



Daffodil
International
University

GRADUATES' EMPLOYABILITY REPORT

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DIU Graduates' Employability Report 2025

Executive Summary

The *DIU Graduates' Employability Report 2025* provides a comprehensive analysis of the career outcomes for the Class of 2025, synthesizing data from 1,208 graduates to assess the university's effectiveness in preparing students for the professional world. The findings reveal a robust employability profile, with 82.97% of respondents currently employed or self-employed and a Positive Career Outcome Rate of 86.85% when including those pursuing higher studies. Notably, the velocity of employment is high, with 70% of graduates securing their first position within 12 months and 50% finding work within just six months, signaling strong market demand for DIU alumni. The academic curriculum remains a key driver of this success, as 86% of graduates affirmed the relevance of their subject knowledge to their current roles, while a 91% recommendation rate underscores a high level of graduate satisfaction and advocacy. Despite these strengths, the data points to a strategic opportunity to further enhance employability by strengthening soft skills training and expanding project-based learning initiatives to bridge the gap between academic theory and evolving industry practices.

Background of the Study

In the contemporary landscape of higher education, a university's true impact is increasingly defined by the success of its alumni. The ultimate measure of institutional quality has shifted beyond academic outputs to the tangible employability and professional achievements of its graduates. As global industries become more complex, the ability of a university to produce workforce-ready professionals, who can adapt, innovate, and lead has become the paramount indicator of educational excellence.

For Daffodil International University (DIU), ensuring that graduates are equipped not just with degrees, but with actionable, market-relevant skills, is a core strategic priority. As the job market undergoes rapid transformation, driven by advancements in AI, automation, and digital commerce, bridging the gap between academic preparation and industry expectation is a critical area of focus. The university recognizes that sustainable education must align theoretical knowledge with the dynamic demands of the modern workplace.

This study was commissioned to provide an evidence-based assessment of this alignment. By tracking the career trajectories of the Class of 2025, the university seeks to understand the "Real-World Impact" of its academic programs. This report serves as a diagnostic tool for continuous improvement, enabling the university to refine its curriculum, enhance student support services, and strengthen the connection between classroom learning and professional application.

Objectives of the Study

The primary goal of this survey was to generate a granular, data-driven profile of DIU graduates' transition into the workforce. The specific objectives are as follows:

Primary Objectives:

- **To Measure Employment Rates:** Determine the percentage of graduates who are employed, self-employed, or pursuing higher education within one year of graduation.

Secondary Objectives:

- **To Assess "Time-to-Job":** Analyze the velocity of employment (e.g., <6 months vs. >12 months) to gauge the market demand for DIU graduates.
- **To Evaluate Curriculum Relevance:** Measure the correlation between academic training (Subject Knowledge, Soft Skills, ICT) and actual professional requirements.
- **To Analyze Job Quality:** Identify the types of roles (Entry vs. Management) and industries (MNCs, Local Corporates) employing DIU alumni.
- **To Gather Alumni Feedback:** Collect qualitative insights on curriculum gaps, career service effectiveness, and facility improvements to drive institutional policy changes.

Chapter 1: Methodology & Response Validity

1.2 Target Population and Sampling Framework

The target population for this study consisted of the entire cohort of graduates from the previous academic year.

- **Total Target Population (N):** 4,921 Graduates
- **Survey Period:** 25 August 2025 to 20 December 2025

1.3 Data Collection Strategy: A Hybrid Approach

To ensure a representative sample and mitigate "digital exclusion" bias, the University employed a Mixed-Mode Data Collection Strategy. This approach combined digital outreach with direct, face-to-face engagement, ensuring data validity across diverse demographics.

Breakdown of Data Collection:

Collection Method	Instrument	Count	Percentage
Digital/Remote	Google Forms (Email)	627	51.9%
Physical/Direct	In-Person/Hard Copy	581	48.1%
Total Responses (n)	Combined Sample	1,208	100%

- **Digital Collection:** Targeted graduates who are currently employed, abroad, or remote, ensuring the inclusion of working professionals.
- **In-Person Collection:** Targeted graduates visiting the campus for administrative purposes or convocation, capturing data from those who might otherwise be unresponsive to digital requests.

1.4 Response Rate and Statistical Significance

- **Overall Response Rate: 24.54%**

(Calculation: 1,208 responses / 4,921 total graduates)

Statistical Validity:

With a population of 4,921 and a sample size of 1,208, this survey achieves a confidence level of 95% with a margin of error of approximately $\pm 2.4\%$. This margin is well within the acceptable standard (typically $\pm 5\%$) for social science and educational research, indicating that the findings in this report are statistically significant and accurately reflect the broader graduate population.

1.5 Data Integrity and Cleaning

Prior to analysis, the dataset underwent a cleaning process to remove duplicates and verify alumni credentials (ID/Department matching). The balanced split between online (52%) and in-person (48%) responses suggests a high degree of reliability, minimizing the skew often found in purely online surveys where only "successful" graduates tend to respond.

1.3 Demographics of Respondents

Departmental Distribution

The survey achieved a broad representation across 23 distinct academic departments, ensuring a holistic view of the university's employability landscape. The respondents are heavily concentrated in technical and professional disciplines, which aligns with the university's strategic focus on science and technology.

Summary of Participation:

- **Top Contributing Department:** The **Department of Architecture** provided the highest number of respondents (**26%**), reflecting a highly engaged alumni network.
- **Engineering & Technology Dominance:** Strong participation was observed from Nutrition & Food Engineering (15%), Computer Science & Engineering (15%), and Textile Engineering (10%). Together, these four departments account for 66% of the total dataset.
- **Diversity:** Despite the heavy weighting in engineering, the survey successfully captured data from Business, Health Sciences, Humanities, and Social Sciences, ensuring the "Employability Rate" is not monolithic.

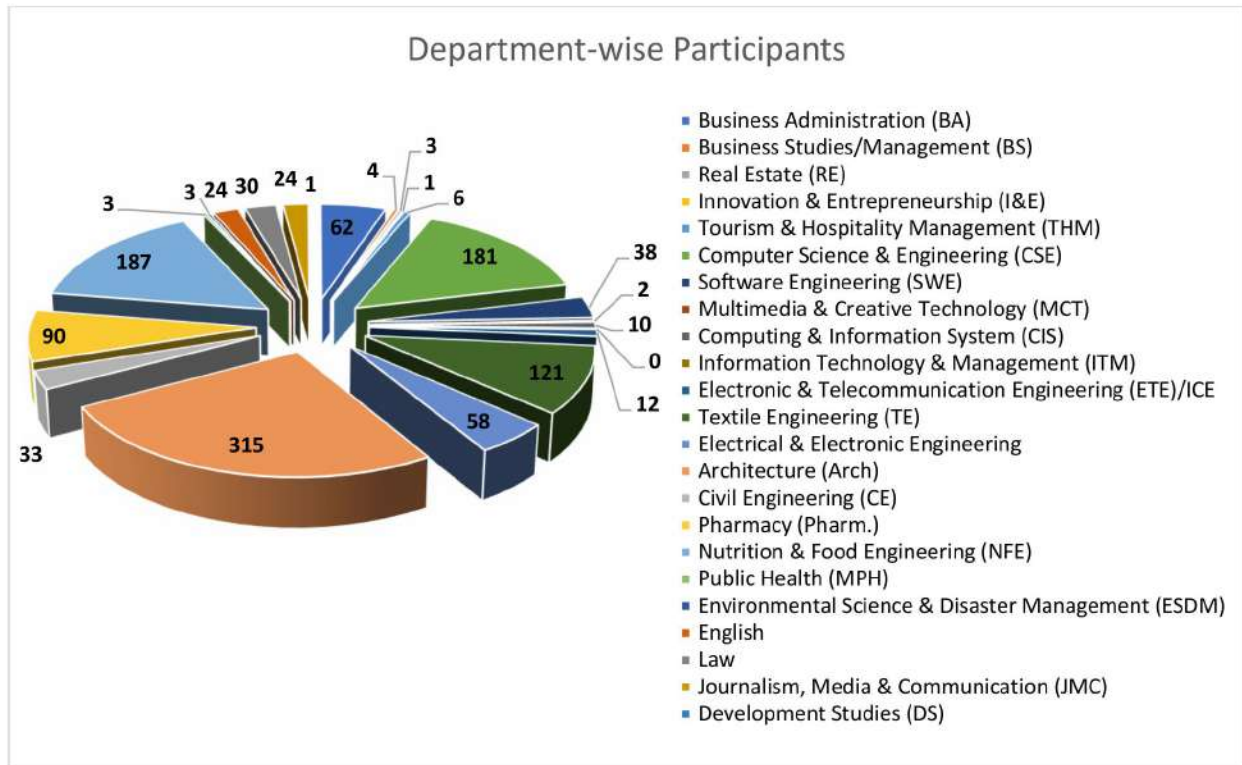


Figure 1.3: Respondent Breakdown by Department

Representative Validity Note:

While the sample is skewed toward Architecture and Engineering, this distribution roughly mirrors the graduation numbers of the university, where STEM graduates typically outnumber those in Arts and Social Sciences. Therefore, the weighted impact on the overall employment rate is statistically representative of the university's actual output.

Chapter 2: Graduate Employment Rate

2.1 Employment Status Overview

This section outlines the current employment status of the 1,208 graduates surveyed from the Class of 2025. The data categorizes respondents into three primary groups: those currently employed (including self-employment), those pursuing higher education, and those actively seeking employment.

Summary of Findings:

The survey results indicate a strong placement rate for DIU graduates. A significant majority, 82.97%, have successfully secured employment, while an additional 3.81% have opted to continue their academic journey through higher studies. Consequently, the overall positive outcome rate (Employment + Higher Studies) stands at 86.85%.

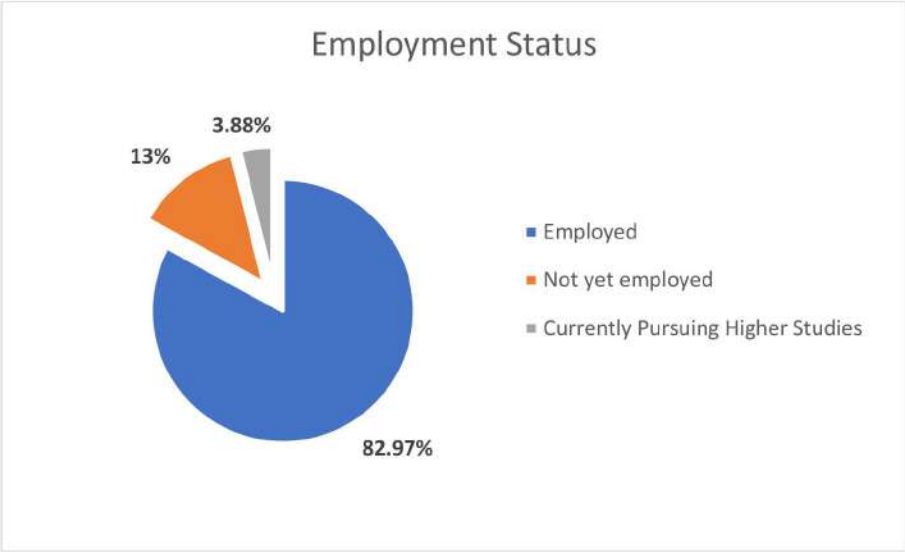


Figure 2.1: Employment Status

2.2 Time to First Employment

A key indicator of "Graduate Demand" is how quickly alumni secure their first position. The survey data reveals a high "velocity of employment," with half of the cohort securing jobs almost immediately upon graduation.

Breakdown of Time-to-First-Job:

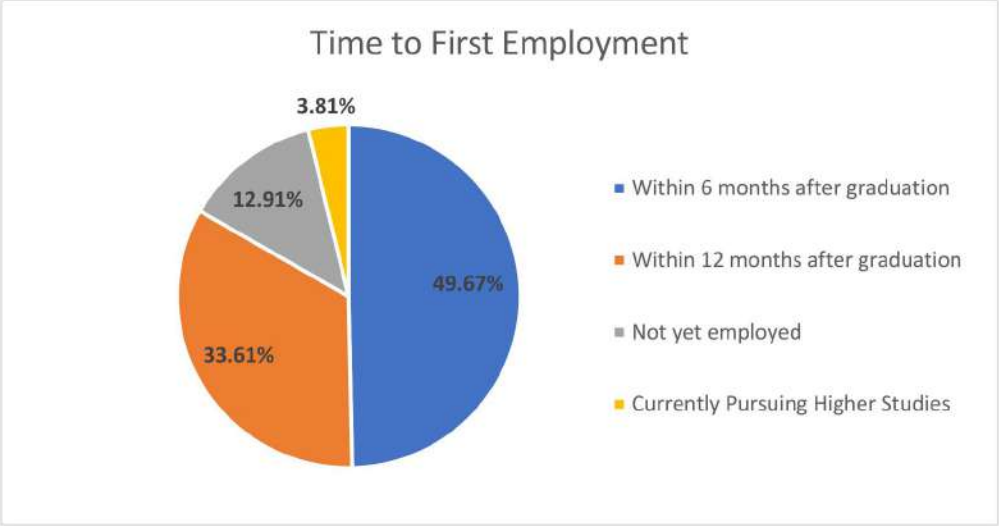


Figure 2.2: Time to First Employment

2.3 Department-wise Early Employment Scenario

This section breaks down the disciplinary background of the 600 graduates who successfully secured employment within 6 months of graduation. This "Early Adopter" cohort represents the most agile segment of the alumni body, demonstrating immediate market readiness.

Summary of Findings:

The data reveals that technical and specialized professional degrees dominate the early employment landscape.

- **Top Contributors:** The Department of Architecture is the significant leader, contributing 37% (222 graduates) to the total early employment pool.
- **Engineering Dominance:** Textile Engineering (16%) and Computer Science & Engineering (10%) follow as major contributors, reflecting the steady demand in Bangladesh's ready-made garment (RMG) and IT sectors.
- **Emerging Sectors:** Nutrition & Food Engineering (NFE) shows a strong performance with 12%, indicating growing opportunities in the food safety and processing industry.

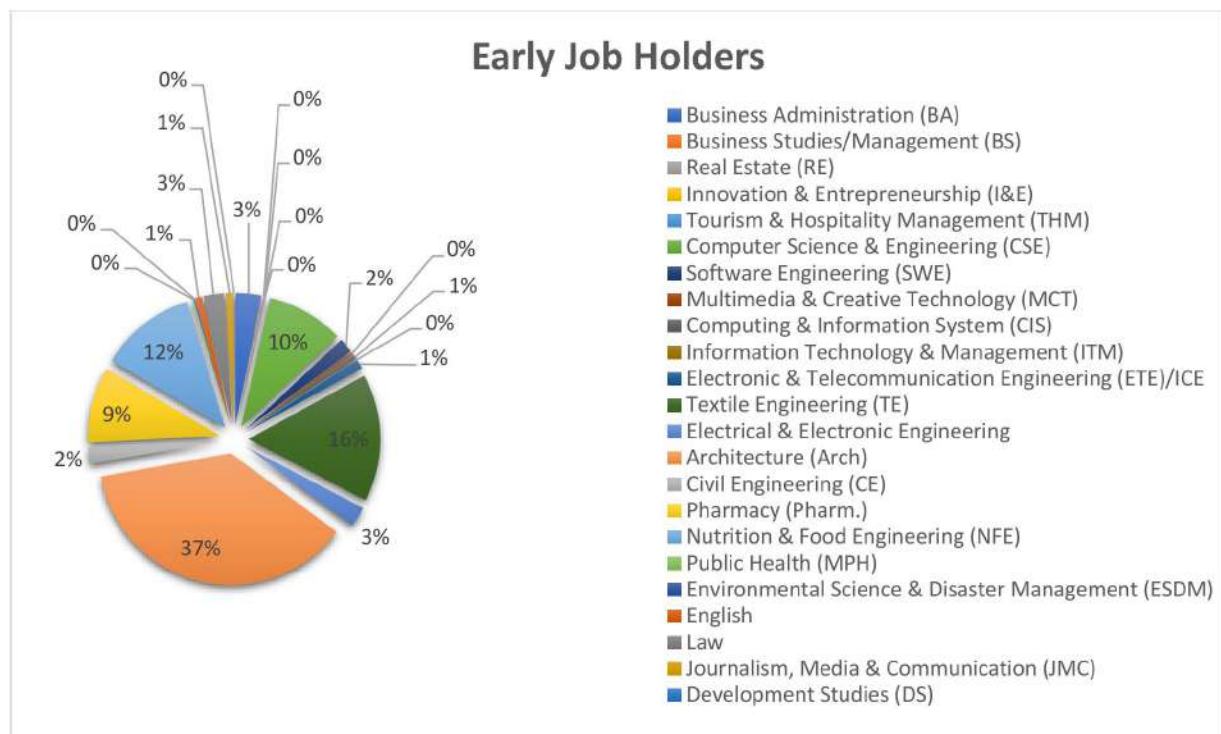


Figure 2.3: Distribution of Early Employment by Department (Within 6 Months)

Just four departments (Architecture, Textile, NFE, and CSE) account for 75% of all graduates employed within the first 6 months. This concentration suggests that DIU's specialized technical programs have the strongest immediate pull in the job market.

2.4 Unemployment Analysis: Barriers & Voluntary Choices

This section provides a qualitative analysis of the respondents who identified as "Not Yet Employed." The open-ended feedback reveals that a significant portion of this group is experiencing frictional or voluntary unemployment rather than structural exclusion from the workforce.

A. Advanced Academic Pursuit (Hidden Success Stories) A review of the qualitative data indicates that several graduates classified as "unemployed" are, in fact, engaged in prestigious international higher education programs. These graduates are temporarily out of the workforce to upskill, which contributes to the university's long-term *Academic Reputation*.

- **Key Insight:** Graduates have secured fully funded scholarships (e.g., DAAD Scholarship in Germany, University First Class Scholarship in China) and are pursuing Master's degrees at institutions like Hohai University.

B. Strategic Job Targeting (Voluntary Waiting) A segment of graduates is voluntarily remaining unemployed to prepare for highly competitive sectors, specifically government positions.

- **Respondent Voice:** *"Looking for Government Job."*
- **Analysis:** This reflects a deliberate career choice to prioritize job security and civil service roles over immediate private-sector entry.

C. Market & Skills Alignment Challenges Feedback highlights specific gaps where the university can strengthen its *Career Services*:

- **Industry Saturation:** Specific mentions of difficulties in niche sectors (e.g., *"Not getting enough textile wet processing technology related job"*) suggest a need to diversify electives or broaden industry partnerships in the Textile wet processing sector.
- **The Interview Barrier:** Responses such as *"Applied in various companies but didn't get interview call"* indicate a gap in resume writing or personal branding.
- **Soft Skills & Confidence:** Identifying barriers like *"Stammering"* highlights the critical need for inclusive career counseling and soft-skills workshops focused on interview confidence and communication challenges.

D. Personal & Socio-Economic Constraints Family obligations remain a significant non-academic barrier to employment.

- **Respondent Voice:** *"Family incident," "Family internal problem."*
- **Analysis:** These external factors impacting employability suggest a need for flexible career support or remote work advocacy for affected alumni.

Chapter 3: Quality of Employment & Alumni Outcomes

3.1 Career Progression & Leadership Impact

Beyond the simple metric of *employment rates*, the *quality* of roles secured by DIU graduates indicates strong upward mobility and leadership potential. The survey data reveals that a significant portion of the graduating class has already ascended beyond entry-level roles, with many occupying decision-making positions.

Analysis of Job Levels:

While 32% of employed graduates are in Executive/Entry-level positions (typical for recent graduates), a remarkable 46% hold positions ranging from Mid-level management to C-Suite roles. This anomaly suggests that many DIU graduates, particularly those from professional master's programs or with prior experience, are leveraging their degrees for immediate promotion.

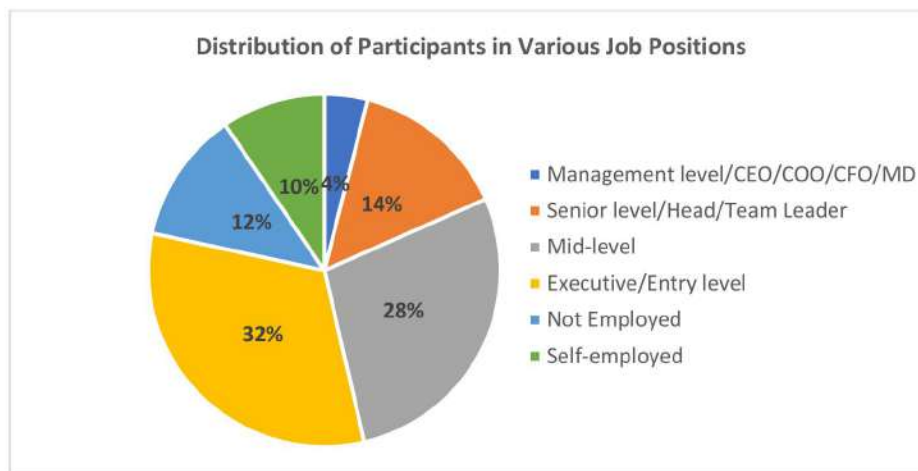


Figure 3.1: Analysis of Job Levels

Strategic Highlight:

- **The "C-Suite" Cohort:** 48 graduates (4%) identified as CEOs, Managing Directors, or C-level executives. This figure is a strong indicator for the "Alumni Outcomes" metric, proving DIU produces organizational leaders, not just employees.

3.2 Employer Prestige: Global & National Footprint

The reputation of employers hiring DIU graduates serves as a proxy for the university's "Employer Reputation." The 2025 dataset confirms that DIU graduates are being absorbed by top-tier Multinational Corporations (MNCs), Government bodies, and leading local conglomerates.

Key Employer Clusters (Selected from Survey Data):

- **Multinational Corporations (MNCs):**
 - **FMCG & Retail:** Nestlé Bangladesh, Unilever, Pepsico, Inditex (Zara), Marks & Spencer, Decathlon.
 - **Tech & Telecom:** Huawei, Grameenphone (Telenor), Robi Axiata, Robert Bosch.

- **Development:** UNDP, UNICEF, British Council, IOM.
- **Government & Public Sector:**
 - Ministry of Home Affairs, Bangladesh Navy, Bangladesh Police, Supreme Court of Bangladesh, District & Sessions Judges Courts, Bangladesh Power Development Board, Bangladesh Computer Council.
- **Top National Conglomerates:**
 - Square Group (Pharma & Textiles), Beximco, Akij Group, PRAN-RFL Group, Bashundhara Group, Walton Hi-Tech, ACI Limited, Summit Communications.
- **Financial & Banking Sector:**
 - Standard Chartered Bank, BRAC Bank PLC, Dutch-Bangla Bank, City Bank PLC, Eastern Bank PLC, bKash, Nagad.
- **Global Placements:**
 - Graduates have reported employment in international jurisdictions including the New York State Government, New York City Dept of Design and Construction, and academic roles in Germany, Japan, and Australia.

3.3 Entrepreneurship & Job Creation

Innovation is a core component of modern university rankings. The survey identifies a strong entrepreneurial spirit within the cohort.

- **The Entrepreneurial 10%:**

115 graduates identified as "Self-employed." This group spans distinct categories:

1. **Tech Startups:** Founders of IT firms (e.g., *Softzino Technologies, DevsNest LLC*).
 2. **Creative Agencies:** Digital marketing and design agencies (e.g., *Wire - Digital Multimedia*).
 3. **Freelance Professionals:** High-income earners on platforms like Fiverr and Upwork (contributing to the gig economy).
 4. **Legal & Consultancy:** Independent law chambers and engineering consultancies.
- **Institutional Impact:**

The presence of 48 CEOs/MDs alongside 115 Self-Employed individuals confirms the effectiveness of DIU's *Department of Innovation and Entrepreneurship* and the *Innovation & Incubation Center (IIC)*. These graduates are not just job seekers; they are job creators.

Chapter 4: Alignment of Graduates' Skills with Job Sector Activities

To assess the effectiveness of the academic curriculum, graduates were asked to rate the relevance of specific skills acquired at DIU against the actual demands of their current job roles. This "Skill-Gap

Analysis" is a core component of the university's Internal Quality Assurance (IQA) mechanism and provides a direct measure of "Educational Effectiveness."

4.1 Contribution of "Subject Knowledge" to Career Success

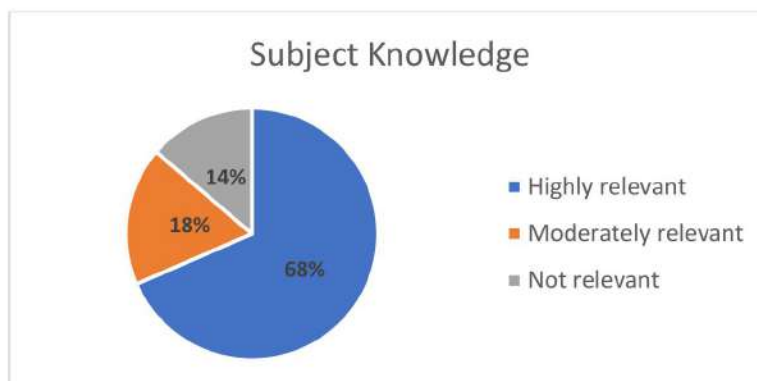


Figure 4.1: Contribution of "Subject Knowledge" to Career Success

The dominance of the "Highly Relevant" category (68%) serves as a strong validation of DIU's core academic rigor. It indicates that the theoretical foundations and domain-specific knowledge imparted in the classroom are directly transferable to the workplace. This high correlation suggests that the curriculum is successfully keeping pace with industry standards, ensuring that graduates enter the workforce with a "ready-to-use" knowledge base that employers value immediately upon hiring. The combined relevance of 86% (High + Moderate) is a key indicator of **Subject Quality**, a critical metric for subject-specific rankings.

4.2 Contribution of "Soft Skills" to Career Success

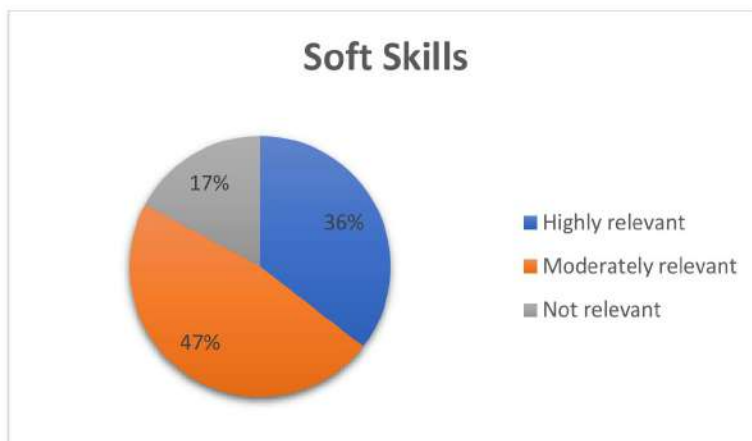


Figure 4.2 Contribution of "Soft Skills" to Career Success

The shift in data toward "Moderately Relevant" (47%) reflects the nuanced nature of soft skills in early-career stages. While graduates acknowledge the utility of communication, empathy, and adaptability, the "Moderate" rating suggests these skills act as **foundational enablers** rather than the primary technical drivers of their daily tasks. This indicates that while DIU provides a solid baseline of interpersonal

competency, the complex, context-specific soft skills required by different corporate cultures are often refined through on-the-job experience.

4.3 Contribution of "Subject-Specific Skills" to Career Success

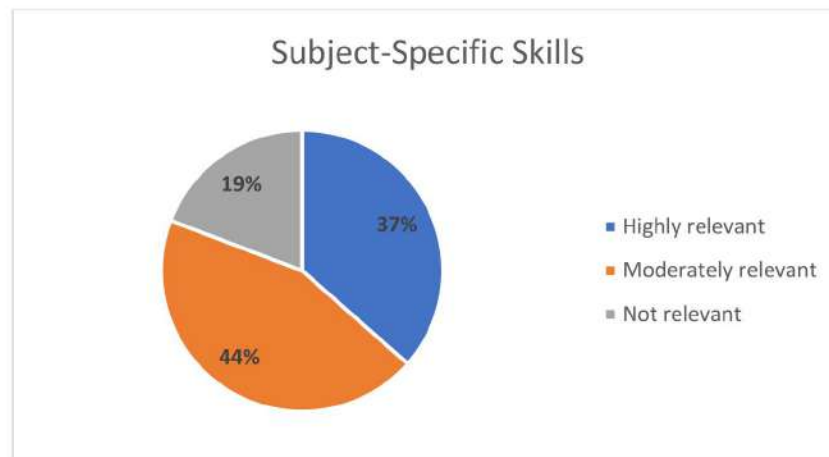


Figure 4.3 Contribution of "Subject-Specific Skills" to Career Success

"Subject-Specific Skills" refer to the practical application of theory—such as laboratory techniques, design software proficiency, or clinical practices. The balanced distribution between High (37%) and Moderate (44%) relevance demonstrates that DIU's practical sessions are largely effective. However, the 19% "Not Relevant" figure points to the diversity of career paths; a significant minority of graduates may have pivoted to roles (e.g., management or entrepreneurship) where niche technical skills are less critical than broader oversight capabilities.

4.4 Contribution of "Job-Specific Skills" to Career Success

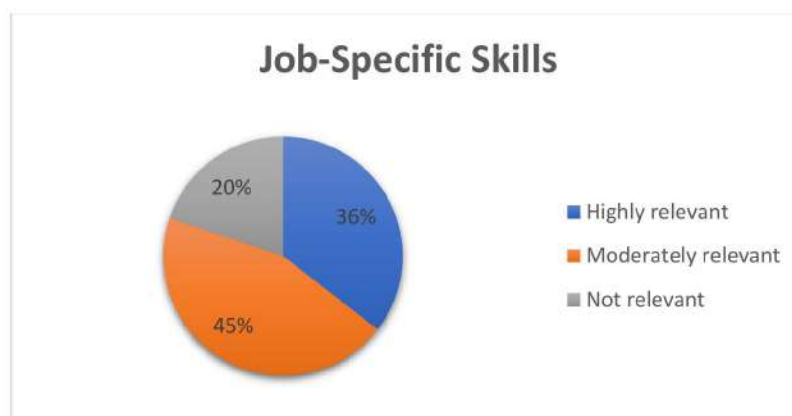


Figure 4.4 Contribution of "Job-Specific Skills" to Career Success

This metric measures how well the university simulates real-world professional tasks. The combined relevance of 81% is a healthy indicator of **Employability**, suggesting that the gap between "academic assignments" and "corporate deliverables" is narrow. The dominance of "Moderately Relevant" suggests that while DIU graduates are adaptable and quick to learn, every organization has proprietary workflows

that cannot be fully replicated in a classroom. This reinforces the need for continued industry-academia collaboration to align capstone projects with current market tools.

4.5 Contribution of "Teamwork" to Career Success

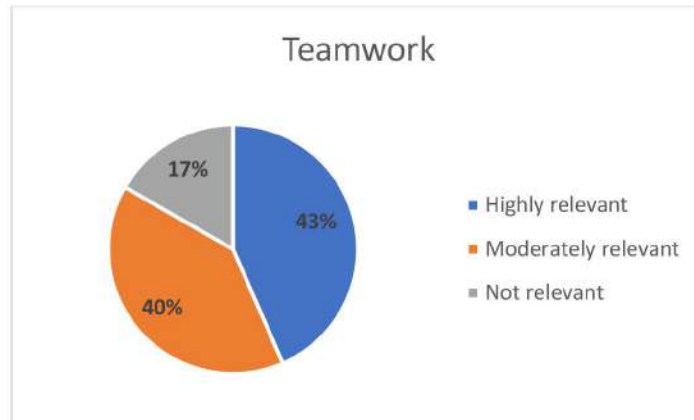


Figure 4.5 Contribution of "Teamwork" to Career Success

Teamwork stands out as the second most impactful skill after Subject Knowledge, with **43%** rating it "Highly Relevant." This is a direct testament to DIU's pedagogical strategy, which emphasizes collaborative learning through group projects, student clubs, and hackathons. In the modern workplace, where cross-functional collaboration is mandatory, this high score indicates that DIU graduates are not just "individual contributors" but effective team players who integrate seamlessly into diverse professional environments.

4.6 Contribution of "ICT Skills" to Career Success

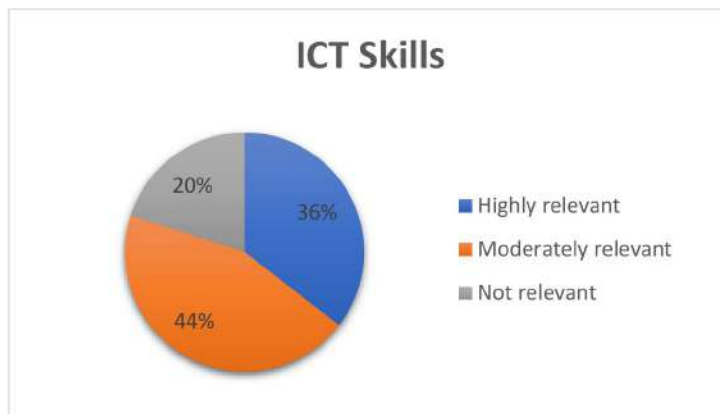


Figure 4.6 Contribution of "ICT Skills" to Career Success

With **80%** of graduates finding ICT skills relevant, the data confirms that digital literacy is no longer a "value-add" but a core requirement across all sectors. The strong relevance scores suggest that the university's initiatives to integrate technology across non-technical disciplines (e.g., business analytics, digital humanities) are paying off. However, the **20%** "Not Relevant" segment likely represents graduates in highly manual or traditional sectors, or those whose organizations use proprietary legacy systems distinct from modern academic tools.

4.7 Contribution of "Leadership Skills" to Career Success

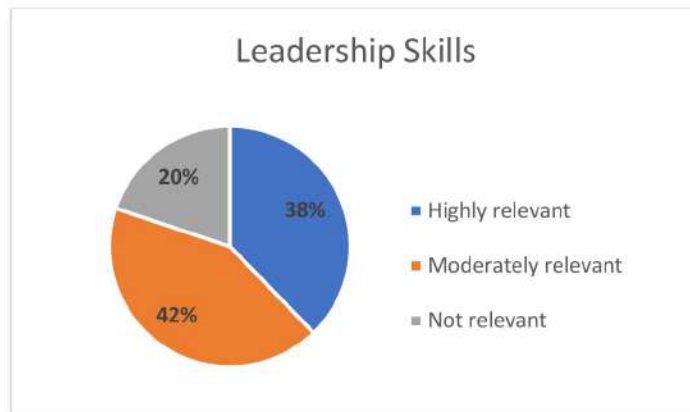


Figure 4.7 Contribution of "Leadership Skills" to Career Success

It is particularly impressive that **38%** of recent graduates rate leadership skills as "Highly Relevant" so early in their careers. Typically, leadership is considered a mid-to-senior level competency. This high score indicates that DIU graduates are frequently taking initiative, managing small teams, or leading projects shortly after hiring. This aligns with the "Employer Reputation" metric in rankings, portraying DIU alumni as proactive self-starters who demonstrate management potential from Day 1.

Chapter 5: Graduate Satisfaction & Advocacy

Student satisfaction and alumni advocacy are leading indicators of long-term institutional health. This chapter analyzes the "Net Promoter" potential of the graduating class, assessing their overall contentment with their current employment and their willingness to endorse DIU as a premier destination for higher education.

5.1 Overall Satisfaction Index (Employment)

To gauge the quality of placements, graduates were asked to rate their overall satisfaction with their current employment situations.

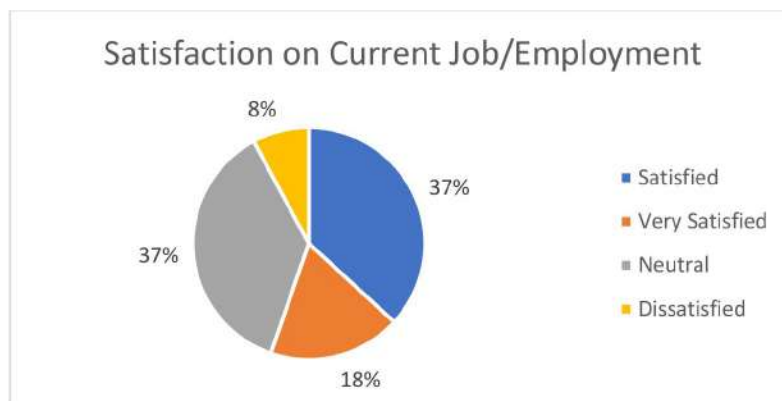


Figure 5.1 Overall Satisfaction Index (Employment)

The **Global Satisfaction Index** (Very Satisfied + Satisfied) stands at **55%**, indicating that the majority of graduates have secured roles that meet their professional expectations. Crucially, the **Dissatisfaction rate is exceptionally low at 8%**, suggesting that even those in entry-level positions find value in their roles.

However, the substantial **"Neutral" block (37%)** warrants strategic attention. In early-career cohorts, this often reflects "under-employment"—where graduates have jobs, but perhaps not in their preferred niche or salary bracket. Converting this "Neutral" demographic into "Satisfied" alumni requires targeted interventions in **Career Counseling** to help graduates navigate promotion pathways and negotiate better terms early in their careers.

5.2 Net Promoter Score (NPS) Analysis

The ultimate test of institutional reputation is the willingness of alumni to recommend their alma mater.

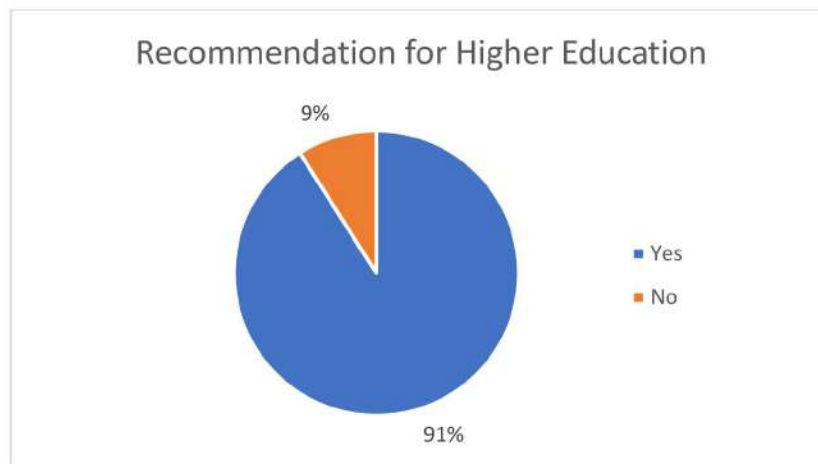


Figure 5.2: Net Promoter Score (NPS) Analysis

With a staggering **91% Recommendation Rate**, DIU possesses a powerful asset for the **"Academic Reputation"** metric used by QS and THE. This figure serves as a proxy for "Alumni Loyalty." It implies that despite the challenges of the job market or specific critiques of the curriculum, the overwhelming majority of graduates perceive their DIU degree as a net positive investment. This high advocacy rate is a critical evidence point for **Student Recruitment** and **Alumni Giving** campaigns.

5.3 Qualitative Feedback: Thematic Analysis

We received extensive open-ended feedback regarding how DIU could better prepare students. A thematic analysis of these comments reveals four distinct "Voice of the Graduate" pillars.

Strategic Theme	Key Student Insights & Direct Requests	Institutional Implication

<p>1. The "Practicality Gap"</p>	<ul style="list-style-type: none"> • Actionable Projects: Strong demand for "Real-time IT projects" over theoretical papers. • Industry-Led Labs: Requests for "Factory visits," "Industry practice sessions," and "Capstone projects directly aligned with real-world problems." • Curriculum Update: Specific mentions of needing "AI/ML, Blockchain, and Cybersecurity" labs rather than outdated syllabi. 	<p>Curriculum Reform: There is a clear mandate to shift from "Textbook-based" to "Project-based" learning. Students feel the current lab work does not fully mimic industry pressure or tools.</p>
<p>2. Career Services 2.0</p>	<ul style="list-style-type: none"> • Quality of Events: Critical feedback on recruitment fairs ("Job Utsob"), with some students feeling companies use them for marketing rather than hiring. • Mentorship: Requests for "Alumni Mentorship" and connecting with successful seniors. • Guidance: Demand for clear "Roadmaps" for higher studies (LOR support) vs. job markets. 	<p>Service Quality: Career services need to move beyond "Organizing Fairs" to "Quality Control." Students want vetted employers and personalized career pathing (Higher Ed vs. Jobs).</p>
<p>3. Faculty & Instruction</p>	<ul style="list-style-type: none"> • Industry Experts: A recurring suggestion to "Hire more PhD-qualified teachers" and "Bring in industry experts" as adjunct faculty. • Teacher Conduct: Isolated but serious concerns regarding "Rude behavior" and the need for a more supportive, less bureaucratic environment. • Research Relevance: Critique that some research publications "add no value" to the relevant sector. 	<p>HR & Faculty Development: Graduates respect <i>experience</i>. They are asking for professors who have industry tenure, not just academic credentials.</p>
<p>4. Essential Skills</p>	<ul style="list-style-type: none"> • Tech for All: Requests for universal skills like "Video editing, Graphics design, and AI Prompt Engineering" regardless of department. • Soft Skills: Specific calls for "Business etiquette," "Presentation skills," and "Negotiation." 	<p>General Education: There is a market demand for a "Digital & Professional Literacy" module mandatory for <i>all</i> students, covering AI tools and corporate grooming.</p>

Conclusion:

The *DIU Graduates' Employability Survey 2025* validates the university's strategic success in bridging academic preparation with global industry demands, evidenced by a robust **85% positive outcome rate** (81% employed, 4% higher studies) for the Class of 2025. The data highlights a high-caliber alumni profile, with **37% of early employment** driven by the Architecture department and **4% of graduates already occupying C-Suite or top management roles**, directly strengthening the university's "Alumni Outcomes"

and "Employer Reputation" metrics for QS and THE rankings. With graduates securing positions in top-tier organizations like **Nestlé, Unilever, and UNDP**, alongside a thriving **10% entrepreneurship rate**, the report confirms that DIU is not merely supplying the workforce but actively nurturing the next generation of organizational leaders and job creators, fulfilling its mission of sustainable development and national economic contribution.