

**A tracer study report
of
GRADUATES OF UNITED COLLEGE -2024**

Submitted to
University Grants Commission
Sanothimi, Bhaktapur, Nepal

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Firstly, the Tracer Study Task Team extends its profound gratitude to the University Grants Commission (UGC) Nepal for its encouragement and guidance throughout the process of preparing this Tracer Study Report.

Secondly, the team sincerely thanks the graduates of United College for their active participation and willingness to provide the comprehensive information necessary for the successful completion of this report. Their cooperation and responses have been crucial in ensuring the accuracy and reliability of the study's findings.

Thirdly, the Tracer Study Task Team expresses its appreciation to the administrative staff of United College for their unwavering assistance and efficient coordination which facilitated the smooth execution of this project.

This report would not have been possible without the collective effort, dedication, and hard work of all stakeholders involved. To everyone who contributed directly or indirectly, we extend our heartfelt thanks and look forward to continued collaboration in future endeavors.

Dr. Binod Lingden

Coordinator

Tracer Study Task Team

Executive summary

United College, established in 2059 B.S. (2002 A.D.), is dedicated to providing quality education in business studies and information technology. The college offers a range of courses in Business Studies and Information Technology, designed to equip students with the knowledge and skills necessary for academic and professional success. The college affiliated with Tribhuvan University runs Bachelor of Business Studies (BBS), Bachelor of Business Management (BBM), Bachelor of Computer Application (BCA) and Master of Business Studies (MBS) in an unrivalled environment. The college strives to equip students with the latest insight into the competitive world by making them more sensitive, sensible, and responsible. United College is keen to have the information about the graduated students and UGC inspired the College to conduct tracer study. In this context, the College has started to conduct tracer study for the graduated students in order to obtain the information about personal information, employment status, and their current employment status, further study status, and overall satisfaction with the program offer by United College.

Tracer studies aim to provide insights into the effectiveness of educational programs by evaluating their impact on graduates' professional and personal development. To conduct a tracer study effectively, certain institutional arrangements and considerations were necessary. This tracer study was conducted by Research Committee Cell of United College. Students who have successfully completed either Bachelor or Master degree or both from United College till 2024 were respondents of this study. KoboToolbox to gather relevant information about graduate respondents' personal information, current employment status, further study status, and overall satisfaction with the program offer by United College. Questionnaire was developed by considering both closed ended question (multiple choice and Likert scale) and open-ended questions to gather qualitative insights. The link of KoboToolbox survey form was sent to their respective email in order to get the information about their personal and professional information.

The major findings of this tracer study are:

- Out of 66 respondents, 63% were female and 37% were male i.e. majority of graduate respondents were female.
- Majority of graduate respondents were with date of birth group of 1995 – 1999 A.D. i.e. 58%
- Majority of respondents were from BBS program i.e. 83%.
- Majority of graduate respondents were employed i.e. 50% employed, 35% unemployed, and 15% self-employed.
- Majority of graduate respondents were employed in private organizations i.e. 93% private organization, 5% public organization, and 2% NGO or INGOs.
- Majority of graduate respondents were pursuing further study of Master program i.e. 74% pursuing Master and 26% pursuing Bachelor program.
- Majority of graduate respondents confirmed the excellent level of quality education delivered by United college i.e. 55%.
- Majority of graduate respondents perceived the relevance of the program to their professional development at average level i.e. 40%.
- Majority of graduate respondents stated satisfactory level of institutional support i.e. work placement/attachment/internship i.e. 27%.
- Majority of graduate respondents were acquiring problem solving ability after studying at United College i.e. 39%.
- Majority of graduate respondents perceived excellent teaching/learning environment i.e. 48%.
- Majority of graduate respondents perceived excellent relationship maintained between teacher and student i.e.30%.
- Majority of graduate respondents perceived good library facilities at United College i.e. 38%.
- Majority of graduate respondents perceived good laboratory facilities at the College i.e. 38%.
- Majority of graduate respondents perceived average level of Canteen/Urinals available at College i.e. 39%.
- Majority of graduate respondents perceived good and average level of sport facilities offered by the College i.e. 32% and 32%.

- Majority of graduate respondents perceived good and average level of extracurricular activities organized by the College i.e. 30% and 30%.

As per recommendations of the students and organizational weaknesses, following recommendations have been offered:

- Create more opportunities for students
- Develop skills relevant to coursework
- Make frequent interaction of students and teachers
- Make changes on teaching pedagogy.
- Focus on extracurricular activities
- Help students to create clear educational and career plans
- Focus on career related programs and trainings
- Add more career related programs and education
- Implement recycling programs on college

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Abbreviations

BBM	Bachelor in Business Management
BBS	Bachelor of Business Studies
BCA	Bachelor in Computer Application
MBS	Master of Business Studies
UC	United College
UGC	University Grant Commission

Chapter – 1

INTRODUCTION

1.1 Background of the study

The importance of education in life is immense. It is a powerful agent of change, improves health and livelihoods, contributes to social stability, and drives long-term economic growth. It inculcates knowledge, belief, skills, values, and moral habits. People face problems in their personal and professional lives. To handle such state of affairs their ability to make rational and informed decisions comes from how educated and self-aware they are. A good education not only teaches knowledge and skills but also helps to broaden people's horizon, and gain better perspective. Keeping this fact in mind, United College was introduced.

United College was established in 2059 B.S. (2002 A.D.) at Kumaripati, Lalitpur, Nepal. It offers courses in business studies and IT through a scientific and disciplined approach. The college affiliated with Tribhuvan University runs Bachelor of Business Studies (BBS), Bachelor of Business Management (BBM), Bachelor of Computer Application (BCA) and Master of Business Studies (MBS) in an unrivalled environment. The college strives to equip students with the latest insight into the competitive world by making them more sensitive, sensible, and responsible. The College is not just a college in the literal sense, but rather a college in fact in that it embodies and uses all the necessary infrastructures both physical and academic to their fullest extent in order to enable the students to face all sorts of challenges and problems. The College is a part of the United Education System which boastfully proclaims itself as a complete institution that caters to education from pre-primary to post-graduate levels.

United College has always believed in the need of enriching student's lives. Apart from study, college provides students with resources and time for extra activities in order to learn accountability, sportsmanship, teamwork, and self-confidence. Similarly, college organizes United Talent Hunt (UTH) in regular basis to provide a space to showcase talent and skills of students in various fields. The offers student-led clubs for students to gain leadership skills and work with diverse groups of people. To encourage students and teachers for decompressing,

college organizes various retreats programs. In 2022 A.D., the college has established United Center for Entrepreneurship, Innovation and Incubation (UCEII) to build a national-leading innovation think-tank and research platform to explore innovation and advanced business practices, to motivate students to start their own business venture instead of queuing in the job market, and to guide in identifying platforms for commercialization.

United College is keen to have the information about the graduated students and UGC inspired the College to conduct tracer study. In this context, the College has started to conduct tracer study for the graduated students in order to obtain the information about personal information, employment status, and their current employment status, further study status, and overall satisfaction with the program offer by United College. A tracer study is a research methodology used to track and gather information about the outcomes and experiences of individuals who have completed a specific educational program or course. It involves tracing the paths and progress of graduates after they leave an educational institution to assess their career trajectories, employment status, further education pursuits, and overall satisfaction with the program.

Tracer studies aim to provide insights into the effectiveness of educational programs by evaluating their impact on graduates' professional and personal development. By collecting data on employment, job placements, skills utilization, and alumni satisfaction, tracer studies help institutions assess the quality and relevance of their educational offerings. The findings from tracer studies can inform program evaluation, curriculum improvement, and career support services, contributing to the continuous enhancement of educational programs. By analyzing the outcomes and experiences of graduates, institutions can identify areas for improvement, update curriculum, and enhance the relevance of their offerings. Tracer studies can also serve as an opportunity for institutions to reconnect with their alumni and establish a network of graduates.

Therefore, the main objective of this tracer study is to trace the graduates of United College not only to find out their whereabouts but also to document the information about the current professional status they have achieved so that their professional knowledge and skill sets achieved can be bring into play.

1.2 Objectives of the study

The general objective of this tracer study is to gather information and track the educational and professional status of graduates from United College and to assess the effectiveness, relevance, and impact of the educational experience by examining how graduates feel in terms of employment, further education, and their overall satisfaction with the program.

In order to achieve the general objective, specific objectives are:

- a) To find out the employment status of respondents
- b) To find out the further study status of respondents
- c) To find out the reaction of graduates towards quality education delivered
- d) To find out the relevance of course offered by college
- e) To find out the reaction of graduates towards program's contribution to their professional and personal development
- f) To find out the reaction of graduates about the teaching/learning environment and teacher/student relationship
- g) To find out the reaction of graduates about the facilities provided college such as library, laboratory, canteen, sports facilities, urinals, etc.

By accomplishing these objectives, tracer studies provide valuable insights into the outcomes and impact of educational programs on graduates' lives. The findings can be used to enhance the quality and relevance of education, improve career services, and better align programs with the evolving needs of students and the job market.

1.3 Institutional arrangement to conduct the study

To conduct a tracer study effectively, certain institutional arrangements and considerations were necessary. This tracer study was conducted by Research Committee Cell of United College. Activities performed for tracer study and concerned people were:

Questionnaire development, administration, and follow up	: Dr. Binod Lingden
Research and report writing	: Dr. Binod Lingden

1.4 Graduates taken for the study

Students who have successfully completed either Bachelor or Master degree or both from United College till 2024 were respondents of this study. The selection of graduates for the study was essential to gather relevant data and insights about their post-graduation experience, employment status, and further education pursuits.

Program:	BCA, BBS, BBM, and MBS
Graduation cohort:	Graduated till 2024
Sample size and representation:	All graduates from United College were representatives of this tracer study. This study was based on census because it tried to cover all graduates from United College.
Alumni database:	United College has Alumni where up-to-date information on graduates' contact details, program of study, graduation year, and other relevant information are gathered. For the purpose of this study, contact detail i.e. email was used to send survey questionnaire to concerned graduates.
Informed consent:	Informed consent was taken from graduates by stating the nature of the study, its purpose, and any potential consequences. It was done by upholding the principles of autonomy, respect for individuals, and ethical research process.

1.5 Data collection and survey implementation

This study was based on tracer study. Its aims was to track the educational and career trajectories of graduates and assess the effectiveness and relevance of the program in preparing them for their chosen paths. Questionnaire was developed by including the topics of personal and demographic information, employment status, further study information, issues related to the quality and relevance of programs, program's contribution to graduates' professional and personal development, issues related to teaching/learning and teacher/student relationship, and

issues related to facilities such as library, laboratory, canteen/urinals, sports, and extracurricular activities.

For data collection and survey implementation, following steps were involved:

Step 1: Designing survey instrument	Survey questionnaire was or survey instrument was developed in KoboToolbox to gather relevant information about graduate respondents' personal information, current employment status, further study status, and overall satisfaction with the program offer by United College. Questionnaire was developed by considering both closed ended question (multiple choice and Likert scale) and open-ended questions to gather qualitative insights.
Step 2: Contacting graduates	Graduates were contacted through phone call and email to inform them about the tracer study and requested their participation. The contact details were obtained from the Alumni database.
Step 3: Data collection	Once they were agreed to participate in tracer study, the link of KoboToolbox survey form was sent to their respective email in order to get the information about their personal information personal information, current employment status, further study status, and overall satisfaction with the program offer by United College. Graduates were consistently encouraged and reminded for responding the questionnaire to improve response rate.

1.6Data processing and analysis

Once the data were collected, data processing and analysis were done in order to transform raw survey data into meaningful insights and draw conclusion. Data processing and analysis refer to the steps and techniques used to transform raw data into meaningful information, extract insights, and draw conclusions.

Data processing and analysis were done in the following steps:

Step 1: Data cleaning	In order to maintain data integrity, the collected data were checked whether responded questionnaires have any missing values, outliers, and inconsistencies in the dataset. Addressed any issues by either imputing missing data or removing incomplete or erroneous responses.
Step 2: Descriptive analysis	Once the data cleaning was completed, descriptive analysis was performed. Statistical tools namely frequency distribution and percentage were used to analyze the data.
Step 3: Interpretation and conclusion	After descriptive analysis, the results of the tracer study were interpreted in the context of research objectives. Subsequently conclusion of the study was drawn from the quantitative analysis.
Step 4: Reporting	Finally, report was prepared by including analysis, interpretation, and conclusions of the tracer study. In order to make the report presentable, tables and graphs were used. Additionally, recommendation was made for program improvement based on the results.

1.7 Scope and limitations of the study

It was important to transparently acknowledge and discuss the scope and limitations of the tracer study to provide context and to interpret the findings accurately. Through scope and limitations of the study, it was possible to define what the study aimed to achieve and what factors were responsible for impacting the validity and generalizability of the findings.

1.7.1 Scope of the study

Target population:	This study had focused on specific group of individuals namely graduates of United College who completed their Bachelor or Master.
Objectives:	The objective of the study was to gather information and track the educational and professional status of graduates from United College

and to assess the effectiveness, relevance, and impact of the educational experience by examining how graduates feel in terms of employment, further education, and their overall satisfaction with the program.

Data collection method: Data was collected through survey questionnaire send through KoboToolbox to graduates.

Geographical scope: As the study was conducted through online platform, it was not limited to any specific geographical boundary. Only the criterion to be the part of this study was that participants should graduates of United College.

1.7.2 Limitations of the study

Sample bias: Findings of the tracer study were limited to the participants who agreed to participate and those who could be reached during data collection. This may introduce a selection bias, affecting the representativeness of the findings.

Self-reported data: Data collected in the tracer study was based on self-reporting by participants. This introduces the possibility of response bias or recall bias, where participants may not accurately recall or report their experiences or outcomes.

Generalizability: Findings of the tracer study may not be generalizable to other populations or contexts due to the specific characteristics of the target population or the educational program i.e. Bachelor or Master.

Chapter – 2

DATA PRESENTATION AND ANALYSIS

2.1 Introduction

This chapter presents and analyses the data obtained from trace study conducted by United College. The main purpose of this trace study was to examine the personal and professional status of graduate students of United College. Data was collected through survey questionnaire in KoboToolbox. This tracer study was conducted within the framework of United College with the main objective to provide information about United College graduates' personal and professional information in terms of their demographic information, employment information, further study status, relevance of program they received, program's contribution to their professional and personal development, their issues related to teaching/learning, teacher/student relationship, education delivery efficiency, and offered facilities.

This chapter will present the results of aforementioned issues on six different sections in the following topics:

- Demographic information of graduate respondents
- Employment status of graduate respondents
- Further study status of graduate respondents
- Issues related to the quality and relevance of programs
- Program's contribution to graduates' professional and personal development
- Issues related to teaching/learning, teacher/student relationship, and education delivery efficiency
- Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals, etc.

This chapter illustrates the data presentation and data analysis of aforementioned six different topics. Data presentation involves representing data in a clear and concise manner using various graphs. Similarly, data analysis involves examining and interpreting the extract meaningful information. This process typically involves applying statistical tool namely frequency distribution. The purpose of data presentation and analysis is to make sense of the data, extract meaningful insights, and communicate the findings effectively.

2.2 Demographic information of respondents

This section deals with the demographic information of graduate students. Demographic information is a key component of research study, providing insights into the characteristics of graduates being studied. Total number of graduates responded in this tracer study was 66. Information obtained from these graduates in different aspects is presented below –

2.2.1 Gender composition

Table 2.1 illustrates the demographic profile of respondents according to the gender. Gender composition refers to the distribution of respondents of different genders within a given context. It examines the proportion of male or female within a given context. Out of 66 traced graduates, 18 were male and 48 were female. This means gender wise distribution of traced graduates together with its corresponding proportion is less in male as compared to female respondents. This outcome was anticipated because the enrollment ratio of female students is usually higher than the number of male students in United College every batch.

Table 2.1: Distribution of graduates by gender

Gender	Frequency	Percentage
Male	18	37
Female	48	63
Total	66	100

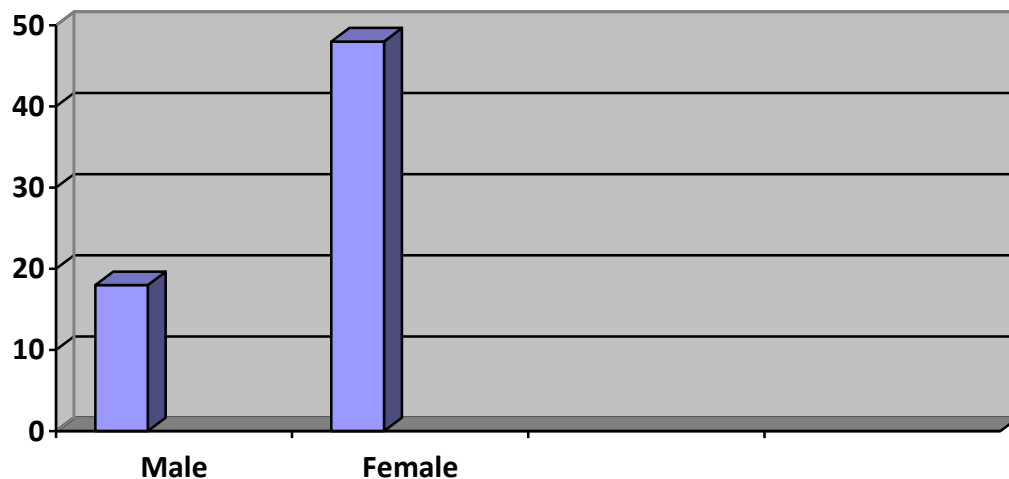


Figure 2.1: Distribution of graduates by gender

2.2.2 Age structure

Table 2.2 shows the demographic profile of respondents according to the date of birth group. Date of birth group refers to the categorization or grouping of individuals based on their birthdate. It involves grouping people into different cohorts or generations based on the time period in which they were born. 52 out of 66 respondents mentioned their date of birth in this tracer study. These responses were categorized into five different date of birth (DOB) groups as presented in Table 2.2. Highest number of respondents was from the DOB group of 1995 – 1999 whereas lowest number of respondents was from the DOB group of 1985-1989. This DOB group (1985-1989) belongs to the recent graduates of United College.

Table 2.2: Distribution of graduates by age structure

Age structure	Frequency	Percentage
1980 - 1984	3	06
1985 - 1989	2	04
1990 – 1994	5	10
1995 – 1999	30	58
2000 - 2004	12	22
Total	52	100

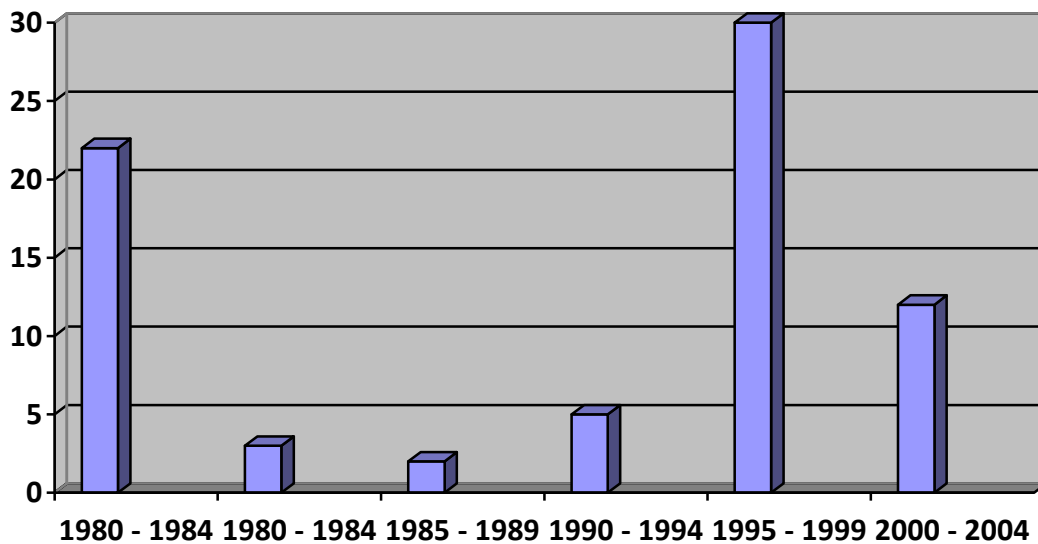


Figure 2.2: Distribution of graduates by age structure

2.2.3 Educational background

Table 2.3 shows the demographic profile of respondents according to the educational background. Educational background refers to an individual's educational history and achievement, including the institutions they attended, the degrees or certifications they obtained, and any relevant coursework or specialized training completed. It provides information about an individual's level of education and their field of specialization. Educational background can be relevant for admissions processes, job applications, career advancement, and assessing someone's expertise or qualification in a particular field. Out of 66 traced graduates, all answered the question of educational background. According to tracer study, 1 respondent was BA graduate. Similarly, 55 respondents were BBS graduates, and 10 were MBS graduates. This clearly indicates that higher number of respondents were BBS graduates whereas least number of respondents was from the program of BA.

Table 2.3: Distribution of graduates by educational background

Educational background	Frequency	Percentage
BA	1	2
BBS	55	83
MBS	10	15
Total	66	100

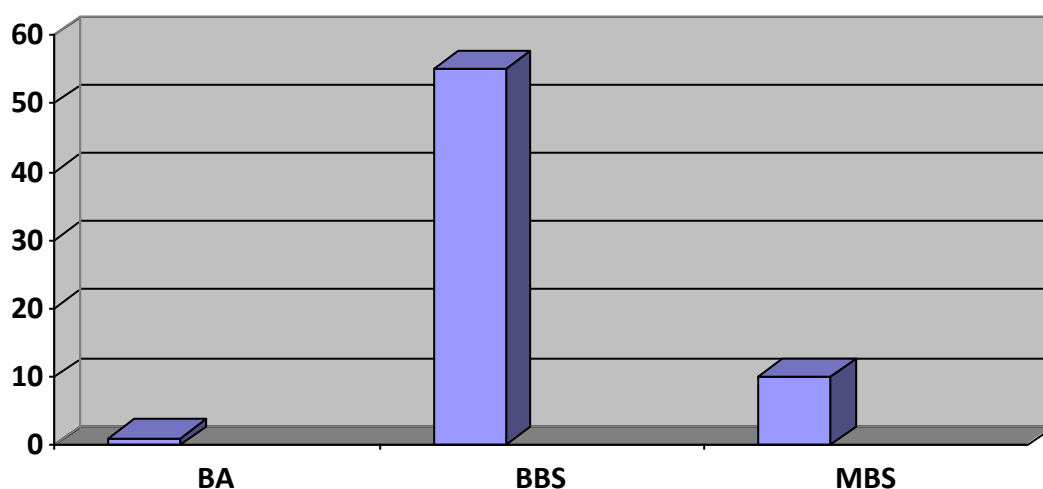


Figure 2.3: Distribution of graduates by educational background

2.3 Employment status of graduates

This section deals with the employment status of graduates of United College. Employment status refers to the current work situation or condition of graduates. It indicates whether graduates are employed, unemployed, or self-employed. The employment status provides information about graduates' participation in the workforce and their relationship with the job market. Table 2.4 presents the current employment status those graduated from United College. Out of 66, tracer study indicates that 10 were self-employed, 33 were employed, and 23 were self-employed.

Table 2.4: Distribution of graduates by current employment status

Employment status	Frequency	Percentage
Self-employed	10	15
Employed	33	50
Unemployed	23	35
Total	66	100

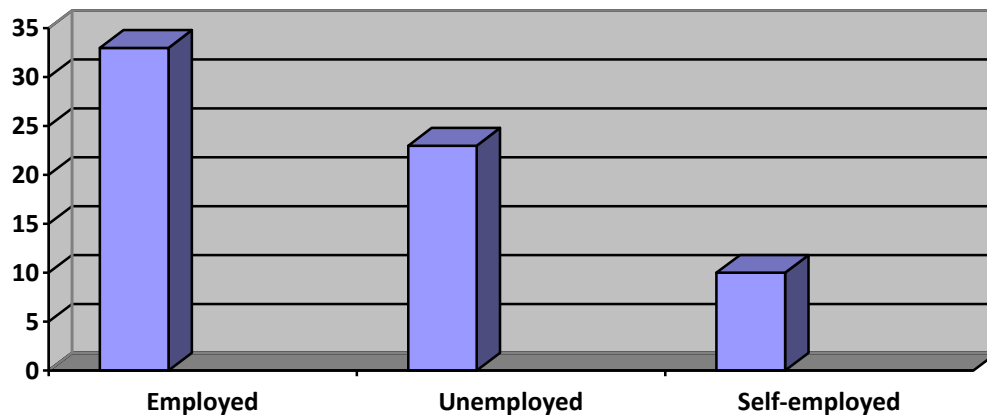


Figure 2.4: Distribution of graduates by current employment status

2.3.1 Unemployed graduates

Table 2.4 demonstrated that out of 66 respondents, 23 graduates were unemployed. Employed refers to a situation where graduates are without job or currently not engaged in any paid employment. It means that graduates are actively seeking employment opportunities but have not yet found suitable work. As most respondents were fresh graduates, this situation is usual.

2.3.2 Employed graduates

Table 2.4 illustrated that out of 66 respondents, 33 graduates were associated with various private organizations, public organizations, and NGOs or INGOs. Employees refer to the status of graduates who have a job or occupation and are actively working for employer in exchange for compensation. This section provides the information of graduates associated with the type of organization and the designation they are holding.

2.3.2.1 Type of organization

Table 2.5 displays the type of organization graduate students associated with. Type of organization refers to the categorization or classification of an entity based on its structure, purpose, ownership, and legal status. 43 responses are reported in the table 2.5 where majority of graduates were employees of private organizations subsequently public organizations and NGOs or INGOs.

Table 2.5: Distribution of graduates by the type of organization

Type of organization	Frequency	Percentage
Private	40	93
Public	2	5
NGO or INGO	1	2
Total	43	100

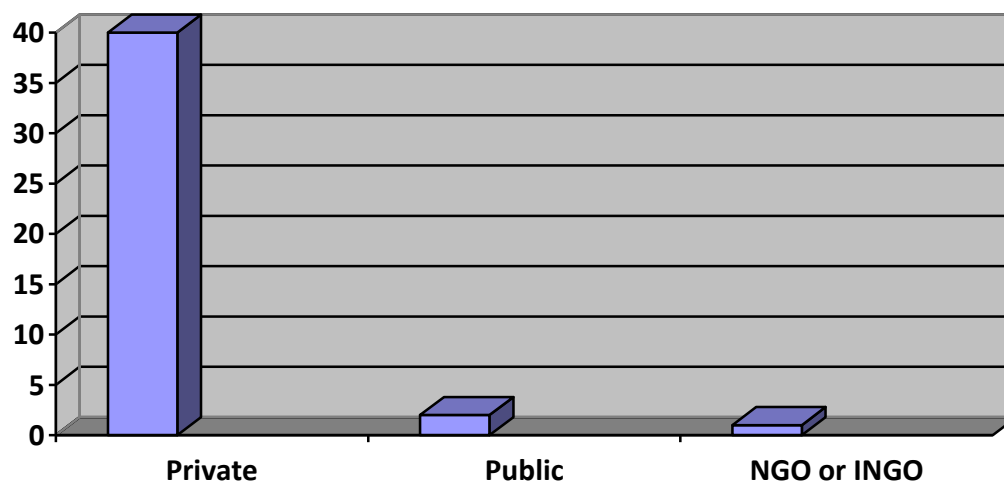


Figure 2.5: Distribution of graduates by the type of organization

2.3.1.2.2 Designation

Table 2.6 shows the designation that graduates were holding. Designation refers to the title or position that graduates are holding within an organization. It is used to identify and differentiate various roles within an organizational hierarchy. 17 out of 33 respondents answered this question. Responses are reported in table 2.6. Data indicates that graduates were holding different roles and responsibilities in their professional careers. Most of the graduates were holding entry level positions. Table 2.6 shows 16 different designations hold by 17 graduates. As most of the respondents were fresh graduates, they have limited professional experience in the specific field. Therefore, most of the respondents were working at entry level positions.

Table 2.6: Distribution of graduates by designation

Designation	Frequency	Percentage
Coach	1	5.88
Assistant	1	5.88
MD	1	5.88
Coordinator	1	5.88
Marketer	1	5.88
Assistant manager	1	5.88
Officer	1	5.88
Stock market trader	1	5.88
Senior executive	1	5.88
CSD	1	5.88
Front desk	1	5.88
Sales officer	1	5.88
Teacher	2	5.88
Admin/Account	1	5.88
Head of deposit marketing	1	5.88
Office secretariat	1	5.88
Total	17	100

2.3.1.3 Self-employed graduates

As per the data of tracer study, some graduates were self-employed i.e.10 graduates. Self-employed refers to a work arrangement in which graduates run their own business or work as a freelancer, rather than being employed by an employer. Being self-employed means that graduates are responsible for managing their own work, clients, finance, and business operations. Out of 10 respondents, 5 responses of graduates are presented in the table 2.7. It indicates that 5 respondents had 5 different businesses namely automobile, makeup artist, retail agent, business, and school shareholder. They were responsible for running their own business, managing clients or customers, and handling the financial aspects of their work.

Table 2.7: Distribution of graduates by self-employment

Type of organization	Frequency	Percentage
Automobile	1	20
Makeup artist	1	20
Retail agent	1	20
Business	1	20
School shareholder	1	20
Total	5	100

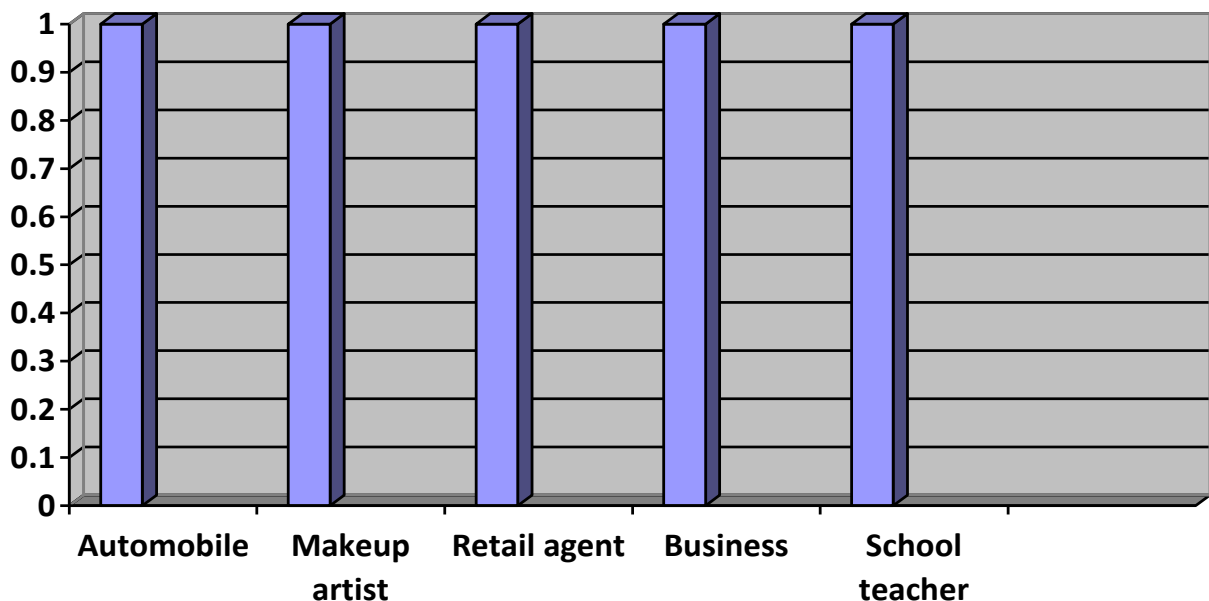


Figure 2.6: Distribution of graduates by self-employment

2.4 Further study information of respondents

This section deals with further study information of graduates. Further study refers to the act of continuing education beyond current level of academic achievement. It involves seeking additional knowledge, skills, or qualification in a particular field or subject of interest. This can take various forms such as pursuing master or doctoral degree. This is done to acquire advanced knowledge and skills, enhance career prospects, and personal growth. Data of graduates enrolling or had enrolled for higher study in other academic institutions are presented below less than two heading – enrollment year and program.

2.4.1 Enrollment year

Table 2.8 displays the enrollment year of graduates for their higher study in other institutions. Enrollment year typically refers to the specific year in which a graduate from United College officially registers or enrolls in a particular educational institution or program. It signifies that start of a student's academic journey at that institution or program.

10 out of 66 respondents answered this question. This means 10 graduates mentioned the enrollment year of their higher studies. Most of the respondents were enrolled to higher education in the year 2021 whereas 1 student enrolled in the year 2017 and 1 in the year 2019. Additionally, 2 students were enrolled in the year 2023. Although 19 graduates answered (in table 2.9) that they were pursuing further study, only 10 respondents had mentioned the date of enrollment year. This result indicates that most of the graduates were either failed to continue further study or they have already completed the higher studies.

Table 2.8: Distribution of graduates by enrollment year in particular institution.

Enrollment year	No. of student enrolled	Percentage
2017	1	10
2019	1	10
2021	6	60
2023	2	20
Total	10	100

2.4.2 Program

Table 2.9 presents the academic program graduates have enrolled in particular academic institutions. Academic program refers to the structured curriculum or course of study offered by an educational institution. It provides students with a structured path to acquire knowledge, skills, and qualification in a particular subject area, leading to a recognized degree of certification upon completion. 19 out of 66 respondents answered this question. Table reported that 14 graduates of United College were pursuing master program whereas 05 bachelor program. Most of the graduates pursuing master program were enrolled in 2023.

Table 2.9: Distribution of graduates by the program

Program	Frequency	Percentage
Bachelor	05	26
Master	14	74
Total	19	100

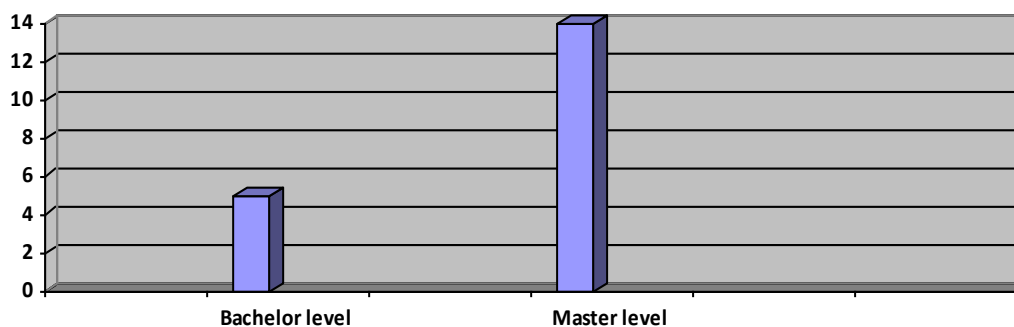


Figure 2.7: Distribution of graduates by the program

2.5 Issues related to the quality and relevance of programs

This section deals with perceived value of graduates towards the quality and relevance of the program offered by United College. It describes the rating of quality education delivered and relevance of the program to professional (Job) requirements. When graduates perceive a high value in terms of quality and relevance, it indicates that the program equipped them with the necessary knowledge, skills, and competencies needed to succeed in their professional or academic pursuits. The rating of perceived value of graduates towards quality and relevance of the program offered by United College is reported in the below section.

2.5.1 Quality of education delivered

Table 2.10 presents the perceived value of students towards the quality of education delivered by United College. Quality of education delivered refers to the effective and successful provision of high-quality educational experience to students. It implies that educational institutions or programs are able to meet or exceed certain standards and expectations in terms of the teaching and learning process. Quality education plays a vital role in preparing individuals to be active and informed participants in society. It fosters civic engagement, critical thinking, and a sense of social responsibility, enabling individuals to contribute positively to their communities and make informed decisions. All respondents answered this question. Table 2.10 illustrates that most of the graduates perceive the quality of education provided by United College was excellent. Similarly, 17 graduates perceive the quality of education offered by United College was good and 13 graduates reported average level of quality of education.

Table 2.10: Quality of education delivered

Value	Frequency	Percentage
Excellent	36	54
Good	17	26
Average	13	20
Total	66	100

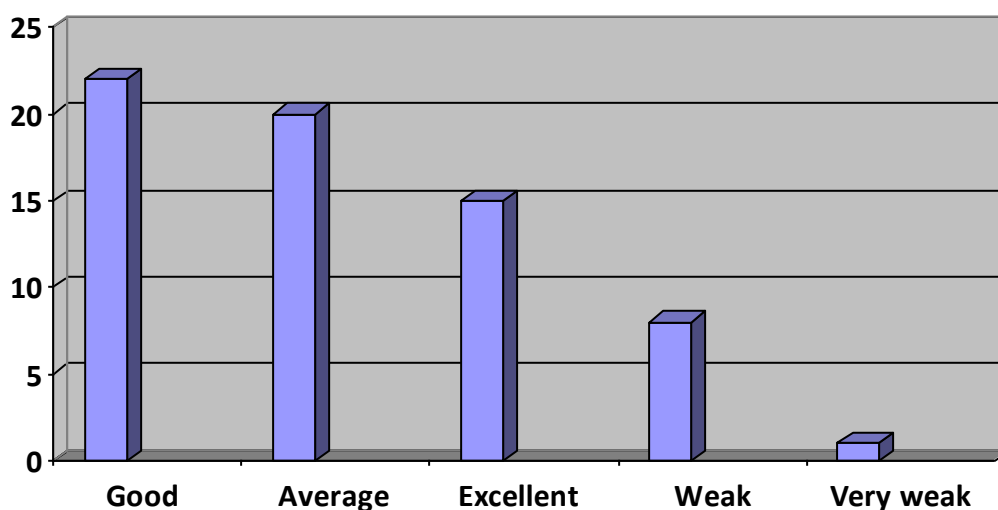


Figure 2.8: Quality of education delivered

2.5.2 Relevance of the program to professional (Job) requirements

Table 2.11 shows the relevance of the program offered by United College to professional (Job) requirements. Relevance of program to professional (Job) requirements refers to the alignment between the knowledge, skills, and competencies acquired through the program and the demand of a specific job or career path. When an academic program is relevant to job requirements, it means that the education and training received in that program directly prepare graduates for the knowledge and skills needed in a particular profession or industry. Out of 66 graduate respondents, 26 of them responded there was an average relevance of the program to their professional development and 24 of them responded as good. 10 responded as excellent relevance of the program to their professional development. Whereas, 4 of them responded as weak and 2 responded as very weak relevance of the program to their professional development.

Table 2.11: Relevance of the program to professional development

Value	Frequency	Percentage
Excellent	10	15
Good	24	36
Average	26	40
Weak	4	6
Very weak	2	3
Total	66	100

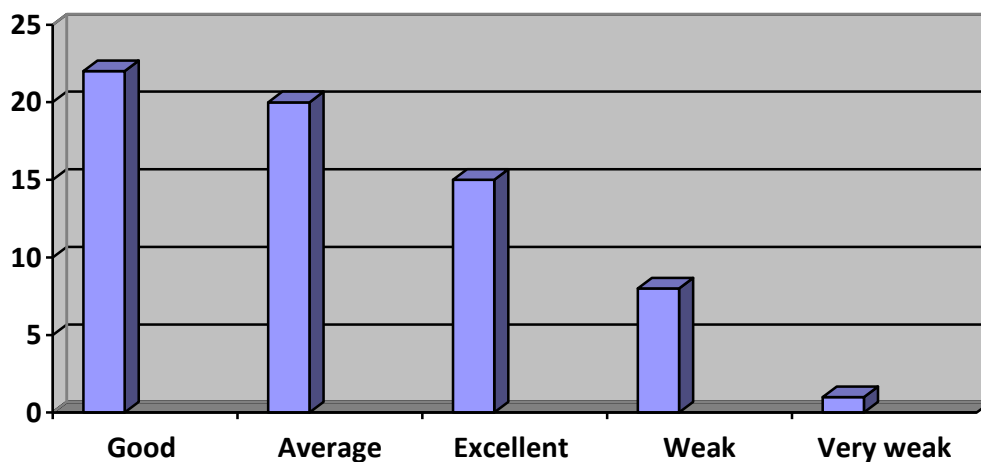


Figure 2.9: Relevance of the program to professional development

2.6 Program's contribution to graduates' professional and personal development

This section deals with the perceived value of graduates towards the work placement/attachment/internship opportunities provided by United College in the market and problem-solving ability acquired through the offered program.

2.6.1 Work placement/attachment/internship

Table 2.12 shows the perceived value of graduates towards the work placement/ attachment/ internship opportunities provided by United College in the market. Work placement or internship refers to a temporary period of practical work experience that is typically undertaken by students or recent graduates in a specific industry or field. Out of 66 responses, 18 reported as excellent, 16 as average, and 16 responded as good. However, 10 responded as weak and 6 responded as very weak towards the institutional supports in terms of work placement/ attachment/internship.

Table 2.12: Work placement/attachment/internship

Value	Frequency	Percentage
Excellent	18	27
Good	16	24
Average	16	24
Weak	10	15
Very weak	6	10
Total	66	100

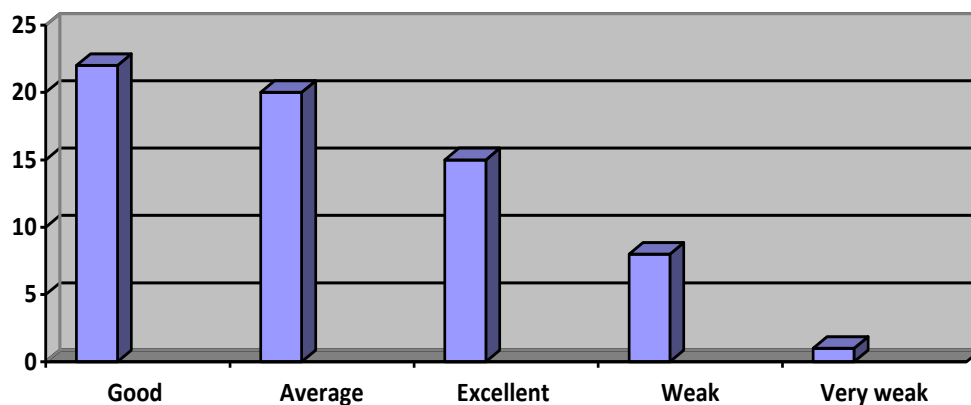


Figure 1.10: Work placement/attachment/internship

2.6.2 Problem solving ability

Table 2.13 displays the perceived value of graduates towards the problem-solving ability acquired through the program offered by United College. Problem solving ability refers to the capacity and skills to identify, analyze, and resolve problem effectively. It involves the application of logical thinking, critical reasoning, creativity, and decision making to find solutions to complex or challenging situations. Out of 66 respondents, 26 perceived United College provides excellent program for acquiring problem solving ability. Similarly, 14 graduates mentioned United College offers good program whereas 23 assumes average and 3 assumes weak program for acquiring problem solving ability. Table 2.13 illustrated that majority of graduates perceived the excellent program offered by United College in order to acquire problem solving ability whereas some of them assumed as average whereas very few perceived programs offered United College was weak in order to obtain problem solving ability.

Table 2.13: Problem solving ability

Value	Frequency	Percentage
Excellent	26	39
Good	14	21
Average	23	35
Weak	3	5
Total	66	100

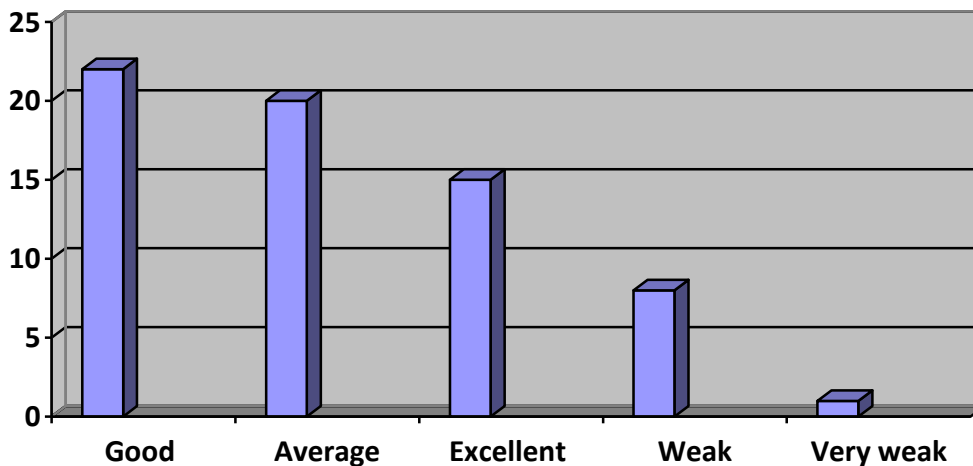


Figure 2.11: Problem solving ability

2.7 Issues related to teaching/learning, and teacher/student relationship

This section deals with the perceived value of graduates towards the teaching-learning environment provided by United College and the relationship between teacher and students.

2.7.1 Teaching/Learning environment

Table 2.14 presents the perceived value of graduates towards the teaching/learning environment offered by United College. Teaching/Learning environment refers to the physical, social, and psychological conditions in which education takes place. It encompasses the overall atmosphere, resources, and interactions that influence the teaching and learning experience of students and educators within a college setting. Out of 66, majority of graduates i.e. 32 respondents perceived the teaching-learning environment was excellent. Similarly, 18 graduates assumed teaching-learning environment as average and 15 perceived as good. However, very few i.e. 1 graduate perceived teaching- learning environment as weak.

Table 2.14: Teaching/Learning environment

Value	Frequency	Percentage
Excellent	32	48
Average	18	27
Good	15	23
Weak	1	2
Total	66	100

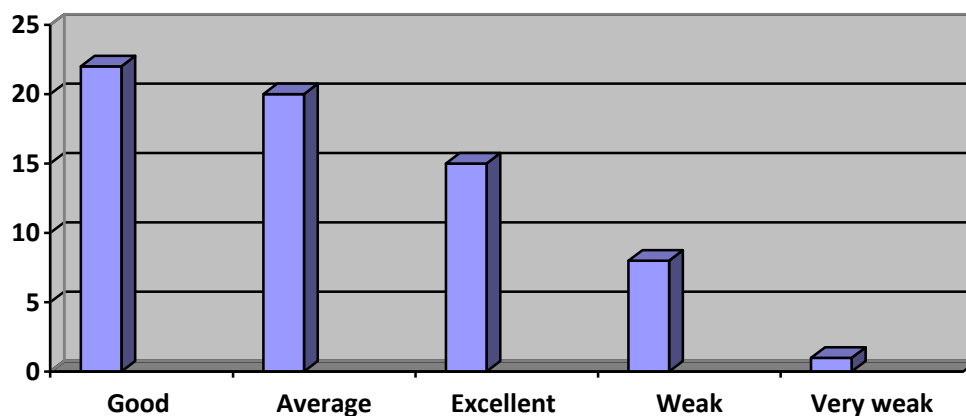


Figure 2.12: Teaching/Learning environment

2.7.2 Teacher-student relationship

Table 2.15 shows the perceived value of graduates towards the teacher-student relationship at United College. Teacher-student relationship refers to the dynamic and interactions between educators and learners within an educational setting. It encompasses the connection, communication, and mutual understanding established between teachers and students as they engage in the teaching and learning process. Out of 66, 27 graduates assumed that United College has provided environment for excellent relationship between teacher and students. Similarly, 20 perceived as good relationship and 17 as average relationship between teacher and students. However, 2 graduates reported weak relationship teacher and students in United College. This indicated that majority perceived there was an excellent relationship between teacher and students at United College.

Table 2.15: Teacher-student relationship

Value	Frequency	Percentage
Excellent	27	41
Good	20	30
Average	17	26
Weak	2	3
Total	66	100

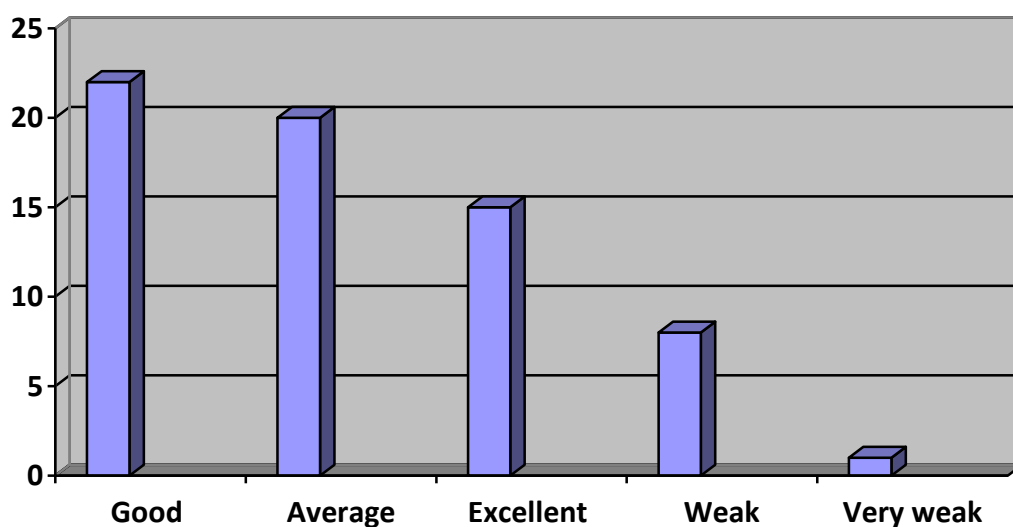


Figure 2.13: Teacher-student relationship

2.8 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals, etc.

This section deals with the perceived value of graduates towards the library, laboratory, canteen, sport facilities, urinals, etc. provided at United College.

2.8.1 Library facilities

Table 2.17 shows the perceived value of graduates towards the library facilities provided by United College. Library facilities refer to the physical spaces, resources, and services provided within a college to support students' academic and research needs. College library serves as a central hub of information, offering access to a wide range of print and digital resources, study areas, and expert assistance. Out of 66 respondents, 16 graduates reported United College has excellent library facilities, 25 graduates perceived the college had good library facilities and 21 assumed as average level of library facilities. However, 3 graduates perceived library facilities provided at United college was poor and 1 assumed as very poor.

Table 2.16: Library facilities

Value	Frequency	Percentage
Excellent	16	24
Good	25	38
Average	21	32
Weak	3	4
Very weak	1	2
Total	66	100

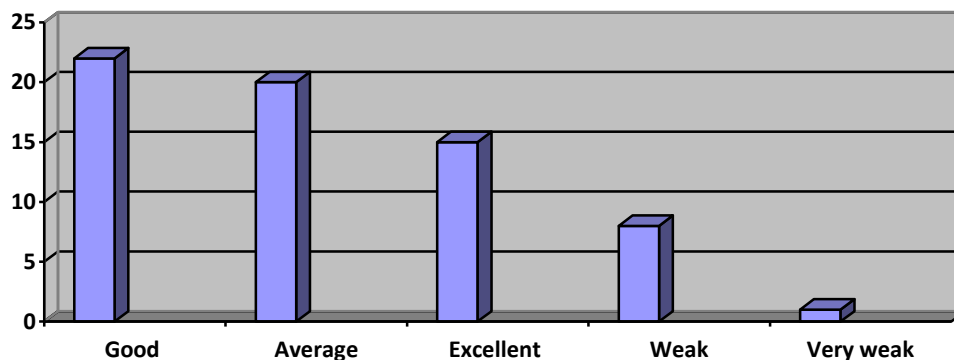


Figure 2.14: Library facilities

2.8.2 Laboratory

Table 2.18 displays the perceived value of graduates towards the laboratory offered by United College. A laboratory refers to a designated space or facility where students can engage in hands-on experimentation, research, and practical learning in various scientific and technical disciplines. It is equipped with specialized equipment, tools, and materials that allow students to apply theoretical concepts, conduct experiments, and gather data to enhance their understanding of the subject matter. Out of 66 respondents, 10 graduates perceived excellent laboratory offered by United College. Similarly, 25 graduates reported laboratory is at good condition and 24 graduates assumed as average level of laboratory. However, few graduates i.e. 5 respondents perceived as poor laboratory and 2 respondents mentioned United College had very poor laboratory condition.

Table 2.17: Laboratory

Value	Frequency	Percentage
Excellent	10	15
Good	25	38
Average	24	36
Weak	5	8
Very weak	2	3
Total	66	100

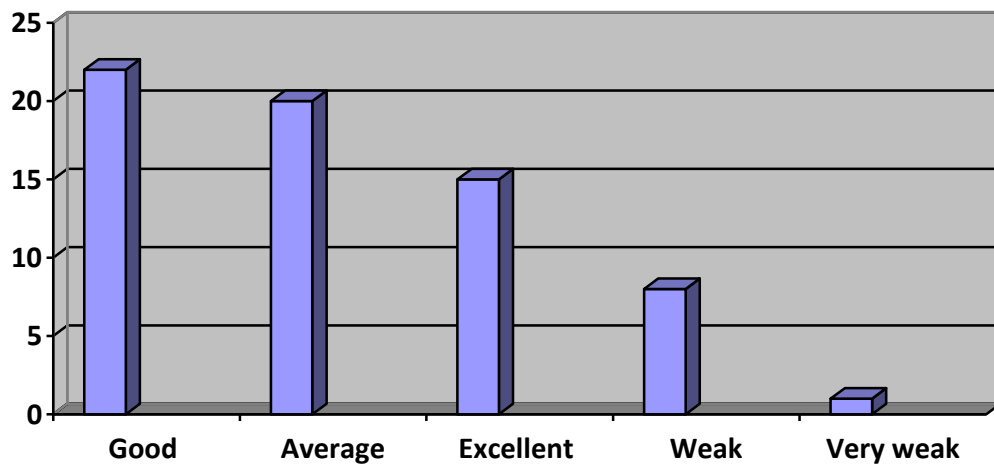


Figure 2.15: Laboratory

2.8.3 Canteen / Urinals

Table 2.19 shows the perceived value of graduates towards the Canteen/Urinals available at United College. A canteen refers to a designated area or facility within a college where students can purchase and consume meals, snacks, and soft drinks. It serves as a central dining space for students, providing them with convenient access to food and refreshments during their time on campus. Similarly, urinals or toilet refers to the restroom facilities provided within the college for students to use for personal hygiene and sanitation purposes. Out of 66, 10 graduates perceived United College had excellent Canteen and Urinals. Similarly, 20 graduates reported good and 26 graduates illustrated average laboratory condition.

Table 2.18: Canteen / Urinals

Value	Frequency	Percentage
Excellent	10	15
Good	20	30
Average	26	39
Weak	5	8
Very weak	5	8
Total	66	100

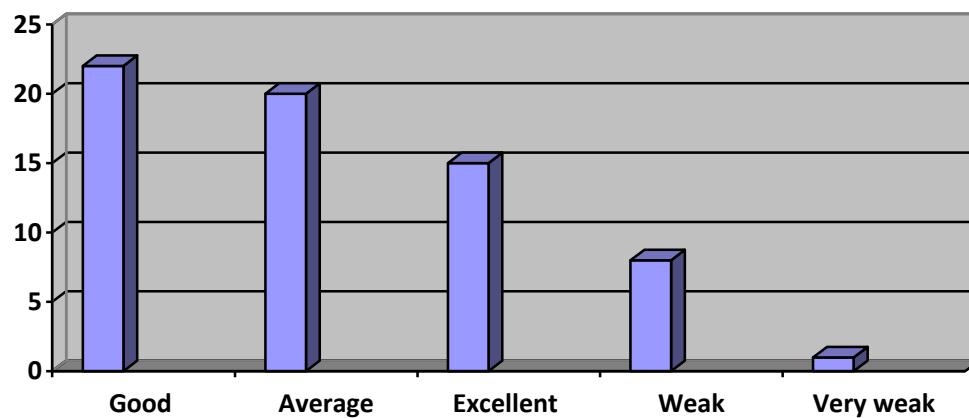


Figure 2.16 Canteen / Urinals

2.8.4 Sport facilities

Table 2.20 presents the perceived value of graduates towards the sport facilities offered by United College. Sport facilities in college refer to dedicated spaces and resources provided by educational institutions to support various athletic and recreational activities for students. These facilities are designed to promote physical fitness, sportsmanship, and overall well-being among college students. Out of 66 respondents, 16 graduates perceived United College had excellent sport facilities. Similarly, 21 graduates assumed as good sport facilities and 21 graduates reported that United College had average level of sport facilities. However, very few respondents perceived United College had poor sport facilities i.e. 9 respondents reported the college had poor sport facilities. Table 2.20 indicated that United College had satisfied level of sport facilities.

Table 2.19: Sport facilities

Value	Frequency	Percentage
Excellent	15	23
Good	21	32
Average	21	32
Weak	9	13
Total	66	100

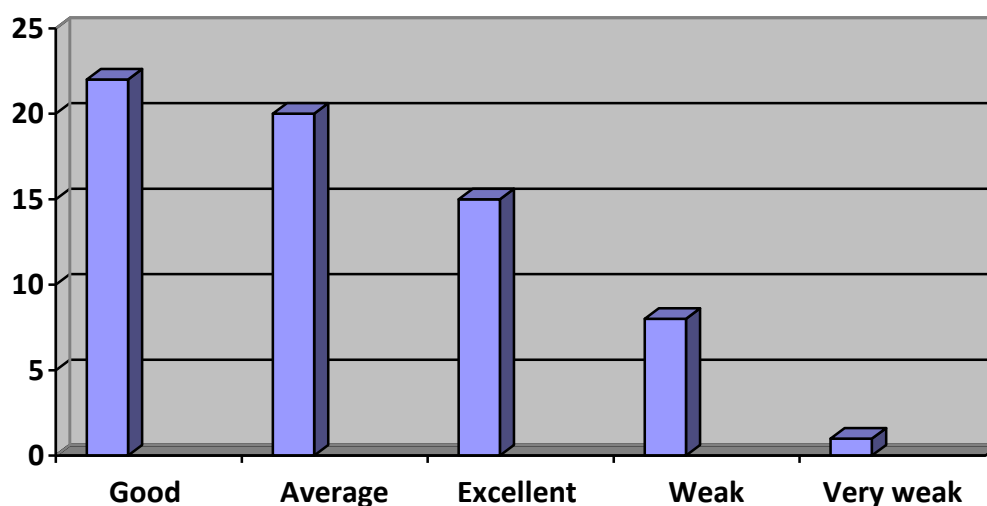


Figure 2.17: Sport facilities

2.8.5 Extracurricular activities

Table 2.21 displays the perceived value of graduates towards the extracurricular activities offered by United College. Extracurricular activities in college refer to activities and pursuits that students participate in outside of the academic coursework. These activities are typically voluntary and can cover a wide range of interests, including sports, clubs, organizations, community service, arts and culture, leadership roles, and more. Out of 66 respondents, 15 graduates reported United College offered excellent extracurricular activities, 20 graduates confirmed that the College was good at offering extracurricular activities, and 20 graduates confirmed that College's rating was average in terms of providing extracurricular activities. However, 8 graduates reported that the College was poor and 3 graduates reported as very poor at providing extracurricular activities.

Table 2.20: Extracurricular activities

Value	Frequency	Percentage
Excellent	15	23
Good	20	30
Average	20	30
Weak	8	12
Very weak	3	5
Total	66	100

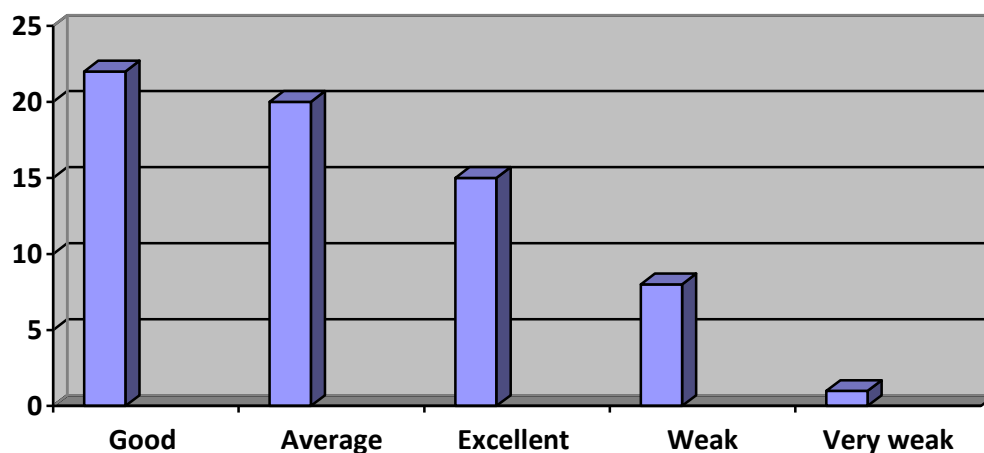


Figure 2.18: Extracurricular activities

Chapter – 3

FINDINGS OF THE STUDY

3.1 Major findings

This chapter deals with the major findings of the study. Major findings typically refer to the significant or important results or conclusions derived from research, studies, or investigations. These findings represent the key discoveries or outcomes that contribute to the understanding of a particular topic or field. Findings serve as the basis for further discussion, interpretation, and implications. The major findings of this study are given below:

3.1.1 Demographic information of graduate respondents

- Majority of graduate respondents were female. Out of 66 respondents, 63% were female and 37% were male.
- Majority of graduate respondents were with date of birth group of 1995 – 1999 A.D. i.e. 58%
- Majority of respondents were from BBS program i.e. 83%.

3.1.2 Employment status of graduate respondents

- Majority of graduate respondents were employed i.e. 50% employed, 35% unemployed, and 15% self-employed.
- Majority of graduate respondents were employed in private organizations i.e. 93% private organization, 5% public organization, and 2% NGO or INGOs.

3.1.3 Further study status of graduate respondents

- Majority of graduate respondents were pursuing further study of Master program i.e. 74% perusing Master and 26% perusing Bachelor program.

3.1.4 Issues related to the quality and relevance of programs

- Majority of graduate respondents confirmed the excellent level of quality education delivered by United college i.e. 55%.

- Majority of graduate respondents perceived the relevance of the program to their professional development at average level i.e. 40%.

3.1.5 Program's contribution to graduates' professional and personal development

- Majority of graduate respondents stated satisfactory level of institutional support i.e. work placement/attachment/internship i.e. 27%.
- Majority of graduate respondents were acquiring problem solving ability after studying at United College i.e. 39%.

3.1.6 Issues related to teaching/learning and teacher/student relationship

- Majority of graduate respondents perceived excellent teaching/learning environment i.e. 48%.
- Majority of graduate respondents perceived excellent relationship maintained between teacher and student i.e.30%.

3.1.7 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals, etc.

- Majority of graduate respondents perceived good library facilities at United College i.e. 38%.
- Majority of graduate respondents perceived good laboratory facilities at the College i.e. 38%.
- Majority of graduate respondents perceived average level of Canteen/Urinals available at College i.e. 39%.
- Majority of graduate respondents perceived good and average level of sport facilities offered by the College i.e. 32% and 32%.
- Majority of graduate respondents perceived good and average level of extracurricular activities organized by the College i.e. 30% and 30%.

Chapter – 4

IMPLICATIONS TO INSTITUTIONAL REFORMS

The findings of a tracer study can have important implications for institutional reform. Overall, the results of a tracer study can guide institutional reform efforts by providing data-driven insights into the strengths and weaknesses of educational programs, identifying areas for improvement, and aligning the institution with the needs of the job market. By utilizing the insights gained from tracer studies, institutions can enhance the quality and relevance of their educational offerings and better support their graduates in achieving successful and fulfilling careers.

Implications of the study are the impact of research makes in chosen area; they discuss how the findings of the study may be important to justify further exploration of study topic. Some implications of tracer study to institutional reforms are given below:

4.1 Issues related to the quality and relevance of programs

- Majority of graduate respondents confirmed the excellent level of quality education delivered by United college i.e. 55%.

Implication: This finding suggests that college should focus on quality education delivery.

- Majority of graduate respondents perceived the relevance of the program to their professional development at average level i.e. 40%.

Implication: This finding suggests that the program offered by United College is relevance to the professional development of students.

4.2 Program's contribution to graduates' professional and personal development

- Majority of graduate respondents stated satisfactory level of institutional support i.e. work placement/attachment/internship i.e. 27%.

Implication: This finding suggests that college should continuously provide institutional support i.e. work placement/attachment/internship in order to acquire profession and personal development of graduates.

- Majority of graduate respondents were acquiring problem solving ability after studying at United College i.e. 39%.

Implication: This finding suggests that the academic program helps to acquire problem solving ability.

4.3 Issues related to teaching/learning and teacher/student relationship

- Majority of graduate respondents perceived excellent teaching/learning environment i.e. 48%.

Implication: This finding suggests that the college has excellent teaching/learning environment.

- Majority of graduate respondents perceived excellent relationship maintained between teacher and student i.e.30%.

Implication: This finding suggests that the college has excellent relationship between teacher and students.

4.4 Issues related to facilities such as library, laboratory, canteen, sports facilities, urinals, etc.

- Majority of graduate respondents perceived good library facilities at United College i.e. 38%.

Implication: This finding suggests that the college should provide excellent library facilities.

- Majority of graduate respondents perceived good laboratory facilities at the College i.e. 38%.

Implication: This finding suggests that the college should focus on laboratory facilities.

- Majority of graduate respondents perceived average level of Canteen/Urinals available at College i.e. 39%.

Implication: This finding suggests that the college should initiate to develop excellent level of canteen/urinals.

- Majority of graduate respondents perceived good and average level of sport facilities offered by the College i.e. 32% and 32%.

Implication: This finding suggests that the college should prioritize sport facilities.

- Majority of graduate respondents perceived good and average level of extracurricular activities organized by the College i.e. 30% and 30%.

Implication: This finding suggests that the college should focus on extracurricular activities.

Chapter – 5

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The tracer study of United College graduates reveals key insights into various aspects of the academic, professional, and personal development provided by the institution. The study highlights that the majority of graduates were female and predominantly from the BBS program. Employment outcomes are positive, with half of the graduates employed, primarily in private organizations. Furthermore, most graduates are pursuing higher education, reflecting the institution's role in fostering academic progression.

Graduates rated the quality of education as excellent; however, the relevance of programs to professional development was perceived as average by a significant portion. Institutional support for internships and work placements, while satisfactory, requires enhancement to meet the demands of a competitive job market. Teaching-learning environments and teacher-student relationships were rated highly, demonstrating the college's commitment to fostering a positive academic atmosphere.

Facility-related aspects such as libraries, laboratories, and extracurricular activities were rated as good but highlight areas for further improvement to enhance student satisfaction and engagement. Overall, United College has made significant contributions to graduates' academic, professional, and personal growth but must address identified gaps to align more closely with graduate expectations and market demands.

5.2 Recommendations

Based on the findings, several recommendations are proposed to enhance institutional effectiveness. The curriculum should be aligned with market trends and industry needs to ensure professional relevance, while incorporating practical, real-world problem-solving components to strengthen graduate competencies. Expanding internship and work placement programs, alongside establishing industry partnerships, will provide valuable hands-on experience and increase employment opportunities for graduates. To foster a positive teaching-learning

environment, the institution should invest in innovative teaching methods and faculty development, and encourage regular student feedback to maintain high standards. Facility improvements, such as upgrading library resources, modernizing laboratories, enhancing canteen and restroom facilities, and investing in sports and extracurricular amenities, are essential to support academic excellence and holistic student development.

APPENDICES

TRACER STUDY QUESTIONNAIRE

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)

[illegible]

Name:

Present Address:

Permanent Address:

Gender: ☐ Male ☐ Female

Date of Birth: / /

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:

