

TRACER STUDY REPORT 2024/2025

**TRIBHUVAN UNIVERSITY,
INSTITUTE OF MEDICINE
BIRGUNJ NURSING CAMPUS**

Submitted to:

**University Grant Commission
Sanothimi, Bhaktapur (Nepal)**

Submitted by:

**Birgunj Nursing Campus
Birta -4 Parsa (Nepal) Birgunj
May, 2026**

ACKNOWLEDGMENTS

Birgunj Nursing Campus (BNC) has tailored this tracer study report for graduates' who passed from BNC and were contacted by social media to obtain a better understanding of the personal details, employment status, and graduates' persuasion for further study.

It also considered the feedback of graduates about strengths and weaknesses about the relevancy of the programs offered by campus, extracurricular activities, teaching-learning environment, quality of education delivered, teacher-student relationship, library/lab facilities, sports facilities, canteen/hostel facilities, etc.

The Tracer Study Report Preparation committee could not have undertaken this tracer study without the continuing support of the University Grants Commission of Nepal. Further, the Tracer Study Report preparation committee would like to express gratitude to the graduates of BNC who provided all the required information for the completion of this report. In depth thanks goes to Dr. Kalpana Paudel (Campus Chief) and tracer study report preparation group for their continuous support and technical guidance. Our thanks also go to BNC administration, faculty members, BNC Alumni for their kind cooperation and valuable suggestions.

Tracer study committee

2026, May

LIST OF ABBREVIATION

NGO	Non-governmental Organization
INGO	International Non-governmental Organization
BNC	Birgunj Nursing Campus
BNS	Bachelor's in nursing science
RN	Registered Nurse
TU	Tribhuvan University
QAA	Quality Assurance Accreditation
UGC	University Grant Commission

EXECUTIVE SUMMARY

The tracer study for nursing graduates typically involves tracking their career paths and experiences after graduation. This study helps assess the effectiveness of programs offered by institutions, insights into employment rates, job satisfaction, and contributions to the healthcare field. This tracer study of the graduates of 2025 of BNC was conducted to find out the status and position of the graduates. The study focused on the graduates in the year 2025 from the BNS and BSN program of BNC. As already noted, the total number of graduates in the year 2025 were 37 from BNS and 7 from BSN of which 32 of them participated in the study.

The report is discussed in five chapters. The first chapter is an introductory section describing the need and rationale of the study. The second chapter includes data presentation and analysis. The third chapter deals with major findings, the fourth chapter with implications for institutional reform, and the fifth chapter deals with conclusions and recommendations.

Cent percent of the graduates were female and were enrolled in the BNS program. More than half of the graduates (53.1%) belonged to advantaged ethnicity (Brahmin/Chhetri) and the majority of the graduates were from the age group 25-29 years. All the graduates were employed in health facilities. Among them, 100% were permanent health personnel under the Ministry of Health and Population, Nepal.

CHAPTER I

INTRODUCTION

1.1 Background

Human resources are the backbone of developing nations. The contribution of nursing as a health human resource is crucial for Universal health coverage and achieving sustainable development Goal 3. In Nepal various universities have been significantly increased, offering a higher education, and producing many graduates each year. Institute of Medicine (IOM) is the pioneer institute under Tribhuvan University producing different levels of nursing professionals since 1972 AD. IOM, nursing campus Graduates' quality aligns with market demand and as a result nurses are hired on national and international platforms. Tracer studies help to evaluate accountability and demonstrate the impact of nursing educational institutions in a highly competitive job market. Tracing the employability profile of graduates is crucial as it not only updates the database but also demonstrates the impact of educational institutions in the health system of Nepal. Tracer study can also be used to see the abilities and competencies of undergraduate programs if programs are still effective, appropriate, and relevant in the rapid and complex health system. Alumni are the best commenters for the institutions they graduate from.

BNC was established in 1975 AD BS with a community auxiliary health worker (CMA) program named as Bara Parsa program. In 2043 BS Proficiency Certificate Level (PCL) nursing program was started and upgraded to the undergraduate nursing program. In 2068, B.S. Bachelor's in nursing (BN) Programme (Hospital Nursing) was started with 20 seats. Since the 2072 BS, two years BN program was substituted with 3 years Bachelor's in nursing science (BNS) program, BSc. Nursing programs have been started with 20 seats since 2077/078. At present, the BNS program has been upgraded to 40 seats and BSc. Nursing has 50 seats. BNS program has three major subjects such as: Adult health Nursing, Community Health Nursing and Child Health Nursing.

Currently, there are 281 students, 17 full-time faculty members, 1 PhD holder faculties among full time, and 26 non-teaching staff. Since this study is only limited to the year 2025 AD graduation, we had only focused on the graduates in that year. During the study, 31 students responded with their details and views about the campus. The graduate was traced by different media and channels. The tracer team provided the pre-developed questionnaire to collect the relevant necessary data for the report and sent it through group mail. The graduates by the questionnaire provided their personal, educational, and employment related information. They also suggested the problems and lack of the institution. According to the questionnaire, graduates have also rated the campus in different parameters. Through this study campus is hopeful to get valuable information for the further development of the institution and to

develop effective ways of preparing more responsive graduates for society. It will also help to estimate the proportion of graduates who are in employment and the level of job satisfaction.

