy by marking nominally one star or declining any comment at all (see Figure 5).

Figure 5
Problem Solving Activities at College
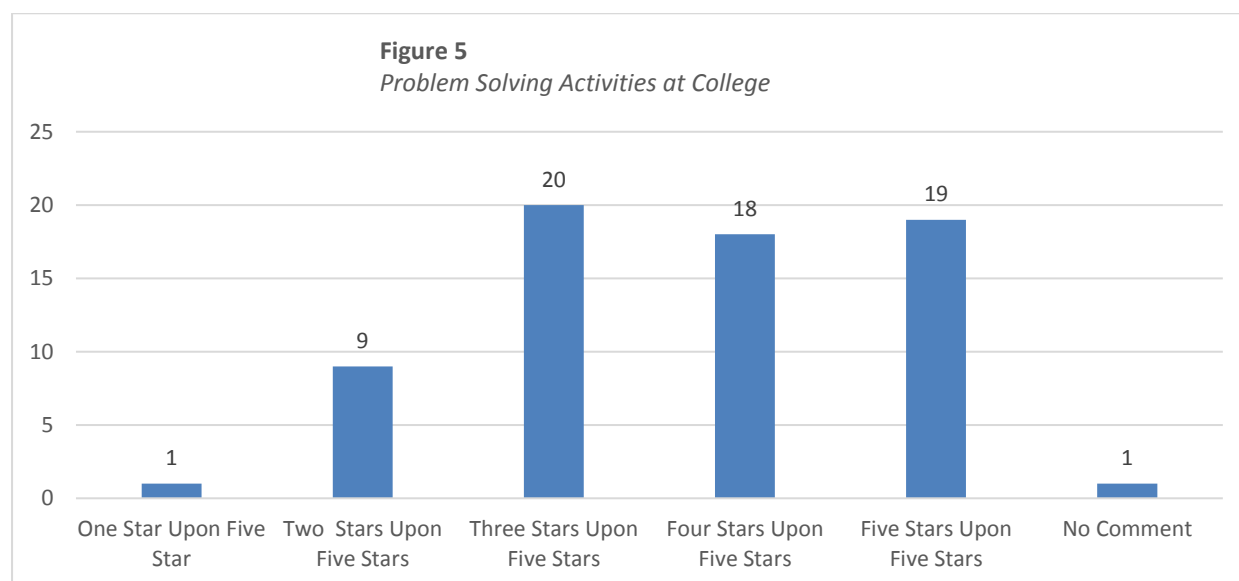
Inferences. The college may take satisfaction at its initiatives for establishing a tradition of solving students' problems. Such a solution to problems may indicate pedagogical activities, personal care and service to students, and/or counseling them at the time of need at the college. Thus, the college needs to keep this service up and think also about new measures for new problems that may arise in the future.

2.2.10 Job placement and Internship

Description of Data. A majority of graduates seem to be satisfied with the job placement service and internship facility provided by the college. About one-third of the graduates have marked four stars to show their satisfaction with such facilities of the college. The same number of graduates has marked three stars. The fair number of graduates, i.e. 9 graduates in each category, have marked five and three stars. An insignificant number of graduates have either declined to comment or marked simply a star. Thus, the graduates seem to have middling or even better satisfaction over job placement services and internship mediation conducted by the college (see Figure 6).

Figure 6
Job placement and Internship

Category	Value
0 Star Upon Five Stars	2
One Star Upon Five Star	7
Two Stars Upon Five Stars	9
Three Stars Upon Five Stars	20
Four Stars Upon Five Stars	20
Five Stars Upon Five Stars	9
No Comment	1
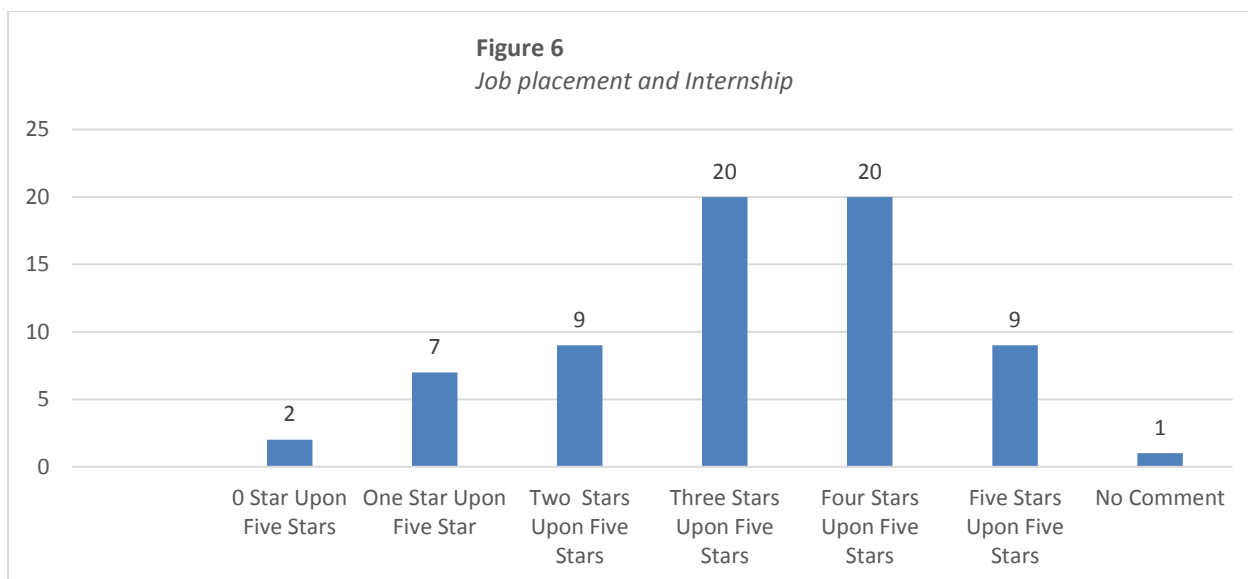
Inferences. The graduates' increasing satisfaction at the job placement initiatives operated by the college. These figures probably are the results of the internship initiatives taken by the college. Some subjects like journalism, social work, or other courses in the management studies require or may entail internships. However, the college does not have job placement or industry-college partnership. If the college establishes and operates such cells, this may increase such satisfaction of graduates.

2.2.11 Technical-Learning Environment

Description of Data. A majority of graduates show middling or better satisfaction at the technical-learning facility provided by the college. About half of all graduates have marked four stars to show their satisfaction with such facilities at the college. The second-largest number of students have marked three stars to such facilities at the college. The one-fifth of all graduates i.e. 14, marked five stars to the facilities, thereby indicating their satisfaction. An insignificant number of graduates have either declined to comment or marked simply a star. Thus, the graduates seem to have middling or even better satisfaction in the technical-learning environment at the college. (see Figure 7).

Figure 7
Technical-Learning Environment
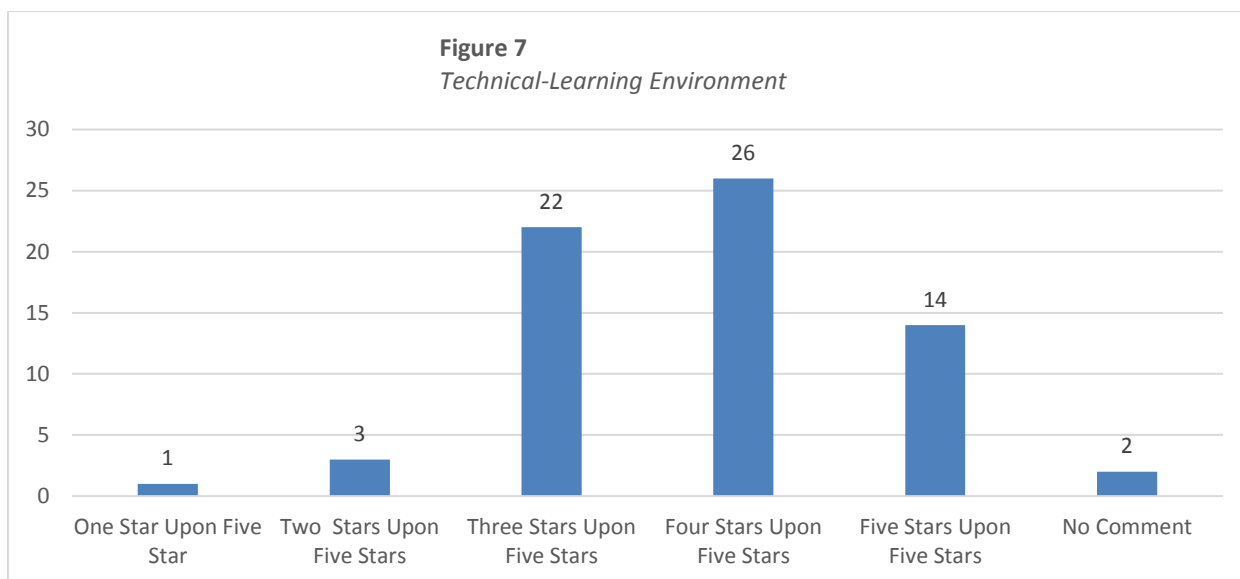
Inferences. The graduates' happiness over technical learning facilities at the college should encourage the administration. One reason for this increasing satisfaction of graduates may be the large number of computer facilities established by the college for fulfilling the requirements for the technical courses like BScCSIT, BCA. and Computer Science courses. Another reason is that college has installed multimedia projectors, large TV screens, and CCTV systems in a majority of classrooms. Future graduates may experience even better technical facilities and the college may enhance the quality of learning. Thus, the technical-learning environment may increase the satisfaction of both students and teachers at the college.

2.2.12 Quality of Education

Description of Data. A majority of the college graduates in 2018 are generally satisfied with the quality of education imparted by the college. An overwhelming number of all graduates, i.e., 31 out of 68, have marked four stars to show their satisfaction at the quality of education provided by the college. The second-largest number of graduates, i.e., 15, have marked three stars to such quality. The third-largest number of graduates, i.e., 12, marked five stars to the educational quality at the college. A small number of students have either declined to comment or marked simply a star. Thus, the graduates seem to have better than middling satisfaction at the quality of education at the college (see Figure 8).

Figure 8
Quality of Education Delivered
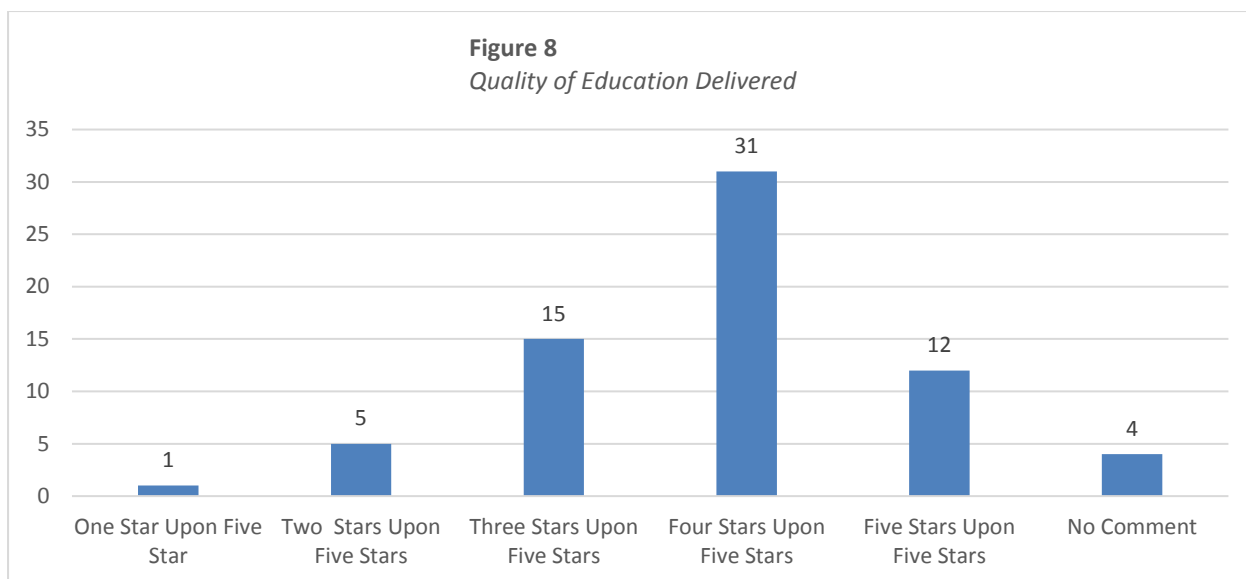
Inferences. The analysis of the data reveals that the graduates, in general, are assured of the quality education being provided by the college. This may be the result of initiatives of the college to enhance quality education. The other factors that might have assured graduates of educational quality relate to experienced faculties, spacious classrooms, good and strong college-building, spacious premises, and the potentiality of institutional growth. Thus, the has to implement all quality enhancing policies adopted by the College Management Committee, thereby ensuring the satisfaction of the future graduates of the college.

2.2.13 Teacher-Student Relationship

Description of Data. The data on students' satisfaction ratings on teacher-student relationship shows that this aspect is most satisfying for an overwhelming majority of the graduates. More than one-third of all graduates, i.e., 24 out of 68, have marked five stars to show satisfaction in their relationship with teachers. The second-largest number of graduates, i.e., 20, have marked four stars to such a relationship. The third-largest number of graduates, i.e., 17, marked three stars to the student-teacher relationship. A small number of students have either declined to comment or marked merely two stars. Thus, the graduates seem to be elated with their teachers at the college. (see Figure 9).

Figure 9
Teacher-Student Relationship
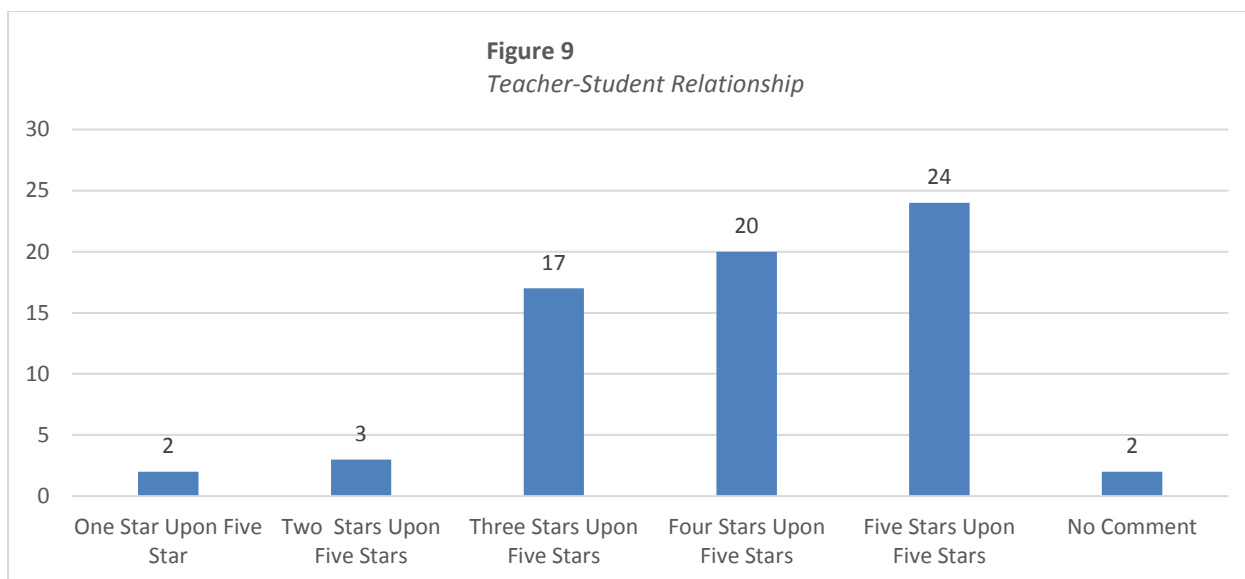
Inferences. The analysis of the data on teacher-student satisfaction ratings of students reveals that most graduates are very happy at the humane and cordial behavior of teachers at the college. Many factors may have influenced this perception of students. First, the college has established a long tradition of student counseling; teachers are asked to maintain a familial type of behavior toward students. Second, the personal care of students can be another instrumental thing behind such a perception of students. Third, teachers involve their students in several activities, excursions, and researches in a friendly manner. So, the college may keep up the spirit of student service.

