

BIRATNAGAR NURSING CAMPUS

Tracer Study Report Graduation Year (2026)



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ABBREVIATIONS

BNC – Biratnagar Nursing Campus

BNS – Bachelor in Nursing Science

BPKIHS – Bisheswor Prasad Koirala institute of health sciences

EMIS – Educational information and management system

GTS – Graduate Trace Study

INGO - International non-governmental organization

KU – Kathmandu University

NGO – Non-governmental organization

PCL – Proficiency Certificate Level

UGC – University Grant Commission

Signature



Acknowledgement

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Finally, we express our sincere appreciation to all BNC graduates of 2025 AD for their valuable time, honest responses, and cooperation in providing the information required for this study.

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Executive Summary

The Graduate Tracer Study of Biratnagar Nursing Campus (BNC) was conducted to assess the employment status, career development, and professional experiences of BNS and B.Sc. Nursing graduates. The study also aimed to obtain feedback on the relevance of their academic preparation and transition to the job market.

BNC graduates have established a strong professional identity and are working in government and private hospitals, nursing administration, academic institutions, schools, NGOs/INGOs, home healthcare, entrepreneurship, and abroad. Their diverse employment and professional achievements demonstrate the relevance of nursing education provided by the Campus.

The alumni of BNC have made significant contributions to nursing education, clinical practice, healthcare administration, leadership, and entrepreneurship at local, provincial, national, and international levels. Distinguished alumni include former and current leaders of the Nepal Nursing Council, professors at B. P. Koirala Institute of Health Sciences, former and current Campus Chiefs, healthcare administrators, and entrepreneurs.

Overall, the tracer study shows that BNC has been successful in producing competent and skilled nursing professionals who contribute significantly to Nepal's healthcare sector and society. Their achievements also reflect the Campus's contribution to professional development, healthcare improvement, and women's empowerment.

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INTRODUCTION

1.1 Background

Biratnagar Nursing Campus, the constituent nursing campus of Tribhuvan University, Institute of Medicine is located at Morang District, Devkota Chowk, and the heart of Biratnagar Metropolis city of Province 1. It has its own infrastructure for academic, administrative and hostel purposes extended in a land area of 3995.40 square meters. Being the constituent campus of Tribhuvan University (TU) and IOM, Institutional Management of the campus is guided by TU Rules and Regulation along with IOM decisions. The goal of the campus is to ensure excellence in all academic programs to advance nursing knowledge and practice with the objectives to enhance sustainable economic development, ensure quality of education, capacity building of faculty through higher education and training, funding for research and infrastructure development through partnership with different stakeholders.

Biratnagar Nursing Campus has two Bachelor level nursing programs; B.Sc. Nursing and BSN. These programs are established to meet the educational and the health needs of the country as per the health and educational policy of the nation. Further, curriculum is developed based on these policies with the objective to fulfill the requirement of competent nursing human resources for the health system of the nation thus contributing in the achievement of Sustainable Development Goals.

Nepal is a developing country and faces many challenges even in the field of education. This results in high unemployment and underemployment rates. Education plays an important role in shaping, moulding, sharpening and directing an individual, the society and the nation towards achieving the desired goals. It is also regarded as the passport to the future. A good education gives cognitive tools to students to solve real-life problems. It is a key driver of economic success and social mobility. Therefore, management of quality education must be the highest priority of the country.

When Nepal, first of all, opened its doors to the outside world in the early 1950's, there were no professional nurses in the country. In present context patient to nurse ratio in biggest government hospitals is approximately 20:5. Nursing and midwifery personnel constitute the largest element of the health care work force in most of the countries.

Nepal education system churns out more and more nursing graduates with all levels such as B. Sc. Nursing, and Bachelor in Nursing and Masters in Nursing. But the jobs are not really



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created as fast as the universities handing out of the graduates. This is evident in the demand and supply mismatch.

