2025

TRACER STUDY REPORT

Graduates and Postgraduates



TRIBHUVAN UNIVERSITY
INSTITUTE OF MEDICINE
POKHARA NURSING CAMPUS

Tracer Study Report of Graduates and Postgraduates

Tribhuvan University

Institute of Medicine

Pokhara Nursing Campus

Tracer Study Report of Graduates and Postgraduates 2025

Submitted to:

Internal Quality Assurance and Accreditation

Tribhuvan University

Institute of Medicine

Pokhara Nursing Campus

Submitted By:

Tracer Study Committee

Tribhuvan University

Institute of Medicine

Pokhara Nursing Campus

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2025

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EXECUTIVE SUMMARY

The tracer study report of Pokhara Nursing Campus is descriptive study of the graduates. The objective of the tracer study is to collect information regarding employment status of the graduates and post graduates, identify the strength and weakness of the program and the quality of academic program. Ninty one graduates from bachelor and master levels who had completed their academic programs primarily between 2023 and 2025 enrolled in the study. The questionnaire was developed and sent through Google form to the graduates. The graduates were informed through Gmail, Messenger, Viber, direct contact and telephone contact. After collection of the data, editing and coding was done. Data analysis was done by Using SPSS 22 version.

Based on the finding, 56% graduate students were 20–28 years, 57.1 % were Brahmin/Chhetri, 59.3 % were from Gandaki Province and 52.7% were married. Regarding the social media, all the graduates reported using Facebook and Instagram. Among 91 graduates 65.9%were graduates of BNS, 18.7% BSN and 15.4% MN. Most of the respondents (94.5%) were employed. In terms of employment type, 40.7% of graduates were employed on a permanent basis and under scholarship bonds while 91.8% were employed in government organizations with 47.7% worked in mid-level positions such as nursing officers, supervisors, or instructors likewise 94.3% were worked as full-time employee. Graduates got job information through the advertisement (36.3%). More than half (54.9%) passed academic entrance examination. Furthermore, 82.6% graduates secured employment less than six months. More than fifty percent (52.3%) expressed partially satisfied with their job and 60.5% had intention to stay in the current job with 17.4% encountered various problems during their employment.

The campus significantly impacts the development of graduates' knowledge, practical skills an professional attitude. Around fifty percent (50.5%) of graduates expressed strongly the prograr enhanced their academic knowledge; 46.2 % graduates felt improved their learning efficiency ve much; and 44% graduates reported improved very much in their research skills, communicati skills and enhanced team spirit likewise 37.4% graduates felt improved very much in th information technology skills. Regarding satisfaction on institutional programme, gradua expressed satisfaction to very satisfaction on different categories like admission, examinat system, teacher efficiency, clinical supervision, teacher and student's relationship, lib

facilities, toilet facility, etc. For academic advancement, 38.5% of graduates were pursuing further education. All of them enrolled in a Master in Nursing program. These graduates provided suggestions and recommended for improving the campus in infrastructure like improving hostel facility including construction of boys' hostel and auditorium hall; technology based advanced teaching learning practice and regular update of curriculum.

INTRODUCTION

1.Background

Pokhara Nursing Campus, a prestigious institution in Nepal, has played a significant role in shaping the future of nursing professionals since its establishment in 2039 B.S. (1982 A.D.). The campus offers a range of academic programs, including a three-year Bachelor in Nursing Science (BNS), a four-year Bachelor of Science (B.Sc) in Nursing, and a Master in Nursing (MN) with specializations in Adult Health Nursing, Women's Health and Development, and Child Health Nursing. The institution is dedicated to providing quality education and its graduates serve in various capacities globally.

The Post Basic Bachelor of Nursing (PBBN) program commenced at Pokhara Nursing Campus in 2005 B.S. It was subsequently restructured into the three-year BNS program in 2013 A.D. The B.Sc Nursing program was introduced in 2016 A.D., and the Master in Nursing program began in 2011 A.D. In recognition of its academic excellence, Pokhara Nursing Campus was accredited by the University Grants Commission on 26th Bhadra 2079 B.S. (September 11, 2022 A.D.)

A tracer study is the tracking or survey of the graduates from education institutions which takes place after completion of their graduation. The subjects of the tracer study can be manifold, but common topics include questions on study progress, the transition to work, work entrance, job carrier, and use of learned competencies, current occupation and bonds to the education institutions. Tracer studies are searching the graduates by the higher education institutions to find out outcome and experience during their study and transition to the job. The study addressed the education provided by the institution and its impact to the consumers related to its products. This may help to enhance the relevancy of the higher education according to needs of the service site. It helps to find out various problem of higher education which includes difficulties associated with higher education transformation and graduate employability.

1.2 Objective of the study

Objectives

- To collect information regarding employment status of the graduates and post graduates
- To identify the strength and weakness of the program,
- To identify the quality of academic program,
- To assess the satisfaction of graduates and overall education delivery mechanism.
- To receive the feedback from graduates.
- To identify strength and weakness of programs to be improved and update in order to achieve institutional objectives.

1.3 Institutional arrangements to conduct the study

The tracer study is the part of the IQAC (Internal Quality Assurance Committee) of the campus. The list of the graduates was collected from the academic administration and all the concerned department. The campus provided enough time and resources to collect data from the respondent. This study is basically focused to find out the real condition of the current employment status, present situation of the human resources in health and the status of graduates in the nursing labour market.

1.4 Graduate batch taken for the study

Graduates of BNS, BSN and MN Graduated in the year from 2023 to 2025 were included in this study. Among the graduates, 91 graduates were enrolled in the study in which BNS graduates were 60, BSN 17 and MN 14.

1.5 Methodology

Descriptive study design was adopted for the study. Graduates of BNS, BSN and MN from 2023 to 2025 AD were included in this study. For the study, purposive sampling technique was used. Name list of the graduates was taken from the campus for complete enumeration. Among them, only 91 graduates responded the form.

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The survey instrument was a set of questionnaire developed by the tracer study committee of Pokhara Nursing Campus with reference of UGC, Nepal to collect detail information of the graduates and postgraduates. This questionnaire includes both closed and open-ended questions. Semi structured questionnaire was developed based upon the UGC guidelines. This includes personal information of the graduates, employment information. contribution of the program for their study to develop personal knowledge, skill and attitudes. Satisfaction level of institutional program and pursuing further study.

Tracer study committee, faculties, non-teaching staffs, and ex-students were activated to collect data through direct visit, Gmail and different electronic media. The Google form were developed to collect data. The appointment letters were also asked from the students for evidence. The period of the survey was from October 2024 to December 2025. After collection of data, analysis was done by using different software MS Excel and SPSS version 22. Data were presented in tabular form.

Scope and Limitation of the study

It aims to cover all the graduates in local, national as well as international level. But there were obstacles during collection of data because the respondents had changed their mobile number, few of them didn't respond the mail and phone calls.

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RESULTS

This chapter presents characteristics of respondents, program wise distribution, employment status of the graduates. This chapter also presents status of educational quality and higher education and pursuing for further education.

Table1

Background Information of the Graduates

n=91

Variables	Number	Percent (%)
Age (In completed years)		
20-28	51	56
29-45	40	44
Mean± SD:28.41± 4.27		
Ethnicity		
Bhramin/Chettri	52	57.1
Janajati	33	36.3
Dalit	3	3.3
Madhesi	3	3.3
Provience		
Koshi	2	2.2
Madesh	3	3.3
Bagmati	18	19.8
Gandaki	54	59.3
Lumbini	9	9.9
Karnali	1	1.1
Suderpaschhim	2	2.2
Abroad	2	2.2
Marital Status		
Married	48	52.7
Unmarried/Single	43	47.3
Social media#		
Facebook	91	100.0
Instagram	91	100.0
Viber	83	91.2
Twitter	8	8.8

Multiple Response

Table 1 presents the background characteristics of the graduates. More than half of the respondents (56%) were aged between 20–28 years, while 44% were in the 29–45 age group, with a mean age of 28.41 years with SD = 4.27 indicating that the majority were young adults. In terms of ethnicity, the largest proportion of respondents belonged to the Brahmin/Chettri group (57.1%), followed by Janajati (36.3%). Only a small percentage of respondents were from Dalit and Madhesi communities (3.3%) each, showing limited representation of marginalized groups.