2.2.14 Library Facility

Description of Data. The data on students' satisfaction ratings on library facilities at the college shows that the facility is providing middling satisfaction to graduates. More than one-third of all graduates, i.e., 25 out of 68, have marked three stars to show middling satisfaction with this facility. The second-largest number of graduates, i.e., 19, has marked four stars to this facility. The third-largest number of graduates, i.e., 11, marked three stars. A small number of students have either declined to comment or marked merely five and seven stars. Thus, the graduates seem to be just satisfied with the library facility. (see Figure 10).

Figure 10
Library Facility
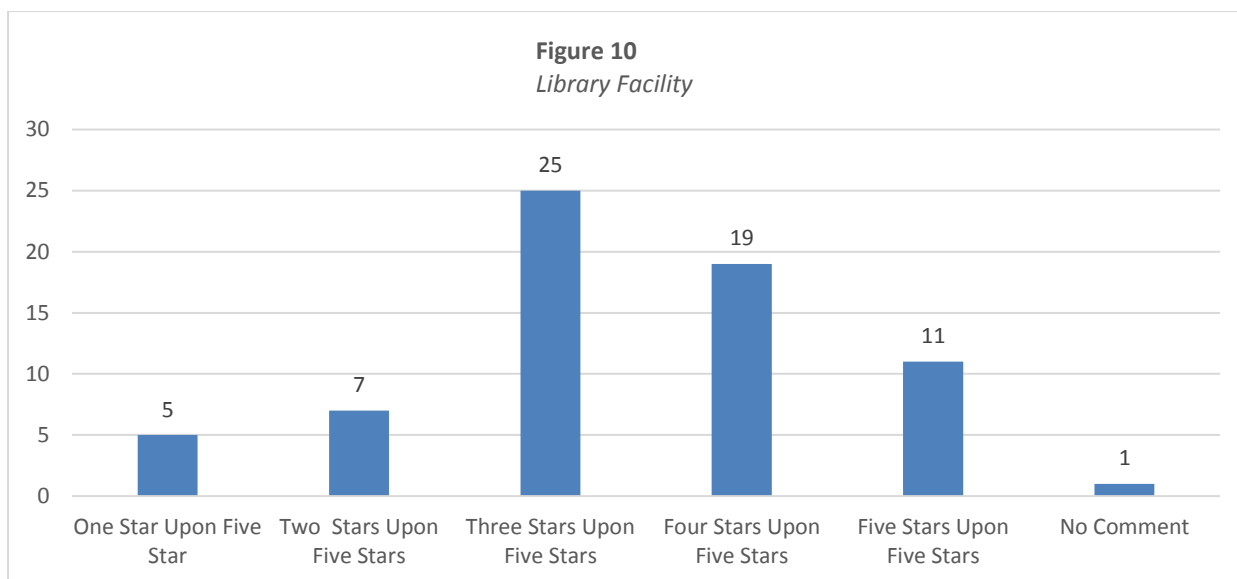
Inferences. The analysis of the data on satisfaction ratings of students in the library facility shows their middling satisfaction. This may not be taken as an encouraging phenomena for students and the college. This may be a result of several factors: first, the library may be lacking several relevant books for students. Second, the service may be inefficient. Third, computers and internet facilities at the library for students may be insufficient. So, the college may pay attention to mend these and other factors.

2.2.15 Lab Facility

Description of Data. A majority of the college graduates are generally satisfied with the quality lab facility at the college. A large number of all graduates, i.e., 19 out of 68, have marked four stars to show their satisfaction at the lab facility provided by the college. The second-largest number of graduates, i.e., 15, has marked five stars to such quality. The third-largest number of graduates, i.e., 14, marked three stars to this facility at the college. The fourth-largest number of graduates, i.e., 8, marked three stars. A small number of students have either declined to comment or marked simply a star or a zero star. Thus, the graduates seem to be largely satisfied with the lab service while a small number of graduates seem to be frustrated with the facility at the college. (see Figure 11).

Figure 11
Lab Facility
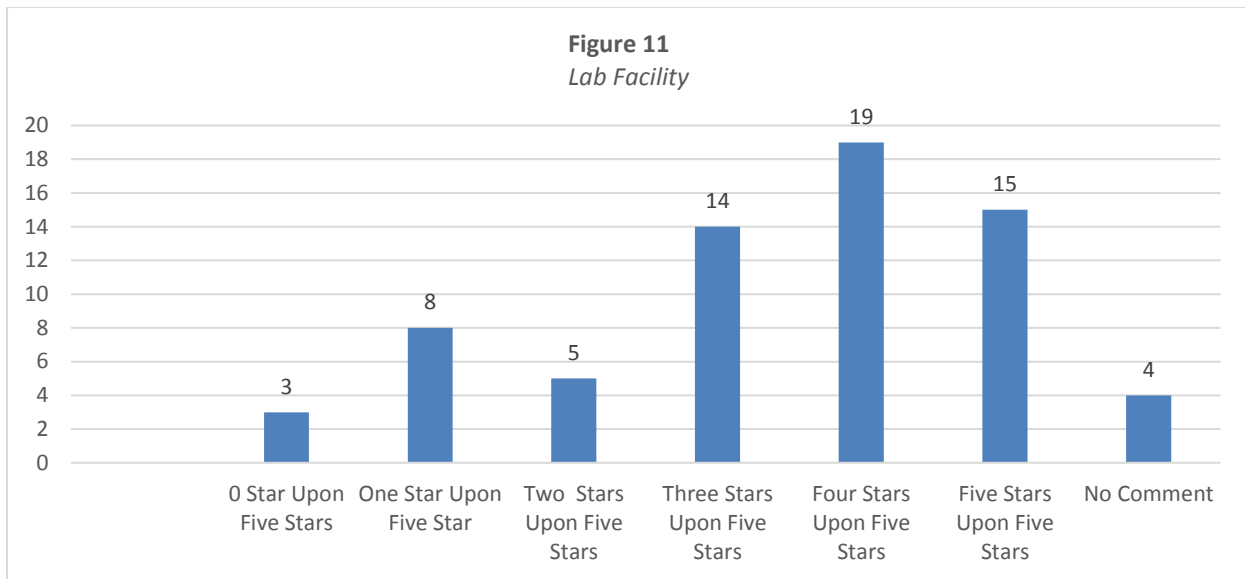
Inferences. The analysis of the data on satisfaction ratings of students on the lab facility shows their middling satisfaction to utmost dissatisfaction. This may be a result of several factors: first, the lab may not be available for students studying certain predominantly theoretical courses. Second, the facility may be available, as the FM Radio, and teachers may be showing their apathy to take all students to such facility. Third, the management of the lab facility may be inefficient. Fourth, the lab facility may be insufficient. So, the college may pay attention to such and other factors.

2.2.16 Sports Facility

Description of Data. A majority of the college graduates are generally satisfied with the quality sports facility at the college. A large number of all graduates, i.e., 19 out of 68, have marked four stars to show their satisfaction at the lab facility provided by the college. The second-largest number of graduates, i.e., 16, has marked five stars to such quality. The third-largest number of graduates, i.e., 10, marked five and three stars respectively to this facility at the college. The fourth-largest number of graduates, i.e., 9, marked one star. A small number of students have either declined to comment or marked a zero star. Thus, the graduates seem to be largely satisfied with the sports facility while a small number of graduates seem to be frustrated with the facility at the college. (see Figure 12).

Figure 12
Sports Facility
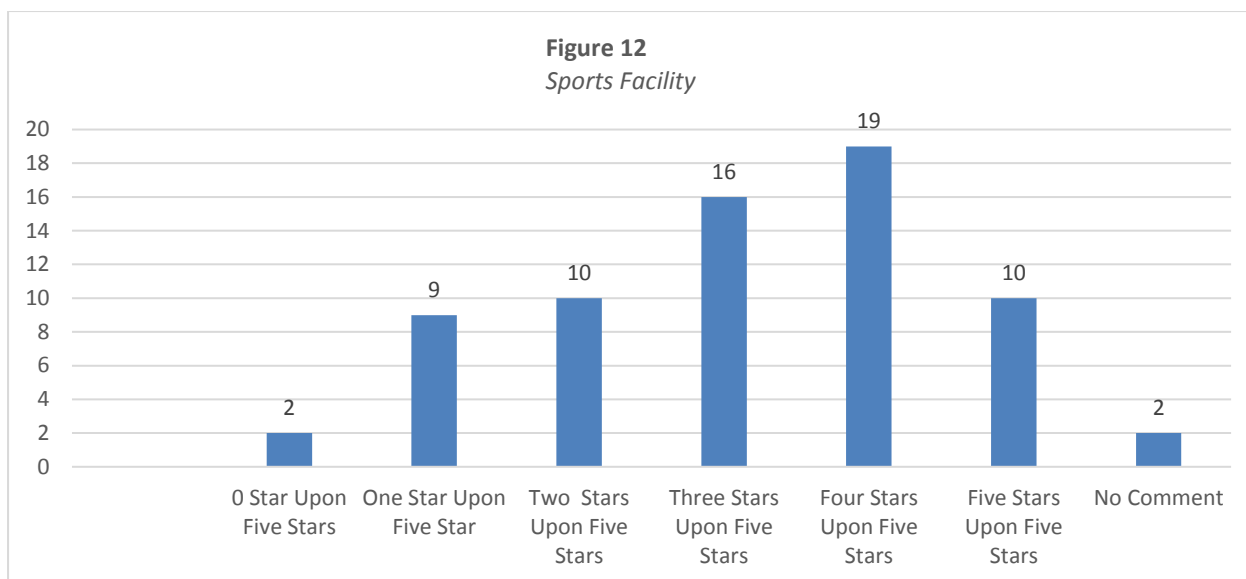
Inferences. The analysis of the data on satisfaction ratings of students on the sports facility shows their middling satisfaction to utmost dissatisfaction. This may be a result of several factors: first, the sports facility may not be available for a certain category or differing physical, mental, and temperamental ability of students. Second, the facility may be available but insufficient. Third, the management of the sports facility may be inefficient. Fourth, the lab facility may be allotted with a low budget. So, the college may pay attention to such and other factors.

2.2.17 Canteen, Toilet, and Other Facilities

Description of Data. The data on students' satisfaction ratings on canteen, toilet, and other facilities at the college shows that the facility is providing middling satisfaction to the graduates. More than one-third of all graduates, i.e., 24 out of 68, have marked three stars to show their middling satisfaction with such facilities. The second-largest number of graduates, i.e., 20, has marked four stars to such facilities. The third-largest number of graduates, i.e., 8, declined to comment. The fourth-largest number of graduates, i.e., 7, was elated with such facilities, thereby marking zero, one and two stars. Thus, the graduates seem to be just satisfied with the canteen, toilet, and other facilities. (see Figure 13).

Figure 13
Canteen, Toilet, and Other Facilities
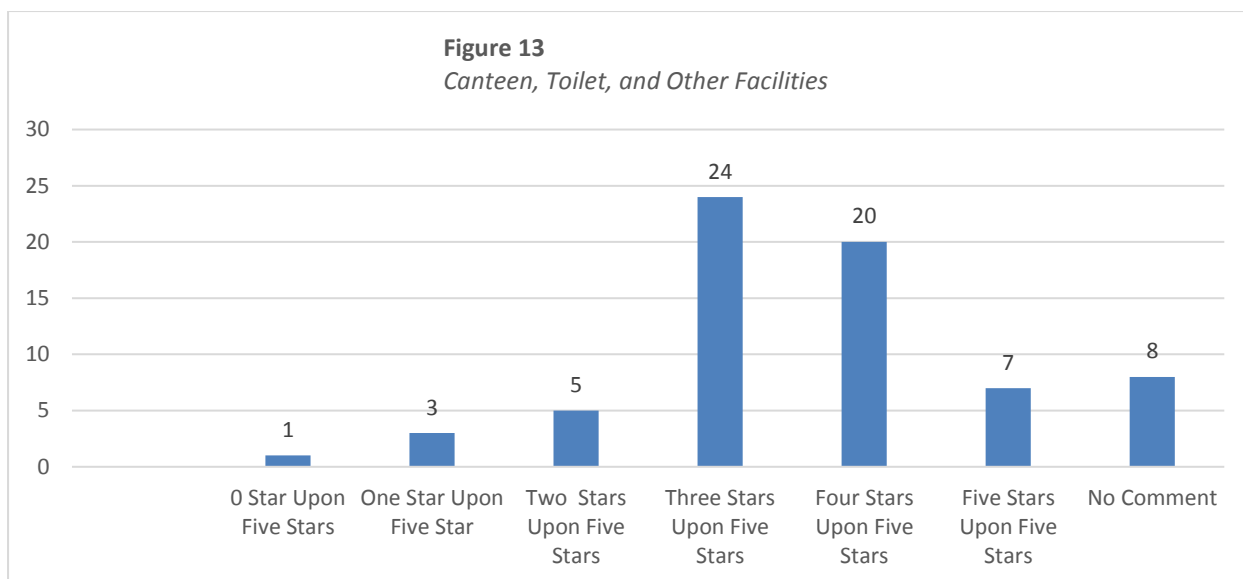
Inferences. The analysis of the data on satisfaction ratings of students on the canteen, toilet and other facilities shows their middling satisfaction to utmost dissatisfaction. This may be a result of several factors: first, the canteen, toilet, and other facilities may not be available for a certain category or differing physical, mental, and temperamental ability of students. Second, such facilities may be available but insufficient. Third, the management of the facilities may be inefficient. So, the college may pay attention to such and other factors.

3. Major Findings

3.1 Employment and Further Study Status

Employment. The study reveals that about fifty percent of graduates are unemployed. Contrary to general expectations, the majority of employed and self-employed graduates are from BA and BBS and a large majority of BScCSIT graduates are unemployed.

Further Study. The data on further studies aspect shows the majority of graduates have been either unsuccessful or unwilling to pursue further studies. Among the graduates pursuing further studies belong to BA and BBS degrees while most of the BScCSIT graduates decline to study further.

3.2 Quality and Relevance of Programs to Graduates' Professional and Personal Development

A small number of graduates feel that the quality and relevance of education at the college are satisfactory and have helped in their professional life and personal intellectual growth. A majority of graduates are middling happy at the course they studied at the college. These graduates consist of both technical and non-technical courses. The graduates of BA and BBS are found to be more satisfied than the graduates of BScCSIT. Female graduates are found more satisfied than male graduates on the quality and relevance of an academic program at the college.

3.3 Library, Lab, Canteen, Toilet, and Other Facilities

- The data on students' satisfaction ratings on library facilities at the college shows that the facility is providing middling satisfaction to graduates.
- The majority of the college graduates are generally satisfied with the quality lab facility at the college
- The majority of college graduates are generally satisfied with the quality sports facility at the college.
- The data on students' satisfaction ratings on canteen, toilet, and other facilities at the college shows that the facility is providing middling satisfaction to the graduates.

4. Implications to Institutional Reform

- Since a remarkable number of graduates are unemployed, the institution can establish incubators where the intern students can be trained either for jobs or entrepreneurship.

- A notable number of graduates have been unable to go for further studies implies the need for a counseling desk in the college so that the students can be guided and encouraged to seek further degrees.

- The institution should introduce more scholarship policies and schemes so that students from the marginalized and disadvantaged community can be attracted.

- The majority of students are demand to enhance the sports facilities. To address their demands, the college administration should pay their attention.

- Many graduates have highlighted the need to focus on the college management system, the institution can improve the service of units, that are directly linked with students, like Reception, Cash and Program Departments.

- To address the demand for technical academic programs from students, the institution can run non-credit courses to facilitate and train students with modern skills and knowledge.

- The college can endow the Research Management Cell with adequate resources so that research and seminar activities can be conducted periodically that will embrace the students' need for research skills

5. Conclusions and Recommendations

Conclusions. The study reveals that the college is successful in imparting quality education that has helped improve the college graduates' skills, expertise, and intellectual growth. This fact is corroborated by the high employment rates of graduates. It is also revealed that the graduates are largely satisfied with the quality of education and other facilities available at the college.

Recommendations. The study presents the following recommendations:

- improve college facilities such as the library, labs, sports facilities, canteen, and others
- establish placement and career counseling cells
- improve the quality of service to stakeholders
- improve research activities
- increase the number of seminars, workshops, a symposiums
- adopt new policies to promote students from marginalized, deprived and EDJ communities
- pay attention to increasing professional and applied for courses

Annexes

(added upon the revision of study)

Annex 1 *Tracer Study Committee*

Excellence in Leadership for Transformation

**MADAN BHAND
MEMORIAL COLLI**
AFFILIATED TO TRIBHUVAN UNIVERSITY

P O Box 5640, New Baneshwor, Kathmandu-10, Nepal, Phone 5172175, 5172682, Email info@mbmc.edu.np; www.mbm

3 March 2019

Ms. Niruja Phuyal
Coordinator
University Programs

Subject: Formation of Tracer Study Committee

Ms. Phuyal,

A committee for tracing and studying the status of the college graduates graduating in 2018 has been formed under your coordination. The committee is advised to do all the necessary jobs for the aforementioned responsibility and submit a detailed report as soon as possible.

The members of your team are as follows:

1. Ms. Niruja Phuyal   Coordinator
2. Mr. Hari Bahadur Chand   Member
3. Mr. Kamal Neupane   "
4. Mr. Arun Sharma   "
5. Mr. Shobakar Bhandari   "
6. Mr. Poshan Niroula   "
7. Mr. Santosh Thapa   "

Damber Bahadur Hamal
Campus Chief

Annex 2

Minutes of Tracer Study Committee

आज मिति २०७५ फागुन २२ गते यस 'ट्रेसर स्टडी' समितिको बैठक बसी निम्नलिखित विषयहरूमा छलफल गरी देहायबमोजिम निर्णयहरू गरियो ।

उपस्थिति

१. श्री निरुजा फुयाल – संयोजक
२. श्री हरिबहादुर चन्द – सदस्य
३. श्री कमल न्यौपाने – ,,
४. श्री अरुणा शर्मा – ,,
५. श्री शीशाकर कण्डारी – ,,
६. श्री पीषण निरौला – ,,
७. श्री सन्तोष थापा – ,,

छलफलका विषयहरू:

१. कार्यविभाजन सम्बन्धमा
२. विविध

निर्णयहरू:

प्रस्ताव नं.१ उपर छलफल हुँदा निम्नानुसारको जिम्मेवारी बाँडफाँड गर्ने निर्णय गरियो ।

जिम्मेवारी बाँडफाँड

१. निरुजा फुयाल – समग्र संयोजन र सहजीकरण गर्ने
२. हरिबहादुर चन्द – तथ्याङ्क विश्लेषण र प्रतिवेदन लेखन
३. कमल न्यौपाने – दस्तावेजीकरण र तथ्याङ्क सङ्कलन
४. अरुणा शर्मा – तथ्याङ्क विश्लेषणमा प्राविधिक सहयोग
५. शीशाकर कण्डारी – प्रारम्भिक प्रतिवेदन लेखन
६. पीषण निरौला – तथ्याङ्क सङ्कलन, तथ्याङ्क विश्लेषण र दस्तावेजीकरणमा प्राविधिक सहयोग पुर्‍याउने.
७. सन्तोष थापा – दीर्घ विद्यार्थीहरूको तथ्याङ्क सङ्कलन

प्रस्ताव नं.२ उपर छलफल हुँदा अन्य विषयहरू नभएको

बैठक समापन गरे निर्णय गरिंयो।

आज मिति २०६८ वैशाख १५ गते ट्रेसर स्टडी समितिको बैठक बसी निम्नलिखित विषयहरूमा छलफल गरी देहायबमोजिमका निर्णयहरू गरियो।

उपस्थिति
१. श्री निरज कुयाल - संयोजक
२. श्री हरिबहादुर चन्द - सदस्य
३. श्री कमल न्यौपाने - "
४. श्री अरुण शर्मा - "
५. श्री ओकार भण्डारी - "
६. श्री पोषण निरौला - "
७. श्री सन्तोष थापा - "

छलफलका विषयहरू :
१. कार्य विभाजनको प्रगति समीक्षा सम्बन्धमा।
२. विविध

निर्णय नं. १.

प्रस्ताव नं १ माथि छलफल हुँदा ट्रेसर स्टडी समितिमा रहेका सदस्यहरूलाई दिइएको जिम्मेवारीको अधिनमा रहेर सम्पादित कामको प्रगति सम्बन्धमा सबैले आ-आफ्नो जिम्मेवारी पूर्णरूपले पालना गरी सकारात्मक रूपबाट कार्य बढाइएको पाइएको कारणले स्नेहीबमोजिम सम्पन्न गर्नेगरी निरन्तरता दिने निर्णय गरियो।

निर्णय नं. २.

प्रस्ताव नं २ माथि छलफल हुँदा बाँकीकार्य छिटोछन्द छिटो सम्पन्न गरी अर्को बैठक बस्ने निर्णय गरियो।

आज मिति २०६६ जेठ वद गते यस ट्रेसर स्टडी समितिको बैठक बसी विभिन्न विषयहरुमा छलफल गरी देहायबमोजिमका निर्णयहरु गरियो ।

उपस्थिति

१. श्री. विठ्ठल कुयाल — संयोजक

२. श्री. हरिबहादुर थन्द — सदस्य

३. श्री. कमल व्यापाने — "

४. श्री. अरुण शर्मा — "

५. श्री. श्रीकालु कुण्डल — "

६. श्री. पौषण निरौला — "

७. श्री. सन्तोष थापा — "

छलफलका विषयहरु :

१. प्रगति प्रतिवेद पेश गर्ने विषयमा

२. विविध

निर्णयहरु

निर्णय नं १

प्रस्ताव नं १ माथि छलफल गर्दा समितिको बैठकबाट निर्णयक्रमानोजिम गरिएको कार्यविभाजनानुसार सबै सदस्यहरुले आफ्नो त्रिमेवालीअनुसार कार्यसम्पादन गरिसक्नुभएको अवस्थामा प्रगति प्रतिवेद तयार भएको हुँदा सो प्रतिवेदन न्यायपर प्रस्तुतगर्न पेश गर्ने निर्णय गरियो ।

निर्णय नं २

प्रस्ताव नं २ माथि छलफल हुँदा छलफलका अन्य विषय नलागेकाल बैठक समापन शर्न निर्णय गरियो ।

Annex 3
Tracer Study Questionaire

Tracer Study Questionnaire

Dear Graduate,

*This institution is establishing a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity you are/were involved in since you completed your study from the institution. The information provided will assist the institution in planning future educational needs. Results of this tracer study will only be presented in summary form and individual responses will be kept **strictly confidential**. We would, therefore, highly appreciate it if you could complete the following questionnaire and return it to us, at your earliest convenience.*

Thank you for your kind cooperation and support

A. PERSONAL INFORMATION:

(Given Name)	(Middle Name)	(Surname/Family Name)

Name: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Present Address: ....

Permanent Address: ....

Gender: ☐ Male ☐ Female   Date of Birth: .... / .... / .... **(Date Format: DD/Month/Year)**

Program Completed: ☐ B.Ed. ☐ BA ☐ BBS ☐ B.Sc. ☐ Other:……………………………………………

☐ M.Ed. ☐ MA ☐ MBS ☐ M.Sc. ☐ Other: ………………………………………..

Passed Year: …………………………………. *(as per transcript's **Passed Year**)*

Phone No: (Mobile / Residence / Office) .... / .... /…………………………………

Email ID: .... / ....

Electronic Social Network ID:

Facebook: …………………………………………………………… Twitter: ……………………………………………………………

Any other, please specify: …………………………………………………… ID: ……………………………………………………

B. EMPLOYMENT INFORMATION:

1 Current Employment Status:

☐ Service in an organization ☐ Self Employed ☐ Unemployed

In case of **_Service in an organization_**: Employer's Details *(of the organization you are currently working for)*:

i. Name of the Organization: ....

ii. Type of Organization: ☐ Private ☐ Public ☐ NGO/INGO ☐ Government ☐ Other: ....

iii. Address: ....

iv. Phone Number: ……………………………………………… Email: ……………………………………………………………….

v. Employment Type: ☐ Full time ☐ Part time

vi. Designation: ....

In the case of **_Self Employment_**:

i. Starting Year: .... ii. Type of work / profession: ....

2 Which of the following best represent major strengths and weaknesses of the institutional program that you attended? *(Give number from the range 0-5) Excellent = 5 Very Weak = 0*

SN	Particulars	Please tick under the number which best suits your answer					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements						
2	Extracurricular activities						
3	Problem solving ability						
4	Work placement / attachment / internship						
5	Teaching / Learning environment						
6	Quality of education delivered						
7	Teacher Student relationship						
8	Library facility						
9	Lab facility						
10	Sports facility						
11	Canteen / Urinals etc						
12	Other strengths / weaknesses (please specify) ………………………………………………………						

C. IF PURSUING FURTHER STUDY:

Enrolment Year: .... (Year/Month)

Program: .... Level: ....

Campus/University: ....

Campus/University Address: ....

D. Please provide your suggestions/recommendations for the betterment of your institution:

………

………

………

………

E. What contribution/s you can provide to the institution for its betterment?

………

………

F. Contact Address/s of your friend/s, who had graduated in the same year you had graduated:

[Note: Please provide contact address of your colleagues whom you know from your batch. This will help us to effectively complete this tracer study.]

1. Name: .... Contact No / Email ID / SNID: ....

2. Name: .... Contact No / Email ID / SNID: ....

3. Name: .... Contact No / Email ID / SNID: ....

[SNID - Social Network ID | You can use additional sheet if you have information of more of your friends of your batch.]

…………………………………………..
Signature of the graduate

G. TO BE FILLED BY THE CAMPUS (*Please fill all the given information*):

Academic Information of Graduate:

Program Completed: ………………………………………………………… Level: ………………………………………………….

Registration Number: ……………………………………………………. Campus Roll No: ………………………………………

Passed Year: …………………………………………………….. *(Passed year in transcript)*

Verified by:

Name: …………………………………………………………………. Designation: ………………………………………………….

H. Task Team Leader:

Name: …………………………………………………………………… Mobile No. …………………………………………..

Email: ……………………………………………………………………. Signature: ……………………………………………

Campus Stamp: