

Tracer Study Report: College Graduates of 2023



Madan Bhandari Memorial College

New Baneshwor, Kathmandu

Submitted to

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Tracer Study Report: College Graduates of 2023

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Acknowledgments

This tracer study of the graduates of Madan Bhandari Memorial College for the academic session marks a system of continuous record-keeping at the college. The study focused on graduates from the faculties of Humanities and Social Sciences, Management, and Science. The inspiration from the UGC in conducting this study was invaluable. This study would not have been possible without the active support of the UGC and other contributors. The findings presented in this report could not have been obtained without the responses of the graduates of the college, who were trained at the college and later employed in various sectors. Some graduates are self-employed, while others are continuing their further studies at different academic institutions. Their participation in this study is highly valued and appreciated. Finally, we would like to express our gratitude to all other concerned individuals and institutions for providing valuable information, suggestions, and efforts that made this tracer study possible.

Tracer Study Team

Executive Summary

The findings of the study suggest that the college has been reasonably effective in providing quality education that contributes to graduates' intellectual growth, professional skills, and subject expertise. This claim is supported by the overall approval ratings of graduates assigned to the academic and institutional facilities available during their studies.

The results, however, point to a critical challenge: more than 65 percent of graduates remain unemployed. When analyzed by program, BScCSIT graduates demonstrate far better employment outcomes compared to their BA and BBS counterparts. Regarding further education, the data reveal that most graduates either did not attempt or were unsuccessful in pursuing higher studies. Only a small fraction of BA and BBS graduates continued their education, whereas a majority of BScCSIT graduates opted not to pursue advanced degrees.

Another concern raised by the study relates to the adequacy and relevance of academic programs in advancing graduates' career prospects and personal development. Although most students express a degree of satisfaction with their courses, their responses indicate only moderate approval overall. Graduates of BA, BBS, and BScCSIT programs reported being relatively satisfied, with female graduates consistently expressing higher satisfaction than males about the quality and usefulness of the programs.

Lastly, satisfaction levels with institutional facilities—such as the library, laboratories, canteen, and sanitation—were largely moderate. The study recommends that the college introduce necessary reforms to improve these resources and strengthen academic outcomes.

Tracer Study Team

Table of Contents

List of Tables	vi
List of Figures	vi
Abbreviations	vii
1. Introduction	1
2. Data Analysis	4
3. Major Findings	26
4. Implications for Institutional Reform	27
5. Conclusions and Recommendations	27
Annex 3 Graduates' Data Entry Form	36

List of Tables

Table 1	Total Number of Graduates 2023
Table 2	Male and Female Graduates
Table 3	Ethnicity of Graduates
Table 4	Employment Status by Male and Female
Table 5	Employment Status by Degrees
Table 6	Employment Status by Sector
Table 7	Further Studies Status by Gender
Table 8	Further Studies Status by Degrees
Table 9	Graduates' Feedback

List of Figures

Figure 1	Total Number of Graduates 2023
Figure 2	Male and Female Graduates
Figure 3	Ethnicity of Graduates
Figure 4	Employment Status by Male and Female
Figure 5	Employment Status by Degrees
Figure 6	Employment Status by Sector
Figure 7	Further Studies Status by Gender
Figure 8	Further Studies Status by Degrees
Figure 9	Graduates' Feedback
Figure 10	Relevance of Academic Program to Students' Professional Career
Figure 11	Graduates Perspectives on Co-Curricular Activities
Figure 12	Problem Solving Activities at College
Figure 13	Job placement and Internship
Figure 14	Teaching-Learning Environment
Figure 15	Quality of Education Delivered
Figure 16	Teacher-Student Relationship
Figure 17	Library Facility
Figure 18	Lab Facility
Figure 19	Sports Facility
Figure 20	Canteen, Toilet, and Other Facilities

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 institution founded in 2001 by the Madan Bhandari Foundation, was established to pursue the vision of “Excellence in Leadership for Transformation.” Unlike many commercial colleges in the country, it delivers quality education at affordable fees and aspires to become a hub of academic excellence. With students enrolled from nearly all districts of Nepal, the college holds a truly national character. Located at New Baneshwor, Kathmandu, the college offers both undergraduate and graduate programs. It is actively engaged in the QAA process and other UGC initiatives aimed at strengthening quality assurance and academic standards. The college remains dedicated to delivering quality education while fulfilling 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 27 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 carried out a series of regular discussion sessions and formal meetings to ensure the smooth progress of the study. These meetings were used as platforms to review emerging issues, deliberate on important matters, and make the necessary decisions to accomplish the objectives of the study. For reference and transparency, the minutes of these meetings have been documented and attached in Annex 2.

1.4 Graduate Batch Selected for the Study

The research primarily focused on students who graduated in 2023. Although the committee intended to include all 100 graduates in the study, contact could be successfully established with only 84 individuals. As a result, the analysis is based on the information gathered from these 84 graduates. In this context, the term status refers largely to the graduates' employment situation and

engagement in further education, whereas perspectives highlight their views and feedback regarding both academic and non-academic facilities provided by the college.

1.5 Data Collection

1.5.1 Primary and Secondary Data

The present study relies on both primary and secondary data. Primary data were collected through a structured questionnaire designed to gather a wide range of details, including graduates' personal backgrounds, their employment status, opinions on the college and its academic programs, as well as their involvement in further studies. On the other hand, secondary data were derived from institutional records related to both academic and non-academic activities. These records were mainly obtained from the Examination Section, the Education Management Information System (EMIS), and the Extra-Curricular Activities (ECA) Section of the college, thereby providing additional insight into the graduates' academic performance and campus engagement.

1.5.2 Instruments of Data Collection

The questionnaire served as the principal tool for collecting information. Its design reflects the overall research approach by combining both quantitative and qualitative components. While the majority of the questions were closed-ended and aimed at generating measurable data, several items were open-ended to capture the respondents' subjective views. For example, Questions D and E specifically requested graduates to provide suggestions for institutional improvement and to indicate potential contributions they might make to the college in the future. Similarly, Question B 2.12 encouraged an open response. Along with the questionnaire, other tools such as computers, telephones, and data-processing software were also employed to facilitate the collection and organization of information. This blend of instruments ensured a holistic approach, allowing the study to incorporate both verifiable statistics and personal perspectives from graduates.

1.6 Scope and Limitations of the Study

The central aim of the study is to evaluate the quality of education provided by the college and examine its influence on the lives of graduates. The scope of the study lies in its ability to generate meaningful insights about academic standards, available resources, and institutional effectiveness. The combination of quantitative and qualitative responses provides valuable feedback that can guide the college in enhancing its programs and strengthening its position as an institution of academic excellence.

Nonetheless, the study is not without limitations. Although it includes the majority of 2023 graduates, the sample of 84 individuals represents only a small portion of the entire student population. Consequently, their views may not fully capture the diversity of experiences across all graduates. Moreover, while the questionnaire was comprehensive, it could not account for every possible nuance. Some responses, particularly those influenced by cultural or personal preferences—such as evaluations of canteen food and services—may not accurately reflect the overall situation. Therefore, while the findings provide important indications, they may not offer a complete picture of the college’s quality or fully predict the professional success and intellectual development of future graduates.

2. Data Analysis

2.1 Method

The analysis of data was carried out by compiling and reviewing the responses provided by graduates to each questionnaire item. Out of 100 graduates, only 84 responded, and their data were organized into tables and later transformed into figures to highlight overall trends as well as specific patterns. The number of graduates in each category was used as a basis for identifying the institution’s strengths, weaknesses, and potential administrative responses.

The analysis followed three major stages: first, presenting the data in an accessible form; second, examining the information and drawing inferences about possible causes of the trends; and third, suggesting recommendations for enhancing institutional services and facilities. Data are mainly presented in the form of bar diagrams across multiple topics of study. The interpretation and inference sections provide explanations for the observed results, while the findings and recommended actions are presented separately in later parts of the report.

2.2 Analysis of Categories

2.2.1 Number of Graduates

In 2023, 100 students completed their studies at the college. Among undergraduate programs, the BScCSIT produced the highest number of graduates, followed by the Bachelor of Business Studies. The BA program ranked third, while the MA (English) and MA (JMC) programs recorded the lowest graduate numbers, with 3 and 2, respectively (see Table 1).

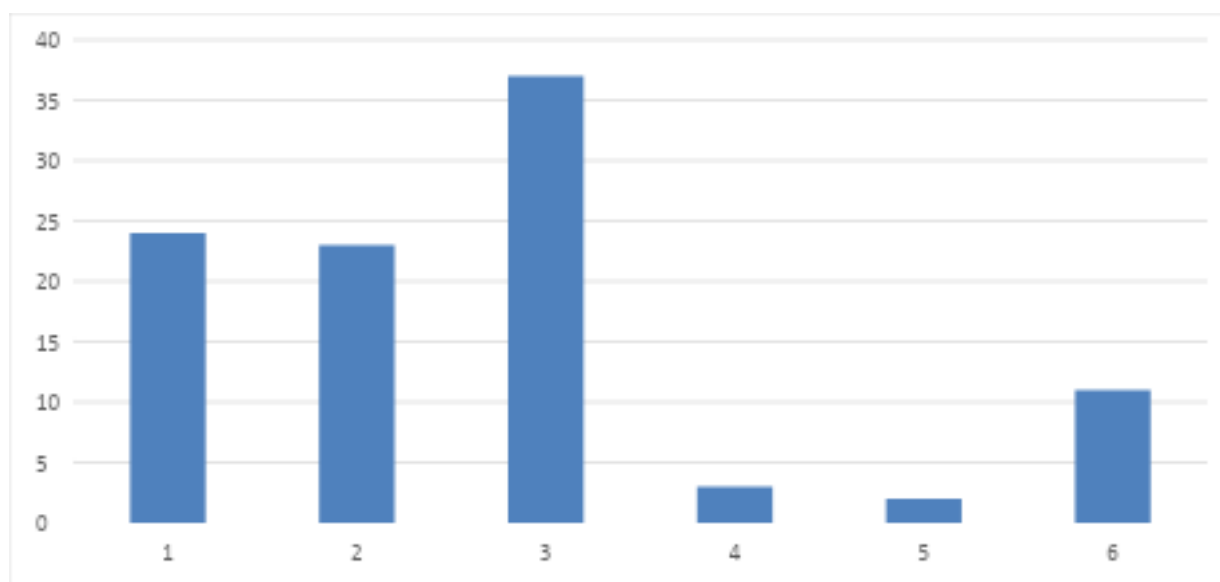
Table 1

Total Number of Graduates 2023

Degree	Total Graduates
BBS	24
BA	23
BScCSIT	37
MA JMC	3
MA English	2
BCA	11
Grand Total	100

Figure 1

Total Number of Graduates 2023



Inferences:

Figure 1 indicates that undergraduate programs continue to produce the highest number of successful graduates, particularly in BScCSIT, BBS, and BCA, while Master's programs account for the smallest share. Among all programs, BScCSIT stands out as the most successful, followed by BBS, BA, and BCA in that order. The BCA program shows a performance level comparable to others, with a consistently good pass rate. Although the final results of the four-year BA program are still pending, BA graduates currently rank third, making it the third most popular choice. The relatively small enrollment in Master's programs explains their limited graduate numbers. These findings suggest that the college should continue strengthening its technical programs, which have gained higher popularity and competitive outcomes among students. At the same time, greater

focus is required on Master's level courses to increase both enrollment and graduation rates, ensuring a balanced academic portfolio.

2.2.2 Male and Female Graduates

Description of Data: In 2023, the gender ratio of graduates showed a close competition. Of the 84 graduates, 46 were male and 38 were female. While males slightly outnumbered females, the proportion of female graduates remains noteworthy, highlighting their strong presence and contribution to the overall graduating cohort (see Figure 2).

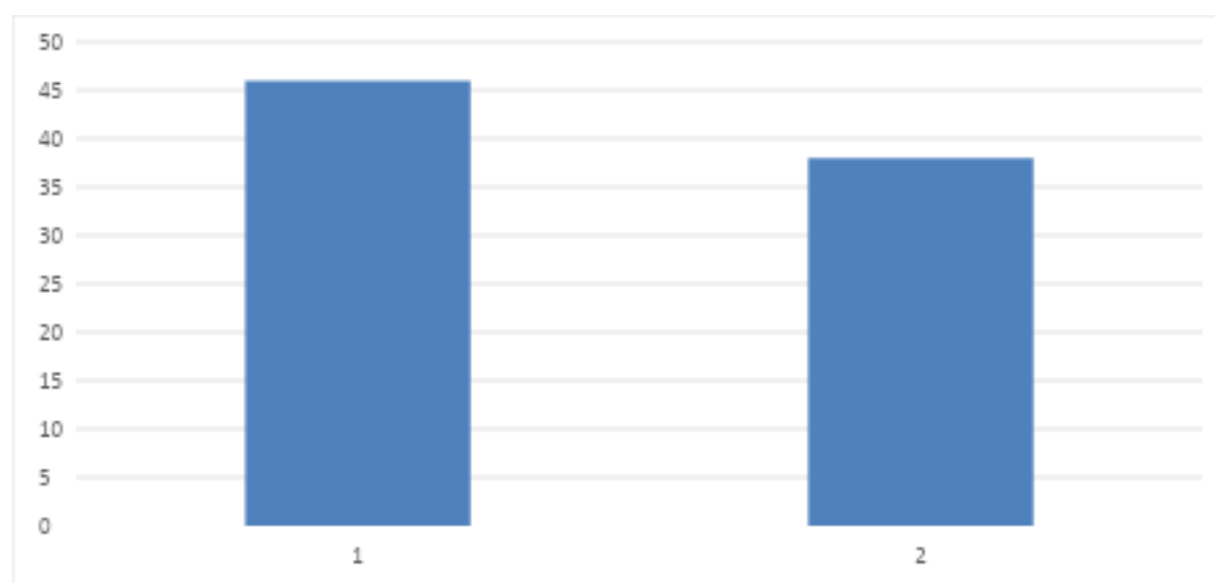
Table 2

Male and Female Graduates

Male	46
Female	38
Total	84

Figure 2

Male and Female Graduates



Inferences:

The distribution of graduates also reflects the subject preferences of male and female students. A large proportion of female graduates tend to pursue the Bachelor of Business Studies program, while they constitute the majority in BA courses and maintain a competitive presence across other Bachelor's and Master's programs (see Figure 2). Another factor supporting their success is the college's favorable environment for female students. Additionally, Figure 3 indicates that Master's degree graduates represent only a very small fraction of the total graduating population.

2.2.3 Ethnicity of Graduates

Description of Data:

The data on graduates' ethnicity highlights the dominance of the 'Other' category compared to Educationally Disadvantaged Janajati (EDJ) and Madhesi groups. Of the 84 graduates, 76 belonged to the 'Other' category, two to EDJ, and six to Madhesi communities. None were from the Dalit category. This distribution pattern remains consistent across different academic programs, including BA, BBS, BSc CSIT, and MA, reflecting similar ethnic representation in all degrees.

Table 3

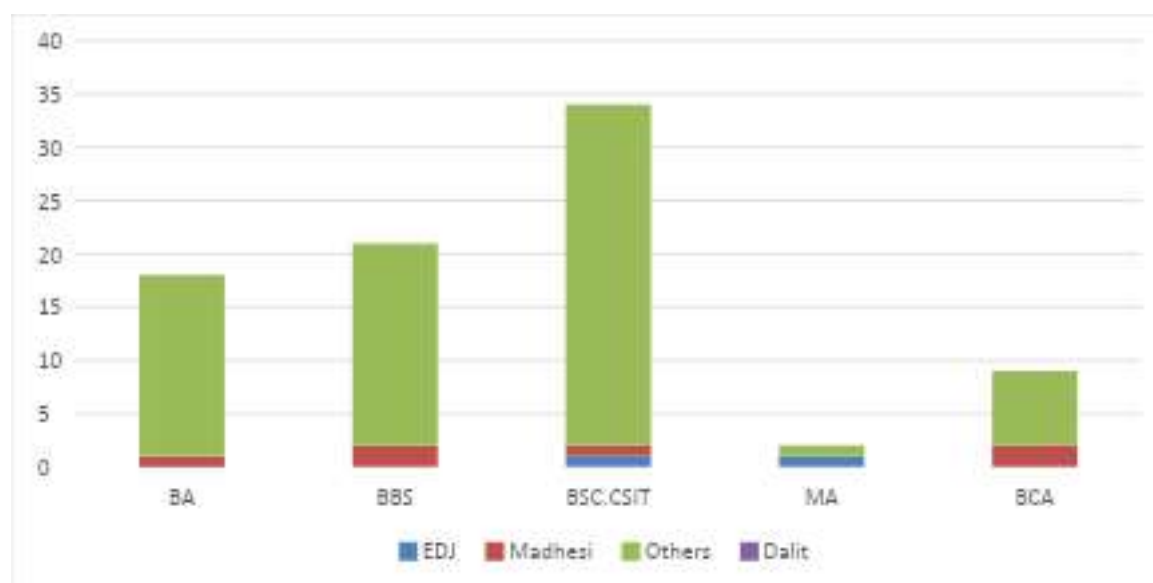
Ethnicity of Graduates

	EDJ	Madhesi	Others	Dalit
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BA	0	1	17	0
BBS	0	2	19	0
BSC.CSIT	1	1	32	0
MA	1	0	1	0
BCA	0	2	7	0
Total	2	6	76	0

Figure 3

Ethnicity of Graduates



Inferences: The 2023 graduate data highlights important insights into ethnic representation. While the college enrolls students from across the country, participation from disadvantaged ethnic groups remains limited. This underrepresentation may partly stem from their relatively small population size. However, additional factors such as tuition costs, the availability of scholarships, and the college’s geographic location may also influence enrollment. To address this imbalance, the college should investigate the issue more thoroughly and introduce targeted policies and support systems to encourage greater inclusion of students from marginalized ethnic communities.

2.2.4 Employment Status of Graduates

Description of Data: The employment data indicate that graduates classified as “Employed” exceed those in the “Unemployed” and “Self-Employed” groups. Of the 84 respondents, 42 are employed, 13 are self-employed, and 29 are unemployed. Among the employed, 20 are female and 9 are male, while the self-employed group includes 7 females and 6 males. Most employed and unemployed graduates hold BA and BBS degrees, whereas only a few BScCSIT and BCA

graduates are unemployed, highlighting variation in employment outcomes across programs (see Table 4).

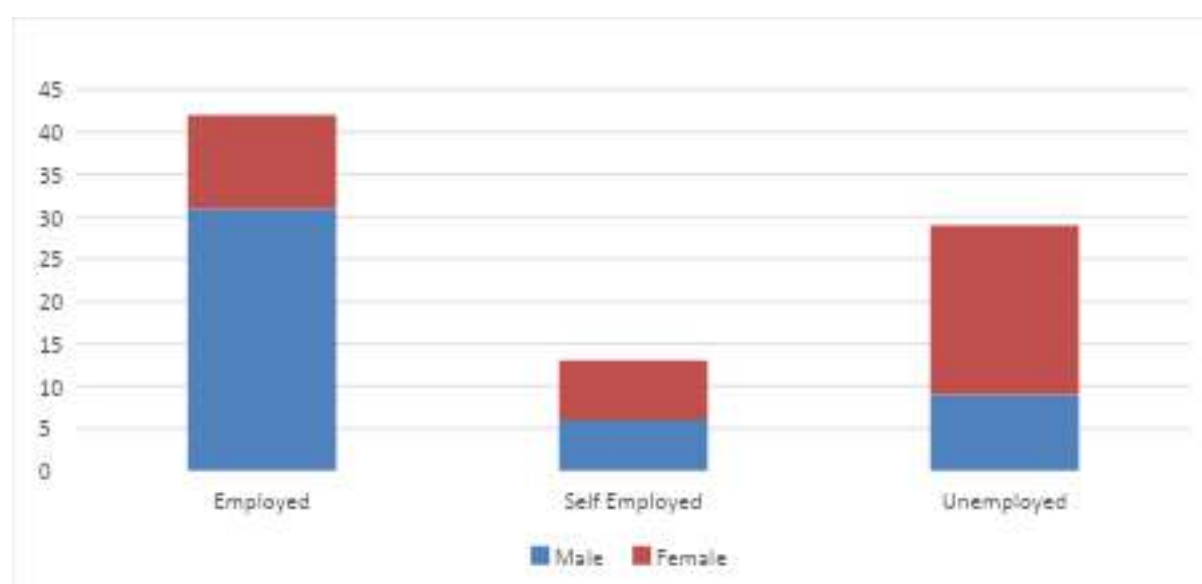
Table 4

Employment Status by Male and Female

	Male	Female	Total
Employed	31	11	42
Self Employed	6	7	13
Unemployed	9	20	29

Figure 4

Employment Status by Male and Female



Inferences: The 2023 employment data show that many graduates are employed, yet a considerable number remain unemployed, reflecting a shortage of satisfying job opportunities in Nepal. This high unemployment rate also signals the need for the college to enhance its graduates' employability by providing more practical, market-relevant skills and knowledge, ensuring they are better prepared to meet the demands of the job market and improve their career prospects.

2.2.4.1 Employment Status by Degrees

The data indicate that graduates of technical courses achieve notable success in both employment and entrepreneurial ventures. These graduates include both employed and self-employed individuals, with most working in local firms or the private sector, while fewer are employed in government or international organizations. The findings also suggest a correlation between holding

higher or technical qualifications and attaining more favorable employment outcomes, highlighting the value of specialized education.

Table 5

Employment Status by Degrees

	Employed	Self-Employed	Unemployed
BA	5	0	13
BBS	10	1	11
BScCSIT	20	10	4
MA	1	1	0
BCA	7	1	1
Total	43	13	29

Figure 5

Employment Status by Degrees

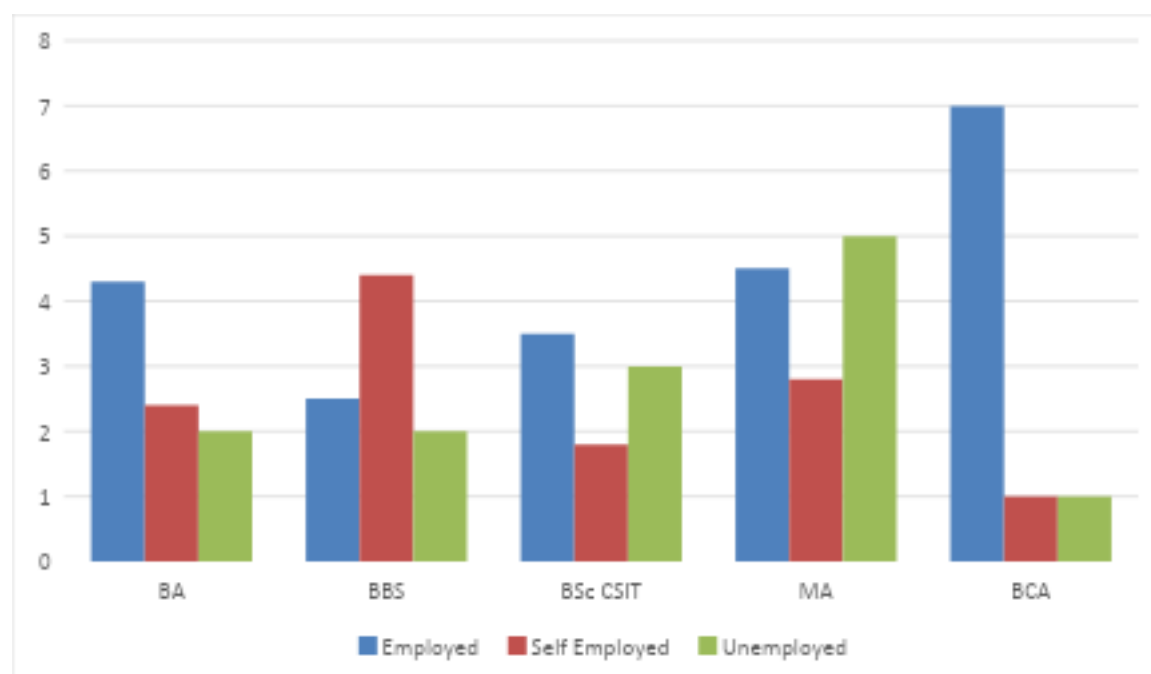


Table 6

Employment Status by Sector

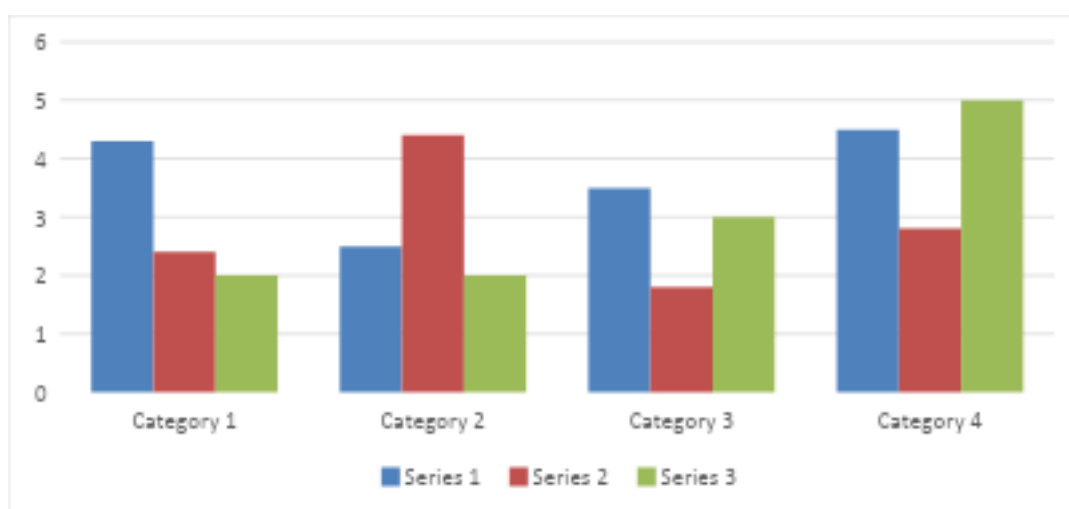
	BA	BBS	BSc CSIT	MA	BCA	TOTAL
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Local firms/ Companies	3	6	13	0	5	27
International firms/Companies	1	0	0	0	0	1
Government	0	1	0	0	1	2
Public(semi-government) sector	0	0	0	0	0	0
Free -Lancer	0	0	0	0	0	0

Description of Data: Table 6 illustrates the employment distribution of MBMC graduates across sectors. The data reveal that the majority are employed in local firms and companies, showing a clear inclination toward the private sector. Specifically, 27 graduates work in various firms, while none are employed in government roles or as freelancers. These results emphasize the pressing need for a structured placement policy and improved preparation of graduates for opportunities in diverse 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 84 graduates, only 7 are currently enrolled in further studies. A total of 77 graduates—42 males and 35 females—have not continued their education. Moreover, the proportion of graduates pursuing further studies is declining across all degrees,

including BA, BBS, and BSc CSIT. Of the 7 graduates pursuing further studies, 4 are BBS graduates and 1 each is from BScCSIT, BA, or MA (see Table 8).

Table 7

Further Studies Status by Gender

Response	Male	Female	Total
Yes	4	3	7
No	42	35	77

Figure 7

Further Studies Status by Gender

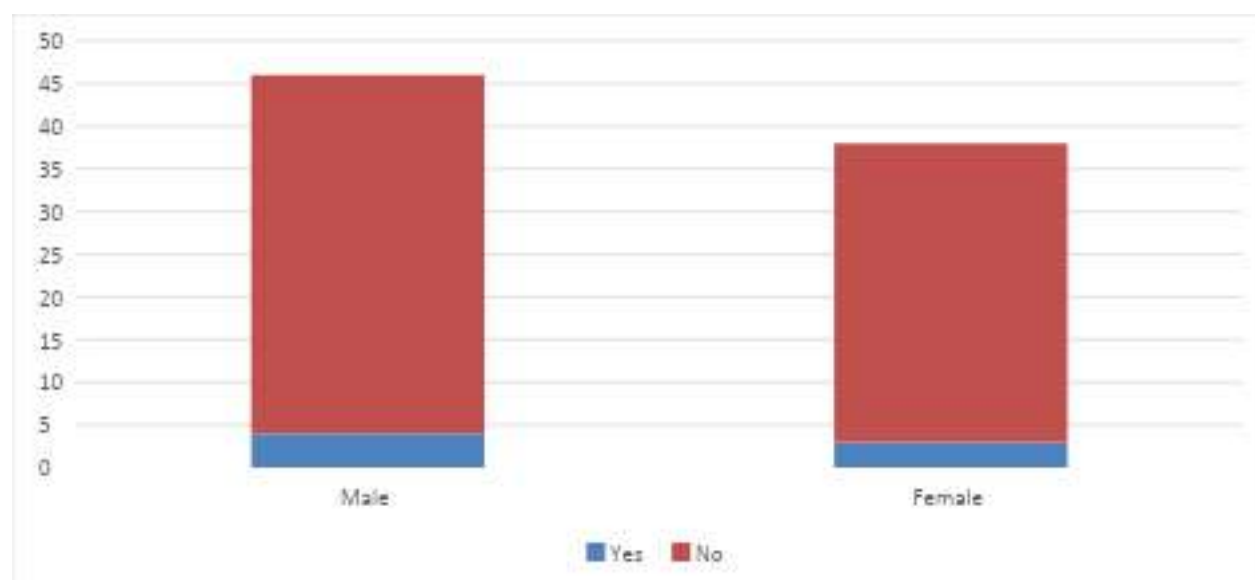


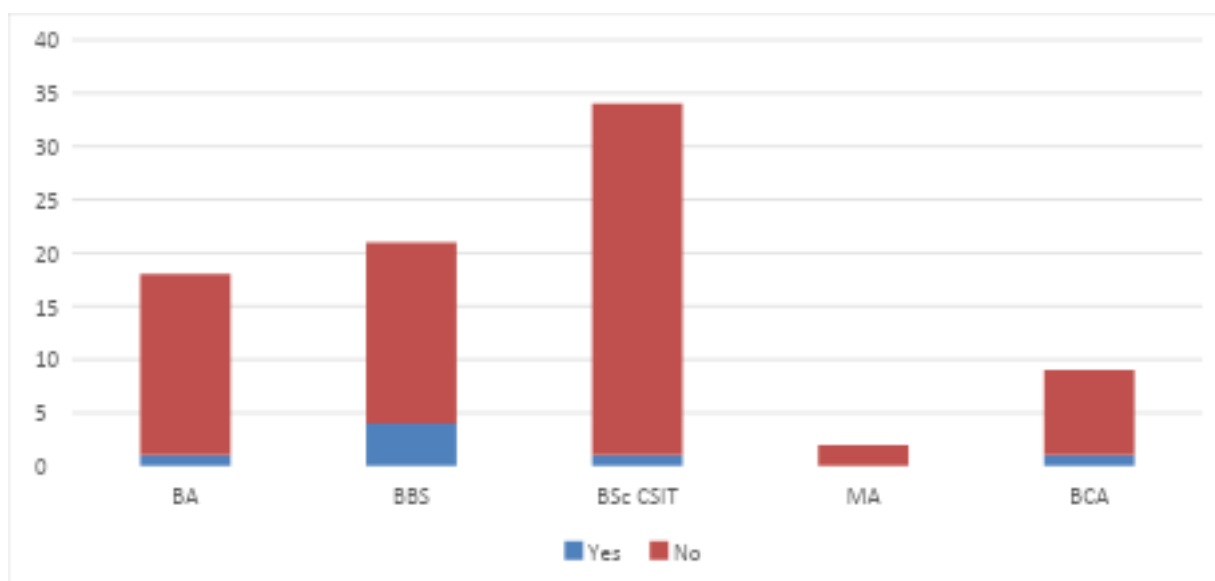
Table 8

Further Studies Status by Degrees

Categories	BA	BBS	BSc CSIT	MA	BCA	Total
Yes	1	4	1	0	1	7
No	17	17	33	2	8	77

Figure 8

Further Studies Status by Degrees



Inference: The data from further studies indicate that graduates of applied courses are either not interested in or have been unsuccessful at pursuing advanced education. Similarly, most BScCSIT graduates do not appear to enroll in further studies, suggesting that they may either be occupied with their jobs or disillusioned with higher education. Overall, the majority of graduates do not pursue education beyond their bachelor's degree.

2.2.6 Graduates' Advice to College

Description of Data: The overall trend in graduates' feedback indicates that a majority perceive the college as lacking in several areas and recommend various improvements. Most graduates emphasize the need to strengthen the management system, although a few consider it satisfactory. Out of 84 respondents, 35 declined to comment. Among the remaining, 15 recommended enhancing teacher–student interaction; 10 suggested improving the quality of extracurricular activities; 10 expressed satisfaction with the existing management system, while 6 felt it should be improved. Furthermore, 10 graduates advised the college to introduce technical academic programs to boost graduates' marketability. Similarly, 10 emphasized the importance of expanding career counseling services. In addition, 6 graduates suggested that the college organize research activities and seminars on relevant issues (see Table 9).

Table 9

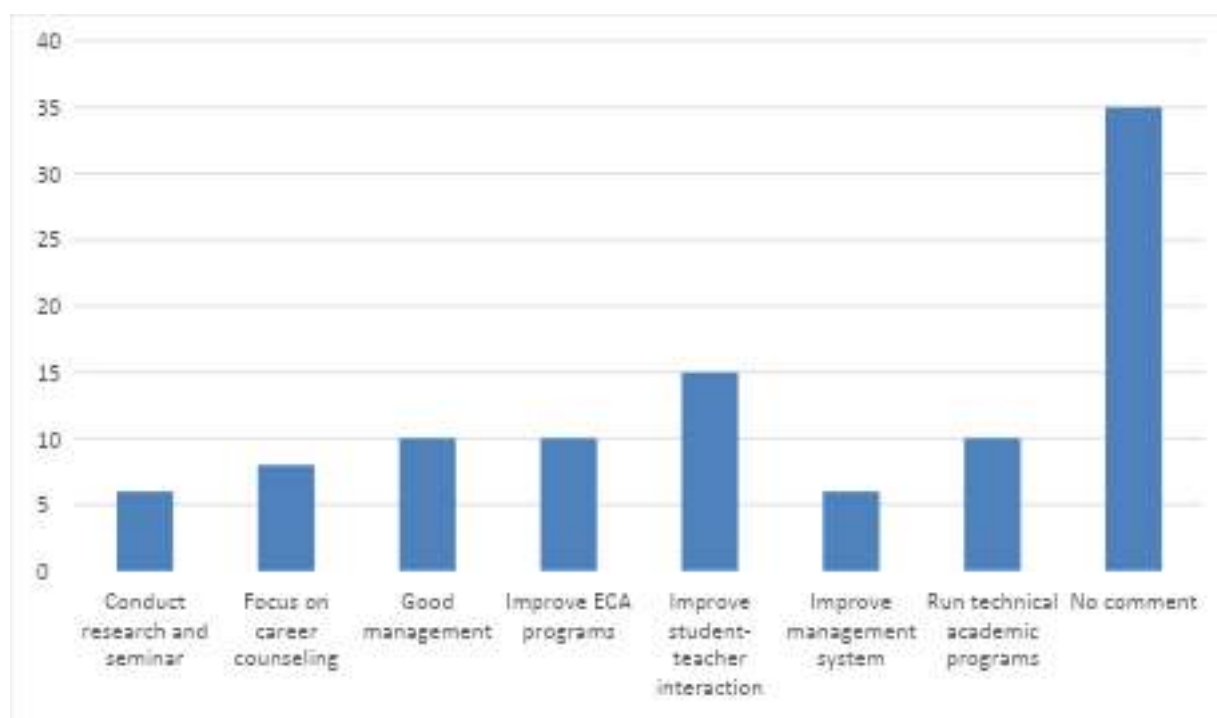
Graduates' Feedback

Conduct research and seminars	6
Focus on career counseling	8
Good management	10

Improve ECA programs	10
Improve student-teacher interaction	15
Improve the management system	6
Run technical academic programs	10
No comment	35
Total	84

Figure 9

Graduates' Feedback



Inferences: A large majority of graduates declined to comment on various aspects of the college, which may suggest dissatisfaction with its system. The second-largest group emphasized the need to improve teacher–student interaction. Many respondents also highlighted the importance of strengthening research, career counseling, and management practices. The most frequently mentioned problem areas, apart from classrooms, were the front offices and other administrative sections, including Reception, Accounts, Exam, ECA, the Coordinator and Director’s offices, and the Canteen—indicating significant deficiencies in these services. Another notable group of graduates recommended introducing technical academic programs, possibly reflecting dissatisfaction with their current degrees or employment outcomes. In summary, the college should prioritize systemic reforms, enhance academic offerings, and strengthen co-curricular support to improve graduate satisfaction.

2.2.7 Relevance of Academic Program to Students' Professional Career

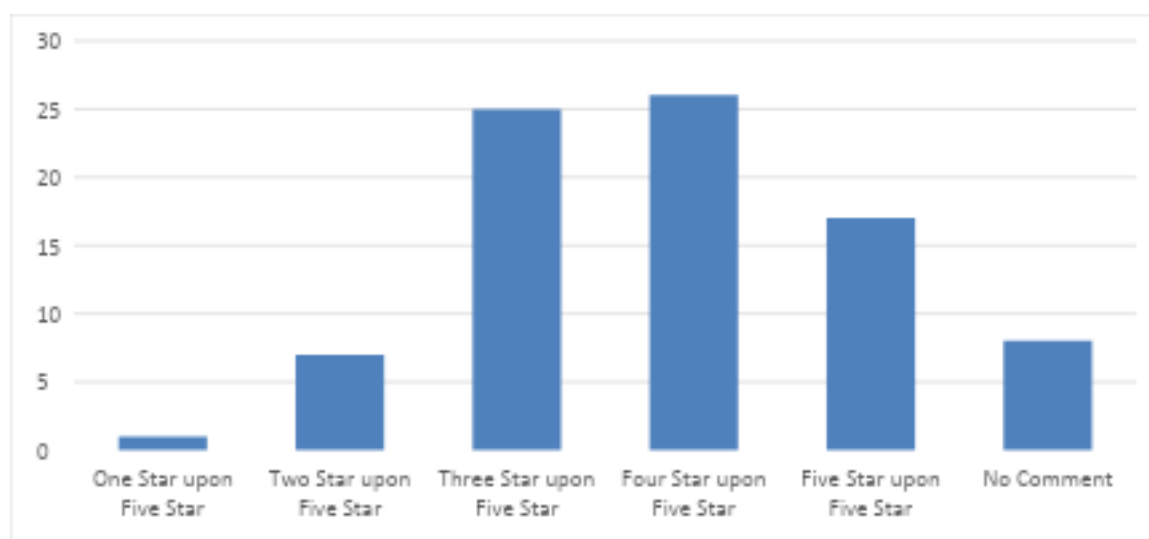
Description of Data:

Out of 84 graduates, the majority expressed moderate satisfaction with the academic courses they studied at the college. Using a 0–5 star scale to measure satisfaction, 26 graduates rated their courses with four stars, while nearly the same number, 25, gave three stars. A considerable number, 17 graduates, awarded five stars to the academic subjects that supported their career pursuits.

Meanwhile, some graduates declined to rate, and only one graduate gave a rating of just one star (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 significantly satisfied with the courses they studied at the college. These graduates include both technical and non-technical students. The reasons for this 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 initiatives of the graduates themselves.

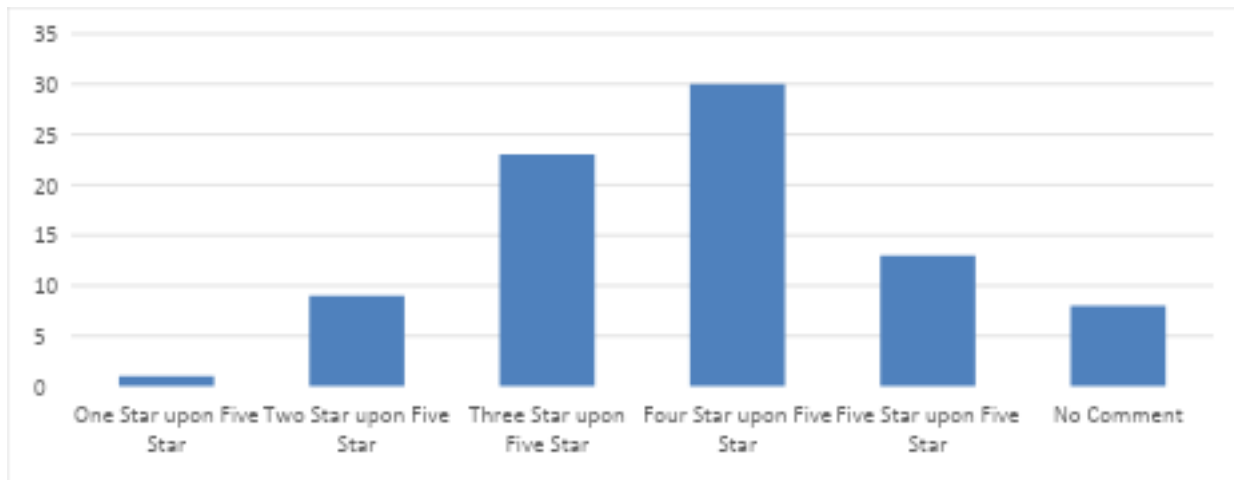
2.2.8 Graduates' Perspectives on Co-Curricular Activities

Description of Data:

Out of 84 graduates, the majority expressed moderate satisfaction with the co-curricular activities at the college. Using a 0–5 star scale to measure satisfaction, the highest number of respondents (30) gave four stars, while 23 rated three stars. Nine graduates awarded two stars, and only one graduate gave a single star. A considerable number of graduates declined to comment (see Figure 11).

Figure 11

Graduates' Perspectives on Co-Curricular Activities



Inferences:

The analysis of graduates' responses to co-curricular activities indicates that the majority are highly satisfied. This may be because the college organizes numerous activities throughout the year. After all, graduates are satisfied with how such programs are conducted, or because they found opportunities to participate in sports or activities of their choice. Therefore, the college should continue to prioritize these aspects when planning, organizing, and evaluating future programs.

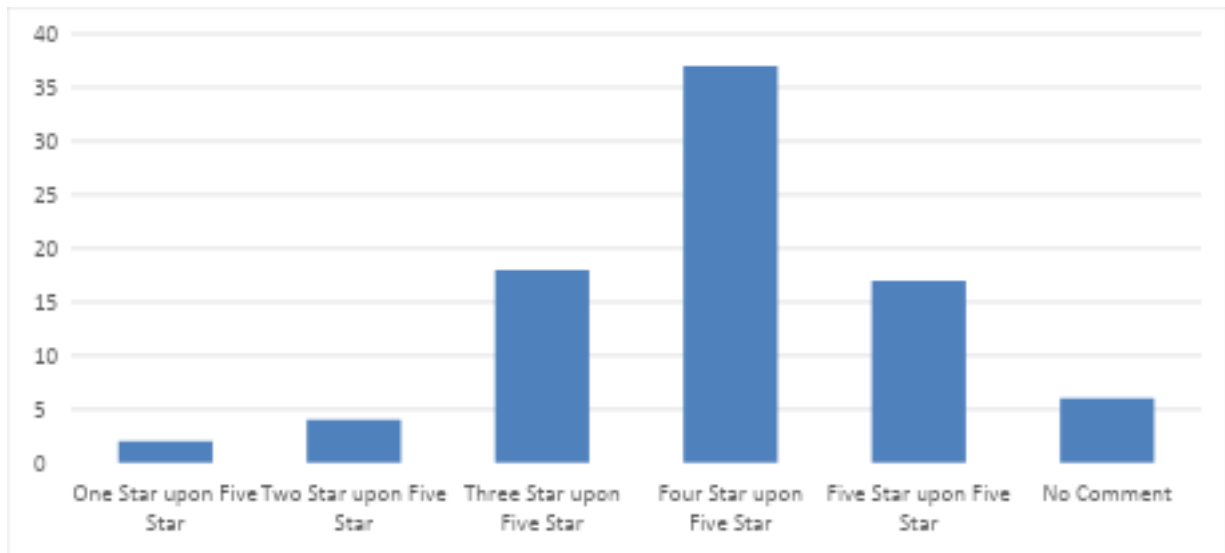
2.2.9 Problem-Solving Activities

Description of Data:

The 2023 graduates reported overwhelming satisfaction with the problem-solving activities conducted at the college. The majority (37) rated this category with four stars, followed by 18 graduates who gave three stars, and 17 who awarded five stars. A small number of graduates expressed dissatisfaction or indifference by giving lower ratings or by declining to comment (see Figure 12).

Figure 12

Problem-Solving Activities at College



Inferences: The college can take pride in its efforts to develop a consistent practice of addressing students' concerns. These efforts are reflected in various forms, such as academic support, personal care, and counseling services offered whenever necessary. It is important that the college continues this commitment while also exploring additional strategies to anticipate and resolve future challenges.

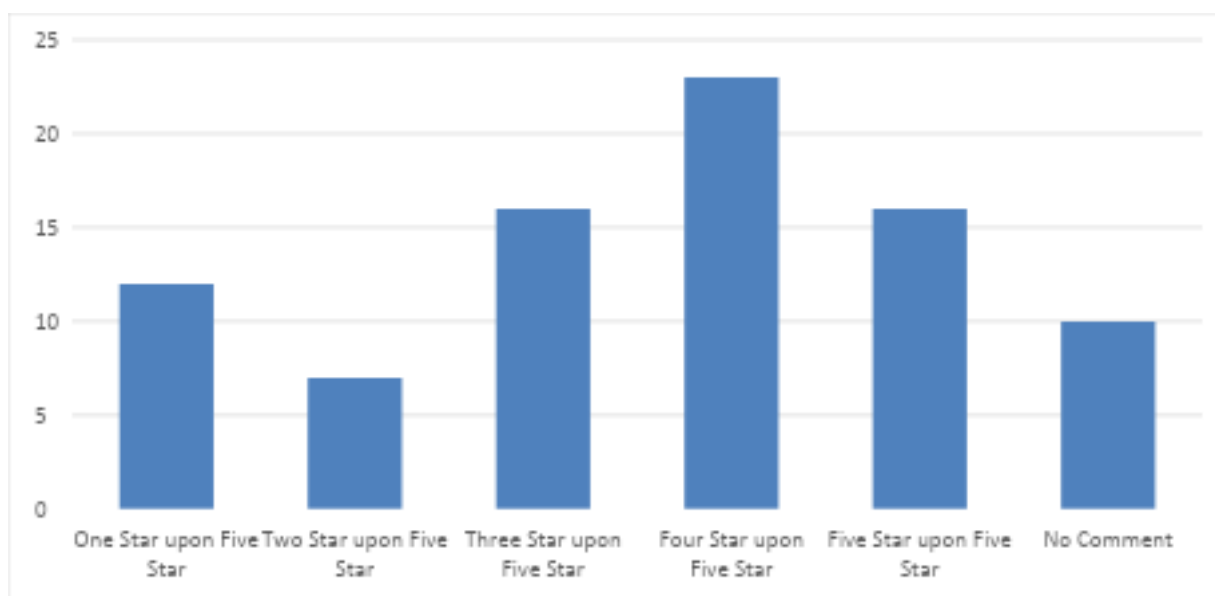
2.2.10 Job Placement and Internship

Description of Data:

Graduate feedback indicates a generally positive outlook on the college's job placement and internship provisions. Out of the respondents, the largest group (23) awarded four stars, suggesting strong satisfaction. Equally, two groups of 16 graduates each rated five stars and three stars respectively, highlighting both high and moderate satisfaction levels. However, dissatisfaction is also evident, as 12 graduates rated only one star. Additionally, 8 respondents refrained from giving feedback. Overall, the data suggest that while most graduates are moderately to highly satisfied, there remains room for improvement in enhancing job placement and internship services (see Figure 13).

Figure 13

Job placement and Internship



Inferences: The growing satisfaction of graduates with the college’s job placement initiatives highlights the positive impact of quality assurance on learning outcomes. Much of this satisfaction stems from the internship opportunities offered, particularly in disciplines such as journalism, social work, and management, where internships are either mandatory or highly beneficial. Despite these achievements, the absence of a formal job placement cell and limited collaboration with industry partners remain notable gaps. Establishing an efficient placement unit and fostering partnerships with industries could significantly strengthen graduates’ employment prospects and further raise satisfaction levels.

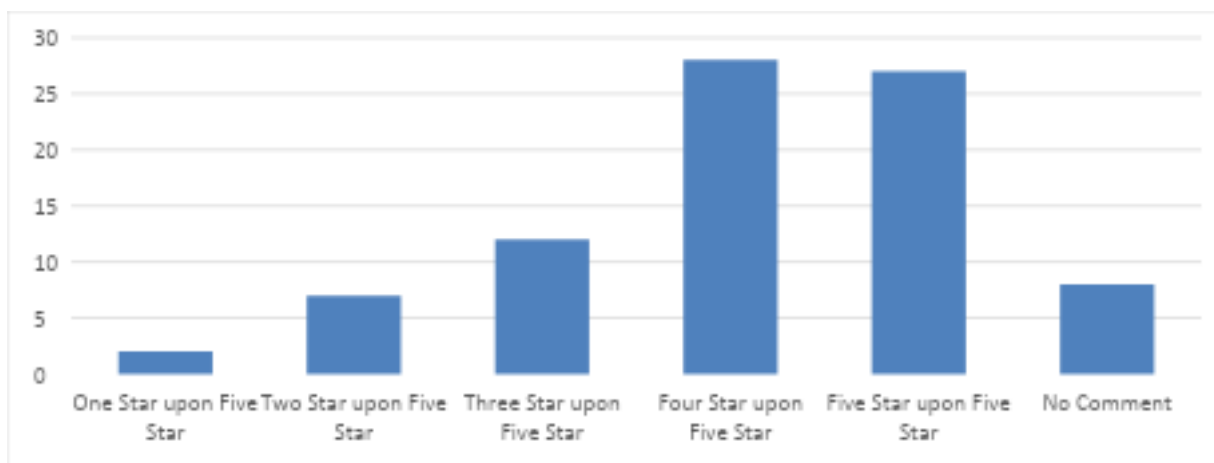
2.2.11 Teaching–Learning Environment

Description of Data:

Graduate responses reveal a high level of satisfaction with the college’s teaching–learning facilities. Nearly half of the respondents (28 out of 84) awarded four stars, while 27 gave the highest rating of five stars. Twelve graduates offered three stars, indicating moderate satisfaction. Only a small proportion either declined to respond or provided the lowest rating of one star. Taken together, the results suggest that the teaching–learning environment is regarded very positively, with most graduates expressing strong approval of the facilities provided (see Figure 14).

Figure 14

Teaching-Learning Environment



Inferences: The graduates’ overall satisfaction with the college’s teaching–learning facilities should serve as a positive indicator for the administration. This growing satisfaction appears to stem primarily from the expansion of computer resources that effectively support technical programs such as BScCSIT, BCA, and Computer Science. In addition, the installation of multimedia projectors, large television screens, and CCTV systems across most classrooms has contributed to creating a more engaging and secure learning environment. With the continuous advancement of technical infrastructure, future cohorts of graduates are likely to experience even greater academic benefits, further enhancing the quality of teaching and learning. As a result, both students and faculty can look forward to an environment that fosters more meaningful educational engagement.

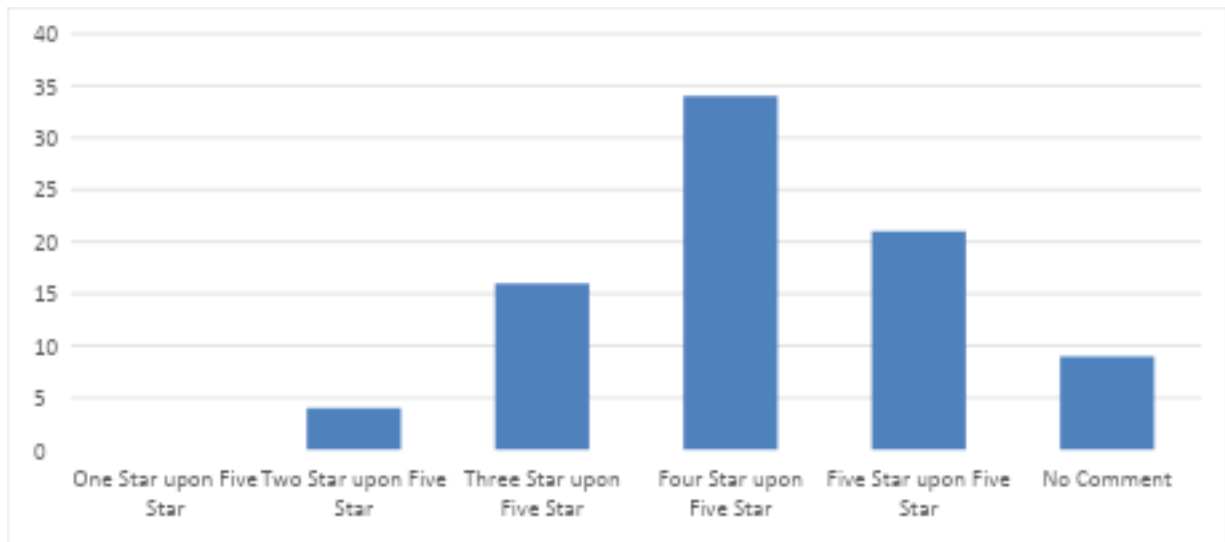
2.2.12 Quality of Education

Description of Data:

The survey of 2023 graduates reveals a generally favorable perception of the college’s educational quality. Among the 84 respondents, 34 awarded four-star ratings, indicating substantial satisfaction, while 21 expressed the highest level of approval with five-star ratings. Sixteen respondents gave three stars, reflecting moderate satisfaction. Overall, the data demonstrate a strong positive evaluation of the education provided, as illustrated in Figure 15.

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.

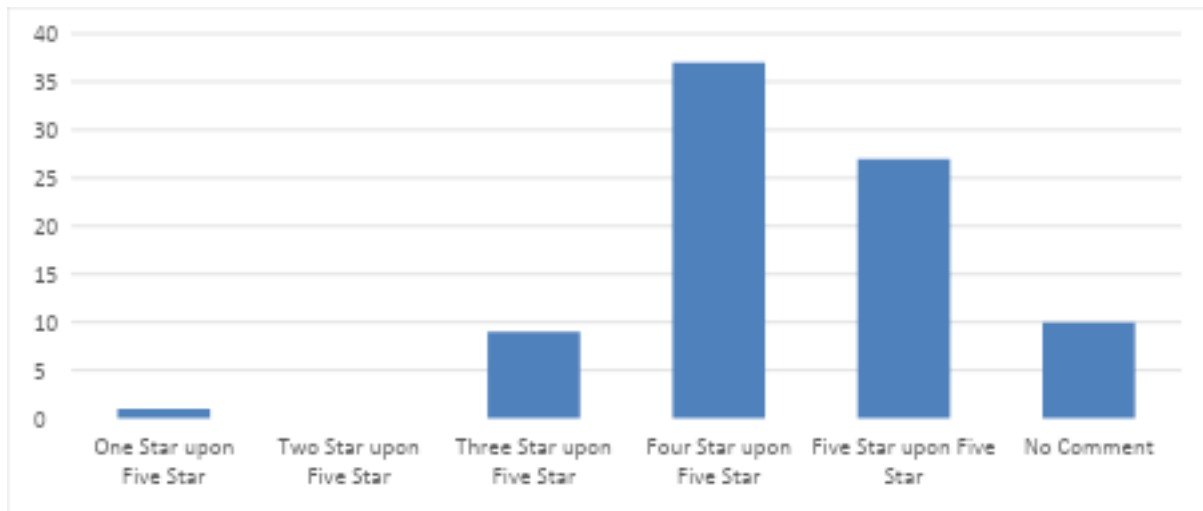
2.2.13 Teacher-Student Relationship

Description of Data:

The survey results on students' satisfaction with the teacher-student relationship reveal generally high approval among graduates. Of the 84 respondents, 37 rated this aspect with four stars, reflecting strong satisfaction, while 27 expressed the highest satisfaction with five-star ratings. Only a small portion of graduates assigned two or three stars, suggesting limited dissatisfaction. Notably, a considerable number chose not to provide any rating. Taken together, the findings suggest that the majority of graduates maintain a positive and supportive relationship with their teachers (see Figure 16).

Figure 16

Teacher-Student Relationship



Inferences:

The analysis of teacher–student satisfaction ratings indicates that the majority of graduates are highly appreciative of the supportive and cordial demeanor of their teachers. Several factors contribute to this positive perception. First, the college has cultivated a long-standing tradition of student counseling, encouraging teachers to adopt a nurturing, almost familial approach toward students. Second, the individualized attention and personal care provided by teachers help strengthen students’ trust and satisfaction. Third, teachers actively engage students in a variety of academic and extracurricular activities, including research projects and excursions, all conducted in a friendly and encouraging atmosphere. These practices collectively foster a sense of belonging and academic motivation among students. To maintain and enhance these outcomes, the college needs to continue prioritizing a culture of attentive and empathetic student engagement.

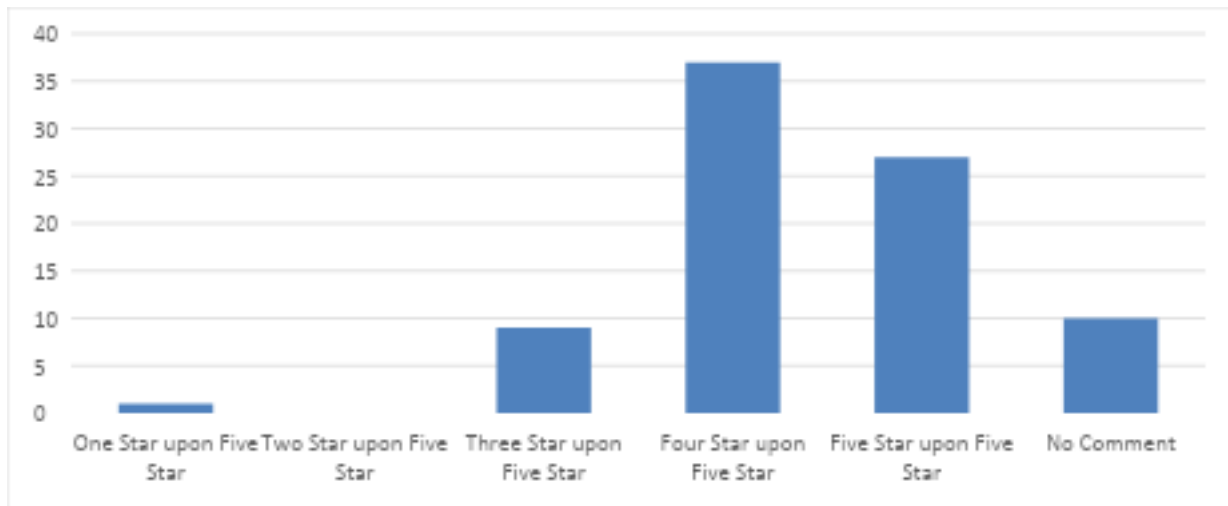
2.2.14 Library Facility

Description of Data:

The survey on library facilities indicates a generally satisfactory experience for graduates. Out of 84 respondents, 19 awarded four stars, while 17 gave five stars, reflecting strong satisfaction. Two groups of 15 graduates each either rated three stars or chose not to comment. Only one respondent assigned a single-star rating. Overall, the data suggest that most graduates are satisfied with the library resources and services provided by the college (see Figure 17).

Figure 17

Library Facility



Inferences:

The analysis of students' satisfaction ratings regarding the library facility reveals that most graduates express only average levels of contentment. This outcome may not be very encouraging for either the students or the institution. Several reasons could account for this perception. First, the library may not hold an adequate collection of books that are directly relevant to students' academic needs. Second, the overall service provided by the library staff may not meet expectations. Third, the computers and internet services available for use might be limited or outdated, thereby restricting students' effective access to resources.

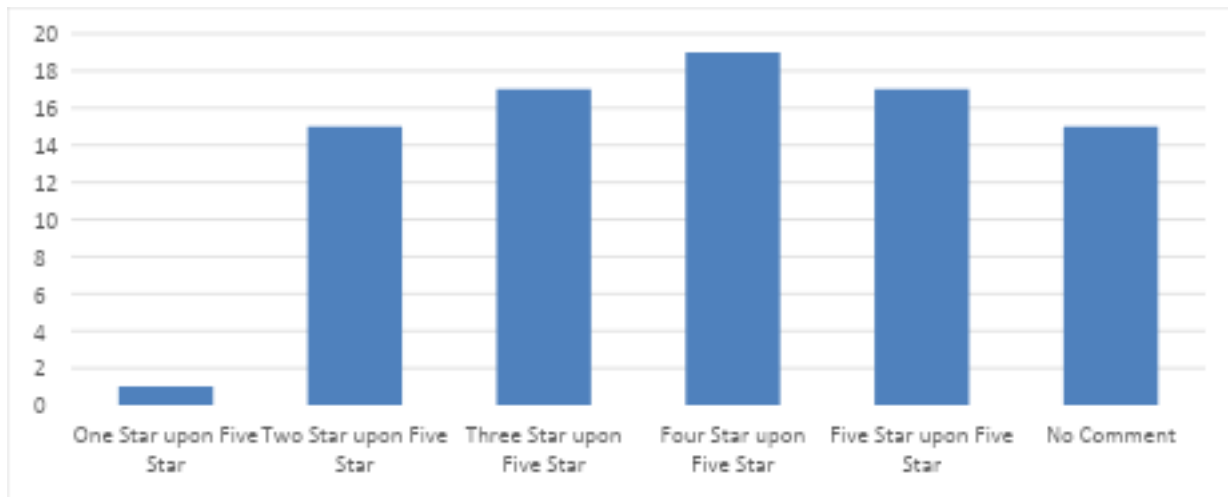
2.2.15 Lab Facility

Description of Data:

Findings on the lab facilities show a range of responses from moderate to high satisfaction. Most graduates are reasonably content with the labs. Out of the total, 19 graduates rated the facility with four stars on a five-star scale, reflecting general approval. The next two groups, with 17 respondents each, gave three and five stars respectively, while 15 awarded only two stars. Another 15 graduates chose not to provide feedback. Overall, graduates display moderate satisfaction with the laboratories, though a few expressed dissatisfaction (see Figure 18).

Figure 18

Lab Facility



Inferences:

The analysis of students' satisfaction regarding the laboratory facilities reveals that overall, graduates report a high level of satisfaction. Only a very small proportion indicated extreme dissatisfaction with the services. Several reasons might explain the less favorable responses. First, laboratory resources may not be accessible to students enrolled in programs that are primarily theoretical in nature. Second, while certain facilities—such as the FM radio lab—are available, teachers may demonstrate reluctance or indifference in ensuring that all students get an opportunity to use them. Third, inefficiencies in the management of the laboratories may hinder effective utilization. Finally, the number of facilities provided may simply be insufficient to meet students' diverse academic needs. Addressing these and related shortcomings would enable the college to enhance both the accessibility and quality of lab services.

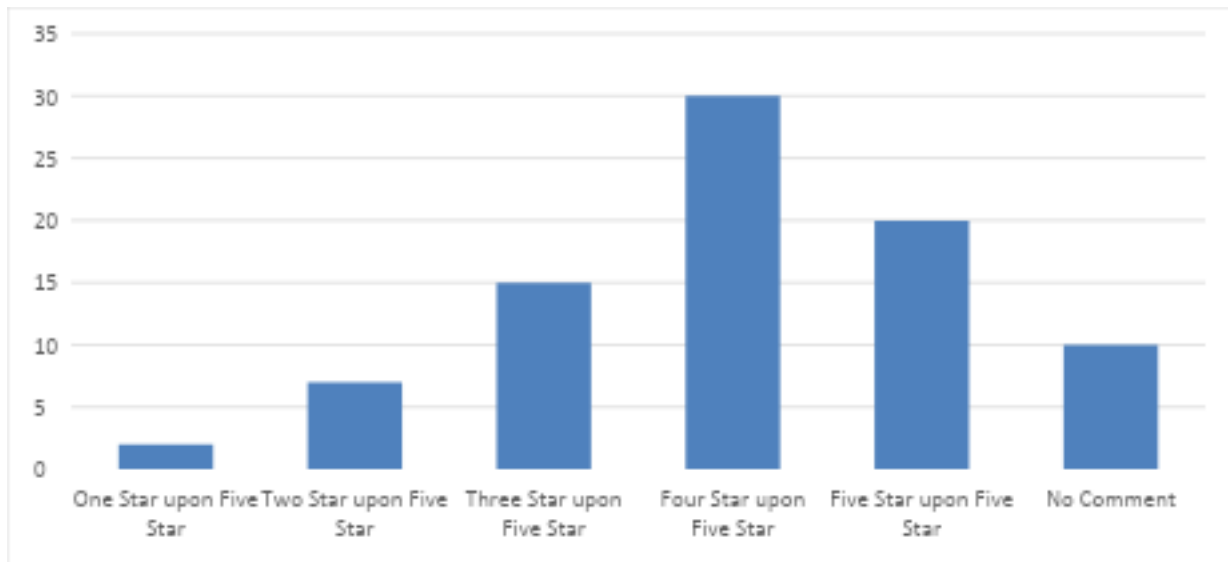
2.2.16 Sports Facility

Description of Data:

With regard to sports facilities, the majority of graduates express satisfaction. Of the 84 respondents, 30 rated the facilities with four stars, while 20 awarded the highest rating of five stars. Fifteen respondents selected three stars, whereas only two marked one star. Ten graduates declined to give any rating. Overall, graduates appear generally satisfied with the sports resources, though a small minority expressed frustration with the provisions (see Figure 19).

Figure 19

Sports Facility



Inferences: The analysis of students' satisfaction concerning sports facilities indicates that responses range from moderate satisfaction to extreme dissatisfaction. Several reasons could account for this variation. First, certain students with physical, mental, or temperamental differences may find the facilities inaccessible or unsuitable for their needs. Second, although the facilities are available, their quantity or quality may be insufficient to accommodate the demands of all students. Third, inefficiencies in the management and organization of the sports facilities could reduce their effectiveness and usability. To improve the overall student experience, the college should address these concerns and make appropriate enhancements.

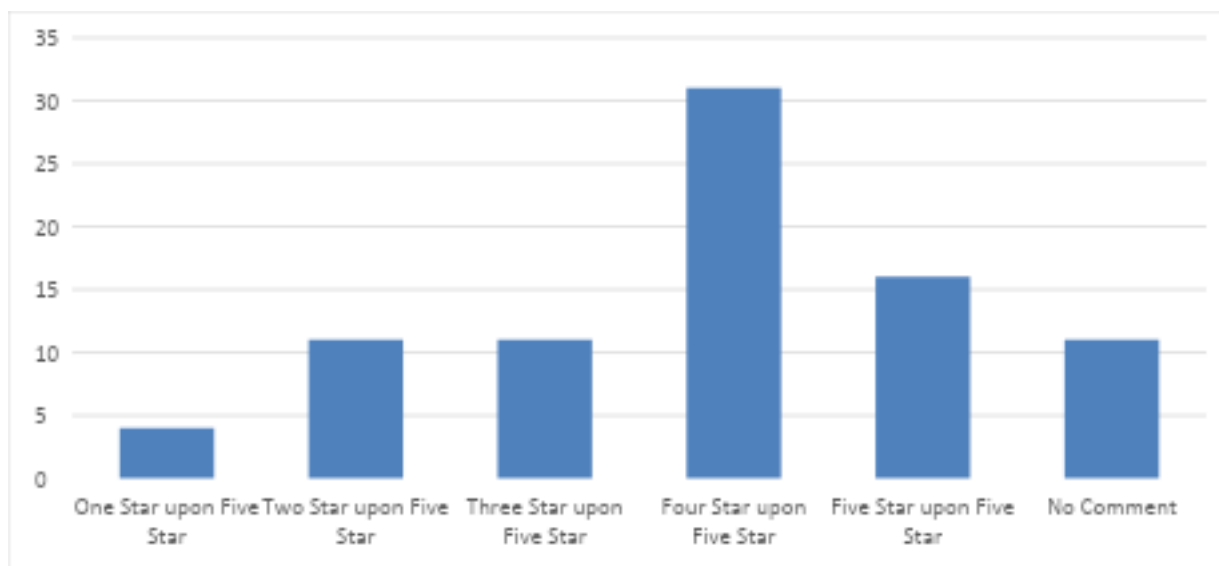
2.2.17 Canteen, Toilet, and Other Facilities

Description of Data:

Feedback on canteen, toilet, and other facilities reflects only moderate levels of satisfaction among graduates. A significant number of respondents gave a four-star rating, showing some level of contentment. In the second tier, three groups of 11 respondents each marked three stars, two stars, or chose not to provide any comment. Only four graduates expressed very low satisfaction, assigning one star. Taken together, the results suggest that while a fair number of students are somewhat satisfied with these facilities, the level of contentment remains modest (see Figure 20).

Figure 20

Canteen, Toilet, and Other Facilities



Inferences:

The analysis of students' satisfaction with the canteen, toilet, and related facilities reveals that their opinions range from moderate satisfaction to significant dissatisfaction. Several possible factors may explain these mixed perceptions. To begin with, such facilities may not always be fully accessible to students with diverse physical, mental, or temperamental conditions, thereby limiting inclusivity. In addition, while these facilities are available, they may not be adequate in number or quality to meet the needs of all students. Furthermore, lapses in the efficiency of facility management could lead to dissatisfaction. Addressing these shortcomings should be a priority for the college to ensure that students' day-to-day campus experiences support, rather than hinder, their academic engagement.

3. Major Findings

3.1 Employment and Further Study Status

The survey shows that more than 65 percent of graduates are engaged in employment. A notable proportion of these employed or self-employed graduates come from BScCSIT and BBS programs, whereas relatively fewer graduates of BA and BCA programs are working.

In terms of further education, the data indicate that a majority of graduates have either not pursued higher studies or were unsuccessful in doing so. Many have chosen instead to enter employment directly, suggesting both immediate employability and perhaps limited motivation or opportunities to continue formal education.

3.2 Quality and Relevance of Programs to Graduates' Development

Only a small portion of graduates consider the quality and relevance of the academic programs to be fully satisfactory, contributing significantly to both professional competence and intellectual growth. The majority, however, reported only moderate satisfaction across programs—both technical and non-technical. Similar levels of satisfaction were expressed by graduates of BA, BBS, and BScCSIT, with no notable gender-based differences in perception. Both male and female respondents agreed that, while the college provides a solid foundation, there is scope for programs to be more closely aligned with the professional and personal growth needs of students.

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

Graduates expressed strong satisfaction with library resources, noting them as one of the better-maintained facilities. Similarly, the laboratory and sports facilities received largely positive feedback, with most students finding them adequate. However, satisfaction with canteen, toilet, and other facilities ranged from modest approval to significant dissatisfaction, pointing to inconsistencies in facility quality and management.

4. Implications for Institutional Reform

Several implications emerge from the findings. Since a substantial proportion of graduates are employed, the college can build on this strength by creating incubators or offering additional training programs to prepare students for both job markets and entrepreneurial ventures. The fact that many graduates did not pursue further studies underscores the need for an academic counseling desk that can advise and motivate students toward higher education opportunities.

Students have also voiced a desire for enhanced sports facilities, an area the administration should prioritize. A smaller group of graduates raised concerns about inefficiencies in service management. Even though such complaints were not widespread, they highlight the importance of improving the quality of services in departments directly serving students, such as Reception, Cash, and Program Offices.

To meet the growing demand for technical and market-relevant programs, the college could offer non-credit skill-oriented courses. Likewise, the Research Management Cell should be better resourced to organize regular seminars and workshops, thereby helping students sharpen research competencies. More opportunities for field visits and internships—especially for BSW, Marketing, and Accounting students—would also strengthen practical exposure.

5. Conclusions and Recommendations

5.1 Conclusions:

The study concludes that the college has been largely successful in delivering quality education, equipping graduates with valuable skills, knowledge, and intellectual growth. The high employment rate of graduates serves as further evidence of its effectiveness. Overall, graduates are satisfied with both academic programs and facilities, though areas for improvement remain.

5.2 Recommendations:

- Upgrade facilities such as the library, laboratories, sports areas, and canteen to raise satisfaction levels.
- Create internship, placement, and career counseling cells to expand professional pathways.
- Increase extracurricular activities, including sports, outreach programs, drama, and personality development events.
- Enhance service quality across administrative departments.
- Strengthen research initiatives, encouraging faculty and students to engage in academic inquiry.
- Introduce more technical and market-oriented programs to prepare graduates for global competitiveness.
- Expand seminars, workshops, and symposia to enrich knowledge.
- Formulate policies supporting students from marginalized and economically disadvantaged backgrounds.
- Extend the number of professional and applied courses available.
- Encourage graduates to pursue further education through academic counseling, scholarships, and research opportunities.

Annexes

Annex 1

Excellence in Leadership for Transformation

Accredited by University Grants Commission (UGC), Nepal (2025)
विश्वविद्यालय अनुदान आयोग नेपालबाट गुणस्तर प्रत्यायनकृत. (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 पार्नहुनु 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/कार्यार्थ

१. श्री प्रशासन शाखा
२. श्री लेखा शाखा

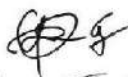






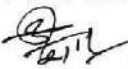


डा. बाबुराम अधिकारी
क्याम्पस प्रमुख

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 

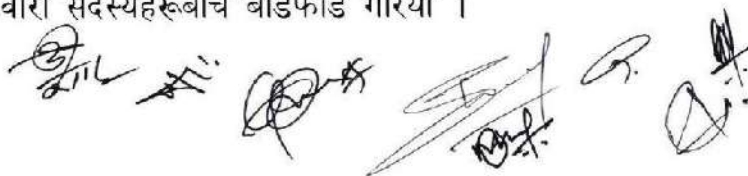
छलफलको विषय:


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
आमन्त्रित 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

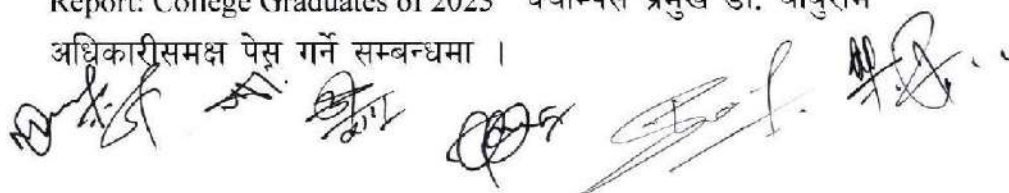
यस मदन भण्डारी मेमोरियल कलेजका क्याम्पस प्रमुख डा. बाबुराम अधिकारीले यस कलेजबाट सन् २०२२ र २०२३ मा स्नातक र स्नातकोत्तर तह उत्तीर्ण गरेका पूर्वविद्यार्थीहरूको हालको अवस्था र कलेजका विषयमा निजहरूको दृष्टिकोण लगायतका विषयमा अध्ययन गरी प्रतिवेदन प्रस्तुत गर्न गत साउन २६ गतेका दिन गठन गर्नु भएको यो Tracer 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:

	(Given Name)	(Middle Name)	(Surname/Family Name)
Name:	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