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Regarding geographical distribution, most respondents were from Gandaki Province (59.3%), followed by Bagmati (19.8%) and Lumbini (9.9%), while very few were from other provinces such as Koshi, Madesh, Karnali, and Suderpaschhim, as well as from abroad. In terms of marital status, more than half of the respondents (52.7%) were married. Concerning social media usage, cent percent reported using Facebook, Instagram whereas only 8.8% used Twitter, indicating a strong preference for certain social media platforms.

n=91

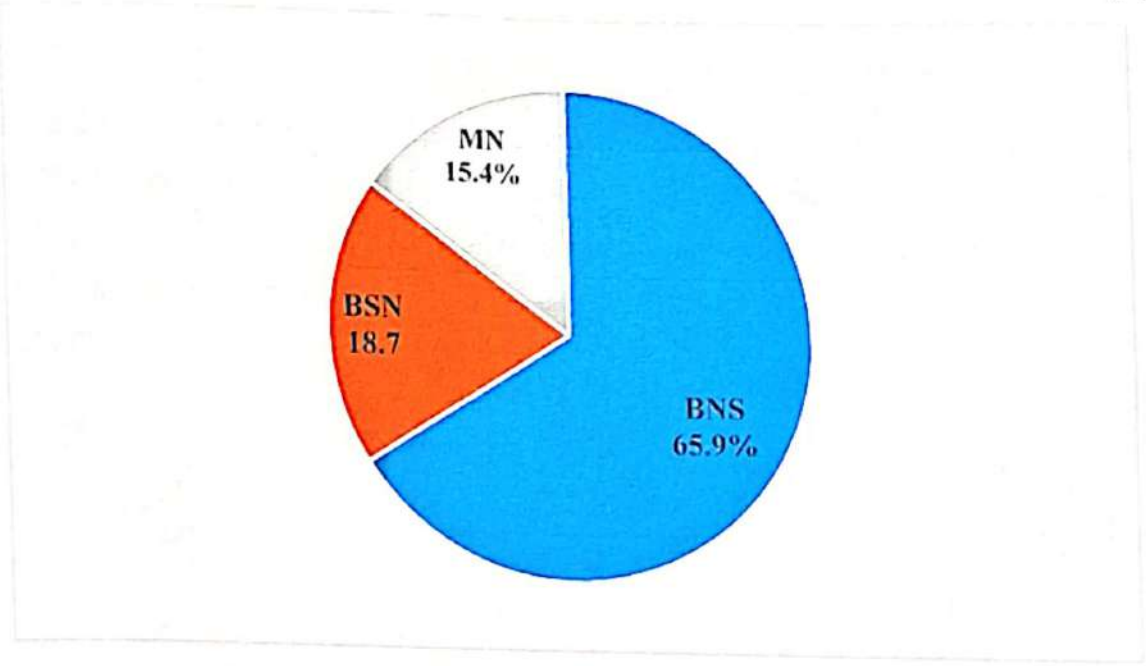


Figure 1: Program wise Distribution of the Graduates

Figure 1 showed that among 91 graduates, 65.9% (60) were graduates of BNS, 18.7% (17) BSN and 15.4 % (14) MN.

Table 2

Academic Program and Completion of Year of Graduates

n=91

Program	2023	2024	2025
BNS	14(23.3%)	17(28.3%)	29(48.3%)
BSN	6(35.3%)	11(64.7%)	-
MN	4 (28.6%)	1(7.1%)	9(64.3%)

Table 2 represents graduates by academic program and completion year. Among BNS students, 48.3% graduates were from 2025 AD followed by 2024 (28.3%) and 2023 (23.3%). Regarding BSN program, majority graduates were from 2024 (64.7%), while remaining were from 2023 (35.3%). In the MN program, the majority were from 2025 (64.3%), followed by 2023 (28.6%), 2024 (7.1%).



n=91

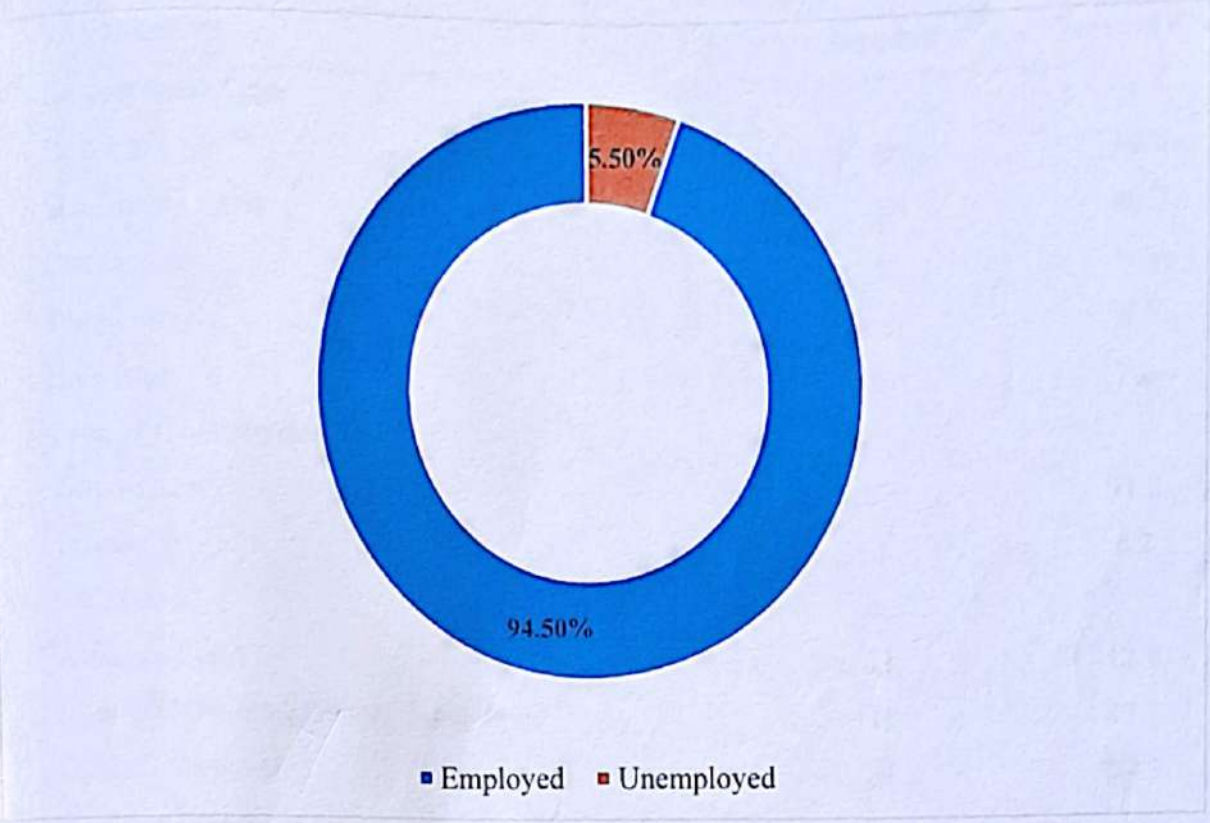


Figure 2: Employment Status of Graduates

Figure 2 illustrated employment status of graduates after obtaining their degree. Among 91 graduates, 94.50% (86) of graduates were employed remaining 5.50% (5) were unemployed. The reason behind the unemployment were reported childcare responsibilities, preparation for government examination, higher study and going abroad.

Table 3

Employment Information of Graduates

n=86

Variables	Number	Percent (%)
Employment Type		
Permanent	35	40.7
Scholarship Bond	35	40.7
Contract	8	9.3
Temporary	7	8.1
Hour basis	1	1.2
Type of Organization		
Government	79	91.8
Private	7	8.2
Job Status		
Assistant Level	11	12.8
Mid-level (Nursing Officer/ Supervisor/ Instructor)	41	47.7
Operational Level	34	39.5
Working Status		
Working full-time	81	94.3
Working part-time but not seeking full-time work	1	1.2
Working part-time but seeking full-time work	3	3.5
Duration to Get the Job after Graduation		
<6 months	71	82.6
6-12 months	10	11.6
13-36 months	5	5.8

The table 3 presents employment information of the graduates. Regarding employment type, an equal proportion of respondents were employed on a permanent basis and under scholarship bonds that is 40.7%, while 1.2% were in hourly basis. In terms of organization type, the vast majority of respondents (91.8 %) were employed in government organizations, with only 8.2% were working

in private sectors. With respect to job status, nearly half of the respondents (47.7%) were in mid-level positions such as nursing officers, supervisors, or instructors, followed by 39.5% in operational-level roles and 12.7% in assistant-level positions. Regarding working status, most respondents (94.3%) were working full-time, while only a small proportion were engaged in part-time work, either seeking (3.5%) or not seeking (1.2%) full-time employment. The majority (82.6%) of graduates secured employment with less than six months.

Table 4

Examination Passed by Graduates within Five Year

n=91

Passed Examination#	Number	Percent (%)
Academic Entrance examinations	50	54.9
Nepal civil service examination	22	24.1
International level examinations	15	16.4
Not passed or attended any examination	11	12.1

Multiple Response

The table 4 shows that 54.94% graduates reported passed academic entrance examinations for further study followed by 24.1% Nepal Civil service examination, 16.4% International level examination and 12.1% not attended any examination.

Table 5

Job Information of Graduates

n= 91

Job Information	Number	Percent (%)
Advertisement	33	36.3
Own campus	12	13.2
Friends	12	13.2
Self	10	11.0
Written enquiries	9	9.9
Social Media	8	8.8
Relatives	7	7.7

The table 5 presents the sources through which gradates obtained information or opportunities. The most common source was advertisement in media, reported by 36.3% of graduates. Equal proportions of graduates (13.2%) obtained information through their own campus and through friends. Other sources included self-initiation (11.0%), written enquiries (9.9%), social media (8.8%), and relatives (7.7%).



Table 6

Graduates' Satisfaction and Intend to Stay in Current Job

n=86

Variables	Number	Percent (%)
Satisfaction		
Very satisfied	17	19.8
Partially satisfied	45	52.3
Partially dissatisfied	6	7.0
Neither satisfied nor dissatisfied	15	17.4
Very dissatisfied	3	3.5
Intend to stay in current job		
No	34	39.5
Yes	52	60.5
Face any problem in job		
No	71	82.6
Yes	15	17.4

The table 6 illustrates graduates' level of job satisfaction, their intention to remain in the same job, and whether they face problems at work. More than half of the graduates (52.3%) reported being partially satisfied with their job, while 19.8% were very satisfied. In contrast, 7.0 % were partially dissatisfied and only 3.5% were very dissatisfied. Regarding future job plans, 60.5% of graduates expressed their intention to stay in the same job. In terms of workplace challenges, the majority of respondents (82.6 %) reported not facing any problems in their job, 17.4% graduates experience problems in their current job.



Table 7

Graduates' Perception on Program Contribution to Develop Professional Skills

n=91

Contribution of the program	Not at all (%)	Not Very much (%)	Neutral (%)	Somewhat (%)	Very much (%)
Enhance academic knowledge	1 (1.1)	6 (6.6)	38 (41.8)	38 (41.8)	46 (50.5)
Develop clinical competencies	1 (1.1)	3 (3.3)	10 (11.0)	42 (46.2)	35 (38.5)
Improved problem-solving skills	-	3 (3.3)	12 (13.2)	44 (48.4)	32 (35.2)
Improved research skills	2 (2.2)	3 (3.3)	11 (12.1)	35 (38.5)	40 (44.0)
Improved learning efficiency	-	2 (2.2)	6 (6.6)	41 (45.1)	42 (46.2)
Improved communication skills	1 (1.1)	1 (1.1)	10 (11.0)	39 (42.9)	40 (44.0)
Improved information technology skills	-	3 (3.3)	27 (29.7)	27 (29.7)	34 (37.4)
Enhanced team spirit	-	-	15 (16.5)	36 (39.6)	40 (44.0)

The table 7 presents graduates' perceptions of the contribution of the program to various competencies. Around half (50.5%) of graduates reported that the program enhanced their academic knowledge, with very much. Similarly, 46.2 % graduates felt improved their learning efficiency very much. Forty-four percent graduates reported improved very much in their research skills, communication skills and enhanced team spirit. Less than fifty percent that is 46.2 % and 48.4 % of graduates reported somewhat enhanced their clinical competencies and problem solving skills respectively. Regarding Information technology skills, 37.4% graduates felt improved very much in their skills.



Table 8

Graduates' Satisfaction on Institutional Program

n=91

Particulars	Very Dissatisfied N. (%)	Dissatisfied N. (%)	Neither satisfied nor dissatisfied N. (%)	Satisfied N. (%)	Very satisfied N. (%)
Admission procedure	-	3(3.3)	9(9.9)	38(41.8)	41(45.1)
Entrance examination and placement	-	1(1.1)	10(11.0)	39(42.9)	41(45.1)
Examination System	1(1.1)	2(2.2)	14(15.4)	45(49.5)	29(31.9)
Course offered		2(2.2)	18(19.8)	46(50.5)	25(27.5)
Relevancy of the program	-	-	14(15.4)	47(51.6)	30(33)
Competency of teachers in classroom	-	-	12 (13.2)	44(48.4)	35 (38.5)
Teacher students relationship	-	2 (2.2)	18 (19.8)	41 (45.1)	30 (33.0)
Clinical supervision	-	2 (2.2)	27 (29.7)	43 (47.3)	19 (20.9)
Clinical learning facility	1 (1.1)	4 (4.4)	16 (17.6)	41 (45.1)	29 (31.9)
Environment for teaching learning	–	–	9 (9.9)	45 (49.5)	37 (40.7)
Involvement in health related program	–	2 (2.2)	26 (28.6)	41 (45.1)	22 (24.2)
Library facility	1 (1.1)	3 (3.3)	39 (42.9)	–	48 (52.7)
Adequacy of laboratory Facility	1 (1.1)	3 (3.3)	30 (33.0)	36 (39.6)	21 (23.1)
Academic advice offered	–	2 (2.2)	23 (25.3)	42 (46.2)	24 (26.4)
Communication of teacher and students	–	2 (2.2)	17 (18.7)	42 (46.2)	30 (33.0)
Hostel facility	1 (1.1)	6 (6.6)	25 (27.5)	35 (38.5)	24 (26.4)
Student's changing room facility	5 (5.5)	11 (12.1)	35 (38.5)	29 (31.9)	11 (12.1)
Safe drinking water	-	4 (4.4)	15 (16.5)	42 (46.2)	30 (33.0)
Transportation facility	5 (5.5)	6 (6.6)	28 (30.8)	30 (33.0)	22 (24.2)
Canteen facility	1 (1.1)	8 (8.8)	25 (27.5)	32 (35.2)	25 (27.5)
Toilet facility	-	4 (4.4)	16 (17.6)	33 (36.3)	38 (41.8)
Sports	–	10 (11.0)	19 (20.9)	39 (42.9)	23 (25.3)
Extracurricular activities	1 (1.1)	10 (11.0)	27 (29.7)	36 (39.6)	17 (18.7)
Problem solving ability	–	3 (3.3)	14 (15.4)	47 (51.6)	27 (29.7)

Table 8 showed that the level of satisfaction of institutional and academic aspects which revealed that most students were generally satisfied with key academic components. The majority rated the admission procedure and entrance examination and placement, while the examination system and courses offered also received high ratings, particularly from satisfied to very satisfied categories. Facilities such as clinical learning, teaching-learning environment, library, and laboratory were generally rated well, though minor gaps were noted in clinical and laboratory adequacy. Supportive services including hostel, canteen, transportation, safe drinking water, student changing rooms, toilets, and sports/extracurricular activities showed varied responses, with the majority reporting moderate to high satisfaction. Overall, most participants reported strong satisfaction with problem-solving ability development and academic advice, reflecting a positive learning environment while highlighting some areas, particularly infrastructure and student facilities, that could benefit from further improvement.

Table 9

Graduates' Enrollment for Further Study

n=91

Variables	Number	Percent (%)
Pursuing Further Study		
Yes	35	38.5
No	56	61.5
Enrollment Campus(n-35)		
Not decided yet	20	57.15
Tribhuwan University	13	37.15
Foreign University	2	5.7

The table 9 shows that 35 (38.5%) of graduates are pursuing further studies, all wanted to enroll in a Master in Nursing program. Among them, most have not decided a campus (57.15%), while 13 (37.15%) will select Tribhuvan University and 2 (5.7%) a foreign university.

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MAJOR FINDINGS

Background Information of Graduates

The study included 91 graduates in which 65.9% BNS, 18.7% BSN and15.4% MN, predominantly young adults, with 56% aged 20–28 years and 44% aged 29–45 years (mean age = 28.41 years, SD = 4.27). Ethnic representation was highest among Brahmin/Chhetri (57.1%) followed by Janajati (36.3%), with minimal representation from Dalit and Madhesi communities (3.3% each). Geographically, the majority were from Gandaki Province (59.3%), followed by Bagmati (19.8%) and Lumbini (9.9%), with very few from other provinces or abroad. Regarding marital status, 52.7% were married, and 47.3% unmarried. Hundred percent graduates used Facebook and Instagram, only 8.8% used Twitter which showing a strong preference for popular social media platforms.

Employment Information of Gradates

Employment was nearly universal among respondents, with 94.5% employed and only 5.5% unemployed. Employment types were permanent positions (40.7%) and scholarship-bonded (40.7%). The majority were employed in government organizations (89.5%). Job positions were largely mid-level (47.7%), followed by operational-level (39.5%) and assistant-level roles (12.7%), and 94.3% were working full-time. Most graduates (82.6%) secured employment within six months of graduation, highlighting a fast transition from education to the workforce.

Examination Passed by Graduates

Graduates had participated in various examinations within five years of graduation. More than half (54.94%) graduates reported passed academic entrance examinations for further study followed by 24.1% Nepal Civil service examination, 16.4% International level examination and 12.1% not attended any examination.

Graduates' Job Information and Satisfaction on Current Job

The primary source of job information was advertisements (36.3%), followed by campus sources and friends (13.2% each). Regarding job satisfaction, 52.3 % were partially satisfied, 19.8% very satisfied, and smaller proportions were partially dissatisfied (7.0%) or very dissatisfied (3.5%). More than half (60.5%) intended to stay in the current job. Fewer graduates reported work-related problems.

Graduates' Perception on Program Contribution to Develop Professional Skills

Graduates perceived the program as highly effective in enhancing academic knowledge (50.5% very much), clinical competencies (38.5% very much), problem-solving skills (35.2% very much), research skills (44.0% very much), learning efficiency (46.2% very much), communication skills (44.0% very much), IT skills (37.4% very much), and team spirit (44.0% very much). Neutral and somewhat positive responses were noted in each domain, suggesting the program had a meaningful impact on professional competencies.

Graduates' Satisfaction with Institutional Program

Students were generally satisfied with academic and institutional aspects. Admission procedures, entrance examination and placement, examination systems, and courses offered received high ratings (41–45% very satisfied). Competency of teachers, teacher-student relationships, clinical supervision, and environment for teaching and learning were perceived positively. Facilities such as libraries, laboratories, hostel, canteen, safe drinking water, and transportation received moderate to high satisfaction, though changing rooms and toilets were slightly less satisfactory. Sports and extracurricular activities received mixed responses. Overall, problem-solving ability development and academic advice were rated highly.

Graduates' Enrollment for Further Study

Among respondents, 38.5% (35 graduates) were pursuing further studies, all enrolled in a Master in Nursing program. Of these, 57.15% had not yet decided on a campus, 37.15% chose Tribhuvan

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University, and 5.7% planned to study at a foreign university. This indicates a strong interest in higher education, though many are still undecided about the study location.

SUGGESTION /RECOMMENDATION FROM THE GRADUATES

1. Recommendation for Teaching Learning Facilities

Advanced Skill and Simulation Labs

- Upgrade skill labs with realistic, advanced, and integrated simulation tools.
- Include practical models, skill stations, and clinical equipment for hands-on learning.

Digital and Interactive Learning

- Use digital boards, apps, smart boards, and audio-visual aids in classrooms and clinical teaching.
- Incorporate interactive presentations, posters, role-plays, flip charts, and case-based learning.
- Use real-life scenarios, simulations, and practical examples to strengthen understanding.

Curriculum and Resource Updates

- Regularly update curriculum to align with latest evidence-based guidelines and national/international standards.

2. Institutional Facilities & Student Welfare

Hostel Facilities

1. Upgrade hostels with safe, secure, and comfortable rooms.
2. Accommodation for boys
3. Improve washrooms, drinking water supply on all floors, and locker security.

Academic Infrastructure

- Build additional classrooms, especially for higher-year students (e.g., BNS third year).
- Address congested classrooms and provide spacious, well-ventilated learning spaces.

Auditorium & Recreational Facilities

- Establish a state-of-the-art auditorium for training, seminars, and presentations.
- Enhance indoor games and sports facilities.
- Organize regular extracurricular activities and student events.

Transportation

- Provide adequate transportation for students, especially those in master's programs or during clinical postings.
- Ensure timely and safe commute to clinical sites.

Clinical Exposure & Teaching Support

- Ensure adequate clinical exposure and guidance with sufficient clinical instructors.
- Strengthen collaboration with hospitals, community health centers, and public health programs for practical learning.

Administrative & Student Support

- Improve administration accountability, e.g., timely provision of ID cards.
- Provide career counseling, mentorship, and academic guidance.
- Encourage feedback from students and alumni to actively improve institutional processes.

Opportunities & Exposure

- Facilitate student participation in workshops, seminars, health campaigns, and postings in specialized departments (e.g., oncology).
- Encourage research, outreach, and community service programs.

CONCLUSION

The study of graduates from Pokhara Nursing Campus indicates that the institution has been successful in producing competent and employable nursing professionals. Most graduates are young adults, predominantly from the Brahmin/Chettri and Janajati ethnic groups, and are employed in government or reputable health institutions shortly after graduation. A significant proportion reported high satisfaction with the academic program, teaching-learning environment, and institutional facilities.

The program has effectively contributed to enhancing academic knowledge, clinical competencies, problem-solving skills, research abilities, communication, and teamwork. Graduates demonstrated readiness for professional responsibilities, with most securing jobs within six months of graduation and performing in mid-level nursing positions.

However, the findings also highlight areas needing improvement. These include infrastructure gaps, such as hostel facilities, transportation, classrooms, and skill labs; outdated or overly vast curriculum; and limited opportunities for workshops, and research participation. Feedback from graduates underscores the need for upgraded facilities, and regular curriculum revisions aligned with current healthcare trends.