1.2 Objectives of the study

The main aim of this study is to assess the current situation and position of the BNC graduates of 2025. To achieve the aim, the following specific objectives of the study were stipulated:

- To describe employment status and associated factors of the graduates of BNC;
- To identify the status of further study of the graduates of BNC;
- To assess the graduates' perception of the overall teaching-learning environment of BNC;
- To assess the graduates' satisfaction with overall facilities; and
- To suggest measures to promote the quality of BNC programs.

1.3 Institutional arrangements to conduct the study

BNC formed three three-member committees namely "Tracer Study Committee" in June 2022. The campus arranged flexibility in day-to-day activities for the members whenever meetings were conducted, during the draft preparation and finalization. The class hour was managed by the program coordinators throughout the study.

1.4 Graduate batch taken for the study

Undergraduate students of the BNS and BSN program enrolled in the year 2078/2079 and passed out in the year 2082 were taken for the study.

1.5 Study Design and Methodology

A descriptive quantitative cross-sectional study was done. There were total of 44 students who graduated in the year 2025. A purposive sampling technique was used to collect the data. Tracer study committee members were formed by the Campus Administration Action Committee. The survey instrument was a set of questionnaires designed by the UGC, Nepal. This questionnaire included both open and closed questions. Data was collected from March 2026 to May 2026 via electronic media.

1.6 Data Collection- Instrument and Approach

The instrument was a self-administered structured questionnaire. The questionnaire was developed around different key variables namely: employment, pursuing, or intention to pursue further study by the graduates. 5 point Likert scale with responses of strongly agree, agree, neutral, disagree, strongly disagree (5= strongly agree and 0= strongly disagree) was used to collect the responses of the graduates to assess the relevance as well as the effectiveness of the program they completed. Data was collected via Google Forms. Graduates were distributed the questionnaire in Google form via group mail. Out of 44 graduates 32 graduates were traced and filled up the questionnaires. Repeated follow-ups had to be done to encourage the graduates to fill up the forms.

1.7 Data Analysis and Report Writing

The data collected from 32 graduates were analyzed. Data were interpreted in frequency and percentage.

1.8 Scope and Limitation of the Study

This study tries to cover the maximum number of graduates who passed out from BNC. However, BNS and BSN final year graduates were traced, 7 graduates of BSN and only 25 graduates from BNS could be covered. The study has mainly focused on the employment status to find out the University's contribution to the nation's manpower. This study also aimed to find out the factors associated with the employment status of the graduates. Besides this, the study also focused on finding out students' perception and satisfaction with the teaching-learning environment as well as towards the facilities. The study also explored suggestions by the graduates that would help the program to run more efficiently.

CHAPTER II

DATA ANALYSIS AND PRESENTATION

To conduct the study, quantitative data was collected through the questionnaire outlined by the UGC. The graduates were requested to fill questionnaire through Google form. After the collection of information through the questionnaire, data were analyzed.

To analyze the data, the information was categorized into different sections. The first one includes the characteristics of the graduates. The second section presents the employment status as well as employability-related associative characteristics of the graduates, the issues related to the quality and relevance of the program which covers various areas like teaching-learning environment, teacher-student relationship, satisfaction towards various college facilities.

2.1 Characteristics of the graduates

Table 1: Graduates' Socio-Demographic Information

Characteristics	Frequency (f)	Percent (%)
Age		
20-24 years	3	9.3
25-29 years	22	68.7
30-34 years	7	21.8
Gender		
Female	32	100
Cast/Ethnic group		
Advantageous caste (Brahmin/Chettri/Newar)	17	53.1
Disadvantageous Janjati	8	25
Madhesi	4	12.5
Dalit	3	9.4
Minority (Muslim)	-	
Current Address		
Nepal	32	100

Table 1 shows that the majority of the graduates (79.16%) belong to the age group 25-29 years whereas only 20.83% were from the age group 30-34 years. All the graduates were female. More than half (53.1%) of the graduates were advantageous group whereas only 12.5% were Madhesi. All the graduates' addresses were Nepal.

Figure 1 Employment Status

Employment Information Did you find the job immediately after the completion of the course?
32 responses

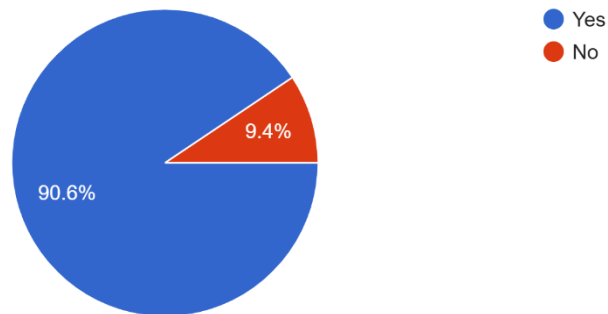


Figure 1 shows majority of graduates found the job immediately after the completion of their course.

Figure 2 Duration to get Employment

How long did it take you to find a job since obtaining your degree from this institution?
32 responses

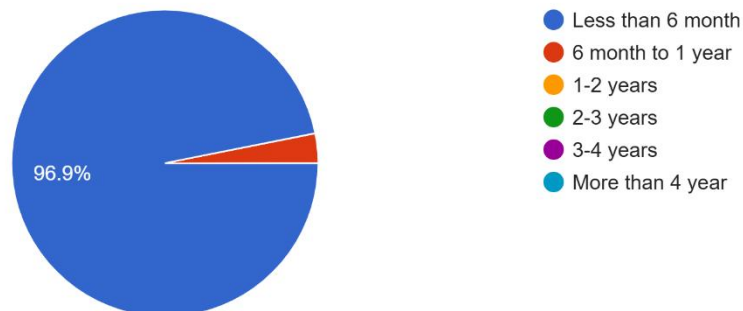


Figure 2 shows Majority of the graduates found the job within 6 month.

Figure 3 Types of Organization Employed

Type of Organization:
32 responses



Figure 3 shows all graduates work in government sector

Figure 4 Employment Type

Employment Type
32 responses

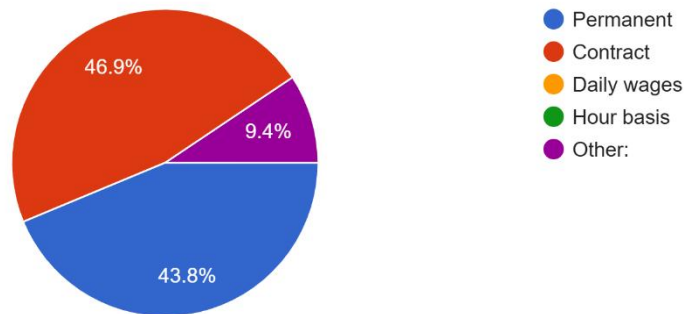


Figure 3 shows less than half (41.70%) graduates work as a contract and 33.30% work as a permanent staff

Figure 5 Satisfaction with the Current Job

How satisfied are you with your current job?

32 responses

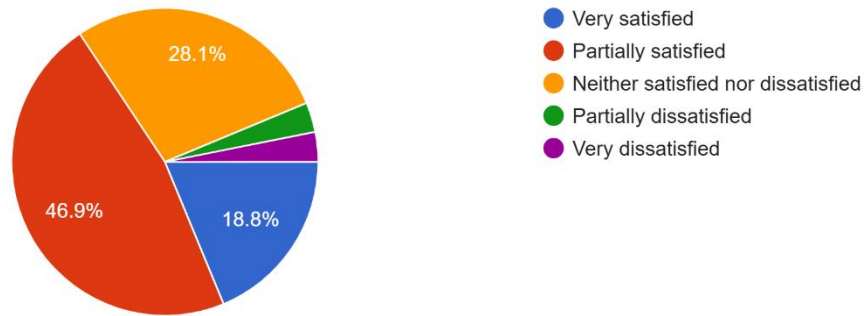


Figure 5 shows less than half (46.9%) graduates are partially satisfied with their current job

Figure 6 Problems Faced in Job Assignment

Do you face any major problem/s in your job assignments?

32 responses

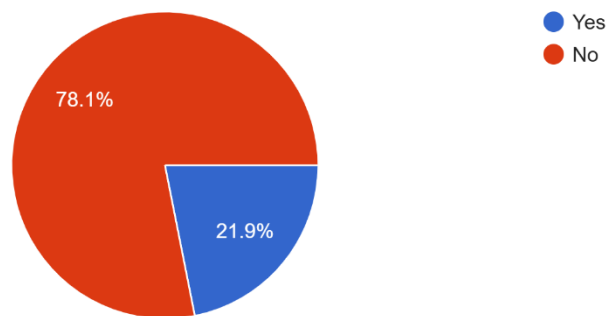


Figure 6 shows Majority of the graduates didn't face any problems in job assignments.

Figure 7 Examination Passed in Last Five Years

Which examination did you passed in the last five years?

32 responses

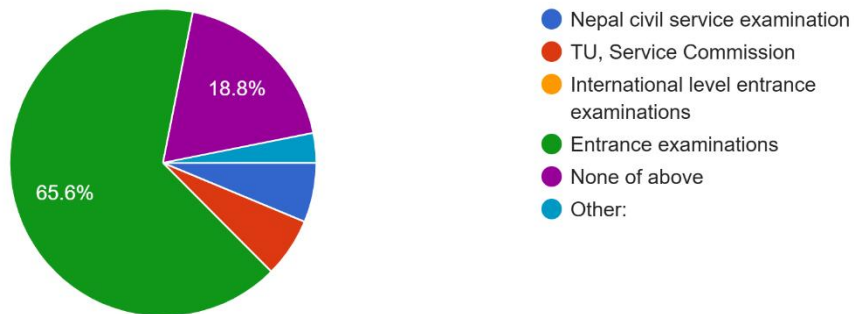


Figure 7 shows more than half (65.6%) of the graduates passed entrance examinations and 6.3% TU service commission examinations.

Figure 8 Curriculum Coverd on Time

How much of the curriculum was covered on time?

32 responses

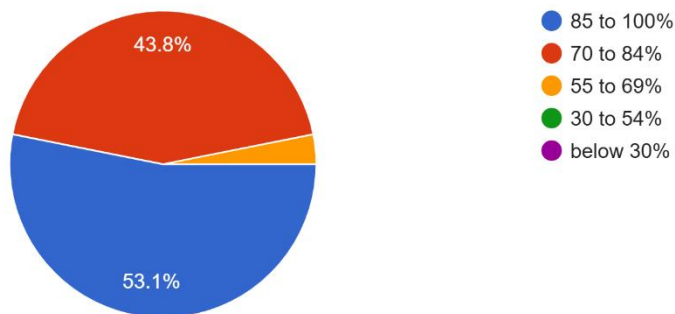


Figure 8 shows more than half 53.1% graduates responded 85 to 100% curriculum was covered on time.

Figure 9 Confidence and Competency of Faculties in Subject Matter

Teacher was confident and competent in the subject matter
32 responses

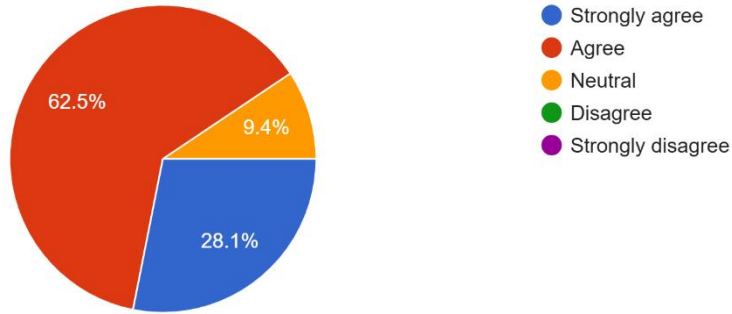


Figure 9 shows more than half (62.5%) of the graduates responded teachers were confident in subject matter.

Figure 10 Effective Communication of Facuties

Teachers clearly communicated with the students.
32 responses

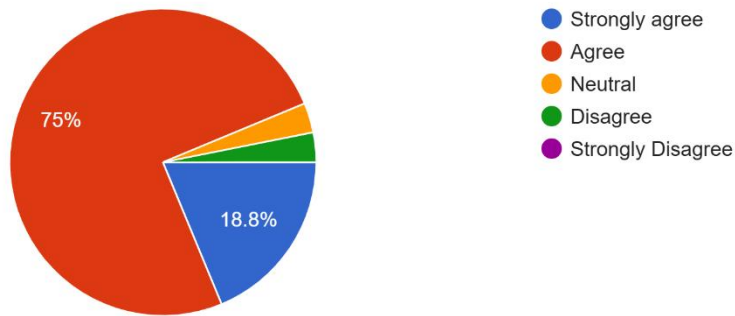


Figure 10 shows more than half of the graduates (75.0%) responded teachers communicated clearly with students.

Figure 11 Well Organized teaching and Presentation by Faculties

The teacher's approach of teaching and presentation of material was well organized
32 responses

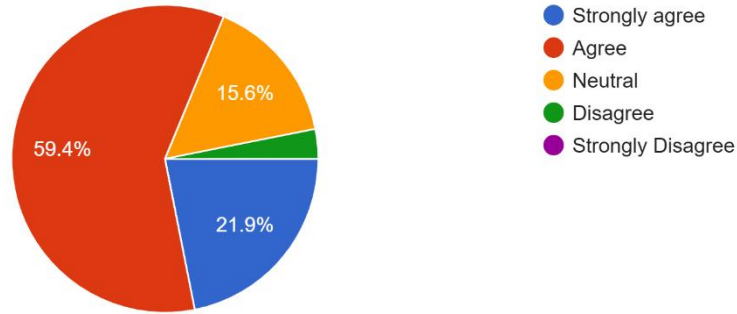


Figure 11 shows more than half of graduates (59.4%) responded teachers approach of teaching and presentation of material was well organized.

Figure 12 Unbiased Treatment by Faculties

Teachers treat students unbiased
32 responses

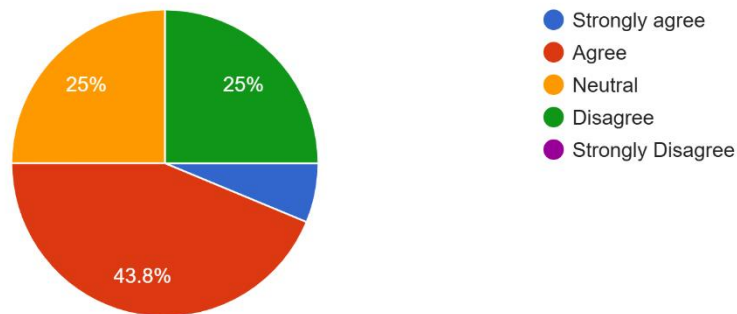


Figure 12 shows less than half (43.8%) of graduates responded teachers treat students unbiased.

Figure 13 Feedback in Assignment by Faculties

Teachers provide useful feedback in your assignments.

32 responses

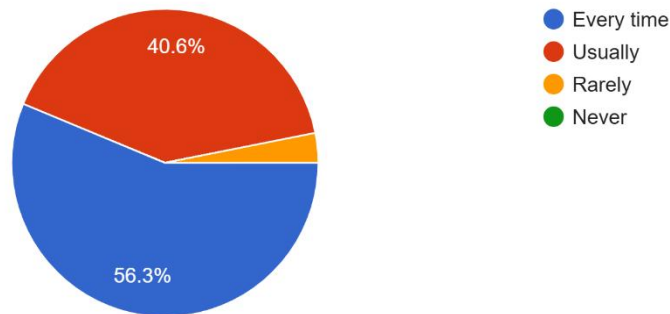


Figure 13 shows more than half (56.3%) of graduates responded every time teachers provide useful feedback in assignments.

Figure 14 Institutional Active Interest in Promoting Learning Opportunities for Students

The institute takes an active interest in promoting field visits and specialized practicum opportunities for students.

32 responses

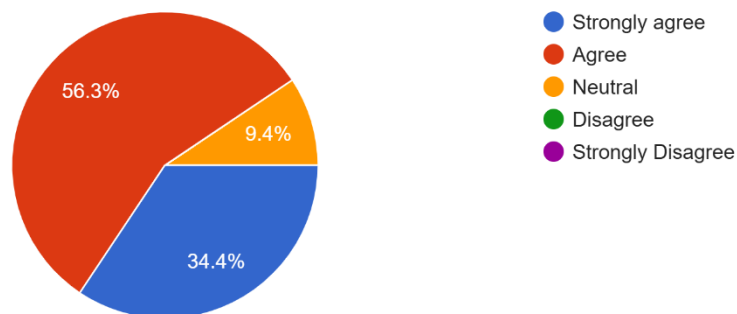


Figure 14 shows more than half graduates (56.3%) agree and less than half (34.4%) strongly agree that institute takes an active interest in promoting field visits and specialized practicum opportunities for students.

Figure 15 Encouragement by Faculties

Teacher encourages and addresses the queries
32 responses

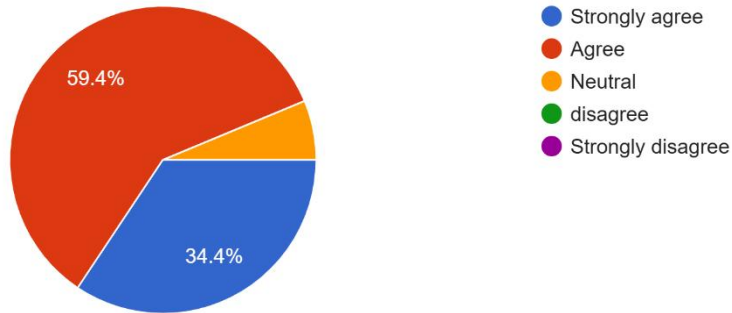


Figure 15 shows more than half of graduates (59.4%) agree that teacher encourages and addresses the queries.

Figure 16 Institutional Opportunities for student's Learning and Growth

The institution provides multiple opportunities to learn and grow.
32 responses

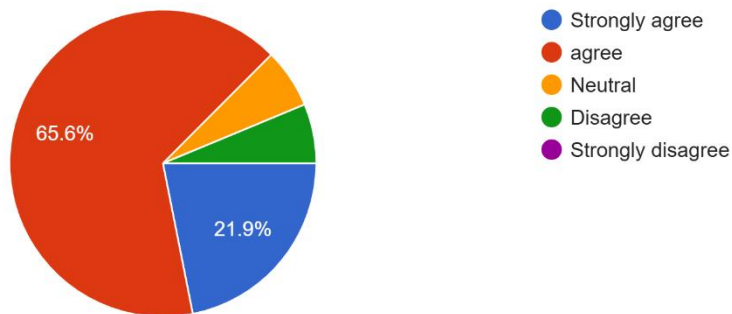


Figure 16 shows more than half of graduates (65.6%) agree that institution provides multiple opportunities to learn and grow.

Figure 17 Easy to Approach Faculties

Easy to approach teachers
32 responses

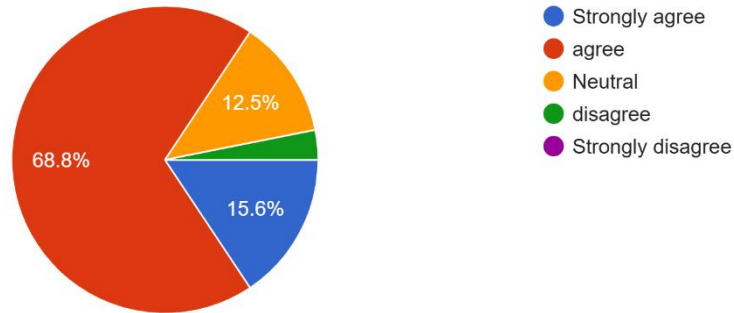


Figure 17 shows more than half (68.8%) graduates agree it is easy to approach teachers.

Figure 18 Faculties Ability to Identify and Help in Overcoming Weakness

Teachers are able to identify your weakness and help to overcome them.
32 responses

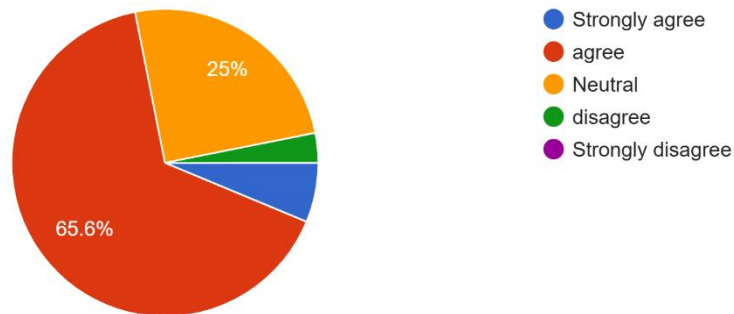


Figure 18 shows more half of the graduates (65.6%) responded teachers are able to identify your weakness and help to overcome them.

Figure 19 Student's Support and Guidance

Teachers provide support and guidance when needed.

32 responses

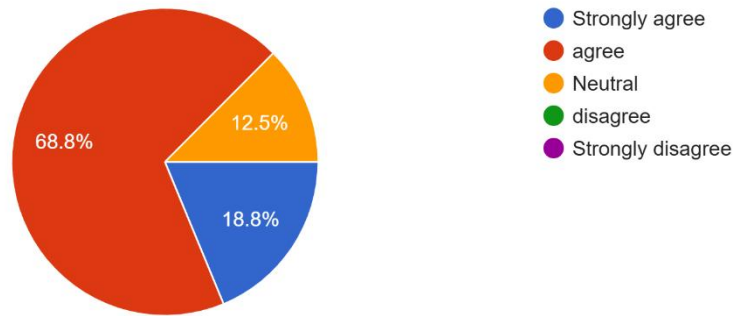


Figure 19 shows more than half (68.8%) graduates responded teachers provide support and guidance when needed.

Figure 20 Participation of Student in Quality Improvement in Teaching Learning Process

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

32 responses

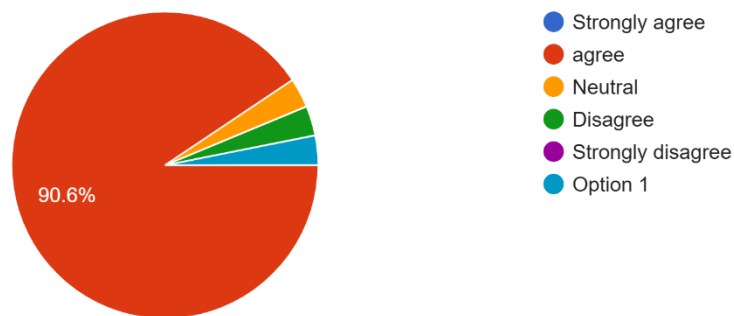


Figure 20 shows majority (90.6%) of the graduates responded institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

Figure 21 Effort of Institution to Inculcate soft skills for Employment

Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready to work.

32 responses

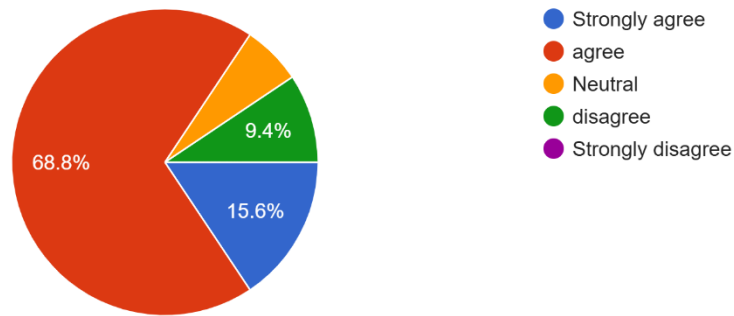


Figure 21 shows more than half (68.8%) of graduates responded efforts are made by the institute to inculcate soft skills, life skills and employability skills to make you ready to work

Figure 22 Encouragement in Extracurricular Activities

Teachers encourage you to participate in extracurricular activities.

32 responses

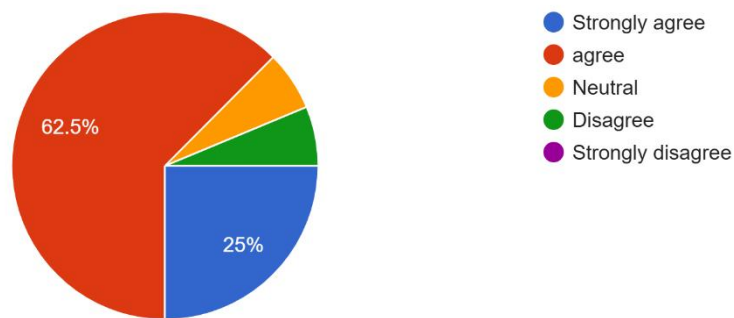


Figure 22 shows more than half (62.5%) of graduates responded teachers encourage to participate in extra-curricular activities.

Figure 23

The teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

32 responses

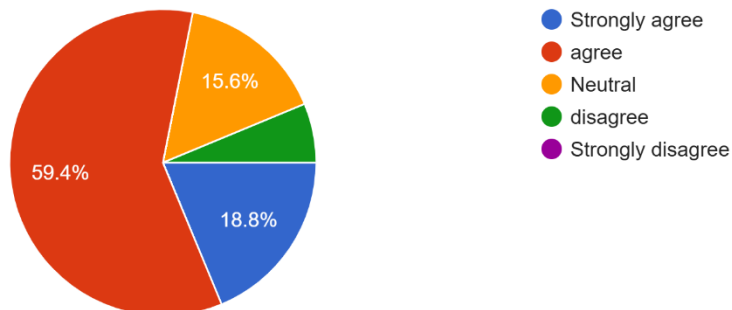


Figure 23 shows more than half (59.4%) graduates agree that teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

Figure 24 Contribution of Institution in Development of Personal Knowledge, Skill and Attitude

How would you rate the contribution of the program of your study at the institution to develop your personal knowledge, skills and attitudes? (Give number from the range 1 (strongly disagree) to 4 (strongly agree), how much do you disagree or agree to the following statement).

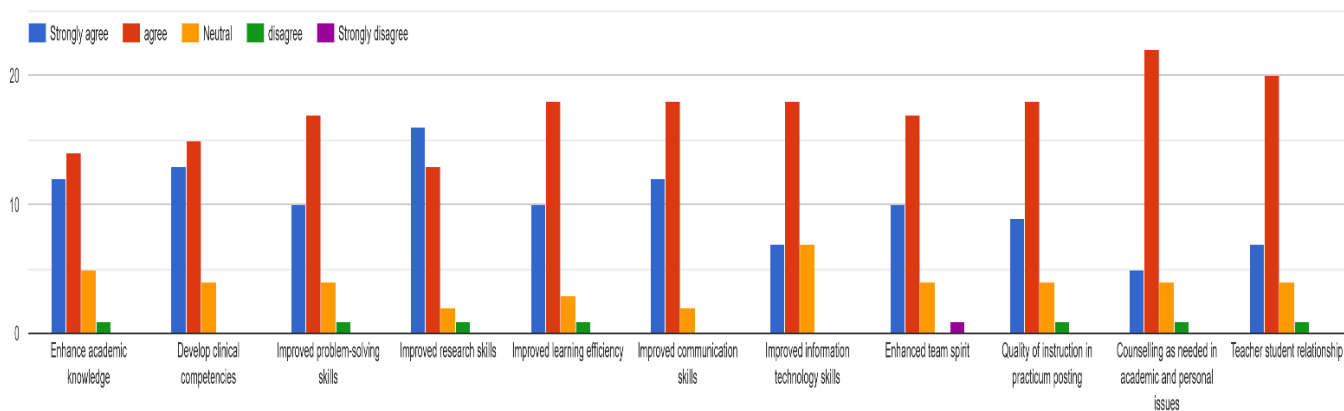


Figure 24 shows that the bar graph illustrates that students have positive view of how their study program contributed to their personal and professional development.

Figure 25 Curriculum Relevant to Present Job

Was your program of study at the institution relevant to your present job? (Give number from the range 0-5) very much =5 Not at all = 0

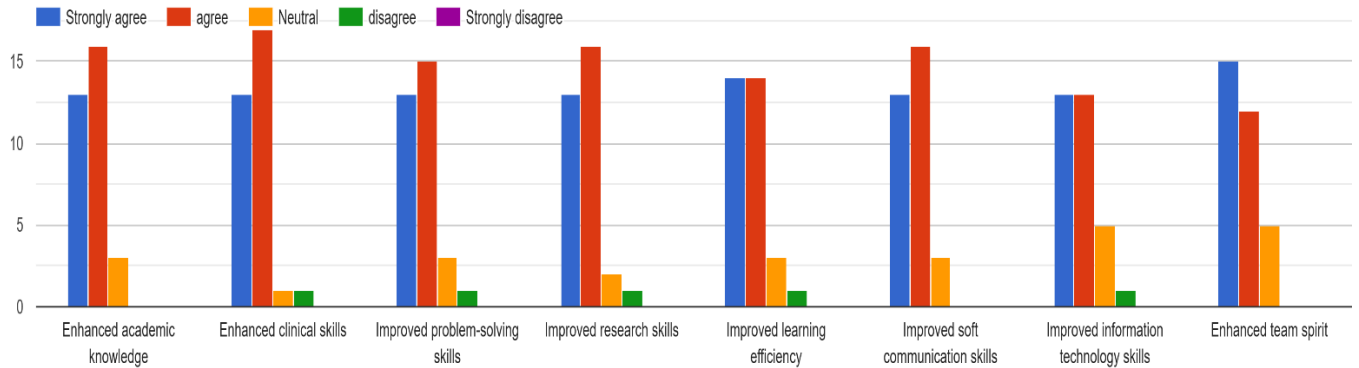


Figure 25 reveals that the majority of respondents feel their program of study was relevant to their current jobs. Most graduates strongly agree and agree that their education improve their professional capabilities.

Figure 26 Satisfaction with Facilities within the Institution

How satisfied are you with the facilities offered in the institution. (Give number from the range 0-5) very much =5 Not at all = 0

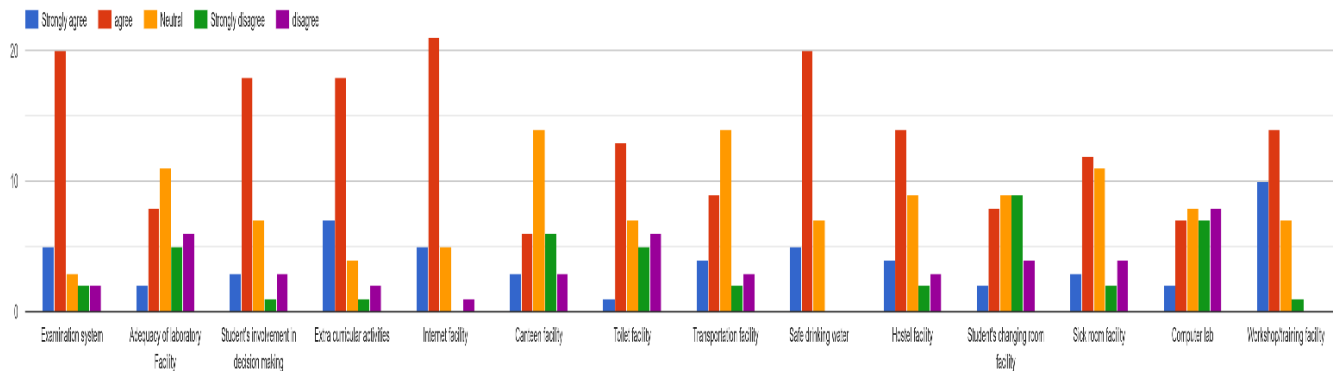


Figure 26 shows majority of graduates agree indicating that the students are satisfied with the facilities provided.

CHAPTER III

MAJOR FINDINGS OF THE STUDY

The major findings of this study are discussed below.

3.1 Employment status of graduates all the graduates were employed. All the graduates were employed in Nepal. All the graduates worked in government hospital. Less than half (43.8%) worked as permanent staff (46.9%) worked on a contract basis in government hospitals. Less than half (46.9%) were partially satisfied with their job. Majority (78.1%) didn't face any major problem in job assignments. A majority (62.5%) of the graduates agreed that extracurricular activities offered by campus were good. More than half (68.8%) of graduates perceived that the efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make them ready for the world to work. A majority (65.6%) agreed that education provided by the institution has multiple opportunities to learn and grow and have good impact on their problem-solving ability. More than half (53.1%) graduates responded 85 to 100 % curriculum was covered on time. More than half (62.5%) responded teacher were confident and competent in the subject matter. Majority (75%) graduates responded teachers clearly communicated with the students. More than half (59.4%) responded teacher's approach of teaching and presentation of material was well organized. Less than half (43.8%) responded teachers treat students unbiased. More than half (56.3%) responded teachers provide useful feedback in assignments. More than half (56.3%) responded that the institute takes an active interest in promoting field visits and specialized practicum opportunities for students. More than half (59.4%) responded teacher encourages and addresses the queries. The majority (65.6%) agree that the teaching/learning environment was good and provide multiple opportunities to learn and grow. Majority (68.8%) responded it is easy to approach teachers. More than half (65.6%) responded teachers are able to identify your weakness and help to overcome them. Majority (68.8%) responded teachers provide support and guidance when needed. Majority (90.6%) responded institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. More than half (68.8%) responded efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready to work. More than half (59.4%) responded teachers use experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences Majority of the graduates perceived teacher's way of communication was always effective. The graduates agreed the library facility was good. Only 8 graduates were satisfied to some extent about the laboratory facility. Regarding sports facilities & strongly agreed and 18 of the graduates agree there were good sports facilities.

3.2 Suggestions/Recommendations for the betterment of the institution

Cent percent of the graduates suggested infrastructure development, canteen hygiene good hostel facilities followed by their suggestions regarding human resource management especially the teacher-student ratio according to MEC.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

This study concludes the graduates are employed within two to three months of their graduation. There are low levels of ratings towards fidelity of the programs, infrastructures, and mental and emotional bondage among the teacher-staff-student triad. Nursing program has a high market demand.

5.2 Recommendations

Based on data analysis and findings, the following recommendations are made:

- Professionalization and quality improvement of the programs should be a continuous process and in place
- Periodic HR studies along with the needs of the employing agencies should be reviewed from curricular aspects to be reformed. For such, academia-industry dialogue should be carried out periodically.
- Strengthening extracurricular activities and sports facilities.
- Mental and emotional well-being should be a major component.