

TRACER STUDY REPORT 2082

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Internal Quality Assurance Committee

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The Tracer Study Report 2082 has been prepared by the Research Management Cell (RMC) of Nesfield International College, as part of its regular activities on behalf of the Institutional Quality Assurance Committee (IQAC). The study forms part of the College's annual action plan and aims to assess the relationship between the academic preparation of Nesfield graduates and the requirements of the job market.

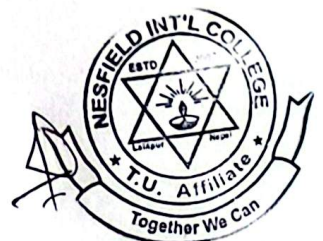
RMC would like to express its sincere appreciation and gratitude to all individuals and stakeholders whose valuable support and cooperation contributed to the successful completion of this study.

We extend our special thanks to Mr. Arun Kumar KC, Principal of Nesfield International College, for his valuable insights and guidance in developing the survey questionnaire. Our sincere appreciation also goes to Mr. Sachin KC, President of the Nesfield Alumni Association for insights in preparing this report.

RMC also acknowledges the valuable contribution of the administrative staff for their assistance in distributing and collecting the tracer survey forms physically. We are particularly grateful to the College Management Committee, College Administration, and all teaching and non-teaching staff for their continued cooperation and support.

Finally, we sincerely thank all Nesfield graduates who participated in the study and submitted the survey forms on time. Their responses have been instrumental in preparing this report.

RMC hopes that this tracer study will serve as a valuable resource for the College's continuous improvement, particularly in curriculum development, graduate placement and career services, and alumni engagement.



EXECUTIVE SUMMARY

Nesfield International College conducted the Tracer Study 2082 to trace the current academic and employment status of its graduates, assess the relevance of education and skills acquired at the College, examine graduates' satisfaction with institutional facilities and quality-enhancement activities, and obtain suggestions for further improvement.

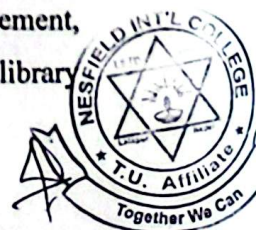
Initially the response was collected from 135 graduates. While coding the response, it is found that the 15 responses were either incomplete or seem bias. The reason behind biasness is that all the responses on the perception measuring statements are at extreme level; either strongly disagree or strongly agree. Thus, this report is prepared based on responses from 120 graduates. The questionnaire consisted of demographic and employment-related questions, 18 perceptual statements measured on a five-point Likert scale, and open-ended questions seeking graduates' views on the strengths, limitations, improvement priorities, and possible alumni contributions to the College.

The perceptual statements were organized into three dimensions: Satisfaction on Nesfieldian Factors, Role of Nesfield Degree and its Parameters on Career Advancement, and Satisfaction on Quality Enhancement Activities. Responses were coded from 1 to 5, where 1 represented strongly disagree and 5 represented strongly agree.

The survey provides evidence on graduates' experiences with institutional facilities, academic preparation, technological and soft skills, personality development, communication and teamwork skills, career counseling, teaching-learning practices, teacher-student relationships, academic support, and research activities.

The qualitative responses received from a smaller proportion of graduates were generally positive. Graduates particularly identified quality education, supportive and friendly learning environment, strong teacher-student relationships, practical learning, fieldwork, career counseling, supportive faculty, research encouragement, industry exposure, and a clean and green environment as strengths of Nesfield.

At the same time, graduates identified areas requiring continued attention. These included cafeteria services and hygiene, practical exposure, internships and placement, extracurricular activities, educational tours, teaching-learning equipment, library



management, parking, communication and information flow, timely publication of results, and stronger industry and international linkages.

The alumni responses also indicate considerable potential for stronger institutional engagement after graduation. Graduates expressed willingness to mentor current students, share professional knowledge and experiences, promote Nesfield, participate in college and alumni activities, provide career-related sessions, support college events, contribute to digital media activities, and potentially serve as faculty members.

Overall, the Tracer Study 2082 indicates that Nesfield has a positive foundation in terms of its academic and interpersonal environment while also highlighting opportunities to further strengthen graduate employability, practical learning, career services, internship and placement mechanisms, student facilities, research, industry collaboration, and alumni engagement.



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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

A graduate tracer study is an important institutional mechanism for obtaining information about graduates after completion of their academic programs. It provides an opportunity to understand graduates' current employment status, further education, career progression, use of acquired knowledge and skills, and perceptions of their educational experience.

Nesfield International College has been conducting tracer-related activities to maintain contact with its graduates and to obtain feedback regarding their experiences and subsequent career development. The Tracer Study 2082 has been undertaken with the same institutional purpose: to trace graduates, assess their career achievements, evaluate the contribution of the College to their professional development, and identify areas for continued institutional improvement.

The study also seeks to strengthen the relationship between Nesfield and its alumni. Graduates constitute an important source of institutional feedback and can contribute to the College through mentoring, professional networking, knowledge sharing, student guidance, promotion of the institution, and participation in academic and extracurricular activities.

1.2 Rationale of the Study

The changing nature of higher education and the labor market requires institutions to periodically assess whether their educational programs remain relevant to graduates' career needs. Feedback from graduates can provide valuable information about the strengths and limitations of academic programs, institutional facilities, teaching-learning practices, career support, and skill development. The Tracer Study 2082 was therefore conducted to generate evidence that can support:

- Academic program improvement.
- Enhancement of teaching-learning practices.
- Development of employability and professional skills.



- Improvement of career counseling and placement services.
- Strengthening of internship and industry linkages.
- Enhancement of student facilities.
- Promotion of research and practical learning.
- Development of a stronger alumni network.
- Institutional quality enhancement and planning.

1.3 Objectives of the Study

The general objective of the Tracer Study 2082 is to trace the current status and career experiences of graduates of Nesfield International College and obtain their feedback for institutional quality enhancement. The study specifically aims to:

- Trace the current demographic and geographical status of graduates.
- Assess the employment status of graduates.
- Assess graduates' satisfaction with institutional facilities and the learning environment.
- Examine the perceived contribution of education and acquired skills to career advancement.
- Assess graduates' satisfaction with teaching-learning and other quality-enhancement activities.
- Identify the major strengths of Nesfield from graduates' perspectives.
- Identify institutional limitations and areas requiring improvement.
- Obtain suggestions for enhancing the overall quality of the College.
- Explore possible forms of alumni contribution to Nesfield.

1.4 Institutional Arrangement to Conduct the Study

The survey form was developed in the initiation of Research Management Cell. The questionnaire was prepared in the printed form as well. The introductory letter of the questionnaire was prepared by the research faculties, grammatically verified by the Department of Linguistic and approved by the coordinator of RMC. The layout of the questionnaire was designed by the EMIS department and ultimately printed from the library. The front desk of the college took charge to distribute the survey form to those students who come college for the character certificate and the documentation unit.



collected the filled form. Finally, the arrangement of data, data sorting, data coding, entering, analyzing, interpreting, drawing conclusion, and the preparation of report is done by the RMC.

1.5 Graduate Batch Taken for the Study

Like in previous years, this report also included the response from the graduates of all batch. Those who come to apply for character certificate during the year 2082 were taken as the respondents of the survey.

1.6 Instrument of the Survey

The questionnaire was designed to trace pass-out students, assess career achievements, and broaden the relationship between the college and its students. It includes demographic information, employment status, 18 perceptual statements and open-ended questions. The perceptual statements are grouped into the three themes used throughout this report.



CHAPTER TWO

DATA PRESENTATION AND ANALYSIS

2.1 Demographic Profile of the Traced Graduates

Table 1

Gender of the Traced Graduates

Category	Frequency	Percent
Male	48	40.0
Female	72	60.0

Female is the largest category, representing 60.0% of valid responses (72 respondents). The distribution provides the context for interpreting the alumni feedback and should be considered when planning program-specific interventions.

Table 2

Ethnicity of the Traced Graduates

Category	Frequency	Percent
Adivasi	31	26.1
Brahmin	22	18.5
Chhetri	31	26.1
Other	35	29.4

Other is the largest category, representing 29.4% of valid responses (35 respondents). The distribution provides the context for interpreting the alumni feedback and should be considered when planning program-specific interventions.



Table 3*Current Address of the Traced Graduates*

Category	Frequency	Percent
Lalitpur District	91	75.8
Kathmandu District	17	14.2
Bhaktapur District	5	4.2
Other District	6	5.0
Abroad	1	0.8

Lalitpur District is the largest category, representing 75.8% of valid responses (91 respondents). The distribution provides the context for interpreting the alumni feedback and should be considered when planning program-specific interventions.

Table 4*Program Completed by the Traced Graduates*

Category	Frequency	Percent
BA (BASW)	20	16.7
BBM	12	10.0
BBS	43	35.8
BCA	4	3.3
BHM	35	29.2
MBS	6	5.0

BBS is the largest category, representing 35.8% of valid responses (43 respondents). The distribution provides the context for interpreting the alumni feedback and should be considered when planning program-specific interventions.

Table 5*Higher Degree Passed from Nesfield*

Category	Frequency	Percent
Bachelors	113	94.2
Masters	7	5.8



Bachelors is the largest category, representing 94.2% of valid responses (113 respondents). The distribution provides the context for interpreting the alumni feedback and should be considered when planning program-specific interventions.

2.2 Employment and Career Profile

Table 6

Employment Status of the Traced Graduates

Category	Frequency	Percent
Self Employed	26	21.7
Employed	46	38.3
Unemployed	48	40.0

Unemployed is the most common category at 40.0%. The employment tables should be read alongside the career-advancement perception theme: positive perceptions of curriculum, technology and soft skills indicate that alumni generally recognize the career relevance of their education, while employment and income distributions identify areas where stronger placement, internship and career-counseling mechanisms may add value.

Table 7

Type of Working Organization

Category	Frequency	Percent
Private	63	94.0
Government	1	1.5
Public	3	4.5

Private is the most common category at 94.0%. The employment tables should be read alongside the career-advancement perception theme: positive perceptions of curriculum, technology and soft skills indicate that alumni generally recognize the career relevance of their education, while employment and income distributions identify areas where stronger placement, internship and career-counseling mechanisms may add value.

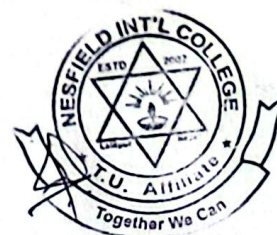


Table 8*Sector of Employment*

Category	Frequency	Percent
Manufacturing	5	7.5
Service	54	80.6
Trade	8	11.9

Service is the most common category at 80.6%. The employment tables should be read alongside the career-advancement perception theme: positive perceptions of curriculum, technology and soft skills indicate that alumni generally recognize the career relevance of their education, while employment and income distributions identify areas where stronger placement, internship and career-counseling mechanisms may add value.

Table 9*Monthly Salary/Income*

Category	Frequency	Percent
Below Rs 25,000	29	43.3
Rs 25,001–50,000	26	38.8
Rs 50,001–75,000	5	7.5
Rs 75,001–100,000	2	3.0
Above Rs 100,000	5	7.5

Below Rs 25,000 is the most common category at 43.3%. The employment tables should be read alongside the career-advancement perception theme: positive perceptions of curriculum, technology and soft skills indicate that alumni generally recognize the career relevance of their education, while employment and income distributions identify areas where stronger placement, internship and career-counseling mechanisms may add value.



2.3 Perceptual Statistics

Theme I: Satisfaction on Nesfieldian Factors

This theme measures the alumni's perception of the physical, environmental and student-service setting. It establishes the institutional context within which teaching and learning take place. Strong ratings here support the learning experience indirectly, whereas weaker ratings can become barriers to student satisfaction.

Table 10

Perception Towards Accessibility of Nesfield Library

Response	Frequency	Percent
Strongly Disagree	1	0.8
Disagree	2	1.7
Neutral	28	23.3
Agree	64	53.3
Strongly Agree	25	20.8

The item recorded a mean score of 3.92. 74.2% of respondents expressed a positive view (Agree/Strongly Agree), while 2.5% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Table 11

Perception Towards Adequacy of Laboratory Facility

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	7	5.8
Neutral	50	41.7
Agree	49	40.8
Strongly Agree	14	11.7



The item recorded a mean score of 3.58. 52.5% of respondents expressed a positive view (Agree/ Strongly Agree), while 5.8% expressed a negative view (Strongly Disagree/ Disagree). The result therefore indicates a moderately favorable perception of this aspect.

Table 12

Perception Towards Sufficiency of Extra-curricular Activities

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	7	5.8
Neutral	33	27.5
Agree	61	50.8
Strongly Agree	19	15.8

The item recorded a mean score of 3.77. 66.7% of respondents expressed a positive view (Agree/Strongly Agree), while 5.8% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a moderately favorable perception of this aspect.

Table 13

Perception Towards Quality of Cafeteria Service

Response	Frequency	Percent
Strongly Disagree	2	1.7
Disagree	8	6.7
Neutral	32	26.7
Agree	54	45.0
Strongly Agree	24	20.0

The item recorded a mean score of 3.75. 65.0% of respondents expressed a positive view (Agree/Strongly Agree), while 8.3% expressed a negative view (Strongly Disagree/ Disagree). The result therefore indicates a moderately favorable perception of this aspect.



Table 14*Perception Towards Quality of Drinking-water Facility*

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	1	0.8
Neutral	22	18.3
Agree	58	48.3
Strongly Agree	39	32.5

The item recorded a mean score of 4.12. 80.8% of respondents expressed a positive view (Agree/Strongly Agree), while 0.8% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Table 15*Perception Towards Adequacy of Washroom Facility*

Response	Frequency	Percent
Strongly Disagree	1	0.8
Disagree	4	3.3
Neutral	35	29.2
Agree	55	45.8
Strongly Agree	25	20.8

The item recorded a mean score of 3.83. 66.7% of respondents expressed a positive view (Agree/Strongly Agree), while 4.2% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a moderately favorable perception of this aspect.

Table 16*Perception Towards Good Green Environment*

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	4	3.3
Neutral	12	10.0
Agree	63	52.5
Strongly Agree	41	34.2



The item recorded a mean score of 4.17. 86.7% of respondents expressed a positive view (Agree/Strongly Agree), while 3.3% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Synthesis on Nesfieldian Factors. The mean across statements is 3.88/5. The strongest elements are environmental and basic service factors, while laboratory, extracurricular and cafeteria-related areas show comparatively greater scope for improvement. This pattern is consistent with the open-ended feedback, where alumni praised the clean/green and friendly environment but also identified cafeteria quality, practical exposure, equipment and extracurricular opportunities as improvement areas.

Theme II: Role of Degree and Parameters in Career Advancement

This theme moves from the institutional setting to outcomes: whether alumni believe what they learned at Nesfield contributed to their careers. It covers curriculum knowledge, technological literacy, soft skills, personality development, communication, teamwork and career counseling.

Table 17

Perception Towards Sufficiency of Curriculum-based Knowledge

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	1	0.8
Neutral	29	24.2
Agree	71	59.2
Strongly Agree	19	15.8

The item recorded a mean score of 3.90. 75.0% of respondents expressed a positive view (Agree/Strongly Agree), while 0.8% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.



Table 18*Perception on Role of Technological Literacy on Career Advancement*

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	2	1.7
Neutral	36	30.0
Agree	65	54.2
Strongly Agree	17	14.2

The item recorded a mean score of 3.81. 68.3% of respondents expressed a positive view (Agree/Strongly Agree), while 1.7% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a moderately favorable perception of this aspect.

Table 19*Perception on Role of Soft Skills on Career Advancement*

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	4	3.3
Neutral	26	21.7
Agree	68	56.7
Strongly Agree	22	18.3

The item recorded a mean score of 3.90. 75.0% of respondents expressed a positive view (Agree/Strongly Agree), while 3.3% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Table 20*Perception on Role of Personality-development Skills on Career Advancement*

Response	Frequency	Percent
Strongly Disagree	1	0.8
Disagree	3	2.5
Neutral	25	20.8
Agree	57	47.5
Strongly Agree	34	28.3



The item recorded a mean score of 4.00. 75.8% of respondents expressed a positive view (Agree/Strongly Agree), while 3.3% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Table 21

Perception on Role of Communication Skills on Career Advancement

Response	Frequency	Percent
Strongly Disagree	1	0.8
Disagree	5	4.2
Neutral	26	21.7
Agree	54	45.0
Strongly Agree	34	28.3

The item recorded a mean score of 3.96. 73.3% of respondents expressed a positive view (Agree/Strongly Agree), while 5.0% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Table 22

Perception on Role of Teamwork Skills on Career Advancement

Response	Frequency	Percent
Strongly Disagree	1	0.8
Disagree	3	2.5
Neutral	25	20.8
Agree	60	50.0
Strongly Agree	31	25.8

The item recorded a mean score of 3.98. 75.8% of respondents expressed a positive view (Agree/Strongly Agree), while 3.3% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.



Table 23*Perception Towards Efficiency of Career counseling*

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	6	5.0
Neutral	35	29.2
Agree	60	50.0
Strongly Agree	19	15.8

The item recorded a mean score of 3.77. 65.8% of respondents expressed a positive view (Agree/Strongly Agree), while 5.0% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a moderately favorable perception of this aspect.

Synthesis on Career Advancement Parameters. The mean across statements is 3.90/5. The strongest results are concentrated in transferable competencies such as personality development, teamwork and communication. Career counseling is comparatively weaker, suggesting that the college's educational contribution is recognized more strongly than the formal career-guidance mechanism. This is important for quality planning: the institution appears to be developing employability capabilities, but alumni feedback indicates an opportunity to connect those capabilities more directly to internships and placement.

Theme III: Satisfaction on Quality Enhancement Activities

This theme evaluates the core academic relationship and quality-enhancement mechanisms: teaching-learning pedagogy, teacher-student relations, academic support and research encouragement.

Table 24*Satisfaction with Teaching-learning Pedagogy*

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	1	0.8
Neutral	25	20.8
Agree	64	53.3
Strongly Agree	30	25.0



The item recorded a mean score of 4.03. 78.3% of respondents expressed a positive view (Agree/Strongly Agree), while 0.8% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Table 25

Satisfaction with Teacher-student Relationship

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	0	0.0
Neutral	19	15.8
Agree	53	44.2
Strongly Agree	48	40.0

The item recorded a mean score of 4.24. 84.2% of respondents expressed a positive view (Agree/Strongly Agree), while 0.0% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Table 26

Satisfaction with Academic Support Mechanism

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	1	0.8
Neutral	23	19.2
Agree	60	50.0
Strongly Agree	36	30.0

The item recorded a mean score of 4.09. 80.0% of respondents expressed a positive view (Agree/Strongly Agree), while 0.8% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.



Table 27*Satisfaction with Nesfield Initiatives on Research Activities*

Response	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	2	1.7
Neutral	27	22.5
Agree	47	39.2
Strongly Agree	44	36.7

The item recorded a mean score of 4.11. 75.8% of respondents expressed a positive view (Agree/Strongly Agree), while 1.7% expressed a negative view (Strongly Disagree/Disagree). The result therefore indicates a clearly favorable perception of this aspect.

Synthesis on Quality Enhancement Activities. The mean across statements is 4.12/5, the strongest of the three themes. The teacher-student relationship is the standout element, while teaching-learning pedagogy, academic support and research encouragement are also positively perceived. This theme provides an important explanatory link to the other two themes: a supportive teacher-student relationship and academic-support system can help students benefit from curriculum knowledge and transferable skills, while also making it easier for them to engage with institutional facilities and extracurricular/research opportunities.

Cross-Theme Connection

The three themes form an interconnected quality chain (Table 28). Theme III represents the academic and relational processes that are most directly connected to student learning. Its high rating, especially for teacher-student relations, helps explain why Theme II also receives favorable ratings: alumni appear to attribute career-relevant skills to their education at Nesfield. Theme I provides the enabling institutional environment. Its relatively lower scores on some facilities do not negate the strong academic relationship, but they identify operational areas that can be improved to make the overall student experience more consistent.



Table 28*Cross Theme Connections*

Perceptual Theme	Items	Mean / 5	Interpretive focus
Theme I: Nesfieldian factors	1–7	3.88	Institutional environment and services
Theme II: Career advancement	8–14	3.90	Knowledge, skills and career relevance
Theme III: Quality enhancement	15–18	4.12	Teaching, relationships, support and research
Overall	1–18	3.94	Integrated alumni perception

In practical terms, the results suggest a three-level improvement strategy: preserve the strengths in teacher-student relations and academic support; strengthen the translation of learning into internships, placement and career counseling; and improve the physical/student-service components such as laboratories, cafeteria, extracurricular activities and equipment. This approach treats the three themes as complementary rather than isolated performance areas.

2.4 Analysis of Open-Ended Responses

Strengths of Nesfield International College

The responses indicate that graduates perceive academic quality, supportive relationships, practical learning, career orientation, and the institutional environment as major strengths of Nesfield. The most prominent themes are summarized in Table 29:



Table 29*Strengths of Nesfield Observed by Graduates*

Major theme	Illustrative responses
Supportive and friendly environment	"Helpful environment," "warm and friendly environment," "good learning environment"
Quality education	"Quality education," "good education and friendly environment"
Teacher-student relationship	"Strong relationship of teacher and students," "students feel comfortable in asking any query with teachers"
Practical and experiential learning	"Practical based knowledge," "excellent field-work," "community level exposure"
Career development and counseling	"Career counseling is effective," "helps to build career"
Supportive faculty and administration	"Good teachers," "experienced and supportive faculty members," "supportive administration"
Research orientation	"Encourages students for research," "encourage students for research activities"
Industry exposure	"Strong industry exposure, especially in the hospitality sector"
Physical environment	"Good and green environment," "clean and green environment"
Institutional values and teamwork	"Together we can," "teamwork," "equality among all students"

The qualitative feedback suggests that the human and academic environment of Nesfield is one of its strongest perceived attributes. Graduates particularly appreciated the accessibility and supportiveness of teachers, the friendly learning environment, quality education, and opportunities for practical exposure.

Several responses also reinforce the importance of experiential learning. References to fieldwork, community-level exposure, practical-based knowledge, and industry exposure



suggest that graduates value learning experiences that extend beyond conventional classroom instruction.

The repeated references to the institutional motto “Together We Can” also suggest that graduates associate Nesfield with cooperation, inclusion, and a sense of collective support.

Limitations Observed by Graduates

The responses identify several areas where graduates believe Nesfield could improve.

Table 30

Limitations of Nesfield Observed by the Graduates

Major area for improvement	Key observations
Cafeteria/canteen	Food quality, hygiene and overall cafeteria service
Practical exposure	Need for more practical learning and institutional exposure
Extracurricular activities	Limited extracurricular activities and games
Educational tours	Need for more educational/academic tours
Career counseling	Specific concern regarding career counseling for BBS students
Internship/placement	Internship issues and need for stronger placement support
Infrastructure/equipment	Problems with projectors, laptops and other teaching equipment
Library management	Need for improvement in library management
Information flow	Less communication and information flow to students
Academic administration	Delays in publication of internal examination results
Parking	Limited parking facilities
International exposure	Limited connection with international organizations

It is also important to note that several respondents explicitly stated that they observed no limitation, using responses such as “There is no limitation” and “Nothing.” This provides a positive counterpoint to the criticisms.



The limitations identified by graduates are largely operational and developmental rather than fundamental criticisms of the institution's academic mission. The most recurring concerns relate to cafeteria services, practical exposure, internships, extracurricular activities, teaching equipment, and administrative communication.

Of particular significance is the feedback concerning practical exposure and internships. Since graduate employability is a central concern of a tracer study, strengthening internship opportunities, industry linkages, placement services, and practical learning could directly contribute to graduates' career readiness. The comments concerning equipment and result publication also suggest opportunities for improving academic administration and service delivery.

Suggestions for Improving Overall Quality

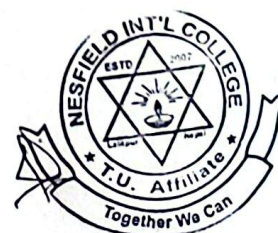
The suggestions are categorized into strategic areas as follows:

In terms of academic and skill development, graduates recommended:

- More workshops and skill-based programs
- More practical and experiential learning
- Training systems for BBS students
- More career-development programs
- Greater emphasis on career opportunities
- More educational tours
- Greater research opportunities

In terms of industry and employability, several graduates emphasized:

- Stronger industry partnerships
- More practical training opportunities
- More internship opportunities
- Improvement of internship placement
- Strengthening the placement cell
- Greater exposure to other institutions and organizations



In terms of student facilities, suggestions included:

- Improving cafeteria food and snacks
- Improving cafeteria hygiene
- Better parking management
- Improving washroom accessibility
- Improving teaching/learning equipment

In terms of academic administration and student management, respondents suggested:

- Timely publication of examination results
- Better time management
- Improved communication and information flow
- Encouraging class attendance
- Maintaining student discipline
- Proper student grooming
- Better preparation before college programs

Overall, the suggestions demonstrate that graduates generally want Nesfield to maintain its existing educational quality while expanding opportunities for practical, skill-based and career-oriented learning.

Potential Contributions of Alumni

The alumni responses demonstrate a positive willingness to remain connected with Nesfield. Their proposed contributions can be classified into the areas (Table 31).

One particularly interesting response proposed conducting sessions related to mental health, while another expressed willingness to provide presentations on finance-related topics. These demonstrate the potential for alumni to contribute specialized knowledge based on their professional expertise.

The responses indicate a positive foundation for alumni engagement. Alumni do not view their relationship with Nesfield as ending after graduation; many expressed willingness to mentor students, share knowledge, participate in institutional activities, promote the college, and support current students.



Table 31*Willingness of Graduates as an Alumni*

Alumni contribution	Examples
Student mentoring	Guiding and supporting current students
Knowledge sharing	Sharing professional knowledge and experience
Career guidance	Giving presentations and sessions to juniors
Promotion of Nesfield	Recommending the college to prospective students
Alumni participation	Participating in college and alumni activities
Institutional support	Supporting college events and institutional initiatives
Academic contribution	Potentially joining as faculty members
Professional networking	Helping the college grow academically and socially
Student development	Conducting sessions on relevant topics
Digital support	Volunteering for digital media management

This provides Nesfield with an opportunity to develop a more structured Alumni Engagement and Graduate Support Mechanism.

Overall Qualitative Finding

Taken together, the open-ended responses provide a largely positive picture of Nesfield International College. Graduates particularly value its friendly and supportive environment, quality education, teacher-student relationships, practical learning, faculty support, research encouragement, and career orientation.

At the same time, graduates identified several areas requiring continued attention, particularly cafeteria services, practical exposure, internship and placement opportunities, extracurricular activities, educational tours, teaching equipment, library management, communication, and timely publication of results.

The alumni responses are especially encouraging, as graduates expressed willingness to mentor current students, share professional knowledge, participate in institutional



activities, promote the college, provide specialized sessions, support college events, and contribute to the alumni network.

Overall, the qualitative responses complement the quantitative findings by highlighting both the strengths that Nesfield should preserve and the areas where continued quality enhancement may be beneficial. The feedback particularly points toward the importance of maintaining the college's supportive academic environment while further strengthening practical learning, industry exposure, internships, career development, student facilities, administrative efficiency, and alumni engagement.



CHAPTER III

CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

The Tracer Study 2082 presents a broadly positive alumni assessment of Nesfield International College. The evidence is strongest for the quality of academic relationships and support, followed by the career relevance of knowledge and skills. The physical and student-service environment is also viewed positively, although it contains more visible opportunities for improvement.

The most useful interpretation is therefore not to treat the three perceptual themes as separate scorecards. They describe an institutional pathway: a supportive quality-enhancement system creates a positive learning experience; that experience develops knowledge and transferable skills that alumni perceive as useful for career advancement; and an adequate physical/service environment enables the academic system to function effectively. Improvements in career counseling, practical exposure, facilities and student services would consequently strengthen the whole system rather than only one isolated theme.

3.2 Recommendations

This tracer study draws recommendations to the IQAC and the concerned stakeholders on the themes as presented in Table 32.

Table 32

Recommendations Based on the Three-Theme Model

Recommendations	Rationale and action
Protect the strongest academic relationships	Maintain the supportive teacher-student culture, mentoring practices and academic support mechanisms that underpin the highest-rated theme.



Connect skills to employment	Strengthen career counseling, placement, internship tracking, CV/interview preparation, employer engagement and alumni mentoring.
Expand practical learning	Increase fieldwork, industry visits, applied projects, educational tours and practice-oriented workshops.
Improve student services	Prioritize cafeteria quality/hygiene, laboratory adequacy, teaching equipment, library management and washroom/parking concerns.
Expand extracurricular opportunities	Develop structured sports, clubs, educational tours and skill-based activities aligned with holistic development.
Institutionalize alumni engagement	Create a formal alumni mentor/guest-lecture/internship/referral network and use alumni expertise for career development.
Close the feedback loop	Repeat tracer studies periodically, communicate actions taken in response to alumni feedback, and monitor improvement indicators.



Appendix I

Physically filled up tracer study questionnaire approved by Principal

1

NESFIELD INTERNATIONAL COLLEGE

Questionnaire for Tracer Study 2082

Dear Respondents,

Like in previous years, Nesfield International College (Nesfield) is conducting this survey to assess the pass out students, to trace their career achievements, and to broaden the relationship through the students. We request you to fill up the form based upon your knowledge and the experience. It takes not more than 10 minutes of your valuable time. Your response will be used only for the institutional purpose. Your personal information will be kept confidential.

Regards
Prof. Bijaya Gopal Shrestha
Coordinator
Research Management Cell

Response Date

AD: 2026/03/03

BS: 2082/ 11 / 13

Part A

Demographic Information

Name: Sachet Shrestha

Contact option:

email: sachetshrestha99@gmail.com

Mobile Number: 9862274101

Gender

Male ☒

Female ☐

Prefer not to say ☐

Ethnicity

Adivasi ☒

Brahmin ☐

Chhetri ☐

Dalit ☐

Muslim ☐

Other ☐

Current Address

Lalitpur District ☒

Kathmandu District ☐

Bhaktapur District ☐

Other District (Mention) ☐

Abroad

☐ If yes, name of the country.....



Program completed from Nesfield

DA (BASW)	☐
BDM	☐
BBS	☒
BCA	☐
BHM	☐
MBS	☐

Higher Degree passed from Nesfield

Bachelors	☒
Masters	☐

Part B

Employment Status

Self Employed	☐
Employed	☐
Unemployed	☒

If employed:

(Type of working organization)

Private	☐
Government	☐
Public	☐

Sector of employment

Manufacturing	☐
Service	☐
Trade	☐

Monthly Salary/Income (NPR)

Below Rs 25000	☐
Rs 25001 to Rs 50000	☐
Rs 50001 to Rs 75000	☐
Rs 75001 to Rs 100000	☐
Above Rs 100000	☐



Part C

Perceptual Information

The statements below are all about your perception on multiple aspects. Please select the best answer from the given options. Note that there is no right or wrong answer.

Area	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Satisfaction on Nesfieldian factors						
a	I am satisfied with accessibility of Nesfield library				✓	
b	Lab facility of Nesfield is adequate			✓		
c	Nesfield provides sufficient extra-curricular activities to students					✓
d	Nesfield has a good cafeteria service				✓	
e	The drinking water facility of Nesfield is good				✓	
f	Washroom facility of Nesfield is adequate		✓			
g	Nesfield is maintaining a good green environment				✓	
Role of Nesfield degree and its parameter on career advancement						
h	Curriculum based knowledge provided by Nesfield was sufficient				✓	
i	Technological literacy provided by Nesfield helped me in advancing my career			✓		
j	Soft skill provided by Nesfield helped me in advancing my career					✓
k	Personality development skill provided by Nesfield helped me in advancing my career				✓	
l	Communication skill provided by Nesfield helped me in advancing my career					✓
m	Team work skill provided by Nesfield helped me in advancing my career					✓
n	Career counseling of Nesfield is effective			✓		
Satisfaction on quality enhancement activities						
o	I am satisfied with teaching learning pedagogy of Nesfield				✓	
p	I am satisfied with teacher-student relation at Nesfield				✓	
q	I am satisfied with academic support mechanism of Nesfield				✓	
r	Nesfield encourages students for research activities					✓



Part C
Open Ended Questions

If you are continuing or have completed any other degree/qualification:

Name of Degree ... Master of Business Studies (MBS)

Name of Institution ... Nesfield International College

Mention any one strength of Nesfield: It does live up to its motto "Together We Can".

Mention any one limitation of Nesfield that you observed during your stay at Nesfield:

... Hygiene not enough

Provide your comments/suggestions in one sentence to improve the overall quality of

Nesfield: When conducting any program/activity, ensure adequate preparation and practice beforehand.

What contribution can you make to Nesfield as an alumni? Please mention.....

I can give presentations to juniors sometimes on some finance topics.



Thank You