Tracer studies are commonly becoming a recognizable practice worldwide. Graduate tracer studies involve identification and follow-up of graduates from higher education institutions worldwide spurred by the need to give careful consideration to how graduates view their experiences they underwent during their study and transition to the job market. If universities are to improve their teaching and training of graduates, the precedence should be to learn and garner improvements from graduates' nuanced experiences. Towards the end of the twentieth century, European Universities embraced the use of tracer studies for the plethora of the regions; especially to accredit their study programs; to explain the link between study programs and the job market; to show uniqueness and positioning of individual universities; and also to enable universities and institutions managing higher education in their respective countries make informed and make evidence based decisions about improvements and quality education and services in higher education (Schomburg, 2011). In addition, importance of graduate tracer studies is to incorporate effective improvements into institutional programs of HEIs by collecting and analyzing information on graduate's experiences, professional and personal careers. Such studies can be used to collect data on the employment situation of the most recent graduates in order to obtain indicators for their professional performance (Teichler, 1998). They can therefore, be used to contribute to causal explanations of the relevance and appropriateness of the study conditions, services and programs provided by HEIs and the quality of the graduate products (Teichler, 2011; Schomburg and Teichler, 2011 and Herrmann, 2010). Such studies also emphasize programmatic issues, conditions, situations and contexts within which the graduates studied at the universities; positing and interrogating the quality of these study provisions and conditions as these paper argues.

The graduate tracer study of the University of Pangasinan reveals that new graduates are challenged by the lack of job opportunities, which reasonably takes a longer time to wait because of lack of experience (Rocaberte, 2016). This is supported by Verona (2011) that government needs to recon on issues regarding labor mismatch-a situation where the aggregate supply of nursing human resources is insufficient to address the decline in productive labor, more especially in urban or semi-urban area. This scenario connects the study of Wangchuk (2002) that generally most graduates in teacher education are hired in urban or semi-urban areas than in the rural areas in Paro. This means comforts for better life are found in urbanite city than in rural areas.

This paper proposes to domesticate these universal approaches to graduate tracer studies with a



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guide that will be most suitable and acceptable within Nepalese context. Paramount to graduate tracer surveys are the results and their utilization to improve quality of study programs and services. Tracer survey results are used at complex dichotomous platforms aroused by university needs such as improvement of study conditions and fronted by universities and UGC. They can also be motivated by extrinsic expediencies of real life situations as prescribed by the job market.

First, this paper presents methodological steps experienced during a recent graduate tracer survey at BNC. Second, the paper presents selected findings of the survey that we use in this paper to demonstrate how results obtained from graduate trace studies(GTS) can be utilized for QA. Using selected results, we argue that quality of education and services at BNC can be improved through feedback obtaining from the immediate users of services (the graduate) about study facilities, conditions and programs. Last, the paper presents an outline of a graduate tracer study methodological guide being developed for adoption and use among universities in Nepal.

1.2 Objectives of the study

This study determined the employ-ability and the status of the employment of BNC graduate programs of the academic year of 2025. It sought to answer these objectives to:

- ☐ Assess the graduates' demographic background as regards to employment rate and status of graduates
- ☐ Assess the employment profile of the graduates e.g. traced list
- ☐ Identify the co-operating agencies (government/private) that employed BNC graduates
- ☐ Identify the strengths and limitations of the institution attended

1.3 Institutional Arrangements to Conduct the Study

This study work is planned and implemented by Tracer Study Research Committee of BNC. The primary data was collected by pass out students of BNC on the date 2025years EMIS unit, Examination Committee and all of the concerned departments. BNC has provided enough time to the staff who has been assigned to prepare the tracer study report.



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2. Methodology

2.1 Study Design

The study utilized mix methods of descriptive survey, which covered the Bachelor of Nursing Science graduates (BNS) and (B.Sc.Nursing) of Biratnagar Nursing Campus of 2025 Batch. In ascertaining the status of this tracer study, the descriptive method of research was used.

2.2 Graduate Batch taken for the Study

This tracer study report was prepared based on the graduates of the Bachelor of Nursing Science (BNS) and Bachelor of Science in Nursing (B.Sc. Nursing) programs who graduated in 2025 AD. A total of 48 students graduated from both programs. Among them, 37 graduates participated in the tracer study by completing the questionnaire, giving a response rate of 77.1%.

2.3 Research Instrument

The gathering of data was conducted for 15 days, sufficient encourage more respondents' participation. A questionnaire was patterned from the UGC standardized form and was approved for adoption for use by the office of the campus. The questionnaire comprised the following itemized categories:

- a) Personal information
- b) Current employment status with appointment letter
- c) Major strength and weakness
- e) Suggestions/recommendations

2.4 Data collection Procedure

After the approval of the campus, the questionnaire was given to 2025 passed graduates through email, google docs and self-administered method. They filled tracer study questionnaire form was returned to the tracer study team.

2.5 Data analysis Procedure

The quantitative data gathered from the questionnaire were subjected to statistical analysis, with simple frequencies and percentage table.

3. Results of the Study

3.1 Profile of Graduates

Biratnagar Nursing Campus (BNC) offers bachelor-level nursing education through two programs: Bachelor of Nursing Science (BNS) and Bachelor of Science in Nursing (B.Sc. Nursing). This tracer study was conducted among graduates of both programs to assess their current status, employment situation, and professional engagement. The study also aimed to obtain valuable feedback from graduates to support the continuous improvement of the quality of academic programs and services at BNC.

The findings revealed that all graduates were female and all were employed on a full-time basis. This indicates a high level of employment among the graduates surveyed and reflects the demand for nursing professionals in the healthcare sector.

Table 1 Student in BNS and BSc. nursing

n=37		
Programme	Frequency	Percent
BSc.nursing	14	37.8
BNS	23	62.2
Total	37	100.0

Table 1 shows that, majority (62.2%) of graduates were B.Sc.nursing, whereas 37.8% were BNS.

Table 2 Type of Organization (2082)

n=37		
Organization Type	Frequency	Percent
private	5	13.5
Government	32	86.5
Total	37	100.0

Table 2 shows that, majority (86.5%) of graduates were employed in Government health centers, whereas 13.5% were employed in private sector.

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Table 3 Empolymnt type of Passed Graduates

n=37

Empolymnt Type	Frequency	Percent
Full time	31	83.8
Part time	6	16.2
Total	37	100.0

Table 3 depicts that majority (83.8%) passed graduates employment type was full time but 16.2% was part time.

Table 4 Designation of Passed Graduates

n=37

Designation	Frequency	Percent
Nursing officer	20	54.5
Staff nurse	11	29.7
Senior ANM	5	13.3
Public health nurse	1	2.5
Total	37	100.0

Table 4 shows that the majority (54.5%) of graduates who had passed the examination were working as Nursing Officers, followed by 29.7% working as Staff Nurses and 13.3% as Senior ANMs. Only 2.5% of the graduates were working as Public Health Nurses.

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Table 5 Major strengths and weaknesses of the institution

SN	Particulars	Respondents in percentage (%)					
		0	1	2	3	4	5
1	Relevance of the program to your professional (job) requirements	-	-	4(10.8)	7(18.9%)	9(24.3%)	15(45.9%)
2	Extracurricular activities	1(2.7%)	1(2.7%)	2(5.4%)	15(40.5%)	11(29.7%)	7(18.9%)
3	Problem solving ability	-	2(5.4%)	6(16.2%)	8(21.6%)	11(29.7%)	10(27)
4	Work placement / attachment / internship		5(13.5%)	3(8.1)	9(24.3%)	9(24.3%)	11(29.7%)
5	Teaching / Learning environment	-	-	5(13.5)	2(5.4%)	19(51.4%)	11(29.7%)
6	Quality of education delivered	-	1(2.7%)	-	6(16.2%)	16(43.2%)	14(37.8%)
7	Teacher Student relationship	-	-	5(13.5%)	5(13.5%)	14(37.8)	13(35.1)
8	Library facility	-	11(29.7%)	-	5(13.5%)	15(40.5%)	6(16.2%)
9	Lab facility		5(13.5%)	8(21.6%)	11(29.7%)	9(24.3%)	4(10.8%)
10	Sports facility	13(35.1%)	-	-	24(64.9%)	-	-
11	Canteen / Urinals etc	15(40.5%)	-	-	22(59.5%)	-	-

Number ranges from 0-5. 0 to 5, where 0 = very weak, 1 = weak, 2 = neutral, 3 = good, 4 = very good, and 5 = excellent.

Table 5 presents the graduates' ratings of strength and weakness of the nursing program scale

from Overall, the graduates rated most aspects of the program positively. The highest proportion of respondents rated the relevance of the program to professional/job requirements as excellent (45.9%), indicating that the program was considered highly relevant to their professional needs.

Regarding extracurricular activities, 40.5% of respondents rated them as good, while 29.7% rated them as very good and 18.9% as excellent. For problem-solving ability, the largest proportion of respondents (29.7%) rated it as very good, followed by 27.0% who rated it as excellent. This suggests that the program contributed positively to the development of students' problem-solving skills.

For work placement, attachment, or internship, 29.7% of respondents rated it as excellent, while 24.3% rated it as very good and another 24.3% as good. The teaching and learning environment received favorable ratings, with 51.4% of respondents rating it as very good and 29.7% as excellent. Similarly, the quality of education delivered was highly rated, with 43.2% describing it as very good and 37.8% as excellent.

The **b** was also positively evaluated, with 37.8% of respondents rating it as very good and 35.1% as excellent. In contrast, the library facility received mixed ratings. Although 40.5% of respondents rated it as very good, 29.7% rated it as weak, indicating that improvements may be needed to ensure more consistent satisfaction.

The laboratory facility received moderate ratings, with 29.7% of respondents rating it as good, 24.3% as very good, and 21.6% as neutral. The sports facility showed a polarized response, with 35.1% rating it as very weak and 64.9% rating it as good. This indicates that, although some graduates viewed the facility positively, others considered it inadequate and in need of improvement.

Similarly, the canteen and urinal facilities received a low rating, with 40.5% of respondents describing them as very weak. Overall, graduates rated the program most favorably in terms of its relevance to professional and job requirements, quality of education, teaching and learning environment, and teacher-student relationship. However, the sports, canteen, urinal, and library facilities require greater attention and improvement.

Overall, 55.6% of the graduates rated the different aspects of the program positively (rating of 4 or 5), indicating a moderate level of overall satisfaction. The highest satisfaction was

observed with the teaching/learning environment (81.1%) and quality of education delivered (81.0%), whereas satisfaction was comparatively low for laboratory facilities (35.1%) and sports facilities.

Table 6 Graduates' Recommendation and Contribution to Institution

Recommendations to the Institution	Contribution to the Institution by Graduates
• Separate the hostel section from the academic section. • Increase the space available in the library. • Provide more learning resources and updated reference books. • Improve clinical facilities and maintain a supportive learning environment. • Continue to maintain professionalism in the institution.	• Maintain professionalism in their work. • Perform their duties sincerely. • Share their experiences and ideas with the institution. • Support and contribute to improving the learning environment. • Provide feedback and suggestions for institutional improvement.

Table 6 stated that the graduates provided several suggestions and expressed their willingness to contribute to the institution. Regarding recommendations, graduates suggested separating the hostel and academic sections to maintain a better learning environment. They also recommended increasing the space in the library and providing more updated reference books and learning resources. Improvement in curriculum, clinical facilities, and the supportive learning environment was also suggested.

Regarding their contribution to the institution, graduates expressed that they would maintain professionalism and perform their duties sincerely. They also indicated their willingness to share their professional experiences, knowledge, and ideas with the institution. These contributions may support the improvement of teaching-learning activities and the overall development of the institution.



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4. Limitation of the study

The study report was prepared upon the graduates of 2025/26 of Biratnagar Nursing Campus. It had following delimitation.

- The tracer study was conducted to the graduates of 2025/26 of Biratnagar Nursing Campus only.
- The study was conducted within short period of time and limited budget. In addition to self-administered questionnaire, email and telephone contact/conversation in messenger was the key tools of data collection.

5. IMPLICATIONS

The finding of this Tracer Study helps to update and review the curriculum to meet the societal (National and International) need and demand.

To improve the teaching learning methodologies and to make compatible with technological advancement

To reform or change the evaluation system as per the feedback of the graduates

To bring changes or renovation of the needed area of the institution To identify the institution and organization that consumes the product of BNC

6. CONCLUSION

Overall, the graduates were moderately satisfied with the nursing program. The major strengths of the program were the quality of education, teaching and learning environment, relevance of the program to professional work, and teacher–student relationship. However, some facilities, particularly laboratory and sports facilities, need improvement to further increase graduate satisfaction

7. RECOMMENDATION

Based on the findings, the following recommendations are made:

The quality of teaching and learning should be maintained and further improved.



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Laboratory facilities should be upgraded with adequate equipment and learning materials.

Sports and recreational facilities should be improved for students' physical and social development.

Library facilities should be regularly updated with recent nursing books, journals, and digital resources.

Work placement and internship opportunities should be strengthened to provide more practical experience.

Extracurricular activities should be increased to support students' overall development.

Regular feedback from graduates should be collected and used for continuous improvement of the program.

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