

## **Tracer Study Report: College Graduates of 2022**



**Madan Bhandari Memorial College**

New Baneshwor, Kathmandu

Submitted to

**University Grants Commission**

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## **Tracer Study Report: College Graduates of**

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## **Acknowledgments**

This tracer study of the graduates of Madan Bhandari Memorial College marks an important step toward establishing a system of continuous record-keeping at the institution. The study focused on graduates from the Faculties of Humanities and Social Sciences, Management, and Science. The encouragement and support from the University Grants Commission (UGC) in conducting this study were invaluable. This work would not have been possible without the active involvement of the UGC and other contributors.

We are deeply grateful to the graduates of the college whose responses made this study possible. Having been trained at the college and later engaged in various professions, self-employment, or further studies at different academic institutions, their participation has been both meaningful and highly appreciated.

Finally, we extend our sincere gratitude to all individuals and institutions who provided valuable information, suggestions, and support, thereby contributing to the successful completion of this tracer study.

Tracer Study Team

## **Executive Summary**

The study reveals that the college has been successful in delivering quality education that enhances graduates' skills, expertise, and intellectual growth. This is supported by the positive approval ratings of the facilities provided to students during their studies.

The findings also indicate that more than fifty percent of graduates remain unemployed. Among the programs, BScCSIT graduates perform significantly better than BA and BBS graduates in terms of employment outcomes. Similarly, data on further studies show that the majority of graduates have either been unsuccessful or unwilling to pursue higher education. Within this category, a considerable number of BBS graduates continue their studies, while only a small proportion of BScCSIT graduates pursue further education.

The study further highlights concerns about the quality and relevance of the college's academic programs in fostering both professional and personal development. Most graduates—whether from technical programs (e.g., BScCSIT) or non-technical ones—express general satisfaction with the courses they studied. Female graduates report higher satisfaction than their male counterparts with regard to the quality and relevance of academic programs.

Finally, the data on students' satisfaction with facilities such as the library, laboratories, canteen, and toilets indicates that most graduates hold only moderate levels of satisfaction. Therefore, the college should introduce targeted reform measures to improve these areas.

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)
LOI	Letter of Intent
MA	Master of Arts
MBMC	MadanBhandari 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 “Excellence in Leadership for Transformation.” 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. The enrollment of students from almost all districts of the country makes it a truly national institution.

The college offers undergraduate and graduate programs in its building at New Baneshwor, Kathmandu. It is actively progressing through the QAA process and participating in other UGC programs for quality improvement and the enhancement of quality assurance. The college is committed to providing quality education while upholding 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.
- Strengths and weaknesses of the college.
- Appropriate steps to mitigate 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 a tracer study of its graduates annually. For this year, the Campus Chief, Dr. Babu Ram Adhikari, formed a seven-member tracer study committee under the coordination of Hari Bahadur Chand on 11 August 2025. The committee conducted the study for a little more than two weeks and submitted its report to the Campus Chief on 26 August 2025. The committee members were as follows:

Coordinator	Hari Bahadur Chand
Member	Shobakar Bhandari

Member	Dilip Kumar Jha
Member	Puspa Devi Bastola
Member	Poshan Niraula
Member	Santosh Thapa
Member	Manish Ghimire (student representative)
Member	Kishor Paudel

### 1.3.2 Work Division of Committee Members

The meeting of the committee on 12 August 2025 assigned responsibilities of the tracer study among the members. The work division was as follows:

Member	Responsibility
Coordinator	Hari Bahadur Chand (report writing)
Member	Shobakar Bhandari (data collection)
Member	Dilip Kumar Jha (data collection)
Member	Puspa Devi Bastola (data collection)
Member	Poshan Niraula (technical support)
Member	Santosh Thapa (data collection)
Member	Manish Ghimire (student liaison)
Member	Kishor Paudel (student liaison)

### 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 accomplish it. The minutes of the meetings have been included in Annex 2.

### 1.4 Graduate Batch Taken for Study

The study focused on students who completed their graduation in 2022. The committee aimed to include all 69 graduates but was able to establish contact with only 35 of them. Therefore, the study was conducted on the current status and perspectives of these 35 graduates. The term status primarily refers to employment and further studies, while perspectives denote the graduates' 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 uses both primary and secondary data. 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 include graduates' academic and non-academic records, mainly retrieved from the Exam, EMIS, and ECA sections of the college.

### **1.5.2 Instruments of Data Collection**

The questionnaire is the key instrument for data collection, and the type of questions included reflects the study's approach. In addition to the questionnaire, computers, telephones, and software for gathering and processing data were also used as instruments. The questionnaire combines quantitative and qualitative questions. Quantitative data form the majority, but some questions elicit qualitative responses. For instance, Questions D and E request subjective input: Question D asks for graduates' suggestions or recommendations for institutional improvement, and Question E solicits potential contributions from graduates to the college. Similarly, Question B 2.12 seeks an open-ended response. Thus, the instrument and approach adopt a holistic method, combining verifiable and subjective information from graduates.

## **1.6 Scope and Limitations of Study**

This study aims to assess the quality of education provided by the college and its impact on graduates' lives. The study identifies insights regarding academic quality and other resources available at the college, which indicate the scope of the study. Graduates' quantitative and qualitative responses may guide the college in improving its standards and establishing itself as an excellent academic institution.

However, the study has limitations. Although it includes most graduates from 2022, they represent only a small fraction of the total student body. The perspectives and experiences of these 69 graduates may not fully represent all students. While the questionnaire is largely comprehensive, it may not capture every nuance. Some quantitative questions could lead to misperceptions or misrepresentations. For example, while the canteen's food and services may be generally satisfactory, individual graduates may rate them poorly due to differing cultural backgrounds or personal preferences. Therefore, the results may not fully reflect the overall quality and status of

the college or be entirely predictive of future graduates' marketable expertise and intellectual growth.

## **2. Data Analysis**

### **2.1 Method**

The data analysis was conducted by recording graduates' responses to each questionnaire item. With only 69 respondents, the data were tabulated and then converted into bar charts to illustrate general trends and specific patterns. Graduate numbers were used to infer institutional strengths, weaknesses, and probable administrative responses.

The analysis process involved three main steps: presentation of data, analysis and inferences, and recommendations for improving institutional services and facilities. Data are presented as bar diagrams across different study topics. The analysis and inference section discusses probable reasons behind observed trends. Major findings and suggested institutional responses are addressed in separate sections of this report.

### **2.2 Analysis of Categories**

#### **2.2.1 Number of Graduates**

**Description of Data:** In 2022, a total of 69 students graduated from the college. The general trend shows that the BScCSIT program has the highest graduate numbers, closely followed by the Bachelor of Business Studies. MA (JMC) graduates rank third in terms of numbers. Among all graduate and postgraduate programs, the BA has the lowest graduate numbers. Table 1 shows this trend.

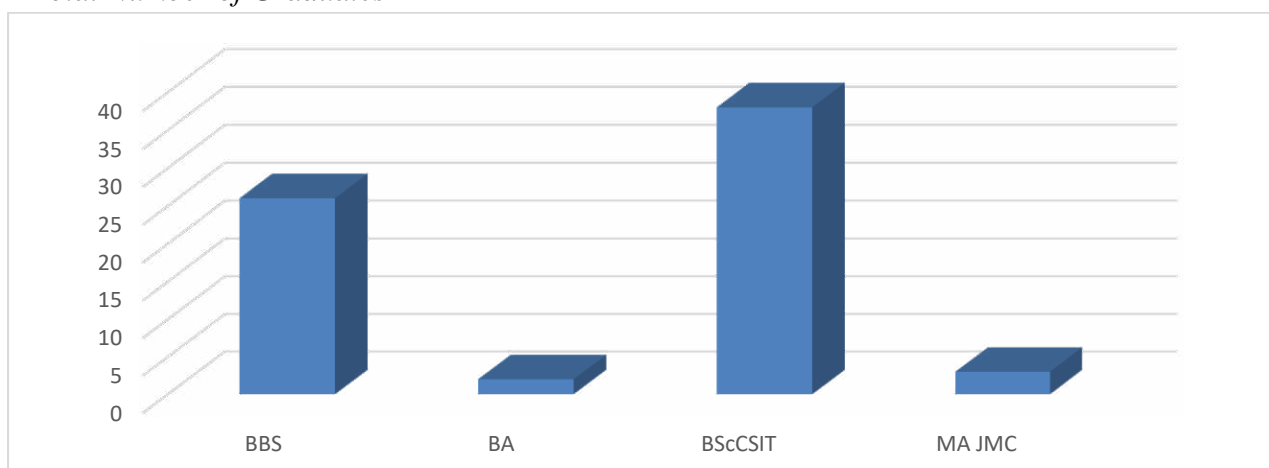
**Table 1**

*Total Number of Graduates*

Program	Total Graduates
BBS	26
BA	2
BScCSIT	38
MA JMC	3
Grand Total	69

**Figure 1**

*Total Number of Graduates*



**Inferences:** The ratio of graduates across different programs may be explained in several ways. BScCSIT appears to be the most popular program, although the intake of students varies. Graduates in BBS occupy a similar position, but the pass rate at the Bachelor's level does not seem satisfactory. The results of the four-year BA program are yet to be published, suggesting that BA has the fewest graduates. The B.Ed. program produced only two graduates, who had cleared their back papers, placing it at the lowest tier of graduates. As the B.Ed. program is no longer offered, it is evident that its pass percentage remains the lowest. The overall trend of graduates indicates that the college should take appropriate measures to increase the intake of Master's degree students, thereby improving both enrollment and graduation rates. The results also highlight the need for the college to focus more on technical programs.

## 2.2.2 Male and Female Graduates

**Description of Data:** In 2022, the ratio of male to female graduates was highly competitive. Out of 69 graduates, 44 were male and 25 were female. Although male graduates slightly outnumbered female graduates, the presence of female graduates remains notable and significant (see Figure 2).

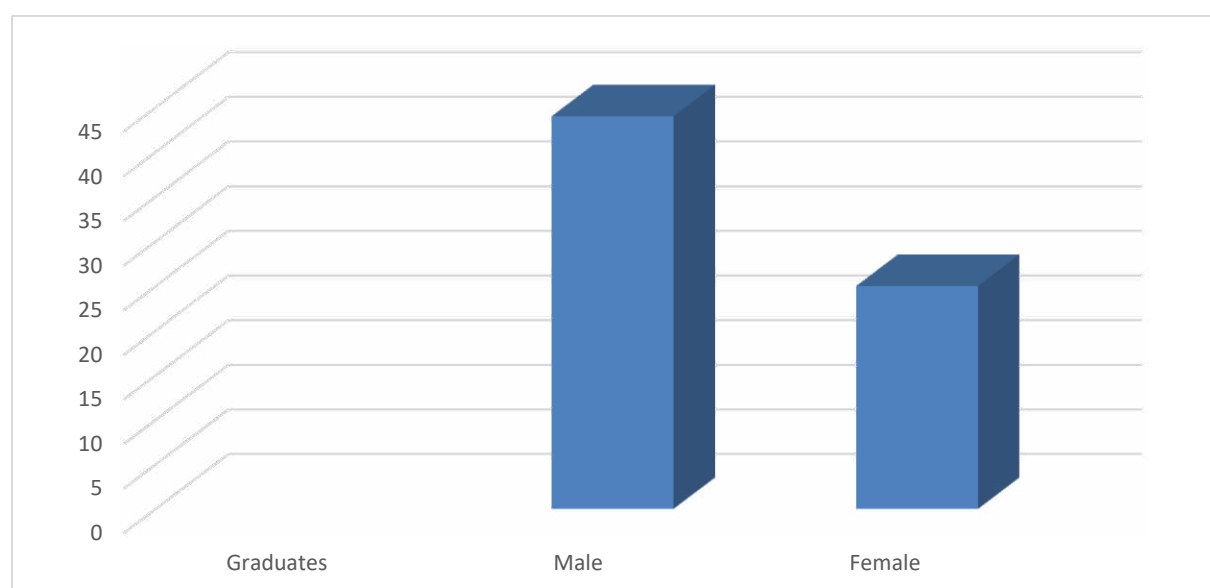
**Table 2**

*Male and Female Graduates*

Male	44
Female	25
Total	69

**Figure 2**

*Male and Female Graduates*



**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 tendency to choose courses in the Bachelor of Business Studies. Moreover, female graduates form the majority in BA programs while remaining competitive in all other Bachelor's and Master's degree courses (see Figure 2). Another factor contributing to the success of female graduates is the favorable environment provided for female students at the college. Figure 3 also shows that Master's degree graduates constitute an insignificant portion of the total graduates.

### 2.2.3 Ethnicity of Graduates

**Description of Data:**

The data on the ethnicity of graduates shows the predominance of those belonging to the 'Other' category compared to Educationally Disadvantaged Janajati (EDJ) and Madhesi ethnicities. Out of 35 graduates, all 35 were from the 'Other' category; none were from EDJ ethnicities, Madhesi, or the Dalit categories. The distribution of ethnic backgrounds is almost similar across all degrees, including BA, BBS, BScCSIT, and MA (see Figure 3).

**Table 3**

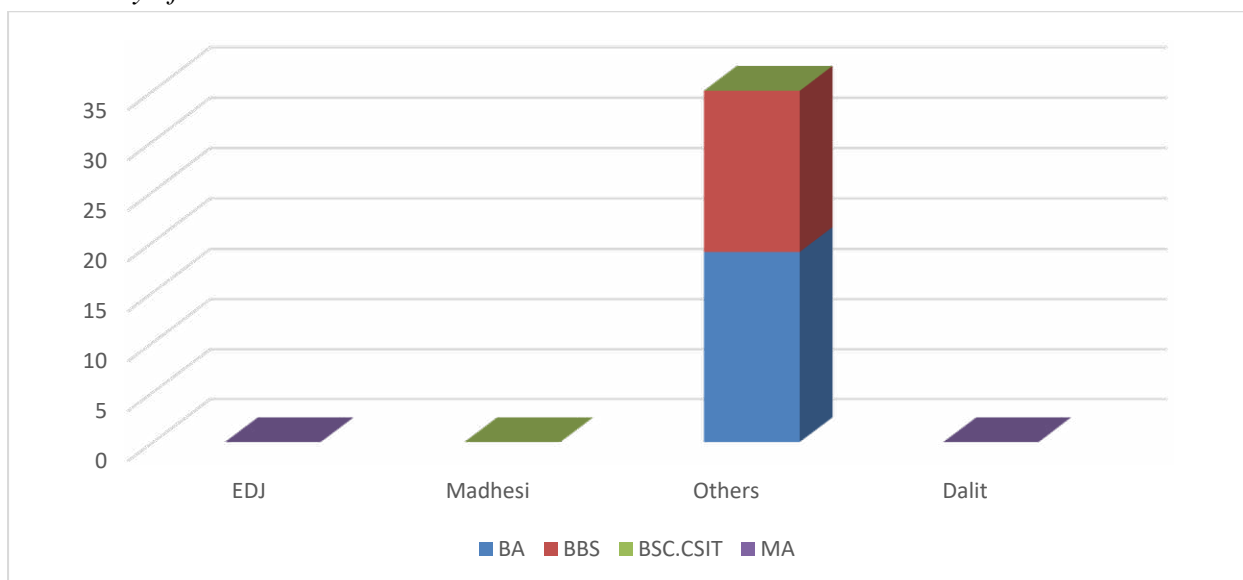
*Ethnicity of Graduates*

Degree	EDJ	Madhesi	Others	Dalit
BA	0	0	19	0
BBS	0	0	16	0

BSC.CSIT	0	0	0	0
MA	0			0
Total	0	0	35	0

**Figure 3**

*Ethnicity of Graduates*



**Inferences:** Many inferences can be drawn from the data on the ethnic composition of graduates in 2022. Although the majority of students at the college come from different parts of the country, few students from disadvantaged ethnicities enroll in the 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 conduct studies on this topic and implement policies to attract students from these ethnicities.

## 2.2.4 Employment Status of Graduates

**Description of Data:** The data on employment status shows that 'Employed' graduates outnumber the other two categories: 'Unemployed' and 'Self-Employed'. Out of 35 responding graduates, 21 are employed, 2 are self-employed, and 12 are unemployed. Among the employed graduates, 7 are female and 14 are male. Likewise, 6 female graduates are unemployed while 6 males are unemployed. The data also shows that the majority of employed and unemployed graduates are from BA, BBS, and BScCSIT, while very few graduates from MA are either employed or unemployed (see Table 4).

**Table 4***Employment Status by Male and Female*

Categories	Male	Female	Total
Employed	14	7	21
Self Employed	1	1	2
Unemployed	6	6	12

**Figure 4***Employment Status by Male and Female*

**Inferences:** The data on the employment status of graduates in 2022 reveal that a large number of graduates are unemployed, while only a small number are self-employed. This suggests a scarcity of satisfactory jobs in the Nepali job market. At the same time, the high rate of unemployment serves as a clarion call for the college to equip its graduates with more marketable skills and knowledge.

**Employment Status by Degrees**

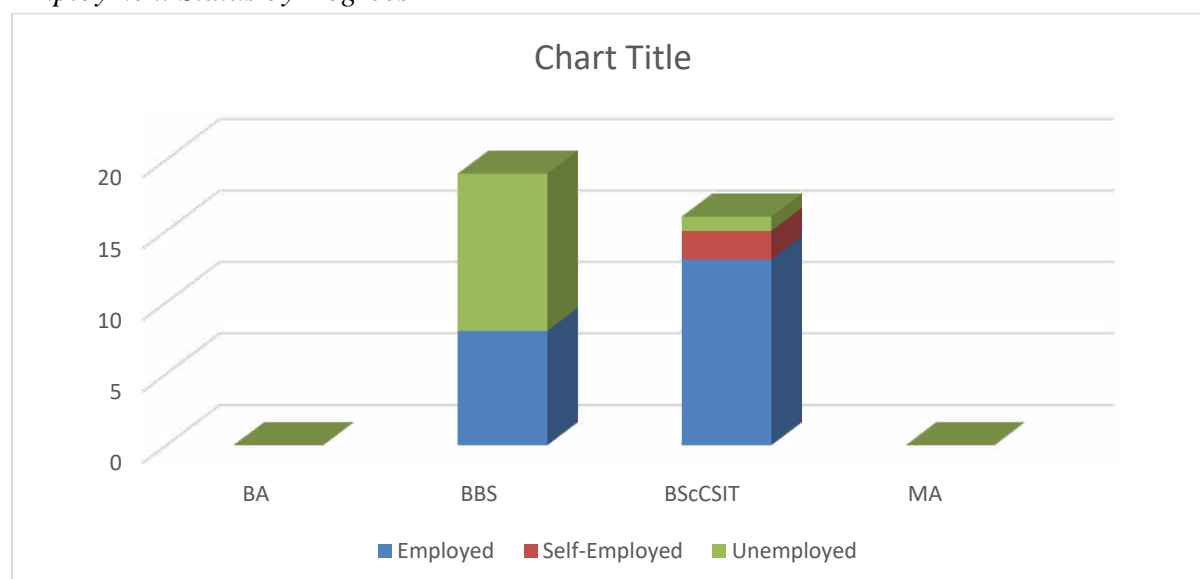
The data show that the graduates of technical courses are successful in their placement and entrepreneurial endeavors. Graduates of technical and applied courses include both employed and self-employed individuals. Most graduates are employed in local firms or the private sector.

**Table 5***Employment Status by Degrees*

Categories	Employed	Self-Employed	Unemployed
BA	0	0	0
BBS	8	0	11
BScCSIT	13	2	1
MA	0	0	0
Total	21	2	12

**Figure 5**

### Employment Status by Degrees



**Table 6**

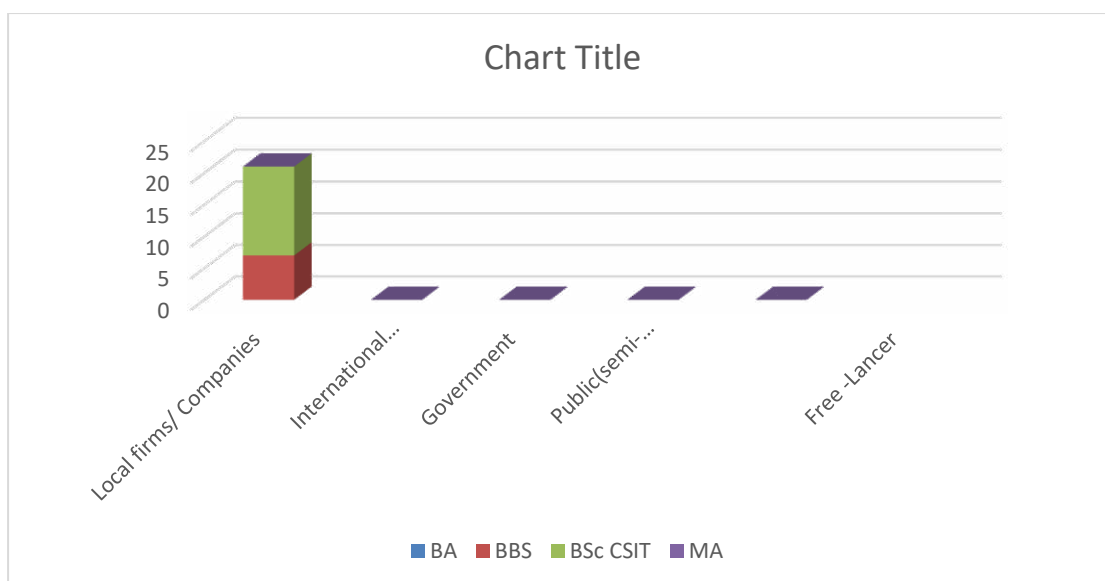
### Employment Status by Sector

Particular	BA	BBS	BScCSIT	MA	Total
Local firms/ Companies	0	7	14	0	21
International firms/Companies	0	0	0	0	0
Government	0	0	0	0	0
Public(semi-government) sector	0	0	0	0	0
Free -Lancer	0	0	0	0	0

**Description of Data:** Table 6 presents the employment status of MBMC graduates across different sectors. The data indicate that most graduates are employed in local firms and companies, reflecting a strong preference for the private sector. A total of 21 graduates are working in various firms and local companies, while none are employed in the government sector or working as freelancers. These findings highlight the urgent need for a placement policy and better preparation of graduates for employment in other sectors.

**Figure 6**

### Employment Status by Sector



## 2.2.5 Further Study Status of Graduates

**Description of Data:** The data from further studies show that the majority of graduates have not pursued additional education. Out of 35 graduates, only 9 are currently enrolled in further studies. A total of 26 graduates—15 males and 11 females—have not continued their education (see Table 7). Moreover, the proportion of graduates pursuing further studies is declining across all degrees, including BA, BBS, and BScCSIT. Of the 9 graduates pursuing further studies, 8 are BBS graduates and 1 is a BScCSIT graduate; none of the BA or MA graduates have applied for further study (see Table 8).

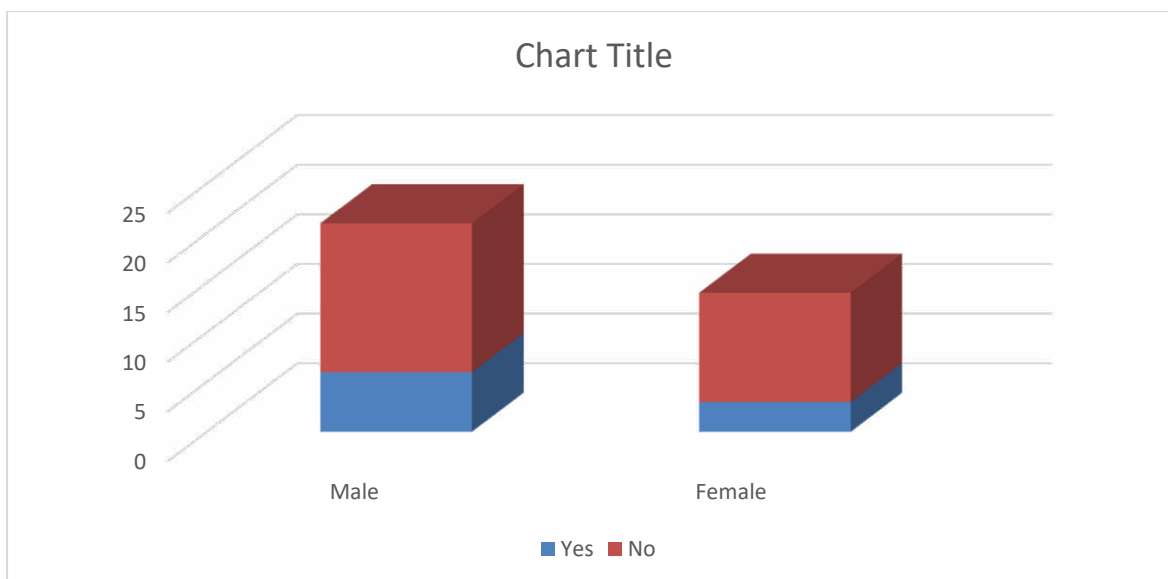
**Table 7**

*Further Studies Status by Gender*

Categories	Male	Female	Total
Yes	6	3	9
No	15	11	26

**Figure 7**

*Further Studies Status by Gender*



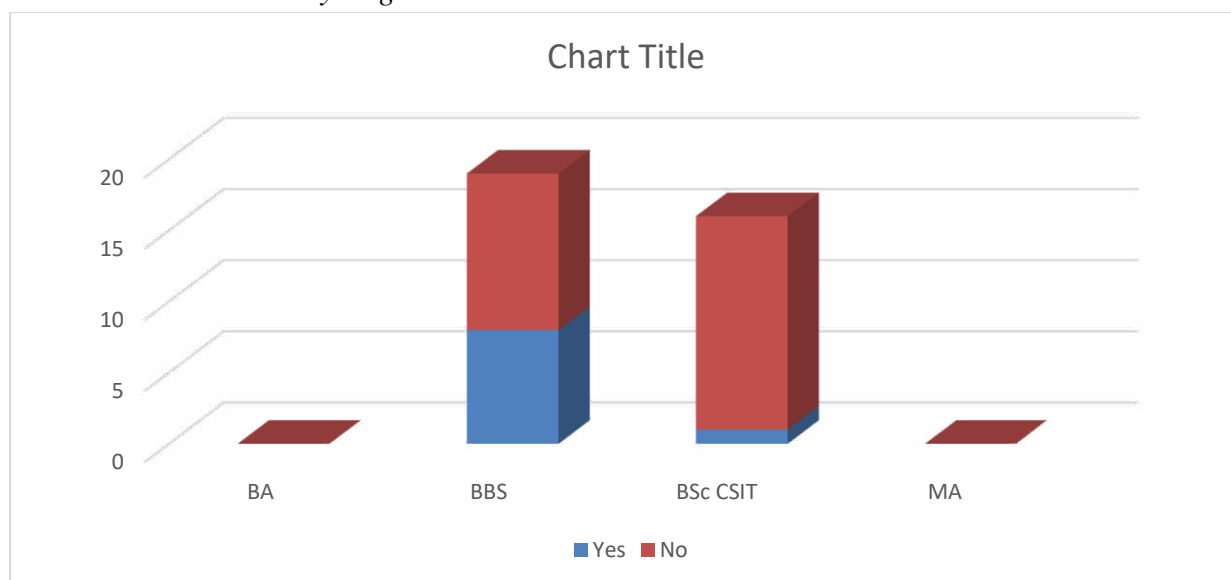
**Table 8**

*Further Studies Status by Degrees*

Categories	BA	BBS	BScCSIT	MA	Total
Yes	0	8	1	0	9
No	0	11	15	0	26

**Figure 8**

*Further Studies Status by Degrees*



**Inference:** The data from further studies indicate that applied course graduates are either not interested in or have been unsuccessful in pursuing further studies. It also shows that most male graduates have pursued further studies. Similarly, the data highlight the need to revisit the BScCSIT and general course curricula to understand why graduates are discouraged from continuing their studies.

## 2.2.6 Graduates' Advice to College

### Description of Data:

The overall trend of graduates' feedback shows that a large majority declined to provide suggestions. Notably, 13 graduates provided no suggestions at all (see Table 9). Among those who responded, most advised the college to introduce technical programs, while a few felt that the college is already well-managed. Out of 35 respondents, 3 suggested improvements in the management system, whereas another 3 considered the management system to be good. Graduates rating the management system as good were closely followed in number by those recommending the introduction of technical academic programs. Specifically, 5 graduates suggested launching technical programs to enhance the marketability of graduates' skills.

A smaller group recommended initiatives in other areas: 2 graduates emphasized the need for career counseling programs, 3 suggested conducting research activities and seminars on relevant issues, 2 recommended improving student–teacher interaction, and 4 advised strengthening extracurricular (ECA) programs.

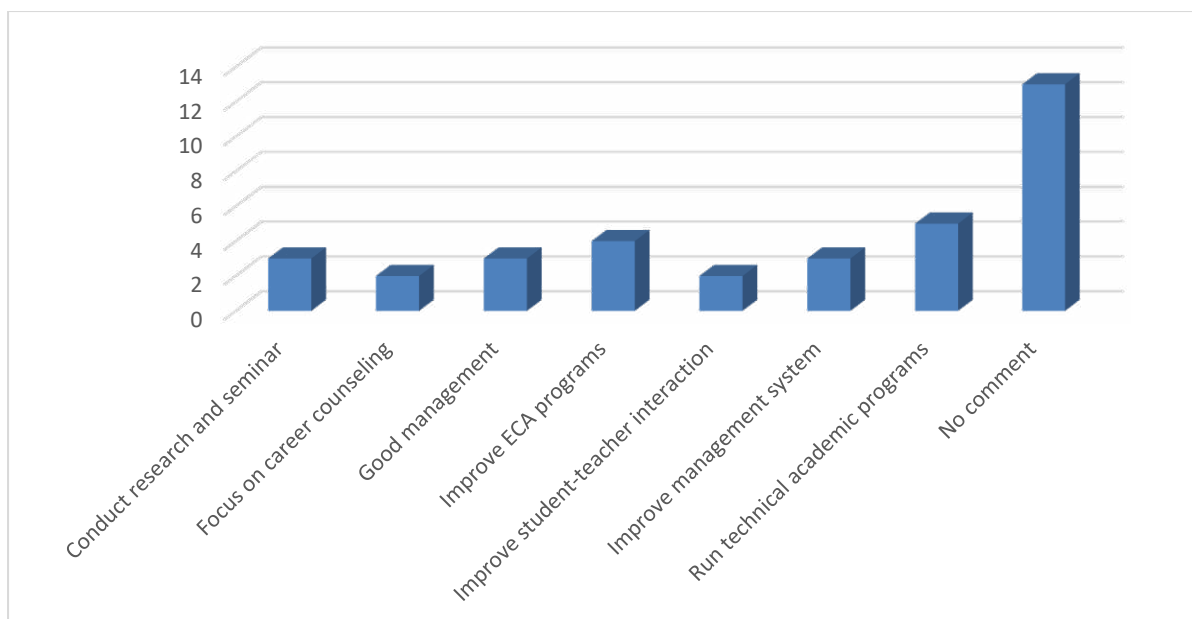
**Table 9**

*Suggestion Response of Graduates*

Conduct research and seminars	3
Focus on career counseling	2
Good management	3
Improve ECA programs	4
Improve student-teacher interaction	2
Improve the management system	3
Run technical academic programs	5
No comment	13

**Figure 9**

*Suggestion Response of Graduates*



### Inferences:

The majority of graduates are satisfied with the college and its systems. However, since many also called for systemic reforms, it can be inferred that they experienced challenges in certain areas. The most frequently mentioned concerns, apart from classrooms, relate to the front offices and other administrative sections. These include the Reception, Accounts Section, Exam Section, ECA Section, Coordinators' and Directors' offices, and the Canteen. These areas likely have some deficiencies that the college needs to address.

The second-largest group of graduates (5) recommended the introduction of technical programs. This concern may overlap with that of the third major group, who advised the college to strengthen student–teacher interaction. It is likely that, being unemployed or dissatisfied with their academic degree, these graduates saw technical programs as a way to enhance employability. Thus, the college should focus on improving systemic, academic, and co-curricular aspects to further enhance graduate satisfaction.

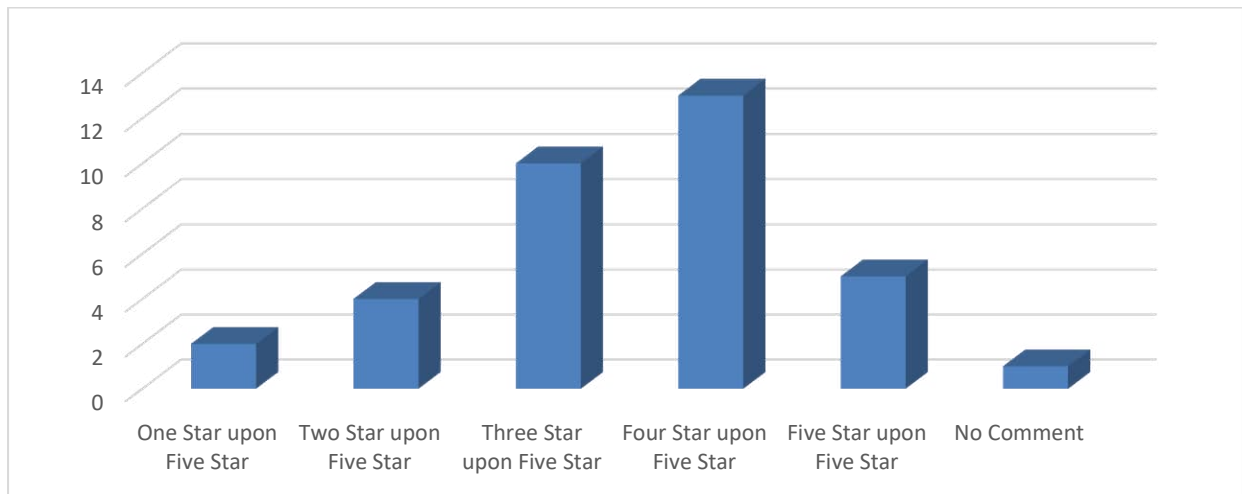
## 2.2.7 Relevance of Academic Program to Students' Professional Career

### Description of Data:

Out of 35 graduates, the majority showed moderate satisfaction with the academic courses they studied at the college. Using a 0–5 star scale to measure graduates' satisfaction, 13 students rated their courses with four stars, whereas ten graduates rated their courses with three stars. Only 5 graduates gave five stars to the academic subjects that helped them pursue a career. A small number of graduates either declined to rate or gave one or two stars (see Figure 10).

**Figure 10**

*Relevance of Academic Program to Students' Professional Career*



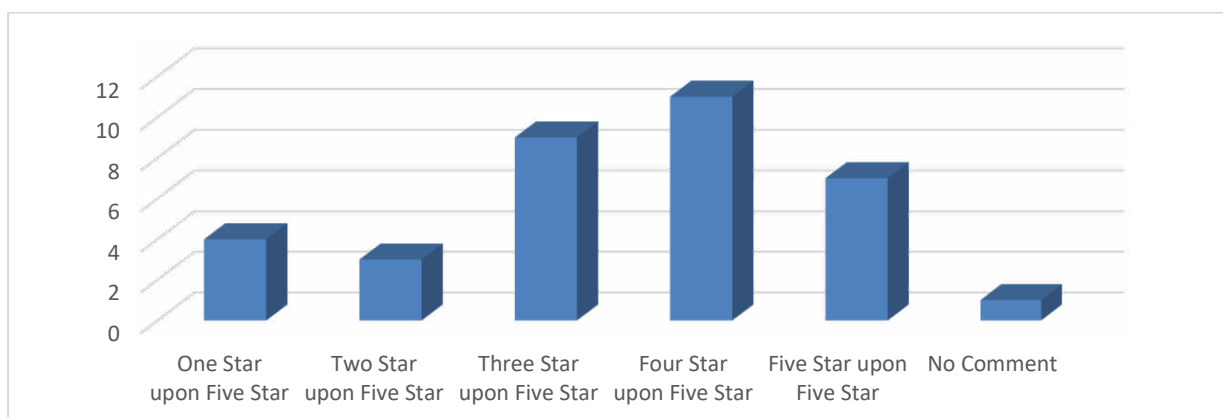
**Inferences:** The analysis of the relevance of an academic program to students' professional careers shows that the graduates are moderately satisfied with the courses they studied at the college. These graduates include both technical and non-technical students. The reasons for this moderate satisfaction may be due to several factors: the availability of lucrative jobs in the national job market, the quality of education provided at the college, or the individual limitations of the graduates themselves.

### 2.2.8 Graduates' Perspectives on Co-Curricular Activities

**Description of Data:** Out of 35 graduates, the majority showed moderate satisfaction with the co-curricular activities at the college. Using a 0–5 star scale to measure satisfaction, 11 students rated three stars, and 9 students rated four stars. Seven graduates gave five stars to indicate high satisfaction, whereas 8 graduates rated two stars. A small number of graduates either declined to mark any star or gave one star (see Figure 10).

**Figure 11**

*Graduates' Perspectives on Co-Curricular Activities*



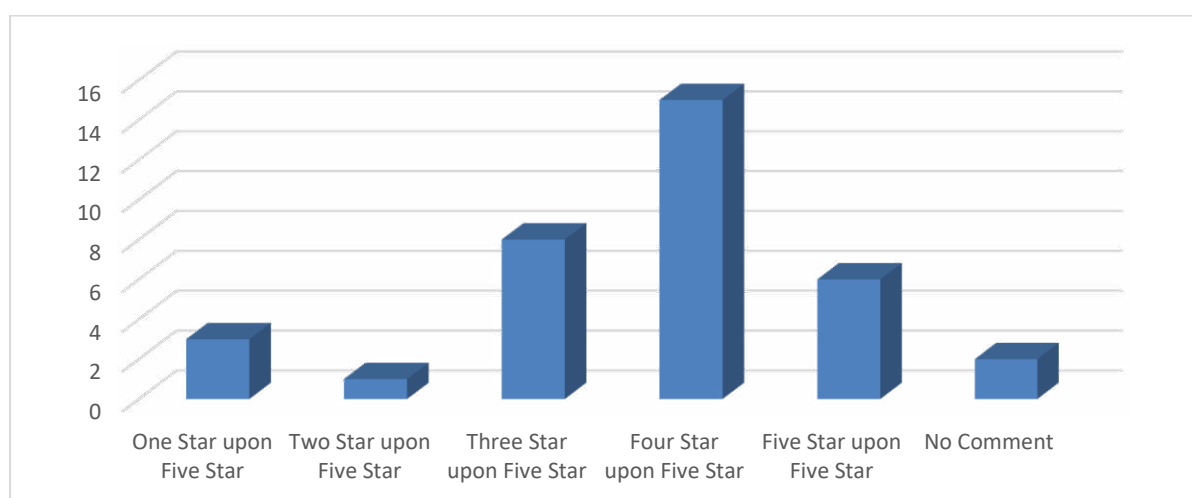
**Inferences:** The analysis of graduates' responses to co-curricular activities at the college shows that the majority of graduates are moderately satisfied. Although the college conducts many activities throughout the year, graduates are likely dissatisfied with the way such programs are organized, or they may not have found the sports or activities of their choice. Alternatively, they may be expecting more diverse activities at the college. Thus, the college needs to pay attention to these and similar aspects while planning, organizing, and evaluating such programs.

### 2.2.9 Problem-Solving Activities

**Description of Data:** The 2022 graduates show overwhelming satisfaction with the problem-solving activities conducted at the college. The majority of graduates, i.e., 15, rated four stars in this category. The second-largest group, i.e., 8 graduates, rated three stars, and 6 graduates rated five stars. A small number of graduates likely expressed dissatisfaction or indifference by giving one or two stars or by declining to comment at all (see Figure 11).

**Figure 12**

*Problem-Solving Activities at College*



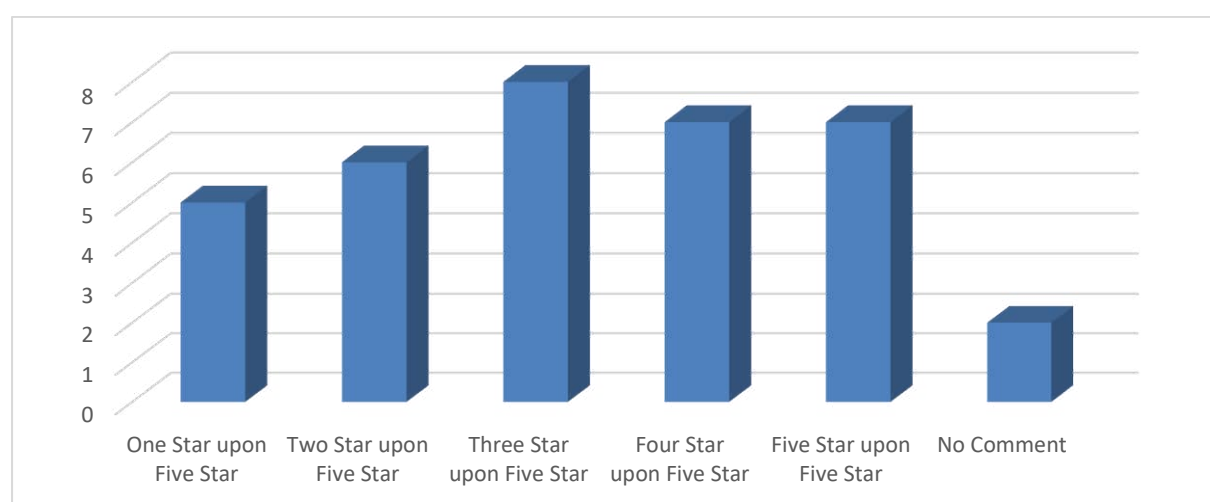
**Inferences:** The college can take satisfaction in its initiatives for establishing a tradition of addressing students' problems. Such solutions may reflect pedagogical activities, personal care and support for students, and/or counseling provided when needed. Thus, the college should maintain this service and also consider new measures to address potential future problems.

### 2.2.10 Job Placement and Internship

**Description of Data:** A majority of graduates seem satisfied with the job placement services and internship facilities provided by the college. The majority of graduates, i.e., 8, rated three stars to indicate their satisfaction with these facilities. The second-largest group, i.e., 7 graduates each, rated five and four stars. Only 3 graduates rated two stars, while a small number rated one star. An insignificant number of graduates either declined to comment or gave one star. Overall, the graduates show moderate to high satisfaction with the job placement services and internship facilitation offered by the college (see Figure 12).

**Figure 13**

*Job Placement and Internship*



**Inferences:** The graduates' increasing satisfaction with the job placement initiatives operated by the college reflects the effectiveness of quality assurance in learning outcomes. These results are largely due to the internship programs implemented by the college. Some subjects, such as journalism, social work, and other management courses, require or may entail internships. However, the college currently lacks a dedicated job placement cell or industry-college partnership. Establishing and operating such cells could further enhance graduates' satisfaction.

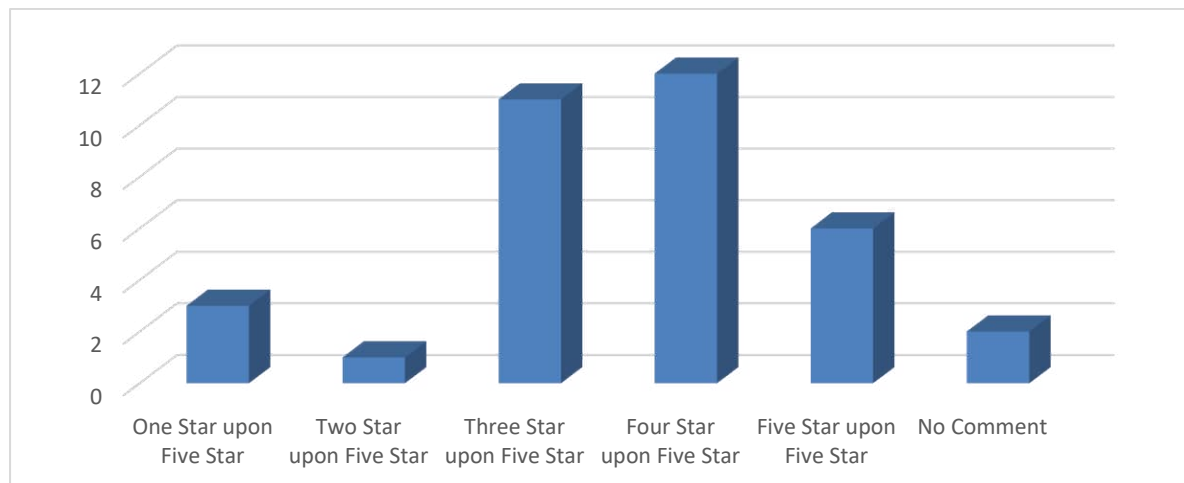
### 2.2.11 Teaching-Learning Environment

**Description of Data:** A majority of graduates show high satisfaction with the teaching-learning facilities provided by the college. Almost half of all graduates, i.e., 12 out of 35, rated four stars to indicate their satisfaction with these facilities. The second-largest group, i.e., 11 students, rated three stars. Only 6 graduates rated five stars, reflecting a moderate level of satisfaction. An insignificant number of graduates either declined to comment or gave two stars. Overall, the

graduates demonstrate strong satisfaction with the teaching-learning environment at the college (see Figure 13).

**Figure 14**

*Teaching-Learning Environment*



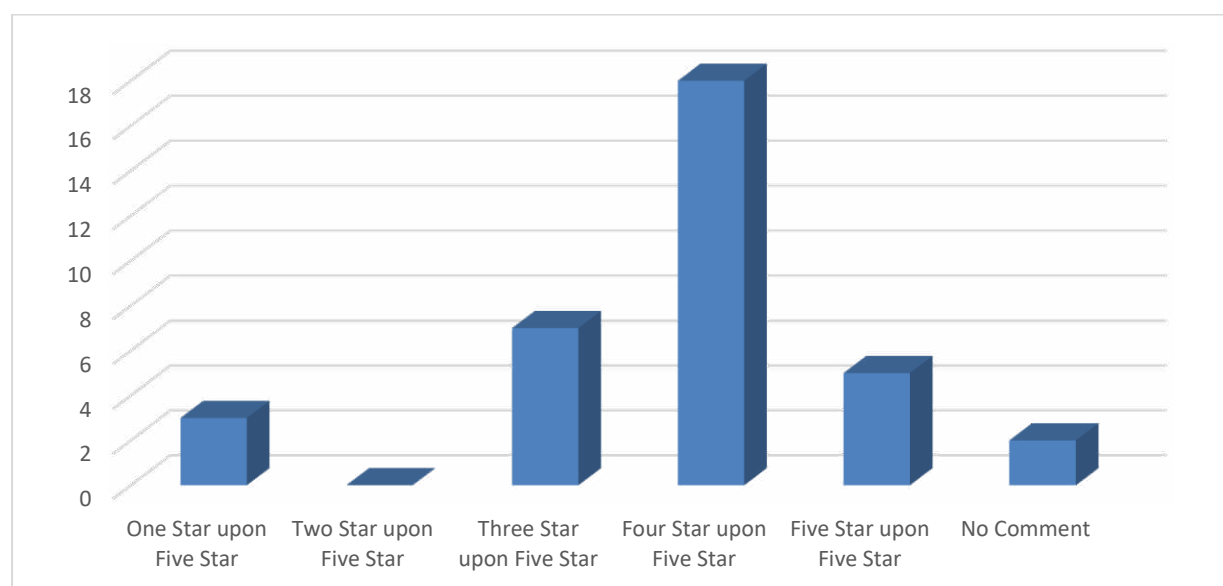
**Inferences:** The graduates' satisfaction with the teaching-learning facilities at the college should encourage the administration. One reason for this increasing satisfaction may be the large number of computer facilities provided to meet the requirements of technical courses such as BScCSIT, BCA, and Computer Science. Another reason is that the college has installed multimedia projectors, large TV screens, and CCTV systems in most classrooms. Future graduates may benefit from even better technical facilities, which could further enhance the quality of learning. Thus, the teaching-learning environment can 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 2022 were generally satisfied with the quality of education provided by the college. The largest number of graduates, i.e., 18 out of 35, rated four stars to indicate their satisfaction. The second-largest group, i.e., 7 graduates, rated three stars. Only 5 graduates rated five stars, and 3 graduates rated one star regarding the quality of education. Overall, the graduates demonstrate a high level of satisfaction with the quality of education at the college (see Figure 14).

**Figure 15**

*Quality of Education Delivered*



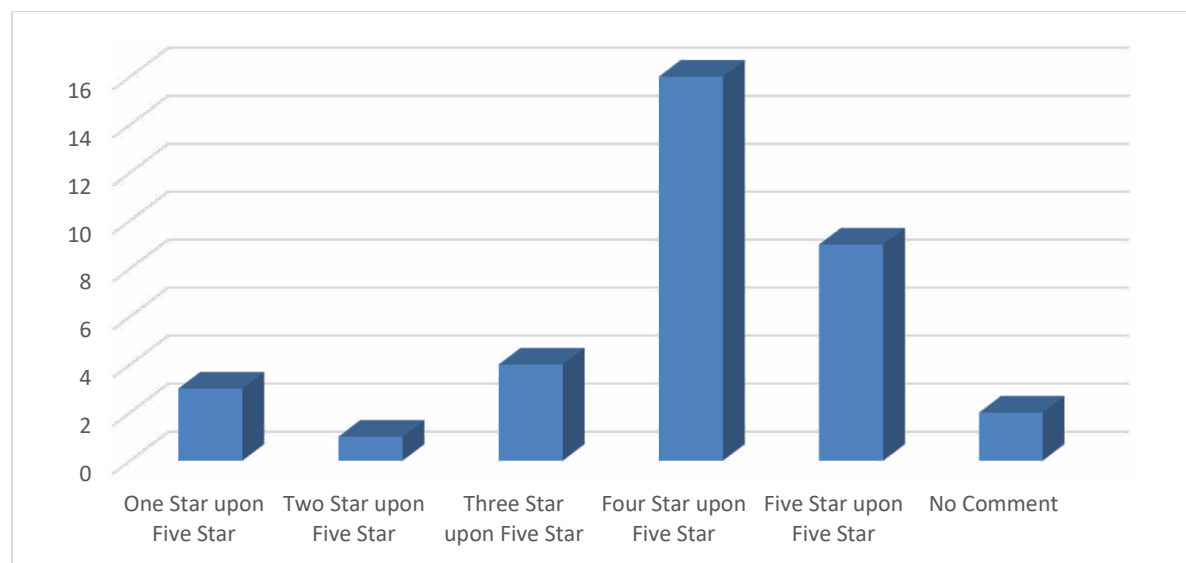
**Inferences:** The analysis of the data reveals that the graduates, in general, are confident in the quality of education provided by the college. This may be the result of the college's initiatives to enhance educational quality. Other factors that may have contributed to graduates' confidence include experienced faculty, spacious classrooms, a strong and well-constructed college building, ample premises, and the potential for institutional growth. Thus, the college should continue to implement all 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 students' satisfaction ratings regarding the teacher-student relationship indicates that this aspect is highly satisfactory for the overwhelming majority of graduates. A large number of graduates, i.e., 16 out of 35, marked four stars to indicate satisfaction with their relationship with teachers. The second-largest group, i.e., 9 graduates, marked five stars. A small number of students marked two or three stars, while a limited number of graduates either declined to comment or provide a rating. Overall, the graduates appear to be highly satisfied with their teachers at the college (see Figure 15).

**Figure 16**

*Teacher-Student Relationship*



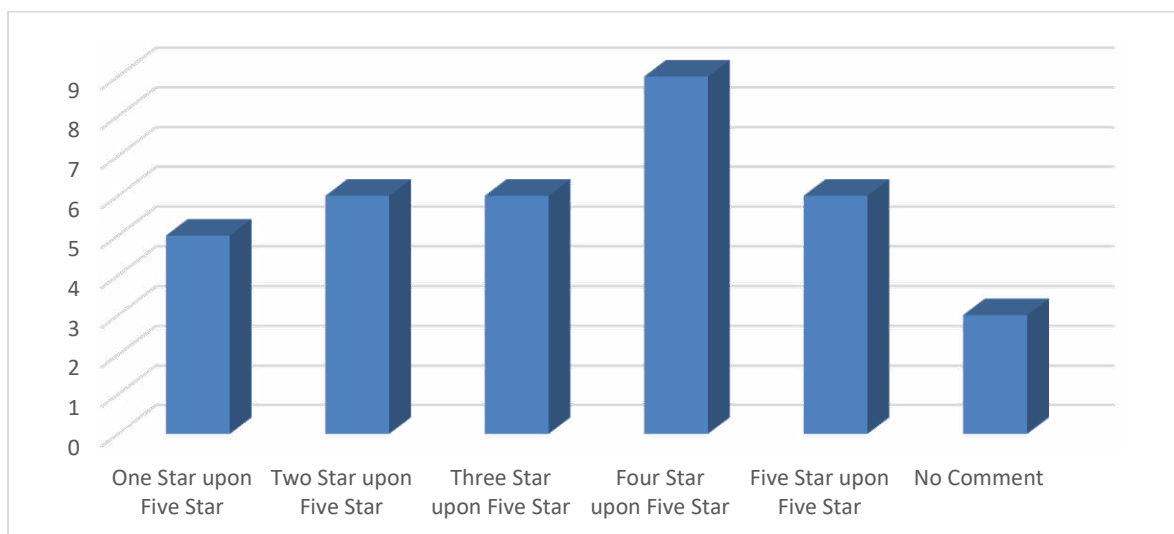
**Inferences:** The analysis of the data on teacher-student satisfaction ratings reveals that most graduates are very pleased with the humane and cordial behavior of teachers at the college. Several factors may have influenced this perception. First, the college has established a long tradition of student counseling, and teachers are encouraged to maintain a familial type of behavior toward students. Second, the personal care provided to students likely contributes to this positive perception. Third, teachers involve their students in various activities, excursions, and research in a friendly and supportive manner. Therefore, the college should continue to uphold this spirit of student service.

#### **2.2.14 Library Facility**

**Description of Data:** The data on students' satisfaction ratings of library facilities shows that the facility provides a satisfactory experience to the graduates. A majority of graduates, i.e., 9 out of 35, marked four stars to indicate adequate satisfaction with this facility. A slightly smaller number, i.e., 6 graduates, marked five stars. The third-largest group, i.e., 6 graduates each, marked five, three, and two stars. Overall, the graduates appear to be moderately satisfied with the library facility (see Figure 16).

**Figure 17**

*Library Facility*



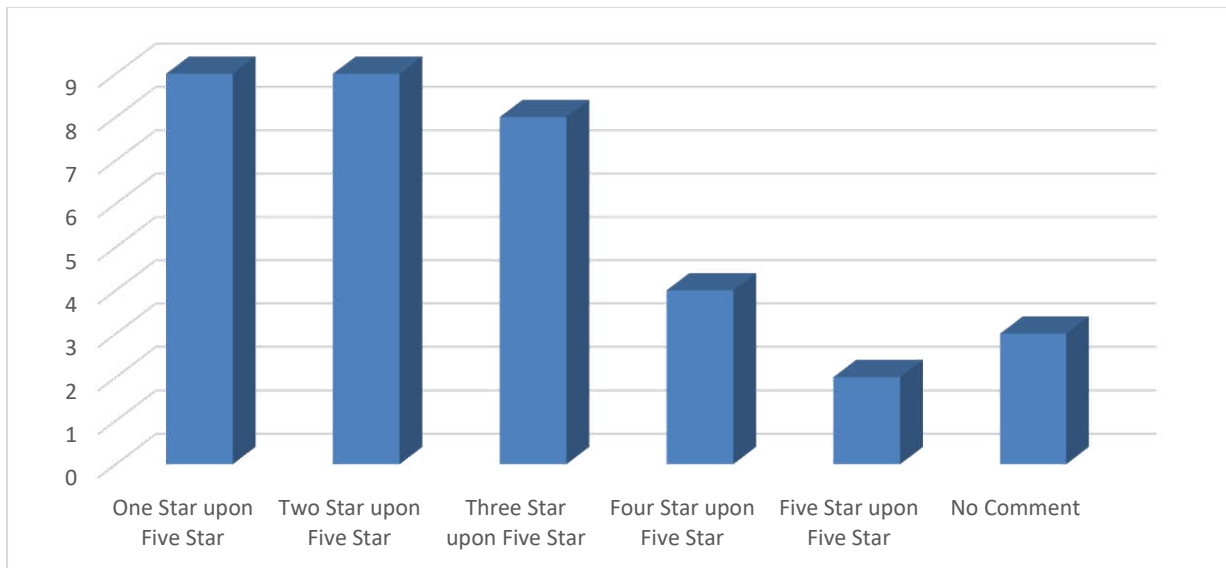
**Inferences:** The analysis of the data on students' satisfaction ratings of the library facility shows that graduates have middling satisfaction. This may not be an encouraging sign for either students or the college. Several factors may contribute to this perception: first, the library may lack several relevant books for students; second, the service may be inefficient; and third, the computers and internet facilities available for students may be insufficient.

### 2.2.15 Lab Facility

**Description of Data:** The data on the lab facility indicates middling to good satisfaction among graduates. A majority of the college graduates are generally satisfied with the quality of the lab facilities. On a 0–5 star scale, the largest number of graduates, i.e., 9, marked one and two stars to indicate their comparative dissatisfaction with the lab facilities provided by the college. The second-largest number of graduates, i.e., 8, marked three stars for the facility, while 4 graduates marked four stars. A small number of students either declined to comment or marked one, two, or zero stars. Overall, graduates appear moderately satisfied with the lab services, though a very small number seem frustrated with the facility (see Figure 17).

**Figure 18**

*Lab Facility*



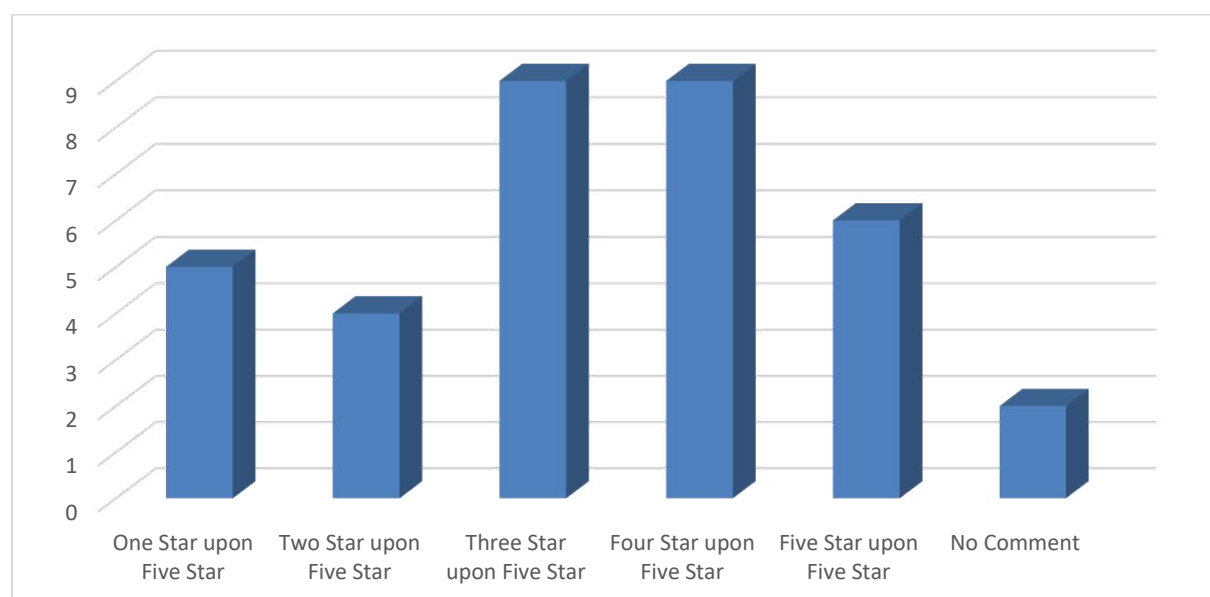
**Inferences:** The analysis of the data on students' satisfaction with the lab facility shows generally high satisfaction. A very small number of graduates expressed extreme dissatisfaction. Several factors may contribute to this perception: first, the lab may not be available for students enrolled in predominantly theoretical courses; second, although the facility may exist, such as the FM radio, teachers may show apathy in taking all students to use it; third, the management of the lab facility may be inefficient; and fourth, the lab facility may be insufficient. The college should address these and other related factors.

### 2.2.16 Sports Facility

**Description of Data:** A majority of the college graduates are generally satisfied with the quality of the sports facilities. Out of 35 graduates, 9 marked four stars and the other 9 marked three stars to indicate their satisfaction with the sports facilities provided by the college. A slightly smaller number, 11 graduates, marked three stars, while 8 graduates marked two stars. A small number of graduates, i.e., 6, marked five stars. A limited number of students marked one star or declined to comment. Overall, graduates appear largely satisfied with the sports facilities, although a small number seem frustrated with the available resources (see Figure 18).

**Figure 19**

*Sports Facility*



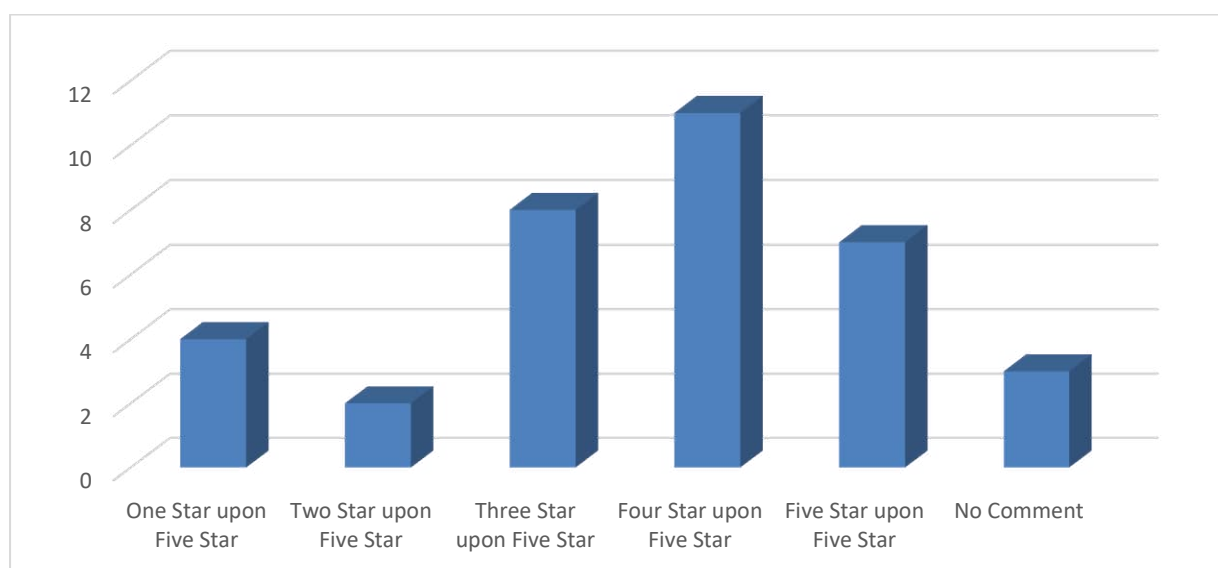
**Inferences:** The analysis of the data on students' satisfaction with the sports facilities shows their satisfaction ranges from middling to extreme dissatisfaction. This may result from several factors: first, the sports facilities may not be accessible to students with certain physical, mental, or temperamental differences; second, the facilities may exist but be insufficient; third, the management of the sports facilities may be inefficient. The college should address these and related factors.

### **2.2.17 Canteen, Toilet, and Other Facilities**

**Description of Data:** The data on students' satisfaction with the canteen, toilet, and other facilities shows that these facilities provide middling satisfaction to the graduates. A majority of graduates, i.e., 11 out of 35, marked four stars to indicate their satisfaction. The second-largest group, i.e., 8 graduates, marked three stars. Some 7 graduates marked five stars, while a smaller number of graduates either gave a single star or declined to comment. Overall, the graduates appear to be just satisfied with the canteen, toilet, and other facilities (see Figure 19).

**Figure 20**

*Canteen, Toilet, and Other Facilities*



**Inferences:** The analysis of the data on students' satisfaction with the canteen, toilet, and other facilities shows their satisfaction ranges from middling to extreme dissatisfaction. This may result from several factors: first, these facilities may not be accessible to students with differing physical, mental, or temperamental abilities; second, the facilities may exist but be insufficient; third, the management of the facilities may be inefficient. The college should address these and related issues.

### 3. Major Findings

#### 3.1 Employment and Further Study Status

**Employment:** The study reveals that more than fifty percent of graduates are employed. Contrary to general expectations, the majority of employed and self-employed graduates are from BSc CSIT, while fewer employed graduates are from BBS programs.

**Further Study:** The data on further studies shows that most graduates have either been unsuccessful or unwilling to pursue further studies. Those pursuing further studies primarily belong to the BBS programs, whereas BScCSIT graduates have largely chosen not 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 personal intellectual growth. The majority of graduates report middling satisfaction with the courses they studied, including both technical and non-technical programs. Graduates of BA, BBS, and BScCSIT programs show similar levels of satisfaction. Both male and female graduates are satisfied with the quality and relevance of academic programs at the college.

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

Students' satisfaction with library facilities indicates an acceptable level of satisfaction.

Most graduates are generally satisfied with the quality of lab facilities. Most graduates are generally satisfied with the quality of sports facilities. Satisfaction with the canteen, toilet, and other facilities ranges from middling to moderate.

## **4. Implications for Institutional Reform**

The major implications for institutional reform are as follows:

- Since a significant number of graduates are unemployed, the college can establish incubators or training programs to prepare students for jobs or entrepreneurship.
- Many graduates have not pursued further studies, indicating the need for a counseling desk to guide and encourage students toward higher education.
- The institution should introduce more scholarship policies and schemes to attract students from marginalized and disadvantaged communities.
- Students have requested enhanced sports facilities; the college administration should address these demands.
- Graduates have highlighted the need to improve the management system. The college can enhance services in units directly linked with students, such as Reception, Cash, and Program Departments.
- To meet the demand for technical academic programs, the college can run non-credit courses to equip students with modern skills and knowledge.
- The Research Management Cell should receive adequate resources to conduct regular research and seminar activities, supporting students' development of research skills.

- The college should focus on field visits and internship facilities for graduates in programs such as BSW, Marketing, and Accounting.

## **5. Conclusions and Recommendations**

### **5.1 Conclusions:**

The study reveals that the college successfully imparts quality education, improving graduates' skills, expertise, and intellectual growth. Employment rates among graduates further corroborate this success. Additionally, graduates are largely satisfied with the quality of education and other facilities at the college.

### **5.2 Recommendations:**

The study presents the following recommendations:

- Improve college facilities, including the library, labs, sports facilities, and canteen, to enhance student satisfaction and the quality of education.
- Establish internship, placement, and career counseling cells to expand opportunities for graduates.
- Increase extracurricular programs, such as sports, extension and outreach programs, drama presentations, and personality development programs, to promote holistic student growth.
- Improve service quality for all stakeholders.
- Enhance research activities, enabling both students and faculty to engage in research within academic programs.
- Facilitate more technical, academic, and market-oriented programs to develop graduates' skills for the global competitive market.
- Increase the number of seminars, workshops, and symposiums to broaden knowledge for students and faculty.
- Adopt policies that promote students from marginalized, deprived, and EDJ communities.
- Expand professional and applied courses.
- Encourage students to pursue further studies through academic counseling, research opportunities, scholarships, and funding information.

## Annexes

### Annex 1 Tracer Study Committee

*Excellence in Leadership for Transformation*

Accredited by University Grants Commission (UGC), Nepal (2025)  
विश्वविद्यालय अनुदान आयोग नेपालबाट गुणस्तर प्रत्याभूत (२०८५)



**MADAN BHANDARI  
MEMORIAL COLLEGE**

(Estd. 2001)  
AFFILIATED TO TRIBHUVAN UNIVERSITY

चुनौती: ६०१०२९१०२३

मिति : २०८२/०४/२६

श्री हरिबहादुर चन्दन्यू  
मदन भण्डारी मेमोरियल कलेज  
नयाँ बानेश्वर, काठमाडौं ।



विषय : Tracer Study समिति गठन सम्बन्धमा ।

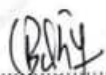
उपर्युक्त विषयमा आन्तरिक गुणस्तर सुनिश्चितता समितिको मिति २०८२ श्रावण २६ गते बसेको बैठकको निर्णयानुसार आन्तरिक गुणस्तर सुनिश्चितता समिति अन्तर्गत तपाईंको संयोजकत्वमा तपशील बमोजिमको Tracer Study समिति गठन गरिएको व्यहोरा जानकारी गराइन्छ । कलेजको स्नातक र स्नातकोत्तर तह उत्तीर्ण पछि विद्यार्थीहरूको रोजगार, पेशागत अवस्था र सामाजिक सहभागिताबारे तथ्याङ्क सङ्कलन विश्लेषण गरी आवश्यक प्रमाणसहितको प्रतिवेदन तयार पार्नु जानकारी गराइन्छ ।

#### तपशील

क) श्री हरिबहादुर चन्द	- संयोजक
ख) श्री शोभाकर भण्डारी	- सदस्य
ग) श्री दिलिप कुमार भ्ना	- सदस्य
घ) श्री पुष्पादेवी बास्तोला	- सदस्य
ङ) श्री पोषण निरौला	- सदस्य
च) श्री सन्तोष थापा	- सदस्य
छ) श्री मनिस घिमिरे	- सदस्य (विद्यार्थी प्रतिनिधि)
ज) श्री किशोर पौडेल	- सदस्य

#### बोधार्थ/कार्याध्यक्ष

१. श्री प्रशासन शाखा
२. श्री लेखा शाखा

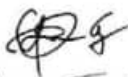






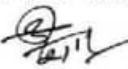

  
डा. बाबुराम अधिकारी  
क्याम्पस प्रमुख

## Annex 2 Meeting Minutes

### पहिलो बैठक

यस मदन भण्डारी मेमोरियल कलेजका क्याम्पस प्रमुख डा. बाबुराम अधिकारीले यस कलेजबाट सन् २०२२ र २०२३ मा स्नातक र स्नातकोत्तर तह उत्तीर्ण गरेका पूर्व विद्यार्थीहरूको हालको अवस्था र कलेजका विषयमा निजहरूको दृष्टिकोणलगायतका विषयमा अध्ययन गरी प्रतिवेदन प्रस्तुत गर्न यही साउन २६ गते यो Tracer Study Committee गठन गर्नु भएकोले आज मिति २०८२ साउन २७ गते यस समितिका संयोजक हरिबहादुर चन्दको अध्यक्षतामा निम्नबमोजिमका सदस्यहरूको उपस्थितिमा पहिलो बैठक बसी देहाय बमोजिमका निर्णयहरू गरियो ।

### उपस्थिति

संयोजक: हरिबहादुर चन्द   
सदस्य: शोभाकर भण्डारी   
सदस्य: दिलिप कुमार झा   
सदस्य: पुष्पादेवी बास्तोला   
सदस्य: पोषण निरौला   
सदस्य: सन्तोष थापा   
सदस्य: मनिस घिमिरे (विद्यार्थी प्रतिनिधि)   
सदस्य: किशोर पौडेल   
आमन्त्रित सदस्य: प्रज्ज्वलमान श्रेष्ठ 

छलफलको विषय:


१. जिम्मेवारी बाँडफाँड सम्बन्धमा ।

२. अन्य ।

### निर्णयहरू:

प्रस्ताव नं. १. उपर छलफल हुँदा Tracer Study सम्बन्धी निम्नानुसार जिम्मेवारी सदस्यहरूबीच बाँडफाँड गरियो ।





संयोजक: हरि बहादुर चन्द (प्रतिवेदन लेखन)  
सदस्य: शोभाकर भण्डारी (BA तर्फको तथ्याङ्क संकलन)  
सदस्य: दिलिप कुमार झा (BBS तर्फको तथ्याङ्क संकलन)  
सदस्य: पुष्पादेवी बास्तोला (BScCSIT 2023 तर्फको तथ्याङ्क संकलन)  
सदस्य: पोषण निरौला  
(यस अध्ययनका लागि आवश्यक पूर्वविद्यार्थीहरूको सूची उपलब्ध  
गराई सन् २०२२ र २०२३ का लागि डाटा इन्ट्री गर्न गुगल  
फाराम तयार गरिदिने)  
सदस्य: सन्तोष थापा (BScCSIT 2023, MA 2023, BCA 2023 तर्फको  
तथ्याङ्क संकलन)  
सदस्य: मनिस घिमिरे (विद्यार्थी समन्वय)  
सदस्य: किशोर पौडेल (विद्यार्थी समन्वय)  
प्रस्ताव नं. २. उपर छलफल हुँदा अन्य विषय नभएकोले बैठक समापन गर्ने  
निर्णय गरियो ।

### दोस्रो बैठक

आज मिति २०८२ साउन २९ गते मदन भण्डारी मेमोरियल कलेजको Tracer Study Committee को कार्यप्रगति समीक्षा बैठक संयोजक हरिवहादुर चन्दको अध्यक्षतामा निम्नबमोजिमका सदस्यहरूको उपस्थितिमा बसी देहाय बमोजिमका निर्णयहरू गरियो ।

### उपस्थिति

संयोजक: हरिवहादुर चन्द  
सदस्य: शोभाकर भण्डारी  
सदस्य: दिलिप कुमार झा  
सदस्य: पुष्पा देवी बास्तोला  
सदस्य: पोषण निरौला  
सदस्य: सन्तोष थापा  
सदस्य: मनीष घिमिरे (विद्यार्थी प्रतिनिधि)  
सदस्य: किशोर पौडेल  
आमान्वित सदस्य: प्रज्ज्वलमान श्रेष्ठ  
आमान्वित सदस्य: डा. ताराप्रसाद गौतम

### छलफलको विषय:

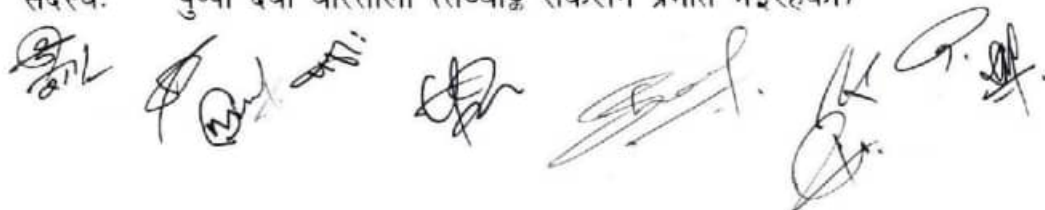
१. कार्य प्रगति समीक्षा सम्बन्धमा ।

२. अन्य ।

### निर्णयहरू:

प्रस्ताव नं. १. उपर छलफल हुँदा निम्नानुसार प्रगति भएको पाइयो ।

सदस्य: शोभाकर भण्डारी (तथ्याङ्क संकलन प्रगति भइरहेको)  
सदस्य: दिलिप कुमार झा (तथ्याङ्क संकलन प्रगति भइरहेको)  
सदस्य: पुष्पा देवी बास्तोला (तथ्याङ्क संकलन प्रगति भइरहेको)





सदस्यः पोषण निरौला (प्राविधिक सहयोग भइरहेको र गुगल फाराम तयार भएको तथा विद्यार्थीवारे कलेजमा रहेको तथ्याङ्क सदस्यहरुलाई उपलब्ध गराइसकिएको)

सदस्यः सन्तोष थापा (तथ्याङ्क संकलन भइरहेको)

सदस्यः मनिस घिमिरे

सदस्यः किशोर पौडेल

साथै, तथ्याङ्क संकलन कार्य यथाशीघ्र टुङ्ग्याउन सम्बद्ध सबैमा आग्रह गर्ने निर्णय गरियो ।


प्रस्ताव नं. २. उपर छलफल हुँदा अन्य विषय नभएकोले बैठक समापन गर्ने निर्णय गरियो ।



### तेस्रो बैठक

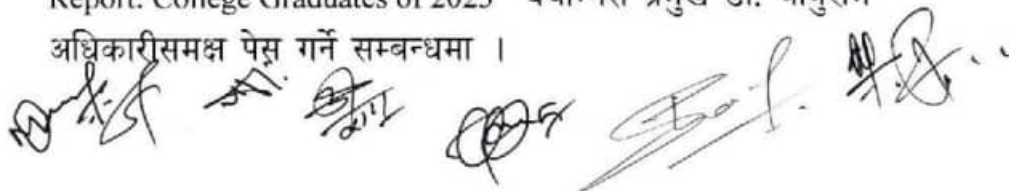
यस मदन भण्डारी मेमोरियल कलेजका क्याम्पस प्रमुख डा. बाबुराम अधिकारीले यस कलेजबाट सन् २०२२ र २०२३ मा स्नातक र स्नातकोत्तर तह उत्तीर्ण गरेका पूर्वविद्यार्थीहरूको हालको अवस्था र कलेजका विषयमा निजहरूको दृष्टिकोणलगायतका विषयमा अध्ययन गरी प्रतिवेदन प्रस्तुत गर्न गत साउन २६ गतेका दिन गठन गर्नु भएको यो Tracer Study Committee ले आफ्नो काम सम्पन्न गरेको अवस्थामा आज मिति २०८२ भाद्र ९ गते यस समितिका संयोजक हरिवहादुर चन्दको अध्यक्षतामा निम्नबमोजिमका सदस्यहरूको उपस्थितिमा बैठक बसी देहाय बमोजिमका निर्णय गरियो ।

### उपस्थिति

संयोजक: हरिवहादुर चन्द   
सदस्य: शोभाकर भण्डारी   
सदस्य: दिलिप कुमार झा   
सदस्य: पुष्पादेवी बास्तोला   
सदस्य: पोषण निरौला   
सदस्य: सन्तोष थापा   
सदस्य: मनिस घिमिरे (विद्यार्थी प्रतिनिधि)   
सदस्य: किशोर पौडेल 

### छलफलको विषय:

१. Tracer Study Report: College Graduates of 2022 र Tracer Study Report: College Graduates of 2023 क्याम्पस प्रमुख डा. बाबुराम अधिकारीसमक्ष पेस गर्ने सम्बन्धमा ।



२. धन्यवाद ज्ञापन ।

३. अन्य ।

निर्णयहरू:

प्रस्ताव नं. १. उपर छलफल हुँदा सदस्यहरूबीच ट्रेसर अध्ययनसम्बन्धी सम्पूर्ण काम सम्पन्न भई लेखनसमेत भइसकेको अवस्थामा क्याम्पस प्रमुख डा. बाबुराम अधिकारीसमक्ष Tracer Study Report: College Graduates of 2022 र Tracer Study Report: College Graduates of 2023 प्रस्तुत गर्ने निर्णय गरियो ।

प्रस्ताव नं. २. उपर छलफल हुँदा निम्नानुसारका पदाधिकारी तथा व्यक्तिहरूको सहयोग सल्लाह र योगदान रहेकोले धन्यवाद ज्ञापन गर्ने निर्णय गरियो ।

- यस समितिका संयोजक र सदस्यहरूमाथि विश्वास गरी Tracer Study Report: College Graduates of 2022 र Tracer Study Report: College Graduates of 2023 का लागि अध्ययन गरी प्रतिवेदन पेस गर्न यस समिति गठन गरी जिम्मा दिनुभएकोमा क्याम्पस प्रमुख डा. बाबुराम अधिकारीसमक्ष धन्यवाद ज्ञापन गर्ने निर्णय गरियो ।
- यस समितिको कार्यलाई सहज बनाउन अग्रणी भूमिका निर्वाह गर्नुभएकोमा सहायक क्याम्पस प्रमुखद्वय प्रज्ज्वलमान श्रेष्ठ (शैक्षिक) र डा. ताराप्रसाद गौतम (प्रशासन) समक्ष धन्यवाद ज्ञापन गर्ने निर्णय गरियो ।
- अन्य शिक्षकहरू तथा कर्मचारीहरूबाट प्राप्त सहयोगका लागि निजहरूमा समग्रमा धन्यवाद ज्ञापन गर्ने निर्णय गरियो ।

प्रस्ताव नं. ३. उपर छलफल हुँदा अन्य विषय नभएकोले बैठक समापन गर्ने निर्णय गरियो ।

## Annex 3 Graduates' Data Entry Form

## 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:**

[illegible]

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:**

