

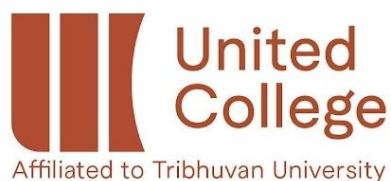
**A tracer study report
of
GRADUATES OF UNITED COLLEGE 2025**

Submitted to



University Grants Commission
Sanothimi, Bhaktapur, Nepal

Submitted by



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Special thanks are extended to the graduates of United College (2025 batch) for their valuable time and willingness to participate in the survey. Their responses formed the foundation of this study and made it possible to generate meaningful findings and analysis.

Appreciation is also extended to the administrative staff of United College for their coordination, assistance, and support during data collection and survey implementation. Their cooperation ensured smooth execution of the study activities.

Finally, sincere thanks are offered to all individuals and stakeholders who contributed directly or indirectly to this work. Their support and encouragement were essential in the successful completion of this report.

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Coordinator

Tracer Study

United College, Kumaripati, Lalitpur, Nepal

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Executive summary

Background: Tracer study is an important tool for assessing the effectiveness and relevance of higher education programs in relation to labor market demands. It provides systematic feedback on graduates' employment status, further education, and perceptions of academic quality. In line with the quality assurance requirements of the University Grants Commission (UGC), United College conducted a tracer study of its 2025 graduates to evaluate institutional performance and identify areas for improvement.

Purpose: The aim of this study was to trace the current status of graduates of the academic year 2025 and assess their employment outcomes, engagement in further studies, and perceptions regarding the relevance, quality, and effectiveness of academic programs and institutional support services.

Methods: The study targeted all 72 graduates from BBS, BBM, BCA, and MBS programs. Although all graduates were approached, only 36 responded, resulting in an effective 36 respondents. Data were collected through a structured questionnaire developed in KoboToolbox, incorporating both closed-ended and open-ended questions. The questionnaire captured demographic information, employment status, further study engagement, and graduates' perceptions of key academic and institutional indicators. Data were analyzed using descriptive statistical tools such as frequency distribution and percentage. Software used for the data analysis was MS Excel.

Findings: The findings indicate that 38.89% of graduates are employed and 25% are self-employed, while 36.11% remain unemployed, reflecting moderate employability with a noticeable transition gap. A significant proportion (38.89%) of graduates are pursuing further studies, primarily at the Master's level, indicating strong academic progression. Graduates generally reported positive perceptions regarding the relevance of academic programs, teaching-learning environment, quality of education, and teacher-student relationships. Internship and work placement experiences were also viewed positively. Extracurricular and sports activities contributed positively to student development.

However, several areas require improvement. Problem-solving and analytical skill development showed mixed responses, indicating inconsistency across programs. Institutional facilities such as library resources, laboratory infrastructure, canteen services, and sanitation facilities received moderate satisfaction ratings, highlighting infrastructural and service-related gaps.

Conclusion: The study concludes that United College has maintained satisfactory academic standards and has contributed to both employability and academic advancement of its graduates. Strong teacher–student relationships and a supportive learning environment are key institutional strengths. However, gaps remain in practical skill development, internship quality, infrastructure, and alignment with labor market requirements.

Implications/Recommendations: The findings suggest the need for strategic institutional reforms. Priority areas include curriculum revision to enhance practical and industry-oriented learning, strengthening internship frameworks through structured partnerships, and improving career support services. Investment in infrastructure, particularly library and laboratory facilities, is essential. Furthermore, the integration of problem-based learning and digital resources can enhance skill development. Strengthening quality assurance mechanisms and expanding industry collaboration will be critical to improving graduate outcomes and sustaining institutional competitiveness.

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Abbreviations

Abbreviation	Full Form
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 Grants Commission
C2C	College to Corporate
C2E	College to Entrepreneur
IQAC	Internal Quality Assurance Cell
MoU	Memorandum of Understanding

Chapter – 1

INTRODUCTION

1.1 Background of the study

Higher education plays a crucial role in developing skilled human resources required for national development and global competitiveness. It helps individuals gain knowledge, technical competence, analytical ability, and professional attitudes necessary for career success and social contribution. In the modern knowledge-based economy, educational institutions are expected to produce graduates who are not only academically qualified but also employable, innovative, and adaptable to changing labor market demands. Therefore, evaluating the effectiveness of academic programs has become a key responsibility of higher education institutions. One of the most reliable ways to measure this effectiveness is through tracer studies, which help institutions understand the real-life outcomes of their graduates.

United College (UC) has been contributing to higher education in Nepal since its establishment in 2059 B.S. (2002 A.D.) at Kumaripati, Lalitpur. The college is affiliated with Tribhuvan University and has been offering quality education in business and information technology fields. The academic programs offered by the college include Bachelor of Business Studies (BBS), Bachelor of Business Management (BBM), Bachelor of Computer Application (BCA), Bachelor of Art (BA), and Master of Business Studies (MBS). The college follows a structured and practical approach to teaching and learning, aiming to prepare students to face real-world challenges in professional and business environments.

UC emphasizes both academic excellence and overall personality development of students. It provides various opportunities for students to engage in extracurricular and co-curricular activities. These activities help students develop leadership qualities, communication skills, teamwork ability, and confidence. Programs such as talent competitions, student clubs, sports events, and educational retreats support the holistic development of students.

In recent years, quality assurance and outcome-based education have gained significant importance in higher education. Regulatory bodies such as the University Grants Commission (UGC) of Nepal encourage higher education institutions to conduct outcome assessment studies to ensure quality and relevance of education. In this context, tracer study has become an important research tool for academic institutions to track graduates after completing their studies. It collects information about their employment status, career development, further education, and level of satisfaction with their academic programs.

Tracer study helps institutions evaluate whether their academic programs are aligned with market needs and industry expectations. It provides information about graduates' job placement, professional performance, skill utilization, and career progression. The data obtained from tracer study helps institutions identify strengths and weaknesses in curriculum design, teaching methodology, and support services. It also helps institutions make necessary improvements in academic programs to enhance graduate professional competence.

For UC, conducting tracer studies is important for maintaining academic quality and institutional accountability. The college aims to cognize how its graduates are performing in the job market and higher education sectors. The tracer study also helps in identifying whether graduates are working in relevant fields related to their academic background. It provides feedback about the usefulness of academic knowledge and skill development activities provided during their study period. In addition, this study helps in firming alumni relations and building professional networks between graduates and the institution.

The Tracer Study of Graduates of UC, 2025 focuses on collecting updated and reliable information about the graduates. The study aims to identify graduates' employment status, involvement in further education and professional training. Another important objective is to measure graduate satisfaction with academic programs, teaching quality, infrastructure, and institutional support services. The findings of this study will provide valuable information for academic planning, curriculum revision, and policy formulation.

Furthermore, tracer study findings support evidence-based decision-making for institutional development. It helps the college align its academic programs with labor market requirements. The results can also be used to strengthen industry collaboration,

internship opportunities, and career counseling services for current students. By analyzing graduate outcomes, the college can ensure continuous improvement in academic quality and relevance.

Therefore, the tracer study of graduates of United College is an important step toward quality enhancement and institutional growth. It reflects the college's commitment to producing competent graduates who can contribute effectively to economic development, entrepreneurship, and social progress. The Tracer Study 2025 will provide important insights into graduate outcomes and help the college strengthen its academic and professional excellence in the future.

1.2 Objectives of the tracer study

The general objective of this tracer study is to trace the current status of the graduates of the Academic Year 2025 of United College after the completion of their studies and to evaluate their perceptions of the relevance, quality, and effectiveness of the education and support services provided by the college.

The specific objectives are:

1. To assess the relevance of academic program to professional requirements of graduates.
2. To assess the effectiveness of extracurricular activities in overall student development.
3. To evaluate the problem-solving ability developed through the program.
4. To analyze the effectiveness of work placement, attachment, or internship opportunities.
5. To assess the teaching and learning environment of the college.
6. To evaluate the quality of education delivered by the institution.
7. To examine the quality of teacher-student relationships.
8. To assess the adequacy and usefulness of library facilities.
9. To evaluate the availability and effectiveness of laboratory facilities.
10. To assess the condition and usefulness of sports facilities.
11. To examine the quality of canteen services.
12. To assess the adequacy and cleanliness of urinal facilities.

1.3 Institutional arrangement to conduct the tracer study

A tracer study form was designed following the template provided by the University Grants Commission (UGC). To conduct the tracer study effectively, appropriate institutional arrangements were made. The study was carried out by the Research Management Cell (RMC) of United College.

The major activities and responsible personnel were as follows:

SN	Phase	Key Activities	Time frame	Responsible Person
1	<i>Planning and Design</i>	Development of study framework, objectives, and methodology	15-01-026 - 20-01-026	Dr. Binod Lingden
2	<i>Instrument Development</i>	Preparation of tracer study questionnaire based on UGC template	21-01-026 - 25-01-025	Dr. Binod Lingden
3	<i>Data Collection</i>	Questionnaire administration and follow-up with graduates	26-01-025 - 06-02-026	Dr. Binod Lingden
4	<i>Data Processing</i>	Editing, coding, and data entry	07-02-026 - 12-02-26	Dr. Binod Lingden
5	<i>Data Analysis</i>	Application of descriptive statistics (frequency, percentage, etc.)	13-02-026 - 18-02-026	Dr. Binod Lingden
6	<i>Report Writing</i>	Interpretation of findings and preparation of final report	19-02-026 - 25-02-026	Dr. Binod Lingden
7	<i>Finalization</i>	Review, editing, and submission of report	26-02-026 - 29-02-026	Dr. Binod Lingden

1.4 Graduates taken for the study

Students who successfully completed either Bachelor or Master Degree or both from United College in the year 2025 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. In the academic year 2025, United College recorded a total of 72 graduates across its major academic programs, reflecting a steady output of qualified students in both management and information technology streams. Among these, the Bachelor of Business Studies (BBS) program produced 9 graduates, while the Bachelor of Business Management (BBM) program contributed the highest number with 39 graduates, indicating strong enrollment and completion in this discipline. Similarly, the Bachelor of Computer Application (BCA) program accounted for 12 graduates, demonstrating a moderate level of participation in IT-related studies. At the postgraduate level, the Master of Business Studies (MBS) program also graduated 12 students, highlighting continued academic progression among learners.

Program	BCA, BBS, BBM, and MBS
Graduation cohort	Graduated in the academic year 2025
Sample size and representation	The population of the study consisted of all 72 graduates of United College from the academic year 2025. The tracer study was designed using a census approach, as it aimed to include the entire population rather than selecting a subset. However, despite efforts to reach all graduates, only 36 individuals responded to the survey. Thus, the effective sample size for this study was 36, and the analysis is based on the responses obtained from these participants.
Alumni database	United College maintains an alumni database where up-to-date information on graduates' contact details, programs of study, graduation year, and other relevant information is collected. For the purpose of this study, a survey questionnaire was sent to the

	concerned graduates through Viber groups, where each semester has its own group.
Informed consent	Informed consent was obtained 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 a tracer study approach aimed at tracking the educational and career trajectories of graduates and assessing the effectiveness and relevance of academic programs in preparing them for their respective career paths. A structured questionnaire was developed, incorporating both demographic and academic-related information, including personal details, employment status, and further study engagement. The instrument also captured graduates' perceptions of key indicators such as the relevance of the program to professional (job) requirements, extracurricular activities, problem-solving ability, work placement or internship experiences, teaching and learning environment, quality of education delivered, teacher–student relationships, and the adequacy of institutional facilities, including library, laboratory, sports facilities, canteen services, and urinal facilities.

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

Step 1: Designing survey instrument	Survey questionnaire was designed in KoboToolbox to gather relevant information about graduate respondents' personal information, current employment status, further study status, and overall perceptions of offering and support services offered by UC. Questionnaire was developed by considering both closed ended (multiple choice and five point Likert scale) and open-ended questions to gather insights.
Step 2: Contacting	Graduates were contacted through phone call and notification was sent through students' Viber group to inform them about

graduates	the tracer study and requested their participation. The contact details were obtained from Alumni database and Viber group.
Step 3: Data collection	Once they were agreed to participate in tracer study, the link of KoboToolbox survey form was sent to their respective Viber group in order to get the information Graduates were consistently encouraged and reminded for responding the questionnaire to improve response rate.

1.6 Data 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 were done in the following steps:

Step 1: Data cleaning	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 data cleaning was completed, descriptive analysis was performed. Using Microsoft Excel, 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 study's 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. To make the report presentable, tables and graphs were used. Furthermore, recommendation was made for program improvement based on the results.
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1.7 Scope and limitations of the study

Scope

- The study covers graduates of the Academic Year 2025 of UC, representing a defined and recent cohort of alumni across different academic programs.
- It focuses on tracking graduates' current educational status, employment status, and participation in further studies or professional development activities after graduation.
- It examines graduates' perceptions regarding the relevance of academic programs to their professional (job) requirements and their preparedness for the labor market.
- It assesses the perceived quality, effectiveness, and overall adequacy of teaching and learning processes implemented by the institution.
- It includes evaluation of key academic and co-curricular dimensions such as internship or work placement opportunities, teaching-learning environment, and student support services.
- It further incorporates an assessment of institutional facilities, including library resources, laboratory infrastructure, sports facilities, canteen services, and sanitation facilities, in terms of availability, accessibility, and usefulness.
- The study is limited to selected indicators that are directly associated with academic experience, skill development, and employability outcomes of graduates.
- The scope is primarily descriptive in nature and is intended to provide evidence-based feedback for institutional improvement and policy enhancement.

Limitations

- The study is restricted to graduates of a single academic year (A.Y. 2025), which limits its ability to capture long-term trends or cohort comparisons over time.
- It is based on self-reported responses, which may be influenced by subjective judgment, personal bias, or inaccuracies in recall of past experiences.

- The study predominantly uses descriptive statistical techniques such as frequency distribution and percentage analysis, which limits advanced inferential interpretation and causal explanation.
- Incomplete responses or non-response from some graduates may have affected the overall data coverage and may introduce a degree of response bias.
- The findings are context-specific to UC and may not be fully generalizable to other institutions with different academic structures or student populations.
- External influencing factors such as national employment trends, economic conditions, and sector-specific labor demand are not deeply analyzed within the study.

Chapter-2

DATA PRESENTATION AND ANALYSIS

2.1 Introduction

This chapter presents the data obtained from the tracer study of graduates of 2025 from United College and provides a systematic analysis of their responses. The main purpose of this chapter is to organize, summarize, and interpret the information collected from the graduates in order to understand their current status and evaluate the effectiveness of the academic programs offered by the college. The analysis is primarily descriptive in nature and is presented using tables, percentages, and simple statistical tools for clarity and better understanding.

The chapter begins with the demographic information of the respondents, including gender distribution, age structure, and educational background. This section helps to establish the profile of the graduates of 2025 who participated in the tracer study. Understanding these characteristics is important for interpreting the results in a more meaningful and contextual manner.

The next section focuses on the employment status of the graduates of 2025. The respondents are categorized into employed, self-employed, and unemployed groups to assess their current engagement in the labor market. This analysis provides insights into the employability of graduates and the extent to which the programs of United College have prepared them for professional careers. In addition, information related to further studies pursued by the graduates is also included to examine their academic progression after completing their degree.

The chapter further presents a detailed descriptive analysis of the responses of the graduates of 2025 regarding various aspects of their academic experience. It covers issues related to the quality and relevance of the programs, the contribution of these programs to their professional and personal development, and challenges associated with teaching and learning practices as well as teacher-student relationships.

Finally, the chapter examines the graduates' responses regarding institutional facilities such as library, laboratory, canteen, sports, and sanitation services. Overall, this chapter provides a comprehensive analysis of the tracer study data of graduates of 2025, which serves as a foundation for discussion, conclusions, and recommendations in the subsequent chapters.

2.2 Demographic information of respondents

2.2.1 Gender distribution

Table 2.1 presents the gender distribution of respondents in the tracer study conducted at United College (2025), involving a total of 36 graduates from MBS, BBS, BCA, and BBM programs. The data shows that out of the total respondents, 9 were boys, accounting for 25%, while 27 were girls, representing 75%. This indicates a significantly higher participation of female graduates compared to male graduates in the study sample.

The result suggests that female graduates were more actively represented in the tracer study, which may be linked to higher enrollment, better completion rates, or stronger willingness to participate in follow-up surveys among girls. On the other hand, the comparatively lower participation of male graduates indicates a potential gap in engagement that may need attention in future tracer studies.

Table 2.1

Gender distribution of respondents (n = 36)

Gender	Frequency	Percentage (%)
Boys	9	25.00
Girls	27	75.00
Total	36	100

Note: Survey data 2026

Figure 2.1

Gender distribution of respondents



2.2.2 Age structure

Table 2.2 presents the age structure of the respondents, showing a clear concentration of participants in the younger age cohorts. The largest proportion of respondents falls within the 2001–2002 age group, which accounts for 50% ($n = 18$) of the total sample. This indicates that half of the surveyed graduates belong to this specific cohort, making it the dominant age category in the study. The second largest group is the 1999–2000 cohort, representing 22.22% ($n = 8$), which also reflects a substantial portion of the respondents and suggests that a significant number of graduates completed their studies in earlier academic cycles.

In comparison, both the 1997–1998 and 2003–2004 age groups contribute an equal proportion of 11.11% ($n = 4$) each, indicating relatively balanced but smaller representation from these cohorts. The least represented group is the 1995–1996 cohort, comprising only 5.56% ($n = 2$) of the respondents, showing minimal participation from the oldest age group in the sample.

Table 2.2

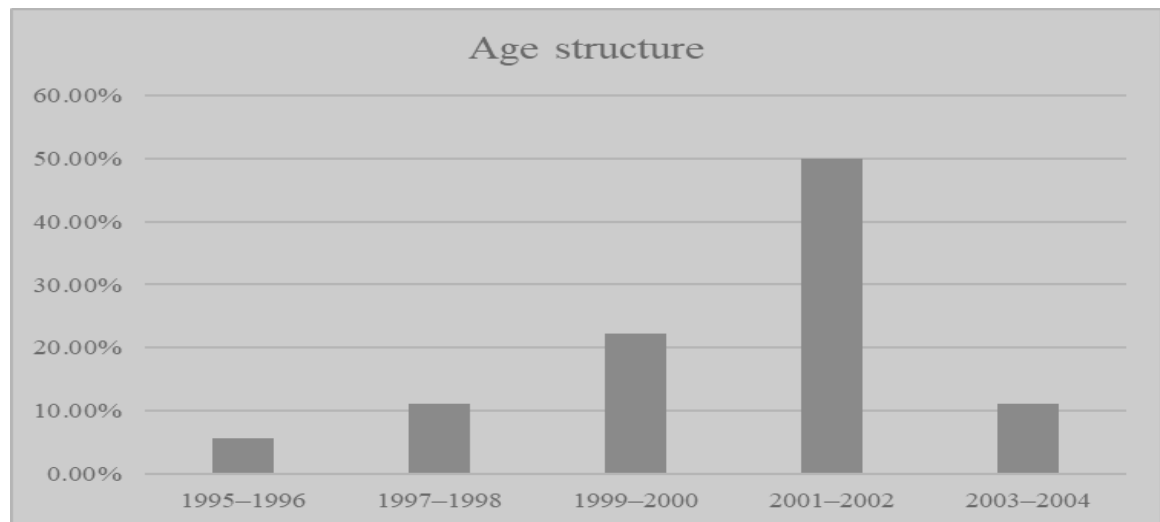
Age structure of respondents (n = 36)

Age Group	Frequency	Percentage (%)
1995–1996	2	05.56
1997–1998	4	11.11
1999–2000	8	22.22
2001–2002	18	50.00
2003–2004	4	11.11
Total	36	100

Note: Survey data 2026

Figure 2.2

Age structure



2.2.3 Educational background

Table 2.3 presents the program-wise distribution of respondents and provides a clear picture of the academic background of the graduates included in the tracer study. The results indicate that the BBM program constitutes the largest share of respondents, accounting for 41.67% (n = 15) of the total sample. This suggests that BBM graduates form the dominant group in the study, which may reflect either higher enrollment in this

program during the relevant cohort or stronger response participation from BBM graduates in the survey process.

The second largest group is the BB program, representing 22.22% (n = 8) of the respondents. This is followed closely by the BCA program, which contributes 19.44% (n = 7), showing a fairly balanced representation between these two streams, although both remain significantly lower than BBM. The MBS program has the smallest proportion of respondents at 16.67% (n = 6), indicating relatively lower representation of postgraduate business students in the tracer study sample.

Table 2.3

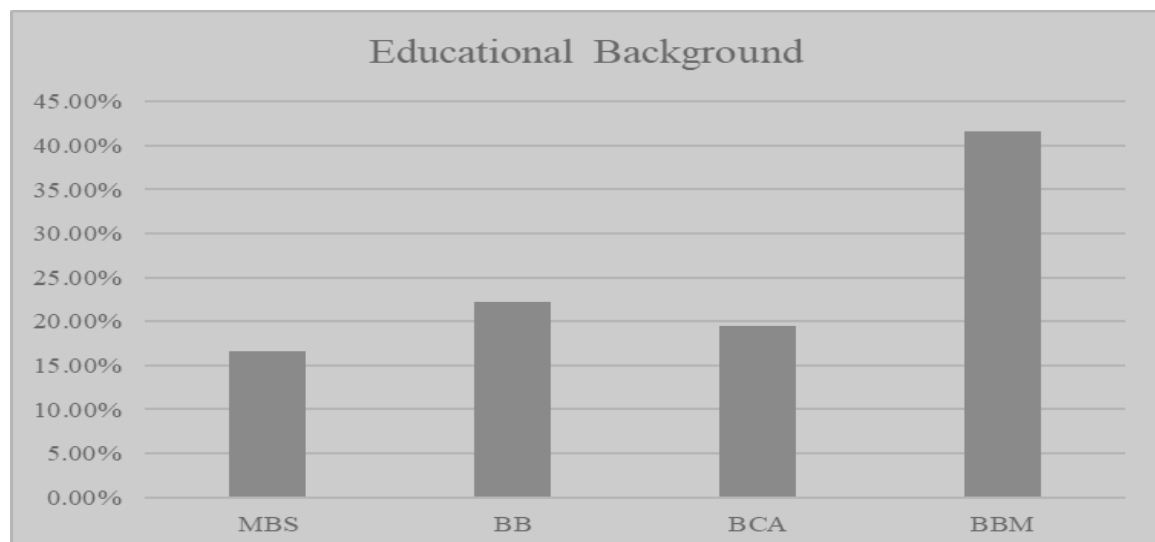
Program-wise distribution of respondents (n = 36)

Program	Frequency	Percentage (%)
MBS	6	16.67
BBS	8	22.22
BCA	7	19.44
BBM	15	41.67
Total	36	100%

Note: Survey data 2026

Figure 2.3

Educational background



2.3 Employment status of graduate respondents

In table 2.4, out of the total 36 respondents from United College, 14 graduates are employed, representing 38.89% of the sample. This indicates that a relatively higher proportion of graduates have been able to secure jobs after completing their studies, suggesting a moderate level of employability. In addition, 9 respondents (25%) are self-employed, which reflects a growing tendency among graduates to engage in entrepreneurial or independent income-generating activities. This may indicate the development of practical skills and a willingness to explore alternative career paths beyond traditional employment. However, 13 respondents (36.11%) are unemployed, which is also a significant proportion.

Table 2.4

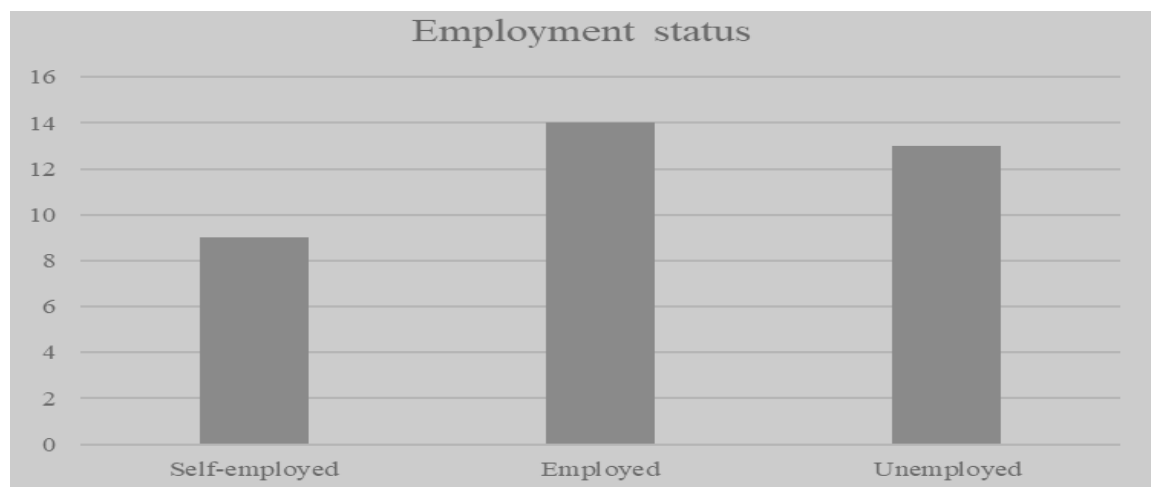
Employment status of respondents (n = 36)

Status	Number of Respondents	Percentage
Self-employed	9	25.00
Employed	14	38.89
Unemployed	13	36.11
Total	36	100%

Note: Survey data 2026

Figure 2.4

Employment status of respondents



2.3.1 Employed graduates

Table 2.5 presents the type of organizations where employed graduates are currently working. Out of the total 14 employed respondents, the majority, 9 graduates (64.29%), are working in the private sector. In contrast, only 1 respondent (7.14%) is employed in the public sector, showing very limited representation. This may reflect the highly competitive nature of government jobs, limited vacancies, or longer recruitment processes in the public sector. Meanwhile, 4 respondents (28.57%) are working in NGOs/INGOs, which indicates a moderate level of engagement in development and non-profit sectors.

Table 2.5

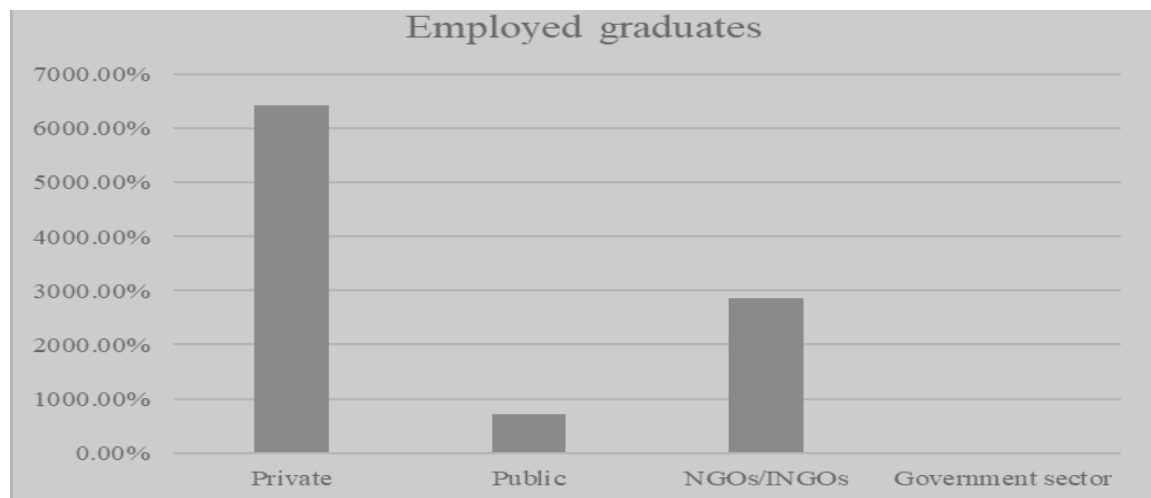
Type of organization (Employed respondents, n = 14)

Organization Type	Number of Respondents	Percentage
Private	9	64.29%
Public	1	07.14%
NGOs/INGOs	4	28.57
Government sector	0	00.00
Total	14	100

Note: Survey data 2026

Figure 2.5

Type of organization



In table 2.6, Out of the 14 employed respondents, the majority, 7 graduates (50%), are working at the trainee level. Similarly, 2 respondents (14.29%) are at the intern level, which further supports the idea that a portion of graduates are still in the initial phase of their career transition. In addition, 2 respondents each (14.29%) are working at assistant and junior levels, showing some degree of progression beyond basic entry roles. However, only 1 respondent (7.14%) has reached the officer or executive level, which suggests that advancement to higher positions is still limited at this stage.

Table 2.6

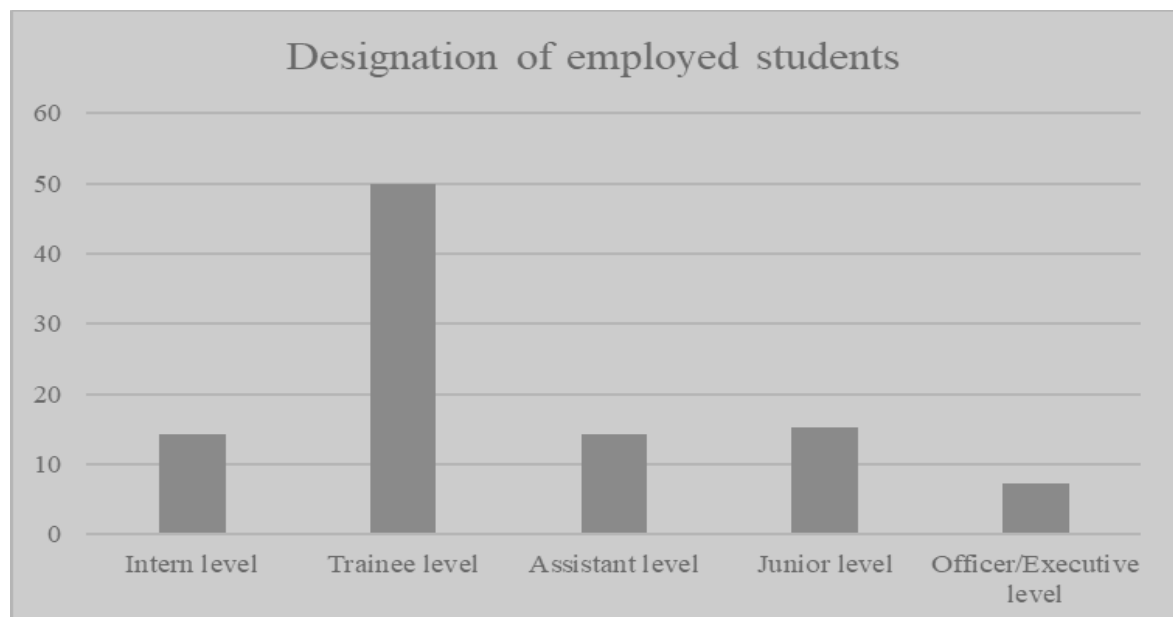
Designation of employed respondents (n = 14)

Designation Level	Number of Respondents	Percentage
Intern level	2	14.29
Trainee level	7	50.00
Assistant level	2	14.29
Junior level	2	15.29
Officer/Executive level	1	07.14
Total	14	100

Note: Survey data 2026

Figure 2.6

Designation of employed respondents



2.3.2 Self-employed graduates

Table 2.7 presents the types of self-employment activities undertaken by graduates of UC. Out of the 9 self-employed respondents, the highest representation is in abroad study consultancy, with 2 graduates (22.22%), indicating a growing interest in education-related service businesses. The remaining activities-freelancing, education institution, hotel and tourism, hotel, beauty care, retail and trading, and tech and digital services-are each represented by 1 respondent (11.11%).

Table 2.7

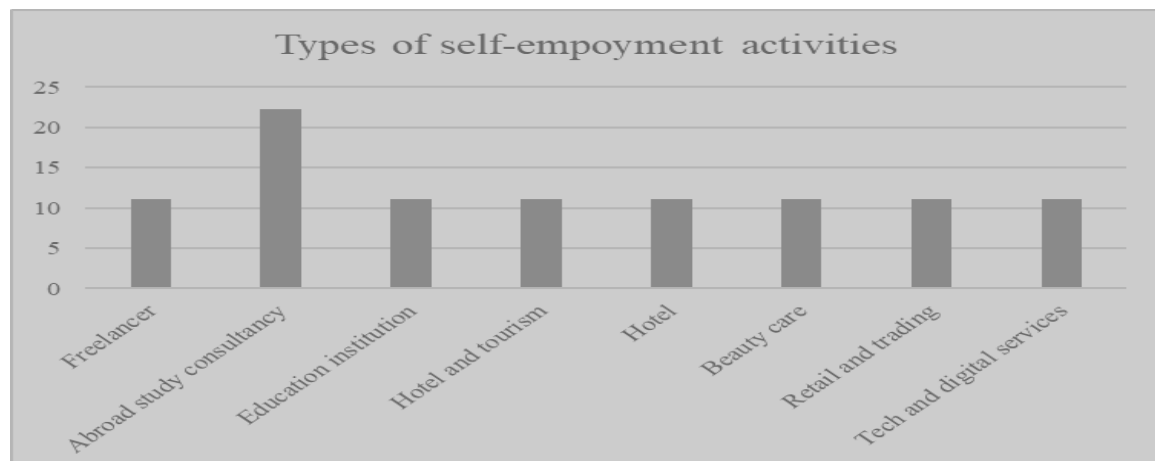
Self-employment activities (n = 9)

Type of Self-Employment	Number of Respondents	Percentage
Freelancer	1	11.11
Abroad study consultancy	2	22.22
Education institution	1	11.11
Hotel and tourism	1	11.11
Hotel	1	11.11
Beauty care	1	11.11
Retail and trading	1	11.11
Tech and digital services	1	11.11
Total	9	100

Note: Survey data 2026

Figure 2.7

Self-employment activities



2.3.3 Unemployed graduates

From table 2.8, the employment status data shows that out of 36 respondents, 13 graduates (36.11%) are unemployed, which represents a considerable proportion of the sample. This indicates that more than one-third of the graduates of 2025 have not yet been able to secure employment or engage in income-generating activities after completing their studies.

Such a high level of unemployment may be associated with factors such as lack of practical experience, mismatch between academic qualifications and market requirements, limited job opportunities, or high competition in the labor market. It may also reflect transitional delays, where graduates are still searching for suitable jobs or preparing for further studies.

2.4 Further study information of respondents

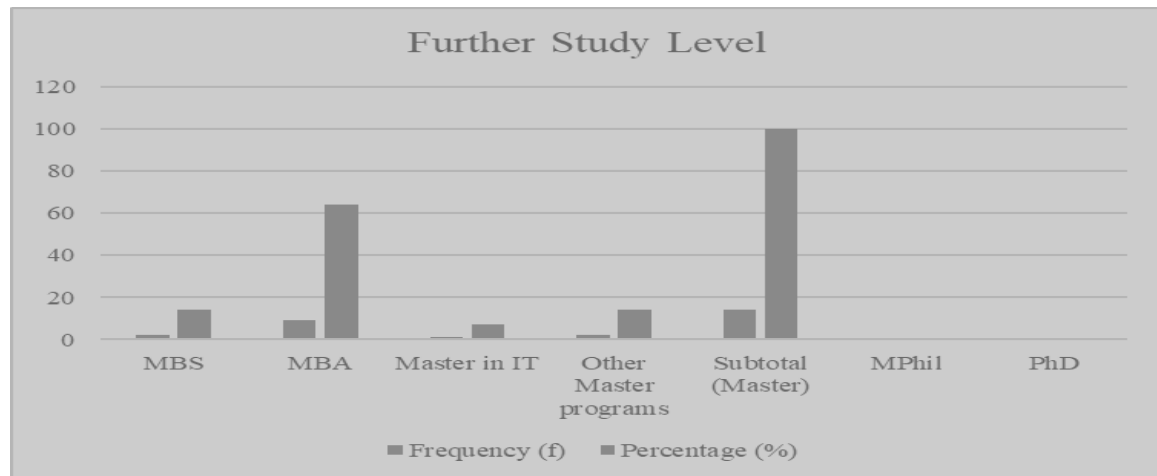
Table 2.8 presents the further study status of respondents, showing that out of 36 graduates, 14 (38.89%) have enrolled in higher education, and all of them are pursuing Master's level programs. Within this group, a strong concentration is observed in MBA programs, accounting for 9 respondents (64.29%), indicating a clear preference for professionally oriented and market-driven management education.

Similarly, 2 respondents (14.29%) have chosen MBS, which reflects continued interest in academically focused business studies. A smaller proportion, 1 respondent (7.14%), is enrolled in a Master in IT program, suggesting limited but emerging diversification into technical fields. Additionally, 2 respondents (14.29%) are engaged in other Master's programs, indicating some level of academic variety beyond mainstream management disciplines.

Notably, none of the respondents have progressed to MPhil or PhD levels, highlighting a lack of engagement in advanced research-oriented education at this stage. This pattern suggests that most graduates prioritize immediate career-oriented qualifications rather than long-term academic or research pathways.

Table 2.8*Further study information of respondents (n=36)*

Further Study Level	Program Type	Frequency (f)	Percentage (%)
Master	MBS	2	14.29
	MBA	9	64.29
	Master in IT	1	07.14
	Other Master programs	2	14.29
Subtotal (Master)		14	100
MPhil		0	00.00
PhD		0	00.00
Total		14	100

*Note: Survey data 2026***Figure 2.8***Further study information of respondents*

2.5 Analysis of respondents' perceptions regarding quality measures at UC.

2.5.1 Relevance of programs to professional (job) requirement

In table 2.9, the analysis shows that graduates of 2025 generally perceive the relevance of programs offered by United College to professional job requirements in a positive way. A considerable proportion of respondents rated it as strong (38.89%) and excellent (13.89%), indicating that more than half of the graduates are satisfied with how well their

studies align with workplace expectations. However, a notable share of respondents reported weak (25.00%) and very weak (5.56%) perceptions, which points to the existence of a gap between theoretical learning and practical job demands for some students. The presence of neutral responses (16.67%) further indicates uncertainty among a section of graduates regarding the direct usefulness of their academic experience.

Table 2.9

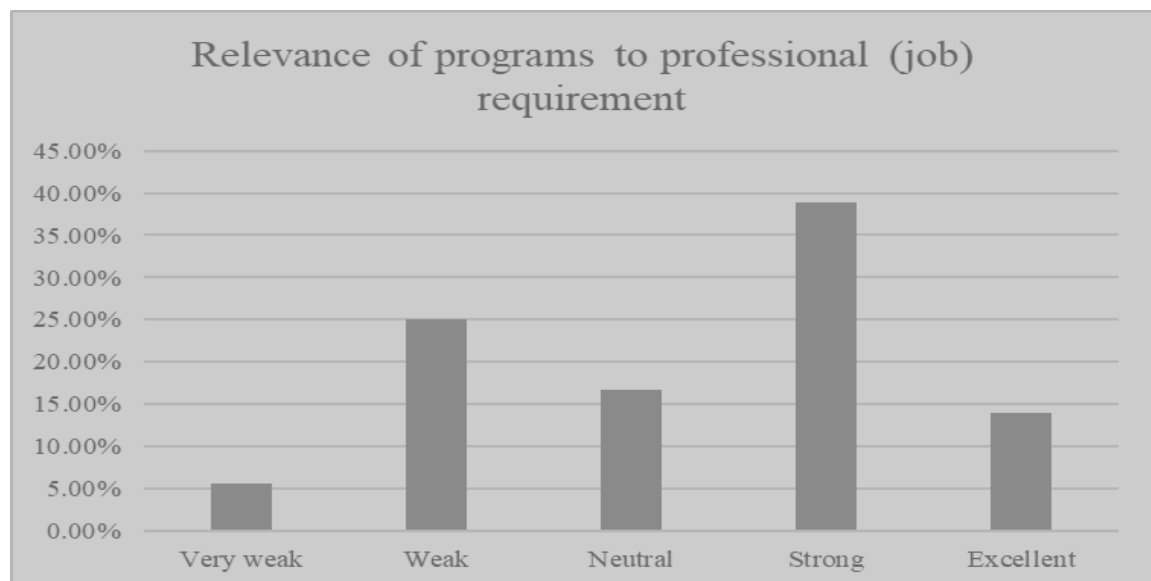
Students' perception rating on the relevance of programs to professional (job) requirement

Rating	Frequency	Percentage
Very weak	2	5.56%
Weak	9	25.00%
Neutral	6	16.67%
Strong	14	38.89%
Excellent	5	13.89%
Total	36	100%

Note: Survey data 2026

Figure 2.9

Students' perception rating on the relevance of programs to professional (job) requirement



2.5.2 Extracurricular activities

In table 2.10, the results on students' perception of extracurricular activities at United College indicate a generally positive evaluation with some variation. A large proportion of respondents rated extracurricular activities as strong (44.44%) and excellent (16.67%), showing that most graduates are satisfied with the opportunities provided beyond the classroom. This suggests that the college has been relatively successful in promoting student engagement through non-academic activities such as clubs, events, and programs that support overall personality development.

However, 19.44% of respondents rated the provision as weak and 11.11% as very weak, indicating that a significant minority feel that extracurricular opportunities are limited or not effectively organized. Additionally, 8.33% of respondents remained neutral, reflecting uncertainty or moderate satisfaction. Overall, the findings suggest that while extracurricular activities are perceived positively by a majority of students and contribute to their holistic development, there is still room for improvement in terms of accessibility, diversity of activities, and student participation to ensure a more balanced and inclusive extracurricular environment.

Table 2.11

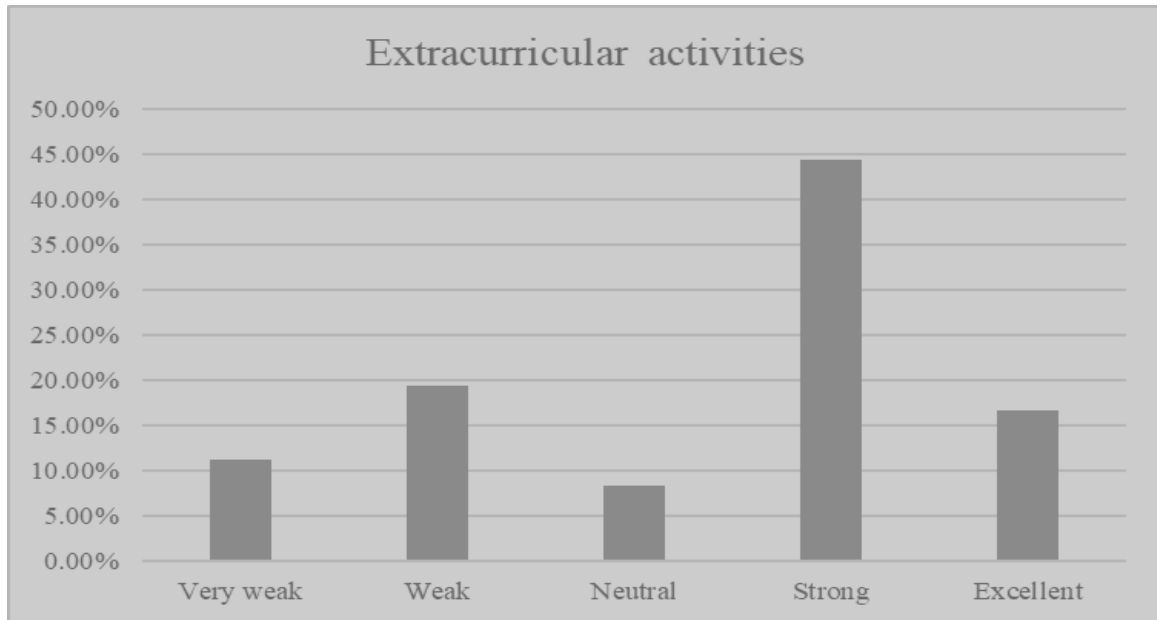
Students' perception rating on extracurricular activities

Rating	Frequency	Percentage
Very weak	4	11.11%
Weak	7	19.44%
Neutral	3	8.33%
Strong	16	44.44%
Excellent	6	16.67%
Total	36	100%

Note: Survey data 2026

Figure 2.11

Students' perception rating on extracurricular activities



2.5.3 Problem solving activities

Table 2.12 shows that students' perception of problem-solving activities at United College is relatively balanced but slightly positive overall. A combined 36.11% of respondents rated these activities as very weak (19.44%) and weak (16.67%), indicating that a notable proportion of graduates feel that insufficient emphasis is placed on developing analytical and critical thinking skills.

In contrast, a higher share of respondents, 30.56% rated them as strong and 22.22% as excellent, suggesting that more than half of the students (52.78%) are satisfied with the provision of problem-solving activities. Additionally, 11.11% of respondents remained neutral, reflecting moderate or uncertain experiences.

In general, the analysis indicates a mixed perception, where positive evaluations slightly outweigh negative ones; however, the presence of a significant dissatisfied group suggests inconsistency in the integration of problem-solving practices across programs. This highlights the need for more structured, practice-oriented, and interactive teaching approaches to ensure consistent development of students' analytical and decision-making capabilities.

Table 2.12

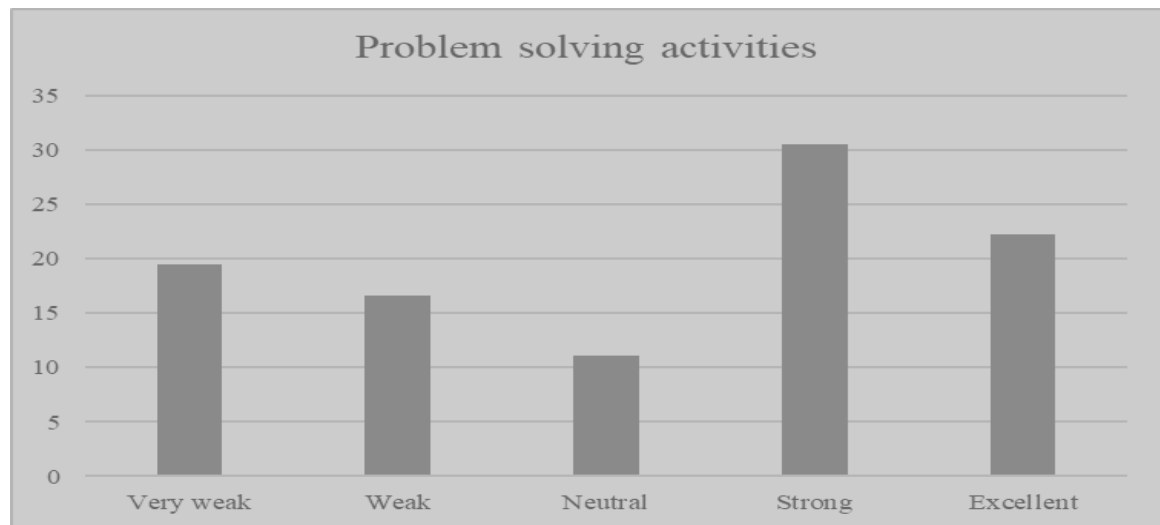
Students' perception rating on problem solving activities

Rating	Frequency	Percentage
Very weak	7	19.44
Weak	6	16.67
Neutral	4	11.11
Strong	11	30.56
Excellent	8	22.22
Total	36	100

Note: Survey data 2026

Figure 2.12

Students' perception rating on problem solving activities



2.5.4 Work placement / attachment / internship

The results in Table 2.13 show that students' perception of work placement, attachment, and internship opportunities at UC is moderately positive, though with noticeable variation. Out of 36 respondents, 3 rated it as very weak and 8 as weak. In contrast, 12

respondents rated it as strong and 10 as excellent. Additionally, 3 respondents remained neutral, reflecting mixed or inconsistent experiences. United College has adopted C2C (College to Corporate) and C2E (College to Entrepreneur) approaches to enhance students' employability and entrepreneurial orientation. Internships have been made compulsory for BBM VIII semester and BCA VII semester students as prescribed by Tribhuvan University, ensuring full student participation in work-based learning activities. Furthermore, the college has signed MoU with Idea Studio to expand opportunities for internships, volunteering, and startup engagement.

Table 2.13

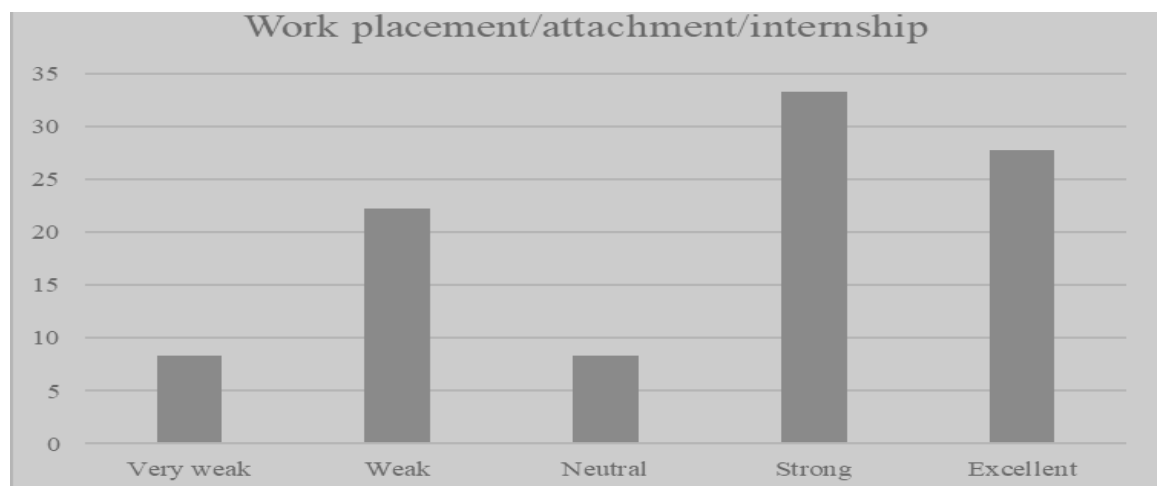
Students' perception rating on work placement/attachment/internship

Rating	Frequency	Percentage
Very weak	3	08.33
Weak	8	22.22
Neutral	3	08.33
Strong	12	33.33
Excellent	10	27.78
Total	36	100%

Note: Survey data 2026

Figure 2.13

Students' perception rating on work placement/attachment/internship



2.5.5 Teaching / Learning environment

In table 2.14, the students' perception of the teaching and learning environment at United College shows a generally positive trend among graduates of 2025. Half of the respondents (50.00%) rated the teaching and learning environment as strong, indicating that classroom delivery, interaction, and academic atmosphere are largely satisfactory for most students. Additionally, 11.11% rated it as excellent, reflecting a high level of satisfaction with the overall learning experience.

However, 25.00% of respondents rated it as weak and 11.11% as very weak, suggesting that a notable portion of graduates experienced limitations in instructional quality, classroom engagement, or learning support. A very small proportion (2.78%) remained neutral, indicating limited or average perceptions without strong opinions.

The pattern of responses indicates that while the majority of students benefit from a supportive and effective learning environment, there are still inconsistencies in teaching practices and academic delivery across programs or courses. Strengthening faculty development, improving interactive teaching methods, and ensuring consistent classroom quality could further enhance the learning environment and reduce negative perceptions among students.

Table 2.14

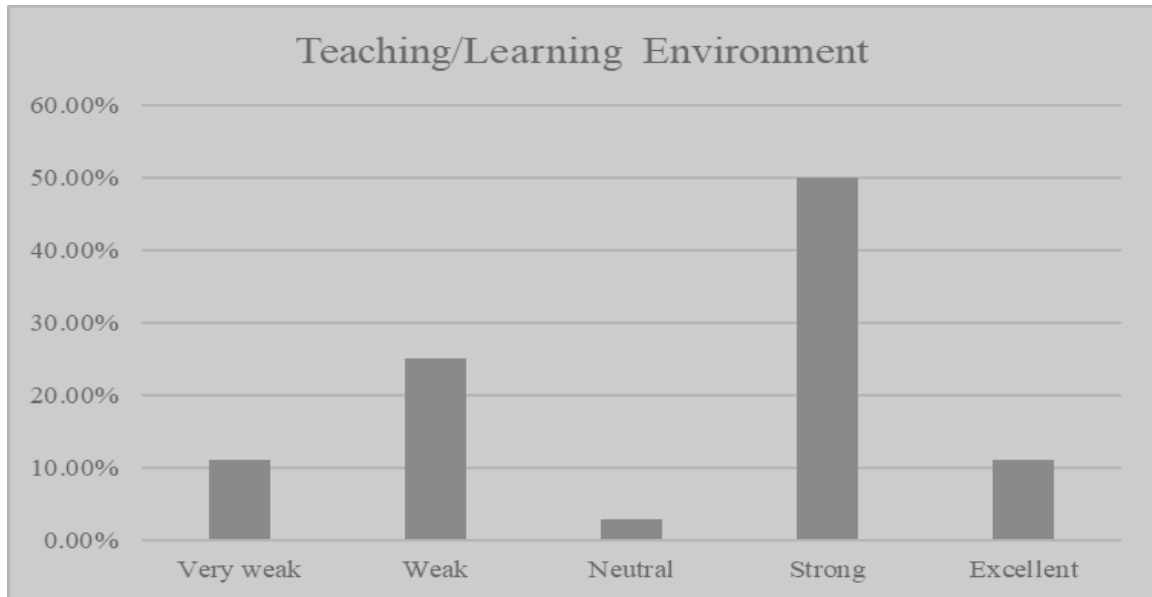
Students' perception rating on teaching/learning environment

Rating	Frequency	Percentage
Very weak	4	11.11
Weak	9	25.00
Neutral	1	02.78
Strong	18	50.00
Excellent	4	11.11
Total	36	100

Note: Survey data 2026

Figure 2.14

Students' perception rating on teaching/learning environment



2.5.6 Quality of education delivered

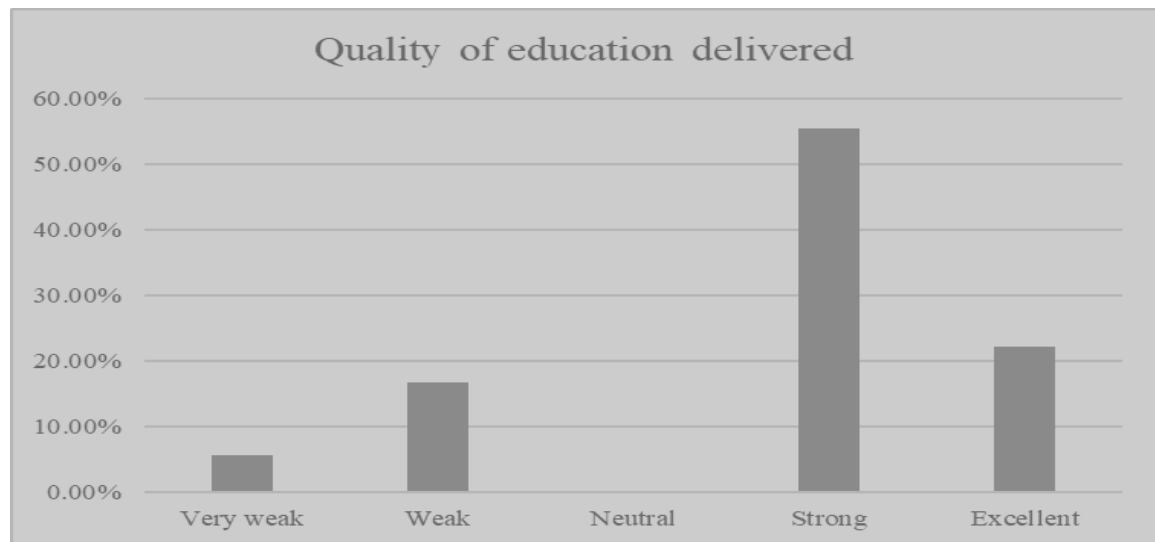
In table 2.15, the students' perception of the quality of education delivered at United College reflects a positive assessment from graduates of 2025. More than half of the respondents (55.56%) rated the quality of education as strong, indicating that the majority of students are satisfied with the academic standards, teaching effectiveness, and curriculum delivery. In addition, 22.22% of respondents rated it as excellent, showing a high level of satisfaction among a considerable group of graduates.

On the other hand, 16.67% rated the quality as weak and 5.56% as very weak, suggesting that a small but important group of students experienced limitations in academic delivery or instructional quality. Notably, none of the respondents selected a neutral response (0.00%), which indicates that students generally hold clear opinions regarding the quality of education provided.

The distribution of responses suggests that the college is largely successful in maintaining acceptable academic standards; however, the presence of negative ratings highlights the need for continuous improvement in teaching methodologies, curriculum relevance, and academic support services to further enhance the quality of education delivered.

Table 2.15*Students' perception rating on quality of education delivered*

Rating	Frequency	Percentage
Very weak	2	05.56
Weak	6	16.67
Neutral	0	00.00
Strong	20	55.56
Excellent	8	22.22
Total	36	100

*Note: Survey data 2026***Figure 2.16***Quality of education delivered***2.5.7 Teacher-Student relationship**

In table 2.16, the students' perception of the teacher–student relationship at United College indicates a generally positive interaction between faculty members and graduates of 2025. More than half of the respondents (55.56%) rated the relationship as strong,

showing that students experience supportive, approachable, and communicative interactions with their teachers. Additionally, 19.44% rated it as excellent, reflecting a high level of satisfaction with guidance, mentoring, and academic support provided by faculty members. However, 11.11% of respondents rated it as weak and 5.56% as very weak, suggesting that a small group of students experienced less satisfactory interaction or limited academic support from teachers. Furthermore, 8.33% of respondents remained neutral, indicating moderate or mixed experiences without strong positive or negative views.

Table 2.16

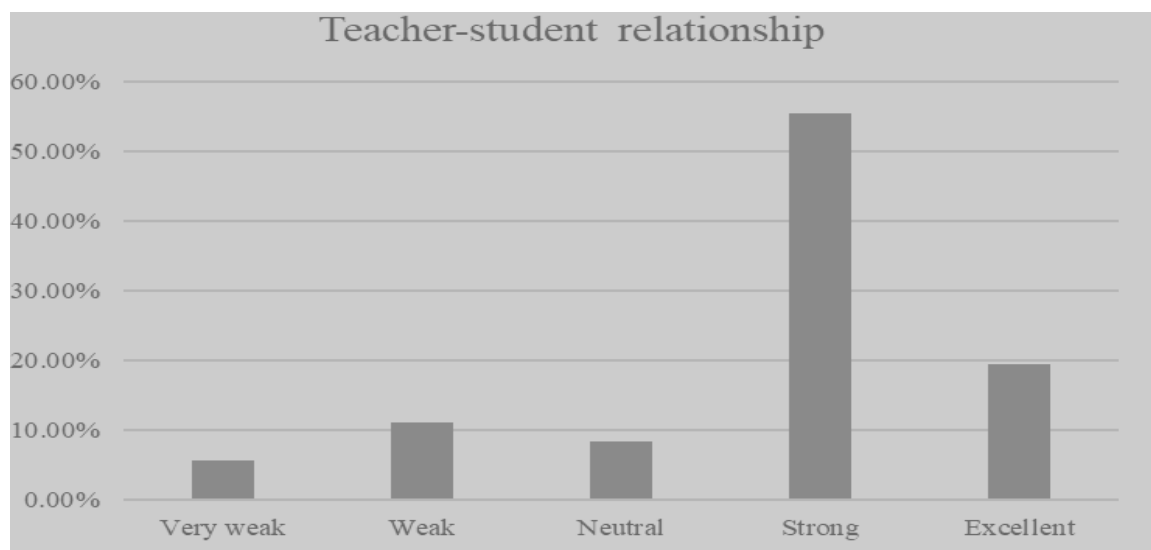
Students' perception rating on teacher student relationship

Rating	Frequency	Percentage
Very weak	2	05.56
Weak	4	11.11
Neutral	3	08.33
Strong	20	55.56
Excellent	7	19.44
Total	36	100

Note: Survey data 2026

Figure 2.17

Teacher-student relationship



2.5.8 Library facility

In table 2.17, the students' perception of library facilities at United College shows a mixed level of satisfaction among graduates of 2025. A considerable proportion of respondents rated the library facility as weak (36.11%) and very weak (11.11%), indicating that nearly half of the graduates are not satisfied with the availability, adequacy, or usefulness of library resources. This suggests limitations in terms of updated reference materials, digital access, or overall library management. On the positive side, 33.33% of respondents rated the facility as strong and 13.89% as excellent, showing that a significant group of students find the library services supportive for their academic needs. A small proportion of respondents (5.56%) remained neutral, indicating moderate or uncertain experiences.

The distribution of responses reflects that while the library is functional and beneficial for many students, there are notable gaps that need attention. Improving access to updated books, expanding digital resources, and enhancing study space and services could significantly strengthen the effectiveness of the library and better support students' academic performance.

Table 2.17

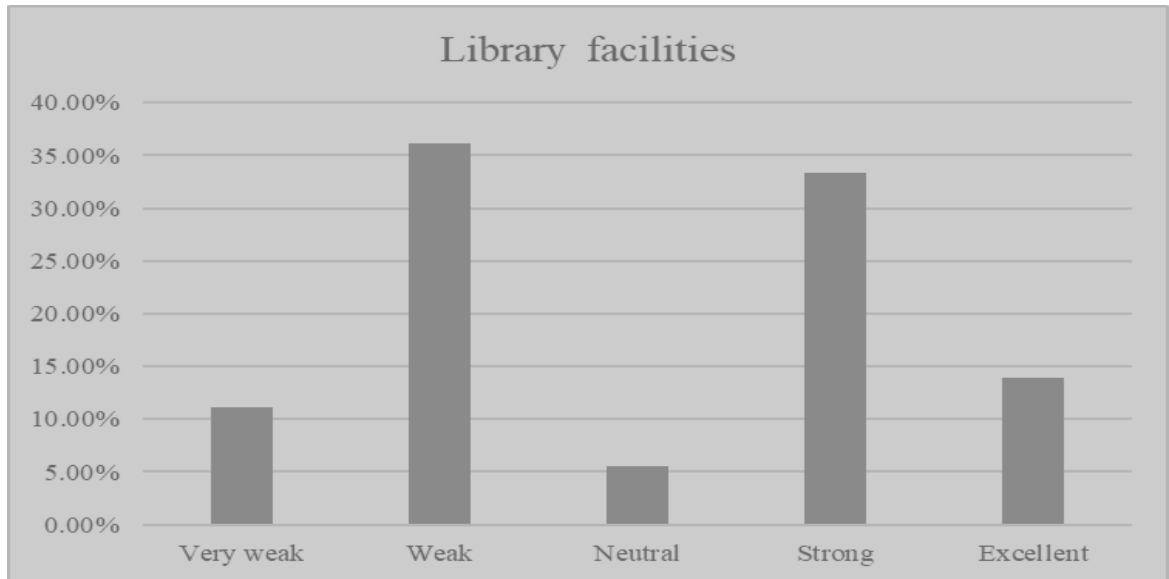
Students' perception rating on library facility

Rating	Frequency	Percentage
Very weak	4	11.11
Weak	13	36.11
Neutral	2	05.56
Strong	12	33.33
Excellent	5	13.89
Total	36	100

Note: Survey data 2026

Figure 2.17

Library facilities



2.5.9 Laboratory facilities

In table 2.18, the students' perception of laboratory facilities at United College reveals a moderate level of satisfaction among graduates of 2025. Half of the respondents (50.00%) rated the laboratory facilities as weak, indicating that a significant number of students are dissatisfied with the availability, quality, or adequacy of practical lab resources, particularly in terms of equipment, maintenance, or accessibility. Additionally, 8.33% rated the facilities as very weak, further highlighting concerns regarding the effectiveness of practical learning environments.

On the positive side, 33.33% of respondents rated the facilities as strong and 5.56% as excellent, showing that a portion of students have benefited from the available laboratory resources and consider them supportive for learning. A very small proportion (2.78%) remained neutral, suggesting limited or mixed experiences. The distribution of responses suggests that while laboratory facilities are functional for some students, they are not sufficiently developed to fully meet the practical learning needs of all programs. Strengthening infrastructure, upgrading equipment, and ensuring regular maintenance would improve hands-on learning experiences and enhance students' technical competencies.

Table 2.18

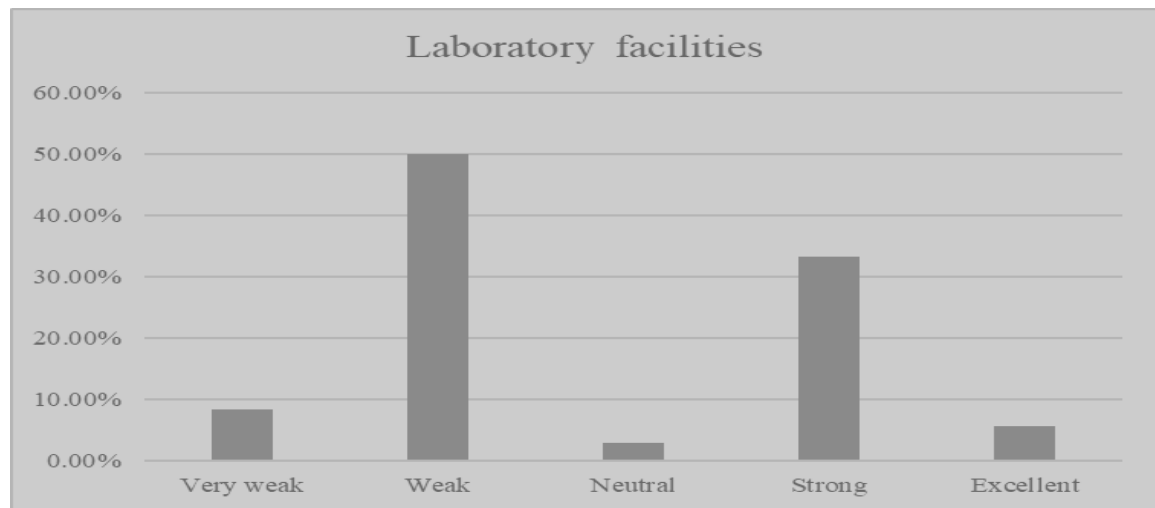
Students' perception rating on laboratory facilities

Rating	Frequency	Percentage
Very weak	3	08.33
Weak	18	50.00
Neutral	1	02.78
Strong	12	33.33
Excellent	2	05.56
Total	36	100

Note: Survey data 2026

Figure 2.18

Laboratory facilities



2.5.10 Sport facilities

In table 2.19, the students' perception of sports facilities at United College shows a generally positive response among graduates of 2025. A significant proportion of respondents (44.44%) rated the sports facilities as strong, indicating that many students are satisfied with the availability and usability of sports infrastructure for physical activities and recreational engagement. Additionally, 13.89% rated it as excellent,

reflecting a high level of satisfaction among a smaller group of students who find the facilities well developed and supportive.

However, 25.00% of respondents rated the facilities as weak and 5.56% as very weak, suggesting that a notable portion of students perceive limitations in terms of adequacy, maintenance, or accessibility of sports resources. Furthermore, 11.11% of respondents remained neutral, indicating moderate or indifferent perceptions.

Table 2.19

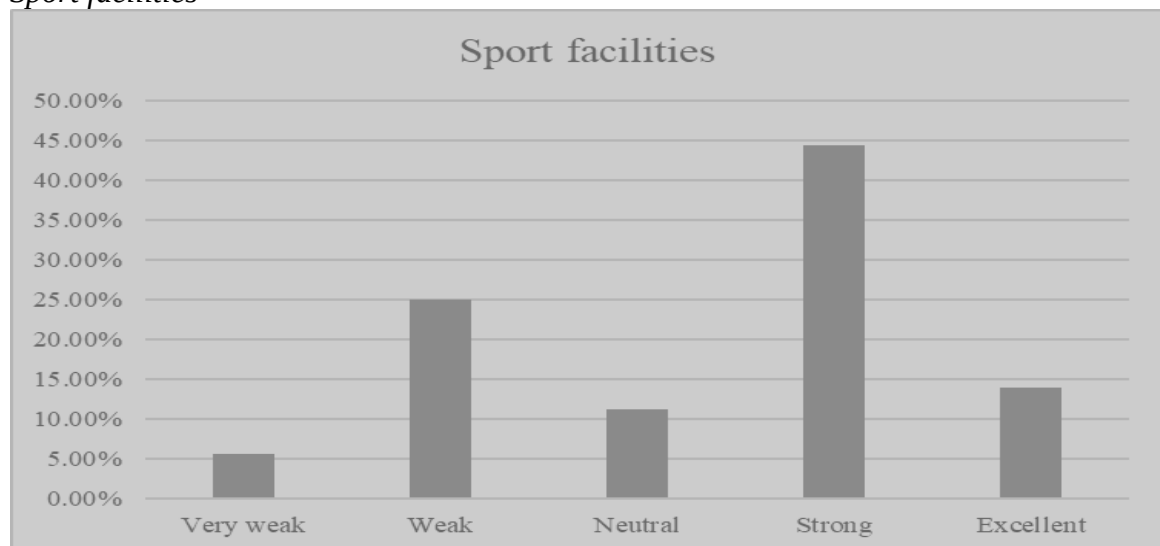
Students' perception rating on sport facilities

Rating	Frequency	Percentage
Very weak	2	05.56
Weak	9	25.00
Neutral	4	11.11
Strong	16	44.44
Excellent	5	13.89
Total	36	100

Note: Survey data 2026

Figure 2.19

Sport facilities



2.5.11 Canteen facilities

In Table 2.20, the students' perception of canteen facilities at UC indicates a relatively low to moderate level of satisfaction among graduates of 2025. Although the largest proportion of respondents (38.9%) rated the facilities as strong, this positive perception is not dominant when compared with the combined share of negative responses. A significant 27.8% of students rated the facilities as weak, while an additional 8.3% considered them very weak, suggesting that more than one-third of the respondents hold unfavorable views. Meanwhile, 13.9% of students rated the canteen facilities as excellent, and 11.1% expressed a neutral stance, indicating a limited level of strong satisfaction.

Table 2.20

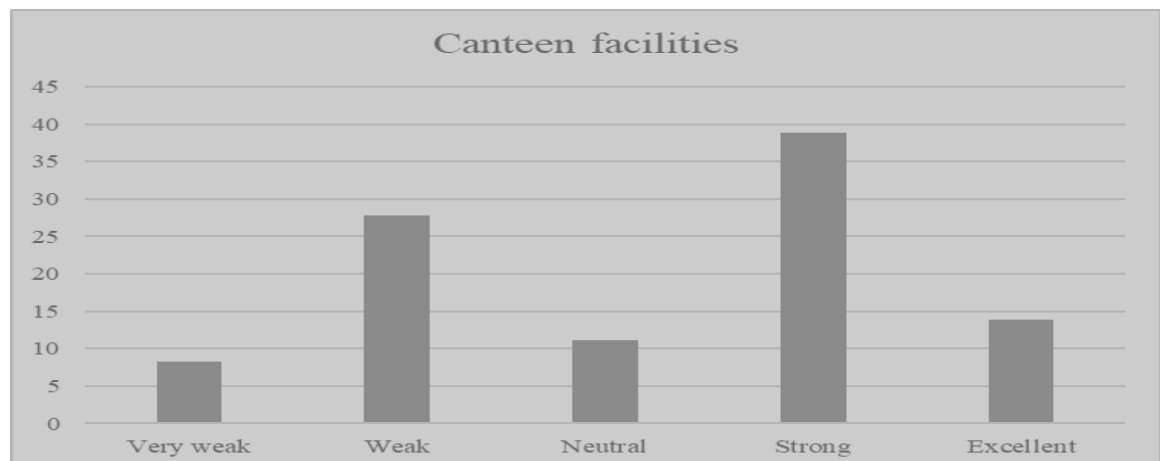
Students' perception rating on canteen facilities

Rating	Frequency	Percentage
Very weak	3	08.3
Weak	10	27.8
Neutral	4	11.1
Strong	14	38.9
Excellent	5	13.9
Total	36	100

Note: Survey data 2026

Figure 2.20

Canteen facilities



2.5.12 Urinals

In Table 2.21, the students' perception of urinal facilities at United College reflects a mixed but slightly positive overall assessment among graduates of 2025. The largest proportion of respondents (41.7%) rated the facilities as strong. Additionally, 11.1% of students rated them as excellent, suggesting that a smaller group perceives the facilities to be of high standard. However, this positive outlook is counterbalanced by a significant proportion of negative responses, as 30.6% rated the facilities as *weak* and 13.9% as very weak. Only 2.8% of students expressed a *neutral* opinion, showing limited indifference.

Table 2.21

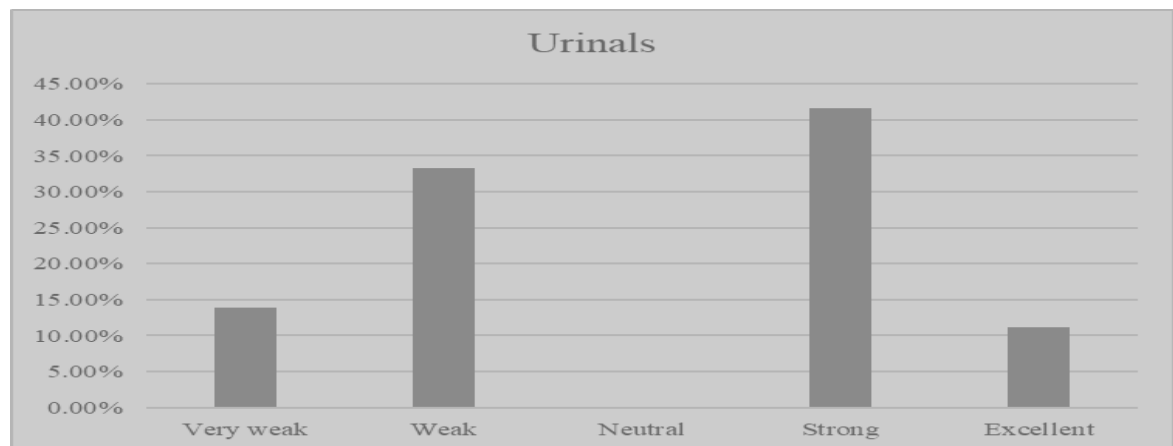
Students' perception rating on urinals

Rating	Frequency	Percentage
Very weak	5	13.90
Weak	11	30.60
Neutral	1	02.80
Strong	15	41.70
Excellent	4	11.10
Total	36	100%

Note: Survey data 2026

Figure 2.21

Urinals



Chapter – 3

FINDINGS AND SWOT ANALYSIS

3.1 Major findings of the study

- The relevance of programs to job requirements is rated positively by most respondents, though some perceive weak alignment with practical needs.
- Extracurricular activities are generally viewed positively, but some respondents report limited access and diversity.
- Students' perception of problem-solving activities is slightly positive, with 52.78% expressing satisfaction, 36.11% dissatisfaction, and 11.11% neutrality, indicating inconsistency in skill development focus.
- Perceptions of work placement and internships are generally positive, with 61.11% satisfied, though 30.55% remain dissatisfied and 8.33% neutral, suggesting uneven implementation despite ongoing institutional initiatives.
- The teaching and learning environment is largely satisfactory, though some inconsistencies are noted.
- The overall quality of education is positively evaluated by the majority of respondents.
- Teacher–student relationships are strong, with most students reporting supportive interactions.
- Library facilities receive mixed responses, with concerns about resource adequacy and accessibility.
- Laboratory facilities are rated moderate level of satisfactory, indicating space for enhancement of practical infrastructure.
- Sports facilities are generally satisfactory and support student engagement.
- Canteen facilities are rated poorly, with issues related to quality, price, and service.
- Sanitation (urinals) shows mixed satisfaction, with concerns related to cleanliness, maintenance, and limited space causing congestion.

3.2 SWOT analysis

Strengths

- Programs are generally aligned with job requirements and positively perceived by most graduate respondents.
- Teaching–learning environment are rated satisfactory by the majority
- Overall quality of education are rated satisfactory by the majority.
- Strong teacher–student relationships support effective academic engagement.
- Extracurricular activities contribute to student engagement and holistic development.
- Internship participation is institutionally ensured through compulsory provisions and initiatives such as C2C and C2E approaches, and MoU with Idea Studio.

Weaknesses

- Problem-solving and analytical skill development is inconsistent across programs.
- Internship and work placement experiences show uneven quality and implementation.
- Library facilities are perceived as inadequate in terms of resources and accessibility.
- Laboratory facilities are moderately satisfactory, showing limited practical infrastructure.
- Canteen and sanitation services are moderately rated, affecting campus experience.
- Limited diversity and access in some extracurricular activities.

Opportunities

- Growing demand for employability-focused education supports C2C and C2E expansion.
- Strong potential for industry partnerships to improve internships and job placements.
- Collaboration with organizations like Idea Studio can enhance entrepreneurship exposure.
- Digital transformation can improve library access and academic resources.
- Curriculum alignment with labor market needs can improve graduate outcomes.

Threats

- Increasing competition from institutions with stronger industry integration.
- Rapid changes in job market requirements may widen skill gaps.
- Weak internship experiences may reduce employer confidence in graduates.
- External dependency for placements may create inconsistency in opportunities.
- Student dissatisfaction with infrastructure may impact institutional reputation.

Chapter – 4

IMPLICATIONS TO INSTITUTIONAL REFORMS

4.1 Implications to institutional reforms

4.1.1 Relevance of the program to your professional (job) requirements

The findings suggest that the academic programs are generally aligned with professional requirements and are positively perceived by the majority of graduates. However, there is still scope for further strengthening the practical and industry-oriented aspects of the curriculum. The institution can consider introducing more applied learning components, such as case studies, field-based assignments, simulations, and project work that reflect real-world challenges. Regular curriculum review in consultation with industry experts, alumni, and employers may help ensure that course content remains updated and responsive to changing labor market demands. Such improvements can further enhance students' readiness for employment and professional growth.

4.1.2 Extracurricular activities

Extracurricular activities are generally viewed as beneficial and contribute to students' overall development; however, there is room to improve the diversity, inclusiveness, and accessibility of such activities. The institution can expand the range of programs to include academic clubs, cultural events, leadership forums, and skill-based competitions. Ensuring equal participation opportunities for students from different programs and backgrounds may enhance engagement. Additionally, structured planning and regular scheduling of activities can further strengthen their contribution to personality development, teamwork, and leadership skills.

4.1.3 Problem solving ability

The development of problem-solving and analytical skills shows a moderately positive trend, though there is space for more consistent and structured integration across all programs. The institution can further enhance this area by adopting student-centered and interactive teaching methodologies, such as problem-based learning, case analysis, group discussions, and practical exercises. Faculty

members can be encouraged to design assignments that require critical thinking, creativity, and decision-making. Strengthening this aspect will help students better prepare for complex professional challenges and improve their adaptability in dynamic work environments.

4.1.4 Work placement / attachment / internship

Internship and work placement opportunities are generally satisfactory and reflect the institution's efforts toward employability enhancement. However, there is potential to improve the consistency, quality, and supervision of these experiences. The institution may consider developing a more structured internship framework, including clear guidelines, defined learning objectives, and systematic evaluation procedures. Strengthening partnerships with industries, organizations, and business sectors can ensure more meaningful and relevant placement opportunities. Regular monitoring and feedback collection from both students and employers can further improve the effectiveness of internship programs.

4.1.5 Teaching / Learning environment

The teaching and learning environment is largely satisfactory and supports academic engagement; however, there is scope to enhance consistency in teaching practices and classroom delivery. The institution can further strengthen this area by organizing faculty development programs, training workshops, and seminars focused on modern teaching methodologies. The use of digital tools, interactive learning techniques, and student-centered approaches can improve classroom participation and learning outcomes. Additionally, implementing regular feedback mechanisms from students may help identify areas for improvement and maintain quality across all programs.

4.1.6 Quality of education delivered

The overall quality of education is positively evaluated by most respondents, indicating that the institution maintains acceptable academic standards. Nevertheless, there is opportunity for continuous improvement and innovation. Strengthening internal quality assurance systems, regularly updating course content, and improving teaching methodologies can further enhance academic excellence. The institution can also focus on providing additional academic

support services, such as mentoring, tutoring, and counseling, to ensure better student performance and satisfaction.

4.1.7 Teacher-Student relationship

Teacher–student relationships are identified as a strong aspect of the institution, contributing positively to the academic environment. However, there is scope to further strengthen this relationship through structured initiatives. The introduction of formal mentorship programs, regular academic counseling sessions, and increased accessibility of faculty members can enhance interaction and support. Encouraging open communication and a student-centered approach will further promote a positive and supportive learning atmosphere.

4.1.8 Library facility

The library facilities are functional and useful for many students; however, there is considerable scope for improvement in terms of resource availability, modernization, and accessibility. The institution can focus on updating books, journals, and reference materials to reflect current academic and industry trends. Expanding digital resources, including e-books and online databases, can improve accessibility for students. Additionally, enhancing study space, seating arrangements, and library management systems can create a more effective and comfortable learning environment.

4.1.9 Lab facility

Laboratory facilities are moderately satisfactory, indicating that they support practical learning to some extent; however, there is room for further enhancement of infrastructure and equipment. The institution can invest in modern laboratory tools and technologies to align with current academic and industry requirements. Regular maintenance and improved accessibility of laboratory resources can ensure effective utilization. Strengthening practical exposure will contribute significantly to students' technical skills and overall competence.

4.1.10 Sports facility

Sports facilities are generally satisfactory and contribute to students' physical and recreational development; however, there is potential to further enhance infrastructure and participation levels. The institution can expand sports facilities,

provide additional equipment, and organize regular sports events and competitions. Encouraging wider participation can promote physical well-being, teamwork, and a balanced academic environment.

4.1.11 Canteen

Canteen services are available and functional; however, there is significant scope for improvement in terms of food quality, pricing, and service efficiency. The institution can implement better management practices, regular monitoring, and feedback mechanisms to address student concerns. Ensuring an affordable and well-managed canteen environment will contribute positively to overall student satisfaction and campus experience.

4.1.12 Urinals

Sanitation facilities are usable, but there is room for improvement in maintenance and infrastructure adequacy. Upgrading existing facilities, ensuring sufficient space, and maintaining proper sanitation standards are essential to provide a healthy and comfortable environment for students. Improved sanitation directly contributes to overall well-being and institutional image.

Chapter – 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aimed to analyze the tracer outcomes of graduates of 2025 from United College in order to assess their employment status, academic experiences, and the overall effectiveness of the programs offered by the institution. Based on the data analysis and findings presented in previous chapters, it can be concluded that the college has been relatively successful in providing a satisfactory academic environment and maintaining acceptable educational standards.

The findings reveal that a major proportion of graduates have been able to secure employment or engage in self-employment activities, while a significant number are also pursuing higher education, particularly at the Master's level. This indicates that the academic programs of the college have contributed to both employability and academic progression. Still, the presence of a notable percentage of unemployed graduates suggests that there is still scope to further strengthen career readiness and job market alignment.

In terms of academic quality, most graduates expressed positive perceptions regarding the relevance of programs, teaching-learning environment, quality of education, and teacher-student relationships. These aspects can be considered key strengths of the institution. At the same time, the study highlights certain areas where improvements can be made, particularly in enhancing problem-solving skills, ensuring consistent quality in internship experiences, and strengthening the practical orientation of academic programs.

The evaluation of institutional facilities presents a mixed picture. While sports facilities and overall campus engagement are viewed positively, areas such as library resources, laboratory infrastructure, canteen services, and sanitation facilities indicate room for improvement. These factors play an important role in shaping students' overall academic experience and satisfaction.

Finally, the study concludes that United College is progressing in the right direction in terms of academic delivery and student support; however, there remains significant potential for further development. By focusing on improving practical learning, strengthening industry linkages, upgrading infrastructure, and enhancing support services, the institution can further improve graduate outcomes and its overall institutional performance.

5.2 Recommendation

Based on the empirical findings and SWOT analysis, the following policy-level recommendations are proposed to strengthen academic quality, employability outcomes, and institutional effectiveness at United College. These recommendations are structured to support systematic implementation, accountability, and continuous improvement.

5.2.1 Curriculum reform and market alignment policy

The institution should establish a formal Curriculum Review and Advisory Board comprising faculty members, industry experts, alumni, and employers. This body should conduct periodic (e.g., annual) curriculum reviews to ensure alignment with evolving labor market requirements. Greater emphasis should be placed on competency-based learning, integrating practical components such as case studies, simulations, field projects, and industry-based assignments. The inclusion of short-term certification courses and skill modules aligned with emerging sectors is strongly recommended.

5.2.2 Employability and career development policy

As UC has dedicated Job Placement Cell, it should be further strengthened to deliver structured services, including career counseling, job placement support, CV preparation, interview training, and employer engagement. The institution should adopt a graduate employability tracking system to monitor outcomes and inform policy decisions. Partnerships with industries should be formalized through Memoranda of Understanding (MoUs) to ensure sustained placement opportunities.

5.2.3 Internship and work-integrated learning policy

Institutional collaboration with corporate organizations, NGOs/INGOs, and entrepreneurial platforms should be expanded to ensure quality, relevance, and

consistency in student placements. Feedback from employers should be systematically collected and integrated into academic improvement.

5.2.4 Teaching quality enhancement policy

Academic and faculty development cell (AFDC) should formulate and implement a comprehensive faculty development policy to enhance teaching effectiveness. This should include regular training on modern pedagogical methods, digital tools, and student-centered learning approaches. Continuous professional development should be linked with incentives and recognition.

5.2.5 Problem-solving and skill development policy

The institution should formally integrate problem-based learning (PBL) and analytical skill development across all programs. Course structures should include case analysis, real-life problem-solving tasks, group projects, and innovation-based assignments. Establishing innovation labs and academic competitions can further enhance students' critical thinking and creativity.

5.2.6 Quality assurance and academic excellence policy

The Internal Quality Assurance Cell (IQAC) should be strengthened to ensure continuous monitoring and evaluation of academic standards. The institution should adopt benchmarking practices with leading national and international institutions. Regular academic audits, outcome-based education (OBE) frameworks, and data-driven decision-making processes should be institutionalized to maintain and enhance quality.

5.2.7 Student support and mentorship policy

In collaboration of job placement cell and feedback & employment committee, a structured mentorship system should be institutionalized, assigning faculty mentors to guide students academically and professionally. The institution should also enhance academic counseling, mental health support, and student advisory services.

5.2.8 Strategic partnerships and entrepreneurship development policy

The institution should expand collaboration with organizations such as Idea Studio and industry partners to promote entrepreneurship, innovation, and startup

culture. As the college has established UCEII, it should support students in business incubation, mentorship, and access to funding opportunities.

APPENDICES

Appendix – 1: 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: ☐ BBM ☐ BBS ☐ BCA ☐ MBS ☐

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:

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E. What contribution/s you can provide to the institution for its betterment?

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.....

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.]

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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:

