

Tracer Study Report: College Graduates of 2018



Madan Bhandari Memorial College

New Baneshwor, Kathmandu

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Tracer Study Report: College Graduates of 2018

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Acknowledgments

This tracer study of the 2018 graduates of Madan Bhandari Memorial College (MBMC) represents an ongoing system of record-keeping at the college. The study focused on graduates from the faculties of Humanities and Social Sciences, Education, Management, and BScCSIT . It also fulfills the requirements of the HERP of UGC Nepal.

The assistance provided by UGC in carrying out this study was invaluable. The study would not have been possible without the active support of UGC and other contributing individuals and institutions. The findings presented in this report were made possible by the responses of the key respondents, including MBMC graduates who received training at the college and later pursued careers in various sectors. Some graduates are self-employed, while others have continued their studies at different academic institutions. Their participation in this study is highly valued and sincerely appreciated.

Finally, we would like to express our gratitude to all respondents and other concerned individuals and institutions for providing valuable information, suggestions, and efforts that made this tracer study possible.

Tracer Study Team

Executive Summary

The study reveals that the college has been moderately successful in providing quality education that contributes to the development of graduates' skills, expertise, and intellectual growth. This is further supported by the approval ratings of college facilities provided by the graduates.

The study also indicates that approximately fifty percent of graduates are unemployed, with most of them coming from the BScCSIT program. Graduates of the BA and BBS programs fare slightly better in terms of employment. Similarly, data on further studies shows that the majority of graduates have either been unsuccessful or unwilling to pursue higher education. In this regard, a significant number of BA and BBS graduates continue their studies, whereas the overwhelming majority of BScCSIT graduates opt not to pursue further education.

The study presents some concerning findings regarding the quality and relevance of the college's academic programs in enhancing graduates' professional and personal development. A majority of graduates, whether enrolled in technical programs like BScCSIT or non-technical programs, report moderate satisfaction with their courses. However, BA and BBS graduates appear more satisfied than BScCSIT graduates. Female graduates report higher satisfaction than male graduates regarding the quality and relevance of academic programs at the college.

Finally, data on graduates' satisfaction with facilities such as the library, laboratories, canteen, toilets, and other amenities shows that most graduates express moderate satisfaction. These findings indicate that the college needs to implement a series of appropriate reform programs to enhance both academic quality and overall student experience..

Tracer Study Team

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Abbreviations

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
BEEd	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 Modulated (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 the Madan Bhandari Foundation to realize the academic vision of the People's Leader, Madan Bhandari. In contrast to numerous commercial colleges across the country, the college provides quality education at an affordable fee structure and aims to transform itself into a center of academic excellence. Enrollment of students from almost all districts of the country makes it a truly national college. It offers Bachelor's and Master's level programs in its building at New Baneshwor, Kathmandu.

The college has been selected for the Higher Education Reform Project (HERP) and is progressing through the Quality Assurance and Accreditation (QAA) process, having already been selected for the Letter of Intent (LOI). It has also been participating in other programs of the University Grants Commission (UGC) to enhance quality assurance. The college is committed to delivering quality education while internalizing both its academic and social responsibilities.

1.2 Objectives

The major objectives of this tracer study are to identify:

- The marketable expertise and intellectual growth of college graduates.
- The strengths and weaknesses of the college.
- Appropriate steps to mitigate weaknesses and enhance the quality standards of the college.

1.3 Institutional Arrangements for the Tracer Study

1.3.1 Formation of Committee

The college conducts a tracer study of its graduates every year. For this year, the Campus Chief formed a seven-member tracer study committee under the coordination of Ms. Niruja Phuyal, who is also the Coordinator of all academic programs affiliated with Tribhuvan University (TU), on 3 March 2019. The committee conducted the study over a period of 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 conducted regular discussion sessions and formal meetings. These meetings addressed all issues concerning the study and made crucial decisions to ensure its successful completion. The minutes of the meetings are included in Annex 2.

1.4 Graduate Batch Taken for Study

The study focused on students who completed their graduation in 2018. The committee aimed to include all 82 graduates but was unable to establish contact with 14 of them. Therefore, the study was conducted on the current status and perspectives of 68 graduates. Here, status primarily refers to the graduates' employment and further study, while perspective reflects their views on the academic and non-academic facilities provided by the college.

1.5 Data Collection

1.5.1 Primary and Secondary Data

This study employs both primary and secondary data. The primary data were collected using a questionnaire, which included graduates' personal information, employment details, evaluation of the college and its programs, and further study status. Secondary data comprised graduates' academic and non-academic records maintained by the college, primarily retrieved from the Exam, EMIS, and ECA sections.

1.5.2 Instruments of Data Collection

The questionnaire was the key instrument for data collection, and the types of questions included reflect the study's approach. In addition to the questionnaire, computers, telephones, and software for processing and analyzing collected data were also used as instruments.

The questionnaire combines quantitative and qualitative questions. Most data collected were quantitative, but some questions elicited qualitative responses. For example, Question D requested graduates' suggestions and/or recommendations for improving the institution, while Question E asked about the graduates' potential contributions to the college. Similarly, Question B 2.12 sought open-ended responses. Therefore, the instrument and approach of data collection adopted a holistic method, combining verifiable and subjective information from the graduates.

1.6 Scope and Limitations of the Study

This study aims to assess the quality of education provided by the college and its impact on graduates' lives. The study provides valuable insights into the academic quality and other resources available at the college, which indicate its scope. Both quantitative and qualitative responses from graduates can guide the college in improving its programs and establishing itself as an excellent academic institution. However, the study has certain limitations. Although it includes the majority of the 2018 graduates, they represent a small fraction of the total student population. The study is based on 68 graduates, while there are 691 students enrolled in 2019. While the experiences and perspectives of these 68 graduates are valuable, they may not fully represent all students.

Additionally, while the questionnaire is largely comprehensive, it may not capture all nuances. Some quantitative questions may lead to misinterpretations or misrepresentations. For

instance, canteen facilities may generally be satisfactory, but a graduate may give low ratings due to personal preferences or cultural differences. Therefore, the results and outcomes of the study may not fully reflect the overall quality of the college, and their implications may not be universally applicable to the future graduates' marketable expertise and intellectual growth.

2. Data Analysis

2.1 Method

The data were analyzed by recording the number of graduates' responses to each questionnaire item, which was designed to elicit information on specific topics. As the total number of respondents was only 68, the study presented the responses in tabular form and then converted them into bar charts to visualize general trends and specific patterns. The number of graduates responding to each item was used to draw inferences about the institution's strengths, weaknesses, and potential areas for administrative improvement.

The data analysis involved describing trends and explaining the reasons behind these trends. The overarching method of analysis comprises three parts: presentation of data, analysis and inference, and recommendations for enhancing the quality of institutional services and facilities. Data are presented using bar diagrams addressing various study topics. The analysis and inference sections discuss the probable reasons behind the observed trends. Major findings and suggested institutional responses are presented in separate sections of this report.

2.2 Analysis of Categories

2.2.1 Number of Graduates

Description of Data:

In 2018, a total of 82 students graduated from the college. The general trend shows that the Bachelor of Arts (BA) program has the highest enrollment and number of graduates, closely followed by the Bachelor of Business Studies (BBS) program. BScCSIT graduates occupy the third position in terms of numbers. Among all graduate and postgraduate programs, the Bachelor of Education (BEd) program has the lowest enrollment and graduate numbers. Table 1 illustrates this trend.

Table 1

Total Number of Graduates

Program	Total Graduates
BBS	27
BA	31
BEd	1

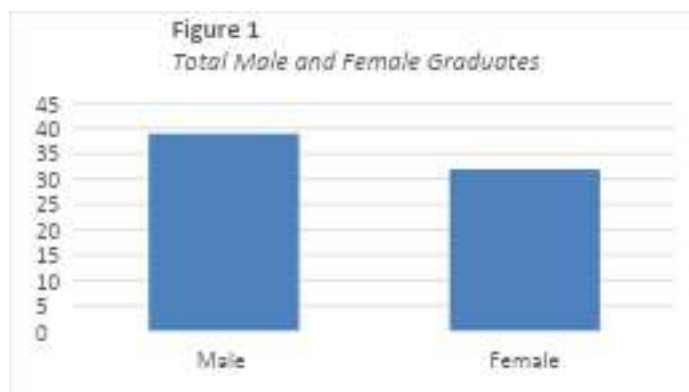
BScCSIT	21
MA JMC	2
Grand Total	82

Inferences:

The ratio of graduates across different programs may be influenced by several factors. The Bachelor of Arts (BA) program appears to be the most popular, although the number of students in each program may vary. Graduates of BScCSIT rank third in terms of numbers, but their pass percentage may be higher than that of BA students. The college could take appropriate measures to improve the quality of pedagogy, thereby increasing enrollment and graduation rates in less popular programs while further enhancing outcomes in more popular ones.

2.2.2 Male and Female Graduates

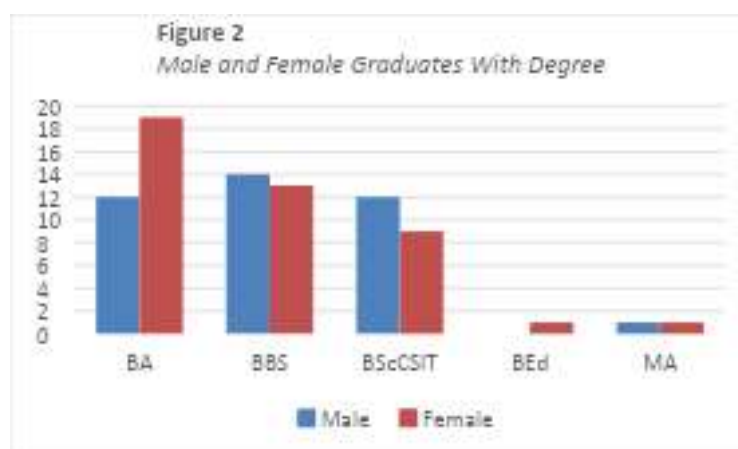
Description of Data: In 2018, the ratio of male to female graduates appears to be highly balanced. Out of 82 graduates from the college, 39 were male and 32 were female. Although male graduates form a slight majority, the presence of female graduates is particularly noteworthy (see Figure 1). In recent years, not only has the number of female students been increasing, but they have also been completing their graduation.



Inferences:

The choice of subjects by male and female students also appears to influence the number of graduates. A high percentage of female graduates have shown a preference for courses in Humanities and Social Sciences. Moreover, female graduates constitute the majority in the BA program while remaining competitive in all other Bachelor's and Master's degree programs (see Figure 2). Another factor contributing to the high success rate of female graduates is the favorable

environment provided for female students at the college. Figure 3 also shows that Master's degree graduates represent only a small proportion of the total graduates.



2.2.3 Ethnicity of Graduates

Description of Data:

The data on the ethnicity of graduates show a predominance of students belonging to the “Other” category compared to Educationally Disadvantaged Janajati (EDJ) and Madhesi ethnicities. Out of 82 graduates, 72 were from the “Other” category, while only five were Madhesi and four were EDJ. The ethnic distribution of graduates is fairly consistent across all degree programs, including BA, BBS, and B.Sc. CSIT.

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:

Several inferences can be drawn from the ethnic composition of the 2018 graduates. Although the college attracts students from various parts of the country, few students from disadvantaged ethnicities enroll. One reason may be the minority status of these ethnicities in terms of population. Other factors could include the fee structure, scholarship schemes, and the location of the college. The college should conduct further studies on this topic and implement policies to attract more students from these ethnic groups.

2.2.4 Employment Status of Graduates

Description of Data:

The data on employment status show that unemployed graduates outnumber those who are employed or self-employed. Out of 68 responding graduates, 31 are unemployed, 26 are employed, and 11 are self-employed. Among the employed graduates, 17 are female and 9 are male. Likewise, 20 female graduates are unemployed, while 11 male graduates are outside the workforce. Moreover, the employment status of 14 graduates remains unknown (see Table 3). The data also indicate that most employed and self-employed graduates are from BA and BBS programs, while very few B.Sc. CSIT graduates are 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 2018 employment data reveal that the proportion of job seekers is higher among female graduates than male graduates, suggesting that more male graduates are encouraged toward entrepreneurship. Additionally, graduates from general programs (BA and BBS) are more successful in employment and entrepreneurship compared to applied course graduates (B.Sc. CSIT). This indicates that the nature of the degree alone does not guarantee employment.

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:

Data on further studies indicate that most graduates have not pursued additional education. Out of 82 graduates, only 27 have continued their studies, while the status of 14 graduates remains unknown, 11 of whom are male (see Table 6). The proportion of graduates pursuing further studies declines across all programs, including BA, BBS, and B.Sc. CSIT. Of the 27 continuing their studies, 20 are BA graduates, 5 are BBS graduates, and only 2 are B.Sc. CSIT graduates; no MA graduates have 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

Inferences:

The data suggest that applied course graduates are either uninterested or unsuccessful in pursuing further studies. It also indicates that a significant number of female graduates have continued their education, reflecting the impact of women's empowerment policies adopted by the Government of Nepal. Additionally, the data highlight the need to revisit the B.Sc. CSIT curriculum to understand why graduates from this program are discouraged from pursuing further studies.

.2.6 Graduates' Advice to the College

Description

of

Data:

The general trend of graduates' advice indicates that a large majority find the college deficient in several aspects and recommend changes. Many graduates advised the college to improve its management system, while a smaller number felt that the college is well-managed. Out of 68 responding graduates, 20 recommended improvements in management, whereas only five considered the management system satisfactory.

The next most frequent recommendation was for the college to focus on career counseling, suggested by 18 graduates to enhance the marketability of graduates' skills. Similarly, 10 graduates advised the college to introduce technical academic programs. Four graduates recommended conducting research activities and seminars on relevant issues. Additionally, four graduates suggested improving student-teacher interaction, three advised enhancing ECA programs, and four declined to provide any advice (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 evident that a significant number of graduates (20) are somewhat dissatisfied with the college and its systems. When approximately one-third of graduates demand systemic reforms, it likely reflects problems they encountered in specific areas. Key areas of concern, besides classrooms, include front offices and other administrative sections, such as Reception, Accounts, Exam, ECA, Coordinator and Director's offices, and the canteen.

