

Report on Higher Education 2082/083 B.S (2025/026 A.D.)

Sukuna Multiple Campus,
Sundarharaincha-12, Morang

HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM
(HEMIS)

Submitted to:

University Grants Commission (UGC)

Sanothimi, bhaktapur

<https://ugcnepal.edu.np>

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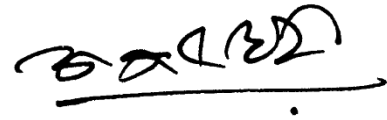
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Foreword: Message From Chairman's

Sukuna Multiple Campus (SMC) is a mission-driven, not-profit making community campus –set up in public initiation to provide access to higher education in the local settlement. Today, it has grown as one of the nation's leading educational institutions which makes us feel proud. It is entirely dedicated to promoting excellence and equity in education. Each year, the campus helps hundreds of graduates prepare for a successful transition through multiple programs and services. Opportunities for academic success are a lot in the campus, all of which are designed to provide real-world experiences and increase national and international exposure and understanding. We hope you feel different when you attempt to get its real exposure. The management committee of SMC owes much of its success to its general body members, Advisory Council, Teaching and non-teaching staff, local communities, students, and a number of contributors behind the scenes to make our campus better each and every day. I, personally, highly appreciate your choice for higher study. I wish you all the best.



Foreword: Message from Campus Chief

Sukuna Multiple Campus is built upon a 32-year history of innovation and sustained excellence in providing higher education. Today, it remains a vibrant and active intellectual community of Koshi Province, Nepal with multiple streams and departments along with a huge pool of teaching faculty. I assure you that we have a shared culture of excellence and a common appreciation for interdisciplinary collaboration.

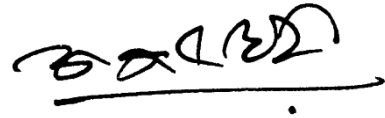
I know how important it is to find the right campus for graduation; a place where the faculty sees your promise and then goes the extra mile to develop that potential with much share and care. SMC is, thus, the place where students and faculty feel like a family, and where we care deeply about the success and excellence of every student. We always make plans to prepare a pool of professionals who are committed to providing deep content knowledge and demonstrating strong working knowledge. To our personal and professional strength, we are always determined to ignite the curiosity of your learning and shine in your areas of strength and interest.

If you are passionate about teaching and learning in an excellent setting, I invite you to examine our programs, the work of our faculty, and the accomplishments of our students and faculty; explore our website and then walk to the campus or use other communication tools to connect you to us. Even better, I encourage you to visit our laboratory, and library in person, to meet our students and faculty. You will find innovation, ambition, and creativity here. Thank you!



Acknowledgement

This report has been prepared covering all the programs of college in the academic year 2082/83 BS, including gender, year, ethnicity, Dalit and disabled. The report also includes the qualifications, personal details and information of the assistant professors teaching at the college. Also, based on sufficient evidence and facts, the details of the college's physical assets such as land, buildings, classrooms, furniture, laboratories, equipment etc. have been specified. All the data will be presented online to the UGC and Tribhuvan University through the active dynamic website established in the college. The institution would like to express its sincere gratitude to all the staff and teachers who helped in making this college successful.



Abbreviations and Acronyms

BBA	Bachelor in Business Administration
BBS	Bachelor in Business Studies
B.Ed.	Bachelor in Education
BICTE	Bachelor of Information Communication Technology Education
DoE	Department of Education
GPA	Grade Point Average
GPI	Gender Parity Index
HEMIS	Higher Education Management Information System
ICT	Information and Communication Technology
MoE	Ministry of Education
NA	Not Available
PG	Postgraduate
SMC	Sukuna Multiple Campus
STEM	Science, Technology, Engineering, and Mathematics
UG	Undergraduate
UGC	University Grants Committee



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Executive Summary

This report presents a comprehensive overview of academic, administrative, and institutional performance of Sukuna Multiple Campus for the academic year 2081/082 B.S., based on data recorded in the Higher Education Management Information System (HEMIS).

Sukuna Multiple Campus, affiliated with Tribhuvan University, operates as a community-based public institution offering higher education across four major faculties: Management, Education, Humanities & Social Science, and Science and Technology. The campus provides programs at both Bachelor's and Master's levels, including BBS, BBA, B.Ed., BICTE, B.Sc., B.A., MBS, and M.Ed.

The total student enrollment stands at 3,656, with a significant gender disparity favoring female students (2,315 females and 1,341 males), resulting in an overall Gender Parity Index (GPI) of 1.73. The Management faculty constitutes the largest academic division with 2,131 students, followed by the Education faculty with 1,099 students. Other faculties include Science and Technology (323 students) and Humanities & Social Science (103 students). Program-wise, the Bachelor in Business Studies (BBS) is the most dominant program, enrolling 1,679 students.

The campus demonstrates strong social inclusion, with students representing diverse ethnic groups. The largest representation comes from Brahman (1,053) and Janajati (890) communities, followed by Chhetri (588), Madhesi (159), Dalit (149), Tharu (28), and Muslim (13) groups. This reflects the institution's role as an inclusive educational hub in Koshi Province.

Geographically, the student population is highly concentrated in Koshi Province, accounting for approximately 98.9% of total enrollment, indicating a strong regional focus with limited national spread.

Academic performance trends show gradual improvement in pass rates, reaching up to 46% in recent years, although current data for some programs remains incomplete due to ongoing data entry in HEMIS. Similarly, graduate data is minimal, with only 9 recorded graduates, reflecting early-stage data updates for the reporting cycle.

Student retention remains a challenge, with a total of 198 dropouts, primarily concentrated in large undergraduate programs such as BBS. Dropout rates are significantly lower at the Master's level, indicating higher retention among postgraduate students.



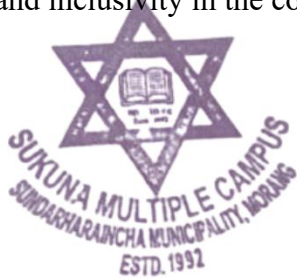
The campus maintains a total staff strength of 113 personnel, including 89 teaching staff and 24 non-teaching staff. The teaching faculty is academically qualified, with the majority holding Master's degrees (73 faculty members), along with 5 PhD and 8 MPhil holders. However, gender disparity is evident among faculty, with a low Teacher GPI of 0.18, indicating male dominance in academic staffing.

The overall Student-Teacher Ratio (STR) is 39.31, with significant variation across faculties. The Management faculty has a particularly high STR (88.79), suggesting pressure on teaching resources, while Humanities and Science faculties maintain relatively lower ratios, enabling more personalized instruction.

Non-teaching staff are primarily engaged in administrative roles, with a workforce of 24 personnel, predominantly male. The majority are employed in permanent positions, supporting the operational functions of the campus.

Overall, Sukuna Multiple Campus demonstrates strong enrollment growth, high female participation, and broad social inclusion. However, key challenges remain in areas such as data completeness, gender balance among faculty, student retention in undergraduate programs, and equitable distribution of teaching resources.

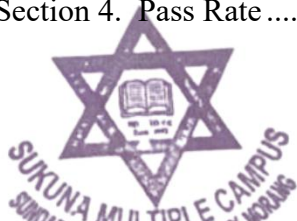
The HEMIS implementation has significantly enhanced institutional data management, enabling evidence-based planning and decision-making. With continued data refinement and strategic interventions, the campus is well-positioned to improve academic quality, operational efficiency, and inclusivity in the coming years.



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Section 1. Introduction

1.1. Institutional Information

Campus Name:	Sukuna Multiple Campus
Address:	Sundarharaincha-12 Morang
Contact No.:	021-547617/547717
Email:	sukuname2048@gmail.com info@sukuna.edu.np
Website/ URL:	Sukuna.edu.np
Est. Date:	2048
Affiliation:	Tribhuvan University
Campus Chief	Arjunraj Adhikari (9852045617)
Assistant Campus Chief	Balaram Pokhrel (9842091238) Ganesh Prasad Dahal (9852041535)
CMC Chairperson:	Keshab Adhikari (9852046362)
Level:	Bachelor and Master
Program:	Master in Business Studies Master in Education Bachelor In Education Bachelor in Business Studies Bachelor in Business Administration Bachelor in Information Communication Technology in Education Bachelor in Science

Established in 2048 B.S. (1992 AD) and located in Sundarharaincha Municipality-12, Morang , Koshi Province, Nepal; Sukuna Multiple Campus (SMC) is a community-based public academic institution. It aims at providing Higher Education (HE) at an affordable means with all and special privileges for the promising students. The possesses four *bighas fifteen kathas* of land with enough physical space where there are three-storied two RCC teaching buildings with comfortable rooms to study for the students, and three storied administrative buildings along with a library attachment.



Additionally, the campus consists of a ‘Free Student Union (FSU) Building’, a *Saraswati Temple, A Pillar of Memorial*, and a canteen within its bounded walls.

The educational programs run in this college are affiliated to Tribhuvan University (TU), Nepal. It has been providing higher education for promising students through four different streams, viz. Humanities, Education, Management, and Science (four years) at bachelor’s level belonging to the University. Additionally, the campus has run semester-based BBA and BICTE programs at the bachelor’s level. At the Master’s level (post-graduate level) classes are run in two faculties: **the** Faculty of Education and the Faculty of Management. Under the faculty of education, students can have seven different specialization subject areas to choose from. The selection of the specialization subjects is exclusively based on the criteria set by the affiliation-providing university (TU). From the point of view of human resources; the campus has 92 qualified, experienced, trained, and efficient teachers and over 19 non-teaching staff.

In terms of the time scheduled, the classes of the Bachelor’s level and MBS Program are run in the morning shift. The BBA and B.Sc. programs of the Bachelor’s level are run in the day shift and the classes for M.Ed. start at 4 PM..

The campus is chaired by Keshav Raj Adhikari and ArjunRaj Adhikari serving as the Campus Chief. For more information, the campus can be contacted at 021547617/021547717, via email at sukunamc2048@gmail.com , or through their website www.sukuna.edu.np.



Figure 1. Sukuna Multiple Campus



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1.2. Report Introduction

This Completion Report is prepared after successfully completing the project for the “Establishment and Implementation of web-based Higher Education Management Information System (HEMIS) Software under the UGC directives for Digitalization of higher education as per the notice of the Guideline of UGC. The UGC has set a goal to establish and implement a centralized, integrated, comprehensive, web-based Higher Education Management Information System (HEMIS) at campuses to be integrated with the HEMIS established in the University Grants Commission (UGC) via the University. The system's architecture is envisioned to centralize and streamline data from affiliated campuses, enabling UGC to determine and allocate grants more efficiently.

The HEMIS Software is a user-friendly, multithreading, multiuser, comprehensive, dynamic, scalable, visually appealing, interoperable, and secure web-based software application under the latest platform as suggested in the guidelines by the UGC. After collecting data of the concerned sectors of higher education, like students' enrollment, Teaching staff, non-teaching staff, upgrades, and graduation by academic year by gender, faculty, level, and so on, to manage digital records and carry out informed decisions with the help of this system.



Section 2. Campus level, Program, Faculty

2.1. Academic Programs

Sukuna Multiple Campus currently offers three main academic programs that cater to the interests and career goals of students. The program offered master program in Master in Education (M.Ed.), Master in Business Studies (MBS). Similarly, the different bachelor program is Bachelor in Business Administration (BBA), Bachelor in Business Studies (BBS), Bachelor in Information Communication Technology in Education (BICTE), Bachelor in Education (B.Ed.) and Bachelor in Science (B.Sc.).

The figure below shows the levels, faculties, and programs offered on the campus. Currently, four faculties are in operation management, Humanities & social Science, Education and Science and Technology.

Table 1: Information of Level in SMC

S.No.	Level
1	Master
2	Bachelor

Table 2: Information of Faculties in SMC

S.NO	Faculty	Label
1	Management	Bachelor, Master
2	Humanities & Social Science	Bachelor, Master
3	Education	Bachelor, Master
4	Science and Technology	Bachelor

Table 3: Information about Level, Faculty and Programs of SMC

S.No	Program Name	Level	Faculty
1	Master in Business Studies (MBS)	Master	Management



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2	Bachelor in Business Studies (BBS)	Bachelor	
3	Bachelor in Business Administration (BBA)	Bachelor	
4	Master In Education (M.Ed.)	Master	Education
5	Bachelor in Information Communication Technology in Education (BICTE)	Bachelor	
6	Bachelor in Education (B.Ed.)	Bachelor	
7	Bachelor in Science (B.Sc.)	Bachelor	
8	Bachelor in Arts (B.A)	Bachelor	Humanities & Social Science

College Programs

Level

Bachelor Master

Faculty

Management Humanities & Social Science Education Science and Technology

Program

Bachelor in Business Studies Master in Business Studies Bachelor in Arts Master in Arts Bachelor in Education

Master in Education Bachelor of Information Communication Technology in Education Bachelor's in Science

Bachelor of Business Administration Bachelor in Computer Application Master in Business Administration

[ADD PROGRAMS](#)

Figure 2: List of Level, Faculty and Program listed in HEMIS



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Section 3. Student Enrolment

3.1. Student Enrolment

At Sukuna Multiple Campus, a total of 3,656 students are currently enrolled, reflecting a significant student body with a gender distribution of 2,315 females and 1,341 males. The academic landscape is led by the Management faculty, which hosts 2,131 students, followed by the Education faculty with 1,099 students. Detailed enrollment reports, including further breakdowns by specific programs and ethnic demographics, are presented in the subsequent subtopics of this report.

3.1.1. Student Enrollment/Registration Detail

In HEMIS (Higher Education Management Information System), student enrollment data like the fields shown — Full Name, Gender, Date of Birth (BS), Ethnicity, Batch Year, Semester/Year, Roll Number, University Registration Number, Phone Number, Level, Faculty, and Program — are entered through either manual forms or bulk upload processes. Each field corresponds to a specific input section in HEMIS, where data must match predefined formats. Ethnicity, Faculty, Program, and Level are often from standardized lists to maintain consistency. Colleges can either enter each student's data individually through a student registration form. Additional information like citizenship number, address, guardian details, email, and previous academic records is also required in the system. Accuracy and completeness are crucial because missing or incorrect data can cause errors during upload or later during student verification stages. Overall, HEMIS ensures systematic, organized, and nationally standardized recording of student enrollment information. The different data of enrolled students is presented in various type of report as suggested in the reporting guideline.



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Figure 3. Students' enrollment details

Sl. No.	Full Name	Gender	DOB(BS)	Ethnicity	Batch Year	Semester/Year	Roll No	Uni Reg. No.	Phone No.	Level	Faculty	Program
1	KABITA KUMARI JOSHI	Female	2058/09/25	Brahman	2081	First year			9860359466	Bachelor	Education	BEd.
2	SUMIT REGMI	Male	2061/03/05	Brahman	2080	First year		9-2-107-47-2023	9860486694	Bachelor	Education	BEd.
3	PASHUPATI CHAUDHARY	Male	2062/03/03	Tharu	2081	First year			9815649602	Bachelor	Management	BBS
4	TAP RAJ OJHA	Male	2062/03/05	Brahman	2080	First year		9-2-107-48-2023	9860486694	Bachelor	Education	BEd.
5	RAJ CHAUDHARY	Male	2062/08/17	Tharu	2081	First year			9806679998	Bachelor	Education	BEd.
6	RANJANA CHAUDHARY	Female	2060/09/08	Tharu	2081	First year			9822152182	Bachelor	Education	BEd.
7	ANITA BHANDARI	Female	2060/07/21	Chhetri	2079	First year		7-2-107-30-2022	9822601289	Bachelor	Management	BBS
8	SANGAM CHAUDHARY	Male	2062/06/12	Tharu	2081	First year			9742388084	Bachelor	Education	BEd.

Sources: HEMIS 2081/082

The HEMIS system provides an opportunity to input data for the actual enrollment of students at the campus. The table above displays details such as Full Name, Gender, Ethnicity, Date of Birth, Batch Year, Semester/Year, Roll Number, University Registration Number, Phone Number, Level, Faculty, Program, and more.

3.1.2. Students by Faculty and gender

Figure 4. Total no of students by Faculty and gender

Faculty	Program	Male	Female	Total
Education	Bachelor in Education	256	534	790
	BICTE	125	60	185
	Master in Education	46	78	124
Education Total		427	672	1,099
Humanities & Social Science	Bachelor in Arts	44	59	103
Humanities Total		44	59	103
Management	Bachelor in Business Studies	580	1,099	1,679
	Bachelor of Business Administration	77	176	253
	Master in Business Studies	93	106	199
Management Total		750	1,381	2,131
Science and Technology	Bachelor in Science	120	203	323
Science Total		120	203	323



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Grand Total	1,341	2,315	3,656
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Sources: HEMIS 2081/082

The institutional enrollment data reveals a diverse academic landscape with a Grand Total of 3,656 students, characterized by a significant gender distribution of 1,341 male and 2,315 female students. The Management faculty emerges as the largest academic division, accounting for 2,131 students, with the Bachelor in Business Studies (BBS) serving as the primary driver of enrollment with 1,679 students. Within this faculty, female representation is particularly strong, notably in the Bachelor of Business Administration (BBA) program where females (176) outnumber males (77) by a wide margin. The Education faculty follows as the second-largest division with a total of 1,099 students, where the Bachelor in Education (B.Ed.) maintains a high female-to-male ratio of 534 to 256. Conversely, the Bachelor of Information Communication Technology in Education (BICTE) presents a unique trend within the faculty as one of the few programs where male enrollment (125) exceeds female enrollment (60).

The Science and Technology faculty reports a focused enrollment of 323 students in the Bachelor in Science (BSc) program, maintaining a consistent trend of higher female participation with 203 female students compared to 120 male students. The Humanities & Social Science faculty represents the most specialized division, with 103 students enrolled in the Bachelor in Arts (BA) program. At the postgraduate level, the institution shows steady engagement in the Master in Business Studies (MBS) and Master in Education (M.Ed.) programs, which host 199 and 124 students respectively. Overall, the data underscores a robust institutional growth with a pronounced trend toward female enrollment in majority of the professional and academic streams, while specific technical programs like BICTE continue to attract a higher proportion of male candidates.

3.1.3. Students by Faculty and ethnicity

The following section examines the ethnic and social composition of the student body across various faculties. Understanding the distribution of students from diverse backgrounds—including Brahman, Janajati, Chhetri, Dalit, Madhesi, Tharu, and Muslim communities—is essential for evaluating the institution's commitment to inclusive education and social equity. The table below provides a detailed breakdown of enrollment figures, highlighting the multicultural fabric of the academic community.



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Figure 5. Students by Faculty and ethnicity

Faculty	Brahman	Dalit	Muslim	Tharu	Janajati	Madhesi	Chhetri	Others	Total
Education	340	57	3	13	303	43	221	119	1,099
Humanities	31	6	0	3	32	1	22	8	103
Management	571	74	9	5	479	94	279	620	2,131
Science & Tech	111	12	1	7	76	21	66	29	323
Grand Total	1,053	149	13	28	890	159	588	776	3,656

Sources: HEMIS 2081/082

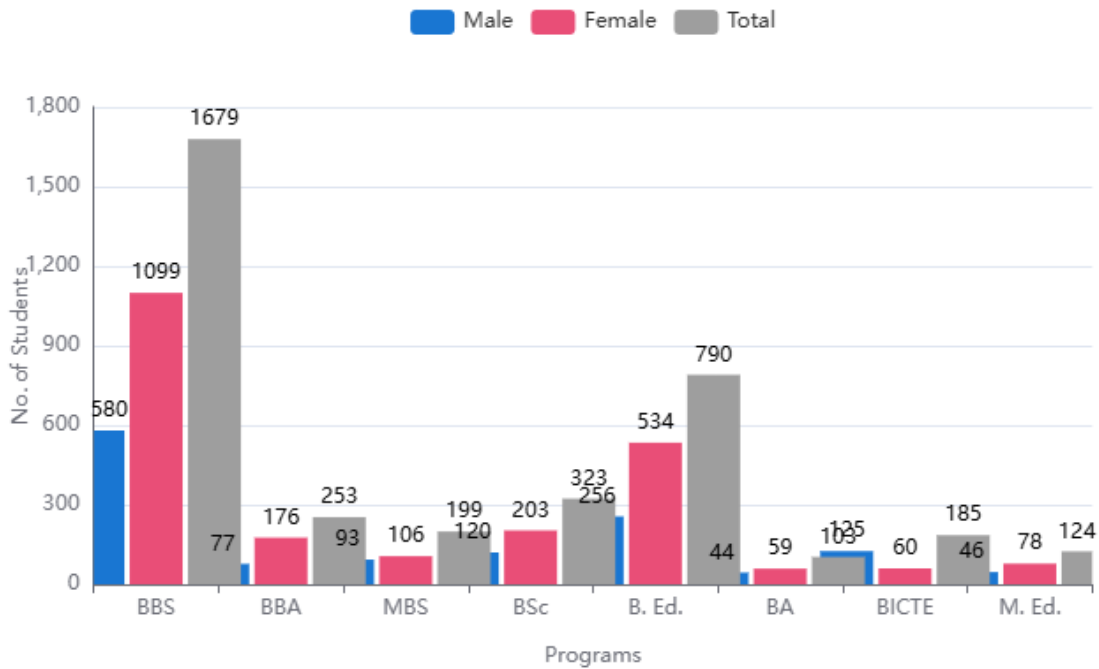
The data indicates a highly diverse student population of **3,656 individuals**, with significant representation from a wide array of ethnic groups. The **Brahman** community constitutes the largest demographic segment with **1,053 students**, followed closely by the **Janajati** group with **890 students**. The **Management** faculty serves as the most diverse department, not only hosting the highest number of students (**2,131**) but also showing the largest representation of students in the "Others" category (**620**). Additionally, the institution demonstrates its reach into marginalized and minority communities, with **149 Dalit students**, **159 Madhesi students**, and smaller but significant cohorts of **Tharu (28)** and **Muslim (13)** students. The **Education** faculty also shows a strong balance between Brahman (**340**) and Janajati (**303**) enrollments, reflecting a broad social interest in pedagogical studies. This distribution underscores the institution's role as a pivotal educational hub for the region's varied demographic landscape.



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3.1.4. Program-Wise Enrollment

Figure 6. Total no of students by Program and Gender



Sources: HEMIS 2081/082

Sukuna Multiple Campus currently hosts a total of 3,656 students, exhibiting a robust gender distribution of 2,315 females and 1,341 males. The academic landscape is primarily driven by the Management faculty, where the Bachelor in Business Studies (BBS) serves as the largest program with 1,679 students, complemented by 253 in BBA and 199 in the MBS program. The Education faculty also maintains a significant presence with 790 students in the B.Ed. program and 124 in M.Ed., while the BICTE program stands out as a male-led exception with 125 males compared to 60 females. Additionally, the institution supports 323 students in Bachelor in Science (BSc) and 103 in Bachelor in Arts (BA), reflecting a diverse educational environment that spans multiple disciplines.



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3.1.5. Students by Program, ethnicity, and gender

Table 4. Total no of students by Program, ethnicity, and gender

Program	Gender				Ethnicity								
	Male	Female	Others	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Madhesi	Chhetri	Others*	Total
BA	44	59	0	103	31	6	0	3	32	1	22	8	103
BBS	580	1099	0	1679	364	62	6	1	385	68	206	587	1679
B.Ed.	256	534	0	790	215	42	2	11	232	32	155	101	790
BSc	120	203	0	323	111	12	1	7	76	21	66	29	323
BBA	77	176	0	253	105	6	0	0	61	12	39	30	253
BICTE	125	60	0	185	77	8	1	0	28	9	44	18	185
MBS	93	106	0	199	102	6	3	4	33	14	34	3	199
M.Ed	46	78	0	124	48	7	0	2	43	2	22	0	124
Grand Total	1341	2315	0	3656	1053	149	13	28	890	159	588	776	3656

At Sukuna Multiple Campus, the current enrollment status reflects a comprehensive and diverse academic community totaling 3,656 students. The institutional demographic is characterized by a strong female presence, with 2,315 female students compared to 1,341 male students across all disciplines. The Management faculty represents the largest academic body, primarily driven by the Bachelor in Business Studies (BBS) with 1,679 students, alongside the BBA (253) and MBS (199) programs. The Education faculty also maintains a significant footprint with 790 students in the B.Ed. program and 124 in the M.Ed. program, while the BICTE program remains a distinct male-led technical stream with 125 male and 60 female students. Additionally, the campus serves 323 students in Bachelor in Science (BSc) and 103 students in Bachelor in Arts (BA). Beyond academic distribution, the campus demonstrates a high level of social inclusivity through



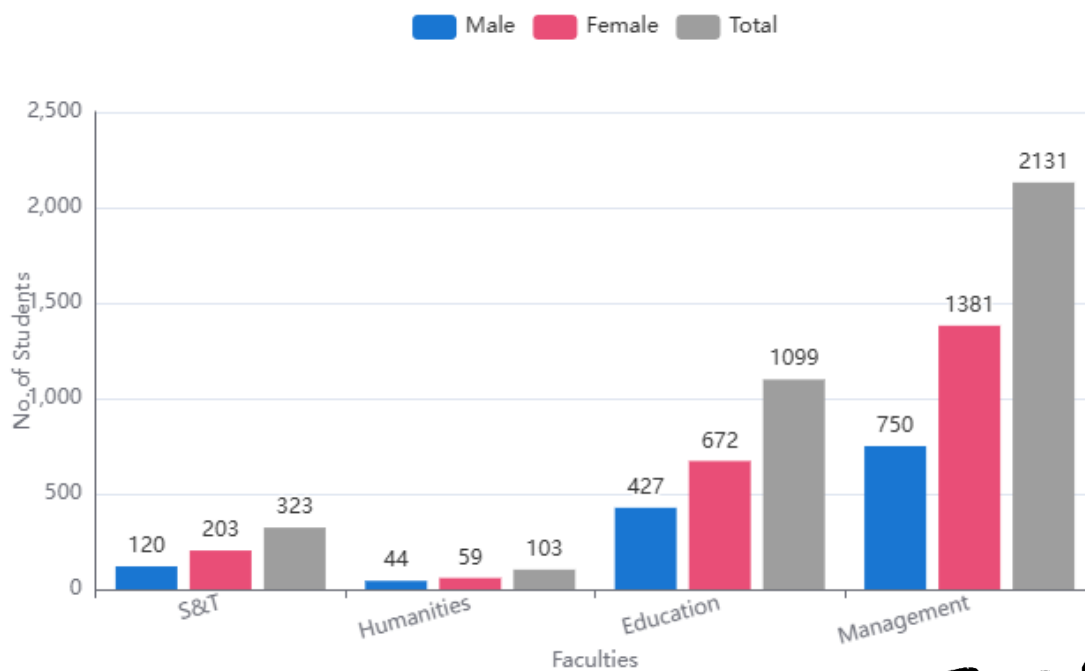
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its ethnic composition, which includes 1,053 Brahman, 890 Janajati, 588 Chhetri, 159 Madhesi, 149 Dalit, 28 Tharu, and 13 Muslim students, as well as 776 students categorized under other ethnic backgrounds. This data underscores the institution's role as a pivotal educational hub in Sundarharaincha, Morang, successfully integrating diverse ethnic and gender demographics into a robust academic environment.

3.1.6. Faculty-wise Enrollment

The campus currently operates four faculties: Education, Management, Humanities & Social Science, and Science and Technology. The table below illustrates the number of students enrolled in each faculty, categorized by gender (male and female) along with the total student count.

Figure 7. Hemis report on total no. of students by faculty-wise enrollment



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The student enrollment data at Sukuna Multiple Campus reveals a prominent academic hierarchy, with the Management faculty standing as the institution's largest division, hosting a total of 2,131 students. This is followed by the Education faculty with 1,099 students, while the Science and Technology (S&T) and Humanities faculties represent more specialized cohorts with 323 and 103 students, respectively. Across all four faculties, a consistent trend of higher female enrollment is observed; for instance, in Management, female students (1,381) nearly double the number of male students (750), and a similar ratio persists in Education with 672 females to 427

males. Even in smaller faculties like Science and Technology, the gender distribution favors females (203) over males (120), reflecting a campus-wide demographic where female participation is the primary driver of total institutional growth.

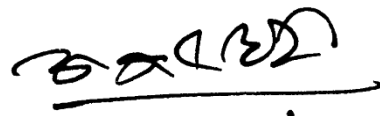
3.1.7. Students by level and Gender

Table 5. Total no of students by level and Gender

S. No.	Level	Gender				
		Male	Female	Other	GPI	Total
1	Bachelor	1202	2131	0	1.77	3333
2	Master	139	184	0	1.32	323
Grand Total		1341	2315	0	1.73	3656

Sources: *HEMIS 2081/082*

The student population at Sukuna Multiple Campus is primarily concentrated at the undergraduate level, with 3,333 students enrolled in Bachelor's programs and 323 students in Master's programs. Across both academic levels, there is a distinct trend of higher female participation, totaling 2,315 female students compared to 1,341 male students institution-wide. Specifically, the Bachelor level maintains a Gender Parity Index (GPI) of 1.77, while the Master level shows a GPI of 1.32, culminating in an overall institutional GPI of 1.73. This enrollment structure results in a grand total of 3,656 students, highlighting the campus's significant role in providing higher education opportunities, particularly for female learners in the region.



3.1.8. District-wise Enrollment

Table 6. Students distribution by district, ethnicity, and gender

S.No.	District	Gender				EDJ	Caste Ethnicity							
		Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1		1	1	0	2	0	1	0	0	0	0	0	1	0
2	Bajhang	1	0	0	1	1	0	0	0	1	0	0	0	0
3	Bhaktapur	0	1	0	1	0	0	1	0	0	0	0	0	0
4	Bhojpur	161	247	0	408	11	88	146	0	5	0	0	110	58
5	Chitwan	0	1	0	1	0	0	0	0	0	0	0	0	1
6	Dailekh	1	0	0	1	0	1	0	0	0	0	0	0	0
7	Dhankuta	115	190	0	305	18	105	67	0	14	0	0	72	46
8	Dhanusha	1	0	0	1	1	0	0	0	1	0	0	0	0
9	Gorkha	0	1	0	1	0	0	0	0	1	0	0	0	0
10	Ilam	33	58	0	91	4	38	11	2	1	0	0	36	3
11	Jhapa	100	95	0	195	4	82	32	9	8	1	1	35	26
12	Kailali	0	1	0	1	0	0	0	0	0	0	0	0	1
13	Kathmandu	2	0	0	2	0	2	0	0	0	0	0	0	0
14	Kavrepalanchok	0	1	0	1	0	1	0	0	0	0	0	0	0
15	Khotang	58	73	0	131	3	25	38	0	4	0	0	41	21
16	Lalitpur	2	2	0	4	0	1	1	0	0	0	0	2	0
17	Mahottari	0	2	0	2	0	0	0	0	0	0	0	0	2
18	Manang	0	1	0	1	0	1	0	0	0	0	0	0	0
19	Morang	2002	3237	0	5239	408	1569	748	281	202	18	61	1330	1020
20	Okhaldhunga	4	12	0	16	0	9	2	0	0	0	0	0	5
21	Panchthar	44	58	0	102	7	24	12	0	1	0	0	59	6
22	Parsa	1	0	0	1	0	0	0	0	0	0	0	0	1
23	Ramechhap	0	1	0	1	0	0	0	0	0	0	0	1	0
24	Sankhuwasabha	178	243	0	421	21	119	90	0	25	0	0	123	64
25	Saptari	20	9	0	29	5	1	3	18	0	0	0	1	5
26	Sarlahi	2	0	0	2	0	1	0	0	0	0	0	0	1
27	Sindhuli	1	0	0	1	0	0	0	0	0	0	0	0	1
28	Sindhupalchok	2	1	0	3	0	2	0	0	0	0	0	0	1
29	Siraha	2	7	0	9	1	0	0	7	1	0	1	0	0
30	Solukhumbu	5	8	0	13	0	5	1	0	0	0	0	4	3
31	Sunsari	138	158	0	296	21	98	47	20	6	3	15	67	40
32	Syangja	0	2	0	2	0	0	0	0	0	0	0	0	2
33	Tanahun	0	1	0	1	0	0	0	0	0	0	0	1	0
34	Taplejung	33	39	0	72	7	13	5	0	3	0	0	45	6
35	Tehrathum	92	135	0	227	9	99	38	1	9	0	0	37	43
36	Udayapur	28	39	0	67	3	14	21	0	4	0	1	13	14


Sources: HEMIS 2081/082

The student body at Sukuna Multiple Campus exhibits a wide geographical and ethnic diversity, drawing learners from several districts across Nepal. While the majority of the enrollment originates from the local Morang district, the institution serves as a vital academic center for students from neighboring regions including Sankhuwasabha, Bhojpur, Dhankuta, and Sunsari. Other significant student groups hail from Tehrathum, Jhapa, and Khotang, illustrating the campus's broad regional reach. This diverse population is composed of various ethnic

backgrounds, with prominent representation from the Brahman, Janajati, and Chhetri communities, alongside students from the Madhesi, Dalit, Tharu, and Muslim groups. By integrating such a varied demographic across its many academic programs, the campus reinforces its status as a central pillar of higher education in the province.

3.1.9. Students by Province

Table 7. Students' distribution by Province



S.No.	Program	Koshi	Madhesh	Bagmati	Gandaki	Lumbini	Karnali	Sudurpashchim	Total
1	Bachelor in Arts	102	0	1	0	0	0	0	103
2	Bachelor in Business Studies	1664	11	3	1	0	0	0	1679
3	Bachelor in Education	786	3	1	0	0	0	0	790
4	Bachelor in Science	314	2	1	1	0	0	5	323
5	Bachelor of Business Administration	251	1	0	1	0	0	0	253
6	Bachelor of Information Communication Technology in Education	182	3	0	0	0	0	0	185
7	Master in Business Studies	195	1	2	0	0	1	0	199
8	Master in Education	121	0	1	1	0	0	1	124
Grand Total		3615	21	9	4	0	1	6	3656

Sources: HEMIS 2081/082

The enrollment data reveals an intense geographic concentration, with Koshi Province accounting for 3,615 students, or approximately 98.9% of the total student body. This suggests that the institution serves primarily as a local and regional educational hub for the eastern part of Nepal. The remaining students are distributed sparingly across other provinces, with Madhesh Province providing the second-largest cohort of 21 students. Other regions, such as Bagmati (9), Sudurpashchim (6), and Gandaki (4), have minimal representation, while Lumbini Province currently shows zero enrollment.

In terms of program-wise distribution, the Bachelor in Business Studies (BBS) remains the largest academic track, drawing 1,664 of its 1,679 total students from Koshi Province. Interestingly, the Bachelor in Science and Master in Education programs show the most geographic diversity, attracting students from as far as Sudurpashchim Province. Despite the small numbers from outside the home province, the presence of students from six out of the

seven provinces indicates a nascent national reach, particularly in specialized science and postgraduate education programs. Overall, the data underscores a student demographic that is deeply rooted in the local Koshi region while maintaining minor links to the rest of the country.



BA (BBA)

Section 4. Pass Rate

4.1. Student Appeared in exam and Pass Rate

Table 8. Students pass rate by program

S.No.	Program	2078/079			2079/080			2080/081			2081/082			2082/083		
		Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)
1	Bachelor in Business Studies	0	0	0	523	79	15.11	329	58	17.63	0	0	0	0	0	0
2	Master in Business Studies	79	25	31.65	121	60	49.59	191	140	73.3	150	72	48	0	0	0
3	Bachelor in Arts	43	1	2.33	22	3	13.64	43	19	44.19	0	0	0	0	0	0
4	Bachelor in Education	247	71	28.74	254	43	16.93	338	77	22.78	142	53	37.32	0	0	0
5	Master in Education	0	0	0	0	0	0	0	0	0	110	32	29.09	35	1	2.86
6	Bachelor in Science	55	16	29.09	0	0	0	217	71	32.72	69	0	0	0	0	0
7	Bachelor of Business Administration	30	28	93.33	194	164	84.54	255	240	94.12	178	143	80.34	0	0	0
8	Bachelor of Information Communication Technology in Education	0	0	0	29	12	41.38	76	39	51.32	185	87	47.03	18	18	100
Grand Total		454	141	31	1143	361	32	1449	644	44	834	387	46	53	19	36

Sources: HEMIS 2081/082

The academic performance records at Sukuna Multiple Campus from fiscal years 2078/079 to 2082/083 reveal a period of significant growth followed by a current phase of incomplete data entry. Institutional participation peaked in 2080/081 with 1,449 students appearing for examinations, and the overall pass rate showed consistent annual improvement, rising from 31% to 46% by 2081/082. While the Bachelor of Business Administration (BBA) has historically maintained the strongest success metrics, reaching a 94.12% pass rate, recent data for 2081/082 and 2082/083 appears partial, with several major programs like Bachelor in Business Studies and Bachelor in Arts currently showing zero entries. For the latest 2082/083 cycle, only the Master in Education and BICTE programs have recorded results, with the latter achieving a perfect 100% pass rate, while data for the remaining faculties remains pending or unentered in the current system.



BA (BBA)

Section 5. Graduate and Drop-out Information

5.1. Student Graduated Information

The report shows the Graduate information of the campus. How many students got the graduation from the Campus from its functional operation of the HEMIS in the campus. There are tabulated reports related with graduation information. There are Number of Graduated Students by Gender and Number of Graduated Students by Ethnicity in the HEMIS.

5.1.1. Number of Graduated Students by Gender

Table 9. No. of graduated students by Gender

S.No.	Program	Gender			
		Male	Female	Other	Total
1	Master in Education	3	4	0	7
2	Bachelor in Education	2	0	0	2
Grand Total		5	4	0	9

Sources: HEMIS 2081/082

The current data for this section pertains to the **2081/082** fiscal year, where only a very limited amount of work has been documented so far. As shown in **table**, only 9 students have been recorded across the Master and Bachelor in Education programs. This minimal entry is due to the 2082/083 cycle just beginning, with many administrative figures—especially finalized enrollment and dropout statistics—awaiting verification during the upcoming examination period.



5.1.2. Number of Graduated Students by Ethnicity

Table 10. Total no of graduated Students by Faculty, program, gender and Caste Ethnicity

S.No.	Program	Gender			
		Male	Female	Other	Total
1	Master in Education	3	4	0	7
2	Bachelor in Education	2	0	0	2
Grand Total		5	4	0	9

Sources: HEMIS 2081/082

The current data for this section pertains to the **2081/082** fiscal year, where only a very limited amount of work has been documented so far. As shown only 9 students have been recorded across the Master and Bachelor in Education programs. This minimal entry is due to the 2082/083 cycle just beginning, with many administrative figures—especially finalized enrollment and dropout statistics—awaiting verification during the upcoming examination period.

5.2. Drop out

Drop out is a crucial problem in the higher education. Our campus is facing the challenges of Drop-out from the campus.

5.2.1. Number of Drop-out Students by Faculty and Level

Table 11. Number of Drop-out Students by Faculty and Level (2081/082)

S.No.	Faculty	Level	Program	Number of Drop-outs
1	Management	Bachelor	Bachelor in Business Studies (BBS)	120
2		Bachelor	Bachelor of Business Administration (BBA)	1
3		Master	Master in Business Studies (MBS)	0
4	Education	Bachelor	Bachelor in Education (B.Ed.)	44
5		Bachelor	Bachelor of Information Communication Technology in Education (BICTE)	12
6		Master	Master in Education (M.Ed.)	1



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7	Science and Technology	Bachelor	Bachelor in Science (B.Sc.)	19
8	Humanities & Social Science	Bachelor	Bachelor in Arts (B.A.)	1
	Grand Total			198

Sources: HEMIS 2081/082

The data indicates that student attrition is heavily concentrated within specific faculties and academic tiers. The Management Faculty recorded the highest number of drop-outs, totaling 121 students. This is primarily driven by the BBS program, which alone accounts for over 60% of the institution's total drop-outs for the 2081/082 fiscal year.

The Education Faculty follows with a total of 57 drop-outs. Within this faculty, the traditional B.Ed. program saw 44 departures, while the technical BICTE program recorded 12. In contrast, the Science and Technology faculty had 19 drop-outs, and the Humanities & Social Science faculty showed the highest retention at the undergraduate level with only 1 drop-out recorded. Across all faculties, the Master's level demonstrates remarkably high stability, with only a single drop-out recorded in the Education faculty and none in Management. This suggests that attrition is a challenge primarily localized within large-scale undergraduate programs.

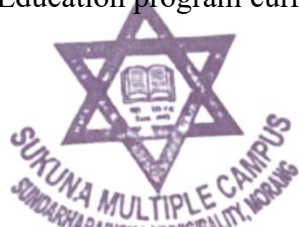
5.2.2. Number of Drop-out Students by Ethnicity

Table 12. Number of Drop-out Students by Ethnicity

S.No.	Program	Ethnicity								Total
		Chhetri	Brahman	Janajati	Muslim	Madhesi	Dalit	Tharu	Others	
1	Bachelor in Arts	32	47	56	0	14	11	2	35	197
2	Master in Education	0	0	1	0	0	0	0	0	1
	Grand Total	32	47	57	14	0	2	11	35	198

Sources: HEMIS 2081/082

The institutional data presented for Sukuna Multiple Campus primarily represents the **2081/082** fiscal year. As of the current records for the 2081/082 period, the institution shows a focused ethnic distribution within programs like the Bachelor in Arts, which serves 197 students across various groups including **Janajati (56)**, **Brahman (47)**, and **Chhetri (32)**. While the Master in Education program currently shows a preliminary entry of **1** student, the overall institutional



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profile will continue to be updated as the examination results and finalized enrollment figures for the upcoming year are systematically processed and integrated into the campus's central records.



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Section 6. Gender Parity Index (GPI)

6.1. Gender Parity Index:

The Gender Parity Index (GPI) is a statistical measure used to assess the relative access and participation of males and females in a particular educational context. Typically, it is expressed as a ratio:

The Formula for GPI is as below :

$$\text{GPI} = \frac{\text{Number of females enrolled or attaining a certain level}}{\text{Number of males enrolled or attaining that same level}}$$

A GPI value close to **1.0** indicates parity between genders, whereas values below or above 1.0 suggest disparities:

GPI helps in understanding whether policies are successfully addressing gender imbalances. Data-driven insights from GPI can guide targeted interventions, such as scholarships, support programs, and outreach efforts. Educational authorities use GPI to monitor progress towards gender equality goals and to set benchmarks for improvements.

6.2. Overall GPI in Enrollment Record

Using the formula for the Gender Parity Index:

Using the formula for the Gender Parity Index:

$$\text{Overall GPI} = \frac{\text{Total Female Enrollment}}{\text{Total Male Enrollment}}$$

Substitute the overall totals:

$$\text{Overall GPI} = \frac{182}{62} \approx 2.94$$

A GPI of 2.94 shows that the campus has a significantly higher proportion of female students compared to male students. In other words, nearly three female students are enrolled for every one male student.

Using the formula for the Gender Parity Index:



Using the formula for the Gender Parity Index:

$$\text{Overall GPI} = \frac{\text{Total Female Enrollment}}{\text{Total Male Enrollment}}$$

Substitute the overall totals:

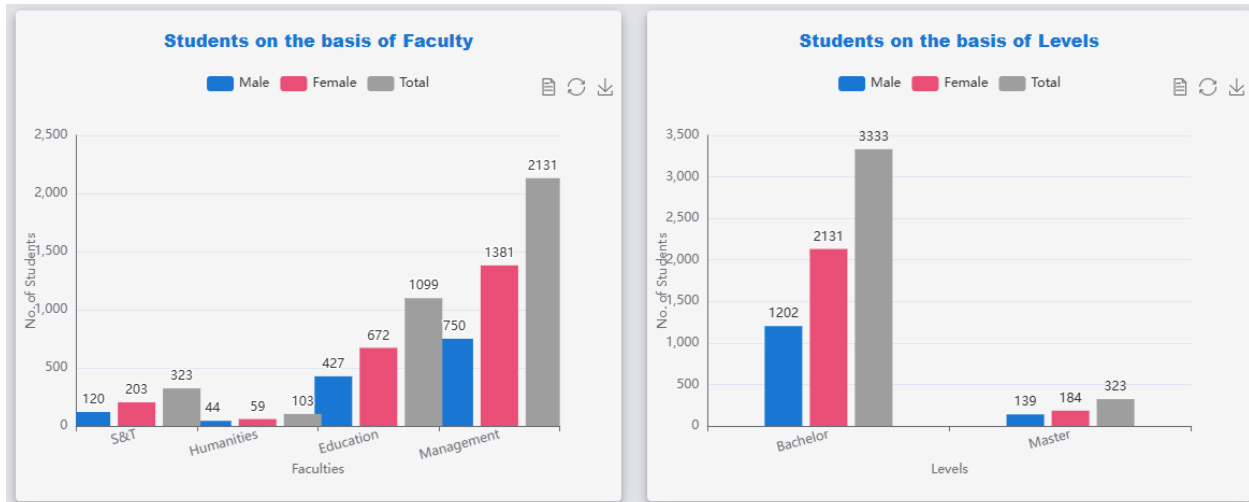
$$\text{Overall GPI} = \frac{182}{62} \approx 2.94$$

S.No.	Program Name	Level	Faculty	Gender				
				Male	Female	others	GPI	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	44	59	0	1.34	103
2	Bachelor in Business Studies	Bachelor	Management	580	1099	0	1.89	1679
3	Bachelor in Education	Bachelor	Education	256	534	0	2.09	790
4	Bachelor in Science	Bachelor	Science and Technology	120	203	0	1.69	323
5	Bachelor of Business Administration	Bachelor	Management	77	176	0	2.29	253
6	Bachelor of Information Communication Technology in Education	Bachelor	Education	125	60	0	0.48	185
7	Master in Business Studies	Master	Management	93	106	0	1.14	199
8	Master in Education	Master	Education	46	78	0	1.70	124
Grand Total				1341	2315	0	1.73	3656



B. A. B. S.

Figure 8. No. of students on the basis of gender in faculty and program



Sources: HEMIS 2081/082

The Gender Parity Index (GPI) across the various academic programs reveals a significant trend toward female-dominant enrollment in most areas of study. The highest GPI is observed in the Bachelor of Business Administration (BBA) program at 2.29, followed closely by the Bachelor in Education (B.Ed.) at 2.09, indicating that in these programs, female enrollment is more than double that of their male counterparts. Other programs such as Bachelor in Business Studies (BBS) and Bachelor in Science (B.Sc.) also show strong female representation with GPI values of 1.89 and 1.69, respectively. The Master level programs continue this trend, with the Master in Education (M.Ed.) reaching a GPI of 1.70 and the Master in Business Studies (MBS) at 1.14. A major outlier in this data is the Bachelor of Information Communication Technology in Education (BICTE), which possesses a GPI of only 0.48, signifying a program where male students significantly outnumber females, with 125 males compared to only 60 females. When analyzed by faculty, the data demonstrates that the Gender Parity Index remains consistently above 1.0 across almost all major departments, reflecting an overall institutional GPI of 1.73. The Faculty of Education shows a complex dynamic; while its general B.Ed. program has a very high parity index, the inclusion of the BICTE program brings a technical male-heavy contrast to the department's otherwise female-dominated demographic. The Faculty of Management exhibits a robust female presence across both its Bachelor and Master levels, particularly highlighted by the high parity in the BBA and BBS programs. Similarly, the Faculty of Science and Technology and the Faculty of Humanities & Social Science show healthy female



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participation with indices of 1.69 and 1.34, respectively. Overall, these figures suggest that the institution has successfully attracted a high ratio of female students across diverse academic paths, with technical education in ICT being the primary area where further gender balancing efforts could be directed.

6.3. GPI by Academic Level

Table 13. GPI by academic Level

S.No.	Academic Level	Male	Female	GPI	Total Students
1	Bachelor	1,202	2,131	1.77	3,333
2	Master	139	184	1.32	323
Total	Institutional Average	1,341	2,315	1.73	3,656

Sources: HEMIS 2081/082

The Gender Parity Index across different academic levels reveals a strong trend of female participation, particularly at the undergraduate level. The Bachelor level maintains a high GPI of 1.77, indicating that for every 100 male students, there are approximately 177 female students enrolled. This suggests that the institution's foundational programs are highly accessible and preferred by female candidates. At the Master level, the GPI remains positive at 1.32, though it is notably lower than the Bachelor level. This decrease at the postgraduate level may reflect broader socio-economic trends where fewer women continue into higher specialized studies, yet the ratio still remains well above the parity threshold of 1.0, signaling a successful environment for female academic advancement.

6.4. GPI by Faculty

Table 14. GPI by Faculty

S.No.	Faculty	Male	Female	GPI	Total Students
1	Management	750	1,381	1.84	2,131
2	Education	427	672	1.57	1,099
3	Science and Technology	120	203	1.69	323
4	Humanities & Social Science	44	59	1.34	103
Total	Institutional Average	1,341	2,315	1.73	3,656

Sources: HEMIS 2081/082



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When analyzed by faculty, the Management department emerges as the leader in gender representation with a GPI of 1.84, driven largely by high female enrollment in programs like BBS and BBA. The Education faculty follows with a GPI of 1.57; however, this figure is a composite of two extremes: the traditional Bachelor in Education program, which has a high parity of 2.09, and the technical BICTE program, which is the only male-dominated outlier with a GPI of 0.48. The Science and Technology faculty also shows a healthy female presence with a GPI of 1.69, challenging traditional stereotypes regarding gender roles in technical fields. Finally, the Humanities & Social Science faculty maintains a steady GPI of 1.34. Across all departments, the institution achieves an overall GPI of 1.73, demonstrating a robust and consistent commitment to fostering an inclusive educational environment where female students are the majority.

6.5. Student Dropout GPI

The overall student dropout Gender Parity Index (GPI) for the recorded in dropout table is calculated by aggregating the female and male dropout figures across all programs. Based on the grand total provided, there are 111 female dropouts and 87 male dropouts. By dividing the number of female dropouts by the number of male dropouts, the resulting institutional dropout GPI is 1.28.

This figure indicates a notable gender disparity, as a GPI greater than 1.0 signifies that female students are dropping out at a higher rate than their male counterparts within these specific tracks. This overall index serves as a high-level performance indicator for the campus, suggesting that current retention challenges are more prevalent among the female student body.

6.6. Teacher Enrollment GPI:

Calculating GPI for the teaching staff helps assess gender representation in academic leadership and professional roles. Based on data data, the institutional total consists of 14 female teachers and 79 male teachers.

Calculation: $14 / 79 = 0.18$

A GPI of 0.18 indicates a significant disparity in favor of male teachers



Section 7. Public Financing

7.1. Income and Expenses

The consolidated Income and Expenditure Report for Sukuna Multiple Campus, covering the nine-month period from July 17, 2025, to April 13, 2026 (Bikram Sambat 2082-04-01 to 2082-12-30), reflects a strong financial position with a total income of NPR 92,913,758.35. Revenue was primarily driven by student monthly fees, which contributed over NPR 37 million, alongside significant government support via UGC grants and various academic service fees. On the expenditure side, the institution spent a total of NPR 66,387,670.00, with the vast majority allocated to staff salaries and benefits, followed by costs for transportation, scholarships, and campus maintenance. After meeting all operational obligations, the campus achieved a substantial net surplus of NPR 26,526,088.35, indicating healthy fiscal management and sufficient liquidity for future institutional development.

Income Details

Details	Amount (NPR)
Monthly Fee	37,568,059.00
First Installment	17,918,369.00
Grants From UGC	5,484,000.00
Entry Fee	5,350,988.00
Last Installment	5,108,182.00
Other Fee	3,208,832.00
Transportation Fee	2,325,600.00
Internal Exam Fee	2,146,900.00
Practical Exam Fee	1,524,428.00
Library Fee	1,394,050.00
Lab Fee	1,325,622.00
Campus Development Fee	1,223,300.00
Second Installment	1,115,600.00
Donation For Akshyaya Kosh	842,641.00
Transfer/Character Certificate Fee	838,000.00



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Thesis Fee	814,000.00
Student Welfare Fee	754,100.00
Opening Balance	736,849.00
Interest From Investment	528,273.35
Entry Form Fee	437,000.00
Sport Fee	429,800.00
Health Service Fee	320,000.00
ID Card Fee	310,930.00
TU Exam Reimbursement	202,403.00
Donation For Scholarship Distribution	185,000.00
Practicum/Teaching Fee	170,000.00
Saraswati Puja Fee	118,380.00
Recommendation Fee	103,650.00
Conference Registration Fee	100,000.00
Research Fee	80,000.00
Rent Income	68,000.00
Library Late Fee	59,025.00
Tie Belt Fee	43,100.00
Other Grants	26,340.00
Project Work Fee	20,500.00
Other Income	16,000.00
Re-Exam Fee	10,000.00
Fine On Library Or Lab	3,137.00
Internship Fee	2,700.00
Total Income (A)	92,913,758.35

Expenditure Details

Details	Amount (NPR)
Salary Expenses A/c	49,973,454.00
Gratuity And Pension	2,686,227.00
Transportation & Fuel Expenses	2,536,138.00
Scholarship	1,706,600.00
Student Welfare Expenses	1,371,800.00
Repair & Maintenance Expense	1,188,340.00
Examination Expenses	1,006,661.00
Excursion Tour	809,190.00
Security Expenses	548,160.00
Thesis Expenses	539,070.00
Training, Workshop And Seminar Expenses	521,495.00
Water And Electricity Charges	391,764.05
Festival Expenses	389,495.00
Sports Expenses	352,451.00
External Examination Expenses (TU)	322,999.50
Tie, ID & Other Uniform Expenses	306,955.00
Communication Charges	218,866.00
Travelling Expenses And Local Conveyance	200,020.00
Document Preparation	134,300.00
Advertisement / Orientation Expenses	109,930.00
Non Credit Course & Remedial Class Expenses	109,920.00
Stationary Expenses	107,081.00
Discount on Fee	96,442.00
Publication Expenses	94,920.00
Educational Materials - Consumables	93,004.00
Honorarium And Entertainment Expenses	92,238.00
Office Expenses	74,691.00



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Insurance Premium	65,039.00
Research Expenses	46,600.00
Meeting Expenses	43,845.00
Social Responsibility Welfare Expenses	39,365.50
Tax Expenses	37,350.00
Teaching Practice Expenses	42,700.00
Audit Expenses	28,000.00
Internal Audit Expenses	24,000.00
Printing Expenses	20,799.00
Prize And Honor Expenses	15,100.00
Renewal & AMC Cost	12,000.00
Medical Expenses	10,124.00
Council Meeting Expenses	9,495.00
Fuel Expenses	4,000.00
Radio Program Preparation Expenses	3,360.00
Donation Expenses	2,500.00
News Paper And Magazine	1,000.00
Bank Charges	180.95
Total Expenditure (B)	66,387,670.00

Income and Expenditure Summary report

Description	Amount (NPR)
Total Income	92,913,758.35
Total Expenditure	66,387,670.00
Net Surplus	26,526,088.35



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Section 8. Teachers and Staff

8.1. Teaching and Non-Teaching Staff

Sukuna Multiple Campus has total no. of 113 (89 teaching and 24 non-teaching) staffs as teaching and non-teaching staff. The non-teaching staff categorized by technical staff and administrative staff. The report shows the staff record as different prospective of the reporting as Gender, Qualification, Ethnicity, joining type, Post and Categories.

8.1.1. Teaching Staff

8.1.1.1. Total no of Teachers by ethnicity and gender

The workforce distribution at Sukuna Multiple Campus reflects a varied structure of employment types across different ethnic groups, totaling 89 personnel. Permanent staff members account for 27 individuals, with the Brahman group representing the majority in this category with 21 members, followed by Janajati with 6. Temporary and contract positions show a wider ethnic spread, totaling 21 and 37 personnel respectively, including representation from Chhetri, Madhesi, and other ethnic backgrounds. Notably, the Brahman group constitutes the largest overall portion of the workforce with 60 individuals, while Janajati (13) and Chhetri (12) also maintain significant representation. Across all employment categories—Permanent, Temporary, Contract, and Part-time—there is a predominantly male presence, particularly within the Brahman and Janajati groups, while female representation is distributed more sparsely across the various contract types.

Table 15. Total no of Teachers by ethnicity and gender

Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Brahman	19	2	0	21	13	1	0	14	20	2	0	22	0	3	0	3	60
Janajati	5	1	0	6	2	0	0	2	4	1	0	5	0	0	0	0	13
Others	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	0	2
Madhesi	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	2
Chhetri	0	0	0	0	4	1	0	5	4	2	0	6	0	1	0	1	12

Sources: HEMIS 2081/082



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8.1.1.2. Total no of Teachers and Staff by position, Job Type and gender

Table 16. Total no of Teachers and Staff by position, Job Type and gender

Post	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Lecturer	17	2	0	19	1	0	0	1	0	0	0	0	0	0	0	0	20
Reader	6	1	0	7	0	0	0	0	0	0	0	0	0	0	0	0	7
Asst. Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Teaching Assistant	1	0	0	1	18	2	0	20	31	6	0	37	0	3	0	3	61

Sources: HEMIS 2081/082

The faculty distribution at Sukuna Multiple Campus across various posts and appointment types shows a staff of 89 educators, with Teaching Assistants forming the largest group at 61 members. Permanent positions are primarily held by Lecturers (19) and Readers (7), while the Teaching Assistant role is largely supported by contract (37) and temporary (20) appointments. Gender distribution across these roles reflects a higher male presence, particularly in permanent Lecturer and Reader positions, while female educators are represented across all categories, including one Assistant Lecturer on a part-time basis. This staffing structure demonstrates a blend of long-term academic stability and flexible teaching support to meet the campus's diverse educational needs.

8.1.1.3. Teaching Staff according to their qualification

The following table provides a comprehensive overview of the teaching staff's educational background, categorized by their highest level of degree and gender. This data serves as a key indicator of the campus's intellectual capital and the diversity of its academic leadership.

Table 17. Teaching staff according to their qualification

S.No.	Level	Male	Female	Others	Total
1	PhD.	4	1	0	5
2	MPhil	6	2	0	8
3	Master	62	11	0	73
4	Bachelor	2	1	0	3
Grand Total		74	15	0	89

Sources: HEMIS 2081/082



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The data indicates a robust academic foundation, with the vast majority of the 89 faculty members holding advanced degrees. A significant 82% of the staff (73 individuals) possess a Master's degree, ensuring specialized knowledge across the various core disciplines. Furthermore, the presence of 13 faculty members with research-intensive qualifications—including 5 PhD holders and 8 MPhil graduates—demonstrates a commitment to high-level academic leadership and research-driven pedagogy. While the teaching force is predominantly male (74 males vs. 15 females), it is noteworthy that female educators are represented across nearly all academic tiers, including the PhD and MPhil levels. This distribution shows that while the current faculty profile is built on a strong base of Master's level expertise, there is an established presence of doctoral-level leadership that supports the institution's academic excellence and long-term development goals.

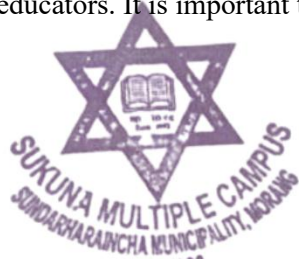
8.1.1.4. Summary of the teachers by their teaching faculty in the collage

Table 18. Teachers by their teaching faculty in the collage

S.No.	Faculty	Male	Female	Others	Total
1	Education	29	8	0	37
2	Management	22	2	0	24
3	Science and Technology	17	2	0	19
4	Humanities & Social Science	7	2	0	9
	Grand Total	75	14	0	89

Sources: HEMIS 2081/082

The active academic faculty at Sukuna Multiple Campus currently consists of 89 individuals, predominantly focused across four core disciplines. The Education faculty serves as the largest department with 37 members, while Management and Science and Technology follow with 24 and 19 staff members respectively. The Humanities & Social Science department rounds out the institutional profile with 9 members. Consistent with the broader institutional data for this period, the gender distribution within these faculties shows a majority of 75 male educators compared to 14 female educators. It is important to note that these figures reflect the 2081/082 cycle; as the 2082/083 academic



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year has just begun, these records are being updated gradually, and finalized statistics—including identified dropouts—will be integrated once the upcoming examination phases are complete.

8.1.1.5. Summary of Teachers according to their position

The table summarizes the teaching staff based on their positions.

S.No.	Position	Male	Female	Other	Total
1	Teaching Assistant	50	11	0	61
2	Lecturer	18	2	0	20
3	Reader	6	1	0	7
4	Asst. Lecturer	0	1	0	1
	Grand Total	74	15	0	89

Sources: HEMIS 2081/082

The instructional workforce at the campus consists of 89 staff members across four distinct academic positions. The Teaching Assistant role represents the largest portion of the faculty with 61 individuals, followed by 20 Lecturers and 7 Readers. A single Assistant Lecturer rounds out the current staffing structure. In terms of gender distribution, the faculty is composed of 74 male and 15 female members.

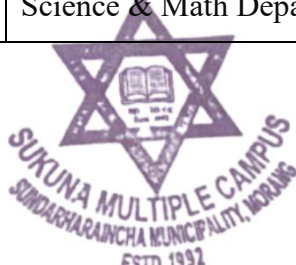
It is important to note that these figures primarily reflect the 2081/082 cycle. As the 2082/083 academic year has only recently commenced, administrative work for the new term is in its early stages and data is being entered gradually. Finalized statistics, including the identification of student dropouts which typically occurs during the examination phase, will be integrated into the system as the current cycle progresses.

8.1.1.6. Teachers by Departments

The summary shows the distribution of teachers across different departments.

Figure 9. Faculty Distribution by Department and Gender

S.No.	Department	Male	Female	Others	Total Teachers
1	BICTE	6	1	0	7
2	Education Department	13	2	0	15
3	English Department	7	1	0	8
4	Management Department	21	2	0	23
5	Nepali Department	6	3	0	9
6	Science & Math Department	4	0	0	4



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7	Science & Technology	16	2	0	18
8	Social, Health & Population Department	2	3	0	5
	Grand Total	75	14	0	89

The faculty composition at Sukuna Multiple Campus consists of a total of 89 teaching staff distributed across eight distinct departments. The data reveals a significant gender disparity within the professional ranks, as the workforce is comprised of 75 male teachers and 14 female teachers, resulting in a faculty gender ratio where men represent approximately 84% of the total staff. The Management Department serves as the largest academic unit with 23 faculty members, followed by Science & Technology with 18 and the Education Department with 15. While departments like Science & Math remain entirely male-staffed, the Social, Health & Population Department stands out as the only unit where female faculty members (3) outnumber their male counterparts (2). Other departments such as Nepali show a relatively higher degree of gender integration with 3 female teachers, whereas the English, BICTE, and Education departments maintain a predominantly male faculty structure.

8.1.2. Non-teaching Staff

8.1.2.1. Non-teaching staffs according to their position

Figure 10. Non-teaching staffs according to their position

S.No.	Position	Male	Female	Others	Total
1	Third Class	1	0	0	1
2	Assistants	14	6	0	20
3	Other	1	0	0	1
4	Assistants	1	1	0	2
	Grand Total	17	7	0	24

Sources: HEMIS 2081/082

The non-teaching staff at Sukuna Multiple Campus consists of a total of 24 members distributed across various administrative and support positions. The workforce is primarily composed of Assistants, who make up the largest group with 22 members (combining both assistant categories listed). Other roles include one staff member in the Third Class category and one listed under



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Other positions. In terms of gender distribution, the non-teaching department is predominantly male, with 17 men compared to 7 women. Specifically, the assistant roles include 15 males and 7 females, while the Third Class and "Other" positions are currently held by male staff members. This administrative team provides the essential operational support required to maintain the campus's daily functions and academic environment.

8.1.2.2. Non-teaching staffs by Section

The given table presents the distribution of non-teaching staff at Sukuna Multiple Campus, revealing a total of three personnel across different administrative roles. Specifically, there is one Office Assistant, one Assistant Accountant, and one staff member.

Table 19. Non-teaching staffs by Section

S.No.	Section	Male	Female	Others	Total
1	ACCOUNT SECTION	3	0	0	3
2	ADMINISTRATION SECTION	10	4	0	14
3	EXAMINATION SECTION	2	0	0	2
4	IT SECTION	0	0	0	0
5	LAB SECTION	1	1	0	2
6	LIBRARY SECTION	1	1	0	2
7	STORE SECTION	0	1	0	1
Grand Total		17	7	0	24

Sources: HEMIS 2081/082

The non-teaching staff at Sukuna Multiple Campus consists of 24 members distributed across seven different functional sections. The Administration Section is the largest department, employing 14 staff members, which accounts for over half of the total non-teaching workforce. Other specialized units include the Account Section with 3 members, while the Examination, Lab, and Library sections each have 2 members. The Store Section is managed by a single staff member, and the IT Section currently shows no assigned personnel in this specific data set. Regarding gender distribution, the non-teaching staff is composed of 17 males and 7 females. Male staff members hold all positions in the Account and Examination sections, whereas the Store Section is exclusively managed by a female staff member. The Administration, Lab, and



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Library sections feature a mix of both male and female personnel, reflecting a diverse support team dedicated to the campus's operational success.

8.1.2.3. Total no of Non-teaching Staff by ethnicity and gender

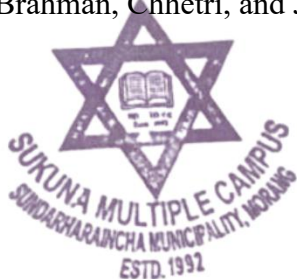
The below given Table illustrates the composition of non-teaching staff at Sukuna Campus based on ethnicity, gender, and employment type. The data shows that all three non-teaching staff members are employed on a contract basis, with no permanent, temporary, or part-time staff recorded. Among them, two individuals belong to the Chhetri ethnic group—comprising one male and one female—and one individual is a Brahman female. There are no staff members identified under the "Others" category across any employment type or gender. This data reflects a small, contract-based non-teaching workforce with limited ethnic and gender diversity.

Table 20. Total no. of Non-teaching Staff by ethnicity and gender

Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Brahman	7	1	0	8	1	2	0	3	1	1	0	2	0	0	0	0	13
Dalit	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Others	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Janajati	2	0	0	2	0	1	0	1	0	0	0	0	1	0	0	1	4
Tharu	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	2
Chhetri	1	1	0	2	0	0	0	0	0	1	0	1	0	0	0	0	3

Sources: HEMIS 2081/082

At Sukuna Multiple Campus, the staff composition across various ethnic groups shows a total of 24 employees, with Brahman representing the largest demographic at 13 members (54% of the workforce). The majority of the institution's staff hold Permanent positions (15 total), where representation is diverse across groups including Brahman, Janajati, Chhetri, Tharu, Dalit, and others. In terms of employment type, Temporary and Contract roles each support 4 staff members, while Part-Time work is the least common with only 1 staff member from the Janajati group. From a gender perspective, the campus workforce is predominantly Male, comprising 16 of the 24 positions, while Female staff members (8 total) are primarily concentrated within the Brahman, Chhetri, and Janajati groups, mostly serving in Permanent or Temporary capacities.



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8.1.2.4. Total no. of Non-teaching Staff by position, Job Type and gender

Table 21. Total no. of Non-teaching Staff by position, Job Type and gender

Position	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Third Class	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Assistants	12	2	0	14	1	2	0	3	1	2	0	3	0	0	0	0	20
Other	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Assistants	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	2

Sources: HEMIS 2081/082

The workforce consists of 24 total employees, heavily concentrated in Assistant roles, which account for 22 of the positions. This dominant group is primarily employed on a Permanent basis (14 staff), with the remaining 8 split evenly between Temporary and Contract status; gender-wise, these Assistants are majority Male (14) compared to Female (8). The remaining two roles are outliers: one Third Class position held by a Male on a Permanent contract, and one Other position held by a Male on a Part-Time basis. Across the entire organization, Permanent job types are the standard, and the gender balance leans Male with a total count of 16 to 8.



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Section 9. Student-Teacher Ratios

9.1. About Student-Teacher Ratios

The **student-teacher ratio** is a metric used to measure the number of students assigned to each teacher in a college. It gives an idea of the average class size and how much individual attention a student might receive. Lower ratios usually indicate smaller class sizes, allowing for more personalized instruction and Higher ratios might suggest crowded classrooms, which can impact learning quality. The standard formula of the **student-teacher ratio** is as below:

$$\text{Student-Teacher Ratio} = \frac{\text{Number of Students}}{\text{Number of Teachers}}$$

The student-teacher ratio is a key indicator that reflects the level of attention and support students may receive in an educational setting.

9.1.1. Student-Teacher Ratios in the Campus

Figure 11. Student-Teacher Ratios in the Campus

S.No.	Faculty	Male Teachers	Female Teachers	Total Teachers	Total Students	STR
1	Management	22	2	24	2131	88.79
2	Education	33	8	41	1099	26.80
3	Science and Technology	17	2	19	323	17.00
4	Humanities & Social Science	7	2	9	103	11.44
	Grand Total	79	14	93	3656	39.31

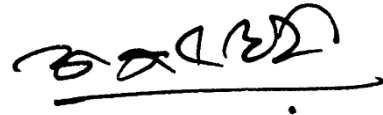
Sources: HEMIS 2081/082

The data highlights an institutional landscape characterized by a significant concentration of students in specific disciplines and a notable disparity in teaching staff resources across different faculties. The institution serves a total of 3,656 students with a teaching force of 93 educators, resulting in an overall Student-Teacher Ratio (STR) of 39.31. The Management faculty operates with the highest density of students, managing 2,131 individuals with only 24 teachers, which creates a substantial STR of 88.79. In contrast, the Education faculty employs the largest number of staff with 41 teachers for 1,099 students, maintaining a more moderate ratio of 26.80. Smaller



faculties, such as Science and Technology and Humanities & Social Science, maintain significantly lower ratios of 17.00 and 11.44 respectively, indicating more personalized instruction environments.

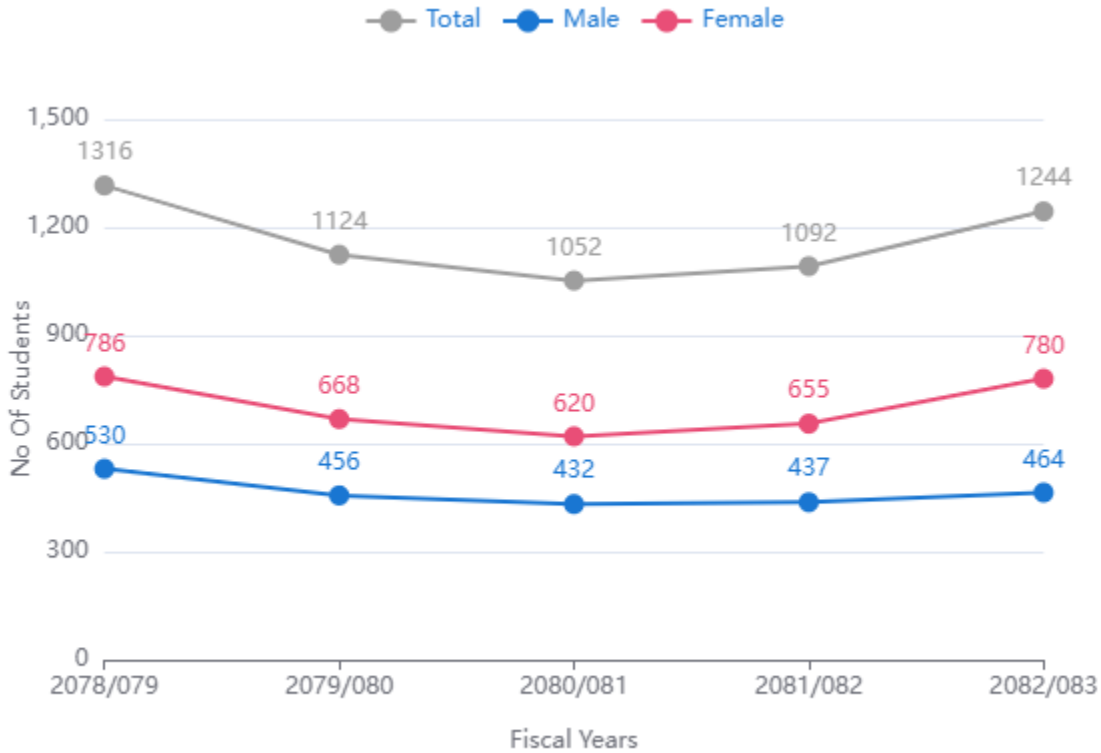
Demographically, the faculty is predominantly male, with 79 male teachers and 14 female teachers across all departments. This gender trend is reflected in student enrollment patterns as well; across the campus, female students (totaling 4,624) significantly outnumber male students (totaling 3,027). While the Bachelor in Business Studies (BBS) remains the flagship program with 3,482 enrollments, technical programs like the Bachelor of Information Communication Technology in Education (BICTE) show a unique trend where male students (194) outnumber female students (86). Geographically, the student body is largely centered in the Terai region, which accounts for roughly 75.8% of the population, followed by the Hill and Mountain regions. Additionally, the institution supports a diverse community, including 524 students from Economically Disadvantaged Groups (EDG) and a broad representation of ethnic backgrounds such as Brahman, Janajati, and Chhetri.

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Section 10. Recent Trends (Enrollment, Graduates, Pass Rates and Financing)

10.1. Student Enrollment Trends

Figure 12. Student Enrollment Trends since 2077/078- 2081/082



Sources: HEMIS 2081/082

Starting in the fiscal year 2078/079, the campus had a total of 1,316 students, which decreased over the subsequent two years to a low of 1,052 students in 2080/081. However, a positive upward trend began in 2081/082 with 1,092 students, and the current projections for 2082/083 show a significant increase to 1,244 students. Throughout this five-year period, female enrollment has consistently remained higher than male enrollment, maintaining a steady gender gap as both demographics follow the same general growth pattern.

It is important to note that while the data for 2081/082 reflects a completed cycle, the figures for the current 2082/083 fiscal year are based on initial enrollment. As the academic year progresses,



these totals are subject to adjustment once finalized statistics and student dropout rates are officially documented during the upcoming examination phases.

10.2. Student Graduates Trends

Here is a graph for the Graduation trends display as a statistical summary but the graduation data are not updated yet in the HEMIS. So, the report is empty. The graphs shows the value of the 2077/078 to 2081/082.

Figure 13. 5 years Graduation trend



Sources: HEMIS 2081/082



Section 11. Annex Summary

11.1. Enrollment by Level, Faculty, Program, Gender and caste ethnicity

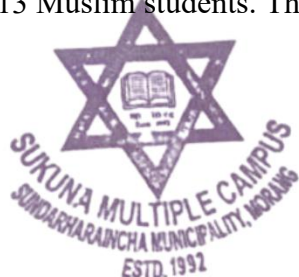
Table 22. Enrollment by Level, Faculty, Program, Gender and caste ethnicity

S.No.	Program Name	Level	Faculty	Gender					Ethnicity								
				Male	Female	others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	44	59	0	1.34	103	31	6	0	3	32	8	1	22	103
2	Bachelor in Business Studies	Bachelor	Management	580	1099	0	1.89	1679	364	62	6	1	385	587	68	206	1679
3	Bachelor in Education	Bachelor	Education	256	534	0	2.09	790	215	42	2	11	232	101	32	155	790
4	Bachelor in Science	Bachelor	Science and Technology	120	203	0	1.69	323	111	12	1	7	76	29	21	66	323
5	Bachelor of Business Administration	Bachelor	Management	77	176	0	2.29	253	105	6	0	0	61	30	12	39	253
6	Bachelor of Information Communication Technology in Education	Bachelor	Education	125	60	0	0.48	185	77	8	1	0	28	18	9	44	185
7	Master in Business Studies	Master	Management	93	106	0	1.14	199	102	6	3	4	33	3	14	34	199
8	Master in Education	Master	Education	46	78	0	1.70	124	48	7	0	2	43	0	2	22	124
Grand Total				1341	2315	0	1.73	3656	1053	149	13	28	890	776	159	588	3656

Sources: HEMIS 2081/082

The student demographic profile at Sukuna Multiple Campus, as detailed in table highlights an institution with a total enrollment of 3,656 students characterized by a strong female majority and broad ethnic representation. Out of the total student body, there are 2,315 female students compared to 1,341 male students, reflecting a widespread trend of high female participation across nearly all academic departments. The Bachelor in Business Studies (BBS) serves as the institution's largest academic track, enrolling 1,099 females and 580 males, while the Bachelor in Education (B.Ed.) follows with 534 females and 256 males. A notable exception to this gender distribution is found in the Bachelor of Information Communication Technology in Education (BICTE), which remains male-dominated with 125 male students and 60 female students.

In terms of ethnic diversity, the campus supports a multicultural environment with the Brahman community representing the largest segment at 1,053 students, followed by 890 Janajati students and 588 Chhetri students. The institutional reach extends significantly to other groups as well, including 159 Madhesi, 149 Dalit, and 28 Tharu students, alongside a smaller representation of 13 Muslim students. This diversity is most prominent in the large-scale undergraduate programs,



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where students from various social backgrounds converge, reinforcing the campus's role as a key inclusive educational hub in the region.

11.2. Students Enrollment by Region (Mountain, Hill and Terai)

This section details the enrollment distribution across the three primary ecological zones of Nepal: Mountain, Hill, and Terai. By analyzing these figures, the campus can better understand its service area and the accessibility of its various academic faculties to students from different geographical backgrounds.

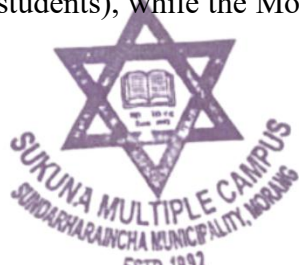
Table 23. Students Enrollment by Region (Mountain, Hill and Terai)

S.No.	Program	Mountain				Hill				Terai				Total
		Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
1	Bachelor in Arts	1	4	0	5	6	15	0	21	37	40	0	77	103
2	Bachelor in Business Studies	30	52	0	82	56	92	0	148	476	928	0	1404	1634
3	Bachelor in Education	49	91	0	140	81	177	0	258	112	240	0	352	750
4	Bachelor in Science	18	18	0	36	25	23	0	48	73	160	0	233	317
5	Bachelor of Business Administration	5	3	0	8	3	11	0	14	68	160	0	228	250
6	Bachelor of Information Communication Technology in Education	11	4	0	15	14	5	0	19	95	50	0	145	179
7	Master in Business Studies	2	4	0	6	9	8	0	17	80	94	0	174	197
8	Master in Education	4	6	0	10	12	17	0	29	29	48	0	77	116
Grand Total		120	182	0	302	206	348	0	554	970	1720	0	2690	3546

Sources: HEMIS 2081/082

The data provided in the table illustrates a student population of 3,546, showing a clear concentration in management studies and a strong demographic presence from the Terai region. The Bachelor in Business Studies (BBS) stands out as the most dominant program, enrolling 1,634 students, which represents approximately 46% of the total enrollment across all eight listed programs. This is followed by the Bachelor in Education (B.Ed.) with 750 students, highlighting a secondary institutional focus on teacher training. Conversely, programs such as the Master in Education and Bachelor in Arts have the smallest cohorts, with 116 and 103 students respectively.

Geographically, the distribution of students is heavily skewed toward the Terai region, which accounts for 2,690 students or roughly 75.8% of the total. The Hill region contributes 15.6% (554 students), while the Mountain region represents the smallest portion at 8.5% (302 students). This



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pattern is consistent across nearly every academic track, with the Terai region providing the vast majority of candidates for high-volume programs like BBS and B.Ed.

From a gender perspective, the institution maintains a high female-to-male ratio, with 2,250 female students compared to 1,296 male students. Female enrollment is particularly high in the BBS and B.Ed. programs. Notably, the Bachelor of Information Communication Technology in Education (BICTE) is the only program where male students (120) significantly outnumber female students (59). Across all regions and programs, no students are currently recorded under the "Other" gender category. This comprehensive data set reflects an institution deeply rooted in the Terai region with a significant emphasis on business and education disciplines.

11.3. Scholarship & Discount

The different scholarship provided by Sukuna Multiple campus are as follows.

विभिन्न सङ्घ/ संस्था तथा दाताहरूबाट प्रदत्त छात्रवृत्ति

क्र. सं.	छात्रवृत्ति	विद्यार्थीको नाम	कक्षा	प्राप्ताङ्क	रकम रु.	चेक नं.	कैफियत
१	हरिभक्त गजुरेल स्मृति सेवा ट्रस्टद्वारा प्रदत्त छात्रवृत्ति	Om Prakash Ghimire	B.Sc. Fourth Year	67.4	5000	2014802	
		Susmita Phuyal	BBS Second Year	66	5000	2014803	
२	मातृका काफ्लेद्वारा प्रदत्त धरणीधर	Soniya Basnet	BBS Second Year	64.8	5000	2014804	
		Dipa Adhikari	B.Ed. Second Year	56.83	5000	2014805	
५	दौतरी बलिया बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Dikshika Adhikari	BICTE Second Sem	3.33	5000	2014806	
		Rekha Pokhrel	BBS Second Year	69.8	5000	2014807	
६	भोजपुरे कल्याणकारी बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Dipak Bhandari	B.Ed. Second Year	53.83	5000	2014808	
		Dipeeka Kulung	B.Ed. Second Year	3.28	5000	2014809	

७	इन्द्रपुर जेसिज वर्ष २०२४ द्वारा प्रदत्त छात्रवृत्ति	Punam Shahu	B.Sc. Second Year	67.60%	5000	2014810	
		Bharat Bhattarai	B.Ed. Fourth Year	60.66%	5000	2014811	
८	सुकुना बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Nikita Thapa	B.Sc. Second Year	66.4	5000	2014812	
		Yubika Thapa	B.Sc. Second Year	65.6	5000	2014813	
		Puja Dahal	B.Sc. Second Year	61.2	5000	2014814	
		Sanjaya Lamsal	BBS Fourth Year	65	5000	2014815	
९	इन्द्रपुर बहुउद्देशीय सहकारी संस्था लि. द्वारा प्रदत्त छात्रवृत्ति	Priyanka Parajuli	B.Sc. Third Year	73.4	5000	2014816	
		Jamuna Basnet	B.Sc. Third Year	73.2	5000	2014817	
		Devraj Giri	B.Ed. Third Year	57.33	5000	2014818	
		Sanam Kumar Chaudhary	BBS Fourth Year	72.6	5000	2014819	
९	सूर्यज्योति बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Asmita Baskota	BBS Fourth Year	63.8	5000	2014820	
१०	कनकलक्ष्मी बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Arpana Bhattarai	B.Ed. Fourth Year	57.16	5000	2014821	
		Rabina Shrestha	B.Ed. Fourth Year	55.33	5000	2014822	
११	प्रेरणा बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Bandana Pokharel	MBS Second Sem	3.58	5000	2014823	
१२	सुन्दरहरैँचा उद्योग वाणिज्य सङ्घद्वारा प्रदत्त छात्रवृत्ति	Alka Subedi	MBS Second Sem	3.53	5000	2014824	
		Yashoda Koirala	MBS Second Sem	3.42	5000	2014825	
		Amar Chaudhary	MBS Third Sem	3.51	5000	2014826	
		Dipika Bhujel	MBS Third Sem	3.39	5000	2014827	
१३	लायन्स क्लव अफ बिराटचोक	Susmita Yadav	MBS Third Sem	3.33	5000	2014828	
		Chandrakala Sanjel	M.Ed. Second Sem	53.09%	5000	2014829	

	सिटीद्वारा प्रदत्त छात्रवृत्ति						
	नविल बैंकद्वारा प्रदत्त छात्रवृत्ति	Jina Adhikari	B.Ed. 2nd Year	61.3	10000	2014830	
		Bandip Khatiwada	BBS Fourth Year	73.40%	10000	2014831	
		Amit Khadka	BICTE 6th Semester	3.73	10000	2014832	
		Jibika Sapkota	B.Ed. Fourth Year	74.2	10000	2014833	
		Aakash Tiwari	MBS Third Sem	3.53	10000	2014834	
१५	गरिमा बिकास बैंकद्वारा प्रदत्त छात्रवृत्ति	Sudina Khadka	BBS 2nd Year	3.67	5000	2014835	
		Alka Aryal	BBS Third Year	70.2	5000	2014836	
		Anisha Adhikari	BBS Third Year	66.6	5000	2014837	
		Deepma Lamsal	BBS Second Year	3.63	5000	2014838	
		Uma Khatri	BBS Second Year	3.59	5000	2014839	
१६	रमेश खड्काद्वारा प्रदत्त छात्रवृत्ति	Haripriya Ghimire	B.Ed. Fourth Year	61.67	10000	2014840	
	लायन्स क्लब अफ खोसनिद्वारा प्रदत्त छात्रवृत्ति	Yamuna Giri	B.Sc. Third Year	67.2	5000	2014841	
१८	हातेमालो बहुउद्देश्यीय सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Rojina Khatri	B.Sc. Fourth Year	63.6	5000	2014842	
		Alisha Ghimire	BBS Third Year	66	5000	2014843	
		Indira Katwal	B.A. Fourth Year	64	5000	2014844	
		Shristi Budhathoki	B.Ed. Third Year	58.67	5000	2014845	
१९	सफा उर्जा बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Samikshya Baniya	M.Ed. Third Sem	3.17	5000	2014846	
२०	दुलारी बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Gaurav Timsina	B.Sc. Third Year	67.2	5000	2014847	
२१		Nikesh Adhikari	BICTE Sixth Sem	3.27	5000	2014848	

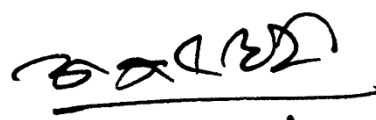
ग्रेट नेपाल बचत तथा ऋण सहकारी संस्थाद्वारा प्रदत्त छात्रवृत्ति	Simran Tamang	BICTE Seventh Sem	3.54	5000	2014849	
जम्मा				270000		

11.4. Fee Management

Below is the detailed fee structure for various undergraduate programs at Sukuna Multiple Campus for the academic session 2081/082. Please review the specific tables for different programs to see the complete breakdown of admission, monthly, and other applicable fees.

१. बी.ए. (B.A.) कार्यक्रमको शुल्क विवरण

क्र.सं.	शुल्क विवरण	बी.ए. प्रथम	बी.ए. दोस्रो	बी.ए. तेस्रो	बी.ए. चौथो
1	प्रवेश शुल्क	1500	1500	1500	1500
2	मासिक शुल्क	1200	1200	1200	1200
3	पुस्तकालय	500	500	500	500
4	पुस्तक धरौटी	1000	-	-	-
5	कल्याण कोष	300	300	300	300
6	भौतिक सुधार	500	500	500	500
7	सरस्वती पूजा सहयोग	50	50	50	50
8	स्वास्थ्य सेवा शुल्क	100	100	100	100
9	खेलकुद शुल्क	200	200	200	200
10	युनियन शुल्क	100	100	100	100
11	विविध शुल्क	650	650	650	650
12	परीक्षा तथा सम्बन्धन	1200	1200	1200	1200
13	ल्याकत परीक्षा	900	900	900	900
14	प्रयोगशाला धरौटी	-	-	-	-
15	प्रयोगशाला शुल्क	-	-	-	-
16	आइडी कार्ड शुल्क	100	100	100	100



17	अभ्यास शिक्षण	-	-	-	-
	जम्मा	8300	7300	7300	7300

२. बी.एड. (B.Ed.) कार्यक्रमको शुल्क विवरण (विज्ञान र साधारण)

क्र.सं.	शुल्क विवरण	प्रथम	दोस्रो	तेस्रो	चौथो	I विज्ञान	II विज्ञान	III विज्ञान	IV विज्ञान
1	प्रवेश शुल्क	1500	1500	1500	1500	1500	1500	1500	1500
2	मासिक शुल्क	1200	1200	1200	1200	1600	1600	1600	1600
3	पुस्तकालय	500	500	500	500	500	500	500	500
4	पुस्तक धरौटी	1000	-	-	-	1000	-	-	0
5	कल्याण कोष	300	300	300	300	300	300	300	300
6	भौतिक सुधार	500	500	500	500	500	500	500	500
7	सरस्वती पूजा सहयोग	50	50	50	50	50	50	50	50
8	स्वास्थ्य सेवा शुल्क	100	100	100	100	100	100	100	100
9	खेलकुद शुल्क	200	200	200	200	200	200	200	200
10	युनियन शुल्क	100	100	100	100	100	100	100	100
11	विविध शुल्क	650	650	650	650	650	650	650	650
12	परीक्षा तथा सम्बन्धन	1200	1200	1200	1200	1200	1200	1200	1200
13	ल्याकत परीक्षा	900	900	900	900	900	900	900	900
14	प्रयोगशाला धरौटी	-	-	-	-	1000	-	-	-
15	प्रयोगशाला शुल्क	-	-	-	-	2000	2000	2000	2000
16	आइडी कार्ड शुल्क	100	100	100	100	100	100	100	100
17	अभ्यास शिक्षण	-	-	1700	-	0	0	1700	-
	जम्मा	8300	7300	9000					

ब.ए.एड.



३. बी.बी.एस. (B.B.S.) कार्यक्रमको शुल्क विवरण

क्र.सं.	शुल्क विवरण	I नेपाली	II नेपाली	III नेपाली	IV नेपाली	I अङ्ग्रेजी	II अङ्ग्रेजी	III अङ्ग्रेजी	IV अङ्ग्रेजी
1	प्रवेश शुल्क	1500	1500	1500	1500	1500	1500	1500	1500
2	मासिक शुल्क/किस्ता	1200	1200	1200	1200	1200	1400	1400	1400
3	पुस्तकालय शुल्क	500	500	500	500	500	500	500	500
4	पुस्तकालय धरौटी	1000	-	-	-	1000	-	-	-
5	कल्याण कोष	300	300	300	300	300	300	300	300
6	भौतिक सुधार	500	500	500	500	500	500	500	500
7	सरस्वती पूजा	50	50	50	50	50	50	50	50
8	स्वास्थ्य सेवा शुल्क	100	100	100	100	100	100	100	100
9	खेलकुद शुल्क	200	200	200	200	200	200	200	200
10	युनियन शुल्क	100	100	100	100	100	100	100	100
11	विविध शुल्क	650	650	650	650	650	650	650	650
12	परीक्षा तथा सम्बन्धन	1200	1200	1200	1200	1200	1200	1200	1200
13	ल्याकत परीक्षा	900	900	900	900	900	900	900	900
16	आइडी कार्ड शुल्क	100	100	100	100	100	100	100	100
	जम्मा	8300	7300	7300	7300	8500	7500	7500	-



४. बि.एस्सी. (B.Sc.) कार्यक्रमको शुल्क विवरण

कर्मचारी

क्र.सं.	शुल्क विवरण	प्रथम वर्ष	दोस्रो वर्ष	तेस्रो वर्ष	चौथो वर्ष
1	प्रवेश शुल्क	3500	3500	3500	3500
2	मासिक शुल्क	2100	2100	2100	2100
3	पुस्तकालय शुल्क	1500	1500	1500	1500
4	प्रयोगशाला शुल्क	5000	5000	5000	5000
5	क्याम्पस विकास आय	700	700	700	700
6	सरस्वती पूजा सहयोग	50	50	50	50
7	स्वास्थ्य सेवा शुल्क	100	100	100	100
8	युनियन शुल्क	100	100	100	100
9	विविध शुल्क	450	450	450	450
10	परीक्षा तथा सम्बन्धन	2100	2100	2100	2100
11	ल्याकत परीक्षा	1000	1000	1000	1000
12	पुस्तकालय धरौटी	1000	0	0	0
13	विद्यार्थी कल्याण शुल्क	500	500	500	500
14	प्रयोगशाला धरौटी	1500	0	0	0
15	प्रयोगात्मक परीक्षा	1000	1000	1000	1000
16	आइडी कार्ड शुल्क	100	100	100	100
	जम्मा	20700	18200		



कर्मचारी