Tracer-Study Report-2017 A.D.

The Tracer Study Report

of

Graduates of Rapti Babai Campus

2074 B.S. (2017 A.D.)

Submitted to :

University Grants Commission, Nepal

Submitted by :

Rapti Babai Campus

Tulsipur-12, Dang

May 2019

Rapti Babai Campus

Tracer Study Team:

Bhup Bahadur Budhathoki: Co-ordinator
Youbraj Rawat: Advisor (Campus Chief)
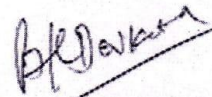Yam Nath Upadhaya: Member
Tekan Prasad Kandel: Member
Atiram Chalaune: Member

Expression from the Chairperson

It is a matter of great pleasure for us to hear that Rapti Babai Campus is proceeding 'Tracer Study of graduates' in support of UGC, Nepal is one of the pioneering academic institutions established in the heart of Dang in 2047 B.S. It is a well-known public campus in Dang district covering large area such as Rolpa, Rukum, Salyan, Pyuthan and others nearby districts. Recently, many campuses have been established here in Dang district. As a result large numbers of students as well as guardians are greatly benefitted.

Rapti Babai campus is a successful academic institution to produce many qualified human resource useful for various sectors of the nation. University Grant commission has also been supporting this campus in several aspects for quality education. Most of the programs and projects are offered to the campus by UGC based on the performance accomplished.

We hope that the tracer study will be a cornerstone for exploring weaknesses of this campus and source of maintaining quality education being provided from this campus. This study, we are sure, will be helpful for those who want to do research works related to different aspects of academic institutions.

Chairperson

Bishnu Kumar Devkota

CMC, Rapti Babai Campus

Tulsipur-12, Dang

Acknowledgement

We would like to express hearty gratitude to the respected chairperson of Campus Management Committee Mr. Bishnu Kumar Devkota, immediate past chairperson Mr. Gopi Nath Yogi, Vice-chairperson, Mr. Minraj Oli ,Campus Chief Mr. Youbraj Rawat for their valuable suggestion and inputs to conduct this study report. This report would never have been developed in this form without their support.

We would also like to express our sincere thanks to administrative and other staff of RBC for their support in collecting information from the respondents. Similarly, We would like to thank Mr. Prakash Budhathoki and Mr. Ram Prasad Chaudhary for their computer support.

Eventually, we are deeply grateful to university Grants Commission for providing guideline and kind support to prepare this report.

Bhup Bahadur Budhathoki

Co-ordinator

Tracer Study Team

Rapti Babai Campus

May 2019

Executive Summary

Tracer Study survey is to explain the position of graduates from higher education institutions or training centers that takes place after graduation. It is carried out by the education institution to follow the graduates to know about what they are doing with the education and training they received. Common topics covered in tracer study include question on study progress, the transition to work, work entrance, job career, use of learned competencies and current occupation

Tracer study significant as it finds out the position of graduates after they completed their studies. It tries to search answer of question like whether they are employed, self-employed or looking for jobs, whether their study prepare them well for the job, whether they use the knowledge and skills they have achieved during their studies. Moreover, feedback of graduates can be used to improve the quality of the programs and to revise the curriculum if deemed necessary. The findings of the study are used in different areas of higher education quality development as well as to improve service provided by the higher education institutions tracer studies can be considered as a quality assurance tool because these studies investigate upon quality management teaching and learning of the curriculum of the institution.

RBC conducted it first tracer study of graduates covering sample of graduates passed out in 2074 B.S This study presents the position of graduates of 2074 B.S and their suggestion necessary for the improvement of teaching and learning qualities of the institutions

The main objective of this study is to identify the graduates after they completed their study under the guideline this objective, the study, has the following specific objectives:

- ❖ To identify the current position of graduates of RBC i.e. whether graduates are employed, self- employed or still looking for a job or enrolled for further studies.
- ❖ To asses relevancy of study on jobs of graduates of RBC
- ❖ To assess the major strengths and weaknesses of the programs and overall teaching learning environment of RBC
- ❖ To assess contribution of programs to shape knowledge, skill and attitudes of the graduates of RBC
- ❖ To Provide feedback for improvement of overall teaching learning environment based on RBC graduates' expectations.

This study is based on primary data following descriptive design method Graduates of 2017 of RBC are the primary source of data. There are 70 graduates in 2017 which is considered as universe of the study. The survey tool used in the study is the questionnaire, which is prescribed by University Grants Commission (UGC) of Nepal. Various methods like field visits, face to face interaction, telephone conversation, contact through electronic media are used to collect required and non- teaching staff of RBC are employed to contact the respondents. Considering the study period of may 2017 useable data obtained from 70 graduates.

The basic method employed in the analysis of data related to descriptive analysis. SPSS 17.o version software is used to process data. Farther percentages for all reported variables are computed for analysis.

Out of total 70 respondents, 7.14 percent are found from B.A, 57.14 percent from BBS, 30.95 from B. Ed and 4.76 percent form M.Ed.

Out of Total respondents 57.14 percent are male and 42.85 percent are female. Regarding the caste of them, 66.66 percent are from upper caste, 30.95 percent are from indigenous community and 4.76 percent from Dalit. 73.80 Percent graduates are from Dang, 14.28 percent from Salyan, 9.52 percent from Rukum, 2.38 percent from Bardiya. This shows that most of the graduates of RBC are from rural area.

Out of total respondents, 26.20 percent are engaged in employment and remaining are unemployed some of whom are in search for jobs and some are enrolled for further studies. Out of total employed gradates 81.82 percent are full time job holders, 9.09 percent are part time job holders and 9.09 percent are self employed. The employed ones (full time and part time) are appointed in different fields of employment in different responsibilities such as in banks, hospitals, schools and business .

Out of total respondents, 45.23 percent are pursuing their further study and remaining are not getting enrollment in master's degree. Among them, 89.47 percent got enrollment in T.U. of Nepal and rest (10.53%) are enrolled in Mid Western University. Out total enrolled graduates, 73.68 percent got enrollment in M.B.S, zero percent in M.A. and 26.32 percent in M. Ed.

This study describes perceptions of graduates on different quality measures of Programmes of RBC and its teaching learning environment in terms of qualities ratings they made based on their personal knowledge and experiences.

Out of 100 percent respondents of sample size of 70, 62.15 percent are satisfied with the range of course offered, 45.93 percent are satisfied with number of optional subjects managed; 61.89 percent are satisfied with problem solving ability they learned from the institution; 52.76 percent are satisfied with inter-disciplinary learning approach, 47.05 their work placement; 80.95 percent are satisfied with teaching learning environment; 71.43 percent are satisfied with quality of delivery of faculty and non- teaching staff; 85.32 percent are satisfied with teacher - student relationship; and 61.89 percent are satisfied with library facilities provided by the institution moreover, out of total respondents 66.65 percent are satisfied with the relevancy of programme they studied to their professional requirements, and 66.65 percent are satisfied with extra-curricular activities organized by the institution.

Out of 100 percent respondents of samples, 61.91 percent are satisfied with relationship between academic knowledge they gained from the study and their job; 38.09 percent are satisfied with relationship between research skill they learned from the study and the job; 64.29 percent are satisfied with the relationship between improved learning efficiency and the jobs; 23.80 percent are satisfied with relationship between information technology skill learned and the jobs and 66.38 percent are satisfied with the relationship between communication skill and their jobs. Further, out of 100 percent of sample size, 59.51 percent are satisfied with the relationship between ability they learned to work in a team and use of this ability in thin jobs; and out of 100 percent of respondents of sample size, 66.67 percent are satisfied with the relationship between problem solving skill they learned and the jobs.

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ACRONYMS

AD	:	Anno Domini
BA	:	Bachelor of Arts
BBA	:	Bachelor of Business Administration
BBS.	:	Bachelor of Education
B. Ed .	:	Bachelor of Education
B.S.	:	Bikram Sambat
CMC.	:	Campus Management Committee
EPM	:	Educational Planning and Management
FOM.	:	Faculty of Management
IT	:	Information Technology
KU	:	Kathmandu University
LBU	:	Lord Buddha University
MA.	:	Master of Arts
M.Ed.	:	Master of Education
MMV	:	Mahendra Madhyamik Vidyalaya
MSU	:	Mahendra Sanskrit University
MWU.	:	Mid Western University
PU	:	Pokhara University
PRU.	:	Purbanchal University
QAA.	:	Quality Assurance Accreditation
RBC	:	Rapti Babai Campus
SPSS	:	Statistical Package for Social Science
T.U.	:	Tribhuvan University
UGC	:	University Grants Commission

CHAPTER – I
INTRODUCTION

1.1 Background

Education is the backbone of any country. It shapes the life of the citizen of the country. It is normally perceived as one of the most necessary entities which makes people more conscious, rational and tactful. It is important indicator of national development as development is possible only when the nation produces skilled human resources and academic scholars. Development histories of China, Japan and Singapore have already proved that development is possible with human resource even in the absence of other natural resources like minerals and oil.

Nepal has been practicing the concept of multi-university system since 1900 A.D. to achieve broader national development goals and has been focusing on higher education in recent years. Before 1990 A.D, only two universities were in existence, Viz Tribhuvan University (Established in 1959) and Mahendra Sanskrit University (established in 1985) After the restoration of democracy in 1990 A.D, Kathmandu University, Purbanchal University and Pokhara University were established and these universities along with T.U. and MSU have been delivering various academic and technical program along with the help of many affiliated colleges of different parts of the country. Moreover, the government established Lord Buddha University on 10th November 2006. Similarly Midwestern University and Far Western University were established on 17th Jun 2010 in Nepal. The aforementioned details prove that tremendous expansion in education has been taking place in Nepal to deliver higher education during the last three decades.

Due to the expansion of higher education delivery, University and affiliated colleges have been producing the increasing number of graduates on the one hand, and on the other hand educated unemployed rate has been growing in the country. This raises a genuine question that whether the current structure and pattern of higher education development could serve the community.

1.1.1 Rapti Babai Campus (RBC)

RBC was established in 2047 B.S (1991 A.D) with the joint efforts of local community founder lecturer, non teaching staff, social leaders, academicians political party leaders local donors, and local organizations viz Mahendra Madhyamic Vidyalaya (MMU), Tulsipur Champer of commerce and industry.

RBC is a community based QAA Processing, non-profit making campus operating three Bachelors, and three Masters degree (Semester system) programmes in Education, Management and Humanities faculties. Bachelor degree programs are Bachelor of education (B.Ed). Bachelor of Arts (B.A), Bachelor of Business Studies (BBS), Masters degree programmes are Master of Education (M.Ed). Master of Arts (M.A). and Master of Business Studies (MBS) Programmes. RBC managed various departments to manage subject wise teaching learning activities of the Campus. Each faculty and department is headed by faculty chief and department head respectively to manage the work load, result of the subject and initiate necessary change for improvement in faculty and department. RBC has three faculty chiefs, and five department heads namely Nepali education, EPM, Health Education, Sociology, Finance, Marketing department.

RBC has five building blocks for teaching, administrative, Free student union and Campus clinic. It has its own brick wall compounding. It has established

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seminar hall, Management Committee Meeting Hall staff drinking water, lavatory and urinal. The campus has 37 teaching faculties and 12 non-teaching staff. The total number of students who appeared final examination in different faculties including Master's degree (MBS) Semester system was 2014 in 2074 B.S. The campus also has been running 10+2 classes. Teaching faculties and non-teaching staff are recruited and selected according to the provisions of campus Articles of Association 2059 third amendment 2075. A selection committee is formed by the campus management committee which is responsible for recruitment and selection of human resources. The decision of selection committee should be approved by the campus management committee

RBC has its own clearly defined vision, mission, objectives and strategic plan as mentioned below:

Vision:

To afford quality education for the production of responsible, disciplined and competitive human resource towards the society, nation and the entire world.

Mission :

❖ To ensure quality education
❖ To produce dynamic human resource in various disciplines
❖ To provide affordable standard education for the society
❖ To develop student friendly environment with quick service delivery system along with the installation of information technology

Goal:

❖ To develop the campus as a model community campus with the opportunity of convenient quality education

Objective:

❖ To Fulfil the demand of quality education
❖ To proceed career development of human resources
❖ To include marginalized groups in higher education
❖ To launch employment oriented and vocational programmes
❖ To develop coordination and co-operation between the campus and the community

1.2 Rationale of the study

This study is significant especially to identify the current position of graduates of RBC on the one hand, and on the other hand how the study will be beneficial for initiating changes in teaching learning methodology, environment and curriculum. It will be helpful to provide feedback for upliftment overall Campus environment including academic and physical.

1.3 Objectives of the Study

The main objective of this study is to identify the current position of the graduates of RBC after few years of the study. The specific objectives of this study are as follows:

❖ To identify the current position of graduates of RBC i.e whether graduates are employed, self employed or still looking for a job or enrolled for further studies.
❖ To assess relevancy of study on jobs of graduates of RBC.

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❖ To assess the major strength and weakness of the programme and overall teaching learning environment of RBC.

❖ To assess contribution of the programme to shape knowledge skill, and attitude of the graduates of RBC

❖ To provide feedback, improvement of overall teaching learning environment based on RBC graduates expectation.

1.4 Institutional Arrangement of the study

CMC meeting of RBC dated 8th Baisakh 2076 BS. Formulated the tracer study team of four members (see annex A). The team organized meeting and decided for field visit (See annex D). Field visits were conducted with the help of teaching faculty non- teaching staff, campus administration and the members of tracer study team.

The study report was finalized by the tracer study team incorporating the suggestions provided by different stakeholders.

1.5 Methodology used:

Graduates passed in 2074 B.S. are selected for the purpose of the study. Graduates from BBS, BA, B.Ed and M.Ed are taken into consideration. Out of 70 pass out graduates, 42 responses collected (See annex C). Of the total, 57.14 percent are from BBS, 7.14 percent from B.A, 28.57 Percent from B.Ed, 7.14 Percent from M.Ed.

1.5.1 Data collection Instruments and Approach

The Surrey instrument is the questionnaire drafted by the UGC, Nepal which is slightly modified for the easy of filling up in the case of electronic contact. The questionnaire included both closed- ended and open ended questions (See annex B).

1.5.2 Data collection Technique

The graduates are mainly requested by tracer study team members and non-teaching staff to fill the questionnaires through direct visit it telephone, face book post, messenger and Email The non-teaching staff are given special monetary g benefits to collect questionnaire. In addition, graduates were visited by the members of tracer study team to collect questionnaire time and again. Some of the graduates were provided responses through email.

1.5.3 Data Entry, Processing and Analysis

Data Entry and processing are completed by the professionals having sound SPPS knowledge and its application. Percentages are computed and recorded for all variables. Also bar diagrams and pie charts are used to present the data.

1.6 Scope and Limitations of the Study

This Study tried to cover all of the graduates' pass out in 2074 B.S. However, due to limited time and resources only 60 percent of the population are covered. The following are the limitations of this study:

- Field visits are limited within the valley i.e Dang Due to budget constraints and time
- This Study is completely descriptive. So, any significant test is not used to determine the relationship of variables.
- Most of the respondents refused to provide photocopy of appointment letters and identity card
- Some graduates did not respond questionnaire due so language problem as questions are in English
- Some graduates changed cell phone number and email-id.
- The survey tool is the questionnaire drafted by the UGC
- Graduates studying abroad were reluctant to fill questionnaire

CHAPTER -II

DATA PRESENTATION AND ANALYSIS

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the demographic characteristics of the respondents. The third Section deals with the employment Status of the respondents. The fourth section presents scenario of persuasion of further study of respondents And the fifth section describes the respondent's perceived ratings on quality measures of RBC.

2.1 Distribution of Respondents

Out of 70 pass out graduates during 2017 A.D. (2074 B.S) useable data from 42 are collected. The following table shows the distribution of respondents on the basis of different academic programs.

Table 2.1

Distribution of Respondents based on Academic Programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.A	3	7.14	7.14	7.14
	BBS	24	57.14	57.14	64.28
	B.ED	13	30.95	30.95	95.25
	M. Ed	2	4.76	4.76	100
	Total	42	100	100	

Table 2.1 reveals that out of 42 respondents, maximum respondents are from BBS i.e. 57.14 percent. Similarly 30.95 are from B.Ed., 7.14 percent from B.A. and 4.76 from M.Ed. This pattern of respondents is presented in pie-chart-below:

Figure 2.1

Pie-Cart showing distribution of respondents based on Academic Programmme
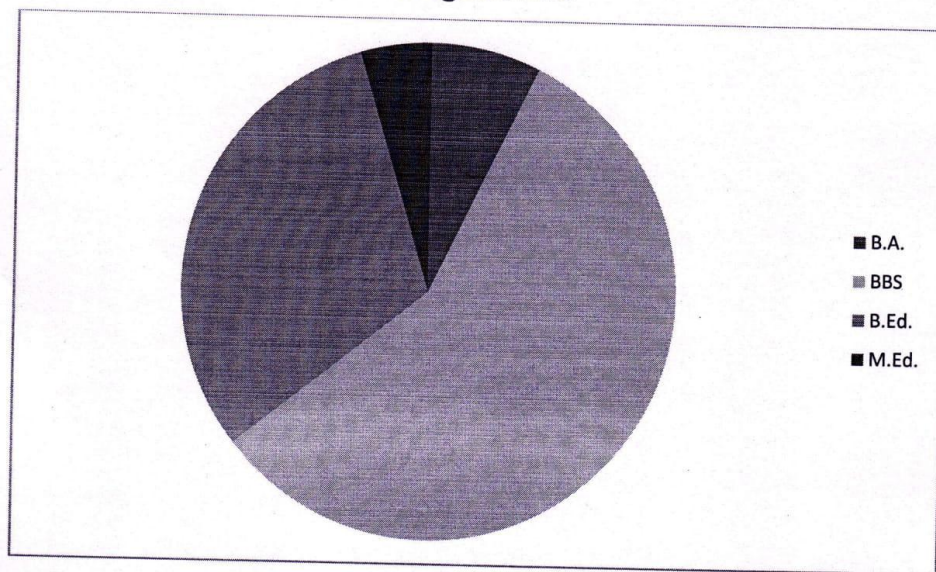
The above figure shows that most of the respondent are from BBS and B.Ed.

2.2 Demographic Information of Graduates

This section presents the demographic characteristics of the respondents on the basis of response of graduates .It describes caste of respondents, Place of residence and gender of respondents.

The following table presents caste of the respondents.

Table : 2.2

Caste of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Upper Caste	28	66.66	66.66	66.66
Indigenous	12	28.57	28.57	95.23
Dalit	2	4.76	4.76	100
Total	42	100	100	

Table 2.2 shows that maximum upper caste and minimum lower caste respondents are graduated from the institution. Upper caste category includes Brahmins, Chhettri, Chand. Indigenous castes includes Chaudhary, Magar, Shrestha, and Rana. And lower caste includes. Bishwakarma, Mahhar. Out of total respondents, 66.66 percent respondents are graduated from upper caste, 28.57 percent are from indigenous and 4.76 percent are graduated from lower caste.

The following figure shows caste of the respondents.

Figure: 2.2

Bar-diagram showing Castes of Respondents
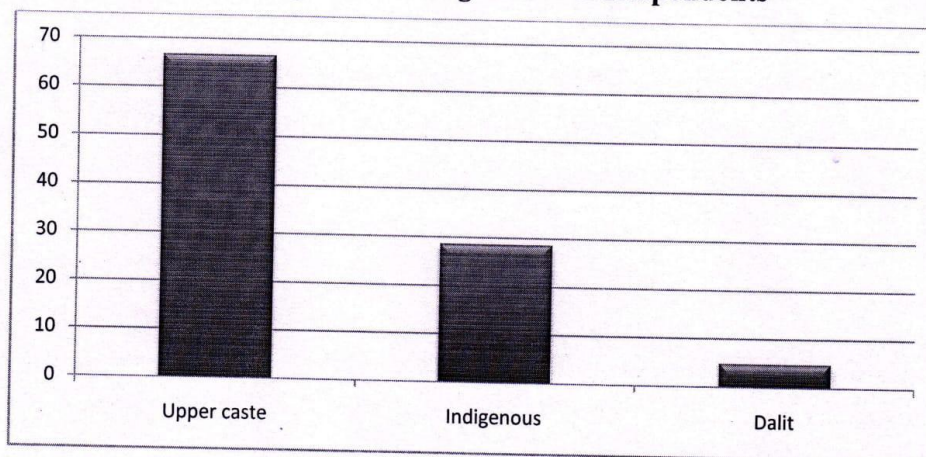
The above figure shows that most of respondents are from upper casts and very few are from dalit.

2.3 Gender of the Respondents

The following table presents gender of the respondents :

Table : 2.3

'Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	57.14	57.14	57.14
	Female	18	42.85	42.85	100.0
	Total	42	100.0	100.0	

The above table shows that out of total respondents 57.14 percent male have graduated where as the percentage of female graduate is 42.85 from the institution.

The following figure shows gender of respondents.

Figure : 2.3

Pie chart showing Gender of Respondents
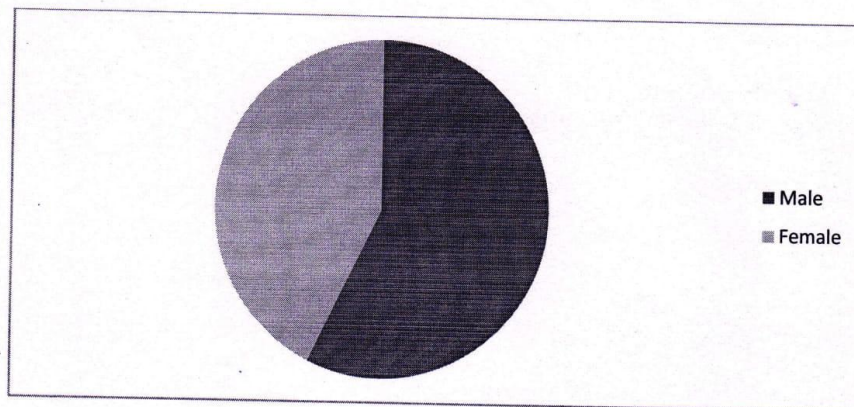
The figure above depicts that the number of male students is greater than the number of female students to graduate from the institution.

2.4 Employment Information of Graduates

This section presents the employment status related to information of graduates of RBC passed in 2017 A.D. The following table shows the current status of the respondents.

Table :2.4

Current status of Employment of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	31	73.8	73.8	73.8
	Yes	11	26.2	26.2	100.0
	Total	42	100	100	

The table above shows that out of total respondents 26.2 percent are found to be employed and 73.8 percent are found not to be employed.

The following figure shows type of employment of the respondents.

Figure : 2.4

Bar-diagram showing Current status of Employment of Respondents

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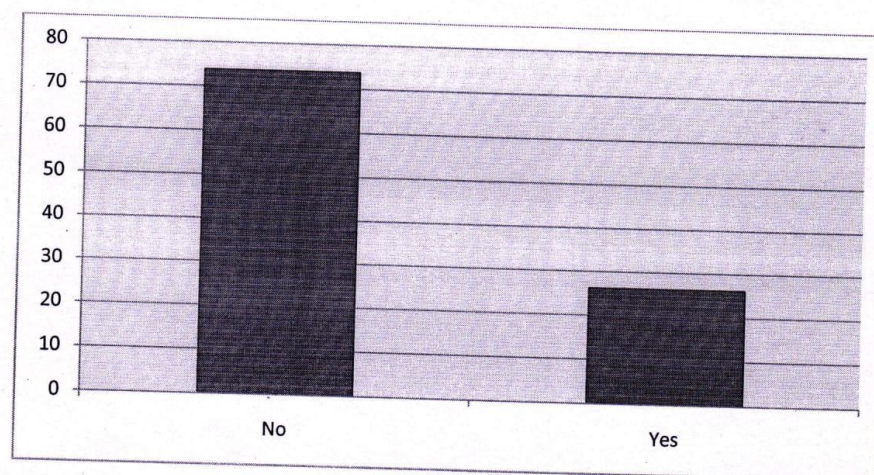
The figure above depicts that most of the respondents are unemployed.

2.5 Employment of the Respondents
This section presents the type of employment of the respondents of the graduates of RBC who are full time, part time and self-employed.

Table : 2.5

Types of Employment of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Time	9	21.43	81.82	81.82
	Part Time	1	2.38	9.09	90.91
Self employment/ Business		1	2.38	9.09	100.00
	Other	00.00	00.00	00.00	00.00
Total		11	26.19	100	

The above table shows that out of total respondents 81.82 percent are engaged in full time job whereas 9.09 percent are involved in part time job. In business i.e. self employment 9.09 percent are engaged.

Figure : 2.5

Bar-diagram Showing Types of Employment of the Respondents

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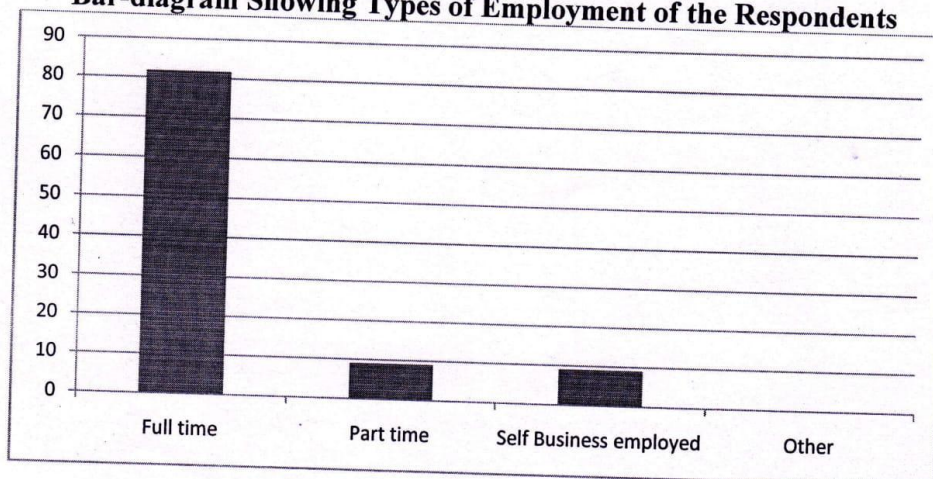
The figure shows that almost all the employed respondents are full time job holders.

2.6 Graduates' Persuasion for further study

This section describes about the further study of persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in different Universities and colleges.

The following table shows graduates' enrollment in different programmes:

Table : 2.6

Graduates Enrollment in different Disciplines

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
MBS	14	33.33	73.68	73.68
M.A.	00.0	00.0	00.0	00.0
M.Ed.	5	11.90	26.32	100.00
M. Phil	00.0	00.0	00.0	00.0
Missing	23	54.77	100.00	
Total	**42**	**100**		

From the table above it is found that 45.23 percent of total graduates are enrolled in further study where as 54.77 percent are not enrolled. Out of total enrolled graduates 73.68 percent are enrolled in MBS & 26.32 percent in M.Ed. This statistics shows that most of the graduates are enrolled in management discipline for further study. The table below presents graduates enrollment in difference universities.

2.7 Graduates Enrollment in different Universities

This section describe about the graduates' enrollment in different universities

Table : 2.7

Graduates' Enrollment in different Universities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
T.U	17	40.48	89.47	89.47
Mid Western University	2	4.76	10.53	100
Other	00.0	00.0	00.0	
Missing	23	54.76	100	
Total	**42**	**100**		

From the table above, it is found that 89.47 percent are enrolled in T.U. and 4.76 percent are enrolled in Mid Western University (MWU). This statistics shows that almost all the graduates are enrolled in T.U.

2.8. Academic Ratings towards Quality Measures of RBC.

This section deals with the graduates' perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the strengths & weaknesses of the institution from the point of view of graduates. Moreover, this study considers seven specific

variables to evaluate the effectiveness of the programs of study of the institution.

The following table presents the rating of respondents on relationship between academic knowledge they learned from the study and their jobs.

Table : 2.8

Ratings Based on Enhanced Academic knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	00.0	00.0	00.0	00.0
	Not good	00.0	00.0	00.0	00.0
	Not relevant	10	23.80	23.80	23.80
	Indifferent	6	14.29	14.29	38.09
	Good	20	47.61	47.61	85.70
	Very much	6	14.30	14.30	100
Total		42	100	100	

The above table shows that out of total respondents 100 percent responded the relationship between academic knowledge enhanced from the study and their jobs. Out of them 14.29 percent experienced very strong relationship between academic knowledge enhanced from the study & jobs, and 47.61 percent are satisfied with the relationship. Similarly 14.29 percent are indifferent with the relationship and 23.8 percent have experienced no relevancy between knowledge from the study and the jobs. Thus slightly less than half respondents are benefitted from the academic knowledge enhanced by the institution.

The following table shows the ratings of institution based on the relationship between problem solving skill learned by the graduates & their jobs.

Table 2.9

Ratings of Institution Based on Problem Solving Skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	00.0	00.0	00.0	00.0
	Not good	00.0	00.0	00.0	00.0
	Not relevant	6	14.28	14.28	14.28
	Indifferent	8	19.05	19.05	33.33
	Good	20	47.62	47.62	80.95
	Very much	8	19.05	19.05	100.00
Total		**42**	**100**	**100**	

From the above table, t is found that 100% respondents responded its variable. It is shown that 19.05 percent are highly satisfied with the relationship between problem solving skill learned from the study and their jobs, 47.62 percent are found to be satisfied with good relationship. Moreover, 19.05 percent are indifferent with the relationship, and 14.28 percent have experienced no relevancy between two variables. In this way, the statistics indicates that slightly less than half respondents (47.62%) are benefitted from the problem solving skill enhanced by the institution.

Figure 2.9

Ratings of Institution Based on Problem Solving Skill

Table 2.10

Ratings of Institution Based on Improved Research Skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	4.76	4.76	4.76
	Not good	2	4.76	4.76	9.52
	Not relevant	4	9.52	9.52	19.04
	Indifferent	18	42.86	42.86	61.90
	Good	10	23.81	23.81	85.71
	Very much	6	14.28	14.28	100.00
	Total	**42**	**100**	**100**	

From the table above it is found that 100 percent respondents responded this variable. It is shown that 14.28 percent are found to be highly satisfied with the research skill gained from the institution. 23.81 percent are found to be satisfied with the rating based on research skill. Moreover, 42.86 percent are indifferent and 9.52 percent have experienced no relevancy between the two variables. Similarly 4.76 percent responded that research skill development is not in good position. Finally, 4.76 percent respondents opined that research skill can't be development all.

The following table shows the ratings of institution based on relationship between improved learning efficiency.

Table 2.11
Ratings Based on Improved Learning Efficiency.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	2.39	2.39	2.38
	Not good	1	2.38	2.38	4.76
	Not relevant	3	7.14	7.14	11.90
	Indifferent	10	23.81	23.81	35.71
	Good	20	47.62	47.62	83.33
	Very much	7	16.67	16.67	100.00
Total		42	100	100	

From the table above it is found that 100 percent respondents responded this variable. It is seen that 16.67 percent are highly satisfied with the learning efficiency achieved from the institution, 47.62 percent are found to be satisfied with the learning efficiency 23.81 percent are found to be indifferent towards the rating. Similarly 7.14 percent respondents opined not relevant whereas

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2.38 percent are found in favour of not good when the same percent are found to be in favour of not all in terms of learning efficiency.

Figure: 2.11

Bar-diagram of Ratings Based on Improved Learning Efficiency.
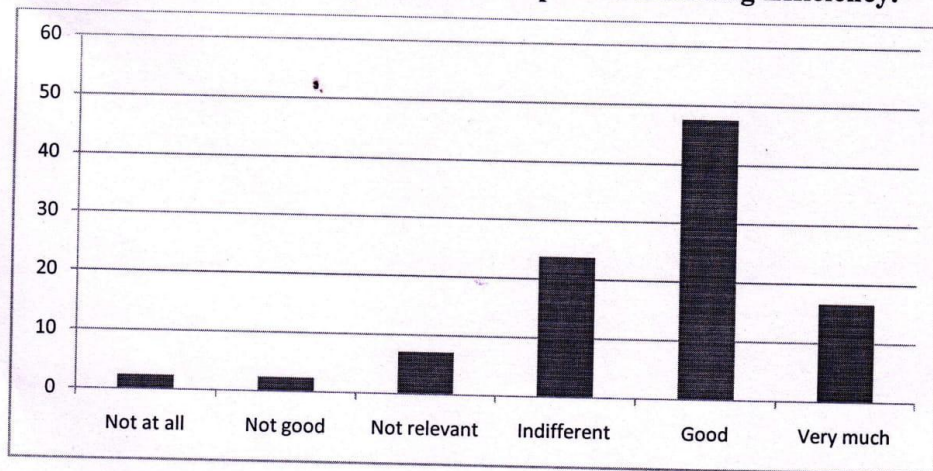
The following table shows the ratings of institution based on the relationship between communication skill learned by the graduates & their jobs.
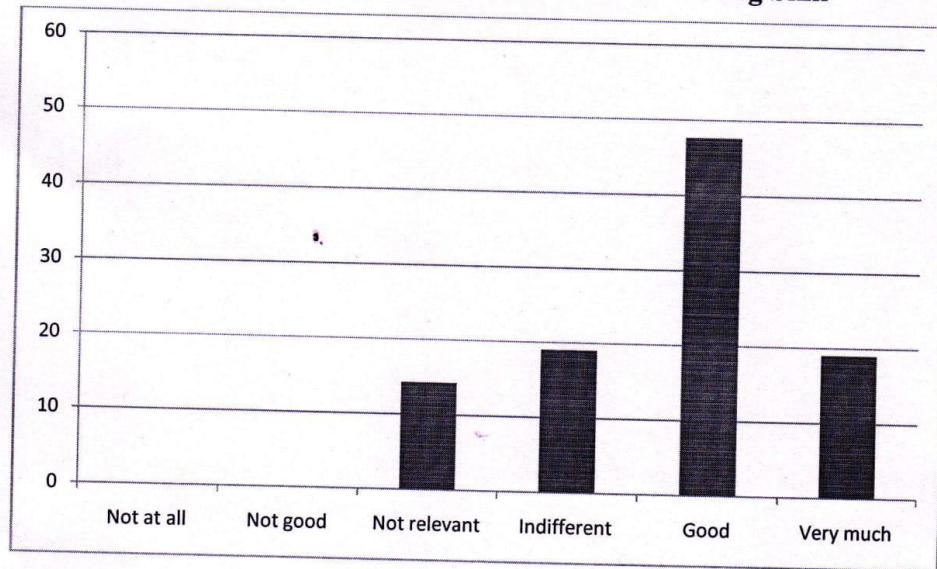
Table 2.12

Ratings Based on Improved Communication Skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	2.38	2.38	2.38
	Not good	2	4.76	4.76	7.14
	Not relevant	4	9.52	9.52	16.66
	Indifferent	7	16.66	16.66	33.32
	Good	18	42.57	42.57	75.89
	Very much	10	23.81	23.81	100.00
Total		**42**	**100**	**100**	

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From the above table it is found that 100% respondents responded this variable. It is sown that 23.81 percent are found to be highly satisfied with the improved communication skill from the institution 42.57 percent are found to be satisfied with the rating based on improved communication skill. Moreover, 16.66 percent are indifferent and 9.52 percent have experienced no relevancy between the two variables. Similarly, 4.76 percent responded that improved communication skill is not in good position. Finally, 2.38 percent respondents opined that communication skill can't be developed at all.

The following table presents the ratings of institution based on the relationship between improved IT skill learned by the graduates & their jobs.

Table 2.13

Ratings Based on Improved IT Skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	4	9.52	9.52	9.52
	Not good	5	11.90	11.90	21.42
	Not relevant	7	16.66	16.66	38.08
	Indifferent	16	38.09	38.09	76.17
	Good	8	19.04	19.04	95.21
	Very much	2	4.76	4.76	100
Total		**42**	**100**	**100**	

From the above table it is shown that 4.76 percent are highly satisfied with relationship between improved IT skill learned from the study and jobs, 19.04 percent are found to be satisfied with good relationship. Moreover, 38.09 percent are indifferent with the relationship and 16.66 percent have experienced no relevancy between the two variables similarly, 16.66 percent respondents opined not relevant whereas 11.90 percent are found in favour of

not good and 9.52 percent are found to say not all in terms of improved IT skill.

These data indicate that less than average respondents are satisfied with the IT skill they learned from the program of the study they completed.

Figure: 2.13

Bar-diagram of Ratings Based on Improved IT Skill
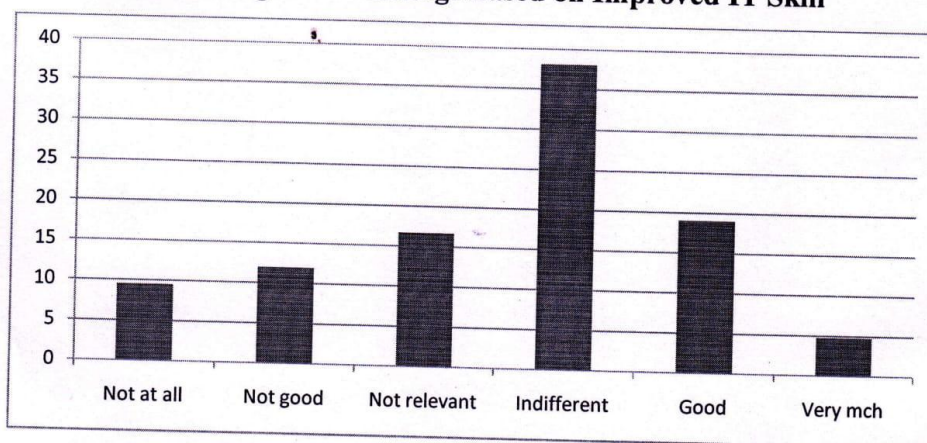
The following table shows the rating of institution based on the relationship between ability to work in a team and use of this ability at the work place.

Table 2.14

Ratings Based on Enhanced Team Spirit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	2.38	2.38	2.38
	Not good	2	4.76	4.76	7.14
	Not relevant	5	11.90	11.90	19.04
	Indifferent	9	21.42	21.42	40.46
	Good	15	35.71	35.71	76.17
	Very much	10	23.80	23.80	100
Total		**42**	**100**	**100**	

22

From the table above it is found that 100 percent respondents responded this variable. It is shown that 23.80 percent are found to be highly satisfied with enhanced team spirit from the intuition. 35.71 percent are found to be satisfied with the rating based on enhanced team spirit. Moreover, 21.42 percent are indifferent and 11.90 percent have experienced no relevancy between the two variables. Similarly 4.76 percent responded that enhanced team spirit is not in good position. Finally, 2.38 percent respondents opined that research skill can't be developed at all.

Figure: 2.14

Ratings Based on Enhanced Team Spirit
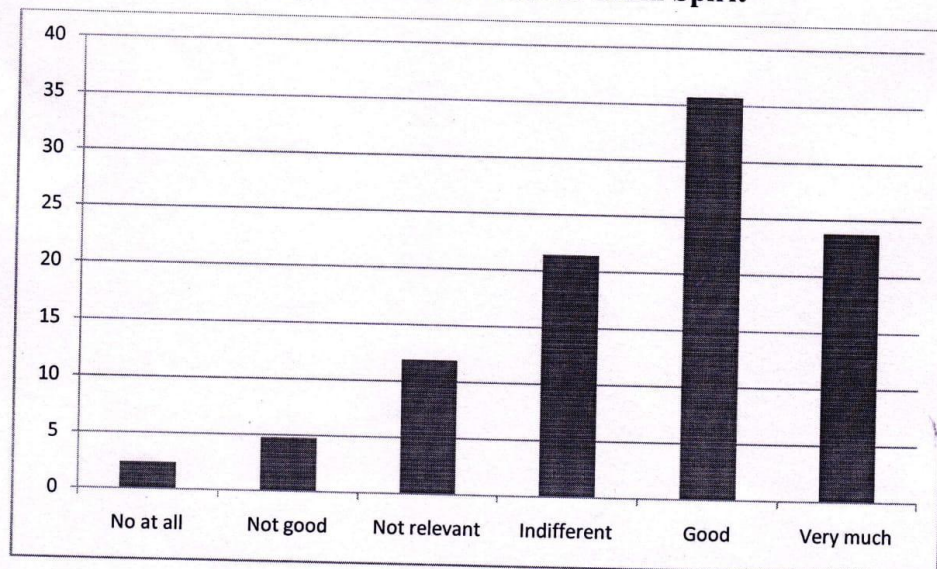
Table 2.15

Ratings Based on Range of Course Offered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	1	2.38	2.70	2.70
Low	5	11.90	13.51	16.21
Medium	8	19.04	21.62	37.83
Satisfactory	12	28.57	32.43	70.26
Moderate Satisfactory	6	14.28	16.21	86.47
Very much	5	11.90	13.51	100
Total	37	88.07	100	

Note : Out of total respondents 11.93 percent respondents ignored range of course offered.

The table above depicts that 88.07 percent respondents responded the variable. It is clear that the majority of respondents i.e. 32.43 percent experienced it to be satisfactory whereas the lowest percentage of them declared it to be not applicable. Though 13.51 percent expressed it to be low, many more respondents i.e. 21.62 percent disclosed it to be medium. Still 13.51 percent found it to be highly satisfactory whereas, 16.21 percent of them opined it to be in moderate satisfactory level.

Figure 2.15

Bar-diagram of Ratings Based on Range of Course Offered
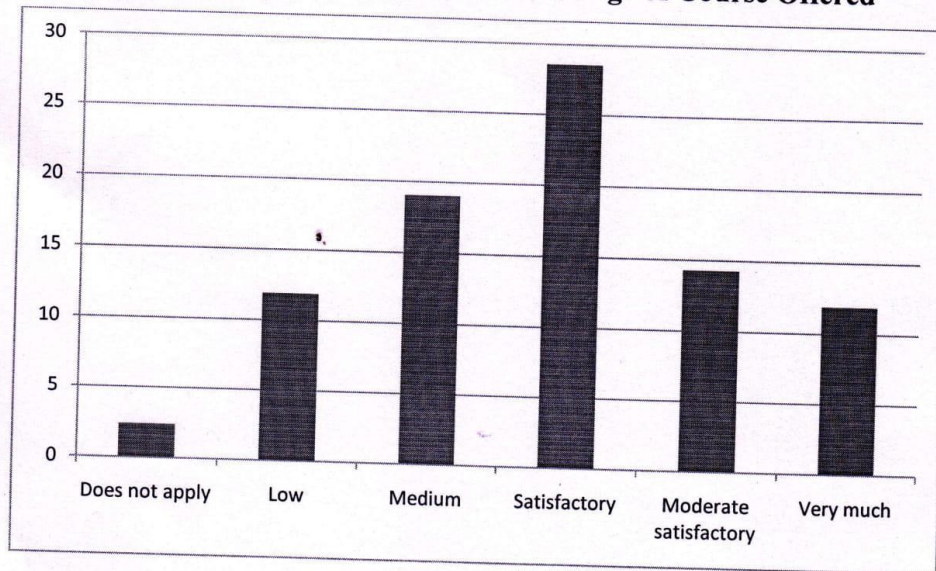
The following table presents the graduates' perception rating on number of optional subjects managed by the institution.

Table 2.16

Ratings Based on Number of optional Subjects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	3	7.14	8.10	8.10
Low	5	11.90	13.51	21.61
Medium	12	28.57	32.43	54.04
Satisfactory	14	33.33	37.83	91.87
Moderate Satisfactory	2	4.76	5.40	97.27
Very high	1	2.38	2.70	100
Total	**37**	**88.07**	**100**	

Note : Out of total respondents 11.93 percent respondents ignored number of optional subject.

From the table above it is found that 88.07 percent respondents responded this variable. It is open that 2.70 percent realized the variable to be highly satisfactory where as 5.40 percent experienced it to be moderate satisfactory. The highest percentage of the respondents i.e. 37.83 percent experienced the variable to be satisfactory. Nearly one third of the respondents felt rating to be in medium position. Though 8.10 percent opined the rating not applicable, 13.51 percent determined it to be low.

Figure : 2.16

Bar-diagram of Ratings Based on Number of optional Subjects
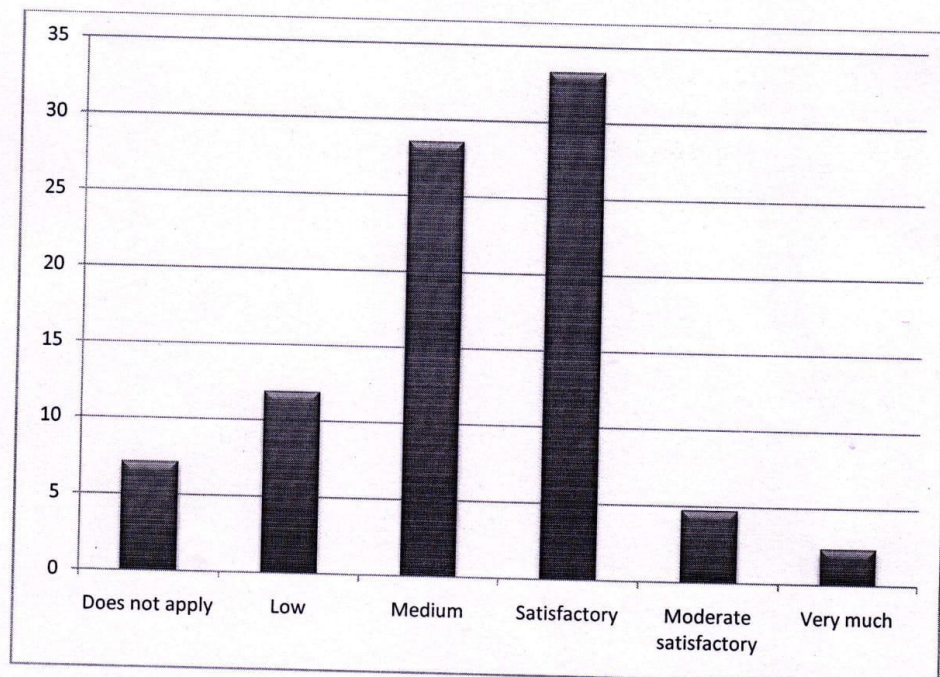
The following table presents the graduates' perception ratings on relevance of the program to their professional requirements.

Table 2.17

Relevance of the programme to professional Requirement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	2	4.76	5.12	5.12
	Low	4	9.52	10.25	15.37
	Medium	7	16.66	17.94	33.31
	Satisfactory	12	28.57	30.76	64.07
	Moderate Satisfactory	10	23.80	25.64	89.71
	Very high	4	9.52	10.25	100
Total		39	92.83	100	

Note : out of total respondents 7.17 percent respondents ignored relevancy of programme to professional requirement.

The above table reveals that out of total responses rating with the concerned variable 5.12 percent graduates are unknown about the variable in question, 10.25 percent are satisfied low, 17.94 percent have perceived medium satisfaction, 30.76 percent are satisfied, 25.64 percent are moderately satisfied and 10.25 percent are highly satisfied with the relevancy of the programme with their professional requirements. From this statistics, it can be said more than two third of respondents are satisfied with the relationship.

Figure: 2.17

Bar-diagram of Rating of Relevance of the programme to professional Requirement.
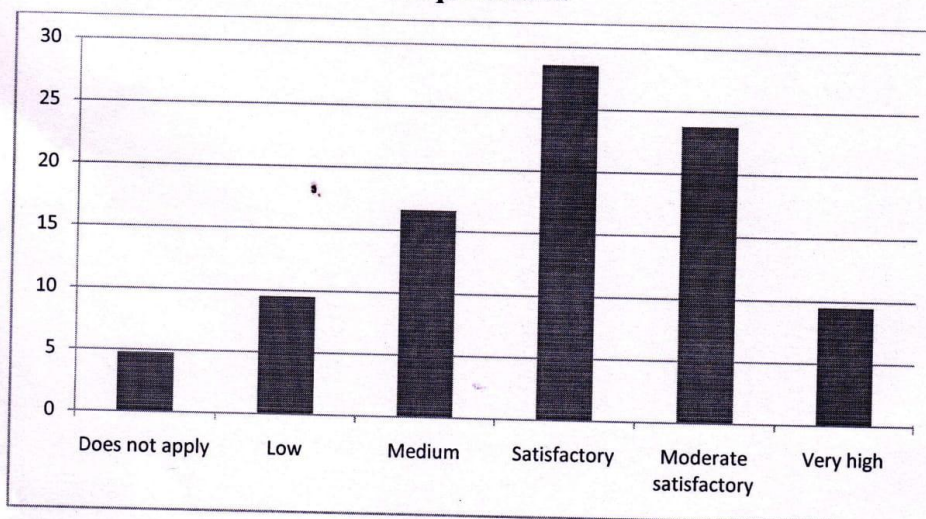
The following table presents the graduates' perception ratings on extra-curricular activities organized by the institution.

Table 2.18

Ratings Based on Extra-Curricular Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	1	2.38	2.56	2.56
	Low	2	4.76	5.12	7.68
	Medium	10	23.80	25.64	33.32
	Satisfactory	12	28.57	30.76	64.08
	Moderate Satisfactory	10	23.80	25.64	89.72
	Very high	4	9.52	10.25	100
Total		**39**	**92.83**	**100**	

Note : Out of total respondents 7.17 percent respondents ignored extra-curricular activities.

The above table shows that out of total responses of the variable concerned, 2.56 percent are not satisfied with extra-curricular activities carried out by the institution; 5.12 percent are satisfied low; 25.64 percent are satisfied medium; 30.76 percent are satisfied; 25.64 percent are moderately satisfied; 10.25 percent are highly satisfied. This statistics shows that more than average respondents are satisfied with extra-curricular activities organized by the institution.

Figure: 18

Bar-diagram of Ratings Based on Extra-Curricular Activities
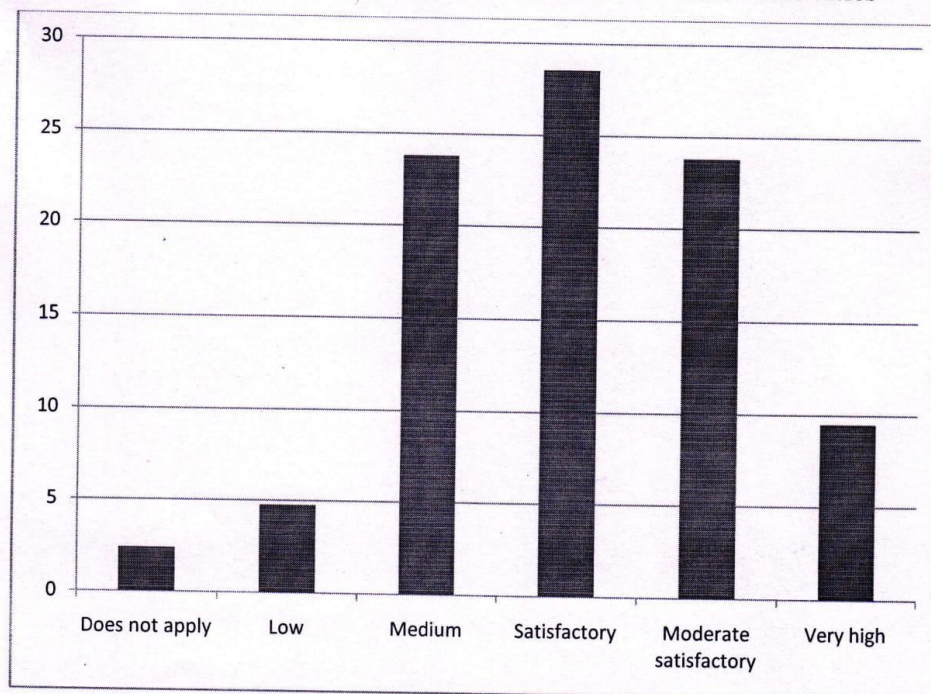
The table below presents the graduates' perception ratings on problem solving ability they learned from the study.

Table 2.19

Ratings Based on Problem Solving Ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	2	4.76	4.76	4.76
Low	4	9.52	9.52	14.28
Medium	10	23.80	23.80	38.08
Satisfactory	15	35.71	35.71	73.79
Moderate Satisfactory	10	23.80	23.80	97.59
Very much	1	2.38	2.38	100
Total	**42**	**100**	**100**	

The table above depicts that 100 percent respondents responded this variable. It is portrayed that 2.38 percent respondents are highly satisfied with the problem solving ability gained from the institution whereas 23.80 percent are moderately satisfied. The highest percentage of them i.e. 35.71 percent opined to be satisfactory. 23.80 percent are in favour of medium whereas 9.52 percent experienced low result in terms of problem solving ability achievement. Still some i.e. 4.76 percent realized that they do not feel any worth about the rating.

Figure: 2.19

Bar-diagram of Ratings Based on Problem Solving Ability
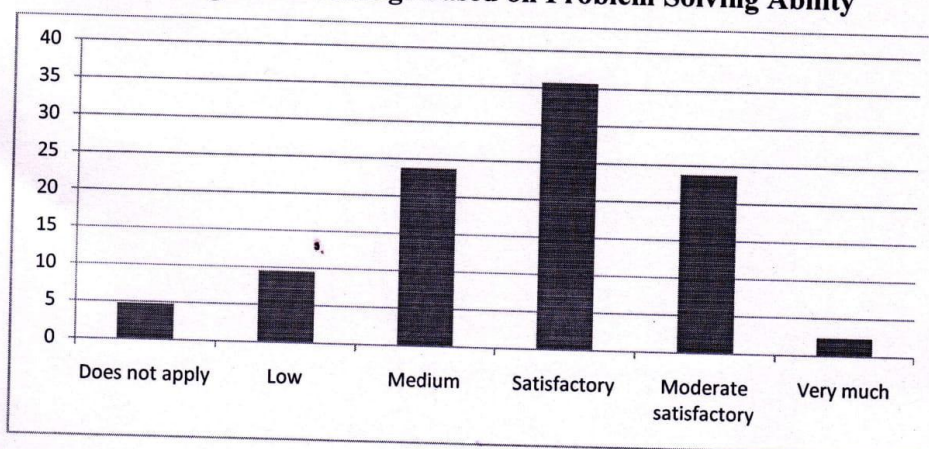
The following table shows ratings on inter disciplinary learning approach of the institution.

Table 2.20

Ratings Based on Inter-disciplinary Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	2	4.76	5.55	5.55
	Low	3	7.14	8.33	13.88
	Medium	12	28.57	33.33	47.21
	Satisfactory	10	23.80	27.77	74.98
	Moderate Satisfactory	5	11.90	13.88	88.86
	Very much	4	9.52	11.11	100.00
Total		36	85.69	100	

Note: Out of total respondents 14.31 percent have ignored inter disciplinary learning.

The table above depicts that 85.69 percent respondents responded the variable. It is clear that the majority of respondents i.e. 33.33 percent experienced it to be medium whereas the lowest percentage of them declared it not to be applicable. Though 8.33 percent expressed it to be low, many more respondents i.e. 27.77 percent disclosed it to be satisfactory. Still 11.11 percent found it to be highly satisfactory whereas 13.88 percent of them opined it to be in moderate satisfactory level.

Figure: 2.20

Bar-diagram of Ratings Based on Inter-disciplinary Learning
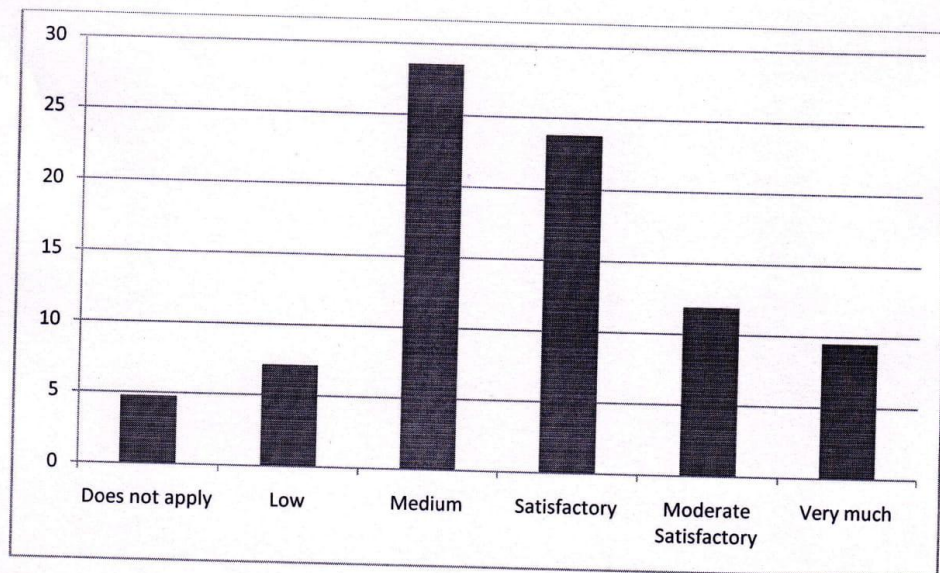
The table below presents ratings on work placement possibility of the graduates after the completion of the study.

Table 2.21

Ratings Based on Work Placement/Attachment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	4	9.52	11.76	11.76
	Low	6	14.28	17.64	29.40
	Medium	8	19.07	23.52	52.92
	Satisfactory	10	23.83	29.41	82.33
	Moderate Satisfactory	4	9.52	11.76	94.09
	Very high	2	4.76	5.88	100.00
Total		34	80.98	100.00	

Note: Out of total respondents, 19.02 percent have ignored work placement.

From the table above it is found that 80.98 percent respondents responded this variable. It is open that 5.88 percent realized the variable to be highly satisfactory whereas 11.76 percent experienced it to be satisfactory. The highest percentage of the respondents i.e. 29.41 percent experienced the variable to be satisfactory. Nearly one fourth of the respondents felt rating to be in medium position. Though 11.76 percent opined the rating not applicable, 17.64 percent determined it to be low.

Figure : 2.21

Bar-diagram of Ratings Based on Work Placement/Attachment
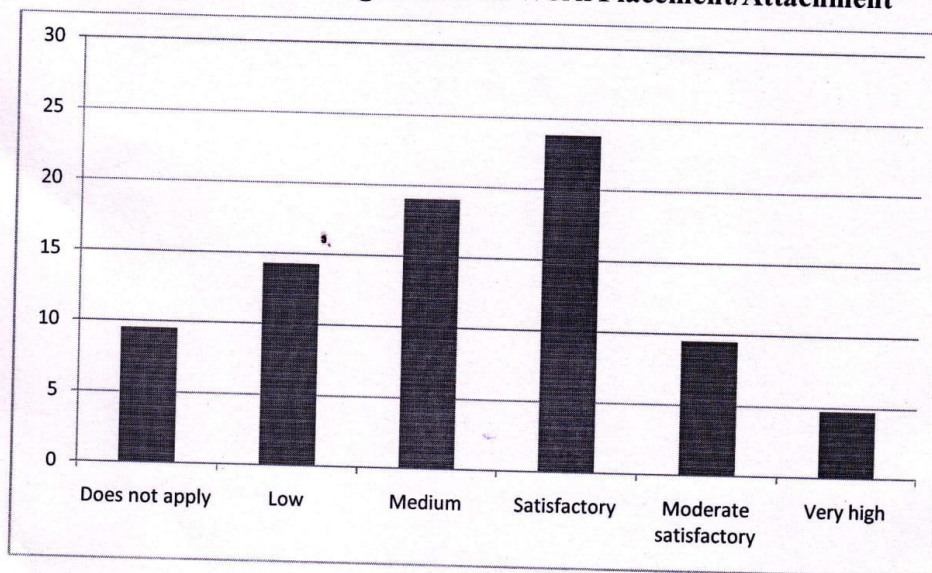
The following table shows ratings on teaching learning environment of the institution.

Table 2.22

Ratings Based on Teaching Learning Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	1	2.38	2.38	2.38
	Low	2	4.76	4.76	7.14
	Medium	5	11.90	11.90	10.04
	Satisfactory	18	42.86	42.86	61.90
	Moderate Satisfactory	12	28.57	28.57	90.47
	Very high	4	9.52	9.52	100.00
Total		**42**	**100**	**100**	

34

From the table above, it is found that 100 percent respondents responded this variable. The highest percentage i.e. 42.86 are satisfied with the teaching learning environment in the institution whereas only 2.38 percent experienced it to be not applicable. Limited of them realized that the environment is of low quality. 11.90 percent experienced it to be medium. 28.57 percent are in favour of moderate satisfaction whereas 9.52 percent experienced it to be highly satisfactory. 80.95 respondents have opined the teaching learning environment is satisfactory.

Figure: 2.22

Bar-diagram of Ratings Based on Teaching Learning Environment
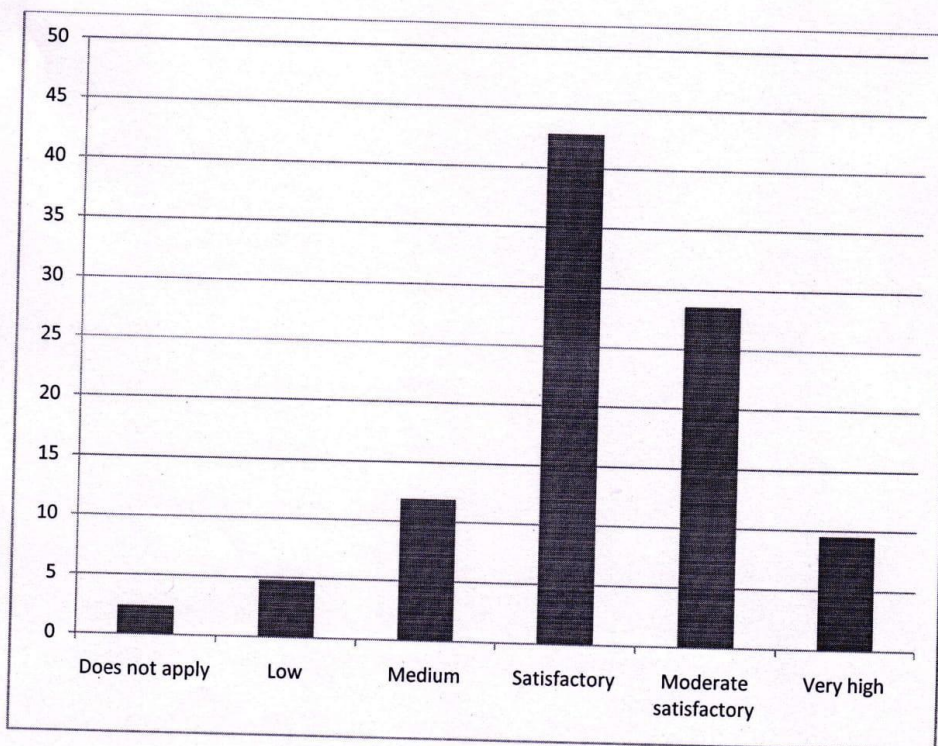
The following table shows ratings on quality of delivery of teaching and non-teaching staff of the institution.

Table 2.23

Ratings Based on Quality of Delivery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	00.0	00.0	00.0	00.0
	Low	2	4.76	4.76	4.76
	Medium	10	23.81	23.81	28.57
	Satisfactory	10	23.81	23.80	52.38
	Moderate Satisfactory	12	28.57	28.57	80.95
	Very high	8	19.05	10.05	100.00
Total		**42**	**100**	**100**	

The table above shows that 100 percent respondents responded this variable. The highest percentage of respondents i.e. 28.57 have declared the variable (quality of delivery) to be moderate satisfactory with the lowest percentage i.e. 4.76 have portrayed to be low while nobody appeared to say the variable not applicable. The percentage of the respondents to be in farour of medium and satisfactory is the same i.e. 23.81 percent. Still 19.05 percent respondents disclosed the variable to be highly satisfactory.

Figure: 2.23

Bar-Diagram of Ratings Based on Quality of Delivery
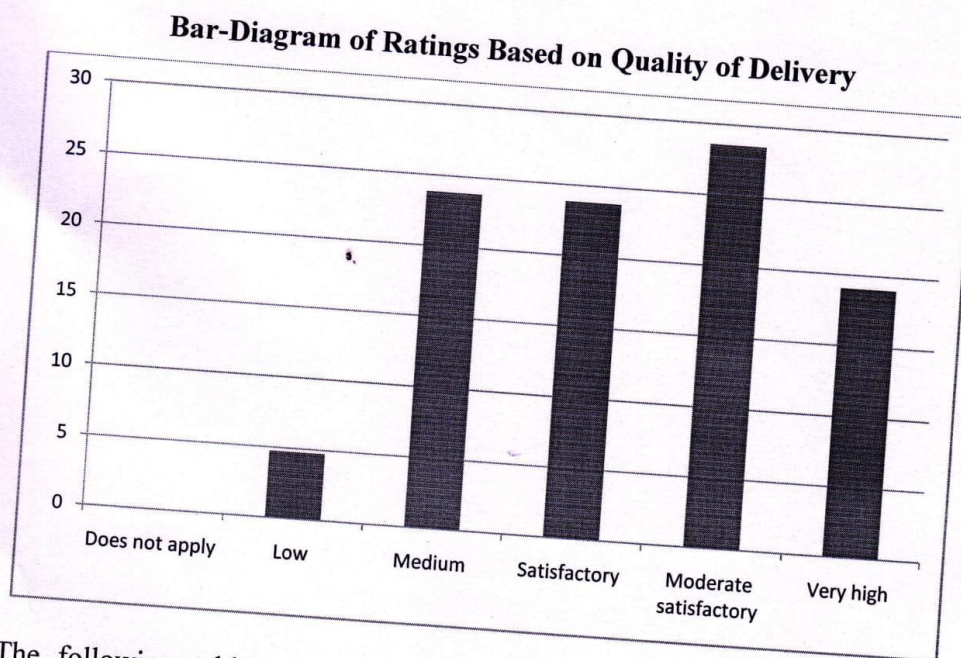
The following table shows ratings on teacher-student relationship in the institution.

Table 2.24

Ratings Based on Teacher student Relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	00.0	00.0	00.0	00.0
	Low	1	2.38	2.38	2.38
	Medium	5	11..90	11.90	14.28
	Satisfactory	14	33.33	33.33	47.61
Moderate Satisfactory		10	23.42	23.42	71.03
	Very high	12	28.57	28.57	100.00
Total		42	100	100	

The table above depicts that 100 percent respondents responded this variable. The highest percentage of the respondents i.e. 33.33 have experienced that the relationship between teacher & students in the institution is satisfactory. Low percentage i.e. 2.38 percent respondents realized this variable to be low where there are not found any respondents to respond not applicable. More than one fourth respondents i.e. 28.57 percent experienced to be very high. 23.42 percent experienced it to be moderate satisfactory while 11.90 percent expressed that the rapport between teachers & students is of medium type.

Figure: 2.24

Bar-Diagram of Ratings Based on Teacher student Relationship
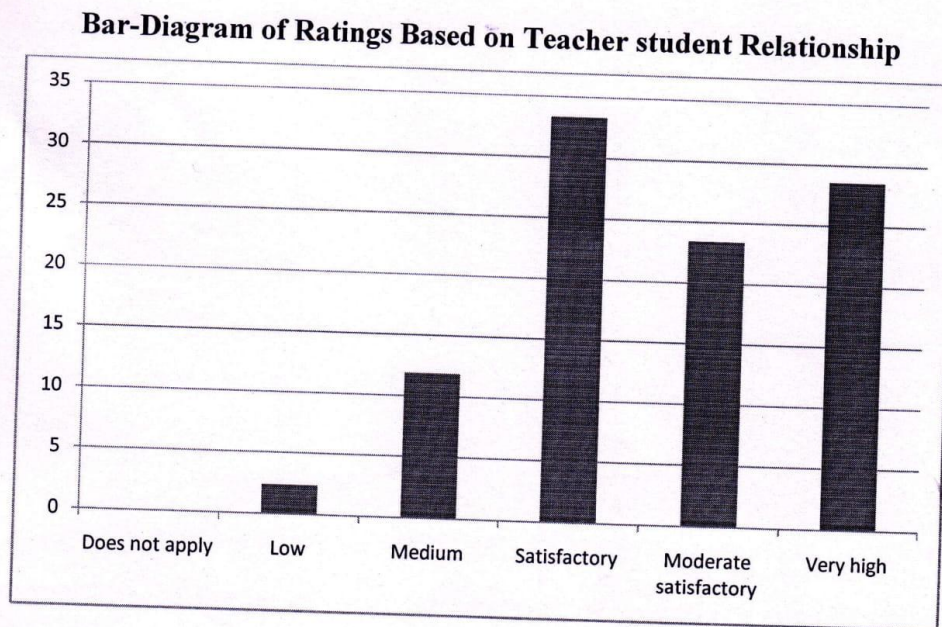
The following shows ratings on library/sports facilities provided by the institution.

Table 2.25

Ratings Based on Library /sports Facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not apply	2	4.76	4.76	4.76
	Low	4	9.53	9.53	14.29
	Medium	10	23.81	23.81	38.10
	Satisfactory	16	38.09	38.09	76.19
	Moderate Satisfactory	5	11.90	11.90	88.09
	Very high	5	11.90	11.90	100.00
Total		42	100	100	

The table above clearly shows that 100 percent respondents responded this variable. Majority of the respondents i.e. 38.09 percent experienced the library/sports facility to be satisfactory whereas very low percentage i.e. 4.76 opined it to be not applicable while 9.53 percent of them said it to be low. However, 23.81 percent experienced it to be medium. On the other hand, 11.90 percent experienced the variable to be satisfactory as well as moderate satisfactory each.

Figure : 2.25

Ratings Based on Library /sports Facilities
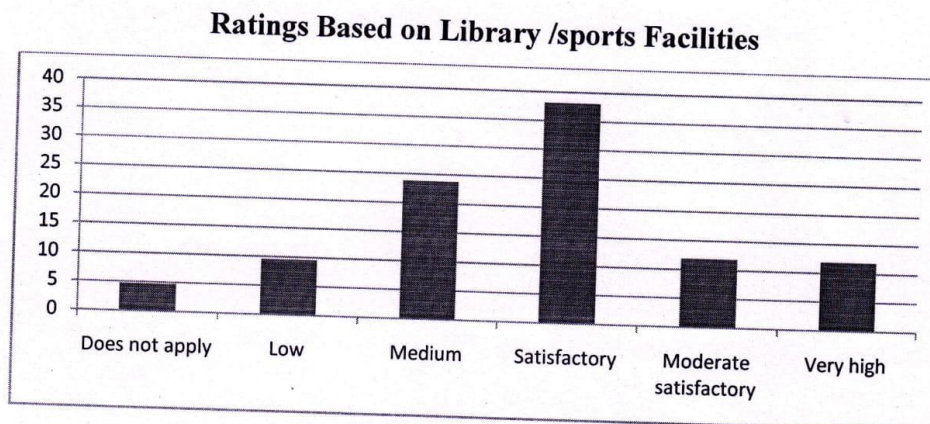
CHAPTER -III
MAJOR FINDINGS

This study is based on descriptive research design that focuses to identify the relevancy of the programme of study with the jobs, and relationship between academic knowledge, problem solving skill., learning efficiency, research skill, communication and IT skill, team work ability achieved from the program of study and the jobs. In addition, it analyzes the ratings of the graduates on several teaching learning dimensions of the institution like range of course offered, number of optional subjects, relevance of programme to the professional requirements, extra-curricular activities, problem solving, inter disciplinary meaning, work placement, teaching learning environment, quality of delivery of teaching and non-teaching staff, teacher student relationship, and library/sports facilities. The major findings of the study are mentioned as follows:

- ❖ Out of total enrolled respondents 89.47 percent graduates are enrolled in TU, and 10.53 percent in Mid western University in Nepal.
- ❖ Out of total enrolled respondents in further study, 73.68 percent are enrolled in management discipline.
- ❖ Out of total respondents 66.66 percent are found from upper caste, 30.95 percent are from indigenous group and 4.76 percent from lower castes.
- ❖ Out of total respondents 57.14 percent are male and 42. 85 percent are female.
- ❖ Out of total employed graduates 81.82 percent are full time jobholder whereas 9.09 percent are found as part-time and self business employee each.
- ❖ 100 percent respondents have rated on relationship between different kind of knowledge and skill they learned from their study and their jobs. However, statistics also reveals that only 26.19 percent are in employment.
- ❖ Only 2.38 percent respondents are in their own business.
- ❖ 37.90 percent employed graduates have responded the relation between research skill improved by the graduates is somehow weak.
- ❖ 64.29 percent respondents have responded the improved learning efficiency from the study & their jobs.

❖ Out of total graduates 66.38 percent have responded relationship between communication skill learned from the study and their jobs.

❖ Only 23.80 percent respondents have responded IT skill learned from their study and their jobs is to be good.

❖ Out of total respondents 59.50 percent respondents have responded enhanced team spirit.

❖ Out of total respondents 54.75 percent respondents are satisfied with range of course offered by the institution.

❖ Out of total respondents (i.e. 37), 45.93 percent respondents are satisfied with the number of optional subjects managed by the institution.

❖ 66.65 percent respondents are satisfied with relationship between programme of the study and their professional requirement.

❖ Out of total respondents (i.e. 39), 61.89 percent respondents are satisfied with the extra-curricular activities run by the institution.

❖ Out of total respondents, 61.89 percent are satisfied with problem solving skill they learned from the study.

❖ Only 38.11 percent respondents are satisfied with work placement learned from the study.

❖ 80.95 percent of total respondents are satisfied with teaching-learning environment of the institution.

❖ 71.43 percent of the total respondents are satisfied with quality of delivery of teaching and non-teaching staff of the institution.

❖ 85.32 percent of the total respondents are satisfied with strong teacher-student relationship in the institution.

❖ Out of total respondents 61.89 percent are satisfied with library/sports facilities provided in the institution.

CHAPTER -IV
IMPLICATIONS TO INSTITUTIONAL REFORM

Being one of the pioneering community colleges in Mid-western area, RBC has been trying its best to deliver quality education in the society. This is reasonable to say from the job placement of the graduates in the history of this campus i.e. graduates have been serving our country as act. CDO, police inspectors, officers in different offices, bank managers, insurance company managers, lectures, teachers, entrepreneurs and enrolment of t he graduates in different universities of the country. Moreover, this study indicates that the campus should initiate certain reforms in particular areas in the days to come. This study depicts that most of the graduates have completed their degrees from the discipline of humanities, therefore, required institutional reforms should be initiated to attract more students in the disciplines like education and management introducing new courses.

The cast wise composition of graduates seems inclusive as Dalits and indigenous group like Tharus lave achieved job opportunities. However the achievement is not so high. That's why the institution needs to initiate addressing type of policies to attract students from such communities.

The result of the study shows that research skill learned from the programme of study is not adequate for the graduates. So, the institution needs to initiate such teaching learning courses & methodologies that would enable students to upgrade the research skill. Institutional reforms in the area of IT is seen to be necessary introduce IT course especially in B.Ed. & BBS. Similarly, focus should be given to launch entrepreneurs development courses on this study speaks that no respondents are shown to be entrepreneurs.

CHAPTER -V
CONCLUSION AND RECOMENDATIONS

5.1 Conclusions:

This study describe the position of graduates passed out during 2074 B.S. (2017AD.). The following are the major conclusion based on the findings of the study.

* Many graduates are enrolled in master degree in education in TU and some are enrolled in foreign universities.
* Most of respondents are from upper caste, urban area and female gender.
* Most of the graduates are found working age full time employees where few are found as part time employees.
* Only few percent respondents are found in their own businesses.
* Regarding job designation, most of the graduates are working in level.
* The graduates are found working in bank and financial institutions, trading houses, school, and insurance company.
* Majority of the employed respondents are found very strong relationship between knowledge they enhanced from the study and their jobs.
* Among others, the study indicates that communication skill, IT skill, ability to work in a team learned from the programme of study are very helpful to perform the current jobs of graduates.

5.2 Recommendations:

Tracer study presents the information that identifies current position of the graduates and their views for improvements of the program of study in terms of teaching/learning environment and extra-curricular activities context of RBC, the following recommendations have been put forward:

1. The institution should give priority to initiate such course that prepares graduates to start their business.

2. Priority should be given to develop research skill of the graduates.

3. The institution should try to conduct the census covering the passed out graduates to obtain the complete data and comprehensive results.

4. The institution should initiate the non-credit vocational courses and training to produce skilled students saleable in job markets.

5. IT course should be added in the stream of BBS, B.Ed., B.A. and B.Sc.

6. Necessary reforms should be initiated to attract students in streams of study like B.A., B.E. and B.Sc.

7. Students regularity in the campus should be maintained applying different policies.

8. The campus should run extra class and upgrade current library standard.

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ANNEX A

TRACER STUDY TEAM

S.N.	Name	Designation	Responsibility	Remarks
1.	Mr. Bhup Bahadur Budhathoki	Asst. Campus Chief	Co-ordinator	
2.	Mr. Youb Raj Rawat	Campus Chief	Advisor	
3.	Mr. Yamnath Upadhaya	Asst. Lecturer	Member	
4.	Mr. Tekan Prasad Kandel	Asst. Lecturer	Member	
5.	Mr. Ati Ram Chalaune	Account Officer	Member	

ANNEX C

List of the respondents

S. N.	Name the Students	Examination Passed	Ethnicity	Employed/ unemployed	Institution/ involved	Gender
1	Dristal Giri	BBS	EDJ	Unemployed	-	F
2	Prem Kumar Chaudhary	BBS	EDJ	Unemployed	-	F
3	Saurabh Chaudhary	BBS	EDJ	Employed	Bank	M
4	Shiva Khadka	B.Ed.	Upper	Unemployed	-	M
5	Dipendra Khadka	B.Ed.	Upper	Unemployed	-	M
6	Shalik Ram Khadka	B.Ed.	Upper	Unemployed	-	M
7	Nisahn Chaudhary	BBS	EDJ	Unemployed	Bank	M
8	Urmila Oli	BBS	Upper	Unemployed	-	F
9	Srijana Giri	BBS	EDJ	Unemployed	-	F
10	Jiban Chaudhary	BBS	EDJ	Unemployed	-	M
11	Balika Kumari Rawat	B.Ed.	Upper	Unemployed	-	F
12	Premika Khanal	B.Ed.	Upper	Unemployed	-	F
13	Nabina Mahar	BBS	Dalit	Unemployed	-	F
14	Arjun Basnet	B.Ed.	Upper	Employed	School	M
15	Puskar Sharma Majgaiya	BBS	Upper	Unemployed	-	M
16	Muna Rana	BBS	Upper	Employed	School	F
17	Jahar Singh Rawot	B.Ed.	Upper	Unemployed	-	M
18	Mahesh Kathayat	B.Ed.	Upper	Employed	Health office	M
19	Manju Rijal	BBS	Upper	Unemployed	-	F
20	Raj Kumar Gautam	B.Ed.	Upper	Unemployed	-	M
21	Mohan Raj Kandel	BBS	Upper	Unemployed	-	M
22	Tulasa Paudel	BBS	Upper	Unemployed	-	F
23	Hari Chand	BBS	Upper	Unemployed	-	M

24	Shikhar K.C.	BBS	Upper	Unemployed	-	M
25	Hum Lal Neupane	B.A.	Upper	Employed	Post office	M
26	Khim Raj Neupane	BBS	Upper	Unemployed	-	M
27	Kamal Khatri	B.Ed.	Upper	Unemployed	-	M
28	Komlata Budhathoki	B.A.	Upper	Unemployed	-	F
29	Kailash Chand	B.A.	Upper	Employed	Insurance Company	M
30	Rupa Budhathoki	BBS	Upper	Unemployed	-	F
31	Prem Bahadur Chaudhary	BBS	EDJ	Unemployed	-	M
32	Sita Kumari Tharu	BBS	EDJ	Unemployed	-	F
33	Jas Raj B.K.	M.Ed.	Dalit	Employed	Eye hospital	M
34	Anup Malla	BBS	Upper	Unemployed	-	F
35	Devendra Dangi	B.Ed.	Upper	Unemployed	-	M
36	Dorna Bahadur Oli	M. Ed.	Upper	Employed	Health Office	M
37	Devi Gharti	BBS	EDJ	Unemployed	-	F
38	Tulsi Ram Shrestha	BBS	EDJ	Unemployed	-	M
39	Archana Regmi	B.Ed.	Upper	Unemployed	-	F
40	Bir Bahadur Chaudhary	B.Ed.	EDJ	Self-employed	-	M
41	Pima Bhusal	BBS	Upper	Employed	Agriculture Bank	F
42	Indira Chaudhary	B.Ed.	EDJ	Unemployed	-	F