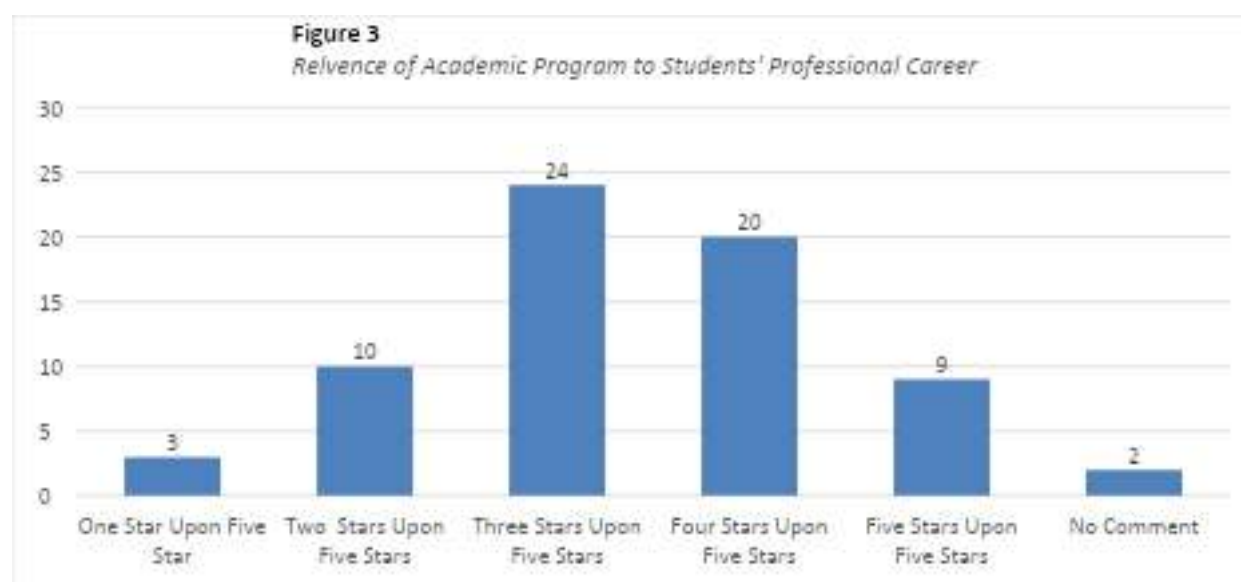
The demand for career counseling (18 graduates) likely stems from difficulties in securing suitable employment after graduation. This concern is possibly related to the recommendation for

technical academic programs, as graduates facing joblessness or dissatisfaction with their degrees may advocate for such programs. Overall, the college could improve systemic, academic, and co-curricular aspects to enhance the satisfaction of future graduates.

2.2.7 Relevance of Academic Programs to Students' Professional Careers

Description of Data:

Out of 68 graduates, a majority expressed moderate satisfaction with the academic courses they studied. Using a 0–5 star scale to measure satisfaction, 24 graduates awarded three stars, 20 awarded four stars, and nine awarded five stars. A small number either declined to rate or gave only one star (see Figure 3).



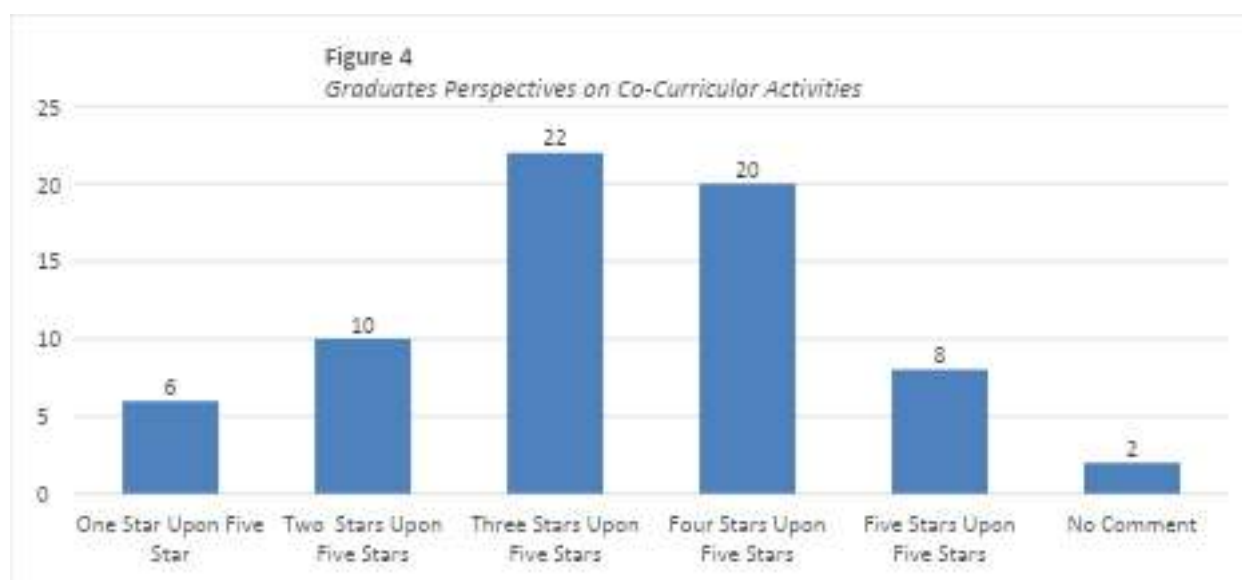
Inferences:

The analysis indicates that graduates are moderately satisfied with their courses, including both technical and non-technical programs. Factors contributing to this middling satisfaction may include the availability of lucrative jobs in the national market, the quality of education provided at the college, or individual shortcomings of the graduates themselves.

2.2.8 Graduates' Perspectives on Co-Curricular Activities

Description of Data:

Out of 68 graduates, most expressed moderate satisfaction with co-curricular activities. Using the 0–5 star scale, 22 graduates rated three stars, 20 rated four stars, and eight rated five stars. A small number either declined to rate or gave one star (see Figure 4).



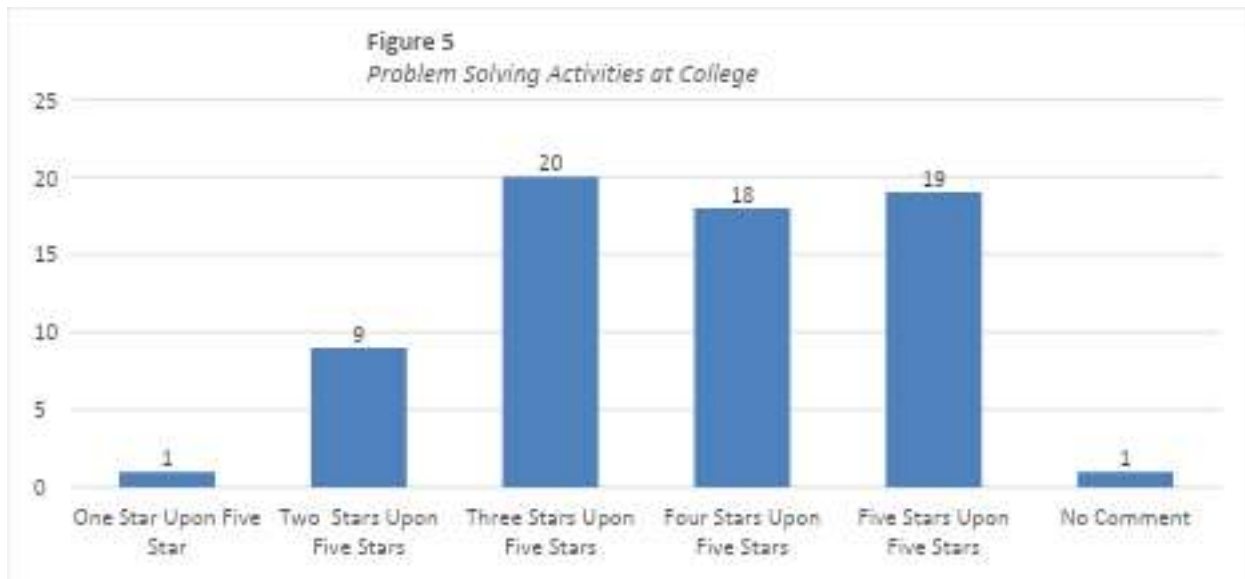
Inferences:

Most graduates are moderately satisfied with co-curricular activities. Although the college conducts many activities throughout the year, graduates may be dissatisfied with the way programs are organized or may not have found activities of interest. Alternatively, they may expect more activities. The college should consider these perspectives while planning, organizing, and evaluating co-curricular programs.

2.2.9 Problem-Solving Activities

Description of Data:

Graduates from the 2018 batch expressed high satisfaction with problem-solving activities at the college. Approximately one-third (19 graduates) awarded five stars, while roughly one-third awarded four or three stars. A small number indicated dissatisfaction or apathy by awarding one star or declining to comment (see Figure 5).



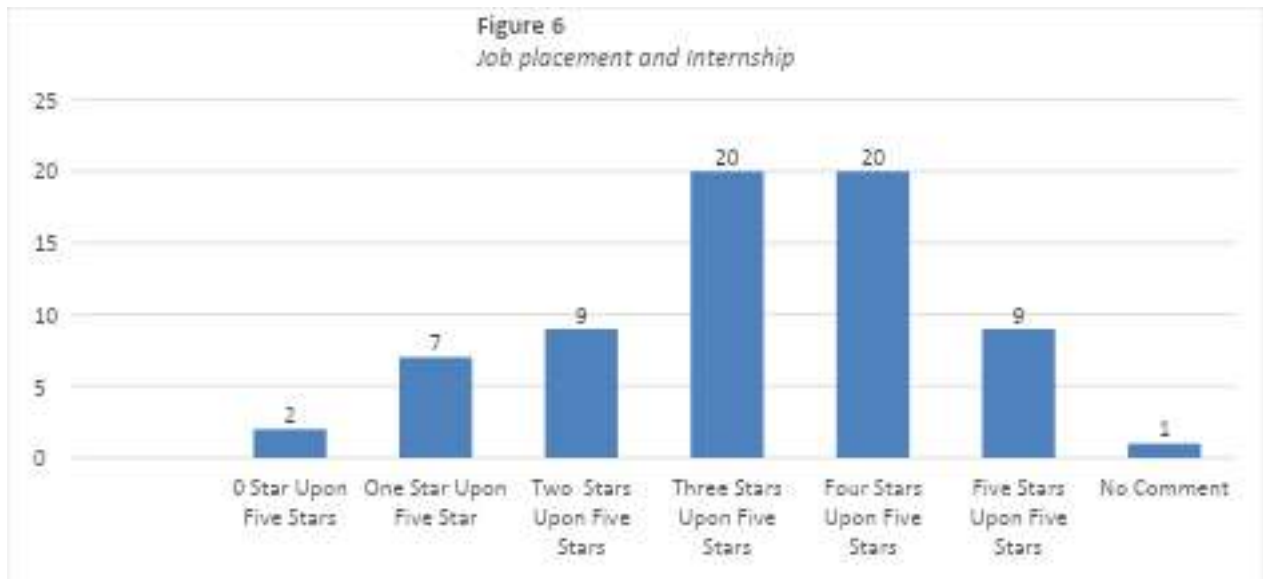
Inferences:

The college can take pride in its efforts to establish a culture of addressing students' problems. These problem-solving initiatives likely reflect pedagogical activities, personal care, and counseling services. The college should maintain this service and consider additional measures to address new challenges in the future.

2.2.10 Job Placement and Internship

Description of Data:

Most graduates reported satisfaction with job placement services and internship facilities. Approximately one-third of graduates rated four stars, and a similar number rated three stars. Nine graduates rated five stars, and nine rated one star. A small number declined to comment. Overall, graduates expressed moderate to high satisfaction with job placement and internship support (see Figure 6).

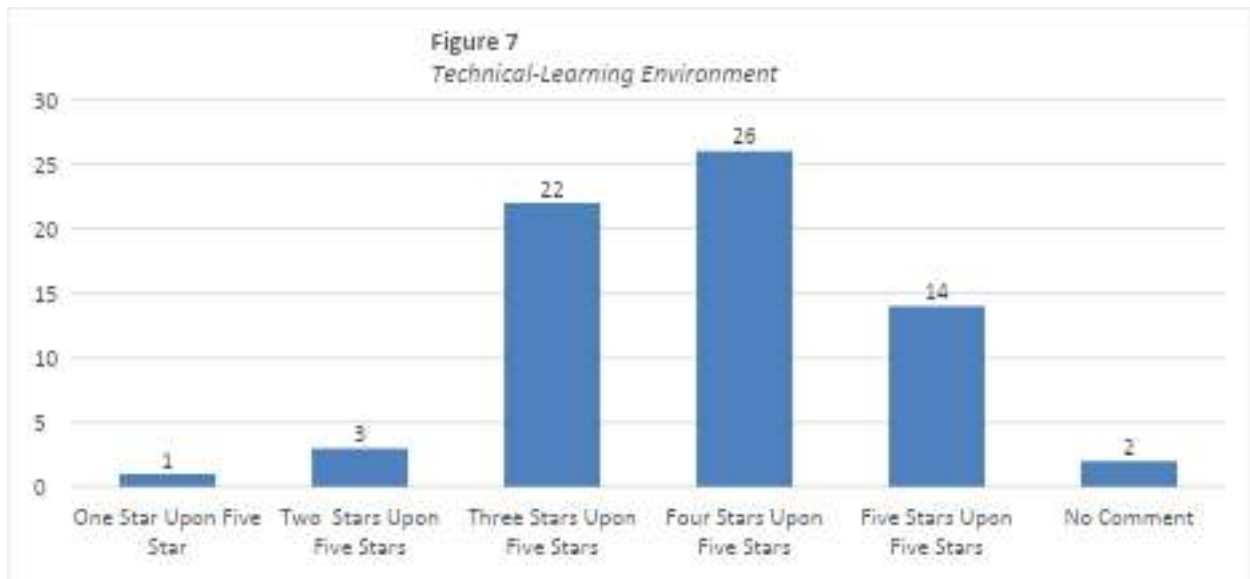


Inferences:

Graduates' satisfaction with the college's job placement initiatives appears to be increasing. These positive results are likely due to the internship programs implemented by the college. Certain subjects, such as journalism, social work, and management courses, require or involve internships. However, the college currently lacks formal job placement services or industry-college partnerships. Establishing and operating such placement cells could further enhance graduate satisfaction.

2.2.11 Technical Learning Environment

Description of Data: A majority of graduates reported moderate or higher satisfaction with the technical learning facilities provided by the college. About half of the graduates rated these facilities four stars, while the next largest group rated them three stars. Approximately one-fifth of graduates (14 students) rated the facilities five stars, indicating strong satisfaction. A negligible number either declined to comment or rated the facilities one star. Overall, graduates seem to have moderate to high satisfaction with the technical learning environment at the college (see Figure 7).



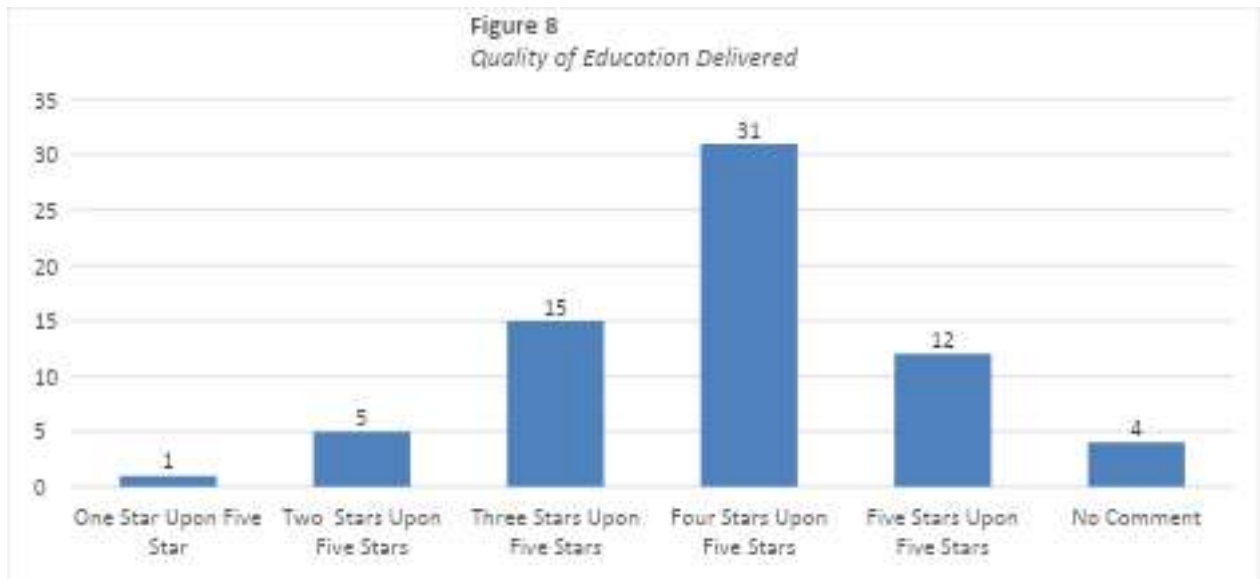
Inferences:

Graduates' satisfaction with the technical learning facilities at the college should encourage the administration. One reason for this increasing satisfaction may be the large number of computer facilities provided to support technical courses such as B.Sc. CSIT, BCA, and other computer science programs. Another contributing factor is the installation of multimedia projectors, large TV screens, and CCTV systems in the majority of classrooms. Future graduates may benefit from even better technical facilities, which could further enhance the quality of learning. Overall, an improved technical learning environment is likely to increase the satisfaction of both students and teachers at the college.

2.2.12 Quality of Education

Description of Data:

A majority of the 2018 graduates expressed general satisfaction with the quality of education provided by the college. Of the 68 respondents, 31 rated the quality of education four stars. The second-largest group, 15 graduates, awarded three stars, while 12 graduates gave five stars. A small number of students either declined to comment or awarded only one star. Overall, graduates appear to have above-average satisfaction with the quality of education at the college (see Figure 8).

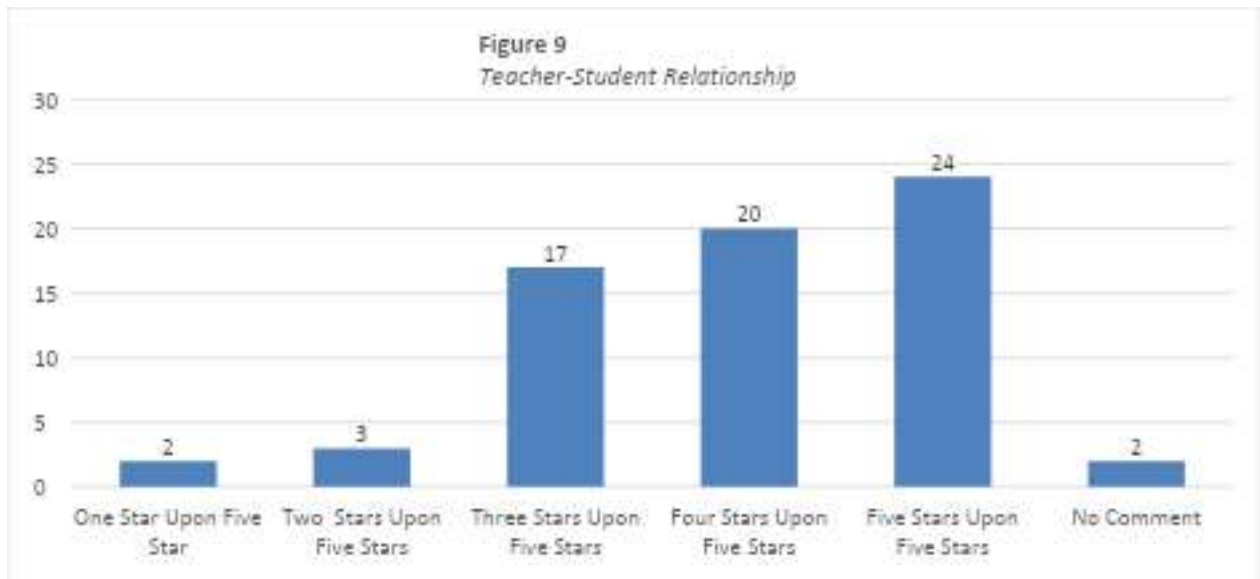


Inferences:

The analysis of the data reveals that graduates, in general, are confident in the quality of education provided by the college. This confidence may result from the college's initiatives to enhance educational quality. Other factors contributing to graduates' assurance include experienced faculty, spacious classrooms, a well-constructed college building, ample premises, and the potential for institutional growth. Therefore, the college should continue implementing quality-enhancing policies adopted by the College Management Committee to ensure the satisfaction of future graduates.

2.2.13 Teacher-Student Relationship

Description of Data: The data on graduates' satisfaction with teacher-student relationships indicate that this aspect is highly appreciated by the majority of graduates. More than one-third of respondents (24 out of 68) rated their relationship with teachers five stars. The second-largest group, 20 graduates, awarded four stars, while 17 graduates rated three stars. A small number either declined to comment or gave two stars. Overall, graduates appear highly satisfied with their interactions with teachers at the college (see Figure 9).



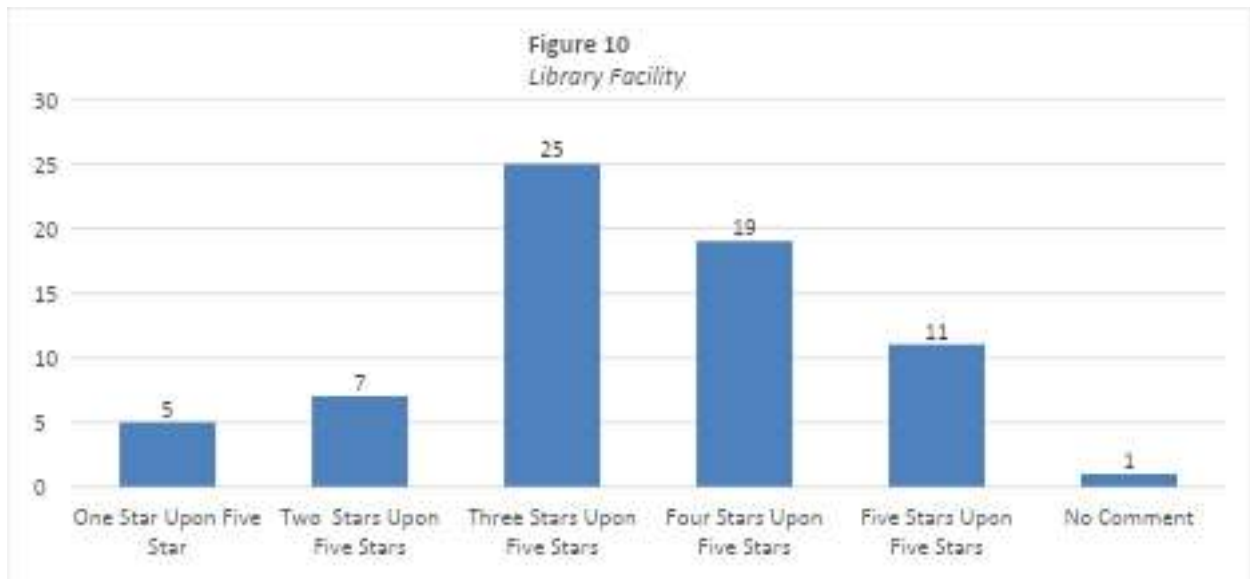
Inferences:

The analysis of the data on teacher-student satisfaction ratings reveals that most graduates are very pleased with the humane and cordial behavior of teachers at the college. Several factors may contribute to this perception. First, the college has established a long tradition of student counseling, encouraging teachers to maintain a familial and supportive approach toward students. Second, the personal care provided by teachers likely reinforces this positive perception. Third, teachers involve students in various activities, excursions, and research projects in a friendly and engaging manner. The college should continue fostering this spirit of student support and service.

2.2.14 Library Facility

Description of Data:

The data on graduates' satisfaction with library facilities indicate moderate satisfaction. More than one-third of graduates (25 out of 68) awarded three stars, reflecting middling satisfaction. The second-largest group, 19 graduates, rated the library four stars, while 11 graduates rated it five stars. A small number of graduates either declined to comment or gave ratings outside this range. Overall, graduates appear moderately satisfied with the library facilities at the college (see Figure 10)



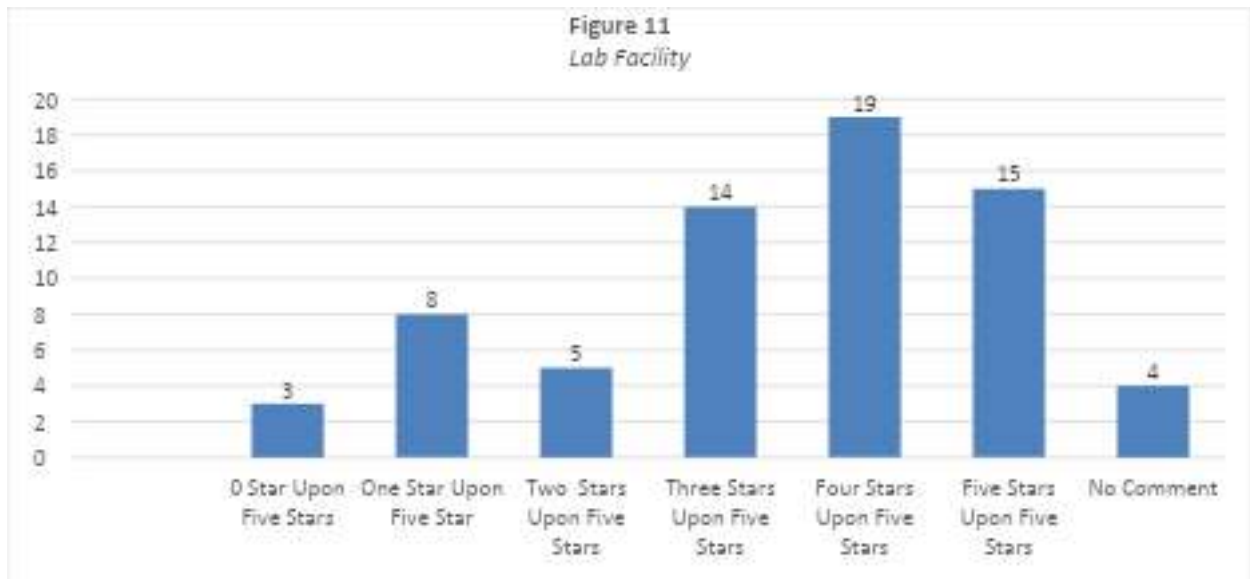
Inferences:

The analysis of graduates' satisfaction with the library facility indicates moderate satisfaction. This should not be interpreted as an entirely encouraging outcome for the students or the college. Several factors may contribute to this perception: first, the library may lack several relevant books for students; second, the services may be inefficient; and third, the computers and internet facilities in the library may be insufficient. The college should address these issues and other related factors to improve student satisfaction.

2.2.15 Lab Facility

Description of Data:

A majority of graduates expressed general satisfaction with the laboratory facilities at the college. Nineteen out of 68 graduates rated the lab facilities four stars, indicating satisfaction. The second-largest group, 15 graduates, rated five stars, while 14 graduates rated three stars. Eight graduates also rated three stars. A small number of students either declined to comment or rated the facilities one or zero stars. Overall, most graduates appear satisfied with the lab facilities, while a small number expressed dissatisfaction (see Figure 11).



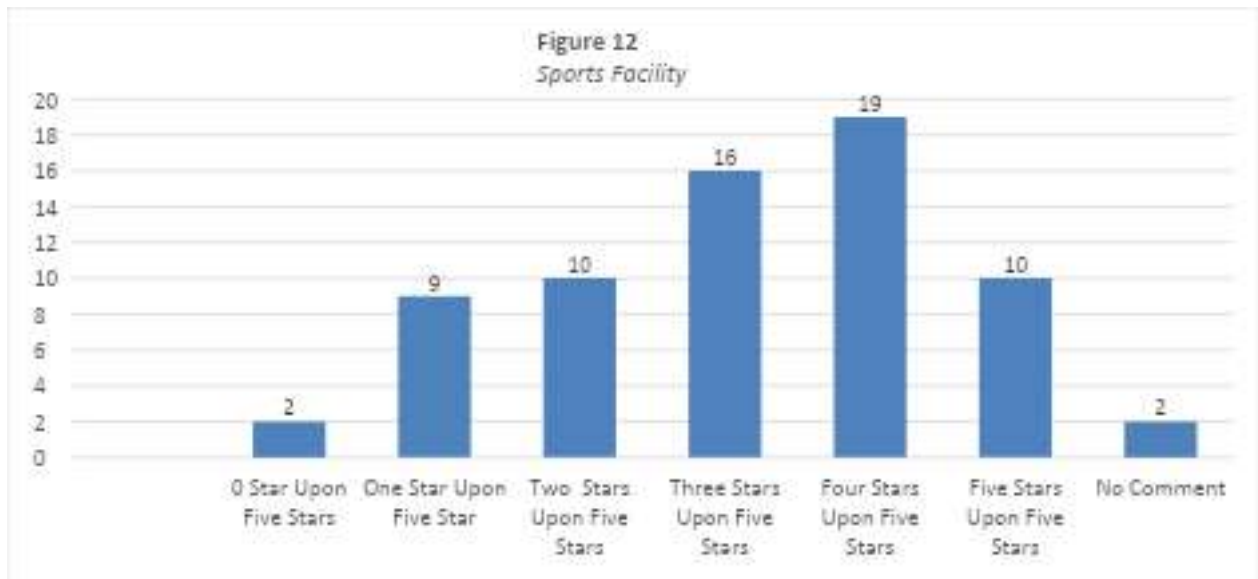
Inferences:

he analysis of graduates' satisfaction with the laboratory facilities indicates a range from moderate satisfaction to significant dissatisfaction. Several factors may contribute to this perception: first, the lab may not be accessible to students enrolled in predominantly theoretical courses. Second, while the facility exists—for example, the FM Radio lab—teachers may be reluctant or apathetic in ensuring that all students have access. Third, the management of the lab facility may be inefficient. Fourth, the lab may be insufficient in size or resources. The college should address these and other related factors to improve the lab experience for students.

2.2.16 Sports Facility

Description of Data:

A majority of graduates expressed general satisfaction with the sports facilities at the college. Nineteen out of 68 graduates rated the sports facilities four stars, indicating satisfaction. The second-largest group, 16 graduates, rated the facilities five stars. Ten graduates rated three stars, while nine graduates rated one star. A small number of students either declined to comment or rated the facilities zero stars. Overall, most graduates appear satisfied with the sports facilities, while a small number expressed dissatisfaction (see Figure 12).



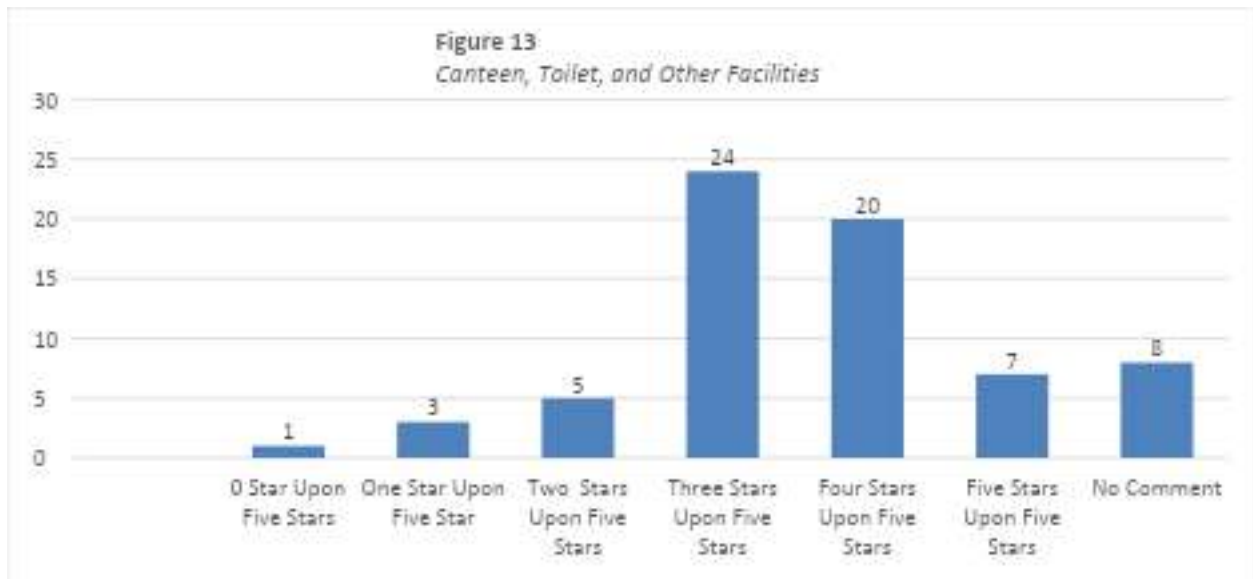
Inferences:

The analysis of graduates' satisfaction with the sports facilities indicates a range from moderate satisfaction to significant dissatisfaction. Several factors may contribute to this perception: first, the sports facilities may not be accessible to certain categories of students or may not accommodate varying physical, mental, and temperamental abilities. Second, the facilities may exist but be insufficient. Third, the management of the sports facilities may be inefficient. Fourth, the sports facilities may have been allocated a low budget. The college should address these and other related factors to improve student satisfaction.

2.2.17 Canteen, Toilet, and Other Facilities

Description of Data:

Graduates' satisfaction with the canteen, toilet, and other facilities shows moderate overall satisfaction. More than one-third of graduates (24 out of 68) rated these facilities three stars, reflecting middling satisfaction. The second-largest group, 20 graduates, rated the facilities four stars. Eight graduates declined to comment, while seven graduates expressed dissatisfaction, marking zero, one, or two stars. Overall, graduates appear to have moderate satisfaction with the canteen, toilet, and other facilities at the college (see Figure 13).



Inferences:

The analysis of graduates' satisfaction with the canteen, toilet, and other facilities indicates moderate to low satisfaction. Several factors may contribute to this perception: first, the facilities may not be accessible to certain categories of students or may not accommodate varying physical, mental, and temperamental abilities. Second, while the facilities exist, they may be insufficient. Third, the management of these facilities may be inefficient. The college should address these and other related factors to improve student satisfaction.

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 programs, while a large majority of BScCSIT graduates are unemployed.

Further

Study:

The data on further studies indicate that most graduates have either been unsuccessful or unwilling to pursue further education. Among those pursuing further studies, the majority belong to BA and BBS programs, while most BScCSIT graduates have declined to continue their studies.

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 contributed to their professional and intellectual growth. The majority of graduates report moderate satisfaction with the courses they studied, including both technical and non-technical programs. BA and BBS graduates are generally more satisfied than BScCSIT graduates. Female graduates report higher satisfaction than male graduates regarding the quality and relevance of academic programs.

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

- Graduates report moderate satisfaction with the library facilities.
- Most graduates are generally satisfied with the quality of laboratory facilities.

Most graduates are generally satisfied with the quality of sports facilities.

- Graduates report moderate satisfaction with the canteen, toilet, and other facilities.

4. Implications for Institutional Reform

Since a significant number of graduates are unemployed, the college could establish incubators to train students for jobs or entrepreneurship.

The low rate of graduates pursuing further studies indicates the need for a counseling desk to guide and encourage students to continue their education.

The college should introduce additional scholarships and support programs to attract students from marginalized and disadvantaged communities.

Many students have requested improvements in sports facilities; the administration should address these demands.

Graduates highlighted the need for better management systems; the college can improve the services of units directly linked to students, such as Reception, Accounts, and Program Departments.

To address demand for technical academic programs, the college can run non-credit courses to provide students with modern skills and knowledge.

The Research Management Cell should be provided with adequate resources so that research activities and seminars can be conducted periodically, supporting students' development of research skills.

5. Conclusions and Recommendations

Conclusions:

The study reveals that the college is successful in providing quality education that enhances graduates' skills, expertise, and intellectual growth. This is corroborated by the employment rates of graduates. Graduates are generally satisfied with the quality of education and other facilities provided by the college.

Recommendations:

Improve college facilities, including the library, laboratories, sports facilities, canteen, and others.

Establish placement and career counseling cells.

Improve the quality of services provided to stakeholders.

Enhance research activities.

Increase the number of seminars, workshops, and symposiums.

Implement policies to promote access for students from marginalized, deprived, and EDJ communities.

Expand professional and applied courses.

Annexes

(added upon the revision of study)

Annex 1 Tracer Study Committee

Excellence in Leadership for Transformation



**MADAN BHANDARI
MEMORIAL COLLEGE**

AFFILIATED TO TRIBHUVAN UNIVERSITY

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

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

Page No.:

Date :

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

उपस्थिति

१. श्री निरुजा फुयाल - संयोजक
२. श्री हरिवहादुर चन्द - सदस्य
३. श्री कमल न्यौपाने - "
४. श्री अरुण शर्मा - "
५. श्री श्रीकाकर कण्ठारी - "
६. श्री पोषण निरौला - "
७. श्री सन्तोष थापा - "

बैठका
संयोजक
सदस्य
अध्यक्ष
संयोजक
सदस्य
सदस्य
सदस्य

छलफलका विषयहरू:

१. कार्यविभाजन सम्बन्धमा
२. विविध

निर्णयहरू:

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

जिम्मेवारी बाँडफाँट

१. निरुजा फुयाल - समग्र संयोजन र सहजीकरण गर्ने
२. हरिवहादुर चन्द - तथ्याङ्क विश्लेषण र प्रतिवेदन लेखन
३. कमल न्यौपाने - दस्तावेजीकरण र तथ्याङ्क संग्रहण
४. अरुण शर्मा - तथ्याङ्क विश्लेषणमा प्राविधिक सहयोग
५. श्रीकाकर कण्ठारी - प्रारम्भिक प्रतिवेदन लेखन
६. पोषण निरौला - तथ्याङ्क संग्रहण, तथ्याङ्क विश्लेषण र दस्तावेजीकरणमा प्राविधिक सहयोग पुऱ्याउने
७. सन्तोष थापा - दीक्षित विद्यार्थीहरूको तथ्याङ्क संग्रहण

प्रस्ताव नं. २ उपर छलफल हुँदा अन्य विषयहरू नभएकोले

વેબક સમાપન ગતિ નિર્ણય ગાદિયા

સર્જી. ~~Worm~~ ~~Worm~~ ~~Worm~~ ~~Worm~~ ~~Worm~~

आज मिति २०८६ वैशाख व २ गते 'ट्रेसर स्टडी' समिति
बैठक बसी निम्नलिखित विषयहरूमा छलफल गरी
देहायबमोजिमका निर्णयहरू गरियो।

उपाध्याय

१. श्री निरुजा कुमाल - संयोजक
२. श्री हरिकृष्ण पन्थ - सदस्य
३. श्री कमल न्यौपाने - "
४. श्री अरुण शर्मा - "
५. श्री बौकाकर शर्मा - "
६. श्री प्रेम पोखरा बिराल - "
७. श्री सन्तोष थापा - "

(Signatures)

छलफलका विषयहरू:

१. कार्य विकासको प्रगति समीक्षा सम्बन्धमा
२. विविध

निर्णय नं. १.

प्रस्ताव नं. १ माथि छलफल हुँदा 'ट्रेसर स्टडी' समिति
बैठका सदस्यहरूलाई दिइएको जिम्मेवारीको अधीनमा रहेर
सम्पादित कामको प्रगति सम्बन्धमा सबैले आफ्ना-आफ्नो जिम्मे-
वारी पूर्णरूपले पालना गरी सकाउनुको व्यवस्था आदि
बढाइएको पाइएको कारणले सोहीबमोजिम सम्पन्न गर्नेगरी
निरन्तरता दिने निर्णय गरियो।

निर्णय नं. २.

प्रस्ताव नं. २ माथि छलफल हुँदा बाँकी कार्य
दिलोकृष्ण दिली सम्पन्न गरी अर्को बैठक बस्ने निर्णय
गरियो।

(Signatures)

आज मिति २०६६ ग्रेठ वध गते मसु दिसर स्टाडी समितिको बैठक वसी विभिन्न विषयहरूमा छलफल गरी देहायबमोजिमका निर्णयहरू गरियो।

उपस्थिति

१. श्री. निरुजा कुमाल	- संयोजक	बुद्धा
२. श्री. हरिवहादुर चन्द	- सदस्य	सुब्बा
३. श्री. कमल ब्यापारी	- "	सुब्बा
४. श्री. अरुण शर्मा	- "	Aharne
५. श्री. शोकाकट कुन्डारी	- "	
६. श्री. चौधरी निराला	- "	
७. श्री. सन्तोष थापा	- "	Santosh

छलफलका विषयहरू:

१. प्रगतिप्रतिवेद पेश गर्ने विषयमा
२. विविध

निर्णयहरू

निर्णय नं १

प्रस्ताव नं १ माथि छलफल गर्दा समितिको बैठकबाट निर्णयकस्वमोजिम गारिएको कार्यविभाजननुसार सबै सदस्यहरूले आफ्नो जिम्मेवारीअनुसार कार्यसम्पादन गरिसक्नुभएको अवस्थामा प्रगतिप्रतिवेद तयार भएको हुँदा सो प्रतिवेदन क्याम्पस प्रमुखसमक्ष पेश गर्ने निर्णय गरियो।

निर्णय नं २

प्रस्ताव नं २ माथि छलफल हुँदा छलफलका अन्य विषय नभएकाले बैठक समापन गर्ने निर्णय गरियो।

सि. व. सुब्बा, Aharne, Santosh, बुद्धा

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

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

Permanent Address:

Program Completed: ☐ B.Ed. ☐ BA ☐ BBS ☐ B.Sc. ☐ Other:.....
☐ M.Ed. ☐ MA ☐ MBS ☐ M.Sc. ☐ Other:

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

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:

